

Local Control Accountability Plan
San Dieguito Union High School District
2017-2020

*Mission: To provide a World-Class
Education for All Students:
Engaged, Inspired, Prepared*

San Dieguito Union High School District Local Control Accountability Plan 2017-2020

Vision: To provide a world-class education for all students through quality programs that engage students, inspire achievement and service to others; prepare them to be lifelong learners and responsible members of society

San Dieguito Union High School District (SDUHSD) serves students in grades 7 through 12 in North San Diego county. The District has seen a steady increase in enrollment since the 1990s with roughly 13,000 students served in the 2016-17 school year. SDUHSD is widely recognized as an outstanding district throughout San Diego County and the state. This reputation for quality is a result of many factors. First, San Dieguito is a district with a clear, unwavering focus on student learning and improving education outcomes for all students. Our students experience the very best teaching and learning strategies based on research and strong professional development. Student achievement has increased year over year and our students are among the highest-achieving students in the state.

San Dieguito Union High School District is committed to developing teachers' skill with and use of instructional and assessment strategies, including technology-based strategies, which develop students' ability to collaborate effectively, think critically, create their own ideas, and communicate effectively in a variety of modes. SDUHSD provides innovative teaching and modern learning to all of our students to ensure that they are ready for both college and a career after graduation. SDUHSD students are provided opportunities in a wide range of courses, beginning

in our feeder elementary schools, continued as they transition to our middle schools and maintained through high school, in computer sciences, STEM, and Career Technical Education that give our students a broad range of experiences.

Our teachers and leaders are committed to continuous improvement, and participate in ongoing professional development focused on developing meaningful and relevant lessons and learning opportunities for our students. Students are engaged in communicating, collaborating, and thinking both creatively and critically throughout the learning process to ensure that they gain these important skills along with the strong content knowledge needed to be successful in today's world. Our Prop AA Bond work is focused on creating innovative classrooms that are flexible, adaptable, and technology-rich learning environments for our students and staff.

SDUHSD serves as a model for the Professional Learning Community (PLC) philosophy, in which teachers and site leaders work collaboratively with the shared goal of improving student learning through the use of identified Essential Learning Outcomes (ELOs) for all students. The California State Standards (CSS) provide the foundation for powerful classroom instruction, effective intervention strategies, and rigorous and relevant curriculum. In addition, SDUHSD students continue to enjoy exemplary athletic, music, art and enrichment programs that foster well-rounded students who are prepared for global citizenship. Social emotional health as well as student safety and connectedness continues to be a priority in our district, as we continuously monitor programs in grades 7-12, to ensure that we are meeting the needs of our students. Students in San Dieguito will be ready for the challenges of the future!

The San Dieguito Union High School District 2017-2020 LCAP

The Local Control Accountability Plan (LCAP) is the benchmark by which we guide and implement our efforts to educate children. It is comprised of goals that focus District practices and resources to ensure students are college and career ready upon graduation. The LCAP shows the alignment of SDUHSD curriculum, instruction, assessment, and interventions with the eight State priorities.

Stakeholder Input

Each stakeholder has the opportunity to provide meaningful input, and through that process, develop a deeper understanding of the amount of work to be done and the valuable role they play in supporting student success. The state legislature mandates requirements for stakeholder engagement in the LCAP building process. SDUHSD stakeholder engagement is detailed in Section 1 of the LCAP. SDUHSD solicited feedback from students, parents, community partners, faculty and staff via in-person meetings, focus groups, and an online survey to elicit input. Each school utilizes their School Site Council to create school goals aligned with the District LCAP goals.

The School Plans, with engagement of stakeholder representatives and review of school and district data, are then used to inform any additional actions and expenditures for the San Dieguito Union High School District LCAP.

Goals, Actions, Services, and Expenditures

The LCAP goals, based on SDUHSD strategic themes, have been set to meet identified student needs and student program goals. These goals align with the 8 state priorities: student engagement, student achievement, school climate, course access, parent involvement, implementation of state standards, other student outcomes, and basic services. Each goal is assigned one or more progress indicators—metrics that are either quantitative or qualitative. The progress indicators, some of which are required by the state, are used to monitor the implementation of the LCAP. The LCAP goals are aligned to actions and services, as well as related expenditures, including additional actions and services directed to serve and support English Learners, re-designated fluent English proficient students, foster youth, homeless youth and low-income students.

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.

- Provide appropriately credentialed and effective teachers, management staff, classified staff, counselors and district office support staff
- Provide standards aligned materials to all students
- Provide professional learning and coaching through Teacher on Special Assignment (ToSA) model to increase student learning and support teacher implementation of instruction and assessment aligned to California State Standards in ELA and Math as well as the English Language Development Standards.
- Provide professional development and coaching through Teacher on Special Assignment model as well as staff collaboration time to increase student learning outcomes and support instruction, assessment and curriculum aligned to the Next Generation Science Standards.
- Support staff collaboration and provide specified professional learning that builds capacity to design and deliver high quality instruction, assessment and differentiated curriculum for all students with focus on at-risk students.
- All core content courses in ELA, Math and Social Science will continue to develop, implement, and review data on common assessments aligned to established course ELOs utilizing online assessment tools as appropriate.
- Students who are identified as performing below grade level will continue to be provided with the necessary support to remediate their gaps in learning. Identification includes district math assessments, D/F data, SBAC, CELDT and multiple other sources.
- School sites will continue to investigate ways to add specific intervention time into their bell schedules, time for teacher collaboration, as well as access to courses as needed.

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).

- Provide students with English Language Development (ELD) curriculum and instruction aligned with California State Standards.
- Provide professional learning and coaching through Teacher on Special Assignment model to support instruction and assessment aligned to the California English Language Development (ELD) Standards.
- Staff will continue to participate in English Language Development (ELD) curriculum and instruction training to support English Learner pupils in all content areas.
- Provide professional learning and coaching through Teacher on Special Assignment model to increase student learning outcomes and support instruction and assessment aligned to the California English Language Development (ELD) Standards.
- Provide coaching and professional development on strategies to support the needs of Long Term English Learners (LTEL) to increase English language acquisition and student learning outcomes.
- Collaborate with feeder districts to continue to support English Learners from Kindergarten through grade 12.

- Utilize results from LAS Links assessments to appropriately place English Learners into courses that support language acquisition as well as identify necessary interventions and support classes.
- Provide parent workshops for families of English Learners to increase parent engagement district-wide.
- Implement and refine a system to monitor progress of all EL pupils, including long term and reclassified.
- Provide bilingual staff to support EL students in core content courses.
- Implement courses that focus on basic English and academic literacy skills, acculturation to U.S. schooling and fundamental subject area knowledge to support English Learners who are new to the US (students who have lived in the US for 18 months or less).
- Provide transportation support for EL students to access specialized programs outside of their boundary school.

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

- Provide a broad course of study for all students.
- Implement district agreed upon protocol to identify students who are not enrolled but may be successful in Advanced Placement and/or Honors courses.
- Provide training to support Advanced Placement teachers in differentiated instructional strategies
- Work with CTE teachers to develop A-G aligned courses descriptions and course articulations with local community colleges as well as course curriculum aligned to ELA and Math California Content Standards.
- Provide training and professional development for counselors and teachers to increase gender groups who are enrolled in CTE courses and pathways that lead to employment in nontraditional fields as well as train teachers on the model CTE curriculum standards.
- Offer and expand CTE course pathways aligned to the growing industry sectors in the state and San Diego county.
- Provide opportunities for all students to meet A-G requirements to be eligible for college using college and career planning programs and activities as well as implement interventions courses to support underrepresented students in A-G completion
- Counselors and site administrators review data regarding EL/low SES pupils UC/CSU eligibility to identify gaps in course offerings and recommend support courses as appropriate.
- Implement courses in College Readiness and AVID and expand the use of college readiness/AVID strategies in all classes as appropriate.
- Provide opportunities for first generation college bound students to participate in college preparation activities.
- Provide professional development for counselors and teachers on best practices to support unduplicated students' matriculation to higher education

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

- Develop and implement action plans to support students' and parents' sense of connectedness to school as well as increasing their sense of safety.
- Find ways to communicate with stakeholders to support students' success
- Provide parent training sessions on a variety of parent involvement topics

- Provide resources and training for teachers and staff to monitor academic progress, behavioral data, and attendance rates.
- Develop strategies and systems to address student discipline and suspensions at school sites with a focus on Restorative Justice.
- Each school site will continue to identify needs and develop an action plan based on survey data from families and staff to address school connectedness and safety concerns.
- Implement and expand programs, activities, supports and courses that promote student wellness at each school site.

Annual Update

For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions, a description of any changes to the actions or goals the LEA will take as a result of the review and assessment, and a review of the applicability of each goal in the LCAP.

The LCAP is an ambitious document created from the input of the San Dieguito UHSD community. This document meets both the requirements of the state and the expectations of the District's stakeholders. The LCAP was created to inform all district efforts and actions, through rigorous progress monitoring and data analysis, in order to meet the needs of all SDUHSD students, staff, families, and the San Dieguito community. The San Dieguito Union High School District thanks the community for its efforts in the development of this Local Control Accountability Plan.

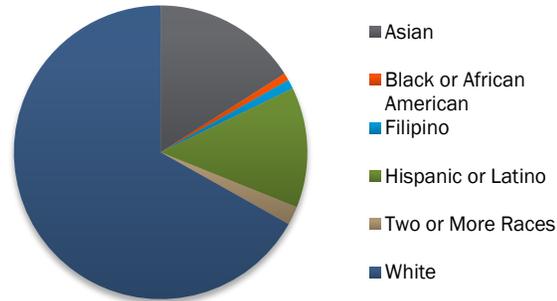
San Dieguito Union High School District 2017-2020 Local Control Accountability Plan Summary Data

San Dieguito UHSD Schools and 16-17 Enrollment

Canyon Crest Academy High School (2,406)
 La Costa Canyon High School (1,919)
 San Dieguito High School Academy (1,834)
 Torrey Pines High School (2,574)
 Sunset High School (115)

Carmel Valley Middle School (1,176)
 Earl Warren Middle School (537)
 Diegueno Middle School (1,002)
 Oak Crest Middle School (717)
 Pacific Trails Middle School (623)

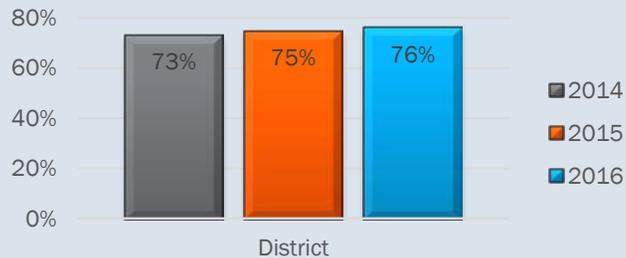
2016-17 Enrollment by Race/Ethnicity



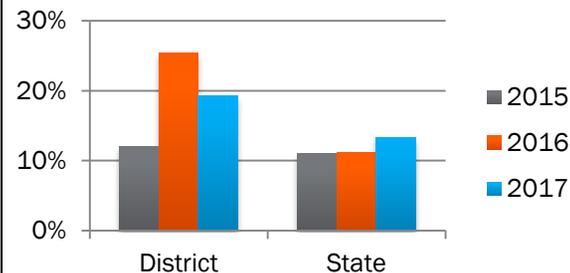
2016-17 Enrollment By Program Eligibility

Total Student Enrollment	12,951
Socioeconomically Disadvantaged (SED/LI)	1,100
Students with Disabilities (SWD)	1,328
English Learners (EL)	500
Reclassified Fluent English (RFEP)	1,266

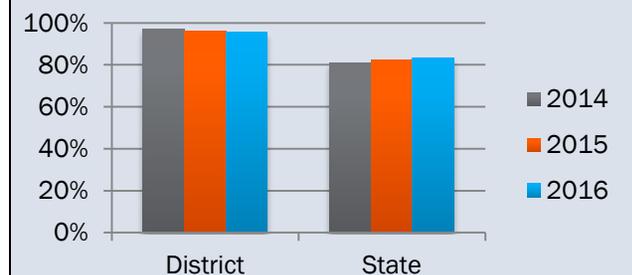
Percent of EL Students Who Made Progress Toward English Proficiency



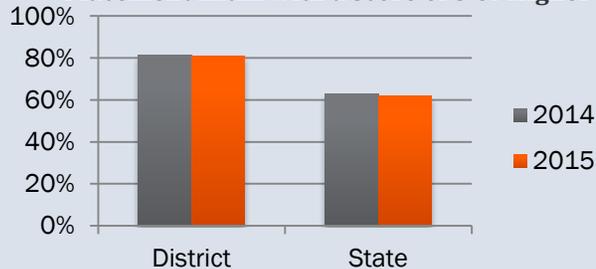
Percent of EL Students Who Were Reclassified



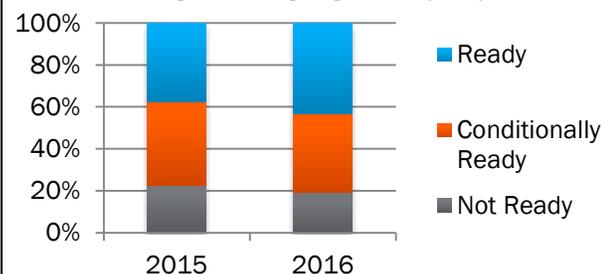
4-Year Cohort Graduation Rate



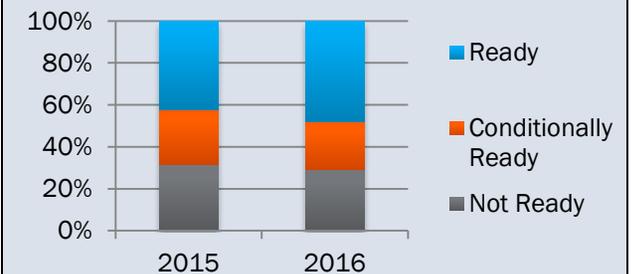
Percent of Students Who Passed an Advanced Placement Exam with a score of 3 or Higher



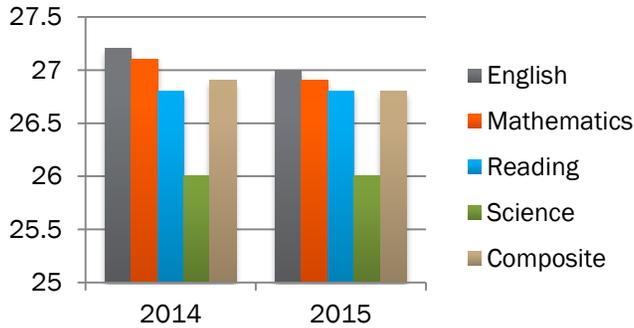
Early Assessment Program (EAP) Results English-Language Arts (ELA)



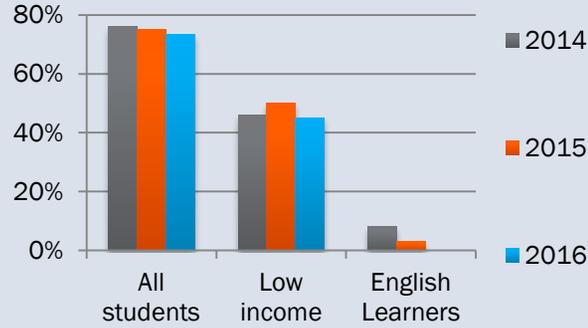
Early Assessment Program (EAP) Results Mathematics



Average ACT Scores



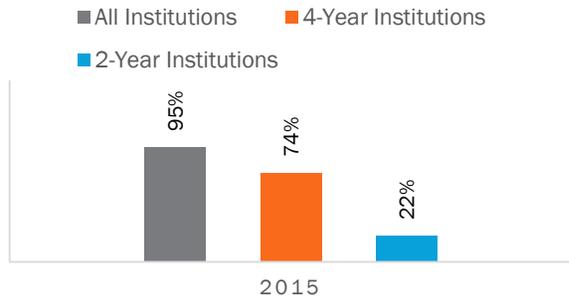
Percent of Graduates Completing "A-G" Requirements



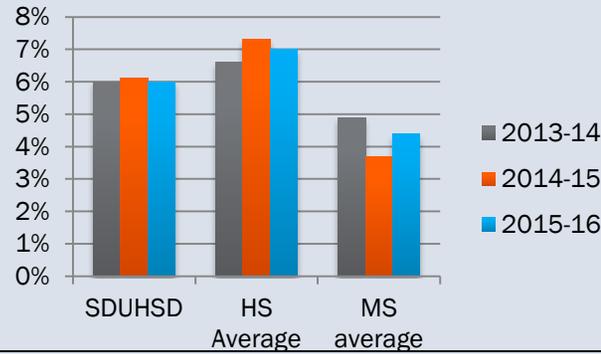
High School Course Enrollment

Program/year	# Courses	# students enrolled
CTE 2014-15	143	3,652
CTE 2015-16	164	4,299
AP 2014-15	232	7,839
AP 2015-16	228	7,676

Percent of Students Enrolled in College Immediately After High School



Chronic Absenteeism



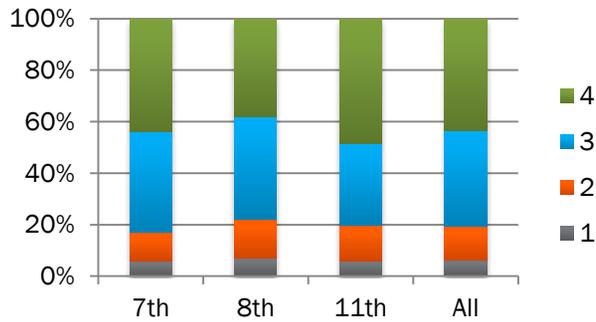
Suspension/Expulsion Rates

suspension	2013-14	2014-15	2015-16
SDUHSD	1.3	1.4	*

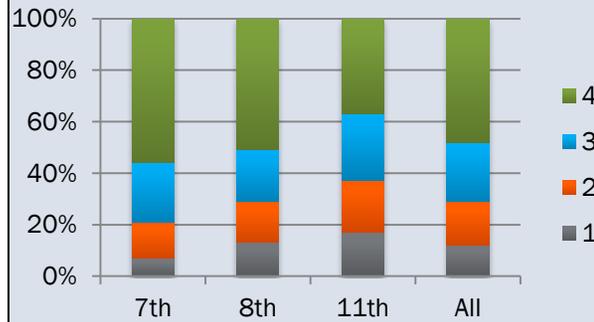
expulsion	2013-14	2014-15	2015-16
SDUHSD	0.0	0.1	*

*data not available at the time of this report

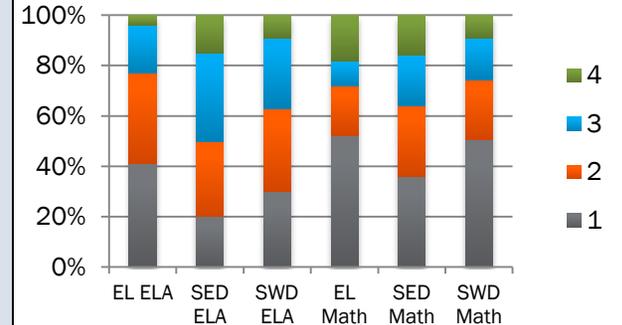
2016 SBA English Language Arts Achievement Levels

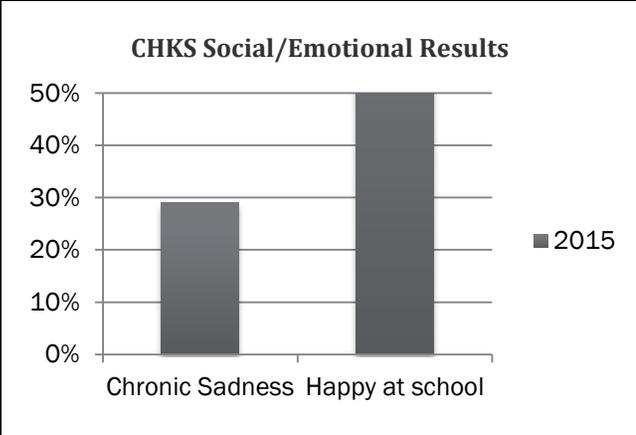
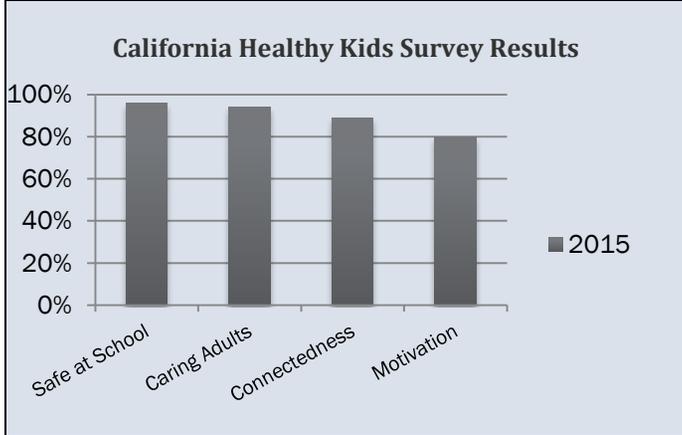
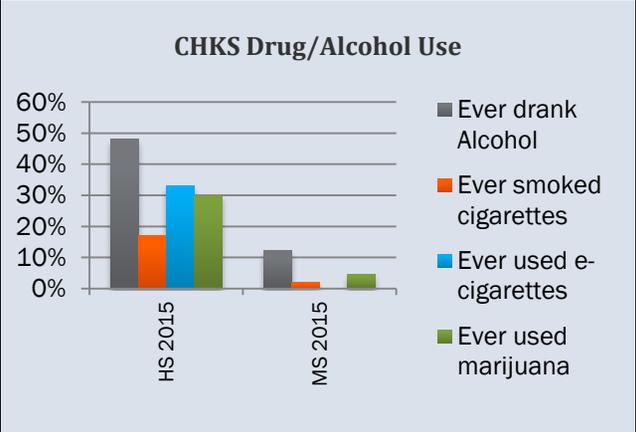
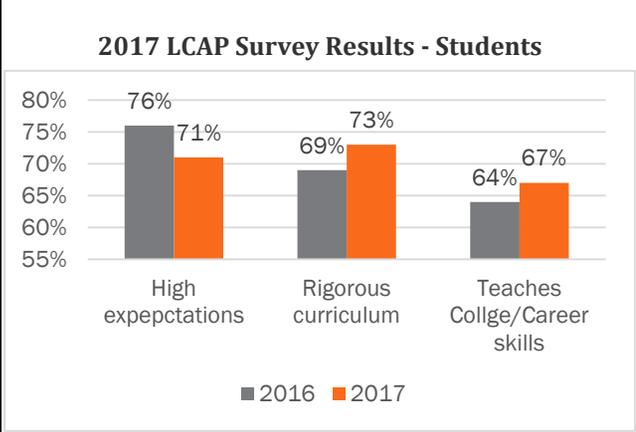
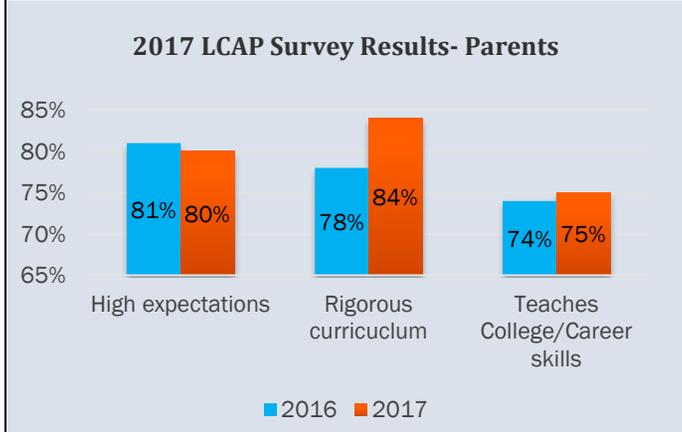
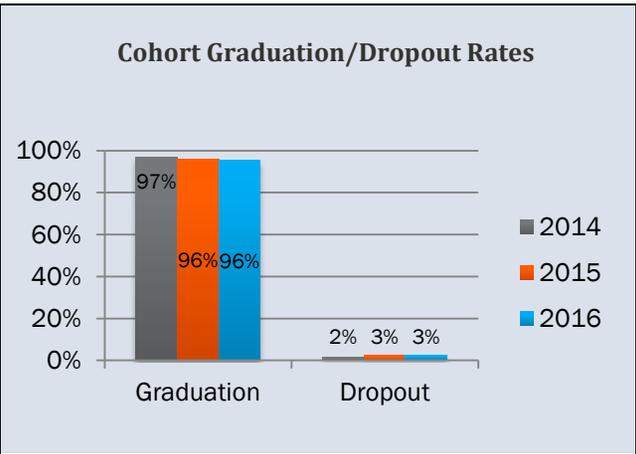
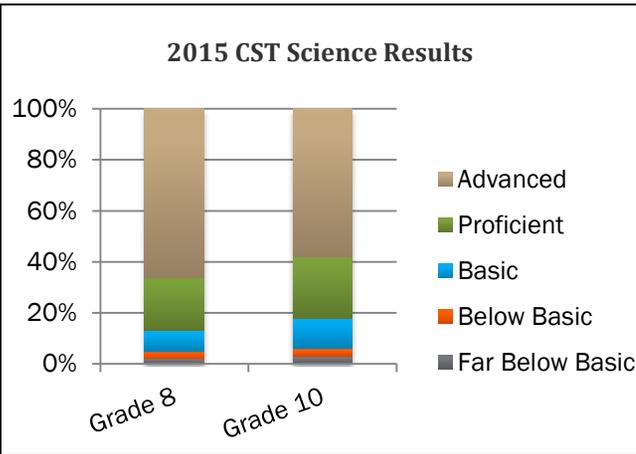
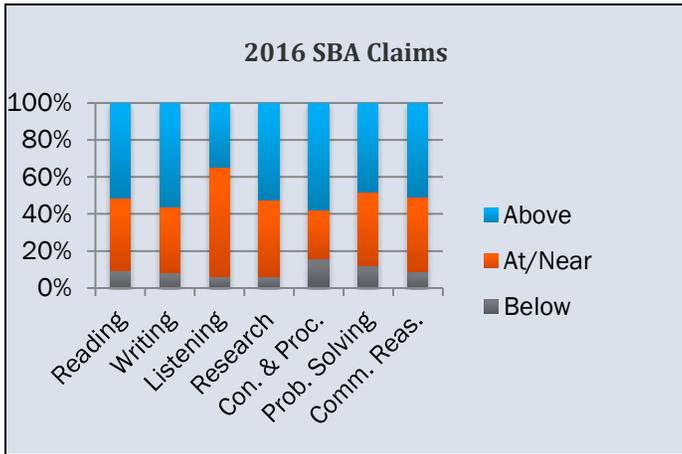


2016 SBA Mathematics Achievement Levels



2016 Achievement Levels by Subgroup



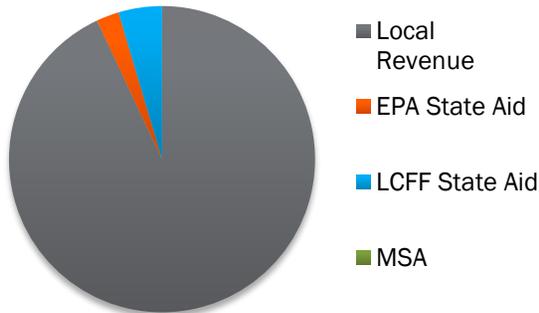


- ### 2017 LCAP Survey Results
- SDUHSD teaches college and career readiness skills, like critical thinking, communication, collaboration, and creativity. 77% Agree
 - SDUHSD provides programs, curriculum and supports that help English Learners make progress towards learning English. 75% Agree
 - SDUHSD schools are safe. 85% Agree
 - SDUHSD schools are welcoming to students. 87% Agree
 - SDUHSD schools are welcoming to parents. 82% Agree
 - SDUHSD effectively recruits highly qualified staff members. 87% Agree

2016-17 Funding Information

Unduplicated Pupil Percentage (UPP):	9.54%
Minimum Proportionality Percentage (MPP):	1.93%
LCFF Base Grant Funding:	\$104,540,214
LCFF Supplemental Grant Allocation:	\$1,994,627

LCFF Funding Sources



Source	Amount
Local Revenue	\$96,761,716
EPA State Aid	\$2,501,362
LCFF State Aid	\$4,780,586
MSA	\$0
Total	\$104,043,664

State Priorities

- A. Conditions of Learning:
 - Basic (Priority 1)
 - Implementation of State Standards (Priority 2)
 - Course access (Priority 7)
- B. Pupil Outcomes:
 - Pupil achievement (Priority 4)
 - Other pupil outcomes (Priority 8)
- C. Engagement:
 - Parental involvement (Priority 3)
 - Pupil engagement (Priority 5)
 - School climate (Priority 6)

2015-16 Spending

	District	State
Per Pupil Spending	\$9,952	\$11,440
Average Teacher Salary	\$97,644	\$83,298

SDUHSD Goals

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.

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).

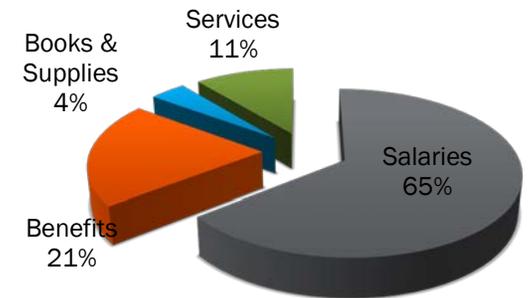
Goal 3

All district graduates will be college and career ready.

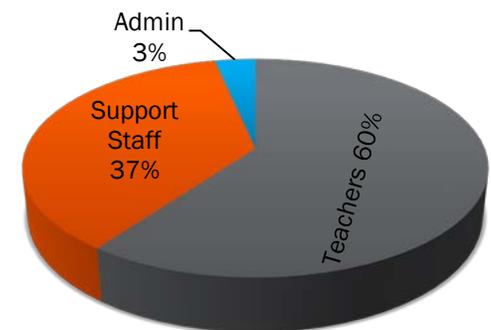
Goal 4

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

2015-16 Budget Expenditures



2016-17 District Staff





LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP) SUPPLEMENTAL FUNDING WHAT DOES IT PAY FOR IN 2017-18?

Who are supplemental funds intended to support?

Supplemental funds are targeted funds to support the following unduplicated subgroups; English learners, low income students, foster youth and homeless students.

How much money does SDUHSD receive in supplemental funds?

San Dieguito Union High School District will receive approximately \$1,942,051.00 in supplemental funds for the 2017-2018 year under the Local Control Funding Formula (LCFF). These funds are calculated based on the unduplicated number of English Learners, students identified as low income as well as homeless and foster youth enrolled in the SDUHSD.

How will SDUHSD spend the supplemental funds?

SUMMARY OF SUPPLEMENTAL FUNDING 2017-18

<input type="checkbox"/> Goal 1: Student Achievement	\$1,032,500.00
<input type="checkbox"/> Goal 2: Supporting English Language Learners	\$247,000.00
<input type="checkbox"/> Goal 3: College and Career Readiness	\$217,600.00
<input type="checkbox"/> Goal 4: School Climate and Culture	\$452,000.00
Total Anticipated Supplemental Expenditures for 2016-17	\$1,949,100.00

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

<input type="checkbox"/> Provide release time for staff to attend professional development for differentiating instruction, implementation of standards, instructional technology, Essential Learning Outcomes (ELOs) and assessment development.	\$100,000.00
<input type="checkbox"/> Implement intervention courses and support at schools for students not attaining mastery of ELO's.	\$660,000.00
<input type="checkbox"/> Allocate funding for each site to support before, during and after school as well as extended day tutoring program	\$32,500.00
<input type="checkbox"/> Provide AVID tutoring support	\$210,000.00
<input type="checkbox"/> Provide supplemental reading programs and materials for struggling students	\$30,000.00
Total Anticipated Supplemental Expenditures for Goal 1	\$1,032,500.00

LCAP Goal 2: All English Learner (EL) pupils will receive instruction and curriculum that includes designated and integrated English language development across all core content areas. Within five (5) years of instruction in SDUHSD, all English learner pupils will meet the criteria to be reclassified as Redesignated Fluent English Proficient (RFEP).

<input type="checkbox"/> Utilize EL Leads at targeted sites to implement and refine a system to monitor progress of all EL pupils, including long term and reclassified	\$147,000.00
<input type="checkbox"/> Continue to develop and expand courses that focus on basic English and academic literacy skills, acculturation to U.S. schooling and fundamental subject area knowledge to support English Learners who are new to the US (students who have lived in the US for 18 months or less).	\$44,000.00
<input type="checkbox"/> Provide transportation for students who have lived in the US for less than 18 months to participate in targeted programs that focus on the academic literacy skills and language acquisition.	\$10,000.00
<input type="checkbox"/> Provide bilingual support staff for English Learners in their core content classes	\$46,000.00
Total Anticipated Supplemental Expenditures for Goal 2	\$247,000.00

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

<input type="checkbox"/> Provide additional Summer remediation programs, focus on math remediation and credit recovery for students at risk of not graduating	\$35,000.00
<input type="checkbox"/> Provide AVID and college readiness courses	\$182,600.00
Total Anticipated Supplemental Expenditures for Goal 3	\$217,600.00

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

<input type="checkbox"/> District Social Workers to support student wellness at all district sites.	\$420,000.00
<input type="checkbox"/> Having A Voice program- cost for teachers to facilitate the program over the summer. Students learn media literacy, advocacy and coping skills and have opportunities to speak in public forums about issues that relate to their social-emotional well-being.	\$32,000.00
Total Anticipated Supplemental Expenditures for Goal 4	\$452,000.00