

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: Adam Camacho
Date of this revision: May 2018

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: Pending November 2nd, 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, CTE Pathways, 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. Nearly all ninth graders take the Introduction to Technology course in which they explore five sectors of technology and one unit of visual arts. As an introductory course to one of our CTE pathways, this class helps students understand their abilities and interests through inventories and activities, and allows them to sample some of SDA's career-centered elective offerings. 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. 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 Naviance college search process, in light of their career goals. Seniors use Naviance to prepare for their future after high school. Every San Dieguito Academy student receives a copy of Career Pathways Guide which outlines the SDA courses that prepares students for twelve industry sectors, suggested supplementary classes, related careers in each field, and community partners for each career pathway. Students also have the opportunity to explore a field-of-interest through an Internship.

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 living 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 serving 1855 students. The SDA campus reflects the warmth and grace of its 1936 construction, updated both architecturally and technologically to meet the demands of a modern high school. The SDA learning community fosters active student involvement, leadership, and teamwork. SDA values both rigorous academics and personal student attention. Career awareness ties the classroom to the community through our Career Pathways Program. Additionally, SDA students volunteer their time to support a wide variety of causes.

SDA's active Associated Student Body leadership team offer a tremendous range of student involvement opportunities throughout the year. Clubs and other campus events allow students to pursue interests including academic fields-of-study,

visual arts, world languages, career interest areas, community service, physical activities, and politics. Parents and community members are encouraged to take an active role at SDA. They serve as members of SDA's School Site Council, SDA Foundation, Student Success Services, and in numerous other 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. Ninety-eight percent of SDA's class of 2017 self-reported their intention to attend post-secondary institutions, with 36% attending two-year colleges and 62% attending four-year colleges, including: 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.

During the 2016-17 school year, SDA students boasted an average ACT composite score of 25.3 and an SAT total score of 1668. Out of the 477 members of SDA's current senior class, 7 have been recognized as National Merit Scholarship Program Semi-Finalists and 22 additional students have earned Commended Student status.

Schedule

SDA operates on a 4 x 4 block schedule, in which students attend four 90-minute classes daily. SDA's two 18-week terms 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 earn at least 80 credits each year. This schedule allows SDA students to enroll in a wide array of elective courses, including culinary arts, video/film production, psychology, photography, computer programming, speech and debate, and American Sign Language.

Faculty

The faculty at SDA completely reflects the dedication, enthusiasm and expertise that has become synonymous with the San Dieguito Union High School District. More than half of SDA's 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 School Site Council and site leadership to identify specific areas of need, including increasing student connectedness, increasing college and career readiness, increasing the number of English Learners who are reclassified, and increasing student achievement. These goals were based on a thorough analysis of CAASPP scores, California Healthy Kids Survey results, career readiness indicators, D/F lists, and English Learner data.

1. Increasing student connectedness campus-wide - Based on 2017 CA Healthy Kids Survey results, 11% of students reported not feeling they are a part of the school, 24% students reported they do not feel that they do things that make a difference at the school. An analysis of this data reveals that SDA should continue to focus on improving student connectedness. SDA attendance data indicates a 2015-16 truancy rate of 52.59%. During the 2016-17 school year, 733 SARB 1 letters were sent to SDA families. 295 SDA families received both SARB 1 & SARB 2 letters while 189 families received SARB 1, 2 & 3 letters. These attendance data points support the need to focus on improving school connectedness.

2. Increasing college and career readiness - Based on 2016-17 EAP Math results, 32% of all SDA students scored in the "college ready" range. None of SDA's of English Learners scored in the "college ready" range, 14% of low SES students and 4% of Special Education students scored in the "college ready" range. 2016-17 EAP ELA results indicate that 53% of all SDA students scored in the "college ready" range. Again, none of SDA's English Learner's scored in the "college ready" range, 25% of low-SES students and 15% of Special Education students scored in the "college ready" range. Seventy percent of all SDA students fulfilled the 2015-16 UC/CSU eligibility requirements. Forty-one percent of SDA's low-SES students met the UC/CSU eligibility requirements, but none of SDA's EL students did. SDA's 2015-16 cohort graduation rate was 99.7%. One hundred percent of both EL and Low-SES students graduated in 2016. That said, SDA's English Learners and Special Education students are underrepresented in Advanced Placement and Honors courses: 0.2% of all students enrolled in AP and honors courses were EL students and 2.0% were Special Education students. This data supports the need to focus on increasing college and career readiness for all students.

3. Continuing to implement strategies to increase reclassification of all English Learners - Based on 2016-17 enrollment data, 44% of SDA's English Learners are classified as Long-term English Learners (6+ years classified at an EL). 21.4% of SDA's English Learners scored in the "met standards" or "exceeded standards" ranges on the CAASPP ELA test and none of SDA's English Learners scored in the "met standards" or "exceeded standards" ranges for math. None of SDA's of English Learners scored in the "college ready" range on either the EAP Math or ELA tests. Additionally, 0% of SDA's English Learners met the 2017 UC/CSU eligibility requirements. Eight percent of English Learners are currently enrolled in Advanced Placement or Honors courses. This data supports the need to focus on implementing strategies to increase SDA's English Learner reclassification rate.

4. Increasing student achievement - 86.7% of all SDA students scored in the "met standards" or "exceeded standards" ranges on the 2016-17 CAASPP ELA test. 73.7% of Reclassified Fluent English Proficient (RFEP) students scored in the "met standards" or "exceeded standards" ranges on the CAASPP ELA test, while 21.4% of English Learners, 53.2% of Special Education students, and 67.2% of low-SES students scored in the same ranges in ELA. Turning to Math, 65% of all SDA students scored the "met standards" or "exceeded standards" ranges on the 2016-17 CAASPP math test. 35.1% of Reclassified Fluent English Proficient (RFEP) students scored in the "met standards" or "exceeded standards" ranges on the CAASPP math test, while 0.0% of English Learners, 25.5% of Special Education students, and 39.1% of low-SES students scored in the same ranges in math. A focus on increasing student achievement for all students is clearly indicated by these results.

C. Involvement Process

Involvement Process:

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

SDA's School Site Council meets four times annually. The 2017-18 SSC will meet on:

October 10
December 4
February 26
May 21

The Council's primary function is to review the Single Plan for Student Achievement (SPSA) with a particular focus on the plan's goals, action plans, and progress toward goal achievement. At the October meeting, the Council reviewed their roles and responsibilities. SSC members were given the opportunity to provide feedback on the 2017-18 SPSA via electronic communication and signatures indicating plan approval were secured. At the December 4th SSC meeting, the ELAC representative will present English Learner data and related goals for consideration. At the May 21st SSC meeting, the 2018-19 SPSA will be presented for feedback and approval.

The school leadership/administrative team is also guided by these four goals. The team collaborates every Tuesday and a larger Principal's Cabinet meets every Friday. The SPSA document, data, and goals are regularly discussed and inform decisions made by site leadership. The administrative team collaboratively develops the SPSA with input from department chairs, parent advisory groups, and student focus groups.

**D. Summary of Progress Made on 2017-18 Goals
San Dieguito High School Academy**

School Goal 1

Increase student connectedness campus-wide.

LCAP Priority Area:

Goal #4: Increase the level of "school connectedness" and "sense of safety" of pupils, staff and parents.

Targeted Pupil Student Group(s):

All students

A. Actual Measurable Outcomes:

During the 2017-18 school year, student connectedness was assessed based on:

- California Healthy Kids Survey results [CA Department of Education]
- SDA Student Connectedness Survey results [SDA]
- SDA School Attendance Review Team (SART) contracts [Aeries]
- SDA School Attendance Review Board (SARB) referrals [Aeries]
- SDA truancy rates [DataQuest]

Growth target #1: A 5% decrease in the percentage of SDA students who were put on School Attendance Review Team (SART) attendance contracts and who were referred to the SDUHSD School Attendance Review Board (SARB).

2016-17: 1.73% of SDA students on SART contracts (32 contracts)
2017-18: 1.16% of SDA students on SART contracts (22 contracts)
Change: 0.57% DECREASE

2016-17: 0.22% of SDA students referred to SARB (4 referrals)
2017-18: 0.10% of SDA students referred to SARB (2 referrals)
Change: 0.12% DECREASE

Growth target met: NO

Notes: 2017-18 SART/SARB data reported above were accurate as

B. Summary of Progress:

Overall, we are pleased that our students report feeling more connected based on 2017 California Healthy Kids Survey and 2018 SDA School Connectedness results. Attendance metrics also moved in the right direction. Of special note, the decrease in SDA's truancy rate far surpassed the stated growth target.

of the date of this report (May 2018) but will be updated to reflect the entire year when that data is available. The starting points of 1.73% and 0.22% for SART and SARB respectively made the 5% reduction goals an impossibility.

Growth target #2: A 5% decrease in the percentage of students who "disagree" or "strongly disagree" with the statement, "I feel like I am a part of this school."

2016-17: 11% [2017 CA Healthy Kids Survey]
2017-18: 7% [2018 SDA Student Connectedness Survey]
Change: 4% DECREASE

Growth target met: NO

Notes: Given the very small number of students who expressed disagreement with the statement, a 4% decrease is quite notable. That said, while the questions posed on 2017 and 2018 are identically worded, the CA Healthy Kids Survey differs from the SDA Student Connectedness Survey in content and administrative platform.

Growth target #3: A 5% decrease in the percentage of students who "disagree" or "strongly disagree" with the statement, "At school, I do things that make a difference."

2016-17: 24% [2017 CA Healthy Kids Survey]
2017-18: 20% [2018 SDA Student Connectedness Survey]
Change: 4% DECREASE

Growth target met: NO

Notes: As noted above, while the questions posed on each survey are identically worded, the surveys themselves differs in content and administrative platform.

Growth target #4: A 5% decrease in the truancy rate for all students.

2014-15: 77.5%

2015-16: 63.2%
Change: 14.3% DECREASE

Growth target met: YES

Notes: The most recently reported truancy rates are from 2015-16.

C. Relevance:

Partially met. The truancy growth target (#4) was surpassed. The two survey question growth targets (#2 & #3) were only short by 1 percentage point. The SART/SARB growth target (#1) of a 5% decrease was impossible to reach given the starting points of 1.73% and 0.22%.

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

Changes to actions/services: Current programs that contribute to student connectedness will continue, but with an added focus on evaluating program effectiveness. Armed with effectiveness data, we will strength the initiatives that are proving to make a measurable difference, reexamine those that are not, and improve collaboration and communication between these disparate programs.

Changes to goal: None

Changes to methods/metrics to measure progress: Moving forward, the SDA Student Connectedness Survey will be administered in even numbered years (to augment the California Healthy Kids Survey, which is administered in odd-numbered years). Trend analysis will be conducted for the following four key indicators, which appear on both surveys:

- 1) I feel like I am a PART of this school
- 2) I feel CLOSE to people at this school
- 3) There is a teacher or other adult at school who really CARES about me
- 4) There is a teacher or other adult at school how LISTENS when I have something to say

Two similar indicators from the Senior Exit Survey will also be monitored, "I developed a strong relationship with at least one adult at SDA during my time here" and "There are adults at SDA who I can turn to with school-related or personal problems."

In addition to monitoring SART and SARB attendance metrics, we will also conduct a multiyear review of suspension rates. Due to the two-year reporting lag for DataQuest truancy rates, we will no longer monitor this data point.

School Goal 2

To increase college and career readiness.

LCAP Priority Area:

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

Targeted Pupil Student Group(s):

All students, with focus on the following student groups: English Learners (EL), students who qualify for Special Education programs (SPED), and socio-economically disadvantaged students (low-SES)

A. Actual Measurable Outcomes:

During the 2017-18 school year, progress on college and career readiness was assessed based on:

- SBAC CAASPP results in ELA and Math (measured by EAP)
- CDE reported UC/CSU eligibility rates
- Cohort graduation rates
- AP and honors enrollment

Growth Target #1: a 5% INCREASE in percentage of all students who scored in the "College Ready" range in math and ELA as measured by EAP (Standard Exceeded on CAASPP assessment).

ELA

College Ready (2015, 2016, 2017): 50%, 54%, 53%

MATH

College Ready (2015, 2016, 2017): 32%, 36%, 32%

Growth Target #2: a 5% INCREASE in percentage of EL students who scored in the "College Ready" range in math and ELA as measured by EAP (Standard Exceeded on CAASPP assessment).

ELA

College Ready (2015, 2016, 2017): No data, 0%, 0%

MATH

College Ready (2015, 2016, 2017): No data, 6%, 0%

Note: How many EL students each year? Small number could account for large shifts in percentages

Growth Target #3: a 5% INCREASE in percentage of SPED students who scored in the "College Ready" range in math and ELA as measured by EAP (Standard Exceeded on CAASPP assessment).

B. Summary of Progress:

Overall, most student groups, aside from low-SES students, have performed consistently on SBAC assessments, evidenced by multi-year data. Low-SES student scores on the SBAC have increased dramatically in Math and ELA, which emphasizes that low-SES students are more college ready today than previously. This is also reflected in low-SES students' increase in UC/CSU eligibility rates. Though already high, cohort graduation rates for EL and low-SES student groups have increased. Looking at AP and Honors enrollment, there is limited change in enrollment percentage for these student groups, and the enrollment does not reflect our student population.

ELA

College Ready (2015, 2016, 2017): 11%, 20%, 15%

MATH

College Ready (2015, 2016, 2017): 3%, 3%, 4%

Growth Target #4: a 5% INCREASE in percentage of low-SES students who scored in the "College Ready" range in math and ELA as measured by EAP (Standard Exceeded on CAASPP assessment).

ELA

College Ready (2015, 2016, 2017): 12%, 9%, 25%

MATH

College Ready (2015, 2016, 2017): 5%, 2%, 14%

Note: Significant improvements in low-SES student scores in both Math and ELA

Growth Target #5: a 5% INCREASE in AP and Honors enrollment for EL and Low-SES subgroups to more closely reflect the demographics of SDHSA

EL

(2015-16, 2016-17, 2017-18): 0%, 0%, 0%

Low-SES

(2015-16, 2016-17, 2017-18): __%, 9.1%, __%

Note: Our EL and low-SES student group enrollment in Honors and AP courses does not reflect the demographics of SDHSA. In 2017-2018, 285 students (of 1854) were classified as low-SES, which is 15.4% of our student population, and 19 students (of 1854) were EL's, 1% of our population.

Growth Target #6: an INCREASE in UC/CSU eligibility rates for EL and Low-SES.

EL

(2014-15, 2015-16, 2016-17): 0%, 0%, 33% (1 of 3)

Low-SES

(2014-15, 2015-16, 2016-17): 54.4%, 41.4%, 59.3%

Note: UC/CSU eligibility rates are reported for 12th grade students only, after graduation. In 2015-2016, there were 4 English Learners

in 12th grade, and none met UC/CSU entrance requirements. In 2016-17, there were 3 English Learners in 12th grade and one (1) of the three (3) graduated meeting UC/CSU entrance requirements.

Growth Target #7: an INCREASE in cohort graduation rates for EL and Low-SES.

EL

(2014-15, 2015-16, 2016-17): 93.3%, 100%, No Data

Low-SES

(2014-15, 2015-16, 2016-17): 96.1%, 100%, No Data

C. Relevance:

Partially met. Increase in percentage of "college-ready" scoring low-SES students, along with a trend of increasing percentage of EL's and low-SES students meeting UC/CSU eligibility rates. However, there has been no marked increase in "college ready" scoring on SBAC assessments for all other subgroups, along with lack of improvement in EL and low-SES enrollment in AP/Honors courses.

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

Utilize site tutoring programs, district-wide and site based Professional Development (PD), math/English intervention classes, and AP Potential data, along with increase marketing and awareness of CTE pathway options to increase college and career readiness for all students.

School Goal 3

Increase the reclassification rate of SDA's English Language Learners.

LCAP Priority Area:

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 (R-FEP).

Targeted Pupil Student Group(s):

English Language Learners

A. Actual Measurable Outcomes:

During the 2017-18 school year, progress toward English Language (EL) Learner reclassification was gauged based on:

- Annual reclassification (RFEP) counts and rates [DataQuest]
- SBAC CAASPP results including Early Assessment Program (EAP) indicators
- D and/or F Grade List [Aeries]

Growth target #1: 5% increase in the percentage of EL Learners reclassified from Limited English Proficient (LEP) to Redesignated Fluent English Proficient (R-FEP).

2016-17: 21.4% reclassification rate
2017-18: 24.4% reclassification rate
Change: 0.3% INCREASE

Growth target met: NO

Growth target #2: 5% increase in the percentage of EL Learners who score in the or STANDARD MET or STANDARD EXCEEDED performance levels on the CAASPP English Language Arts/Literacy Assessment.

2015-16: 25.0% met or exceeded standard
2016-17: 21.4% met or exceeded standard
Change: 3.6% DECREASE

B. Summary of Progress:

SDA'S 24% reclassification rate has held steady since 2016. This rate surpasses the San Dieguito Union High School District rate of 20% and far surpasses the San Diego County reclassification rate by 9 percentage points.

Given the small number of students in San Dieguito Academy's English Language Learner Program, the incremental changes (even those that moved in the wrong direction) are not statistically significant. Overall, the rate of English Language Learners progressing toward reclassification remained steady.

Growth target met: NO

Notes: The small EL Learner student group size (28 students) limits the amount of movement available in either direction.

Growth target #3: 5% decrease in the percentage of EL Learners earning as least one final course grade of a D or F.

2nd term 2016-17: 37.5% on D/F list

1st term 2017-18: 42.1% on D/F list

Change: 4.6% INCREASE

Growth target met: NO

NOTES: While the percentage of students did not decrease, the number of students earning at least one D or F did decrease from 9 students to 8.

Growth target #4: 5% increase in the percentage of EL Learners designated as "College Ready" in English as measured by EAP (STANDARD EXCEEDED on the CAASPP English Language Arts/Literacy Assessment).

2015-16: 54% college ready

2016-17: 53% college ready

Change: 1.0% DECREASE

Growth target met: NO

Notes: A 1% decrease is statistically insignificant, especially given the small number of EL Learners being examined.

C. Relevance:

NO - The goal of increasing the percentage of EL Learners reclassified from Limited English Proficient (LEP) to Redesignated Fluent English Proficient (R-FEP) was not met. Effective support of EL Learners continues to be a high priority for San Dieguito Academy however, the 5% growth targets were probably overly ambitious given the small number of students in this student group.

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

Changes to actions/services: Significant resources are already dedicated to increasing students' English language proficiency including:

- The EL Learner Program lead teacher/site coordinator is released from instructional duties for one period daily to focus on this goal.
- Academic Literacy support class students are taught by a highly trained teacher and assisted by peer tutors.
- Student progress conferences are conducted after each progress report and report card.
- The EL Learner Program team meets quarterly to monitor each student's progress toward reclassification and to discuss interventions.
- A school counselor and assistant principal are designated to support SDA's EL Learners and their families.

All of the aforementioned resources and interventions will continue. Additionally, some students will be recommended for reclassification based on an alternative process for EL Learners who have Individual Education Plans (IEP) and do not meet the district's reclassification criteria. A multidisciplinary IEP team can now recommend reclassification if they determine that a student's disability (as opposed to his or her English proficiency) is the primary reason the student is not able to meet the district's reclassification criteria.

Changes to goal: In addition to monitoring the reclassification rate for EL Learners, we will also assess the academic achievement of recently reclassified students (< or equal to 4 years). The objective of monitoring the academic success of reclassified students is to ensure that they were not prematurely exited from the language assistance program.

Changes to methods/metrics to measure progress: Moving forward, the English Learner Progress Indicator on the California School Dashboard will be used to assess how efficiently students move through the English proficiency levels and the timeliness of their reclassification as Fluent English Proficient. Additionally, we will evaluate our recently reclassified students' performance in their core academic courses, based on the D/F Grade List.

School Goal 4

Increase student achievement in English Language Arts (ELA) and Math.

LCAP Priority Area:

Goal #1: Annual increase in student achievement for all students in English language arts and math with focus on accelerating student learning outcomes for students performing below grade level

Targeted Pupil Student Group(s):

All students, with focus on the following student groups: English Language Learners (EL Learners), Reclassified Fluid English Proficient students (RFEP), students who qualify for Special Education programs (SPED), and socio-economically disadvantaged students (low-SES)

A. Actual Measurable Outcomes:

During the 2017-18 school year, progress on student achievement in ELA and Math was assessed based on:

- SBAC CAASPP results in ELA and Math (measured by EAP)
- D/F List Fall and Spring
- Enrollment in grade level math courses

Growth Target #1: a 5% INCREASE in met or exceeded range on the CAASPP in ELA and math for all students

ELA (2015, 2016, 2017): 79%, 89%, 87%

MATH (2015, 2016, 2017): 58%, 64%, 65%

Growth Target #2: a 5% INCREASE in students in the met or exceeded range on the CAASPP in ELA and math for the EL student group.

ELA (2015, 2016, 2017): N/A, 25%, 21%

MATH (2015, 2016, 2017): N/A, 7%, 0%

Growth Target #3: a 5% INCREASE in students in the met or exceeded range on the CAASPP in ELA and math for the RFEP student group.

ELA (2015, 2016, 2017): 63%, 94%, 74%

MATH (2015, 2016, 2017): 23%, 31%, 35%

Growth Target #4: a 5% INCREASE in students in the met or exceeded range on the CAASPP in ELA and math for the SPED student group.

ELA (2015, 2016, 2017): 50%, 63%, 53%

B. Summary of Progress:

While the percentage of all students in the met or exceeded range remained relatively consistent in both 2015-2016 and 2016-2017, after an impressive increase between 2014-15 and 2015-26, specific student groups showed a significant decrease in ELA scores. Math scores have remained consistent for all students, but all other student groups perform far below schoolwide percentages (particularly EL students). All student group performance is not reflective of SDHSA "all student" scores. Low-SES students have increased performance over the past year of reported data.

The percentage of 11th and 12th grade students enrolled in below grade level math courses has increased, while the percentage of students on the D/F list has _ between Fall 2016 and 2017.

MATH (2015, 2016, 2017): 18%, 26%, 26%

Growth Target #5: a 5% INCREASE in students in the met or exceeded range on the CAASPP in ELA and math for the low-SES student group.

ELA (2015, 2016, 2017): 52%, 68%, 67%

MATH (2015, 2016, 2017): 16%, 22%, 39%

Growth Target #6: a 5% DECREASE in the percentage of 11th and 12th students enrolled in below grade level integrated math courses.

2016-17 (711 total 11th/12th grade students enrolled in math classes): 9.6%, 68 total students

2017-18 (811 total 11th/12th grade students enrolled in math classes): 13.2%, 107 total students

Change: 3.6% increase

*For data analysis purposes, "grade level" math courses are 9th grade - Math I, 10th grade - Math II, 11th grade Math III, 12th grade - precalculus, calculus, statistics, business math

Growth Target #7: a 5% DECREASE in the percentage of students on D/F list in Fall term.

All Students

2016-17: 18% (315 out of 1780) - Spring term

2017-18: 14.6% (270 of 1854) - Fall term

Change: __ *awaiting Fall 2016-17 data

C. Relevance:

Partially met. With the exception of mathematics scores for low-SES students, CAASPP ELA and math scores for most student groups have either remained consistent or decreased. There has been an increase in percentage of 11th and 12th graders enrolled in below grade-level math courses, clearly demonstrating no growth in set goals for increasing student achievement in math.

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

Use of intervention classes, tutoring, after school support programs, and staff collaboration through the PLC process to identify student needs through formative assessment and develop methods for intervention/reteach to increase student achievement.

Changes to actions/services: addition of general education support class

Changes to methods/metrics to measure progress: In growth target #7, we will include both Fall and Spring terms, as we are on the quarter system and each term provides final grades for our students that can be used as valuable data.

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:
 Goal #4 Increase the level of “school connectedness” and "sense of safety" of pupils, staff and parents.

School Goal 1
 Enhance the strong sense of school connectedness reported by San Dieguito Academy students.

LCAP Priority Area:
 Related State Priorities 5 (Pupil Engagement) & 6 (School Climate)

Targeted Pupil Student Group(s):
 All students

<p>A. Rationale:</p> <p>Research shows that when students feel a positive connection to their school and to the adults in their school, they learn better, have healthier relationships, and feel better about life, in general. San Dieguito Academy prides itself on being an inclusive community where students feel accepted and cared for. The following metrics will be used to assess progress toward a strong sense of school connectedness for SDA students.</p> <hr style="width: 25%; margin-left: 0;"/> <p>California Healthy Kids Survey/SDA Connectedness Survey</p> <p>I feel like I am PART of this school: Based on the 2018 SDA Student Connectedness Survey, only 7% of students "disagree" or "strongly disagree" with the statement, "I feel like I am PART of this school." The 7% of students who do not feel connected to school, according to this question, is an improvement over the 11% from the 2017 California Healthy Kids Survey.</p> <p>I feel CLOSE to people at this school: When asked on the 2018 SDA Student Connectedness Survey about their relationships with people generally, 7% of students "disagree" or "strongly disagree" that they "feel CLOSE to people at this school." As with the prior statement, this is an improvement over the 11% from the 2017 California Healthy Kids Survey.</p> <p>There is a teacher or other adult at school who really CARES about me:</p>	<p>B. Expected Measurable Outcomes:</p> <p>1) Less than or equal to 7% of students will “disagree” or “strongly disagree” with the statement, "I feel like I am PART of this school" on the 2019 California Healthy Kids Survey*. Because the percentage of students who disagree with this (and the following three) statement(s) is already extremely low and in consideration of the longitudinal trend, SDA’s focus is on maintaining the current sense of connectedness.</p> <p>2) Less than or equal to 7% of students will “disagree” or “strongly disagree” with the statement, "I feel CLOSE to people at this school" on the 2019 California Healthy Kids Survey.</p> <p>3) Less than or equal to 4% of students will choose "not true at all" in response to the statement, "There is a teacher or other adult at school who really CARES about me" on the 2019 California Healthy Kids Survey.</p> <p>4) Less than or equal to 4% of students will choose "not true at all" in response to the statement, "There is a teacher or other adult at school who LISTENS to me when I have something to say" on the 2019 California Healthy Kids Survey.</p> <p>*NOTE: The California Healthy Kids Survey is administered in odd-numbered years and the SDA Student Connectedness Survey is administered in even-numbered years.</p> <p>5) The percentage of seniors (on the SDA Senior Exit Survey) who choose</p>
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Results from the 2018 SDA Student Connectedness Survey reveal a more noticeable opportunity to improve the relationships students have with staff members. When asked whether, "There is a teacher or other adult at school who really CARES about me," 96% of SDA students reported that this is "a little true," "pretty much true" or "very much true." This is up from 92% on the 2017 California Healthy Kids Survey.

There is a teacher or some other adult at school who LISTENS to me when I have something to say: 98% of students reported on the 2018 SDA Student Connectedness Survey that it is "a little true," "pretty much true" or "very much true" that "there is a teacher or some other adult at school who LISTENS to me when I have something to say." This is 4 percentage points higher than the 94% reported on the 2017 California Healthy Kids Survey.

2019 Senior Exit Survey

I developed a strong RELATIONSHIP with at least one adult at SDA during my time here: Between 2010 and 2016, an average of 92.5% of graduating seniors reported on the Senior Exit Survey that they "agree" or "strongly agree" with the statement, "I developed a strong RELATIONSHIP with at least one adult at SDA during my time here." In 2017, the percentage dropped slightly to 90.3. We would like to see the 2019 results be more in line with the 2010-16 average.

There are adults at SDA who I can TURN TO with school-related or personal problems: Between 2010 and 2016, an average of 92.0% of graduating seniors have reported on the Senior Exit Survey that they "agree" or "strongly agree" with the statement, "There are adults at SDA who I can TURN TO with school-related or personal problems." In 2017, the percentage dropped to 87.1. We would like to see the 2019 results be more in line with the 2010-16 average.

Attendance Metrics

SDA's School Attendance Review Team contract and School Attendance Review Board referral rates are consistently very low so we will strive to maintain, if not improve, these metrics.

"disagree" or "strongly disagree" in response to the statement, "I developed a strong RELATIONSHIP with at least one adult at SDA during my time here" will remain at (or be lower than) the 2010-17 average of 10%.

6) The percentage of seniors (on the SDA Senior Exit Survey) who choose "disagree" or "strongly disagree" in response to the statement, "There are adults at SDA who I can TURN TO with school-related or personal problems" will return to (or be lower than) the 8% 2010-17 average (a decrease of 5% from 13% in 2017).

7) The percentage of students who are placed on a School Attendance Review Team contract will remain less than 2% of all SDA students. For a frame of reference, 1.7% of students were suspended in 2016-17 (32 students) and 1.2% of students have been suspended, to date, during the 2017-18 school year (22 students).

8) The percentage of students who are referred to the SDUHSD School Attendance Review Board will remain under 0.3% of all SDA students. In 2016-17, 0.2% of students (2 students) were referred and thus far this year, 0.1% of students (1 student) have been referred.

9) The percentage of students suspended (out-of-school suspensions only) will decrease by at least 0.3% from a 2.5% suspension rate in 2016-17 (Aeries) to less than or equal to 2.2% in 2017-18. At the time of this report, the suspension rate according to Aeries was 1.7%.

10) The percentage of Hispanic students suspended (unduplicated; out-of-school) will be proportional (or less than) their representation within the general student enrollment.

Suspension Rates

SDA's 2016-17 out-of-school suspension rates range from 2.5% (AERIES) to 3.0% (DataQuest). These rates are higher than the previous year's (1.4% according to AERIES and 1.6% according to DataQuest/Calpads). However, these rates are in line with the 3.0% San Diego County rate and are far lower than the 4.3% State rate. Suspension rates throughout San Dieguito Union High School District spiked in 2016-17 for reasons that are still being explored. We would like to see the 2017-18 suspension rate decrease significantly from the previous year's level.

Note: DataQuest suspension rates were filtered such that only out-of-school suspensions and those for students in grades 9 - 12.

Hispanic Student Group Suspension Rate: Hispanic students have comprised 19-21% of SDA's cumulative enrollment for the past 6 years. In 2015-16, 22.6% of the SDA students suspended identified as Hispanic and in 2016-17, 18.3% of suspended SDA students identified as Hispanic. We will strive to keep the suspension rate for Hispanic students proportional to, if not lower than, their representation within SDA's total enrollment.

C. School-wide critical area/s for follow up addressed:

2012 WASC Goal 1: Increase learning for all under-performing students with particular attention to our student groups: English Learners, Latino students and students from socioeconomically disadvantaged families.

Task 4: Foster personal connections with students by continuing to offer support for students on a one-on-one basis.

D. Strategy:

We will move toward data-driven decision making when it comes to the numerous initiatives that contribute to school connectedness. This will necessitate the development and analysis of effectiveness metrics. We will also work to improve collaboration and communication between the various groups and programs that promote student connectedness. Specifically, we will...

Actions/Tasks		Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Key stakeholders will analyze student connectedness data with a focus	Administrative	None	Artifacts: Meeting	Fall Term

	on 2018 SDA Student Connectedness Survey and 2018 Senior Exit Survey results.	Leadership Team Counseling Team School Site Council		agendas and notes; data analysis documents (presentation slide deck, spreadsheet, graphic organizers)	
2.	Develop effectiveness metrics (pre- and post-intervention surveys) for school-wide connectedness including: Link Crew, PALs, Mustang Mentors, and counseling support groups.	Assistant Principal Counseling Team Link Crew Advisors	None	Artifacts: Pre- and post-intervention surveys	Develop surveys during Fall term to be administered by May 2019
3.	Launch the Project Connect Club, which will serve as a coordinating body for the various student connectedness and school climate programs on campus. Additionally, the Project Connect Club will implement some of the Sandy Hook Promise SAVE Club activities. Finally, this group will facilitate collaborative analysis of the effectiveness results that are detailed in Action #2.	Assistant Principal Relevant program/ club advisors Student leaders	None	Artifacts: Club meeting agendas and notes; survey results and data analysis	Launch club by September 2018 1st Sandy Hook Promise activities in October 2018 Program effectiveness analysis by May 2019
4.	Monitor relevant discipline data, including: <ul style="list-style-type: none"> CA School Dashboard suspension rate report AERIES suspension data School Attendance Review Team contracts 	Assistant Principal	None	Artifacts: Meeting agendas and notes; data analysis documents (presentation slide deck, spreadsheet, graphic organizers)	Each term (Feb & May 2019)

LCAP Goal:

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

School Goal 2

To increase college and career readiness.

LCAP Priority Area:

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

Targeted Pupil Student Group(s):

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

A. Rationale:

The Early Assessment Program identifies students as "college ready" if they score in the Exceeded Standards category for ELA or Mathematics on the SBAC assessments.

Based on multi-year data on SBAC assessment results for ELA, the EAP has identified the following percentage of students as "College Ready" in English Language Arts (2015, 2016, 2017):

- All Students - 50%, 54%, 53%
- EL - NDA, 0%, 0%
- Low-SES - 12%, 9%, 25%
- SPED - 11%, 20%, 15%

Based on multi-year data on SBAC assessment results for mathematics, the EAP has identified the following percentage of students as "College Ready" in mathematics (2015, 2016, 2017):

- All Students - 32%, 36%, 32%
- EL - NDA, 6%, 0%
- Low-SES - 5%, 2%, 14%
- SPED - 3%, 3%, 4%

Note that in 2018, SBAC student sample sizes are as follows: all students - 481, EL's - 3, low-SES - __, SPED - 34

Multiyear data proves there have been slight increases in all cohort graduation rates (2014-15, 2015-16):

- All students - 99.1%, 99.7%

B. Expected Measurable Outcomes:

Increase percentage of all, EL, low-SES, and SPED students who scored in the "College Ready" range in math and ELA as measured by EAP.

Maintain cohort graduation rates for all students, EL, and Low-SES

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 to more closely reflect the demographics of SDHSA

Increase the percentage of students identified as "college prepared" in the California Dashboard Fall 2018 release

Increase in percentage of students enrolled in CTE course

Increase in percentage of students that have completed a CTE pathway

EL - 93.3%, 100%
SPED - 91.9%, 97.8%
Low-SES - 96.1%, 100%

English Learner, low-SES, and SPED student groups are underrepresented in AP and Honors courses. The demographics of SDHSA are not reflected in AP/Honors enrollment. Each student group comprises the following percentage of our AP/Honors enrollment (2016-17, 2017-18):

All Students - ___% (___ of 1851) , 46.5% (863 of 1854)

EL - 0%(0 of 23) , 0% (0 of 19)

Low-SES - 9.1% (___ of ___) , ___% (___ of 285)

SPED - 16.8% (26 of 155), ___% (___ of 147)

In addition, multiyear data on students meeting UC/CSU entrance requirements are as follows:

All Students

2013-16: stagnant around 70%, 2016-17: 72.1%, slight INCREASE

EL Students

2013-2016: 0%, 2016-17: 33% (1 of 3 EL graduates), INCREASE

Low-SES Students

2013-2015: 54.4%, 2015-16: 41.4%, 2016-17: 59.3% (35 of 59 low-SES graduates), INCREASE

Though greatly increasing UC/CSU eligibility rates are evident in EL and low-SES student groups in 2016-17, the small sample size can trigger immense growth over the course of a given year. The stagnant and at times decreasing rates show a long-term need to improve college and career readiness. This is especially true for EL and low SES students, whose percentage of students meeting requirements are far below that of the entire student population.

In the California School Dashboard, the College/Career Indicator for the class of 2016 reports that 76.4% of students are prepared, 19.3% are approaching prepared, and 4.3% are not prepared. Although this is only a status report (no multi-year data available), the Fall 2018 Dashboard report will report change over time.

SDHSA total CTE course enrollment has followed an increasing trend over multiple years. Enrollment (including duplicates) has been as follows:

2014-15 - 782 students (8 pathways)
 2015-16 - 856 students (9 pathways, new pathway enrolled 33 students)
 2016-17 - 1056 students (10 pathways, 2015-16's new pathway enrolled 65 students, new pathway enrolled 39 students)

*Awaiting data on CTE Pathways completers for 2016-17 and 2017-18)

An analysis of this data reveals that SDHSA should seek to improve college and career readiness.

C. School-wide critical area/s for follow up addressed:

1) use of data to drive instruction

D. Strategy:

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.

Actions/Tasks		Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Counselors will utilize Aeries to track A-G completion rates/UC/CSU eligibility requirements, CaliforniaColleges.edu, and provide interventions to students via classroom presentations and individual student meetings to complete 4-year plans.	Counselors	N/A	UC/CSU rates	Ongoing
2.	Counselors will analyze AP Potential data to: <ul style="list-style-type: none"> identify potential AP students with a focus on underrepresented student groups counselors to schedule and hold student meetings to encourage AP course enrollment send home informational letters in English and Spanish to notify parents of students' AP potential 	Counselors	N/A	# of student meetings and AP/Honors enrollment data	Ongoing
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	\$____ Source: Site Tutoring Funds	D/F reports	Ongoing
4.	Counselors will educate student body, parents, and community about CTE Pathways available at SDHSA via website, classroom presentations, and parent presentations/webinars.	Counselors	N/A	CTE enrollment and pathways completer data	Ongoing

LCAP Goal:

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

SDA's English Language Learners will:

- Progress through the English proficiency levels in a timely manner (an increase of at least one level annually until Early Advanced or Advanced attainment)
- Meet reclassification criteria after 4-7 years in a language assistance program
- Academic success in core academic courses that is commensurate with non-EL peers

LCAP Priority Area:

Related State Priorities 2 (State Standards), 4 (Pupil Achievement) & 8 (Other Pupil Outcomes)

Targeted Pupil Student Group(s):

English Language Learners

A. Rationale:

English Language (EL) Learners should progress efficiently through the English proficiency levels (at least one proficiency level annually until they reach the Early Advanced or Advanced level, at which point their proficiency should be maintained). EL Learners are expected to meet reclassification criteria following 4 - 7 years in a language assistance program. Students who are appropriately exited from their language assistance program (through reclassification as Fluent English Proficient) should perform as well as their non-EL peers in core academic courses.

The following metrics will be used to assess EL Learner language development, reclassification and academic success following reclassification.

B. Expected Measurable Outcomes:

- 1) Maintenance of or an increase in the English Learner Progress Indicator (ELPI), which measures language development and reclassification rates. According to the Spring 2017 ELPI Report, SDA's English Learners performed at the green/HIGH level.
- 2) The representation of recently reclassified students on the D or F Report (for core academic courses) will move closer to the representation of recently reclassified students in the total student population, thus reducing the achievement gap which is currently at 7.5%.

English Learner Progress Indicator [California School Dashboard]

Based on the Spring 2017 ELPI Report, SDA's 72 EL Learners performed at the green/HIGH level (4th highest out of 5 levels). The ELPI is calculated based on CELDT or ELPAC results and reclassification rates.

Post-reclassification appearance on SDA's D/F Grade Report [AERIES]

When students are appropriately exited from their language assistance program (through the reclassification process), they should not appear on the D/F Grade Report at a higher frequency than their non-EL peers.

During the fall term of 2017-18, recently reclassified students made up only 5.9% of the student body but represented 13.4% of the students who earned at least one D or F in one of the four core academic areas (English, math, science or social science). This indicates a 7.5% achievement gap.

C. School-wide critical area/s for follow up addressed:

2012 WASC Goal 1: Increase learning for all under-performing students with particular attention to our student groups: English Language Learners, Latino students, and students from socioeconomically disadvantaged families.

Task 3: Increase communication regarding student learning to involve all stakeholders: teachers, counselors, students, and parents.

D. Strategy:

In addition to supporting our English Language Learners' language development and timely reclassification as Fluent English Proficient, we will be increasing the academic support for our recently reclassified students (those who have been reclassified within the previous 4 years).

Actions/Tasks		Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	The English Language Learner team will add monitoring of the growth targets detailed above to their quarterly progress meetings.	EL Lead EL Assistant Principal	N/A	Artifacts: Meeting agendas and minutes; growth target	Quarterly

		EL Counselor Academic Literacy Teacher		monitoring spreadsheets	
2.	Cluster a group of incoming 9th grade EL Learners into a cohort. These students will be scheduled together in their core academic classes and in their Academic Literacy course. This will permit their teachers to collaborate more effectively.	EL Team Lead EL Counselor	N/A	Artifacts: Class rosters; cohort meeting minutes	August 2018
3.	Develop professional development for core academic course teachers focused on English Language Development best practices.	EL Team	N/A	Artifacts: professional development materials	Identify content areas to target by September 2018 Develop training materials by November 2018 Implement professional development workshops by February 2019 Repeat for Spring Term
4.	Continue to offer one section of Academic Literacy (English Language Development Intervention) Course each term. Peer tutors are strategically scheduled in this course.	EL Counselor EL Assistant Principal Academic Literacy Teacher	\$38,000 Source: LCAP non-formula section	Artifacts: master schedule	August 2018 & February 2019
5.	Continue to fund EL Lead role, including a period of release time each term.	EL Lead	\$38,000 Source: LCAP non-formula section	Artifacts: master schedule	August 2018 & February 2019

LCAP Goal:

Goal #1: Annual increase in student achievement for all students in English language arts and math with focus on accelerating student learning outcomes for students performing below grade level.

School Goal 4

Increase student achievement in ELA and math

LCAP Priority Area:

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

Targeted Pupil Student Group(s):

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

A. Rationale:

Reviewing multi-year data in the following areas has revealed that SDHSA should seek to increase student achievement in ELA and math:

- SBAC CAASPP results in ELA and Math (measured by EAP)
- Enrollment in grade level math courses
- D/F List Fall and Spring

Reported percentage of ALL STUDENTS that scored in the met or exceeded range on the CAASPP in ELA and math are as follows:

ELA (2015, 2016, 2017): 79%, 89%, 87%
MATH (2015, 2016, 2017): 58%, 64%, 65%

Reported percentage of EL STUDENTS that scored in the met or exceeded range on the CAASPP in ELA and math are as follows:

ELA (2015, 2016, 2017): N/A, 25%, 21%
MATH (2015, 2016, 2017): N/A, 7%, 0%

Reported percentage of RFEP STUDENTS that scored in the met or exceeded range on the CAASPP in ELA and math are as follows:

ELA (2015, 2016, 2017): 63%, 94%, 74%
MATH (2015, 2016, 2017): 23%, 31%, 35%

Reported percentage of SPED STUDENTS that scored in the met or exceeded range on the CAASPP in ELA and math are as follows:

ELA (2015, 2016, 2017): 50%, 63%, 53%
MATH (2015, 2016, 2017): 18%, 26%, 26%

B. Expected Measurable Outcomes:

Increase in percentage of students scoring in the met or exceeded range on the CAASPP in ELA and math for all students.

Increase in percentage of all student groups scoring in the met or exceeded range on the CAASPP in ELA and math, to more closely reflect scores of "all student" group at SDHSA.

Decrease in the percentage of 11th and 12th students enrolled in below grade level math courses.

Decrease in the percentage of students on D/F list in Fall and Spring term.

Decrease in percentage of EL and RFEP students on the D/F list, to more accurately reflect the percentage of "all students" on the D/F list.

Reported percentage of LOW-SES STUDENTS that scored in the met or exceeded range on the CAASPP in ELA and math are as follows:

ELA (2015, 2016, 2017): 52%, 68%, 67%

MATH (2015, 2016, 2017): 16%, 22%, 39%

While the percentage of all students in the met or exceeded range remained relatively consistent in both 2015-2016 and 2016-2017 across both ELA and mathematics after an impressive increase for all student groups between 2014-15 and 2015-16, specific student groups showed a significant decrease in ELA scores (RFEP and SPED).

Math scores have remained consistent across multi-year data for all students and most student groups, but all other student groups perform far below "all student" schoolwide percentages (particularly EL students).

All student group performance in both ELA and mathematics is not reflective of SDHSA "all student" scores, particularly math.

Via Student Information System (Aeries), the percentage of 11th and 12th students enrolled in below grade level integrated math courses are as follows:

2016-17: 9.6%, (68 of 711 total 11th/12th graders enrolled in math in Fall and Spring)

2017-18: 13.2%, (107 of 811 total 11th/12th graders enrolled in math in Fall and Spring)

There has been a 3.6% increase in 11th and 12th graders enrolled in below grade-level courses over the last two years. For data analysis purposes, "grade level" math courses are 9th grade - Math I, 10th grade - Math II, 11th grade Math III, 12th grade - precalculus, calculus, statistics, business math.

In 2016-17, ___% of all students (_ out of 1780) appeared on the D/F list at the end of Fall term, and 18% of all students (315 out of 1780) appeared on the D/F list at then end of the Spring term.

In 2017-18, 14.6% of all students (270 out of 1854) appeared on the D/F list at the end of Fall term, and ___% of all students (__ out of 1854) appeared on the D/F list at the end of the Spring term.

16% (44 of 271) EL and RFEP students appeared on the D/F list in Fall 2017-

18, and ___ of 271 appeared in Spring 2017-18. These reported percentages are slightly higher than "all student" reports for D/F list.

An analysis of this data reveals that SDHSA should seek to increase student achievement in ELA and math, particularly in student groups of EL, RFEP, SPED, and low-SES students.

C. School-wide critical area/s for follow up addressed:

2) Strengthen PLC process

D. Strategy:

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

Actions/Tasks	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: <ul style="list-style-type: none"> • Identification: teachers and administrators review CELDT, LAS links, and grades for placement in this intervention course • Target: instruction is targeted at both language acquisition and and the development of academic skills • Exit: students are exited by reviewing reclassification requirements, including grades, CELDT, LAS links, and CAASPP results b) Math readiness course: <ul style="list-style-type: none"> • Identification: review of SBAC scores and D/F list for student placements • Target: instruction is targeted on bridging and reviewing math concepts to best support student success in IM1 • Exit: students are exited by reviewing grades c) General Education support class	Administrators/teachers	Source: LCAP non-formula section (cost reflected in Goal 3, Action 2) b) \$36,000 Source: LCAP non-formula section	CELDT, LAS Links, grades, SBAC, enrollment data, D/F list	Ongoing
2. Continue to offer of after-school subject specific tutoring opportunities for all students. <ul style="list-style-type: none"> • sign in sheets track attendance • tutoring provided by both SDA teachers and NHS students 	Teachers	N/A	Grades, D/F list	Ongoing
3. In addition to collaboration during late start and hour lunch, provide	Administrators/Teacher	Source: Site	Common assessments	Ongoing

	opportunities for professional development, release time, and sub days for teachers to utilize the PLC process to review student data and analyze student achievement data, in order to identify targeted interventions and best practices for underperforming student populations.	s	Formative/Achievement Funds \$18,980		
4.	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	Source: Site Tutoring Funds \$____	D/F list	Ongoing

F. 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:



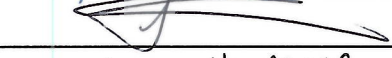
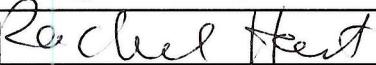




Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Adam Camacho	X				
Todd Vollstedt		X			
Sean Floyd		X			
Curt Erales		X			
Jacqueline Parks		X			
Kalani Crosby			X		
Nancy Lazerson				X	
Rachel Hart				X	
Paul Abel				X	
Kristina Quandt					X
Amelia Kaiser					X
Madison Noyes					X
Numbers of members of each category	1	4	1	3	3

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 H.S. Academy – School Site Council 2017-2018

Monday, May 21, 2018

I have received and approve the 2018-2019 Single Plan for Student Achievement (SPSA) for San Dieguito High School Academy

Name	Position	Signature	Date
Abel, Paul	Parent	not in attendance	
Camacho, Adam	Principal		5-21-18
Crosby, Kalani	Classified		5/21/18
Erales, Curt	Teacher		5-21-18
Floyd, Sean	Teacher	not in attendance	
Hart, Rachel	Parent		5/21/18
Kaiser, Amelia	Student	not in attendance	
Lazerson, Nancy	Parent		5/21/18
Noyes, Madison	Student		5-21-18
Parks, Jacqueline	Teacher		5-21-18
Quandt, Kristina	Student	not in attendance	
Vollstedt, Todd	Teacher		5-21-18

**Form G. Budget 2018-19
San Dieguito High School Academy**

State/Federal Categorical Program	Allocation
Site LCFF Supplemental Funding - Site Formative/Achievement Funds	\$18,980.00
Site LCFF Supplemental Funding - Site Tutoring Funds	\$4,745.00
Site LCFF Supplemental Funding – District Funded Sections (non-formula)	\$144,000.00
Title I Funds Does Not Apply	\$0.00
Total	\$167,455.00

Appendix A. Student Performance Data

Section 1: Enrollment

Table 1.1 Site enrollment trends with Student Group breakdown

	2015-16		2016-17		2017-18	
	#	%	#	%	#	%
Total enrollment	1,828	-	1,834	-	1,902	100.0%
Black or African American	4	0.2%	3	0.2%	3	0.16%
American Indian or Alaska Native	12	0.7%	12	0.7%	9	0.47%
Asian	92	5.0%	91	5.0%	92	4.84%
Filipino	14	0.8%	14	0.8%	14	0.74%
Hispanic or Latino	364	19.9%	367	20.0%	374	19.66%
Native Hawaiian or Pacific Islander	2	0.1%	2	0.1%	1	0.05%
White	1,311	71.7%	1,312	71.5%	1356	71.29%
Two or More Races	29	1.6%	33	1.8%	53	2.8%
Socioeconomically Disadvantaged	253	13.8%	230	12.5%	326	17.1%
English Learners	54	3.0%	41	2.2%	28	1.5%
Students with Disabilities	185	10.1%	167	9.1%	158	8.3%
Foster Youth	0	0.0%	0	0.0%	0	0.0%

Conclusions indicated from this data:

1.

Section 2: Student Achievement Indicators

Table 2.1 Percent of 11th grade students tested who scored in the Standard Met to Standard Exceeded range in ELA

	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
2016-17	86.7%	90.9%	73.7%	21.4%	53.2%	67.2%
2015-16	89%	91%	94%	25%	63%	68%
2014-15	79%	83%	63%	NA	50%	52%

Source: California Department of Education, <https://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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	382	406	475	372	386	465	366	384	465	97.4	95.1	97.9
All Grades	382	406	475	372	386	465	366	384	465	97.4	95.1	97.9

* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2661.3	2680.8	2677.8	49	54	52.90	28	35	33.76	15	9	10.32	6	2	3.01
All Grades	N/A	N/A	N/A	49	54	52.90	28	35	33.76	15	9	10.32	6	2	3.01

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	55	59	58.71	36	38	36.13	9	3	5.16
All Grades	55	59	58.71	36	38	36.13	9	3	5.16

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	55	63	62.58	34	33	32.69	9	4	4.73
All Grades	55	63	62.58	34	33	32.69	9	4	4.73

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	33	43	42.58	56	52	52.04	10	4	5.38
All Grades	33	43	42.58	56	52	52.04	10	4	5.38

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	57	58	60.22	37	40	36.13	5	2	3.66
All Grades	57	58	60.22	37	40	36.13	5	2	3.66

Conclusions based on this data:	
1.	Students are performing well on the standardized tests as evinced by the 77% of the 11th graders who tested at SDA scored within the Standard Met and Standard Exceeded range.
2.	SDA needs to focus instruction to increase student's ability to "demonstrate effective communication skills" as evidenced by the 10% of students tested who scored within the Below Standard range in this assessed area.

III School and Student Performance Data

Table 2.2 Percent of 11th grade students tested who scored in the Standard Met to Standard Exceeded range in math

	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
2016-17	65%	70.6%	35.1%	0%	25.5%	39.1%
2015-16	64%	71%	30%	7%	26%	22%
2014-15	58%	64%	23%	NA	18%	16%
Source: California Department of Education, https://caaspp.cde.ca.gov/						

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	382	406	475	369	385	465	365	383	465	96.6	94.8	97.9
All Grades	382	406	475	369	385	465	365	383	465	96.6	94.8	97.9

* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2645.0	2664.1	2661.4	32	36	31.83	25	28	33.12	21	22	20.86	21	14	14.19
All Grades	N/A	N/A	N/A	32	36	31.83	25	28	33.12	21	22	20.86	21	14	14.19

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	45	48	48.60	32	33	31.83	24	19	19.57
All Grades	45	48	48.60	32	33	31.83	24	19	19.57

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	36	40	36.56	46	48	44.52	17	12	18.92
All Grades	36	40	36.56	46	48	44.52	17	12	18.92

**Communicating Reasoning
Demonstrating ability to support mathematical conclusions**

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	39	45	40.65	47	43	51.61	15	11	7.74
All Grades	39	45	40.65	47	43	51.61	15	11	7.74

Conclusions based on this data:

1. A significant percentage of SDA students (57%) perform in the "Standard Met" and "Standard Nearly Met" categories. In addition, one in every five of our students scored "Below Standard", and we must do more to help these students catch up to grade level and improve math skills.
2. Nearly a quarter of our students struggled with "applying mathematical concepts and procedures" (the highest category for "Below Standard.") Specific help on these concepts and procedures are needed to help them succeed.

Section 3: School Climate Indicators

Table 3.1 Truancy rates

	2013-14	2014-15	2015-16
All Students	62.41	77.53	63.24

Conclusions indicated from this data:

1. Following a spike in 2014-15, the truancy rate in 2015-16 returned to a more anticipated level.

Table 3.2 Chronic Absenteeism Rates by Ethnicity and Student Group

	2016-17
All Students	7.2
Black or African American	*
American Indian or Alaska Native	33.3
Asian	4.4
Filipino	0.0
Hispanic or Latino	7.0
Native Hawaiian or Pacific Islander	*
White	7.3
Two or More Races	6.1
Socioeconomically Disadvantaged	6.0
English Learners	4.8
Students with Disabilities	10.7
Foster Youth	*

Conclusions indicated from this data:

1. The 2016-17 chronic absenteeism rate serves as a baseline so year-to-year change cannot be evaluated.
2. While the 33.3% rate for American Indians/Alaskan Natives appears to be alarmingly high, this student group's extremely small sample size diminished the statistical power of this result.
3. The higher than average chronic absenteeism rate for students with disabilities warrants monitoring.

Table 3.3 Suspension Data

	2014-15	2015-16	2016-17
Cumulative Enrollment	1,651	1,850	1,851
Total Suspensions	22	36	115
Unduplicated Count of Students Suspended	19	31	93
Suspension rate	1.20%	1.70%	5.00%
Percent of Students Suspended with One Suspension	89.50%	83.90%	82.80%
Percent of Students Suspended with Multiple Suspensions	10.50%	16.10%	17.20%

Conclusions indicated from this data:

1. The 115 suspensions reported for 2016-17 actually represents 67 out of school suspensions and 48 in school/online suspensions. Sixty-seven suspensions are still worthy of further exploration.
2. The relatively small % of students who are suspended multiple times indicates that interventions may be effectively impacting recidivism.

Table 3.4 Suspension Rate by Ethnicity and Student Group

	2014-15	2015-16	2016-17
All Students	1.20%	1.70%	5.00%
Black or African American	*	*	*
American Indian or Alaska Native	*	0.00%	16.70%
Asian	0.00%	0.00%	2.20%
Filipino	0.00%	0.00%	0.00%
Hispanic or Latino	2.40%	1.90%	4.60%
Native Hawaiian or Pacific Islander	*	*	*
White	0.90%	1.80%	5.30%
Two or More Races	0.00%	0.00%	3.00%
Socioeconomically Disadvantaged	2.5%	2.9%	5.2%
English Learners			
Students with Disabilities			
Foster Youth	0.0%	0.0%	0.0%

Conclusions indicated from this data:

1. As reported above, questions abound for SDA's overall 2016-17 suspension statistics.
2. Hispanic/Latino students comprise approximately 20% of SDA's enrollment and are therefore the most statistically significant non-White student group. In 2015-16, Hispanic/Latino students were suspended at a slightly higher rate than would be predicted.
3. In 2014-15, Hispanic/Latino students were suspended twice as often as one would expect given this student group's relative representation within the general student enrollment.

Table 3.5 Expulsion Data

	2014-15	2015-16	2016-17
Cumulative Enrollment	1,651	1,850	1,851
Total Expulsions	0	0	1
Unduplicated Count of Students Expelled	0	0	1
Expulsion rate	0.00%	0.00%	0.05%

Conclusions indicated from this data:

1. SDA's expulsion rates for the past 5 years have been extremely low (either 0 or 1 expulsion per year).

Table 3.6 Expulsion Rate by Ethnicity and Student Group

	2014-15	2015-16	2016-17
All Students	0.00%	0.00%	0.05%
Black or African American	*	*	*
American Indian or Alaska Native	*	0.00%	0.00%
Asian	0.00%	0.00%	0.00%
Filipino	0.00%	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%	0.00%
Native Hawaiian or Pacific Islander	*	*	*
White	0.00%	0.00%	0.00%
Two or More Races	0.00%	0.00%	0.00%
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			
Foster Youth			

Conclusions indicated from this data:

1. Given the sample size of 0 or 1, no statistically significant conclusions can be drawn about racial or student group expulsion rate disparities.

Table 3.7 Cohort Dropout Rate by Student Group

	2013-14	2014-15	2015-16
All Students	1.0	0.3	0.3
Hispanic or Latino of Any Race	1.2	1.3	0.0
Asian, Not Hispanic	6.3	0.0	0.0
Filipino, Not Hispanic	0.0	0.0	0.0
African American, Not Hispanic	0.0	0.0	0.0
White, Not Hispanic	0.7	0.0	0.4
Two or More Races, Not Hispanic	0.0	0.0	0.0
Socioeconomically Disadvantaged	1.2	1.3	0
English Learners	4.2	0.0	0
Students with Disabilities	2.5	2.7	2.2
Migrant Education	0.0	0.0	0.0

Conclusions indicated from this data:

1. The 2016-17 dropout rate for all SDA students was reported to be 0.3 for a third straight year, but doesn't appear in the table above (reported on DataQuest). This extremely low rate is worthy of celebration.
2. In 3 out of the last 4 years (with the exception of 2015-16), the Hispanic/Latino dropout rate was slightly higher than the dropout rate for all students.
3. The dropout rate for students with disabilities continued to surpass the dropout rate for all students in 2014-15 and 2015-16.

Section 4: Progress Monitoring of English Learners

California English Language Development (CELDT) Data

Table 4.1 CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9	27	0	44	54	0	33	15	0	11	4	0	11	0	0	
10	5	23	0	47	46	0	37	19	0	11	8	0	0	4	
11	18	27	59	55	53	18	27	20	12	0	0	12	0	0	
12	23	14	55	62	57	27	15	29	18	0	0	0	0	0	
Total	19	22	51	54	50	23	23	22	18	4	4	8	0	2	

Conclusions based on this data:

- The percentage of English Learners scoring at the ADVANCED proficiency level has increased over time and doubled from 2015-16 to 2016-17.
- When combining the ADVANCED and EARLY ADVANCED proficiency levels, the percentage of students had held steady (73% to 72% to 74%).

Table 4.1 Enrollment by English Language Acquisition Status

	English Only	Initial Fluent English Proficient	English Learner	Reclassified Fluent English Proficient	To Be Determined	Total
2017-18	82.4%	3.3%	1.5%	12.8%	0.0%	1,902
2016-17	82.30%	3.80%	2.20%	11.70%	0.00%	1,834
2015-16	82.40%	3.80%	3.00%	10.80%	0.00%	1,828

Conclusions indicated from this data:

- SDA's English Learner population has been decreasing since 2015-16.
- The percentage of Reclassified Fluent English Proficient students is steadily increasing.

Table 4.2 English Learner Enrollment by Years in English Language Development Programs

	English Learners			EL 4+ Years Not At-Risk or LTEL	Reclassified Fluent English Proficient	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years			
2017-18	6	4	18	10	244	272
2016-17	5	1	35	11	215	256
2015-16	3	0	35	16	198	252

* Long-Term English Learners (LTEL)

Table 4.3 2017-18 English Learner Enrollment by Years in English Language Development Programs by Grade

	English Learners	EL 4+ Years Not At-Risk or	Reclassified Fluent English	Total (Ever-EL)
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	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	LTEL	Proficient	
9	1	1	0	2	67	71
10	2	2	4	3	54	61
11	2	2	2	0	67	71
12	1	1	11	5	56	69

* Long-Term English Learners (LTEL)

Conclusions indicated from this data:

1. As the # of Ever-English Learners and # of Reclassified students are increasing, the # of Long-Term English Learners is dropping.
2. The 2017-18 10th grade class of Ever-English Learners is slightly smaller than the other classes.

Table 4.4 Reclassification (RFEP) Counts and Rates

	2015-16	2016-17	2017-18
Number and percent of EL students Redesignated to Fluent English Proficient (RFEP)	5.8%	24.1%	24.4%

Conclusions indicated from this data:

1. The reclassification rate is increasing.

Section 5: College and Career Readiness Indicators

Table 5.1 Early Assessment Program (EAP) ELA Results by Student Group

	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
2016-17	53%	34%	13%	0%	21%	79%	25%	42%	33%	15%	38%	47%
2015-16	54%	35%	11%	0%	25%	75%	9%	58%	32%	20%	43%	38%
2014-15	50%	29%	22%	*	*	*	12%	40%	47%	11%	39%	50%

Source: California Department of Education, <https://caaspp.cde.ca.gov/>
 CAASPP ELA Performance Levels and Corresponding EAP Results listed below:
 Standard Exceeded (Level 4) = "College Ready"
 Standard Met (Level 3) = "Conditionally Ready"
 Standard Nearly Met (Level 2) = "Not Ready"
 Standard Not Met (Level 1) = "Not Ready"

Conclusions indicated from this data:

1.

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
2016-17	32%	33%	35%	0%	0%	100%	14%	25%	61%	4%	21%	74%
2015-16	36%	28%	36%	6%	0%	94%	2%	19%	79%	3%	23%	75%
2014-15	32%	26%	42%	*	*	*	5%	14%	81%	3%	15%	83%

Source: California Department of Education, <https://caaspp.cde.ca.gov/>
 CAASPP Math Performance Levels and Corresponding EAP Results listed below:
 Standard Exceeded (Level 4) = "College Ready"
 Standard Met (Level 3) = "Conditionally Ready"
 Standard Nearly Met (Level 2) = "Not Ready"
 Standard Not Met (Level 1) = "Not Ready"

Conclusions indicated from this data:

1.

Table 5.3 Advanced Placement Exam results

	2014-15	2015-16	2016-17
Percent of exams with a score of 3+ (passing)	74%	73%	75%
Number of tests taken	1,091	1236	1426
Number of testers	476	527	601
Average number of tests per student	2.3	2.3	2.37

Source: College Board School Summary Report

Conclusions indicated from this data:

1.

Table 5.4 SAT Report

Year	Enrollment 12	Number Tested	Average Score: Reading	Average Score: Math	Average Score: Writing	Number of Scores >=1500	Percent of Scores >=1500
2015-16	384	266	558	561	549	198	74.44%
2014-15	341	240	562	580	553	179	74.58%
2013-14	417	321	570	579	566	250	77.88%

Table 5.5 ACT Report

Year	Enrollment 12	Number Tested	Average Score: Reading	Average Score: Math	Average Score: Writing	Number of Scores >=1500	Percent of Scores >=1500
2015-16	384	206	26	26	25	173	83.98%
2014-15	341	183	26	25	25	151	82.51%
2013-14	417	221	26	26	26	188	85.07%

Conclusions indicated from this data:

1.

Table 5.5 UC/CSU eligibility Rates by Ethnicity and Student Group

	2014-15	2015-16	2016-17
All students	70.10%	70.30%	72.10%
Black or African American	100.00%	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%	75.00%
Asian	94.70%	94.10%	95.20%
Filipino	100.00%	50.00%	100.00%
Hispanic or Latino	54.50%	56.90%	58.10%
Native Hawaiian or Pacific Islander	100.00%	0.00%	0.00%
White	72.80%	73.30%	74.70%
Two or More Races	50.00%	57.10%	50.00%
Socioeconomically Disadvantaged	54.40%	41.40%	59.30%
English Learners	0.00%	0.00%	33.30%
Students with Disabilities	*	*	
Foster Youth			

Conclusions indicated from this data:

1.

Table 5.6 Cohort Graduation Rates by Ethnicity and Student Group

	2014-15	2015-16	2016-17
All students	99.1	99.7	
Black or African American	100.0	100.0	
American Indian or Alaska Native			
Asian	100.0	100.0	
Filipino	100.0	100.0	
Hispanic or Latino	96.3	100.0	
Native Hawaiian or Pacific Islander	100.0	0.0	
White	100.0	99.6	
Two or More Races	100.0	100.0	
Socioeconomically Disadvantaged	96.1	100.0	
English Learners	93.3	100.0	
Students with Disabilities	91.9	97.8	
Foster Youth			

Conclusions indicated from this data:

1.

Table 5.7 2016-17 Advanced Placement (AP) Course Enrollment

Subject	Courses Taught	Number of Courses Meeting UC/CSU Entrance Requirements	Female Enrollment	Male Enrollment	Total Course Enrollment
Art	2	2	59	15	
English Language Arts	7	7	142	88	230
History/Social Science	18	18	324	290	614
Mathematics	4	4	78	71	149
Science	11	11	85		

Conclusions indicated from this data:

1.

Table 5.8 Advanced Placement (AP) Total Course Enrollment

Subject	2014-15	2015-16	2016-17
Art	34	59	74
English Language Arts	226	182	230
History/Social Science	509	555	614
Mathematics	68	93	149
Science	102	150	183

Conclusions indicated from this data:

1.

Table 5.9 2016-17 Career Technical Education (CTE) Course Enrollment

Subject	Courses Taught	Number of Courses Meeting UC/CSU Entrance Requirements	Female Enrollment	Male Enrollment	Total Course Enrollment
Arts, Media, and Entertainment	8	6	141	110	251
Building and Construction Trades	2	0	12	60	72
Business and Finance	8	1	100	152	252
Education, Child Development, and Family Services	1	1	38	1	39
Health Science and Medical Technology	2	1	38	21	59
Hospitality, Tourism, and Recreation	1	0	15	9	24
Information and Communication Technologies	2	1	6	59	65
Manufacturing and Product Development	6	0	58	149	207
Marketing, Sales, and Service	1	0	7	1	8
Transportation	4	0	3	76	79

Conclusions indicated from this data:

1.

Table 6.0 Career Technical Education (CTE) Total Course Enrollment

Subject	2014-15	2015-16	2016-17
Arts, Media, and Entertainment	189	235	251
Building and Construction Trades	71	64	72
Business and Finance	205	261	252
Education, Child Development, and Family Services			39
Health Science and Medical Technology	101	37	59
Hospitality, Tourism, and Recreation	20	31	24
Information and Communication Technologies		33	65
Manufacturing and Product Development	140	112	207
Marketing, Sales, and Service	19	33	8
Transportation	37	50	79

Conclusions indicated from this data:

1.