



SCHOOL ACCOUNTABILITY REPORT CARD

Issued Spring 2009 for Academic Year 2007–08

Dr. Terry Grier, Superintendent

4100 Normal Street

San Diego, CA 92103

www.sandi.net



6949 Genesee Ave, San Diego, CA

Phone: (858) 457-3040, Fax: (858) 458-9432

uchs@sandi.net

www.uchs.sandi.net/

Michael Price, Principal

University City High School

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What Is a School Accountability Report Card?

Since November 1988, state law has required all public schools to prepare and distribute annually a School Accountability Report Card (SARC). The purpose of the report card is to provide parents and the community with important information about the performance and condition of each California public school. The SARC can also be an effective way for a school to report the progress it has made toward achieving its goals. In addition, the public may use the SARC to evaluate and compare schools throughout the state on a variety of indicators.

More information about SARC requirements is available on the SARC Web page:

www.cde.ca.gov/ta/ac/sa/

Additional copies of this SARC may be obtained from the school office or from the district's SARC Web site:

studata.sandi.net/research/sarcs/

School Description and Mission Statement

University City High School (UCHS) opened in 1981 and is located in the heart of the University City community of San Diego, known as the "Golden Triangle." University City High School and the surrounding community schools work collaboratively with the parents and the community to create a rigorous academic program.

University City High School enrolls approximately nearly 1,900 students grades 9 through 12. A diverse student population attends UCHS, with about 66 percent of the students living within the local school boundaries.

The mission of University City High School is to educate students to become productive and responsible citizens, who realize their full potential through lifelong learning.

Opportunities for Parent Involvement

We are committed to communicating with and engaging parents as partners in their children's education. The district has adopted *Parent Communications and Involvement Standards*, which clearly describe expectations for parent communications and involvement at the district, school, classroom, and home levels. We are also committed to obtaining community resources for our school and invite all members of our community to assist us in the education of our students.

Parents have many opportunities to be involved at their children's school site (for example, governance committees, special events, fundraising events, parent organizations, and in classrooms) and at the district level (for example, district councils/committees, Parent University, and special events). We encourage parents to support their children at home by making their expectations about school clear and creating a positive homework and learning environment.

Opportunities for parent involvement at University City High School include serving on the Site Governance Team, the School Site Council, the Parent, Teacher and Student Association, and serving on various committees, including those to organize special events and fundraising events. Parents may also volunteer for such school activities as operating the snack bar, dances, senior activities, grad night, and student performances.

If you want to get involved, please contact Norma Smith at (858) 457-3040, ext. 202.

DATA AND ACCESS

Most of the data in this SARC are from the 2007–08 school year or the two preceding years (2005–06 and 2006–07). Graduation, dropout, and fiscal data are from 2006–07. When no year is specified, data are from the most recent year available.

Data included in this SARC are consistent with State Board of Education guidelines, available at the California Department of Education Web site: www.cde.ca.gov/ta/ac/sa/definitions08.asp.

DataQuest

DataQuest is an online data tool (<http://dq.cde.ca.gov/dataquest/>) that contains additional information about this school and comparisons of the school to the district, the county, and the state. *DataQuest* is a dynamic system that provides reports for accountability, test results, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

ABOUT THIS SCHOOL

Student Enrollment by Grade Level

| Grade Level | Enrollment on October 1, 2007 |
|-------------|-------------------------------|
| 9 | 543 |
| 10 | 478 |
| 11 | 416 |
| 12 | 449 |
| TOTAL | 1,886 |

Student Enrollment by Group (2007–08)

| Student Subgroup | Number of Students | Percentage of Enrollment |
|---------------------------------|--------------------|--------------------------|
| African American | 164 | 8.7 |
| Asian | 140 | 7.4 |
| Filipino | 180 | 9.5 |
| Hispanic | 615 | 32.6 |
| Indochinese | 52 | 2.8 |
| Native American | 7 | 0.4 |
| Pacific Islander | 15 | 0.8 |
| White (Not Hispanic) | 713 | 37.8 |
| Socioeconomically Disadvantaged | 606 | 32.1 |
| English Learners | 171 | 9.1 |
| Students with Disabilities | 174 | 9.2 |

Average Class Size and Class Size Distribution (Secondary)

This table displays the average class size for each subject area and the number of classrooms that fall into each class size category.

| Subject | 2005–06 | | | | 2006–07 | | | | 2007–08 | | | |
|------------------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | |
| | | 1–22 | 23–32 | 33+ | | 1–22 | 23–32 | 33+ | | 1–22 | 23–32 | 33+ |
| English | 30 | 7 | 35 | 28 | 21 | 36 | 32 | 21 | 24 | 26 | 21 | 29 |
| Mathematics | 34 | 2 | 13 | 36 | 24 | 24 | 24 | 25 | 28 | 14 | 23 | 24 |
| Science | 30 | 5 | 26 | 25 | 23 | 26 | 29 | 19 | 28 | 13 | 21 | 22 |
| History–Social Studies | 31 | 4 | 23 | 22 | 22 | 29 | 23 | 19 | 33 | 3 | 13 | 31 |

SCHOOL CLIMATE

School Safety Plan (2007–08)

Last Review/Update: August 2007

Last Discussed with Staff: October 1, 2007

Each school has a Crisis Response Box that includes its state-mandated comprehensive school safety plan. This plan meets the state requirements described in California Education Code Sections 35294–35297. The safety plan includes disaster procedures, procedures for safe entry and exit of students, procedures for serious disciplinary problems, a sexual harassment policy, child abuse reporting procedures, school dress codes, and school discipline policies.

Adult supervision is provided in the classrooms and outside areas before and after school, during recess and lunch, and during passing time between classes. Under the direction of the principal or site administrator, school staff members implement specific school-building security procedures. In addition, district offices support schools by reviewing and disseminating safety requirements and information, coordinating safety-related services, and providing safety training and assistance.

Suspensions and Expulsions

The following table shows the numbers and rates of suspensions and expulsions. Rates per 100 students are the total number of incidents divided by the school's enrollment for the given year, multiplied by 100. The district comparison rates are the expected rates for the school's enrollment and grade-level composition, based on actual districtwide rates. Because suspension and expulsion rates vary greatly by grade level, and since any given two schools are not likely to have identical enrollment numbers per grade, schools will have different district comparison rates.

| Type of Action | | 2005–06 | | 2006–07 | | 2007–08 | |
|----------------|-----------------------|---------|----------|---------|----------|---------|----------|
| | | School | District | School | District | School | District |
| Suspensions | Number | 238 | 14,420 | 265 | 14,738 | 211 | 12,803 |
| | Rate per 100 students | 12.47 | 13.11 | 13.86 | 13.43 | 11.19 | 10.11 |
| Expulsions | Number | 11 | 610 | 9 | 394 | 10 | 376 |
| | Rate per 100 students | 0.58 | 0.67 | 0.47 | 0.48 | 0.53 | 0.37 |

SCHOOL FACILITIES

School Facility Conditions and Improvements (2008–09)

University City High is often described by visitors as pristine. The campus remains a showcase of the community through the commitment of the school's maintenance crew, the gardeners, and the cooperation of the staff and students. Over the past couple of years, UCHS has received major facility upgrades that were funded through Proposition MM, including exterior paint for every permanent building, a new air-conditioning and heating system, and a new roof. Major renovations have continued with a campuswide technology upgrade, science classroom upgrades, and interior painting.

School Facility Good-Repair Status (2008–09)

This table displays the results of the most recently completed school-site inspection to determine the facility’s good-repair status. The data are not comparable with some previous years’ summaries, which cited only “emergency needs.”

Inspection Date: 10/23/2008

| Item Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
|---|---------------|------|------|--|
| | Good | Fair | Poor | |
| Gas leaks | ✓ | | | |
| Mechanical systems | ✓ | | | hot water valves |
| Windows/doors/gates (interior and exterior) | ✓ | | | |
| Interior surfaces (walls, floors, and ceilings) | | | ✓ | water damaged; ceiling tiles; walls; |
| Hazardous materials (interior and exterior) | ✓ | | | |
| Structural damage | ✓ | | | |
| Fire safety | ✓ | | | |
| Electrical (interior and exterior) | ✓ | | | light fixtures; wire mold; PA system; |
| Pest/vermin infestation | ✓ | | | termites |
| Drinking fountains (inside and out) | ✓ | | | |
| Restrooms | | ✓ | | Hot water valve stuck |
| Sewer | ✓ | | | holes cracked |
| Playground/school grounds | | ✓ | | water puddle; crack asphalt; lumps; trip haz |
| Roofs | ✓ | | | |
| Overall Cleanliness | ✓ | | | |

| | Exemplary | Good | Fair | Poor |
|-----------------|-----------|------|------|------|
| Overall Summary | | ✓ | | |

TEACHERS

Teacher Credentials

This table displays the number of teachers assigned to the school who are fully credentialed, who are working without a full credential, and who are credentialed but teaching outside of their subject area of competence. District totals do not include charter schools.

| Number of Teachers | School | | | District |
|---|-----------|-----------|-----------|-------------|
| | 2005–06 | 2006–07 | 2007–08 | 2007–08 |
| Full credential and teaching in subject area | 69 | 75 | 75 | 6392 |
| Full credential but teaching outside subject area | 7 | 0 | 0 | 177 |
| Without full credential | 10 | 3 | 3 | 756 |
| Total | 86 | 78 | 78 | 7325 |

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (long-term vacancies for which there was no teacher assigned by the twentieth school day of each semester). Total teacher misassignments includes the number of misassignments of teachers of English learners. For 2008, the most current data are reported.

| | 2006–07 | | 2007–08 | | 2008–09 | |
|--|------------|------------|------------|------------|------------|------------|
| | Semester 1 | Semester 2 | Semester 1 | Semester 2 | Semester 1 | Semester 2 |
| Misassignments of Teachers of English Learners | 0 | 0 | 0 | 0 | 0 | N/A |
| Total Teacher Misassignments | 0 | 0 | 0 | 0 | 0 | N/A |
| Vacant Teacher Positions | 2 | 0 | 0 | 2 | 0 | N/A |

Core Academic Courses Taught by Teachers in Compliance with the No Child Left Behind Act (2007–08)

The No Child Left Behind (NCLB) Act required all teachers of core academic subjects to be “highly qualified” no later than the end of the 2007–08 school year. In general, NCLB requires that each teacher must have: (1) a bachelor’s degree, (2) a state credential (or an Intern Certificate/Credential for no more than three years), and (3) demonstrated subject-matter competence for each core subject he or she will teach.

This table displays the percentage of classes in core academic subjects taught by NCLB-compliant and non-NCLB-compliant teachers at the school, at all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. More information on teacher qualifications required under NCLB can be found at the CDE Web site at www.cde.ca.gov/nclb/sr/tq/.

| Location of Classes | Percentage of Classes in Core Academic Subjects | |
|----------------------------------|---|---------------------------------------|
| | Taught by NCLB-Compliant Teachers | Taught by Non-NCLB-Compliant Teachers |
| This School | 96.3 | 3.7 |
| All Schools in District | 97.6 | 2.4 |
| High-Poverty Schools in District | 96.8 | 3.2 |
| Low-Poverty Schools in District | 99.6 | 0.4 |

SUPPORT STAFF

Academic Counselors and Other Support Staff (2007–08)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Number of FTE Assigned to the School | Average Number of Students per Academic Counselor |
|---|--------------------------------------|---|
| Academic Counselor | 6.0 | 314.33 |
| Library Media Teacher (Librarian) | 1.0 | |
| Library Media Services Staff (paraprofessional) | 0.4 | |
| Psychologist | 1.0 | |
| Social Worker | 0.0 | |
| Nurse | 1.0 | |
| Speech/Language/Hearing Specialist | 1.0 | |
| Resource Specialist (Non-Teaching) | 0.0 | |
| Resource Specialist (Co-Teaching) | 4.0 | |
| Site Base Diagnostic Resource Teacher | 1.0 | |

CURRICULUM AND INSTRUCTIONAL MATERIALS

Quality, Currency, and Availability of Textbooks and Instructional Materials (2008–09)

The district adopts textbooks and instructional materials based on the implementation cycle established by the state. It provides a sufficient number of standards-aligned textbooks and other instructional materials for all students in the subject areas of English language arts, health, history–social studies, mathematics, science, and world languages. Science laboratory equipment is available to students enrolled in laboratory science courses in Grades 9–12. The following table displays information about the availability of the standards-aligned textbooks and other instructional materials used at the school.

| Core Curriculum Area | Percentage of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials |
|--|--|
| English Language Arts | 0 |
| Health | 0 |
| History–Social Studies | 0 |
| Mathematics | 0 |
| Science | 0 |
| Science Laboratory Equipment (Grades 9–12) | 0 |
| Visual and Performing Arts | 0 |
| World Language | 0 |

List of Textbooks and Instructional Materials Used in Core Subject Areas (2008–09)

All textbooks and instructional materials come from state or district lists. A list of all textbooks and instructional materials used in the school in the core subjects (English-language arts, mathematics, science, and history-social science), may be found at the end of this document in the appendix entitled Adopted Texts and Instructional Materials.

SCHOOL FINANCES

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2006–07)

This table displays a comparison of the school’s per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental) | Expenditures Per Pupil (Basic) | Average Teacher Salary |
|---|------------------------------|---------------------------------------|--------------------------------|------------------------|
| School Site | \$5,537 | \$4,387 | \$1,150 | \$77,666 |
| District | — | — | \$6,772 | \$55,123 |
| Percentage Difference: School Site and District | — | — | -83.0 | 24.0 |
| State | — | — | \$5,300 | \$65,008 |
| Percentage Difference: School Site and State | — | — | -78.3 | 19.5 |

Types of Services Funded (2007–08)

The district’s general fund includes monies for:

- General operations—salaries, benefits, services, materials, and support to the general education
- Special Education—programs offering appropriate, individualized instruction to students with special needs
- Targeted Instructional Improvement Program—staff salaries, staff benefits, services, materials, and support for low-achieving students
- School-Based Coordinated Program—staff salaries, staff benefits, services, materials, and support for our lowest performing schools
- Gifted and Talented Education Program—specialized learning assistance for identified students of high ability, achievement, or potential
- Special projects—monies from agencies (federal or state) earmarked for specific programs/projects or services
- Transportation
- Maintenance and operations
- District administration

Each school in the district receives an instructional budget based on enrollment, programs, and formulas set by Board of Education policy, state law, agreements with employee bargaining units, and guidelines of outside funding sources.

Teacher and Administrative Salaries (Fiscal Year 2006–07)

This table displays district-level salary information for teachers, principals, and the superintendent, and compares these figures to the state averages for districts of the same type and size. The table also displays teachers and administrative salaries as a percentage of a district’s budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site at www.cde.ca.gov/ds/fd/cs/.

| | District Amount | Statewide Average for Districts in Same Category |
|--|-----------------|--|
| Beginning Teacher Salary | \$37,790 | \$40,721 |
| Mid-Range Teacher Salary | \$57,422 | \$65,190 |
| Highest Teacher Salary | \$76,834 | \$84,151 |
| Average Principal Salary (Elementary School Level) | \$104,884 | \$104,476 |
| Average Principal Salary (Middle School Level) | \$106,912 | \$108,527 |
| Average Principal Salary (High School Level) | \$112,437 | \$119,210 |
| Superintendent Salary | \$273,706 | \$210,769 |
| Percentage of Budget for Teachers’ Salaries | 37.2% | 39.9% |
| Percentage of Budget for Administrative Salaries | 5.0% | 5.5% |

STUDENT PERFORMANCE

Standardized Testing and Reporting

Through the California Standardized Testing and Reporting (STAR) Program, students in Grades 2–11 are tested annually in various subject areas. In the 2007–08 school year, the STAR program included the California Standards Tests (CST) and a norm-referenced test. School districts are not required to report results of the norm-referenced test in this year’s SARC.

To protect student privacy, “—” is used in the following tables instead of the percentage when the number of students tested is 10 or less in that category. Data for migrant education services are not available.

California Standards Tests

The CST shows how well students are doing in relation to state content standards. The CST tests English language arts and mathematics (Grades 2–11), grade-level science (Grades 5, 8, and 10), end-of-course science (Grades 9, 10, and 11), and history–social science (Grades 8, 10, and 11). Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient and Advanced levels have met state standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Statewide data are rounded to the nearest percentage point. Detailed information regarding CST and CAPA results can be found at the CDE Web site at star.cde.ca.gov.

The following tables show the percentage of students achieving the Proficient or Advanced levels (meeting or exceeding state standards):

CST – English Language Arts

| Grade Level | School | | | District | | | State | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2005–06 | 2006–07 | 2007–08 | 2005–06 | 2006–07 | 2007–08 | 2005–06 | 2006–07 | 2007–08 |
| 9 | 60.5 | 60.0 | 62.9 | 43.7 | 45.4 | 50.3 | 44 | 47 | 49 |
| 10 | 55.5 | 54.7 | 50.1 | 37.9 | 36.3 | 40.6 | 37 | 37 | 41 |
| 11 | 54.4 | 56.9 | 50.7 | 37.5 | 39.9 | 38.0 | 36 | 37 | 37 |

CST – Mathematics

| Grade Level | School | | | District | | | State | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2005–06 | 2006–07 | 2007–08 | 2005–06 | 2006–07 | 2007–08 | 2005–06 | 2006–07 | 2007–08 |
| 9 | 34.2 | 32.3 | 31.8 | 16.8 | 16.6 | 19.1 | 25 | 25 | 26 |
| 10 | 26.8 | 23.4 | 23.3 | 11.4 | 11.9 | 13.4 | 20 | 19 | 19 |
| 11 | 21.1 | 24.5 | 22.3 | 10.5 | 12.9 | 12.9 | 17 | 17 | 17 |

CST – Grade-Level Science

| Grade Level | School | | | District | | | State | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2005–06 | 2006–07 | 2007–08 | 2005–06 | 2006–07 | 2007–08 | 2005–06 | 2006–07 | 2007–08 |
| 10 | | | 50.9 | 17.2 | 17.4 | 31.1 | 35 | 35 | 40 |

CST – End-of-Course Science

| Grade Level | School | | | District | | | State | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2005–06 | 2006–07 | 2007–08 | 2005–06 | 2006–07 | 2007–08 | 2005–06 | 2006–07 | 2007–08 |
| 9 | | | 47.5 | 13.0 | 16.3 | 26.5 | 29 | 32 | 37 |
| 10 | | | 39.0 | 12.1 | 15.6 | 27.4 | 28 | 30 | 35 |
| 11 | | | 48.8 | 30.1 | 34.5 | 36.9 | 27 | 30 | 32 |

CST – History–Social Science

| Grade Level | School | | | District | | | State | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2005–06 | 2006–07 | 2007–08 | 2005–06 | 2006–07 | 2007–08 | 2005–06 | 2006–07 | 2007–08 |
| 10 | | | 42.4 | 28.5 | 25.6 | 28.1 | 30 | 29 | 33 |
| 11 | | | 46.5 | 34.3 | 35.4 | 35.5 | 35 | 34 | 36 |

2007–08 CST Subgroups – English Language Arts

| Grade Level | Gender | | English Learner? | | Economically Disadvantaged? | | Students with Disabilities? | |
|-------------|--------|--------|------------------|------|-----------------------------|------|-----------------------------|------|
| | Male | Female | Yes | No | Yes | No | Yes | No |
| 9 | 59.2 | 66.3 | 9.5 | 72.5 | 35.2 | 78.6 | 30.8 | 65.7 |
| 10 | 43.9 | 56.6 | 12.5 | 53.8 | 29.6 | 59.6 | 4.8 | 54.8 |
| 11 | 47.7 | 54.1 | 9.4 | 54.2 | 37.4 | 57.4 | 15.8 | 54.2 |

2007–08 CST Subgroups – Mathematics

| Grade Level | Gender | | English Learner? | | Economically Disadvantaged? | | Students with Disabilities? | |
|-------------|--------|--------|------------------|------|-----------------------------|------|-----------------------------|------|
| | Male | Female | Yes | No | Yes | No | Yes | No |
| 9 | 30.0 | 33.5 | 9.6 | 35.7 | 13.6 | 42.3 | 12.5 | 33.6 |
| 10 | 23.8 | 22.8 | 13.2 | 24.3 | 12.5 | 28.1 | 8.6 | 24.6 |
| 11 | 23.9 | 20.4 | 14.8 | 22.8 | 11.5 | 27.5 | 7.7 | 23.3 |

2007–08 CST Subgroups – Grade-Level Science

| Grade Level | Gender | | English Learner? | | Economically Disadvantaged? | | Students with Disabilities? | |
|-------------|--------|--------|------------------|------|-----------------------------|------|-----------------------------|------|
| | Male | Female | Yes | No | Yes | No | Yes | No |
| 10 | 49.8 | 52.1 | 10.8 | 54.7 | 30.3 | 59.9 | 13.9 | 54.3 |

2007–08 CST Subgroups – End-of-Course Science

| Grade Level | Gender | | English Learner? | | Economically Disadvantaged? | | Students with Disabilities? | |
|-------------|--------|--------|------------------|------|-----------------------------|------|-----------------------------|------|
| | Male | Female | Yes | No | Yes | No | Yes | No |
| 9 | 47.5 | 47.6 | 12.9 | 53.6 | 26.4 | 58.8 | 23.1 | 49.0 |
| 10 | 38.8 | 39.3 | 10.3 | 41.9 | 24.1 | 45.7 | 8.8 | 41.6 |
| 11 | 51.7 | 45.6 | 23.1 | 50.7 | 41.1 | 52.5 | 16.0 | 51.1 |

2007–08 CST Subgroups – History–Social Science

| Grade Level | Gender | | English Learner? | | Economically Disadvantaged? | | Students with Disabilities? | |
|-------------|--------|--------|------------------|------|-----------------------------|------|-----------------------------|------|
| | Male | Female | Yes | No | Yes | No | Yes | No |
| 9 | — | — | — | — | — | — | — | — |
| 10 | 45.7 | 39.1 | 11.8 | 45.2 | 25.2 | 49.2 | 17.6 | 44.7 |
| 11 | 47.9 | 44.9 | 16.1 | 49.0 | 32.1 | 53.6 | 17.6 | 49.1 |

2007–08 CST Racial/Ethnic Groups – English Language Arts

| Grade Level | African American | Asian | Filipino | Hispanic | Indochinese | Native American | Pacific Islander | White (Not Hispanic) |
|-------------|------------------|-------|----------|----------|-------------|-----------------|------------------|----------------------|
| 9 | 50.0 | 78.8 | 80.6 | 37.7 | 70.6 | — | — | 84.7 |
| 10 | 22.5 | 62.9 | 59.0 | 35.3 | 66.7 | — | — | 66.0 |
| 11 | 24.2 | 77.8 | 42.6 | 35.0 | 53.8 | — | — | 64.5 |

2007–08 CST Racial/Ethnic Groups – Mathematics

| Grade Level | African American | Asian | Filipino | Hispanic | Indochinese | Native American | Pacific Islander | White (Not Hispanic) |
|-------------|------------------|-------|----------|----------|-------------|-----------------|------------------|----------------------|
| 9 | 15.8 | 69.7 | 38.9 | 13.6 | 41.2 | — | — | 45.5 |
| 10 | 4.9 | 54.3 | 25.6 | 9.9 | 33.3 | — | — | 34.0 |
| 11 | 0.0 | 59.3 | 12.8 | 13.1 | 23.1 | — | — | 29.6 |

2007–08 CST Racial/Ethnic Groups – Grade-Level Science

| Grade Level | African American | Asian | Filipino | Hispanic | Indochinese | Native American | Pacific Islander | White (Not Hispanic) |
|-------------|------------------|-------|----------|----------|-------------|-----------------|------------------|----------------------|
| 10 | 38.5 | 72.7 | 52.6 | 27.7 | 58.3 | — | — | 72.1 |

2007–08 CST Racial/Ethnic Groups – End-of-Course Science

| Grade Level | African American | Asian | Filipino | Hispanic | Indochinese | Native American | Pacific Islander | White (Not Hispanic) |
|-------------|------------------|-------|----------|----------|-------------|-----------------|------------------|----------------------|
| 9 | 31.3 | 69.7 | 61.1 | 26.6 | 53.3 | — | — | 65.3 |
| 10 | 24.4 | 61.8 | 53.8 | 20.5 | 50.0 | — | — | 52.0 |
| 11 | 16.7 | 80.8 | 50.0 | 33.7 | 61.5 | — | — | 58.4 |

2007–08 CST Racial/Ethnic Groups – History–Social Science

| Grade Level | African American | Asian | Filipino | Hispanic | Indochinese | Native American | Pacific Islander | White (Not Hispanic) |
|-------------|------------------|-------|----------|----------|-------------|-----------------|------------------|----------------------|
| 9 | 27.8 | 55.9 | 44.4 | 24.8 | 63.6 | — | — | 57.0 |
| 10 | 21.2 | 66.7 | 46.8 | 31.6 | 46.2 | — | — | 59.3 |
| 11 | — | — | — | — | — | — | — | — |

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade 10 results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in English–language arts and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found at the CAHSEE Web site at cahsee.cde.ca.gov/.

To protect student privacy, “—” is used in the following tables instead of the percentage when the number of students tested is 10 or less in that category.

CAHSEE Results by Performance Level for All Students—Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in English–language arts and mathematics.

| Subject | School | | | District | | | State | | |
|-----------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2005–06 | 2006–07 | 2007–08 | 2005–06 | 2006–07 | 2007–08 | 2005–06 | 2006–07 | 2007–08 |
| English–Language Arts | 73.9 | 67.1 | 68.8 | 50.1 | 47.0 | 52.2 | 51.1 | 48.6 | 52.9 |
| Mathematics | 67.5 | 65.5 | 67.5 | 48.0 | 49.9 | 49.2 | 46.8 | 49.9 | 51.3 |

2007–08 CAHSEE Results by Student Group

| Group | English–Language Arts | | | Mathematics | | |
|----------------------------|-----------------------|------------|----------|----------------|------------|----------|
| | Not Proficient | Proficient | Advanced | Not Proficient | Proficient | Advanced |
| All Students | 31.2 | 51.4 | 17.4 | 32.5 | 37.0 | 30.5 |
| African American | 54.8 | 42.9 | 2.4 | 54.8 | 33.3 | 11.9 |
| American Indian | - | - | - | - | - | - |
| Asian | 17.8 | 68.9 | 13.3 | 13.3 | 24.4 | 62.2 |
| Filipino | 28.2 | 51.3 | 20.5 | 17.9 | 53.8 | 28.2 |
| Hispanic | 48.6 | 43.2 | 8.1 | 51.3 | 35.5 | 13.2 |
| Pacific Islander | - | - | - | - | - | - |
| White (not Hispanic) | 12.0 | 57.6 | 30.4 | 18.4 | 37.3 | 44.3 |
| Male | 33.9 | 53.7 | 12.3 | 34.8 | 32.6 | 32.6 |
| Female | 28.4 | 48.8 | 22.8 | 30.1 | 41.7 | 28.2 |
| Economically Disadvantaged | 87.1 | 12.9 | 0.0 | 82.9 | 11.4 | 5.7 |
| English Learners | 71.7 | 28.3 | 0.0 | 59.6 | 34.0 | 6.4 |
| Students with Disabilities | - | - | - | - | - | - |

California Physical Fitness Test Results (2007–08)

The California Physical Fitness Test is administered to students in Grades 5, 7, and 9 only. This table displays by grade level the percentage of students meeting fitness standards (scoring in the healthy fitness zone on all six fitness standards) for the most recent testing period. Detailed information regarding this test, and comparisons of a school’s test results to the district and state levels, may be found at the CDE Web site at www.cde.ca.gov/ta/tg/pf/.

| Grade Level | Percentage of Students Meeting Fitness Standards |
|-------------|--|
| 9 | 21.4 |

ACCOUNTABILITY

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the API Web page at www.cde.ca.gov/ta/ac/ap/.

API Ranks—Three-Year Comparison

This table displays the school’s statewide and similar-schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar-schools API rank reflects how a school compares to 100 statistically matched “similar schools.” A similar-schools rank of 1 means that the school’s academic performance is in the lowest 10 percent of the 100 similar schools, while a similar-schools rank of 10 means that the school’s academic performance is in the highest 10 percent of the 100 similar schools.

| API Rank | 2005–06 | 2006–07 | 2007–08 |
|-----------------|---------|---------|---------|
| Statewide | 9 | 8 | 7 |
| Similar Schools | 4 | 6 | 3 |

API Changes by Student Group—Three-Year Comparison

This table displays by student group the actual API changes (growth) in points added or lost for the past three years, and the most recent API score (growth). Note: a blank means that the student group is not numerically significant, “B” means the school did not have a valid 2008 API Base and will not have any growth or target information, and “C” means the school had significant demographic changes and will not have any growth or target information.

| Group | Actual API Change | | | API Score |
|----------------------------------|-------------------|---------|---------|-----------|
| | 2005–06 | 2006–07 | 2007–08 | 2007–08 |
| All Students at the School | 1 | -10 | 19 | 759 |
| African American | -29 | -33 | 61 | 642 |
| American Indian or Alaska Native | | | | |
| Asian | 11 | -13 | 48 | 864 |
| Filipino | 6 | -6 | 9 | 794 |
| Hispanic | 6 | 8 | 2 | 670 |
| Indochinese | | | | |
| Pacific Islander | | | | |
| White | 12 | -17 | 20 | 828 |
| Socioeconomically Disadvantaged | -6 | 14 | 7 | 669 |
| English Learners | — | — | 8 | 617 |
| Students with Disabilities | — | — | 6 | 516 |

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state’s standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state’s standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the AYP Web page www.cde.ca.gov/ta/ac/ay/.

AYP Overall and by Criteria (2007–08)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

| AYP Criteria | School | District |
|---|--------|----------|
| Overall | No | Yes |
| Participation Rate—English Language Arts | Yes | Yes |
| Participation Rate—Mathematics | Yes | Yes |
| Percentage Proficient—English Language Arts | No | Yes |
| Percentage Proficient—Mathematics | Yes | Yes |
| API | Yes | Yes |
| Graduation Rate | Yes | Yes |

Federal Intervention Program (2008–09)

Schools that receive Title I funding must enter federal Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at www.cde.ca.gov/ta/ac/ay/.

| Indicator | School | District |
|--|--------|-----------|
| Program Improvement Status | | Not in PI |
| First Year of Program Improvement | | — |
| Year in Program Improvement | | — |
| Number of Schools Currently in Program Improvement | — | 55 |
| Percentage of Schools Currently in Program Improvement | — | 25.8 |

SCHOOL COMPLETION AND POSTSECONDARY PREPARATION (SECONDARY SCHOOLS)

Admission Requirements for California Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for university-level work. For general admissions requirements, please visit the University of California Web site at www.universityofcalifornia.edu/admissions/general.html.

California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web site at www.calstate.edu/admission/.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

| | School | | | District | | | State | | |
|-------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2004–05 | 2005–06 | 2006–07 | 2004–05 | 2005–06 | 2006–07 | 2004–05 | 2005–06 | 2006–07 |
| Dropout Rate (one-year) | 0.5 | 0.9 | 0.6 | 2.8 | 3.3 | 4.5 | 3.1 | 3.5 | 4.4 |
| Graduation Rate | 96.9 | 97.8 | 97.0 | 82.9 | 83.2 | 78.8 | 85.0 | 83.0 | 79.5 |

Completion of High School Graduation Requirements

Beginning with the graduating class of 2007, students in California public schools must pass both the English language arts and mathematics portions of the California High School Exit Exam (CAHSEE) to receive a high school diploma. This table displays, by student group, the percentage of students who began the 2007–08 school year in Grade 12 that met all state and local graduation requirements for Grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at www.cde.ca.gov/ta/tg/hs/. Note: A blank means that the student group is not numerically significant.

| Group | Graduating Class of 2008 | | |
|----------------------------------|--------------------------|----------|-------|
| | School | District | State |
| All Students | 98.9 | 77.0 | — |
| African American | 91.4 | 66.1 | — |
| American Indian or Alaska Native | | 75.4 | — |
| Asian | 91.4 | 88.7 | — |
| Filipino | 96.2 | 89.2 | — |
| Hispanic or Latino | 92.7 | 70.2 | — |
| Indochinese | | 85.5 | — |
| Pacific Islander | | 75.7 | — |
| White | 99.5% | 83.1 | — |
| Socioeconomically Disadvantaged | 96.3 | 63.2 | — |
| English Learners | 95.7 | 45.9 | — |
| Students with Disabilities | 85.2 | 27.3 | — |

NOTE: Percentages may be greater than 100 due to changes in enrollment between the beginning of school and graduation.

Career Technical Education Programs (2007–08)

Career Technical Education (CTE) in the San Diego Unified School District is a program of study involving a sequence of courses that integrate core academic knowledge with technical skills. The program provides students with multiple pathways to college and careers. Students complete a *career pathway*, which includes foundation, intermediate, and capstone (Regional Occupational Program or ROP) courses in a single, defined field of study. The career pathways are organized around 14 different *industry sectors*, which have been determined to be the growth industry sectors for the local economy. Students are encouraged to complete an internship in their chosen industry sector prior to completing their senior year. CTE programs of study lead to community college credit, an industry-recognized credential, a certificate, or a degree at the postsecondary level.

University City High School offers CTE programs in the following industry sectors:

- Education, Child Development, and Family Services
- Arts, Media, and Entertainment
- Manufacturing and Product Development

Career Technical Education Participation (2007–08)

Data reported in the following table are intended to measure the performance of the school’s career technical education (CTE) programs.

“Number of pupils” is the total number of students in all grades at the school who took at least one CTE course during the most recently completed school year.

“Percentage of pupils earning a high school diploma who also completed a CTE program” is the number of students who earned a high school diploma during the most recently completed school year *and* who completed a CTE program at some time during their high school career, divided by the total number of students who earned a high school diploma during the most recently completed school year.

“Percentage of CTE courses sequenced or articulated between the school and institutions of postsecondary education” is the number of CTE courses the school offers that are linked (through formal articulation agreements) to courses or programs offered by colleges, universities, or other institutions of postsecondary education, divided by the total number of all CTE courses offered by the school. Such articulation provides high school students the opportunity to transfer smoothly into postsecondary education and training programs without experiencing delay or duplication of learning.

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of pupils | 542 |
| Percentage of pupils earning a high school diploma who also completed a CTE program | 13 |
| Percentage of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 34 |

Courses for University of California and/or California State University Admission (2007–08)

This table displays for the most recent year two measures related to the school’s courses that are required for UC and/or CSU admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at dg.cde.ca.gov/dataquest/.

| Indicator | Courses Required for UC/CSU Admission |
|---|---------------------------------------|
| Number of Students Enrolled in Courses | 68 |
| Percentage of Graduates Who Completed All Courses | 40 |

Advanced Placement Courses (2007–08)

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered, by subject, and the percentage of the school’s students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at dg.cde.ca.gov/dataquest/.

| Subject | Number of AP Courses Offered | Percentage of Students in AP Courses |
|----------------------------|------------------------------|--------------------------------------|
| Computer Science | | — |
| English | 2 | — |
| Visual and Performing Arts | 1 | — |
| World Language | 2 | — |
| Mathematics | 1 | — |
| Science | 3 | — |
| History–Social Studies | 5 | — |
| TOTAL | 14 | 11 |

INSTRUCTIONAL PLANNING AND SCHEDULING

Professional Development

Through the district’s educational strategies, the Curriculum and Instruction Division has engaged teachers and administrators in ongoing professional development to improve teaching and learning in the areas of literacy, mathematics, science, history–social studies, visual and performing arts, physical education, health, educational technology, and gifted and talented education. Each year, principals identify a schoolwide professional development focus, as well as determine areas of individual need. Throughout the year, principals conduct large- and small-group staff conferences and coach teachers at the school site to improve instructional practice. Teachers in the district participated in a total of three mandatory staff development days in each of the last four school years. These days focused primarily on school-based professional learning in relation to the school’s needs.

APPENDIX: ADOPTED TEXTS AND INSTRUCTIONAL MATERIALS

| Subject Area | Grade Level | District Course (for secondary courses) | Instructional Material or Textbook | Adoption Year |
|---------------------------|-------------|---|--|---------------|
| Senior High School | | | | |
| English Language Arts | 9 | English 1,2 | <i>Literature</i> , Grade 9, McDougal Littell | 2008–09 |
| English Language Arts | 10 | English 3,4 | <i>Literature</i> , Grade 10, McDougal Littell | 2008–09 |
| English Language Arts | 10 | English 3,4 | <i>Bridges to Literature</i> , McDougal Littell | 2002–03 |
| English Language Arts | 10 | English 3,4 Advanced | <i>Prentice Hall Literature: World Masterpieces</i> , Pearson Prentice Hall | 2008–09 |
| English Language Arts | 10 | English 3,4 Advanced | <i>World Literature</i> , Glencoe | 2002–03 |
| English Language Arts | 11 | American Literature 1,2 | <i>The Language of Literature, American Literature</i> , McDougal Littell | 2003–04 |
| English Language Arts | 11 | American Literature 1,2 Honors | <i>The Language of Literature, American Literature</i> , McDougal Littell | 2003–04 |
| English Language Arts | 11–12 | Contemporary Voices in Literature 1,2 | <i>Contemporary Reader</i> , Prentice Hall or <i>Legacies</i> , Thomson Learning | 2003–04 |
| English Language Arts | 11–12 | World Literature 1,2 | <i>The Language of Literature, World Literature</i> , McDougal Littell | 2003–04 |
| English Language Arts | 12 | English Literature 1,2 | <i>Timeless Voices, Timeless Themes—The British Tradition</i> , Prentice Hall | 2004–05 |
| English Lang Dev | 9–12 | ESL Newcomers 9th–12th | <i>Word by Word Basic Picture Dictionary</i> , Longman | 2002–03 |
| English Lang Dev | 9–12 | ESL 1-2 | <i>Champion—Red Level</i> , Ballard & Tighe | 2008–09 |
| English Lang Dev | 9–12 | ESL 1-2 | <i>Keys to Learning</i> , Longman | 2008–09 |
| English Lang Dev | 9–12 | ESL 3-4 | <i>Champion—Blue Level</i> , Ballard & Tighe | 2008–09 |
| English Lang Dev | 9–12 | ESL 3-4 | <i>Quest: Introduction</i> , McGraw-Hill ESL/ELT | 2008–09 |
| English Lang Dev | 9–12 | ESL 5-6 | <i>Quest 1</i> , McGraw-Hill ESL/ELT | 2008–09 |
| Health & Drivers Ed | 10–12 | Health & Driver Ed 1 | <i>Health: Guide to Wellness</i> , Glencoe | 1997–98 |
| Health & Drivers Ed | 10–12 | Health & Driver Ed 1 | <i>Responsible Driving</i> , Glencoe | 1997–98 |
| History–Social Studies | 10 | Modern World History and Geography 1,2 | <i>Modern World History: Patterns of Interaction</i> , McDougal Littell | 2008–09 |
| History–Social Studies | 10 | Modern World History and Geography 1,2 Advanced | <i>World History: Modern Times, California Edition</i> , Glencoe | 2005–06 |
| History–Social Studies | 11 | U.S. History & Geography 1,2 | <i>The Americans: Reconstruction to the 21st Century</i> , McDougal Littell | 2008–09 |
| History–Social Studies | 11 | U.S. History & Geography 1,2 Honors | <i>A People and a Nation</i> , McDougal Littell | 2008–09 |
| History–Social Studies | 12 | Principles of Economics 1 | <i>Economics: Principles In Action</i> , Prentice Hall | 2003–04 |
| History–Social Studies | 12 | Government 1 | <i>United States Government: Democracy in Action</i> , Glencoe | 2003–04 |
| History–Social Studies | 12 | Am. Gov. in World Affairs | <i>World Politics in the 21st Century</i> , Prentice Hall | 2004–05 |
| Mathematics | 8–10 | Advanced Geometry 1-2 | <i>Geometry: Reasoning, Measuring, Applying</i> , McDougal Littell | 2004–05 |
| Mathematics | 8–12 | Geometry 1-2 | <i>Discovering Geometry</i> , Key Press | 2003–04 |
| Mathematics | 9 | Algebra Explorations | <i>Algebra Connections</i> , CPM | 2007–08 |
| Mathematics | 10–12 | Intermediate Algebra 1-2 | <i>Algebra 2</i> , Holt | 2005–06 |
| Mathematics | 10–12 | Intermediate Algebra 1, 2 Advanced | <i>Algebra 2, California Edition</i> , Glencoe | 2005–06 |
| Mathematics | 11–12 | Honors Precalculus 1,2 | <i>Precalculus: Graphical, Numerical, Algebraic, 6th ed.</i> , Prentice Hall | 2004–05 |
| Mathematics | 11–12 | Precalculus 1,2 | <i>Precalculus, 2nd ed.</i> , Prentice Hall | 2004–05 |
| Science | 9–12 | Physics 1,2 | <i>Conceptual Physics</i> , Pearson Prentice Hall | 2007–08 |
| Science | 9–12 | Earth Science 1,2 | <i>Holt Earth Science</i> , Holt Rinehart Winston | 2007–08 |
| Science | 9–12 | Advanced Physics 1,2 | <i>CA Physics: Principles and Problems</i> , Glencoe/McGraw-Hill | 2007–08 |
| Science | 10–12 | Chemistry 1,2 | <i>Living By Chemistry</i> , Key Press | 2003–04 |
| Science | 10–12 | Chemistry 1,2 | <i>Chemistry</i> , Addison Wesley | 2003–04 |
| Science | 10–12 | Chemistry 1,2 Honors | <i>Chemistry: Principle and Reactions</i> , Thomson | 2004–05 |
| Science | 11–12 | Biology 1,2 | <i>BSCS Biology: A Human Approach, 2nd ed.</i> , Kendall Hunt | 2004–05 |
| Science | 11–12 | Biology 1,2 Advanced | <i>Biology: Concepts and Connections</i> , Pearson Prentice Hall | 2005–06 |
| Science | 11–12 | Marine Science 1, 2 | <i>Oceanography: An Invitation to Marine Science</i> , Thomson | 2007–08 |

| Subject Area | Grade Level | District Course (for secondary courses) | Instructional Material or Textbook | Adoption Year |
|----------------|-------------|--|--|---------------|
| VAPA | 9–12 | Music Appreciation 1,2 | <i>Music: Its Role and Importance in Our Lives</i> , Glencoe/McGraw-Hill | 2000–01 |
| VAPA | 9–12 | Music Theory 1,2 | <i>Tonal Harmony with an Introduction to 20th Century Music</i> , 6th ed., Glencoe | 2008–09 |
| VAPA | 10–12 | Music Theory 1,2 AP | <i>Music in Theory in Practice, Vol. 2</i> , 7th ed., McGraw-Hill | 2006–07 |
| VAPA | 9–12 | Theatre 1,2; 3,4; 5,6; 7,8 | <i>Theatre: Art in Action</i> , Glencoe | 1999–2000 |
| VAPA | 9–12 | Theatre 1,2; 3,4; 5,6; 7,8 | <i>Drama for Reading and Performance, Collection 1</i> , Perfection Learning | 2000–01 |
| VAPA | 9–12 | Theatre 1,2; 3,4; 5,6; 7,8 | <i>Drama for Reading and Performance, Collection 2</i> , Perfection Learning | 2000–01 |
| VAPA | 9–12 | Art 1,2 | <i>Exploring Visual Design</i> , 3rd ed., Davis | 2000–01 |
| VAPA | 10–12 | Art History 1,2 | <i>Gardner's Art through the Ages</i> , 11th ed., Harcourt | 2001–02 |
| VAPA | 10–12 | Art History 1,2; Art History 1,2 AP | <i>Art History</i> , rev. 2nd ed., Prentice Hall | 2005–06 |
| VAPA | 10–12 | Art History 1,2 AP | <i>Gardner's Art through the Ages</i> , 13th ed., Harcourt | 2008–09 |
| VAPA | 10–12 | Ceramics 1,2; 3,4 | <i>Claywork</i> , 3rd ed., Davis | 1995–96 |
| VAPA | 10–12 | Printmaking 1,2 | <i>2D: Visual Basics for Designers</i> , Thompson Learning | 2007–08 |
| VAPA | 11–12 | Studio Art: 2-D Design 1,2 AP | <i>Launching the Imagination</i> , 3rd ed., Glencoe/McGraw-Hill | 2008–09 |
| VAPA | 11–12 | Studio Art: 3-D Design 1,2 AP | <i>Launching the Imagination</i> , 3rd ed., Glencoe/McGraw-Hill | 2008–09 |
| VAPA | 11–12 | Studio Art: Drawing Portfolio 1,2 AP | <i>Launching the Imagination</i> , 3rd ed., Glencoe/McGraw-Hill | 2008–09 |
| World Language | 9–12 | Filipino 1-2 | <i>Learn Filipino: Book 1</i> , Magsimba | 2008–09 |
| World Language | 9–12 | Filipino 1-2 | <i>Sining ng Wika at Pagbasa 1</i> , Phoenix House | 2008–09 |
| World Language | 9–12 | Filipino 3-4 | <i>Learn Filipino: Book 1</i> , Magsimba | 2008–09 |
| World Language | 9–12 | Filipino 3-4 | <i>Ugnayan 3: Aklat sa Wika at Pagbasa</i> , Vibal | 2008–09 |
| World Language | 9–12 | Filipino 5-6 | <i>Learn Filipino: Book 2</i> , Magsimba | 2008–09 |
| World Language | 9–12 | Filipino 5-6 | <i>Ugnayan 4: Aklat sa Wika at Pagbasa</i> , Vibal | 2008–09 |
| World Language | 9–12 | French 1-2 & French 3-4 | <i>Bon Voyage 1</i> , Glencoe/McGraw-Hill | 2001–02 |

Note: Adoptions prior to the 1999–2000 school year were adopted before content standards and standards-based materials were adopted by the State Board of Education.