



## The School 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 2019

The School 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:

Contact Person: Adam Camacho  
Position: Principal  
Telephone Number: (760) 753-1121  
Address: 800 Santa Fe Drive  
Encinitas, CA 92024  
E-mail Address: adam.camacho@sduhsd.net

The District Governing Board approved this revision of the School Plan on: Pending June 20, 2019

## 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 on a flexible (4x4) schedule, enhanced by adult-student connection opportunities through homeroom. Students have access to a variety of courses, including Advanced Placement (AP), honors, CTE Pathways, and college prep, along with an assortment of electives. SDA received the California Distinguished School Award in the spring of 2010 and is currently awaiting results from the February 2019 visit from the Western Association of Schools and Colleges.

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

#### Community Surroundings

San Dieguito HS Academy is located in the north coastal region of San Diego County. Ninth through twelfth grade San Dieguito Union High School District students may choose to attend their local school (Torrey Pines High School or La Costa Canyon High School) or either of the academies (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 HS Academy.

#### School

San Dieguito HS Academy (SDA) is a school of choice. It is a comprehensive, public, four-year high school serving 1,850 students during the 2018-2019 school year. 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 site is currently undergoing construction of a new 33-classroom facility that will house Arts & Humanities classes, along with Seaside Prep Academy. 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 offers 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-seven percent of SDA's Class of 2018 self-reported their intention to attend post-secondary institutions, with 33% attending two-year colleges and 64% attending four-year colleges, including: M.I.T., University of Illinois, University of Southern California, Pennsylvania State University,

University of San Diego, New York University, University of Oregon, University of San Francisco, Purdue University, Santa Clara University, Loyola Marymount University, University of Washington, University of Colorado, Boulder, University of Hawaii, Northeastern University, Tulane University, Pepperdine, Emerson College, University of Redlands, Rensselaer, and a variety of colleges within the University of California and California State University systems.

During the 2017-18 school year, 71% of participating SDA students earned a 3 or higher on AP tests, 86% earned a 21 or higher on the ACT, and 93% and 81% (respectively) met English Language Arts and Math benchmarks on the SAT. Out of the 477 members of SDA's most recent senior class, 7 were recognized as National Merit Scholarship Program Semi-Finalists and 22 additional students 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 minute homeroom period four times a week. Students can earn 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 reflect 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. Enhance the strong sense of school connectedness reported by San Dieguito Academy students - Based on 2017 CA Healthy Kids Survey results, 11% of students reported not feeling they are a part of the school, and student reports from the 2018 Connectedness Survey include 7% of the student population in this metric. In 2017, 24% students reported they do not feel that they do things that make a difference at the school. California Healthy Kids Survey results for 2019 are not yet available for comparison to prior years. State-reported chronic absentee rates indicate a 2017-18 chronic absentee rate of 8.7%. During the 2018-19 school year, 56 students were placed on a SART contract, after 174 students received excessive absence or illness letters 1, 2, and 3. An analysis of student self-reports and state-reported attendance data points support the need to focus on improving school connectedness.

2. Increasing SDA students' college and career readiness - Based on 2017-18 EAP Math results, 59% of all SDA students scored in the "college ready" range (Standard Met or Standard Exceeded). 37.7% of socioeconomically disadvantaged students, 21.2% of Special Education students scored in the "college ready" range, and there were no English Learner students in the participating grade. 2017-18 EAP ELA results indicate that 78.5% of all SDA students scored in the "college ready" range. 64.7% of socioeconomically disadvantaged students, 42.5% of Special Education students scored in the "college ready" range, and there were no English Learner students in the participating grade. In the most recent available data from 2016-17, 71% of all SDA students fulfilled the UC/CSU eligibility requirements. Fifty-nine percent of SDA's socioeconomically disadvantaged students met the UC/CSU eligibility requirements, and one of three of SDA's EL students met the requirements. That said, SDA's English Learners and Special Education students are underrepresented in Advanced Placement and Honors courses: \_\_\_% of all students enrolled in AP and honors courses were EL students and \_\_\_% were Special Education students. SDA's 2017-18 cohort graduation rate was 98.9% (Due to the changes in the methodology for calculating the 2016-17 ACGR and subsequent years, the CDE strongly discourages against comparing the ACGR with the cohort outcome data from prior years). This data supports the need to focus on increasing college and career readiness for all students.

3. SDA's English Language Learners will: Progress through English proficiency levels in a timely manner, meet reclassification criteria after 4-7 years in a language assistance program, and achieve academic success in core academic courses that is commensurate with non-EL peers - Based on 2017-18 enrollment data, \_\_\_ of 30 of SDA's English Learners are classified as Long-term English Learners (6+ years classified at an EL). As there were no English Learners in the testing participation grade, data from 2016-17 shows that 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, only 1 of 3 of SDA's English Learners met the 2018 UC/CSU eligibility requirements. \_\_\_ 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 - 78.5% of all SDA students scored in the "met standards" or "exceeded standards" ranges on the 2017-18 CAASPP ELA test, which is a decrease from previous years. 61.2% of Reclassified Fluent English Proficient (RFEP) students scored in the "met standards" or "exceeded standards" ranges on the CAASPP ELA test, while 24.2% of Special Education students, and 64.7% of socioeconomically disadvantaged students scored in the same ranges in ELA (all are decreases from prior years). Turning to Math, 58.9% of all SDA students scored the "met standards" or "exceeded standards" ranges on the 2017-18 CAASPP math test (again, a decrease - 6%). 30% of Reclassified Fluent English Proficient (RFEP) students scored in the "met standards" or "exceeded standards" ranges on the CAASPP math test, while 21.2% of Special Education students, and 37.7% of socioeconomically disadvantaged students scored in the same ranges in math (decrease in all student groups). 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, and its 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. The 2018-19 SSC met on:

December 3

March 3

May 28

Prior to the May 20, 2019 meeting, the SSC will receive a copy of the 2019-2020 SPSA for review. At the meeting, the Council will discuss, provide feedback, and approve the document. At the October 2019 meeting, the Council will review their roles and responsibilities. Signatures indicating plan approval will be obtained, and our School Plan for Student Achievement will be in place for the 2019-20 school year. The school leadership/administrative team is guided by these four approved goals. The SPSA document, data, and goals are regularly discussed and inform decisions made by site leadership at weekly administrative meetings (Mondays) and larger Principal's Cabinet meetings (Fridays). 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 2018-19 Goals  
San Dieguito High School Academy**

**School Goal 1**

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

**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:**

Rationale:

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.

During the 2018-19 school year, the following metrics were used to assess progress toward a strong sense of school connectedness for SDA students:

- 2019 California Healthy Kids Survey (NOTE: The California Healthy Kids Survey is administered in odd-numbered years and the SDA Student Connectedness Survey is administered in even-numbered years.)
- 2018 Senior Exit Survey
- Attendance Metrics [Aeries]
- Suspension Rates [DataQuest/CA Dashboard]

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Measurable outcome #1: Less than or equal to 7% of students will “disagree” or “strongly disagree” with the statement, "I feel like I am

**B. Summary of Progress:**

Based on the 2019 California Healthy Kids Survey results, a very low percentage of SDA students (only 4-9%) report disagreement with the survey's connectedness prompts (I feel like I am part of the school; I feel close to people at this school; there is a teacher or some other adult at school who really cares about me; there is a teacher or some other adult at school who listens to me when I have something to say).

Based the 2018 Senior Exit Survey results, a very high percentage of SDA students feel a strong sense of connection to the school community. More than 90% of SDA's graduating seniors reported feeling that they have a strong relationship with at least one adult at SDA, and that there are adults at SDA who they can turn to with school-related or personal problems. These results align with the reports from all grade levels on previous CA Healthy Kids Surveys.

Attendance metrics indicate extremely small numbers of students being place on attendance contracts or being referred to the School Attendance Review Board.

Suspension rates are declining for all students and for SDA's Hispanic students. That said, Hispanic students are still suspended at a higher rate than the general student population.

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.

The 2019 CHKS was administered only to 9th and 11th graders. 7% of freshmen and 9% of juniors "disagreed" or "strongly disagreed."

Measurable outcome met: PARTIAL

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Measurable outcome #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.

Only 7% of both freshmen and juniors "disagreed" or "strongly disagreed" on the 2019 CHKS.

Measurable outcome met: YES

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Measurable outcome #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.

Only 6% of freshmen and 4% of juniors "disagreed" or "strongly disagreed" on the 2019 CHKS.

Measurable outcome met: PARTIAL

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Measurable outcome #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.

Only 7% of both freshmen and juniors "disagreed" or "strongly disagreed" on the 2019 CHKS.

Measurable outcome met: YES

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Measurable outcome #5: The percentage of seniors (on the 2018 SDA Senior Exit Survey) who choose “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 2017 average of 10%.

2017: 10% strongly/disagreed

2018: 8.9% strongly/disagreed (40 out of 447)

Measurable outcome met: YES

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Measurable outcome #6: The percentage of seniors (on the 2018 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% 2017 average.

2017: 8% strongly/disagreed

2018: 7.6% strongly/disagreed (34 out of 447)

Measurable outcome met: YES

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Measurable outcome #7: The percentage of students who are placed on a School Attendance Review Team contract will remain less than 2% of all SDA students.

2016-17: 1.7% of students placed on SART contract (32 students)

2017-18: X.X% of students placed on SART contract (XX students)

Measurable outcome met: Data available 6/19



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Measurable outcome #8: The percentage of students who are referred to the SDUHSD School Attendance Review Board will remain under 0.3% of all SDA students.

2016-17: 0.1% of students referred to SARB (2 students)

2017-18: X.X% of students referred to SARB (X students)

Measurable outcome met: Data available 6/19

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Measurable outcome #9: The percentage of students suspended will decrease at least 0.5% from a 5.0% suspension rate in 2016-17 to less than or equal to 4.5% in 2017-18. [DataQuest/CA Dashboard]

The suspension rate declined by 2.5% from 5.0% in 2016-17 to 2.6% in 2017-18.

Measurable outcome met: YES

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Measurable outcome #10: The percentage of Hispanic students suspended (unduplicated; out-of-school) will be proportional (or less than) their representation within the general student enrollment. [DataQuest/CA Dashboard]

While the Hispanic suspension rate declined 0.9% from 2016-17 (4.6%) to 2017-18 (3.7%), Hispanic students were still over-represented among students in 2017-18. Specifically, Hispanic students comprised 30.43% of suspended students but only 19.66% of the cumulative student enrollment.

Growth target met: NO

**C. Relevance:**

Partially met. The available data suggest that most goals were met or almost met with the exception the suspension rate for Hispanic students, when compared to the suspension rate for the general school population.

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

Changes to goal: Add "sense of safety" so the updated goal reads, "Enhance the strong sense of school connectedness and sense of safety reported by San Dieguito Academy students."

Changes to methods/metrics to measure progress: In order to assess students "sense of safety," an additional question from both the CHKS and the SDA Student Connectedness Survey will be monitored: "I feel safe at my school."

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

**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 2018-19 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

Measurable Outcome #1: 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.

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

**ALL STUDENTS:**

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

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

**EL:**

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

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

**Low-SES:**

**B. Summary of Progress:**

Overall, most student groups, aside from SDA's students with disabilities, have performed consistently on SBAC assessments, evidenced by multi-year data. SPED student scores on the SBAC have decreased relatively dramatically in ELA, which emphasizes that SPED students are less college ready today than previously. However, as a whole, SDA students' college preparedness has increased by almost 5% over the last year. Looking at AP and Honors enrollment, there is limited change in enrollment percentage for student groups other than "all students." As such, enrollment in these courses does not reflect our student population. As SDA moves forward with developing our CTE Pathways offered on site, we seek to analyze data on pathway participants and pathway completers.

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

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

SPED:

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

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

Measurable Outcome Met: NO. The percentage of SDA students from virtually all student groups that achieved “college ready” scores on the SBAC ELA and math assessments has decreased slightly. Between 2015 and 2017, low-SES students scoring in this category has almost doubled in math.

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Measurable Outcome #2: Maintain cohort graduation rates for all students, EL, and Low-SES.

Though multiyear data obtained last year demonstrated there have been slight increases in all cohort graduation rates (2014-15, 2015-16), the CDE has recommended that cohort graduation rates from 2016-17 not be compared with other years, as there is a new formula for calculation. SDA will report on cohort graduation rates in the Summary of Progress for next year’s developed SPSA.

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Measurable Outcome #3: Increase AP and Honors enrollment for EL and Low-SES subgroups to more closely reflect the demographics of SDHSA. (2017-18, 2018-19)

All Students: 46.5% (863 of 1854), 68% (1250 of 1850)

EL: 0% (0 of 19), 0%

No data available for Low-SES students, as site does not have access to list of students classified as socioeconomically disadvantaged.

Measurable Outcome Met: NO. The percentage of all SDA students that are enrolled in AP and Honors courses has increased dramatically. However, the EL student population's representation in AP and Honors courses has not increased.

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Measurable Outcome #4: Increase UC/CSU eligibility rates for EL and Low-SES to more closely reflect the demographics of SDHSA.

All Students: 70% (263 of 374, 2015-16), 72.1% (274 of 380, 2016-17)

EL: 0% (0 of 4, 2015-16), 33% (1 of 3, 2016-17)

Low-SES: 41.4% (24 of 58, 2015-16), 59.3% (35 of 59, 2016-17)

Measurable Outcome Met: NO. While the percentage of students in all student groups meeting UC/CSU eligibility criteria has increased, SDA still does not see EL or low-SES students graduating with UC/CSU requirements met at the same rate as all students. There is a slight increase in the percentage of all students meeting criteria, attributed to the rapid increase in low-SES student eligibility rates.

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Measurable Outcome #5: Increase the percentage of students identified as "college prepared" in the California Dashboard Fall 2018 release.

2016: 76.4%

2017: 79.8%

2018: 84.4%

Measurable Outcome Met: YES.

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Measurable Outcome #6: Increase in percentage of students enrolled in CTE courses

2015-16: 47% (856 students)

2016-17: 55.5% (1,056 students)

2017-18: 65% (1,185 students)

Measurable Outcome Met: YES. Metrics for 2017-18 were pulled from Aeries. Moving forward, we will pull all available data from DataQuest for consistency.

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Measurable Outcome #7: Increase in percentage of students that have completed a CTE pathway.

2017-18: 37 total completers

After participating in the Federal Program Monitoring process in December 2018, many pathways, courses, and CTE information have been revisited and altered in various ways. As such, data on the last few this metric is unreliable. CTE completer progress will be re-evaluated moving forward, as consistent pathways and courses are solidified in future years.

Measurable Outcome Met: Cannot be determined.

**C. Relevance:**

Partially met. Increase in percentage of students graduating "College Prepared," per CA Dashboard Fall 2018. However, EL and low-SES students are graduating having fulfilled UC/CSU requirements at a lower rate than all students. Additionally, low-SES, SPED, and EL students consistently underperform on SBAC assessments when compared to the "all students" group. There has been no marked increase in "college ready" scoring on SBAC assessments for other subgroups, aside from low-SES ELA scores, along with lack of improvement in EL enrollment in AP/Honors courses.

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

Measurable Outcome #2: Remove analysis of low-SES student enrollment in AP and Honors courses, as site does not have access to this information. Include SPED student group in analysis of course level enrollment.

Measurable Outcome to add: Percentage of 11th and 12th grade students enrolled in a CTE course that are on track to (or have already) complete a pathway.

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**

SDA's English Language Learners will:

- Progress in a timely manner through the English proficiency levels, as measured on the ELPAC assessment (an increase of at least one level annually until students reach level 4/well-developed)
- Meet reclassification criteria after 4-7 years in a language assistance program
- Achieve academic success in core academic courses that is commensurate with non-EL peers

**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).

Related state priorities: #2 (state standards), #4 (pupil achievement), and #8 (other pupil outcomes)

**Targeted Pupil Student Group(s):**

English Language Learners

**A. Actual Measurable Outcomes:**

Rationale: English Language (EL) Learners should progress efficiently through the English proficiency levels (at least one proficiency level annually until they reach level 4/well-developed, 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.

During the 2018-19 school year, the following metrics were used to assess EL Learner language development, reclassification and academic success following reclassification:

English Learner Progress Indicator [CA Dashboard]

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

Measurable outcome #1: Maintenance of, or an increase in, the

**B. Summary of Progress:**

While the CA Dashboard English Learner Progress Indicator (ELPI) is not available this year due to the transition from the CELDT assessment to the ELPAC assessment, we are able to measure our students' reclassification rate based on site-maintained data. SDA students were reclassified at a much higher rate (33%) during the 2018-19 school year when compared to the previous year (24%).

Another area for celebration is a decrease in the achievement gap between recently reclassified students and their non-EL peers. Specifically, this year's recently reclassified students account for a smaller percentage of students earning at least one D or F in a core academic course when compared to their representation on the D/F Grade Report the previous year.



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.

Spring 2017: green or HIGH ELPI level (based on CELDT performance)

Spring 2018: With the transition to the ELPAC assessment, an overall ELPI performance level is unavailable on the Spring 2018 CA Dashboard.

However the CA Dashboard does indicated the percentage of students performing at each level. Of the 18 EL students assessed, 38.9% were at level 4 (well-developed), 27.8% were at level 3 (moderately developed), 33.3% were at level 2 (somewhat developed), and 0% were at level 1 (beginning stage).

Spring 2019: Data maintained by the EL Lead Teacher indicates that 33% (10 of 30) of SDA's English Learners were reclassified during the 2018-19 school year. This is a huge increase as compared to the 24% reclassification rate that has held steady since 2016.

Measurable outcome met: UNCERTAIN, but available data suggest progress

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Measurable outcome #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.

During the fall term of 2018-19, recently reclassified students made up 4.5% of the student body but represented 9.1% 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 4.6% achievement gap.

Fall term of 2017-18: 7.5% achievement gap

Fall term of 2018-19: 4.6% achievement gap

Measurable outcome met: YES

**C. Relevance:**

UNCERTAIN/YES

Some of the data needed to state an unequivocal "yes" is not available this year due to a transition from the CELDT assessment to the ELPAC assessment. That said, available indicators suggest that SDA's reclassification rate is increasing. Additionally, the achievement gap for recently reclassified students is shrinking.

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

Changes to goal: None

Changes to methods/metrics to measure progress: None

Changes to actions/services: Current actions and services will be continued and build upon.

#### 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 socioeconomically disadvantaged students (low-SES)

#### A. Actual Measurable Outcomes:

During the 2018-19 school year, progress on student achievement in ELA and Math was assessed based on:

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

Measurable Outcome #1: Increase in percentage of students scoring in the met or exceeded range on the CAASPP in ELA and math for all students.

ELA (2016, 2017, 2018): 89%, 87%, 79%

MATH (2016, 2017, 2018): 64%, 65%, 59%

Growth target met: NO, there has been a marked decrease in both ELA and math performance for all SDHSA students.

Measurable Outcome #2: 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.

2018 ALL STUDENT: 79% ELA, 59% Math

2018 SPED: 42% ELA, 21% Math

2018 RFEP: 61% ELA, 30% Math

2018 LOW-SES: 65% ELA, 38% Math

#### 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 2015-16, all SDA students (and SDA student groups) saw a relatively significant decrease in test scores in 2018. The performance of each studied student group is not reflective of SDHSA "all student" scores, as we see a significantly lower percentage of students in the SPED, EL/RFEP, and Low-SES groups performing at or above standards. Particularly, SDA's SPED students are performing well below their peers in both ELA and Math. After a two-year increase in scores, low-SES students scores have remained relatively steady this year (slight decrease).

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 also increased. It is important to note that the percentage of EL and RFEP students achieving D's and F's is higher than their peers.

There is no available data provided by CAASPP to evaluate progress toward this desired outcome for the English Learner student group, as there were only 4 English Learners in the participating testing grade.

Measurable outcome met: NO, the data shows that the SPED, RFEP, and LOW-SES student groups are not performing at a level commensurate with the "all student" group at SDA. These student groups are performing far below their peers, particularly in ELA for SPED students and mathematics for all identified student groups.

Measurable Outcome #3: Decrease in the percentage of 11th and 12th students enrolled in below grade level math courses.

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%

2017-18: 13.2%

2018-19: Data available 6/19

After a 3.6% increase in 11th and 12th graders enrolled in below grade-level courses last year, we now see \_\_\_\_\_. 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.

Measurable outcome met: AWAITING FURTHER DATA

Measurable Outcome #4: Decrease in the percentage of students on D/F list in Fall and Spring term.

2017-18 D/F List

Fall Q2: 13.4%

Spring Q4: 10.6%

2018-19 D/F List

Fall Q2: 15.5%

Spring Q4: Data available 6/19

Measurable outcome met: NO. The percentage of students on the Fall term (Q2) D/F list increased from 2017 to 2018. Data for 2019 Spring term (Q4) will be reported in June for comparison.

Measurable Outcome #5: 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.

2017-18 D/F List for EL & RFEP Students

Fall Q2: 15.1% (compared to 13.4% for all students)

Spring Q4: 18% (compared to 10.6% for all students)

2018-19 D/F List

Fall Q2: Data available 6/19

Spring Q4: Data available 6/19

Measurable outcome met: AWAITING FURTHER DATA. The percentage of EL and RFEP students on the D/F list is higher than that of "all students."

**C. Relevance:**

Goal is not yet met. CAASPP scores have decreased for all students, including all student groups, in both math and ELA. Meanwhile, there was an increase in percentage of 11th and 12th graders enrolled in below grade-level math courses between 2016-17 and 2017-18, clearly demonstrating no growth in set goals for increasing student achievement in math. D/F List reports show that there has been an increase in D's and F's earned by all students, while EL and RFEP students are more likely to achieve a D or F. AWAITING FURTHER DATA ON 2018-19 MATH CLASSES.

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

Continued 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: Math department to identify, organize, and implement a system to provide opportunities for math support during Homeroom.

Changes to methods/metrics to measure progress: In Measurable Outcome #3, we will look at course enrollment for EL/RFEP and SPED students in comparison

to all students, as well. In Measurable Outcome #5, we will include SPED student group.

**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 and sense of safety 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

**A. Rationale:**  
 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.

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California Healthy Kids Survey/SDA Connectedness Survey

I feel like I am PART of this school: Based on the 2019 CHKS, only 7% of freshmen and 9% of juniors "disagree" or "strongly disagree" with the statement, "I feel like I am PART of this school." This is an improvement over the 11% from the 2017 California Healthy Kids Survey.

I feel CLOSE to people at this school: When asked on the 2019 CHKS about

**B. Expected Measurable Outcomes:**

- 1) Decrease or maintain the percentage of students who report "disagree" or "strong disagree" with the following on the California Healthy Kids/SDA Connectedness Survey :
  - I feel like I am a PART of this school
  - I feel CLOSE to people at this school
  - There is a teacher or other adult at school who really CARES about me
  - There is a teacher or other adult at school who LISTENS to me when I have something to say
  - I feel SAFE at my school
- 2) Decrease or maintain the percentage of students who report "disagree" or "strong disagree" with the following on the SDA Senior Exit Survey:
  - I developed a strong RELATIONSHIP with at least one adult at SDA during my time here
  - There are adults at SDA who I can TURN TO with school-related or personal problems
- 3) Decrease or maintain the percentage of students who are placed on a School

their relationships with people generally, 7% of freshmen and juniors "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.

There is a teacher or other adult at school who really CARES about me: When asked on the 2019 CHKS whether, "There is a teacher or other adult at school who really CARES about me," 94% of SDA freshmen and 96% of juniors 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: 96% of freshmen and juniors reported on the 2019 CHKS 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 2 percentage points higher than the 94% reported on the 2017 California Healthy Kids Survey.

I feel SAFE in my school: Results from the 2019 CHKS indicate that a very small percentage of students do not feel safe at SDA. Five percent of freshmen and 4% of juniors "disagree" or "strongly disagree" that "I feel safe at my school."

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#### 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, but then increased in 2018 to 91.1%. We would like to see 2019 results remain in the 90 - 100% agreement range.

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, but increased to 92.4% in 2018. We would like to see the 2019 results remain in the 90 - 100% range.

#### Attendance Review Team contract

- Decrease or maintain the percentage of students who are referred to the SDUHSD School Attendance Review Board

#### 4) Decrease or maintain the suspension rate (out-of-school)

- Decrease or maintain the percentage of SPED students suspended (unduplicated; out-of-school)



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### 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.

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### Suspension Rates [update when 2017-18 data becomes available]

SDA's 2016-17 out-of-school suspension rates range from 3.5% (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). However, these rates are in line with the 3.1% 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 to include 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:**

2019 WASC Goal #1: Promote and support SDA's safe, inclusive, and accepting community.

### **D. Strategy:**

We will continue to move toward data-driven decision making when it comes to the numerous initiatives that contribute to school connectedness and safety. 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 and safety.

Actions/Tasks		Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Key stakeholders will analyze student connectedness and safety data with a focus on 2018 SDA Student Connectedness Survey, 2019 California Healthy Kids Survey, and 2019 Senior Exit Survey results.	Administrative Leadership Team Counseling Team School Site Council Safety Committee	None	Artifacts: Meeting agendas and notes; data analysis documents (presentation slide deck, spreadsheet, graphic organizers)	Fall Term
2.	Develop effectiveness metrics (pre- and post-intervention surveys) for school-wide connectedness including: Link Crew, PALs, 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 2020
3.	Monitor relevant discipline data, including: <ul style="list-style-type: none"> <li>CA Dashboard suspension rate report</li> <li>DataQuest suspension data</li> <li>School Attendance Review Team contracts &amp; SARB referrals</li> </ul>	Assistant Principals	None	Artifacts: Meeting agendas and notes; data analysis documents (presentation slide deck, spreadsheet, graphic organizers)	Each term (Feb & May 2020)

**LCAP Goal:**

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

**School Goal 2**

Increase SDA students' 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:**

Based on multi-year data on SBAC assessment results for ELA, the EAP has identified the following percentage of students as "College Ready" in

During the 2019-20 school year, progress on college and career readiness will be 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

Based on multi-year data on SBAC assessment results, the EAP has identified the following percentage of students as "College Ready" (scored in the Exceeded Standards) in ELA and Math:

**ALL STUDENTS:**

ELA (2016, 2017, 2018): 89%, 87%, 79%

MATH (2016, 2017, 2018): 64%, 65%, 59%

**EL STUDENTS:**

ELA (2016, 2017, 2018): 25%, 21%, N/A

MATH (2016, 2017, 2018): 7%, 0%, N/A

**RFEP STUDENTS:**

**B. Expected Measurable Outcomes:**

Increase percentage of all, EL, RFEP, 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 SPED 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 or maintain the percentage of students identified as "college prepared" in the California Dashboard Fall 2018 release

Increase the percentage of students enrolled in CTE course.

Increase the percentage of students that have completed a CTE pathway.

ELA (2016, 2017, 2018): 94%, 74%, 62%

MATH (2016, 2017, 2018): 31%, 35%, 30%

SPED STUDENTS:

ELA (2016, 2017, 2018): 63%, 53%, 42%

MATH (2016, 2017, 2018): 26%, 26%, 21%

LOW-SES STUDENTS:

ELA (2016, 2017, 2018): 68%, 67%, 65%

MATH (2016, 2017, 2018): 22%, 39%, 38%

The percentage of all students in the met or exceeded range remained relatively consistent from 2015-2017 across both ELA and mathematics after an impressive increase for all student groups between 2014-15 and 2015-16. However, as evidenced in the above data, over the course of the last three years SDA has experienced a relatively significant downward trend in student performance in both ELA and math for all student groups, aside from the relatively consistent scores of socioeconomically disadvantaged students.

The performance of each studied student group is not reflective of SDHSA "all student" scores, as we see a significantly lower percentage of students in the SPED, EL/RFEP, and Low-SES groups performing at or above standards in both ELA and math. Particularly, SDA's SPED students are performing well below their peers in both ELA and Math. There is also a concern for the discrepancy in students scores between ELA and Math for all student groups.

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Though multiyear data obtained last year demonstrated there have been slight increases in all cohort graduation rates (2014-15, 2015-16), the CDE has recommended that cohort graduation rates from 2016-17 not be compared with other years, as there is a new formula for calculation. SDA will continue to analyze cohort graduation rates in the upcoming year, as the metric adjustments will be consistent moving forward.

All students - 99.1%, 99.7%

EL - 93.3%, 100%

SPED - 91.9%, 97.8%

Low-SES - 96.1%, 100%

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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: 46.5% (863 of 1854), 68% (1250 of 1850)

EL: 0% (0 of 19), 0%

SPED: 16.8% (26 of 155 in 2016-17)

No data available for Low-SES students, as site does not have access to list of students classified as socioeconomically disadvantaged.

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

All Students: 70% (263 of 374, 2015-16), 72.1% (274 of 380, 2016-17)

EL: 0% (0 of 4, 2015-16), 33% (1 of 3, 2016-17)

Low-SES: 41.4% (24 of 58, 2015-16), 59.3% (35 of 59, 2016-17)

Though greatly increasing UC/CSU eligibility rates are evident in EL and low-SES student groups in 2016-17 (most recently-released data), 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.

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The percentage of students identified as "college prepared" in the California Dashboard Fall 2018 release are as follows:

2016: 76.4%

2017: 79.8%

2018: 84.4%

SDA has seen an increase in students graduating "college prepared," based on CA Dashboard results. We strive to increase or maintain this percentage of college preparedness, as this is the first year that the dashboard has released multi-year data.

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

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)

2017-18: 1,185 students

In 2017-18, SDA had 37 pathway completers. Of the 1,185 students enrolled in at least one CTE course, this is a low percentage of students (3%) and has prompted review.

After SDA's Federal Program Monitoring visit for our CTE program in December 2018, SDA has been working with the district office to fine tune available pathways, to peak student interest and follow-through on completion. SDA will continue to monitor CTE enrollment and pathway completer data moving forward, as a result of these changes.

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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:**

2019 WASC Goal 4: Increase the level of academic proficiency for all students in core classes, and support English Learners (EL), Reclassified Fluent English Proficient Students (RFEP), students with disabilities (SPED), and economically disadvantaged students (SES), and first generation college students to close the opportunity gap.

Task 5: SDA staff will use student assessment data, both formative and summative, to focus instruction and to guide teachers when modifying teaching strategies. (PLC)

**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.

	<b>Actions/Tasks</b>	<b>Person(s) Responsible</b>	<b>Cost and Funding Source</b>	<b>Means to assess improvement</b>	<b>Timeline</b>
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"> <li>• identify potential AP students with a focus on underrepresented student groups</li> <li>• counselors to schedule and hold student meetings to encourage AP course enrollment</li> <li>• send home informational letters in English and Spanish to notify parents of students' AP potential</li> </ul>	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 completion 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 Re-designated Fluent English Proficient (RFEP).

**School Goal 3**

SDA's English Language Learners will:

- Progress in a timely manner through the English proficiency levels, as measured on the ELPAC (an increase of at least one level annually until they reach the "well-developed" proficiency level)
- Meet reclassification criteria after 4-7 years in a language assistance program
- Achieve 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:**

Rationale: English Language (EL) Learners should progress efficiently through the English proficiency levels (at least one proficiency level annually until they reach the "well-developed" proficiency level). 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.

During the 2019-20 school year, the following metrics will be used to assess EL Learner language development, reclassification and academic success following reclassification:

English Learner Progress Indicator [CA Dashboard]

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

**B. Expected Measurable Outcomes:**

- 1) Maintenance of, or an increase in, the English Learner Progress Indicator (ELPI), which measures language development and reclassification rates.
- 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.



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

2019 WASC Goal #4: Increase the level of academic proficiency for all students in core classes, and support English Learners (EL), Reclassified Fluent English Proficient Students (RFEP), students with disabilities (SPED), and economically disadvantaged students (SES), and first generation college students to close the opportunity gap.

**D. Strategy:**

All previous initiatives will continue. Additionally, SDA will be welcoming the first cohort of English Learner "newcomers" in the fall of 2019. In order to meet the specific language needs of these incoming newcomers, we are exploring the addition of an ELD support class.

Actions/Tasks		Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	The English Language Learner team will continue to monitor the growth targets detailed above during quarterly progress meetings.	EL Lead EL Assistant Principal EL Counselor Academic Literacy Teacher	N/A	Artifacts: Meeting agendas and minutes; growth target monitoring spreadsheets	Quarterly
2.	Continue clustering appropriate 9th grade EL Learners into classes taught by a cohort teacher. These students will be scheduled together in their core academic classes and in their support course(s) (Academic Literacy/English Language Development support course). This model fosters teacher collaboration and enables teachers to more effectively address student language development needs.	EL Team Lead EL Counselor Cohort teachers	N/A	Artifacts: Class rosters; cohort meeting minutes	August 2019
3.	Offer English language development support course(s) based on the English Language Development needs of our incoming and continuing students (Academic Literacy/English Language Development support course).	EL Counselor EL Assistant Principal Support course teacher(s)	\$38,000 Source: LCAP non-formula section	Artifacts: master schedule	Fall 2019 Spring 2020
4.	Continue to offer professional development for 9th grade cohort teachers focused on English Language Development best practices.	EL Team	N/A	Artifacts: professional development materials	Fall 2019 Spring 2020

5.	Continue to fund EL Lead Teacher, including a period of release time each term.	EL Lead	\$38,000 Source: LCAP non-formula section	Artifacts: master schedule	Fall 2019 Spring 2020

**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 English Language Arts (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. Metrics that have provided data that support SDA's need for a focused on increasing achievement in ELA and math are:

- SBAC CAASPP results in ELA and Math (measured by EAP)
- Enrollment in grade level English and math courses
- D/F List for 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 (2016, 2017, 2018): 89%, 87%, 79%

MATH (2016, 2017, 2018): 64%, 65%, 59%

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

ELA (2016, 2017, 2018): 25%, 21%, N/A

MATH (2016, 2017, 2018): 7%, 0%, N/A

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

**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 grade students enrolled in below grade level English and math courses.

Decrease in the percentage of EL, RFEP, and SPED 11th and 12th grade students enrolled in below grade level English and math courses, to more closely reflect enrollment of "all student" group at SDHSA.

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

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

ELA (2016, 2017, 2018): 94%, 74%, 62%

MATH (2016, 2017, 2018): 31%, 35%, 30%

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

ELA (2016, 2017, 2018): 63%, 53%, 42%

MATH (2016, 2017, 2018): 26%, 26%, 21%

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 (2016, 2017, 2018): 68%, 67%, 65%

MATH (2016, 2017, 2018): 22%, 39%, 38%

The percentage of all students in the met or exceeded range remained relatively consistent from 2015-2017 across both ELA and mathematics after an impressive increase for all student groups between 2014-15 and 2015-16. However, as evidenced in the above data, over the course of the last three years SDA has experienced a relatively significant downward trend in student performance in both ELA and math for all student groups, aside from the relatively consistent scores of socioeconomically disadvantaged students.

The performance of each studied student group is not reflective of SDHSA "all student" scores, as we see a significantly lower percentage of students in the SPED, EL/RFEP, and Low-SES groups performing at or above standards in both ELA and math. Particularly, SDA's SPED students are performing well below their peers in both ELA and Math. There is also a concern for the discrepancy in students scores between ELA and Math for all student groups.

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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)

2018-19: \_\_\_\_ (102 of \_\_\_\_ total 11th/12th graders enrolled in math in Fall and Spring)

There was a 3.6% increase in 11th and 12th graders enrolled in below grade-level courses at the time we initiated tracking below grade-level course enrollment information. This year, we see \_\_\_\_\_. This supports maintenance of a goal related to ELA and math achievement for all students, as we are seeing an increasing amount of students enrolled below grade level, which is tied to academic achievement. 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.

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Last year, an adjustment was made to the measurable outcome(s) related to D/F List data, to include both Q2 and Q4 grade reports (Fall/Spring). The intent of this change was to look more closely at student performance throughout the year, as we follow a 4x4 schedule and have 4 grade reporting periods. SDA is experiencing a slight increase in number of students on the D/F list.

2017-18 D/F List

Fall Q2: 13.4%

Spring Q4: 10.6%

2018-19 D/F List

Fall Q2: 15.5%

Spring Q4: Data available 6/17

Students achieving D's or F's in classes are not achieving academically, and SDA seeks to support these students in increase their achievement. Particularly, SDA will look to support EL, RFEP, and SPED students in increasing their academic achievement. This need is identified by the higher percentages of EL, RFEP, and SPED students that are on the D/F list, in

comparison to the percentage of “all students” on the D/F list. Student groups should be represented on the D/F list at a rate commensurate with their peers.

2017-18 D/F List

Fall Q2: EL/RFEP - 15.1%, SPED - \_\_% (compared to 13.4% for all students)

Spring Q4: EL/RFEP - 18%, SPED - \_\_% (compared to 10.6% for all students)

2018-19 D/F List

Fall Q2: EL/RFEP - \_\_%, SPED - \_\_%

Spring Q4: Data available 6/17

An analysis of CAASPP, course enrollment, and D/F List data reveals that SDHSA should seek to increase student achievement in ELA and math, particularly for the student groups of EL, RFEP, SPED, and low-SES students.

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

WASC (2019) Goal 4: Increase the level of academic proficiency for all students in core classes, and support English Learners (EL), Reclassified Fluent English Proficient Students (RFEP), students with disabilities (SPED), and economically disadvantaged students (SES), and first generation college students to close the opportunity gap.

Task 5: SDA staff will use student assessment data, both formative and summative, to focus instruction and to guide teachers when modifying teaching strategies. (PLC)

**D. Strategy:**

Continued 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.

Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
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1.	<p>Implement math and English intervention classes, to provide targeted strategies for under-performing students:</p> <p>a)Academic Literacy course:</p> <ul style="list-style-type: none"> <li>• Identification: teachers and administrators review ELPAC, LAS links, and grades for placement in this intervention course</li> <li>• Target: instruction is targeted at both language acquisition and and the development of academic skills</li> <li>• Exit: students are exited by reviewing reclassification requirements, including grades, ELPAC, LAS links, and CAASPP results</li> </ul> <p>b)Math readiness course:</p> <ul style="list-style-type: none"> <li>• Identification: review of SBAC scores, previous math course enrollment and grades, 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> <p>c) General Education support class</p> <ul style="list-style-type: none"> <li>• Identification: review of current grades, current general education supports in place, D/F list, and discussion in MRT for student placements</li> <li>• Target: instruction is targeted on developing organizational and study skills, and providing structured one-on-one support via teacher and peer tutors</li> <li>• Exit: students are exited by reviewing grades, self reports, and teacher reports</li> </ul>	Administrators/teachers	<p>a) \$38,000 (cost reflected in Goal 3) Source: LCAP non-formula section</p> <p>b) \$38,000 Source: LCAP non-formula section</p> <p>c) \$38,000 Source: .67 FTE</p>	ELPAC, LAS Links, grades, SBAC, enrollment data, D/F list, MRT notes	Ongoing
2.	<p>Continue to offer multiple after-school tutoring opportunities for all students.</p> <ul style="list-style-type: none"> <li>• sign in sheets track attendance</li> <li>• tutoring provided by both SDA math teachers and NHS students</li> </ul>	Teachers	Source: Foundation Funding through 2018 Shared Vision	Grades, D/F list, course enrollment, SBAC scores	Ongoing
3.	In addition to collaboration during late start and hour lunch, provide 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.	Administrators/Teachers	<p>\$13,000</p> <p>Source: Site PLC Support Allocations</p>	Common assessments	Ongoing
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	<p>\$6,600</p> <p>Source: Site Tutoring Support Allocations</p>	D/F list, course enrollment, SBAC scores	Ongoing
5.	Continue offering Writing Lab support to all students on Mondays, Wednesdays, and Fridays by appointment, for review of student writing or	Writing Lab Instructor	Source: Foundation Funding through 2018	D/F list, course enrollment, SBAC	Ongoing

	assistance in initiating written work.		Shared Vision	scores	
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## 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				
Ruth Magnuson		X			
Kelly Hawkins		X			
Sheryl Bode		X			
Jacqueline Parks		X			
Kalani Crosby			X		
Randi Joelson				X	
Crystal Sandoval				X	
Amelia Kaiser					X
Kalvin Grensted					X
<b>Numbers of members of each category</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>2</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).*

**Form G. Budget 2019-20  
San Dieguito High School Academy**

<b>State/Federal Categorical Program</b>	<b>Allocation</b>
Site LCFF Supplemental Funding - Site Formative/Achievement Funds	<b>\$13,384.00</b>
Site LCFF Supplemental Funding - Site Tutoring Funds	<b>\$6,692.00</b>
Site LCFF Supplemental Funding – District Funded Sections (non-formula)	<b>\$180,000.00</b>
Title I Funds <b>XDoes Not Apply</b>	<b>\$0.00</b>
<b>Total</b>	<b>\$200,076.00</b>



**SAN DIEGUITO  
HIGH SCHOOL ACADEMY**

800 Santa Fe Drive Encinitas, CA 92024  
 (760) 753-1121 Fax: (760) 943-3555  
[www.sd.sduhsd.net](http://www.sd.sduhsd.net)

Principal  
Adam Camacho

**San  
Dieguito**  
Union High School District

Board of Trustees  
Joyce Dalessandro  
Kristin Gibson  
Beth Hergesheimer  
Melisse Mossy  
Maureen "Mo" Muir

Superintendent  
Robert A. Haley, Ed D.

I have reviewed and approve the 2019-20 School Plan for Student Achievement (SPSA) for San Dieguito High School Academy.

Member Name	Position	Signature	Date
Adam Camacho	Principal		5-28-19
Ruth Magnuson	Classroom Teacher		5/29/19
	Classroom Teacher		
Jacqueline Parks	Classroom Teacher		5-28-19
Kelly Hawkins	Classroom Teacher		
Kalani Crosby	Other School Staff		5/28/19
Christa Bandora	Parent		5/31/19
Rahndi Toews	Parent		5-28-19
	Parent		
KALVIN Grensted	Student		6-5-19
	Student		
	Student		