School Accountability Report Card

What Is a SARC?

All California public schools are required by state law to publish a School Accountability Report Card (SARC) by February 1 of each year. The SARC contains specific information about the condition and performance of the school from the previous school year.

Furthermore, under the Local Control Funding Formula (LCFF), San Diego Unified is required to prepare a Local Control and Accountability Plan (LCAP), which describes how it intends to meet annual school-specific goals for all students, with specific activities to address state and local priorities. Data reported in the SARC are to be consistent with data reported in the LCAP.

More information about the requirements for the SARC is available on the state's SARC website:

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 website:

www.sandiegounified.org/sarc

For more information about the LCFF or LCAP, see the state's LCFF website:

www.cde.ca.gov/fg/aa/lc/

Finally, for more information about this school, contact the principal or the district office.

Contents

Scripps Ranch High School

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School Description and Mission Statement

Scripps Ranch High School (SRHS) is located in Scripps Ranch, a northern suburb of San Diego. The 32-acre campus is situated just east of Interstate 15 and north of the Marine Corps Air Station Miramar. The Mira Mesa/Scripps Ranch area is a close-knit, involved community that places great value on strong academic standards. This socially and economically diverse community has homes ranging from single-family estates to established tract housing. SRHS receives students from two local middle schools (Wangenheim and Marshall) via five local elementary schools (Dingeman, Ellen Browning Scripps, Hage, Jerabek, and Miramar Ranch). In addition, approximately 360 students from 40 elementary schools attend SRHS through the district's School Choice program, adding diversity to an already integrated school population.

SRHS has been recognized as a California Distinguished School and a National Blue Ribbon School, received a six-year accreditation from the Western Association of Schools and Colleges (WASC), and received a medal in U.S. News and World Report's 2007 America's Best Schools rankings. Our recent Academic Performance Index (API) of 914 made us the highest-ranked comprehensive high school in San Diego County. Faculty and administration provide a challenging learning environment and consistently utilize current research and student data to improve programs and work toward student achievement.

Our mission is to prepare students for their future, including college, military commitments, and/or careers. SRHS provides an environment that supports quality instructional programs driven by continuous improvement and innovation. These programs are measured by student progress and performance in an environment responsive to changing technologies. Parents, students, staff, and community are mutually responsible and accountable for success.
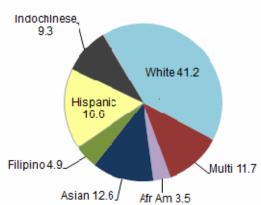
At a Glance: 2016–17

School type:	Senior High
Schedule:	Traditional
Grade levels:	9–12
Total enrollment:	2183
Total teachers:	n/a
Per-pupil expenditure (fiscal year 15–16):	$6044

Enrollment Breakdown

Indochinese 9.3
White 41.2
Hispanic 16.6
Filipino 4.9
Asian 12.6
Afr Am 3.5
Multi 11.7

Student Enrollment by Grade Level

Grade Level	Enrollment on October 5, 2016
9	591
10	563
11	533
12	496
Total	2,183

Student Enrollment by Group (2016–17)

Student Group	Number of Students	Percentage of Enrollment
African American	74	3.4
Asian	274	12.6
Filipino	104	4.8
Hispanic	376	17.2
Indochinese	205	9.4
Native American	2	0.1
Pacific Islander	1	0.0
White (Not Hispanic)	889	40.7
Two or More Races	258	11.8
Socioeconomically Disadvantaged	382	17.5
English Learners	38	1.7
Students with Disabilities	101	4.6
Foster Youth	2	0.1

Attendance

Year	Attendance for Year (%)
12–13	96.46
13–14	93.90
14–15	96.58
15–16	97.07
16–17	96.51

Business and Community Partners

Lockheed Martin

Marine Corps Air Station, Miramar

San Diego Miramar College

Scripps Ranch High School Foundation

Fitness Quest

Our school gratefully acknowledges the tremendous support we receive from our partners, parents, and community volunteers.

Data and Access

Most of the data in this SARC are from the 2016–17 school year or the two preceding years (2014–15 and 2015–16). Graduation, dropout, and fiscal data are from 2015–16. Contact information and data on facilities, curriculum and instructional materials, and certain teacher information are from the 2017–18 school year. 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 website: *www.cde.ca.gov/ta/ac/sa/*.

DataQuest

DataQuest is an on-line data tool (*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 language 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.

Conditions of Learning

State Priority: Basic

This section provides information relevant to the LCAP Basic State Priority (Priority 1):

- Teacher Credentials: the degree to which teachers are assigned appropriately and are fully credentialed in the subject area and for the students they are teaching.
- Instruction Materials: whether students have access to standards-aligned instructional materials.
- Facility Conditions: whether facilities are maintained in good repair.

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. Detailed information about teachers' qualifications can be found on the CDE *DataQuest* website at *dq.cde.ca.gov/dataquest/*.

Number of Teachers*	School			District
	2015–16	2016–17	2017–18	2017–18
With full credential and teaching in subject area	85	74	n/a	n/a
With full credential but teaching outside area of competence	5	6	n/a	n/a
Without full credential	0	1	n/a	n/a
Total	**90**	**81**	**n/a**	**n/a**

*These data were unavailable at the time of publication. For up-to-date information, contact the San Diego Unified School District's Human Resources Department: (619) 725-8089; *www.sandiegounified.org/human-resources*.

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (i.e., teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (long-term vacancies for which there was no teacher assigned by the twentieth day of the school year or semester). Total teacher misassignments include the number of misassignments of teachers of English language learners. For the 2016–17 school year, the most current data are reported.

Indicator*	2015–16	2016–17	2017–18
Misassignments of teachers of English learners	n/a	n/a	n/a
Total teacher misassignments	n/a	n/a	n/a
Vacant teacher positions	n/a	n/a	n/a

*These data were unavailable at the time of publication. For up-to-date information, contact the San Diego Unified School District's Human Resources Department: (619) 725-8089; *www.sandiegounified.org/human-resources*.

Quality, Currency, and Availability of Textbooks and Instructional Materials (2017–18)

The district adopts textbooks and instructional materials based on the implementation cycle established by the state. The district 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 science, 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. These data were collected in October 2017.

Core Curriculum Area	Are These Textbooks and Instructional Materials from the Most Recent Adoption?	Percentage of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials
English Language Arts	Yes	0
Health	Yes	0
History–Social Science	Yes	0
Mathematics	Yes	0
Science	Yes	0
Science Lab Equipment (grades 9–12)	n/a	0
Visual and Performing Arts	Yes	0
World Language	Yes	0

List of Textbooks and Instructional Materials Used in Core Subject Areas (2017–18)

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), including the year of adoption, may be found at the end of this document in the appendix entitled Adopted Texts and Instructional Materials. Descriptions of the district's courses, including current instructional materials, may be found in the *Course of Study, TK–12*, revised annually and available online at *www .sandiegounified.org/course-study*.

School Facility Conditions and Planned Improvements

The school facility is 24 years old and continues to need ongoing maintenance. It is at maximum capacity and needs electrical and technological upgrades to support teaching and learning. School grounds, buildings, and restrooms are clean and in good repair. Restrooms and dining areas are cleaned daily. All restroom facilities are functional. All heating and ventilation systems are in good working order. The school uses the district work order system to initiate and follow up on repairs.

Our school received upgrades thanks to Proposition MM, including the addition of two classroom buildings, repair and replacement of outdated electrical systems, upgraded fire alarms, upgraded intercom security system, installation of surveillance cameras, repair of asphalt, code compliance to meet federal and state safety regulations, and improved access for the physically disabled.

A green technology building has recently been completed, and 10 sections of classes are held there each day. It is a beautifully constructed building that is like no other in the state. We are proud to have this building and the green technology courses taught at our site. Proposition S funds were provided to install roof-top air conditioning. A schoolwide painting project was completed in the fall of 2014.

School Facility Good-Repair Status

This table displays the results of the most recently completed school-site inspection to determine the facility's good-repair status.

Date of most recent inspection: 5/3/17

Item Inspected	Repair Status*				Repair Needed and Action Taken or Planned
	E	G	F	P	
Systems: Gas, mechanical, HVAC, sewer		✓			
Interior: Interior surfaces		✓			
Cleanliness: Overall, pests/vermin		✓			
Electrical: Interior/exterior		✓			
Restrooms/fountains: sinks, plumbing		✓			
Safety: Fire safety, hazardous materials		✓			
Structural: Damage, roofs		✓			
External: School grounds, playground, windows, gates, fences		✓			
Overall Rating: 97.92%	✓				

* Repair Status: E = exemplary, G = good, F = fair, P = poor

State Priority: Pupil Achievement

This section provides information relevant to the Pupil Achievement State Priority (Priority 4):

• Statewide Assessments: results of the California Assessment of Student Performance and Progress (CAASPP) and the California Standards Test for science.

• Preparation for College or Career: successful completion of courses that satisfy requirements for entrance to the University of California or the California State University, or career technical education sequences or programs of study.

Statewide Assessments

CAASPP Assessment Results

The California Assessment of Student Performance and Progress (CAASPP) tests students in English language arts/literacy and mathematics in grades 3 through 8 and grade 11. The CAASPP consists of the Smarter Balanced Summative Assessments for students in the general education population.

For eligible students, the CAASPP also consists of the California Alternate Assessments (CAAs) in ELA and mathematics, which are aligned with alternate achievement standards linked to the Common Core State Standards (CCSS) for students with significant cognitive disabilities.

CAASPP scores are ranked according to four "performance levels": Level 1 indicates that the student has not met the standard tested; Level 2 indicates that the student has nearly met the standard; Level 3 indicates that the student has met the standard; Level 4 indicates that the student has exceeded the standard. Students scoring at Levels 3 and 4 have met state standards in that content area.

Note: In the tables that follow the number of students tested includes students who did not receive a valid test score; however, achievement-level percentages have been calculated using only those students who did receive valid scores.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP: All Students

The following table shows the percentage of all students tested in the last two years whose CAASPP scores indicate that they met or exceeded the state standards for English language arts and mathematics.

| | Percentage of Students Meeting or Exceeding State Standards | | | | | |
| | School | | District | | State | |
Subject Area	2015–16	2016–17	2015–16	2016–17	2015–16	2016–17
English Language Arts/Literacy (Grades 3–8, 11)	82	86	54	53	48	48
Mathematics (Grades 3–8, 11)	71	66	42	43	36	37

Note: A dash (—) indicates the number of students tested is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An "n/a" indicates no data are available.

The following tables show the 2016–17 CAASPP results of students in each grade tested, disaggregated by student group, for both English language arts/literacy (ELA) and mathematics.

CAASPP: 2016–17, ELA

Student Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Meeting or Exceeding Standard
All students at this school	519	512	98.65	86.13
Male	236	233	98.73	81.12
Female	283	279	98.59	90.32
African American	17	17	100	76.47
Asian	108	108	100	91.67
Filipino	27	27	100	88.89
Hispanic	72	70	97.22	78.57
Native American	0	0	0	0
Pacific Islander	0	0	0	0
White (not Hispanic)	244	239	97.95	86.61
Two or More Races	51	51	100	84.31
Socioeconomically Disadvantaged	94	93	98.94	76.34
English Learners	20	20	100	55
Students with Disabilities	24	24	100	37.5
Receiving Migrant Education Services	0	0	0	0
Foster Youth	0	0	0	0

Note: A dash (—) indicates the number of students tested is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An "n/a" indicates no data are available.

CAASPP: 2016–17, Mathematics

Student Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Meeting or Exceeding Standard
All students at this school	519	513	98.84	66.41
Male	236	233	98.73	65.95
Female	283	280	98.94	66.79
African American	17	17	100	35.29
Asian	108	108	100	82.41
Filipino	27	27	100	74.07
Hispanic	72	71	98.61	40.85
Native American	0	0	0	0
Pacific Islander	0	0	0	0
White (not Hispanic)	244	239	97.95	67.23
Two or More Races	51	51	0	0
Socioeconomically Disadvantaged	94	93	98.94	48.39
English Learners	20	20	100	45
Students with Disabilities	24	24	100	12.5
Receiving Migrant Education Services	0	0	0	0
Foster Youth	0	0	0	0

Note: A dash (—) indicates the number of students tested is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An "n/a" indicates no data are available.

California Standards Test: Science—Three-Year Comparison

The following table shows the percentage of all students scoring at the Proficient or Advanced levels (that is, meeting or exceeding the state standards) in science over the most recent two-year period. Science assessments include the California Standards Test (CST), California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA).

	School			District			State		
Grades	2013–14	2014–15	2015–16	2013–14	2014–15	2015–16	2013–14	2014–15	2015–16
5, 8, 10	87	86	89	68	65	59	60	56	54

Note: A dash (—) indicates the number of students tested is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An "n/a" indicates no data are available.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (2016–17)

Career Technical Education (CTE) in San Diego Unified School District is a program of study involving a sequence of courses within an industry pathway that integrates core academic knowledge with technical skills. The program provides students with multiple pathways to college and careers. The career pathways are organized within 15 state-defined industry sectors, which have been identified as critical for the fiscal stability and prosperity of the State of California. Students complete a career pathway by (a) taking and passing three or more CTE courses in a single, defined field of study, (b) completing the pre- and co-requisite CTE and core curriculum courses, and (c) passing at least one CTE advanced-level course. Student internship opportunities are often available within the advanced-level CTE course curriculum. CTE programs of study often fulfill the "a–g" subject-area requirements of the University of California and the California State University and may lead to community college credit, an industry-recognized credential, a certificate, or a degree at the postsecondary level.

Career Technical Education Participation (2016–17)

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.

"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.

"CTE courses sequenced between the school and postsecondary institutions" is the number of CTE courses the school offers that are sequence or 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 of CTE Program Participation	Participation
Students participating in CTE (number)	834
Students earning a high school diploma who also completed a CTE program (%)	0
CTE courses sequenced between the school and postsecondary institutions (%)	n/a

Courses for University of California and/or California State University Admission

Admission to the University of California (UC) and California State University (CSU) requires completion of a specific set of college-preparatory courses that have been certified by UC. The table below displays two measures related to these courses at the school:

- The percentage of high school students who were enrolled in courses required for UC/CSU admission during the 2016–17 school year high school
- The percentage of graduates who completed all the courses required for UC/CSU admission during the 2015–16 school year

UC/CSU Course Measure	Percentage
2016–17 Students enrolled in courses required for UC/CSU admission	99.9
2015–16 Graduates who completed all courses required for UC/CSU admission	80.7

State Priority: Other Pupil Outcomes

This section provides information relevant to the Other Pupil Outcomes Sate Priority (Priority 8): student outcomes in physical education. The California Physical Fitness Test provides the outcomes in physical education.

California Physical Fitness Test Results (2016–17)

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 tested who met the fitness standards for the most recent testing period. Data on students receiving migrant education services are not available. 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 website at *www.cde.ca.gov/ta/tg/pf/*.

Grade Level	Percentage of Students Tested Who Met Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	9.6	13.2	74.2

Note: A dash (—) indicates the number of students tested is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An "n/a" indicates no data are available.

State Priority: Parental Involvement

This section provides information relevant to the Parental Involvement State Priority (Priority 3): efforts the school district makes to seek parent input in making decisions for the school district and each school.

Opportunities for Parent Involvement (2017-18)

Parents and other relatives are encouraged and welcomed to become involved in the formal education of their children. Educational research validates that support at home is critical to a child's academic success. There are many opportunities to be involved at their children's school site, including: governance committees, special events, fundraising events, parent organizations, and in classrooms, and at the district level by participating in cluster councils, district advisory councils/committees, Parent University, and special events. Parents are encouraged to support their children at home by making their expectations about school clear and creating a positive learning environment at home.

Parent and community involvement at SRHS includes the Governance and School Site Council Committees and the SRHS Foundation. Representatives are actively involved in program booster clubs and program advisory committees. Many individual programs also have strong parent groups. Examples include Band Boosters, Football Boosters, Field Hockey Boosters, and Baseball Boosters.

If you want to get involved, please contact Jacqueline Reza at jacquelinedreza@gmail.com.

State Priority: Pupil Engagement

This section provides information relevant to the Pupil Engagement State Priority (Priority 5):
- High school dropout rates
- High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

This table displays the school's four-year "cohort" dropout rates and graduation rates for the most recent three-year period for which data are available. (A *cohort* is the group of first-time grade 9 students in a given school year, plus students who transfer in, less students who transfer out, emigrate, or die, during that and the following three school years. A *graduate* is a cohort member who earns a regular high school diploma by the end of the cohort's fourth year.) 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* website at *dq.cde.ca.gov/dataquest/*.

	School			District			State		
Indicator	**2013–14**	**2014–15**	**2015–16**	**2013–14**	**2014–15**	**2015–16**	**2013–14**	**2014–15**	**2015–16**
Dropout Rate (cohort)	11.5	10.7	9.7	4.5	3.5	3.3	11.5	10.7	9.7
Graduation Rate (cohort)	98.8	98.8	98.9	89.7	89.4	91.3	81.0	82.3	83.8

Completion of High School Graduation Requirements

This table displays, by student group, the percentage of students who began the 2015-16 school year in grade 12 and who met all state and local graduation requirements for grade 12 completion. Percentages may be greater than 100 due to changes in enrollment between the beginning of school and the date of graduation.

	Graduating Class of 2016		
Group	**School**	**District**	**State**
All Students	97.34	80.6	87.1
African American	93.75	73.0	79.2
Asian	96.67	87.8	94.4
Filipino	100	91.9	93.8
Hispanic	97.7	75.9	84.6
Native American	0	67.7	80.2
Pacific Islander	100	75.3	86.6
White (not Hispanic)	97.3	85.7	91.0
Two or More Races	97.67	93.2	90.6
Socioeconomically Disadvantaged	100	78.3	85.5
English Learners	33.33	42.3	55.4
Students with Disabilities	85.19	48.3	63.9
Foster Youth	—	—	—

Note: A dash (—) indicates the number of students tested is 10 or less; percentages are not calculated either because the result is too small for statistical accuracy or to protect student privacy. An "n/a" indicates no data are available.

State Priority: School Climate

This section provides information relevant to the School Climate State Priority (Priority 6):

- Student suspension rates
- Student expulsion rates
- Other local measures to ensure safety

Suspensions and Expulsions

The following table shows the 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. District figures do not include charter schools.

Type of Action	2014–15			2015–16			2016–17		
	School	District	State	School	District	State	School	District	State
Suspensions	2.02	3.68	3.79	2.50	3.37	3.65	1.72	3.35	3.65
Expulsions	0.13	0.06	0.09	0.00	0.05	0.09	0.00	0.05	0.09

School Safety Plan (2017–18)

Last Review/Update: October 2016   Last Discussed with Staff: October 2016

School safety is the district's top priority. District leadership, principals, teachers, support staff, school police services, and community partners collaborate to ensure a safe school environment, including efforts to mitigate, prepare, and respond to emergency situations. To ensure safety and security, each school has a state-mandated individual Comprehensive School Safety Plan, containing policies and procedures to address the safe school climate and emergency readiness to include a safe entry and exit of students; serious disciplinary problems; discrimination, harassment and bullying; mandated child abuse reporting procedures; substance abuse prevention programs; and, gang dress attire prohibition policy.

Adult supervision is provided in the classrooms and outside areas before, during, and after school hours. 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.

In addition, our safety plan includes an athletic safety plan as well as a flash drive with student information. SRHS's school police officer and two campus security assistants keep the school grounds safe. Traffic before and after school is closely monitored.

All visitors during the school day must check in the main office and obtain a visitor's badge to identify them while on campus. Visitors wishing to see a teacher should notify that teacher at least 24 hours prior to the meeting. Teachers must make arrangements to escort visitors while on campus. Visitors without appointments will be asked to make other arrangements.

Other Information

This section provides information that is required by law to be included in the SARC but is not included in the state priorities for the LCFF.

Federal Intervention Program (2017–18)

Schools that receive funding from the federal government under Title I 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 and status can be found at the CDE website at *www.cde.ca.gov/ta/ac/ay/tidetermine.asp*.

Indicator	School	District
Program Improvement Status	Not a Title I School	In PI
First Year of Program Improvement		2009–10
Year in PI*		Year 3
Number of Schools Currently in Program Improvement[†]		144
Percentage of Schools Currently in Program Improvement[†]		74.2

* A determination waiver (DW) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

[†] Includes charter schools.

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. <u>At the secondary school level, this information is reported by subject area rather than grade level.</u>

Subject	2014–15 Avg. Class Size	Number of Classrooms 1–22	23–32	33+	2015–16 Avg. Class Size	Number of Classrooms 1–22	23–32	33+	2016–17 Avg. Class Size	Number of Classrooms 1–22	23–32	33+
English	33	3	14	52	30	10	20	47	31	3	33	35
Mathematics	32	4	16	45	28	9	31	34	30	8	32	28
Science	33	2	13	42	32	1	22	34	31	3	26	31
History–Social Science	34	—	11	43	30	7	15	38	33	—	16	37

Academic Counselors and Other Support Staff Members (2016–17)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff members who are assigned to the school. 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. The table also displays the average number of students for each academic counselor.

Position	Number of FTE Assigned to the School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	N/A
Counselor (Social/Behavioral or Career Development)	0.0	
Library Media Teacher (Librarian)	0.0	
Library Media Services Staff (Paraprofessional)	0.0	
Psychologist	0.0	
Social Worker	0.0	
Nurse	0.0	
Speech/Language/Hearing Specialist	0.0	
Resource Specialist (Non-Teaching)	0.0	
Other (Specify)	0.0	
Other (Specify)	0.0	
Other (Specify)	0.0	

Expenditures per Pupil and School-Site Teacher Salaries (Fiscal Year 2015–16)

The following table displays this school's expenditures per student from basic (unrestricted) sources, from any supplemental (restricted) sources, and its total per-pupil expenditures. The table also provides a comparison of the school's per-pupil expenditures from basic sources with other schools in the district and throughout the state. Finally, it compares the average teacher salary at the school with average teacher salaries in the district and the state.

Basic or *unrestricted sources* are funds that, except for general guidelines, are not controlled by law or by a donor. *Supplemental* or *restricted sources* are funds whose use is controlled by law or by a donor. Money that is designated for specific purposes by the Board of Education is not considered restricted.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education and Per-pupil Spending webpage: *www.cde.ca.gov/ds/fd/ec/*. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries and Benefits webpage: *www.cde.ca.gov/ds/fd/cs/*. To look up expenditures and salaries for a specific school district, see the Ed-Data website at: *www.ed-data.org*.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental)	Expenditures Per Pupil (Basic)	Average Teacher Salary
School Site	$6,044	$479	$5,565	$78,267
District (excludes charter schools)			$6415	$76,603
Difference: School Site and District (%)			-13.3	2.2
State			$6,574	$79,228
Difference: School Site and State (%)			-15.4	-1.2

Types of Services Funded (Fiscal Year 2016–17)

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
- 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 2015–16)

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 website at *www.cde.ca.gov/ds/fd/cs/*.

Position	District Amount	Statewide Average for Districts in Same Category
Beginning Teacher Salary	$44,337	$47,808
Mid-Range Teacher Salary	$67,371	$73,555
Highest Teacher Salary	$91,571	$95,850
Average Principal Salary (Elementary School Level)	$126,695	$120,448
Average Principal Salary (Middle School Level)	$129,317	$125,592
Average Principal Salary (High School Level)	$143,347	$138,175
Superintendent Salary	$267,334	$264,457
Percentage of Budget for Teachers' Salaries	37%	35%
Percentage of Budget for Administrative Salaries	5%	5%

Advanced Placement Courses (2016–17)

This table displays for the most recent year the number of Advanced Placement (AP) courses offered by the school, by subject, in which at least one student was enrolled, 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 website at *dq.cde.ca.gov/dataquest/*.

Subject	Number of AP Courses Offered	Percentage of Students in AP Courses
Computer Science	1	
English	2	
History–Social Science	3	
Mathematics	2	
Science	4	
Visual and Performing Arts	3	
World Languages	1	
Total	**16**	**37.8**

Professional Development

The district and the Board of Education have set a high priority on professional development, with the goal of providing targeted professional development to build teachers' leadership capacity and knowledge to support student learning success. The Office of Leadership and Learning collaborates with other departments to provide teachers and administrators with ongoing professional development, including improving teaching and learning related to the Common Core State Standards, educational technology, advanced studies, and leadership development. Sessions offered at various times throughout the year focus on a wide variety of professional development aimed at strengthening content knowledge to meet the needs of all learners, with an emphasis on targeting the needs of our English language learners, students with disabilities, and other struggling learners.

In addition to district-provided professional development, principals identify a schoolwide focus each year for professional development based on student needs and also to determine areas of individual growth and development. Throughout the year, teachers participate in school-based professional learning communities (PLCs) to encourage best practices and engage in shared problem solving. Teachers are provided with useful data systems that allow them to improve the learning of each student. Staff release for professional development is organized in a variety of ways on a site-by-site basis throughout the year.

Instruction and Curriculum

The San Diego Unified School District Board of Education has formally adopted academic standards and curriculum frameworks approved by the California State Board of Education for all subject areas. District curriculum materials, instructional strategies and supports, professional development, and student assessments are aligned with state standards and focused on ensuring that every student has access to a high-quality, rigorous, and engaging instructional program. A range of support opportunities is available for students needing additional assistance.

Appendix: Adopted Texts and Instructional Materials

Subject Area	Grade Level	District Course (for secondary courses)	Instructional Material or Textbook	Copyright Date	Adoption Year
High School Level					
ELA	9	English 1,2	*Literature for California*, Grade 9, McDougal Littell	2009	2008–09
ELA	10	English 3,4	*Literature for California*, Grade 10, McDougal Littell	2009	2008–09
ELA	10	English 3,4 Advanced	*Prentice Hall Literature: World Masterpieces*, Pearson Prentice Hall	2009	2008–09
ELA	11	American Literature 1,2	*Language of Literature, American Literature*, McDougal Littell	2006	2003–04
ELA	11-12	American Literature 1,2 Honors	*Language of Literature, American Literature*, McDougal Littell	2006	2003–04
ELA	12	Contemporary Voices in Literature 1,2	*Contemporary Reader*, Prentice Hall –or– *Legacies*, Thomson Learning	2004 2002	2003–04 2003–04
ELA	12	World Literature 1,2	*The Language of Literature, World Literature*, McDougal Littell	2003	2003–04
ELA	11-12	English Language & Composition AP 1,2	*Readings for Writers*, Thomson Learning *Norton Reader*, Norton	2004 2005	2004–05
ELA	12	English Literature 1,2	*Timeless Voices, Timeless Themes—The British Tradition*, Prentice Hall	2005	2004–05
ELA	11–12	English Literature & Composition AP 1,2	*Literature: Reading Fiction, Poetry, and Drama*, Glencoe/McGraw-Hill	2010	2009–10
ELA	12	Expository Reading and Writing	Teachers of this course receive instructional materials during specialized training.	—	—
ELA	11–12	Writers Workshop 1,2	*Steps to Writing Well, with Additional Readings*, Thomson Learning –or- *Writers INC*, Great Source	2002 2001	2003–04
ELD	9–12	ELD 1-2	*Champion—Red Level*, Ballard & Tighe *Keys to Learning*, Pearson Longman	2008 2005	2008–09 2008–09
ELD	9–12	ELD 3-4	*Champion—Blue Level*, Ballard & Tighe *Quest: Introduction*, McGraw-Hill ESL/ELT	2007 2007	2008–09 2008–09
ELD	9–12	ELD 5-6	*Quest 1*, McGraw-Hill ESL/ELT	2007	2008–09
H-SS	10	Modern World History & Geography 1,2	*Modern World History: Patterns of Interaction, California Edition*, McDougal Littell	2006	2008–09
H-SS	10	World History 1,2 Advanced	*World History: Modern Times, California Edition*, Glencoe	2006	2005–06
H-SS	10	World History 1-2 AP	*The Earth and Its Peoples*, McDougal Littell	2008	2008–09
H-SS	10-12	European History 1,2 AP	*Western Civilization*, Thomson	2003	2004–05
H-SS	10-12	Psychology 1,2 AP	*Myer's Psychology for AP*, BFW/Worth	2015	2015–16
H-SS	11	U.S. History & Geography 1,2	*The Americans: Reconstruction to the 21st Century, California Edition*, McDougal Littell	2006	2008–09
H-SS	11	U.S. History & Geography 1,2 Honors	*A People and a Nation*, McDougal Littell	2008	2008–09
H-SS	11	U.S. History 1,2 AP	*AP American History: Connecting with the Past*, McGraw-Hill	2015	2015–16
H-SS	12	Principles of Economics 1	*Economics: Principles In Action*, Prentice Hall	2003	2003–04
H-SS	12	Government 1	*United States Government: Democracy in Action*, Glencoe	2003	2003–04
H-SS	12	Government & Politics: United States AP	*Government in America: People, Politics, and Policy AP*, Pearson	2014	2015–16
H-SS	12	Microeconomics 1 AP	*Economics*, Glencoe/McGraw-Hill	2005	2004–05
H-SS	12	Macroeconomics 2 AP	*Economics*, Glencoe/McGraw-Hill	2005	2004–05
Math	9–10	Integrated Math I	*Mathematics I: Integrated CME Project*, Pearson	2013	2014–15
Math	9-10	Advanced Integrated Math I	*Mathematics I: Integrated CME Project*, Pearson	2013	2014–15
Math	9–11	Integrated Math II	*Mathematics II: Integrated CME Project*, Pearson	2013	2014–15
Math	9–11	Advanced Integrated Math II	*Mathematics II: Integrated CME Project*, Pearson	2013	2014–15
Math	10–12	Integrated Math III	*Mathematics III: Integrated CME Project, SE*, Pearson	2014	2014–15
Math	10–12	Advanced Integrated Math III	*Mathematics III: Integrated CME Project, SE*, Pearson	2014	2014–15
Math	11–12	Precalculus 1-2 Honors	*Precalculus: Graphical, Numerical, Algebraic*, Prentice Hall	2004	2004–05
Math	11–12	Precalculus 1-2	*Precalculus*, Prentice Hall	2004	2004–05
Math	11–12	Statistics and Data Analysis 1-2	*Workshop Statistics: Discovery with Data and the Graphing Calculator*, Key Curriculum Press	2002	2003–04
Math	11–12	Statistics 1-2 AP	*The Practice of Statistics for the AP Exam*, BFW/Freeman	2015	2015–16
Math	11–12	Topics in Discrete Mathematics 1,2	*Finite Mathematics and Calculus with Applications*, Prentice Hall	2002	2003–04

Subject Area	Grade Level	District Course (for secondary courses)	Instructional Material or Textbook	Copyright Date	Adoption Year
Math	11-12	Calculus AB 1,2 AP	*Calculus: Graphical, Numerical, Algebraic* AP, Pearson	2016	2015–16
Math	11-12	Calculus BC 1,2 AP	*Calculus: Graphical, Numerical, Algebraic* AP, Pearson	2016	2015–16
Science	9–12	Earth Science 1,2	*Holt Earth Science, California Edition,* Holt Rinehart Winston	2007	2007–08
Science	9–12	Physics 1,2	*Conceptual Physics,* Pearson Prentice Hall	2006	2007–08
Science	9–12	Physics 1,2 Advanced	*CA Physics: Principles and Problems,* Glencoe/McGraw-Hill	2008	2007–08
Science	11–12	Physics I A,B AP	Wilson and Buffa, *Physics,* Prentice Hall	2003	2005–06
Science	11–12	Physics II A,B AP	Wilson and Buffa, *Physics,* Prentice Hall	2003	2016–17
Science	11–12	Physics C 1,2 AP	*Physics for Scientists and Engineers,* Cengage	2008	2008–09
Science	9–12	Chemistry 1,2	*Chemistry, California Edition,* Prentice Hall	2007	2009–10
Science	9–12	Chemistry 1,2 Honors	*Principles of General Chemistry,* Glencoe McGraw-Hill	2010	2009–10
Science	11–12	Chemistry 1,2 AP	*Chemistry: The Central Science,* Prentice Hall	2009	2009–10
Science	9–12	Biology 1,2	*BSCS Biology: A Human Approach,* Kendall Hunt	2003	2004–05
Science	9–12	Biology 1,2 Advanced	*Biology: Concepts and Connections,* Pearson Prentice Hall	2003	2005–06
Science	11–12	Biology 1,2 AP	*Campbell Biology AP,* Pearson	2014	2015–16
Science	11–12	Marine Science 1,2	*Oceanography: An Invitation to Marine Science,* Thomson	2007	2007–08
Science	11–12	Physiology 1,2	*Principles of Anatomy and Physiology,* Wiley	2006	2005–06
Science	11–12	Environmental Science 1,2 AP	*Environment: The Science Behind the Stories* AP, Pearson	2014	2015–16

Note: ELA = English Language Arts; ELD = English Language Development; H-SS = History–Social Studies.