

## **The Single Plan for Student Achievement**

School: San Dieguito High School  
Academy  
District: San Dieguito Union High  
School District  
County-District School  
(CDS) Code): 37-68346-3737418  
Principal: Bjorn Paige  
Date of this revision: 12/12/16

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the School Plan on: January 19, 2017

## A. School Site Information San Dieguito High School Academy

### **Vision Statement:**

Vision Statement: We cultivate compassion, optimism, and love for learning, while building on our core values, so all students may lead rewarding lives and contribute to their communities.

### **Mission Statement:**

San Dieguito High School Academy is a learning community which nurtures the individual, promotes academic rigor, provides varied opportunities for success, values excellence, and celebrates creative expression. Principal's Message: San Dieguito H.S. Academy (SDA) is a school of choice for students in the San Dieguito Union High School District. We offer our students a challenging and relevant curriculum that is delivered by a caring staff, adult-student connections (because of our homeroom), and a flexible (4x4) schedule. Students have access to all courses, including Advanced Placement (AP), honors, and college prep, as well as a wide variety of electives. SDA received the California Distinguished School Award in the spring of 2010 and a six-year term of accreditation from the Western Association of Schools and Colleges in the spring of 2012.

Career Preparation: San Dieguito Academy has made a serious commitment to career preparation. All students have multiple opportunities to explore career options, to learn about their interests and abilities, and to take advantage of the many exciting educational opportunities the Academy offers. All ninth graders take the Introduction to CTE course in which they explore five sectors of technology and one unit of visual arts. This class helps students understand their abilities and interests through inventories and activities, and provides them with a sample of some of the career centered elective offerings available. SDA students use Naviance (an Internet-based career and academic planning program) and every ninth grader prepares a four year Personal Learning Plan with their counselor as part of the Naviance program. All tenth graders meet with their counselor to use Naviance for career exploration, first participating in a personality inventory and then exploring career clusters. Juniors meet with their counselor to begin the college preparation and search process with the help of Naviance, referring to their ultimate career goals. Seniors use Naviance to prepare for their future after high school. Every San Dieguito Academy student receives a copy of Career Pathways listing all SDA courses that prepares students for twelve industry sectors, suggested supplementary classes, related careers in each field, and community partners that link to individual career pathways. Students may also participate in Internship to further explore a field of interest in a real world setting.

### **School Profile:** (include site demographics, remedial and advanced course enrollments, local measures of performance, special programs)

#### Community Surroundings

San Dieguito Academy is located in north San Diego County. All 9th through 12th grade students who are residents of the San Dieguito Union High School District may choose to attend their local school (Torrey Pines High School or La Costa Canyon High School) or San Dieguito High School Academy or Canyon Crest Academy. Students who live in Cardiff-by-the-Sea, Carmel Valley, Del Mar, Encinitas, Fairbanks Ranch, La Costa, Leucadia, Olivenhain, Rancho Santa Fe and Solana Beach bring a rich diversity of socio-economic backgrounds to San Dieguito Academy.

#### School

San Dieguito Academy (SDA) is a school of choice. It is a comprehensive, public, four-year high school with a student population of 1850. Its campus reflects the warmth and grace of its 1936 construction, updated both architecturally and technologically to meet the demands of a modern high school. It is a learning community which encourages active student involvement, leadership, and teamwork. SDA values rigorous academics and personal student attention. Career awareness ties the classroom to the community through our Career Pathways Program. Students volunteer their time in many ways.

SDA's active Associated Student Body supports many activities for student involvement throughout the year. Academics, media, languages other than English, career interest areas, community service, physical activities, and politics are

represented by the many clubs and events on campus. Parents and community members are encouraged to take an active role at SDA. They are members of Site Council, SDA Foundation, Student Success Services, and serve in numerous volunteer capacities.

SDA seeks to form meaningful partnerships with other learning institutions. Many students in their junior and senior years take classes at Mira Costa or Palomar Community Colleges. From the class of 2013, self-reported data showed 35% are attending two year colleges and 63% are attending four-year colleges, some of which are: M.I.T., Univ of Illinois, Univ of S. California, Penn State Univ, Univ of San Diego, New York Univ, Univ of Oregon, Univ of San Francisco, Purdue Univ, Santa Clara Univ, Loyola Marymount Univ, Univ of Washington, UC Boulder, Univ of Hawaii, Northeastern Univ, Bryn Mawr Coll, Belmont Univ, Tulane Univ, Pepperdine, Emerson Coll, Univ of Redlands, Rhode Is. School of Design, Rensselaer, and a variety of colleges within the University of California and Cal State University systems.

Average test scores from 2014-15 are: ACT English - 25.4, ; and SAT total score 1695.

In addition, the National Merit Scholarship Program 2015 indicated the following: Number of Graduates, 384; Number of Semi-Finalists, 3; Number of finalists, 15.

### Schedule

SDA operates on a "4 x 4" block schedule in which students attend four 90-minute classes each day. There are two 18-week terms, which are divided into four 9-week quarters. The school day includes a twenty-five minute homeroom period four times a week. Upon graduation from high school, students who entered as freshmen could have earned 320 credits over four years. Underclassmen are required to carry 80 credits a year. Because of this schedule, SDA students may enroll in a wide array of elective courses, including video production, sociology, photography, surf, computer repair and programming, speech and debate, theater, music, and biotechnology and health care.

### Faculty

The faculty at SDA completely reflects the dedication, enthusiasm and expertise that has become synonymous with the San Dieguito Union High School District. Over half of SDA certificated faculty members hold advanced degrees. Teachers and counselors serve as homeroom advisors to students and as liaisons to their parents. Students have the special opportunity of remaining with the same homeroom advisor throughout their four years in high school.

## B. School and Student Performance Data

See Appendix A for multi-year student performance data tables

### Student Performance Summary (conclusions from analysis of student performance data, identify and prioritize the site needs to drive goals)

A detailed evaluation of the performance data allowed the SSC and site leadership to identify specific areas of need, including increasing student connectedness campus-wide, increasing college and career readiness, continuing to implement strategies to increase reclassification of all ELs, and increasing student achievement in both math and ELA. These goals were derived by a thorough analysis of CAASPP scores, the Healthy Kids Survey, career readiness indicators, D/F lists, and EL data.

Based on CA Healthy Kids Survey results, 10% of students reported not feeling they are a part of the school, 22% students reported they do not feel that they do things that make a difference at the school. An analysis of this data reveals that SDHSA should seek to improve student connectedness. In 15-16, SDHSA had a truancy rate of 77.48% for all students. In addition, in 15-16, SDHA sent 185 SARB 1, 66 SARB 2, and 44 SARB 33 letters. This data supports our school goal #1 to increase student connectedness campus wide.

Based on 2015-2016 EAP results for math 36% of all students were college ready, 6% of EL students were college ready, 2% of low SES students were college ready, and 3% of SPED students were college ready. In addition, based on the 2015-2016 EAP ELA results, 54% of students were college ready, 0% of EL of students were college ready, 9% of low-SES were college ready, and 20% of SPED students were college ready. In addition, our 2014-2015 UC/CSU eligibility rates of all students was 70%, 0% for EL students, 54.4% for Low-SES students. Also, the cohort graduation rate is 99% for all students, 93.3% for EL students, and 96.1% for low-SES student. These subgroups (EL, low-SES, and SPED) are underrepresented in AP and Honors courses: .1% EL student was in AP and honors courses, 7% low-SES. This data supports our school goal #2: to to increase college and career readiness.

Based on CELDT, CAASP, LAS Links, D/F list, enrollment data, and reclassification rates, 59% of our EL students are LTELs. Based on the scores, 2% of EL students were college ready; based on the ELA results, only 1% of the EL students are college ready; 0% of students are UC/CSU eligible; .1% of ELs students are enrolled in AP or Honors courses; 25% of EL scored in the met or exceeded range on the CAASPP for both math and ELA. This data supports our school goal #3: Implement strategies to increase reclassification of all ELs.

For ELA, 68% of all students scored in the met or exceeded range on the CAASPP, 94% of RFEP scored in the met or exceeded range on the CAASPP, 25% of EL scored in the met or exceeded range on the CAASPP, 63% of SPED scored in the met or exceeded range on the CAASPP, and 67% of low-SES scored in the met or exceeded range on the CAASPP. For Math, 68% of all students scored in the met or exceeded range on the CAASPP, 30% of RFEP scored in the met or exceeded range on the CAASPP, 25% of EL scored in the met or exceeded range on the CAASPP, 26% of SPED scored in the met or exceeded range on the CAASPP, and 21% of low-SES scored in the met or exceeded range on the CAASPP. This data supports our school goal #4: Increase student scores on the CAASPP in ELA and math.

## C. Involvement Process

### Involvement Process:

How was the SSC and site leadership involved in development of the plan?

The SDA SSC meets three times throughout the year. The dates of these meetings are listed below:  
November 7th

January 9th

March 27th

All meetings begin at 3:30pm in the SDA Conference Center. The SSC continuously reviews the SPSA plan, focusing on the data driven goals, focused on specific areas of need, including increasing student connectedness campus-wide, increasing college and career readiness, increasing student achievement in both math and ELA, and continuing to implement strategies to increase reclassification of all EL students. The goals, funding, and actions are reviewed and agreed upon at the November SSC meeting. The SSC continues to be guided in its discussions and decision making via the approved SPSA document for the current school year.

The administrative team (Monday) and a larger cabinet team (Friday) meets weekly. The SPSA document, data, and focused goals have been discussed since the administrative team returned in July and continue to drive both the discussions and decisions made by site leadership.

**D. Summary of Progress Made on 2014-2015 Goals  
San Dieguito High School Academy**

<p><b>School Goal 1</b> (Description of 2015-16 School Goal) Annual increase in student achievement in ELA and math for all students.</p> <p><b>LCAP Priority Area:</b> English and Math</p> <p><b>Targeted Pupil Subgroup(s):</b> All students with focus on English Language Learners and students who qualify for Special Education.</p>	
<p><b>A. Measurable Outcomes:</b> List Specific data that was reviewed toward meeting this goal. Show growth/decline using data.</p> <p>D&amp;F Rates for students, particularly for targeted subgroups, SBAC results, and Annual CELDT data</p>	<p><b>B. Summary of Progress:</b> Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data)</p> <p>We investigated interventions for EL students, made a transition to a new EL Lead, and coordinated with district EL coordinators to raise awareness of new EL standards. With this year's SBAC, we established a baseline for EL students. Continued to monitor EL students on the D/F list. We used ASSP tutoring to support for students at-risk academically in core subject areas.</p>
<p><b>C. Relevance:</b> Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D.</p>	
<p><b>D. What changes, if any, will be made as a result of reviewing measurable outcomes?</b> Based on the summary of progress, how will the actions/services change moving forward?</p> <p>Use of intervention classes, tutoring, and staff collaboration to increase student achievement on the ELA and math CAASPP for all students.</p>	

**School Goal 2** (Description of 2015-16 School Goal)

All SDA graduates will be college and career ready.

**LCAP Priority Area:**

College and Career Readiness

**Targeted Pupil Subgroup(s):**

All students, with focus on English Learners, socio-economically disadvantaged students, and students who qualify for Special Education programs

**A. Measurable Outcomes:** List Specific data that was reviewed toward meeting this goal. Show growth/decline using data.  
UC/CSU CDE Eligibility rates, Naviance exit surveys for graduating seniors. Aeries A-G completion data/Transcript Reviews Establish baseline for communication with subgroup families. Aeries intervention data SBAC results  
AP exam data

**B. Summary of Progress:** Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data)  
Counselors used Naviance and student meetings to support students with meet A-G requirements.  
Use district agreed upon intervention code system in Aeries to track A-G completion.  
Review transcripts to identify common missing courses for underrepresented students not meeting A-G requirements.

**C. Relevance:** Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D.

**D. What changes, if any, will be made as a result of reviewing measurable outcomes?** Based on the summary of progress, how will the actions/services change moving forward?  
Utilize site tutoring programs, district-wide and site based Professional Development (PD), math/English intervention classes, and AP Potential data to increase college and career readiness for all students.

**School Goal 3** (Description of 2015-16 School Goal)

Increase the level of school connectedness and sense of safety of pupils, staff, and parents at SDHSA.

**LCAP Priority Area:**

School Culture and Climate

**Targeted Pupil Subgroup(s):**

All students

**A. Measurable Outcomes:** List Specific data that was reviewed toward meeting this goal. Show growth/decline using data.

Suspension rates, expulsion rates, attendance data, discipline data, SDHSA student climate survey results, SDHSA teacher climate survey results

**B. Summary of Progress:** Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data)

Reviewed CHKS data in areas that apply to goals.  
Continue to work with CommUnity Day student club and committee to enhance connectedness with students, staff parents.  
Continue to use our Homeroom time to meet the goals of connectedness and culture for students and staff.

**C. Relevance:** Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D.

**D. What changes, if any, will be made as a result of reviewing measurable outcomes?** Based on the summary of progress, how will the actions/services change moving forward?

Utilize attendance protocols, Link Crew activities, data analysis, and homeroom to increase student connectedness on campus.



### E. Planned Improvements in Student Performance

The School Site Council has analyzed the student performance data of all student groups and has considered the effectiveness of key elements of instructional programs. As a result, it has adopted the following school goals, related actions, and expenditures to increase outcomes for underperforming students.

**LCAP Goal:** (paste aligned SDUHSD LCAP goal from SDUHSD 16-19 Board approved LCAP)  
 Goal #4 Increase the level of “school connectedness” and "sense of safety" of pupils, staff and parents.

**School Goal 1** (Description of 2016-17 measurable School Goal, aligned to WASC Action Plan goals)  
 Increase student connectedness campus wide.

**LCAP Priority Area:**  
 Related State and/or Local Priorities: 3, 4, 5, 7, 8

**Targeted Pupil Subgroup(s):**  
 All students

<p><b>Rationale:</b> What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.</p> <p>Based on CA Healthy Kids Survey results, 10% of students reported not feeling they are a part of the school, 22% students reported they do not feel that they do things that make a difference at the school. An analysis of this data reveals that SDHSA should seek to improve student connectedness. In 15-16, SDHSA had a truancy rate of 77.48% for all students. In addition, in 15-16, SDHA sent 185 SARB 1, 66 SARB 2, and 44 SARB 3 letters.</p>	<p><b>Growth Targets:</b> Expected annual measurable outcomes.</p> <p>A 5% decrease from 2015-2016 attendance meetings, SART contracts, and SARB referrals</p> <p>A 5% decrease in number of students not feelings they are a part of the school according to the CHKS</p> <p>A 5% decrease in those students reporting they do things that make a difference in the school according to the CHKS</p> <p>A 5% decrease in the truancy rate for all students</p>
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**School-wide critical area/s for follow up addressed:** How does this goal align to one of the identified “critical areas for follow up” from the most recent WASC visiting committee report?  
 6) Investigate goals and effectiveness of Homeroom 7) Utilize homeroom to include interventions, data chats, and college/career readiness:

**Strategy:** (briefly describe the overall plan to address the identified need)  
 Utilize attendance protocols, Link Crew activities, data analysis, and homeroom to increase student connectedness on campus.

	Actions/Tasks (describe specifically what will occur at the site to meet this goal)	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Regular attendance intervention meetings, including: <ul style="list-style-type: none"> <li>• weekly meeting with attendance clerk and assistant principals to target students needing intervention support</li> <li>• student/admin. attendance intervention meetings</li> </ul>	Administration	N/A	Number of SART contracts and SARB referrals	Ongoing

	<ul style="list-style-type: none"> <li>student/admin./parent attendance/SART meeting</li> </ul>				
2.	<p>Continuation of the Link Crew program, a student transition program on campus, including:</p> <ul style="list-style-type: none"> <li>freshmen orientation hosted by teacher coordinators and SDA Link Crew Student Leaders for all incoming freshmen</li> <li>two academic/social follow ups for freshmen students providing increased opportunities for freshmen students to connect with a positive peer at SDA</li> <li>coordinator training for two staff members leading the Link Crew program</li> <li>ongoing coordinator/leader meetings throughout the school year to best support the Link Crew program and student connectedness</li> </ul>	Link Crew Coordinator(s) & ASB Director	N/A	CHKS data	Spring 2017
3.	Meeting with Site Cabinet members to analyze CHKS data, as related to student connectedness and safety on campus, to evaluate the effectiveness of current programs and to determine the needs for additional interventions and/or support.	Cabinet Members	N/A	CHKS data	Spring 2017
4.	Utilize Homeroom for student connectedness activities (i.e. Homeroom Olympics and two extended Homerooms designated to Link Crew student support and connection activities)	Administrator	N/A	CHKS data	Ongoing
<b>Progress Monitoring Report (Mid-Year)</b>			<b>Date of progress update:</b>		
<b>Growth Targets:</b> What indicators have been reviewed to assess progress to meet the annual goal? Summary of analysis.			<b>Summary of progress:</b> Describe how the strategy has or has not been effective in achieving the desired outcomes?		

**LCAP Goal:** (paste aligned SDUHSD LCAP goal from SDUHSD 16-19 Board approved LCAP)

Goal #3 All district graduates will be college and career ready.

**School Goal 2** (Description of 2016-17 measurable School Goal, aligned to WASC Action Plan goals)

To increase college and career readiness.

**LCAP Priority Area:**

Related State and/or Local Priorities: 1, 2, 4, 7

**Targeted Pupil Subgroup(s):**

All students

**Rationale:** What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.

Based on 2015-2016 EAP results for math 36% of all students were college ready, 6% of EL students were college ready, 2% of low SES students were college ready, and 3% of SPED students were college ready. In addition, based on the 2015-2016 EAP ELA results, 54% of students were college ready, 0% of EL of students were college ready, 9% of low-SES were college ready, and 20% of SPED students were college ready. In addition, our 2014-2015 UC/CSU eligibility rates of all students was 70%, 0% for EL students, 54.4% for Low-SES students. Also, the cohort graduation rate is 99% for all students, 93.3% for EL students, and 96.1% for low-SES student. These subgroups (EL, low-SES, and SPED) are underrepresented in AP and Honors courses: .1% EL student was in AP and honors courses, 7% low-SES.

**Growth Targets:** Expected annual measurable outcomes.

5% increase in percentage of students who scored in the "College Ready" range in math and ELA as measured by EAP  
 5% increase in percentage of EL students who scored in the "College Ready" range in math and ELA as measured by EAP  
 5% increase in percentage of SPED students who scored in the "College Ready" range in math and ELA as measured by EAP  
 5% increase in percentage of low-SES students who scored in the "College Ready" range in math and ELA as measured by EAP  
 Increase AP and Honors enrollment for EL and Low-SES subgroups to more closely reflect the demographics of SDHSA  
 Increase UC/CSU eligibility rates for EL and Low-SES  
 Increase cohort graduation rates for EL and Low-SES

**School-wide critical area/s for follow up addressed:** How does this goal align to one of the identified "critical areas for follow up" from the most recent WASC visiting committee report?

1) use of data to drive instruction

**Strategy:** (briefly describe the overall plan to address the identified need)

SDA will utilize site tutoring programs, district-wide and site based Professional Development (PD), math/English intervention classes, and AP Potential data to increase college and career readiness for all students.

	<b>Actions/Tasks</b> (describe specifically what will occur at the site to meet this goal)	<b>Person(s) Responsible</b>	<b>Cost and Funding Source</b>	<b>Means to assess improvement</b>	<b>Timeline</b>
1.	Counselors will utilize Naviance and Aeries to track A-G completion rates, and provide interventions to students via classroom presentations and individual student meetings to complete 4-year plans.	Counselors	N/A	UC/CSU rates	Spring 2017

2.	Meetings to analyze AP Potential data with cabinet to: <ul style="list-style-type: none"> <li>identify potential AP students with a focus on underrepresented sub-groups</li> <li>counselors to schedule and hold student meetings to encourage AP course enrollment</li> </ul>	Cabinet Members	N/A	# of student meetings and enrollment data	Spring 2017
3.	After School Support Program (ASSP) tutoring opportunity/intervention for students referred by MRT team (admin., counselors, sped., school psychologist, gen. ed., and social worker)	MRT team members	\$5643/Site Tutoring Funds	UC/CSU rates and enrollment data	Spring 2017
<b>Progress Monitoring Report (Mid-Year)</b>			<b>Date of progress update:</b>		
<b>Growth Targets:</b> What indicators have been reviewed to assess progress to meet the annual goal? Summary of analysis.			<b>Summary of progress:</b> Describe how the strategy has or has not been effective in achieving the desired outcomes?		

**LCAP Goal:** (paste aligned SDUHSD LCAP goal from SDUHSD 16-19 Board approved LCAP)

Goal #2 All English Learner (EL) pupils will receive instruction and curriculum that includes designated and integrated English language development across all core content areas.

Within five (5) years of instruction in SDUHSD, all English learner pupils will meet the criteria to be reclassified as Redesignated Fluent English Proficient (RFEP).

**School Goal 3** (Description of 2016-17 measurable School Goal, aligned to WASC Action Plan goals)

Implement strategies to increase reclassification of all ELs.

**LCAP Priority Area:**

Related State and/or Local Priorities: 2, 4, 7, 8

**Targeted Pupil Subgroup(s):**

EL student population

**Rationale:** What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.

Based on CELDT, CAASP, LAS Links, D/F list, enrollment data, and reclassification rates, 59% of our EL students are LTELs. Based on the scores, 2% of EL students were college ready; based on the ELA results, only 1% of the EL students are college ready; 0% of students are UC/CSU eligible; .1% of ELs students are enrolled in AP or Honors courses; 25% of EL scored in the met or exceeded range on the CAASPP for both math and ELA.

**Growth Targets:** Expected annual measurable outcomes.

Increase reclassification rates for LTELs by 5%  
 Increase the number of EL students in the met or exceeded range on the CAASPP  
 Reduce the number of EL students on the D/F list by 5%

**School-wide critical area/s for follow up addressed:** How does this goal align to one of the identified “critical areas for follow up” from the most recent WASC visiting committee report?

5) Increase focus on improving academic achievement: CSTs, API, AYP, AP, CAHSEE, CELDT:

**Strategy:** (briefly describe the overall plan to address the identified need)

Using AVID courses and the AVID site team, intervention courses, and the EL site lead in order to increase reclassification of all ELs.

	<b>Actions/Tasks</b> (describe specifically what will occur at the site to meet this goal)	<b>Person(s) Responsible</b>	<b>Cost and Funding Source</b>	<b>Means to assess improvement</b>	<b>Timeline</b>
1.	Continue to offer the AVID program, focused on: <ul style="list-style-type: none"> <li>weekly tutorial for support in students' academic classes</li> <li>focused on achieving passing grades in core academic classes</li> </ul>	Administration/Teachers	.33 FTE District LCAP Non-Formula Funding	Enrollment data, CAASP scores, UC/CSU rates, graduation rates	Ongoing
2.	Continue to implement English intervention classes, to provide targeted strategies for under-performing students:	Administration/Teachers	a) .33 FTE Academic Lit. \$\$	grades, SBAC ELA	Ongoing

	<p>a) Academic Literature class: teachers and administrators review CELDT, LAS links, grades for placement in this intervention course</p> <p>b) Academic Literature teacher works with students to develop individualized learning plans to support specific learning targets, focused on both the development of academic skills and language acquisition</p> <p>c) Students exit Academic Literature course by passing the CELDT, LAS links, achieving passing grades, and achieving passing scores on the CAASPP assessments</p>				
3.	<p>EL Lead release to support:</p> <ul style="list-style-type: none"> <li>• student academic/grade discussions</li> <li>• CELDT, LAS Links, and CAASPP assessment results</li> <li>• discuss reclassification criteria with students</li> <li>• EL accommodation strategies for academic core teachers</li> <li>• support in Academic Literature course</li> <li>• monitor progress of all EL students using the district monitoring document</li> <li>• separate meetings with students and meetings with staff for support</li> </ul>	EL Coordinator	.33 EL Lead Release Period \$\$	Reclassification rates	Ongoing
<b>Progress Monitoring Report (Mid-Year)</b>		<b>Date of progress update:</b>			
<b>Growth Targets:</b> What indicators have been reviewed to assess progress to meet the annual goal? Summary of analysis.		<b>Summary of progress:</b> Describe how the strategy has or has not been effective in achieving the desired outcomes?			

**LCAP Goal:** (paste aligned SDUHSD LCAP goal from SDUHSD 16-19 Board approved LCAP)

Goal #1 Annual increase in student achievement for all students in English Language Arts and Math with focus on accelerating student learning outcomes for target subgroups including English Learners, low income pupils and pupils performing below grade level.

**School Goal 4** (Description of 2016-17 measurable School Goal, aligned to WASC Action Plan goals)

Increase student scores on the CAASPP in ELA and math

**LCAP Priority Area:**

Related State and/or Local Priorities: 1, 2, 4, 7

**Targeted Pupil Subgroup(s):**

All students

**Rationale:** What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.

For ELA, 68% of all students scored in the met or exceeded range on the CAASPP, 94% of RFEP scored in the met or exceeded range on the CAASPP, 25% of EL scored in the met or exceeded range on the CAASPP, 63% of SPED scored in the met or exceeded range on the CAASPP, and 67% of low-SES scored in the met or exceeded range on the CAASPP.

For Math, 68% of all students scored in the met or exceeded range on the CAASPP, 30% of RFEP scored in the met or exceeded range on the CAASPP, 25% of EL scored in the met or exceeded range on the CAASPP, 26% of SPED scored in the met or exceeded range on the CAASPP, and 21% of low-SES scored in the met or exceeded range on the CAASPP.

**Growth Targets:** Expected annual measurable outcomes.

5% increase in met or exceeded range on the CAASPP in ELA and math  
 Reduction in number of students on the D/F reports  
 Increase in students in the met or exceeded range for the EL, RFEP, SPED, and low-SES subgroups on the CAASPP  
 5% decrease in the number of 11th and 12th students enrolled in below grade level math courses.

**School-wide critical area/s for follow up addressed:** How does this goal align to one of the identified “critical areas for follow up” from the most recent WASC visiting committee report?

2) Strengthen PLC process

**Strategy:** (briefly describe the overall plan to address the identified need)

Using intervention classes, tutoring, and staff collaboration to increase student achievement.

Actions/Tasks (describe specifically what will occur at the site to meet this goal)		Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Implement math and English intervention classes, to provide targeted strategies for under-performing students: a) Academic Literature course:	Administrators/teachers	a) .33 FTE Academic Lit. b) .66 FTE math readiness	CELDT, LAS Links, grades, SBAC, enrollment data	Ongoing

	<ul style="list-style-type: none"> <li>• Identification: teachers and administrators review CELDT, LAS links, and grades for placement in this intervention course</li> <li>• Target: instruction is targeted at both language acquisition and the development of academic skills</li> <li>• Exit: students are exited by reviewing reclassification requirements, including grades, CELDT, LAS links, and CAASPP results</li> </ul> b) Math readiness course: <ul style="list-style-type: none"> <li>• Identification: review of SBAC scores and D/F list for student placements</li> <li>• Target: instruction is targeted on bridging and reviewing math concepts to best support student success in IM1</li> <li>• Exit: students are exited by reviewing grades</li> </ul>				
2.	Continue to offer of after-school subject specific tutoring opportunities for all students. <ul style="list-style-type: none"> <li>• sign in sheets track attendance</li> <li>• tutoring provided by both SDA teachers and NHS students</li> </ul>	Teachers	N/A	Grades, D/F list	Ongoing
3.	All teacher collaboration during late start/hour lunch PLC/staff collaboration time to review and analyze student achievement data in order to identify targeted interventions and best practices for underperforming student populations.	Administrators/Teachers	District Staff Development Allocations	Common assessments	Ongoing
<b>Progress Monitoring Report (Mid-Year)</b>			<b>Date of progress update:</b>		
<b>Growth Targets:</b> What indicators have been reviewed to assess progress to meet the annual goal? Summary of analysis.			<b>Summary of progress:</b> Describe how the strategy has or has not been effective in achieving the desired outcomes?		



### D. School Site Council Membership San Dieguito High School Academy


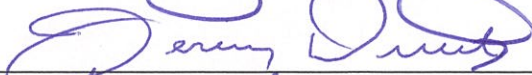
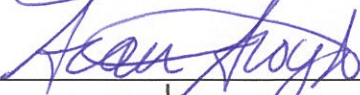
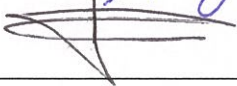
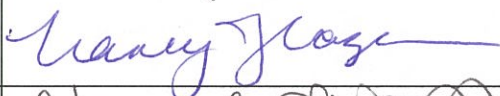
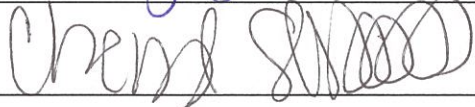




Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Bjorn Paige	X				
Jeremy Wuertz		X			
Sean Floyd		X			
Curt Erales		X			
Nancy Lazerson				X	
Cheryl Shelhamer				X	
Rachel Hart				X	
Donn Boyd		X			
Gabi Gjata					X
Natalie Shields					X
Skyler McFarlane					X
April Llamas			X		
<b>Numbers of members of each category</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>4</b>	<b>3</b>

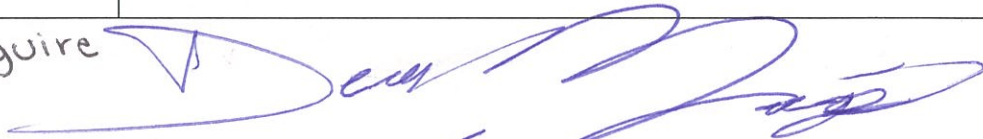
*At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must, in addition, be equal numbers of parents or other community members selected by parents, and students. Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council (Education Code 52012).*

San Dieguito High School Academy School Site Council 2016-2017

**Single Plan for Student Achievement 2016-2017**

Bjorn Paige	
Jeremy Wuertz	
Sean Floyd	
Curt Erales	
Nancy Lazerson	
Cheryl Shelhamer	
Rachel Hart	
Scott Jordon	
Gabi Gjata	
Natalie Shields	
Lois Delanty	
Skyler McFarlane	

Devon Maguire



Katherine Tarangelo



**Form F. Budget  
San Dieguito High School Academy**

<b>State/Federal Categorical Program</b>	<b>Allocation</b>
Site LCFF Supplemental Funding - Site Formative/Achievement Funds	<b>\$24,000.00</b>
Site LCFF Supplemental Funding - Site Tutoring Funds	<b>\$5,643.00</b>
Site LCFF Supplemental Funding – District Funded Sections (non-formula)	<b>\$143,000.00</b>
Title I Funds	<b>\$0.00</b>
<b>Total</b>	<b>\$172,643.00</b>

## Appendix A. Student Performance Data

### Section 1: Enrollment

**Table 1.1 Site enrollment trends with subgroup breakdown**

	2015-16		2014-15		2013-14		2012-13	
	#	%	#	%	#	%	#	%
<b>Total enrollment</b>	1,828	-	1,635	-	1,607	-	1,598	-
<b>Number &amp; Percent of English Learners</b>	54	3.0%	69	4.2%	62	3.8%	58	3.6%
<b>Number &amp; Percent of Long Term English Learners</b>	31	1.7%	56	3.4%	55	3.4%	46	2.9%
<b>Number &amp; Percent of Redesignated Fluent English Proficient students</b>	211	11.5%	168	10.3%	164	10.2%	159	9.9%
<b>Number &amp; Percent of students who are Socio-Economically Disadvantaged</b>	252	13.8%	227	13.9%	233	14.5%	278	17.4%
<b>Number &amp; Percent of Special Education students</b>	185	10.1%	167	10.2%	164	10.2%	144	9.0%

Source:

Total enrollment, English Learner enrollment, Socio-Economically Disadvantaged enrollment, Special Education enrollment:

California Longitudinal Pupil Achievement Data System. Report. 1.1 Enrollment - Primary Status by Subgroup. (Fall 1)

Long Term English Lerner Enrollment, Redesignated Fluent English Proficient enrollment:

Aeries Student Information System data. Analytics dashboards: LTEL, RFEP (retrieved 8/23/16)

## Section 2: Student Achievement Indicators

**Table 2.1 Percent of students tested who scored in the Standard Met to Standard Exceeded range in ELA**

11 <sup>th</sup> grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
<b>15-16</b>	386	88%	91%	94%	25%	63%	67%
<b>14-15</b>	372	79%	83%	63%	NA	50%	52%

Source:

California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from <http://caaspp.cde.ca.gov/>

## CAASPP Results (All Students)

### English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	382	406	372	386	366	384	97.4	95.1
All Grades	382	406	372	386	366	384	97.4	95.1

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2661.3	2680.8	49	54	28	35	15	9	6	2
All Grades	N/A	N/A	49	54	28	35	15	9	6	2

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	55	59	36	38	9	3
All Grades	55	59	36	38	9	3

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	55	63	34	33	9	4
All Grades	55	63	34	33	9	4

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	33	43	56	52	10	4
All Grades	33	43	56	52	10	4

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	57	58	37	40	5	2
All Grades	57	58	37	40	5	2

Data Source

California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from <http://caaspp.cde.ca.gov/>

### III School and Student Performance Data

**Table 2.2 Percent of students tested who scored in the Standard Met and Exceeded range in Math**

11 <sup>th</sup> grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
<b>15-16</b>	385	68%	71%	30%	25%	26%	21%
<b>14-15</b>	369	58%	64%	23%	NA	18%	16%

Source:

California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from <http://caaspp.cde.ca.gov/>



## 15-16 CAASPP Results (All Students)

### Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	382	406	369	385	365	383	96.6	94.8
All Grades	382	406	369	385	365	383	96.6	94.8

\* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2645.0	2664.1	32	36	25	28	21	22	21	14
All Grades	N/A	N/A	32	36	25	28	21	22	21	14

Concepts & Procedures Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 11	45	48	32	33	24	19	
All Grades	45	48	32	33	24	19	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	36	40	46	48	17	12
All Grades	36	40	46	48	17	12

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	39	45	47	43	15	11
All Grades	39	45	47	43	15	11

Data Source  
California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from  
<http://caaspp.cde.ca.gov/>

### Section 3: School Climate Indicators

**Table 3.1 Truancy rates**

	2014-15	2013-14	2012-13	2011-12
<b>Truancy rate</b>	77.48%	62.29%	19.83%	20.6%

Source:  
California Department of Education Data Reporting Office. Truancy Report. Retrieved from <http://dq.cde.ca.gov/dataquest/>

**Table 3.2 Chronic absenteeism rates by subgroup**

	All Students	English Learners	Socioeconomically disadvantaged	Special Education
<b>15-16</b>	8.8%	12.8%	10.3%	14.7%
<b>14-15</b>	4.8%	8.8%	5.3%	4.6%
<b>13-14</b>	5.2%	1.8%	8.7%	6.4%

Source:  
Aeries Student Information System data. Analytics dashboards: Attendance% (retrieved 10/4/2016)

**Table 3.3 Discipline data**

	2014-15	2013-14	2012-13	2011-12
<b>Number of students suspended</b>	19	12	16	24
<b>Suspension rate</b>	1.2%	0.7%	1.0%	1.5%
<b>Number of students expelled</b>	0	0	1	3
<b>Expulsion rate</b>	0.00	0.0%	0.1%	0.2%

Source:  
California Department of Education Data Reporting Office. Suspension and Expulsion Report. Retrieved from <http://dq.cde.ca.gov/dataquest/>

**Table 3.4 Cohort dropout rate by subgroup**

	2014-15	2013-14	2012-13	2011-12
<b>All Students</b>	0.3%	1.0%	1.0%	0.0%

Source:  
CALPADS report 1.9 Completers and Dropouts - Count

**Table 3.5 Student connectedness survey results (CHKS or Site Climate Survey). Percent of students who disagree with target statements.**

	<b>*2015-16</b>	<b>**2014-2015</b>	<b>**2012-2013</b>	<b>**2010-2011</b>
<b>Feel safe at school</b>	n/a	5%	8.6%	5.1%
<b>Adult who cares about me</b>	n/a	4%	4.3%	4.4%
<b>Feel like part of my school.</b>	n/a	10%	7.5%	7%
<b>Teachers at school treat students fairly</b>	n/a	10%	9.6%	7.3%
<b>I do things at school that make a difference</b>	n/a	22%	19.8%	15.9%
<i>insert statements from internal survey:</i>				
<i>insert statements from internal survey:</i>				
<i>insert statements from internal survey:</i>				
<i>insert statements from internal survey:</i>				

Source:  
 \*Site Climate Survey results  
 \*\*CHKS results

## Section 4: Progress Monitoring of English Learners

**Table 4.1 English Learner enrollment**

	English Learners (number & % of total enrollment)		Percent of ELs who are LTELs	Percent of ELs who qualify for Special Education
<b>15-16</b>	54	3.0%	59%	24%
<b>14-15</b>	69	4.2%	81%	36%
<b>13-14</b>	62	3.8%	87%	37%

Source:

English Learner enrollment:

California Longitudinal Pupil Achievement Data System. Report. 1.1 Enrollment - Primary Status by Subgroup. (Fall 1)

Percent of ELs who are LTELs, Percent of ELs who qualify for Special Education:

Aeries Student Information System data.

## California English Language Development (CELDT) Data

**Table 4. 2 CELDT (Annual Assessment) Results**

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
<b>9</b>	14	27		41	54	***	32	15	***	14	4			0	
<b>10</b>		5	23	67	47	46	33	37	19		11	8		0	4
<b>11</b>	33	18	27	47	55	53	20	27	20		0			0	
<b>12</b>	31	23	14	69	62	57		15	29		0			0	
<b>Total</b>	19	19	22	53	54	50	23	23	22	5	4	4		0	2

Data Source

California Department of Education Data Reporting Office. California English Language Development Test (CELDT) Reports. Retrieved from <http://www.cde.ca.gov/ta/ac/t3/t3reports.asp>

**Table 4.3 Percent of students who made progress learning English as measured by CELDT**

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
<b>Number of Annual Testers</b>	62	69	50
<b>Percent with Prior Year Data</b>	100.0%	100%	100.0%
<b>Number in Cohort</b>	62	69	50
<b>Number Met</b>	44	50	37
<b>Percent Met</b>	71.0%	72.5%	74.0%

<b>NCLB Target</b>	59.0	60.5	62.0%
<b>Met Target</b>	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
<b>Number in Cohort</b>	2	60	2	67	4	47
<b>Number Met</b>	--	39	--	44	--	35
<b>Percent Met</b>	--	65.0%	--	65.7%	--	74.5%
<b>NCLB Target</b>	22.8	49.0	24.2	50.9	25.4%	52.8%
<b>Met Target</b>	--	Yes	--	Yes	--	Yes

Source:

California Department of Education Data Reporting Office. 2014-15 Title III Accountability Reports Local Educational Agency (LEA) Level Data, School-level Data. Retrieved from <http://www.cde.ca.gov/ta/ac/t3/t3reports.asp>

**Table 4.4 Percent of students who made progress learning English as measured by LAS Links Assessment (Fall to Spring administration comparison results)**

	2015-16	2014-15	2013-14	2012-13
<b>Percent of students who attained proficiency</b>	12.2%	21.2%	*	**
<b>Percent of students who increased one proficiency</b>	29.3%	21.2%	*	**

Source:

LAS Links Assessment results for those students who participated in both the fall and spring administration and received valid scores.

\*In order to protect student privacy, an asterisk (\*) will be displayed instead of a number where 10 or fewer students are represented.

\*\*LAS Links Assessment was not administered

**Table 4.5 Reclassification Rate**

	2015-16	2014-15	2013-14	2012-13
<b>Number and percentage of students Redesignated Fluent English Proficient</b>	4 (5.8%)	3 (4.8%)	7 (12.1%)	4 (6.8%)

Source:

California Department of Education Data Reporting Office. Number and Percent of Students Redesignated to FEP.

Retrieved from <http://dq.cde.ca.gov/dataquest/>

## Section 5: College and Career Readiness Indicators

**Table 5.1 Early Assessment Program (EAP) ELA results by subgroup**

	All Students			English Learners			Socioeconomically disadvantaged			Special Education		
	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready
<b>15-16</b>	54%	35%	11%	0%	25%	75%	9%	58%	32%	20%	43%	38%
<b>14-15</b>	50%	29%	22%	*	*	*	12%	40%	47%	11%	39%	50%

Source:  
California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from <http://caaspp.cde.ca.gov/>

**Table 5.2 Early Assessment Program (EAP) math results by subgroup**

	All Students			English Learners			Socioeconomically disadvantaged			Special Education		
	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready
<b>15-16</b>	36%	28%	36%	6%	0%	94%	2%	19%	79%	3%	23%	75%
<b>14-15</b>	32%	26%	42%	*	*	*	5%	14%	81%	3%	15%	83%

Source:  
California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from <http://caaspp.cde.ca.gov/>

**Table 5.3 Advanced Placement Exam results**

	<b>2015-16</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>
<b>Percent of exams with a score of 3+ (passing)</b>	73%	74%	76%	73%
<b>Number of tests taken</b>	1236	1,091	1,118	1,122
<b>Number of testers</b>	527	476	477	502
<b>Average number of tests per student</b>	2.3	2.3	2.3	2.2

Source:  
2016 College Board District Summary Report. Retrieved from <https://scores.collegeboard.org>

**Table 5.4 College Entrance Exam results**

		2015-16	2014-15	2013-14	2012-13
<b>SAT</b>	<b>Number and Percent of Seniors tested</b>	*	240/70%	321/77%	276/71%
	<b>Mean Score : Critical Reading</b>	*	562	570	562
	<b>Mean Score : Math</b>	*	580	579	580
	<b>Mean Score: Writing</b>	*	553	566	553
<b>ACT</b>	<b>Number and Percent of Seniors tested</b>	*	183/54%	221/53%	155/40%
	<b>Average Score : English</b>	*	25.5	26.4	26
	<b>Average Score : Math</b>	*	25.4	25.6	25.9
	<b>Average Score: Reading</b>	*	25.6	26.4	26
	<b>Average Score: Science</b>	*	24.6	25.1	24.6
	<b>Average Score: Composite</b>	*	25.4	26	25.8

Source:

SAT data provided by College Bound Senior Level Reports, ACT College Bound School Level Senior Reports \*2015-16 data not available from the ACT and SAT College Bound Senior School Level Reports at the time of this report

**Table 5.5 UC/CSU eligibility rates by subgroup**

	All students	English Learner	Socioeconomically disadvantaged	Special Education
<b>14-15</b>	70.1 %	0.0 %	54.4 %	*
<b>13-14</b>	73.3 %	8.3 %	60.0 %	*
<b>12-13</b>	67.5 %	11.1 %	41.5 %	*

Source:

California Department of Education Data Reporting Office. 12th Grade Graduates Completing all Courses Required for U.C. and/or C.S.U. Entrance. Retrieved from <http://www.cde.ca.gov/ta/ac/t3/t3reports.asp>

\*data not available from California Department of Education Data Reporting Office

**Table 5.6 Cohort graduation rates by subgroup**

	All students	English Learner	Socioeconomically disadvantaged	Special Education
<b>14-15</b>	99.1%	93.3%	96.1%	91.9%
<b>13-14</b>	99.%	95.8%	98.8%	97.5%
<b>12-13</b>	98.45	90.5%	94.5%	92.3%

Source:

California Department of Education Data Reporting Office. Cohort Outcome Data for the Class of 2014-15, 13-14, 12-13. Retrieved from <http://www.cde.ca.gov/ta/ac/t3/t3reports.asp>