

A. School Site Information San Dieguito High School Academy

Vision Statement:

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

Mission Statement:

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

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

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

Community Surroundings

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

School

San Dieguito Academy (SDA) is a school of choice. It is a comprehensive, public, four-year high school serving 1903 students. The SDA campus reflects the warmth and grace of its 1936 construction, updated both architecturally and technologically to meet the demands of a modern high school. The SDA learning community fosters active student involvement, leadership, and teamwork. SDA values both rigorous academics and personal student attention. Career awareness ties the classroom to the community through our Career Pathways Program. Additionally, SDA students volunteer their time to support a wide variety of causes.

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

visual arts, world languages, career interest areas, community service, physical activities, and politics. Parents and community members are encouraged to take an active role at SDA. They serve as members of SDA's School Site Council, SDA Foundation, Student Success Services, and in numerous other volunteer capacities.

SDA seeks to form meaningful partnerships with other learning institutions. Many students in their junior and senior years take classes at Mira Costa or Palomar Community Colleges. Ninety-eight percent of SDA's class of 2017 self-reported their intention to attend post-secondary institutions, with 36% attending two-year colleges and 62% attending four-year colleges, including: M.I.T., Univ of Illinois, Univ of S. California, Penn State Univ, Univ of San Diego, New York Univ, Univ of Oregon, Univ of San Francisco, Purdue Univ, Santa Clara Univ, Loyola Marymount Univ, Univ of Washington, UC Boulder, Univ of Hawaii, Northeastern Univ, Bryn Mawr Coll, Belmont Univ, Tulane Univ, Pepperdine, Emerson Coll, Univ of Redlands, Rhode Is. School of Design, Rensselaer, and a variety of colleges within the University of California and Cal State University systems.

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

Schedule

SDA operates on a 4 x 4 block schedule, in which students attend four 90-minute classes daily. SDA's two 18-week terms are divided into four 9-week quarters. The school day includes a twenty-five minute homeroom period four times a week. Upon graduation from high school, students who entered as freshmen could have earned 320 credits over four years. Underclassmen are required to earn at least 80 credits each year. This schedule allows SDA students to enroll in a wide array of elective courses, including culinary arts, video/film production, psychology, photography, computer programming, speech and debate, and American Sign Language.

Faculty

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

B. School and Student Performance Data

See Appendix A for multi-year student performance data tables

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

A detailed evaluation of the performance data allowed the School Site Council and site leadership to identify specific areas of need, including increasing student connectedness, increasing college and career readiness, increasing the number of English Learners who are reclassified, and increasing student achievement. These goals were based on a thorough analysis of CAASPP scores, California Healthy Kids Survey results, career readiness indicators, D/F lists, and English Learner data.

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

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

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

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

C. Involvement Process

Involvement Process:

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

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

October 10
December 4
February 26
May 21

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

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

**D. Summary of Progress Made on 2016-17 Goals
San Dieguito High School Academy**

<p>School Goal 1 (Description of 2016-17 School Goal) Increase student connectedness campus wide.</p> <p>LCAP Priority Area: School climate</p> <p>Targeted Pupil Student Group(s): All students</p>	
<p>A. Measurable Outcomes: List Specific data that was reviewed toward meeting this goal. Show growth/decline using data. Based on attendance data and CHKS results, the following increases/decreases were noted:</p> <p>The 2016-17 goal was to see a 5% decrease from 2015-2016 in the number of attendance meetings, SART contracts, and SARB referrals. In 2015-16, SDHA sent 185 SARB 1, 66 SARB 2, and 44 SARB 3 letters. During the 2016-17 school year, 733 SARB 1 letters, 295 SARB 2 letters, and 189 SARB 3 letters were sent. There has been a significant increase in number of attendance letters sent over the past year.</p> <p>The 2016-17 goal was to see a 5% decrease in number of students not feeling they are a part of the school according to the CHKS. 2015: 10% of students felt that they were not a part of the school. 2017: 11% of students reported they did not feel a part of the school. There was a 1% increase from the 2015 to the 2017 CHKS administration.</p> <p>The 2016-17 goal was to see a 5% decrease in those students reporting they do things that make a difference in the school according to the CHKS. 2015-16: 22% of students reported they do not do things that make a difference in school 2017: 24% of students reported they do not do things that make a difference in school. There was a 2% increase from the 2015 to the 2017 CHKS administration.</p>	<p>B. Summary of Progress: Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data)</p> <p>Several data measures are not yet available for attendance reports. Based on CHKS results, we have not yet met either of our school climate goals.</p>

The 2016-17 goal was to see a 5% decrease in the truancy rate for all students.
In 15-16, SDHSA had a truancy rate of 77.48% for all students.
The CDE has not yet released 2016-17 truancy rates.

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

This goal has not been met.

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

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

School Goal 2 (Description of 2016-17 School Goal)

To increase college and career readiness.

LCAP Priority Area:

College and Career Readiness

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

Based on CDE reported UC/CSU eligibility rates, Naviance exit surveys for graduating seniors. Aeries A-G completion data/transcript reviews, Aeries intervention data, SBAC results, and AP exam data, the following increases/decreases were noted:

The 2016-17 goal was to see a 5% increase in percentage of students who scored in the "College Ready" range in math and ELA as measured by EAP.

ELA, 2015-16: 54%; 2016-17: 53%; 1% decrease

Math, 2015-16: 36%; 2016-17: 32%; 4% decrease

The 2016-17 goal was to see a 5% increase in percentage of EL students who scored in the "College Ready" range in math and ELA as measured by EAP.

ELA, 2015-16: 0%; 2016-17: 0%; no change

Math, 2015-16: 6%; 2016-17: 0%; 6% decrease

The 2016-17 goal was to see a 5% increase in percentage of SPED students who scored in the "College Ready" range in math and ELA as measured by EAP.

ELA, 2015-16: 20%; 2016-17: 15%; 5% decrease

Math, 2015-16: 3%; 2016-17: 4%; 1% increase

The 2016-17 goal was to see a 5% increase in percentage of low-SES students who scored in the "College Ready" range in math and ELA as measured by EAP

ELA, 2015-16: 9%; 2016-17: 25%; 16% increase

Math, 2015-16: 2%; 2016-17 to 16%; 14% increase

The 2016-17 goal was to see an increase in cohort graduation rates for EL and Low-SES.

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

Some actions were effective in achieving the desired outcomes, as evidenced by the increase in test scores for low-SES and EL students.

EL, 2015-16: 100%; 2016-17: no data yet; TBD
Low-SES, 2015-16: 100%; 2016-17: no data yet; TBD

The 2016-17 goal was to see an increase in AP and Honors enrollment for EL and Low-SES subgroups to more closely reflect the demographics of SDHSA

EL, 2015-16: 0.1%; 2016-17: 0.2%; 0.1% increase
Low-SES, 2015-16: 7%; 2016-17: 9.1%; 2.1% increase

The 2016-17 goal was to see an increase in UC/CSU eligibility rates for EL and Low-SES.

EL, 2015-16: 0%; 2016-17: no data; TBD
Low-SES, 2015-16: 41.4%; 2016-17: no data yet; TBD

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

Partially met. The percentage of Low-SES students who scored in the "College Ready" range in ELA and math increased. The percentage of Special Education students who scored in the "College Ready" range increased in math. The other goals were not met.

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

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

School Goal 3 (Description of 2016-17 School Goal)

Implement strategies to increase reclassification of all ELs.

LCAP Priority Area:

Student achievement and other important student outcomes

Targeted Pupil Student Group(s):

EL student population

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

Based on CAASPP, CELDT, LAS Links, D/F list, enrollment data, and reclassification rates, the following increases/decreases were noted:

The 2016-17 goal was to see a 5% increase in reclassification rates for ELs.
2015-16: 5.8%; 2016-17: 24.1%; 18.3% increase

The 2016-17 goal was to see an increase in the number of EL students in the met or exceeded range on the CAASPP.
Math, 2015-16: 25%; 2016-17: 0%; 25% decrease
ELA, 2015-16: 25%; 2016-17: 21.4%; 3.6% decrease

The 2016-17 goal was to see a 5% reduction the percentage of EL students on the D/F list.
In 2015-16, 54.5% of the D/F list was comprised of EL students. In 2016-17, EL students made up 37.5% of the D/F list.

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

While reclassification rates for ELs increased, CAASPP scores for EL students decreased in both Math and ELA. The D/F list saw a 17% decrease in EL students, which met the 2016-17 goal.

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

Partially met. The percentage of LTELs that achieved reclassification increased by 18.3% from 2015-16 to 2016-17, although the percentage of EL students in the "met" or "exceeded" range on both the math and ELA sections of the CAASPP declined.

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

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

School Goal 4 (Description of 2016-17 School Goal)

Increase student scores on the CAASPP in ELA and math

LCAP Priority Area:

Student achievement and other important student outcomes

Targeted Pupil Student Group(s):

All students, with a focus on EL, RFEP, SPED, and low-SES student groups.

A. Measurable Outcomes: List Specific data that was reviewed toward meeting this goal. Show growth/decline using data.
Based on CAASPP results,

The 2016-17 goal was to see a 5% increase in met or exceeded range on the CAASPP in ELA and math for all students.
ELA, 2015-16: 88%; 2016-17: 86.7%; 1.3% decrease
Math, 2015-16: 68%; 2016-17: 65%; 3% decrease

The 2016-17 goal was to see an increase in students in the met or exceeded range for the EL, RFEP, SPED, and low-SES student groups on the CAASPP.

EL student group:
Math, 2015-16: 25%; 2016-17: 0%; 25% decrease
ELA, 2015-16: 25%; 2016-17: 21.4%; 3.6% decrease

RFEP student group:
Math, 2015-16: 30%; 2016-17: 35.1%; 5.1 increase
ELA, 2015-16: 94%; 2016-17: 73.7%; 20.3% decrease

SPED student group:
ELA, 2015-16: 63%; 2016-17: 53.2%; 9.8% decrease
Math, 2015-16: 26%; 2016-17: 25.5%; 0.5% decrease

Low-SES student group:
Math, 2015-16: 21%; 2016-17: 39.1%; 18.1% increase
ELA, 2015-16: 67%; 2016-17: 67.2%; 0.2% increase

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

While the percentage of all students in the met or exceeded range decreased on both the math and ELA sections of the CAASPP, specific student groups did show growth. In particular, the percentage of RFEP and low-SES students in the met or exceed range increased in the math portion of the CAASPP.

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

Partially met. With the exception of RFEP and low-SES student math scores, all other student group scores did not achieve set goals.

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

Use of intervention classes, tutoring, and staff collaboration to increase student achievement on the ELA and math CAASPP for all students.

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.

<p>LCAP Goal: (paste aligned SDUHSD LCAP goal from SDUHSD 17-20 Board approved LCAP)</p> <p>Goal #4 Increase the level of “school connectedness” and "sense of safety" of pupils, staff and parents.</p> <p>School Goal 1 (Description of 2017-18 measurable School Goal, aligned to WASC Action Plan goals)</p> <p>Increase student connectedness campus wide.</p> <p>LCAP Priority Area:</p> <p>Related State and/or Local Priorities: 3, 4, 5, 7, 8</p> <p>Targeted Pupil Student Group(s):</p> <p>All students</p>	
<p>Rationale: What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.</p> <p>Based on CA Healthy Kids Survey results, 11% of students reported not feeling they are a part of the school, 24% students reported they do not feel that they do things that make a difference at the school.</p> <p>Multiyear data reflects a high and increasing truancy rate for all students. In addition, in 16-17, SDHA sent 733 SARB 1, 295 SARB 2, and 189 SARB 3 letters.</p> <p>An analysis of this data reveals that SDHSA should seek to improve student connectedness.</p>	<p>Growth Targets: Expected annual measurable outcomes.</p> <p>A 5% decrease from 2016-2017 in attendance meetings, SART contracts, and SARB referrals</p> <p>A 5% decrease in number of students not feelings they are a part of the school according to a site-developed school climate survey</p> <p>A 5% decrease in those students reporting they do things that make a difference in the school according to a site-developed school climate survey</p> <p>A 5% decrease in the truancy rate for all students</p>
<p>School-wide critical area/s for follow up addressed: How does this goal align to one of the identified “critical areas for follow up” from the most recent WASC visiting committee report?</p> <p>6) Investigate goals and effectiveness of Homeroom 7) Utilize homeroom to include interventions, data chats, and college/career readiness:</p>	
<p>Strategy: (briefly describe the overall plan to address the identified need)</p> <p>Utilize attendance protocols, Link Crew activities, data analysis, and homeroom to increase student connectedness on campus.</p>	

Actions/Tasks (describe specifically what will occur at the site to meet this goal)	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
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1.	<p>Regular attendance intervention meetings, including:</p> <ul style="list-style-type: none"> • weekly meeting with attendance clerk and assistant principals to target students needing intervention support • student/admin. attendance intervention meetings • student/admin./parent attendance/SART meeting 	Administration	N/A	Number of SART contracts and SARB referrals	Ongoing
2.	<p>Continuation of the Link Crew program, a student transition program on campus, including:</p> <ul style="list-style-type: none"> • freshmen orientation hosted by teacher coordinators and SDA Link Crew Student Leaders for all incoming freshmen • two academic/social follow ups for freshmen students providing increased opportunities for freshmen students to connect with a positive peer at SDA • coordinator training for two staff members leading the Link Crew program • ongoing coordinator/leader meetings throughout the school year to best support the Link Crew program and student connectedness 	Link Crew Coordinator(s) & ASB Director	N/A	School Climate Survey	Spring 2018
3.	<p>Meeting with Site Cabinet members to analyze CHKS data, as related to student connectedness and safety on campus, to evaluate the effectiveness of current programs and to determine the needs for additional interventions and/or support.</p>	Cabinet Members	N/A	School Climate Survey	Spring 2018
4.	<p>Utilize Homeroom for student connectedness activities (i.e. Homeroom Olympics and two extended Homerooms designated to Link Crew student support and connection activities)</p>	Administrator	N/A	School Climate Survey	Ongoing

LCAP Goal: (paste aligned SDUHSD LCAP goal from SDUHSD 17-20 Board approved LCAP)

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

School Goal 2 (Description of 2017-18 measurable School Goal, aligned to WASC Action Plan goals)

To increase college and career readiness.

LCAP Priority Area:

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

Targeted Pupil Student Group(s):

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

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

Based on 2016-2017 EAP results for math 32% of all students were college ready, 0% of EL students were college ready, 16% of low SES students were college ready, and 4% of SPED students were college ready.

In addition, based on the 2016-2017 EAP ELA results, 53% of students were college ready, 0% of EL of students were college ready, 25% of low-SES were college ready, and 15% of SPED students were college ready.

In addition, multiyear data on UC/CSU eligibility rates of all students has remained stagnant around 70%, has been 0% for EL students over the course of three years (2013-2016), and declined from 54.4% in 2013-2015 to 41.4% in 2015-16 for Low-SES students. These unchanging or decreasing rates show a need to improve college and career readiness.

Multiyear data proves there have been slight increases in cohort graduation rates for all students, EL students, SPED students, and for low-SES students. However, these student groups (EL, low-SES, and SPED) are underrepresented in AP and Honors courses: 0.2% of EL students, 9.1% of low-SES students, and 16.8% (26 of 155) of SPED students were enrolled in AP and honors courses.

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

Growth Targets: Expected annual measurable outcomes.

5% increase in percentage of students who scored in the "College Ready" range in math and ELA as measured by EAP

5% increase in percentage of EL students who scored in the "College Ready" range in math and ELA as measured by EAP

5% increase in percentage of SPED students who scored in the "College Ready" range in math and ELA as measured by EAP

5% increase in percentage of low-SES students who scored in the "College Ready" range in math and ELA as measured by EAP

5% increase AP and Honors enrollment for EL and Low-SES subgroups to more closely reflect the demographics of SDHSA

5% increase UC/CSU eligibility rates for EL and Low-SES

Increase cohort graduation rates for EL and Low-SES

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

1) use of data to drive instruction

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

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

	Actions/Tasks (describe specifically what will occur at the site to meet this goal)	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Counselors will utilize Naviance and Aeries to track A-G completion rates, and provide interventions to students via classroom presentations and individual student meetings to complete 4-year plans.	Counselors	N/A	UC/CSU rates	Ongoing
2.	Meetings to analyze AP Potential data with cabinet to: <ul style="list-style-type: none"> • identify potential AP students with a focus on underrepresented student groups • counselors to schedule and hold student meetings to encourage AP course enrollment 	Cabinet Members	N/A	# of student meetings and 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	\$4,745 Source: Site Tutoring Funds	UC/CSU rates and enrollment data	Ongoing

LCAP Goal: (paste aligned SDUHSD LCAP goal from SDUHSD 17-20 Board approved LCAP)

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

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

School Goal 3 (Description of 2017-18 measurable School Goal, aligned to WASC Action Plan goals)

Increase reclassification rates for all ELs.

LCAP Priority Area:

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

Targeted Pupil Student Group(s):

EL student population

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

Based on CELDT, CAASP, LAS Links, D/F list, enrollment data, and reclassification rates,

In 2016-2017, the percentage of students redesignated fluent English proficient was 24.1%.

In 2016-17, 44% of our EL students are LTELs (18 of 41 EL students).

Multiyear data on UC/CSU eligibility rates have shown 0% of EL students as UC/CSU eligible over the course of three years (2013-2016), and 0.2% of ELs students are enrolled in AP or Honors courses;

CAASPP scores for 2016-17 report that 0% of EL students scored in the met or exceeded range in math and 21.4% scored in the met or exceeded range for ELA.

In 2016-17, EL students comprised 37.5% of the D/F list.

EAP scores from 2016-2017 report that 0% of EL students scored in the "College Ready" range in math and 0% of EL students scored in the "College Ready" range in ELA.

An analysis of this data reveals that SDHSA should seek to increase reclassification rates for all ELs.

Growth Targets: Expected annual measurable outcomes.

5% increase in reclassification rates for ELs

5% increase the percentage of EL students in the met or exceeded range on the CAASPP

5% decrease in the percentage of EL students that comprise the D/F list

5% increase in percentage of students who scored in the "College Ready" range in math and ELA as measured by EAP.

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

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

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

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

	Actions/Tasks (describe specifically what will occur at the site to meet this goal)	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Continue to offer the AVID program, focused on: <ul style="list-style-type: none"> weekly tutorial for support in students' academic classes focused on achieving passing grades in core academic classes 	Administration/Teachers	\$36,000 Source: LCAP non-formula section	Enrollment data, CAASP scores, UC/CSU rates, graduation rates	Ongoing
2.	Continue to implement English intervention classes, to provide targeted strategies for under-performing students: a) Academic Literature class: teachers and administrators review CELDT, LAS links, grades for placement in this intervention course b) Academic Literature teacher works with students to develop individualized learning plans to support specific learning targets, focused on both the development of academic skills and language acquisition c) Students exit Academic Literature course by meeting reclassification criteria on the CELDT, LAS links, grades, and scores on CAASPP assessments.	Administration/Teachers	\$36,000 Source: LCAP non-formula section	grades, SBAC ELA	Ongoing
3.	EL Lead release to support: <ul style="list-style-type: none"> student academic/grade discussions CELDT, LAS Links, and CAASPP assessment results discuss reclassification criteria with students EL accommodation strategies for academic core teachers support in Academic Literature course monitor progress of all EL students using the district monitoring document separate meetings with students and meetings with staff for support 	EL Coordinator	\$36,000 Source: LCAP non-formula section	Reclassification rates	Ongoing

LCAP Goal: (paste aligned SDUHSD LCAP goal from SDUHSD 17-20 Board approved LCAP)

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

School Goal 4 (Description of 2017-18 measurable School Goal, aligned to WASC Action Plan goals)

Increase student achievement in ELA and math

LCAP Priority Area:

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

Targeted Pupil Student Group(s):

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

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

In the 2016-17 administration of the CAASPP, students scored in the met or exceeded range, as follows:

All students:

ELA: 86.7%, Math: 65%

RFEP students:

ELA: 73.7%, Math: 35.1%

EL students:

ELA: 21.4%, Math: 0%

SPED students:

ELA: 53.2%, Math: 25.5%

Low-SES students:

ELA: 67.2%, Math: 39.1%

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

An analysis of this data reveals that SDHSA should seek to increase student achievement in ELA and math.

Growth Targets: Expected annual measurable outcomes.

5% increase in met or exceeded range on the CAASPP in ELA and math for all students

5% increase in students in the met or exceeded range on the CAASPP in ELA and math for the EL student group.

5% increase in students in the met or exceeded range on the CAASPP in ELA and math for the RFEP student group.

5% increase in students in the met or exceeded range on the CAASPP in ELA and math for the SPED student group.

5% increase in students in the met or exceeded range on the CAASPP in ELA and math for the low-SES student group.

5% decrease in the percentage of 11th and 12th students enrolled in below grade level math courses.

5% decrease in the percentage of students on D/F list in Spring term.

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

2) Strengthen PLC process

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

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

	Actions/Tasks (describe specifically what will occur at the site to meet this goal)	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Implement math and English intervention classes, to provide targeted strategies for under-performing students: a)Academic Literature course: <ul style="list-style-type: none"> • Identification: teachers and administrators review CELDT, LAS links, and grades for placement in this intervention course • Target: instruction is targeted at both language acquisition and and the development of academic skills • Exit: students are exited by reviewing reclassification requirements, including grades, CELDT, LAS links, and CAASPP results b)Math readiness course: <ul style="list-style-type: none"> • Identification: review of SBAC scores and D/F list for student placements • Target: instruction is targeted on bridging and reviewing math concepts to best support student success in IM1 • Exit: students are exited by reviewing grades 	Administrators/teachers	Source: LCAP non-formula section (cost reflected in Goal 3, Action 2) b) \$36,000 Source: LCAP non-formula section	CELDT, LAS Links, grades, SBAC, enrollment data	Ongoing
2.	Continue to offer of after-school subject specific tutoring opportunities for all students. <ul style="list-style-type: none"> • sign in sheets track attendance • tutoring provided by both SDA teachers and NHS students 	Teachers	N/A	Grades, D/F list	Ongoing
3.	In addition to collaboration during late start and hour lunch, provide 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	Source: Site Formative/Achievement Funds \$18,980	Common assessments	Ongoing

D. School Site Council Membership San Dieguito High School Academy

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

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

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



**SAN DIEGUITO
HIGH SCHOOL ACADEMY**

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www.sd.sduhsd.net

Principal
Adam Camacho

**San
Dieguito**
Union High School District

Board of Trustees
Joyce Dalessandro
Beth Hergesheimer
Amy Herman
Maureen "Mo" Muir
John Salazar

Superintendent
Eric R. Dill

I have reviewed and approve the 2017-18 Single Plan for Student Achievement (SPSA) for San Dieguito High School Academy.

Member Name	Position	Signature	Date
Adam Camacho	Principal		10.20.17
Todd Vollstedt	Classroom Teacher		10/25/17
Sean Floyd	Classroom Teacher		10/20/17
Curt Erales	Classroom Teacher		10/20/17
Jacqueline Parks	Classroom Teacher		10-20-17
Kalani Crosby	Other School Staff		10/20/17
Nancy Lazerson	Parent/Community Member		10/23/17
Rachel Hart	Parent/Community Member		10/24/17
Paul Abel	Parent/Community Member		10/24/17
Kristina Quandt	Student		10-20-17
Amelia Kaiser	Student		10-20-17
Madison Noyes	Student		10-20-17

**Form F. Budget 2017-18
San Dieguito High School Academy**

State/Federal Categorical Program	Allocation
Site LCFF Supplemental Funding - Site Formative/Achievement Funds	\$18,980.00
Site LCFF Supplemental Funding - Site Tutoring Funds	\$4,745.00
Site LCFF Supplemental Funding – District Funded Sections (non-formula)	\$144,000.00
Title I Funds	\$0.00
Total	\$167,455.00

Appendix A. Student Performance Data

Section 1: Enrollment

Table 1.1 Site enrollment trends with Student Group breakdown

	2016-17		2015-16		2014-15		2013-14	
	#	%	#	%	#	%	#	%
Total enrollment	1,834	-	1,828	-	1,635	-	1,607	-
Number & Percent of English Learners	41	2.24%	54	3.0%	69	4.2%	62	3.8%
Number & Percent of Long Term English Learners	18	0.98%	31	1.7%	56	3.4%	55	3.4%
Number & Percent of Redesignated Fluent English Proficient students	222	12.10%	211	11.5%	168	10.3%	164	10.2%
Number & Percent of students who are Socio-Economically Disadvantaged	230	12.54%	252	13.8%	227	13.9%	233	14.5%
Number & Percent of Special Education students	167	9.11%	185	10.1%	167	10.2%	164	10.2%

Source:

Total enrollment, English Learner enrollment, Socio-Economically Disadvantaged enrollment, Special Education enrollment:
California Longitudinal Pupil Achievement Data System. Report. 1.1 Enrollment - Primary Status by Subgroup. (Fall 1)

Long Term English Lerner Enrollment, Redesignated Fluent English Proficient enrollment:
Aeries Student Information System data. Analytics dashboards: LTEL, RFEP (retrieved 8/23/16)

Section 2: Student Achievement Indicators

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

11 th grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
16-17	465	86.7%	90.9%	73.7%	21.4%	53.2%	67.2%
15-16	384	88%	91%	94%	25%	63%	67%
14-15	366	79%	83%	63%	NA	50%	52%

Source:

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

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	382	406	475	372	386	465	366	384	465	97.4	95.1	97.9
All Grades	382	406	475	372	386	465	366	384	465	97.4	95.1	97.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2661.3	2680.8	2677.8	49	54	52.90	28	35	33.76	15	9	10.32	6	2	3.01
All Grades	N/A	N/A	N/A	49	54	52.90	28	35	33.76	15	9	10.32	6	2	3.01

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

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

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

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

Data Source

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

III School and Student Performance Data

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

11 th grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
16-17	465	65%	70.6%	35.1%	0%	25.5%	39.1%
15-16	383	68%	71%	30%	25%	26%	21%
14-15	365	58%	64%	23%	NA	18%	16%

Source:

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

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	382	406	475	369	385	465	365	383	465	96.6	94.8	97.9
All Grades	382	406	475	369	385	465	365	383	465	96.6	94.8	97.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2645.0	2664.1	2661.4	32	36	31.83	25	28	33.12	21	22	20.86	21	14	14.19
All Grades	N/A	N/A	N/A	32	36	31.83	25	28	33.12	21	22	20.86	21	14	14.19

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

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	36	40	36.56	46	48	44.52	17	12	18.92
All Grades	36	40	36.56	46	48	44.52	17	12	18.92

Communicating Reasoning
Demonstrating ability to support mathematical conclusions

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

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

Section 3: School Climate Indicators

Table 3.1 Truancy rates

	2015-16	2014-15	2013-14	2012-13
Truancy rate	52.59%	77.48%	62.29%	20.6%

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

Table 3.2 Chronic absenteeism rates by Student Group

	All Students	English Learners	Socioeconomically disadvantaged	Special Education
16-17	4.2%	0%	2.6%	4.25%
15-16	8.8%	12.8%	10.3%	14.7%
14-15	4.8%	8.8%	5.3%	4.6%

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

Table 3.3 Discipline data

	2014-15	2013-14	2012-13
Number of students suspended	19	12	16
Suspension rate	1.2%	0.7%	1.0%
Number of students expelled	0	0	1
Expulsion rate	0.0%	0.0%	0.1%

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

Table 3.4 Cohort dropout rate by Student Group

	2015-16	2014-15	2013-14	2012-13
All Students	0.3%	0.3%	1.0%	1.0%

Source:
CALPADS report 1.9 Completers and Dropouts - Count

Section 4: Progress Monitoring of English Learners

California English Language Development (CELDT) Data

Table 4.1 CELDT (Annual Assessment) Results

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

Data Source

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

Table 4.2 Reclassification Rate

	2016-17	2015-16	2014-15	2013-14
Number and percentage of students Redesignated Fluent English Proficient	13 (24.1%)	4 (5.8%)	3 (4.8%)	7 (12.1%)

Source:

California Department of Education Data Reporting Office. Number and Percent of Students Redesignated to FEP. Retrieved from <http://dq.cde.ca.gov/dataquest/>

Section 5: College and Career Readiness Indicators

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

	All Students			English Learners			Socioeconomically disadvantaged			Special Education		
	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready
16-17	53%	34%	13%	0%	21%	78%	25%	42%	33%	15%	38%	47%
15-16	54%	35%	11%	0%	25%	75%	9%	58%	32%	20%	43%	38%

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

Table 5.2 Early Assessment Program (EAP) math results by Student Group

	All Students			English Learners			Socioeconomically disadvantaged			Special Education		
	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready
16-17	32%	33%	35%	0%	0%	100%	14%	25%	61%	4%	21%	74%
15-16	36%	28%	36%	6%	0%	94%	2%	19%	79%	3%	23%	75%

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

Table 5.3 Advanced Placement Exam results

	2016-17	2015-16	2014-15	2013-14
Percent of exams with a score of 3+ (passing)	75%	73%	74%	76%
Number of tests taken	1426	1236	1,091	1,118
Number of testers	601	527	476	477
Average number of tests per student	2.37	2.3	2.3	2.3

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

Table 5.4 College Entrance Exam results

		2017-16	2015-16	2014-15	2013-14
SAT	Number and Percent of Seniors tested		*	240/70%	321/77%
	Mean Score : Critical Reading		*	562	570
	Mean Score : Math		*	580	579
	Mean Score: Writing		*	553	566
ACT	Number and Percent of Seniors tested		*	183/54%	221/53%
	Average Score : English		*	25.5	26.4
	Average Score : Math		*	25.4	25.6
	Average Score: Reading		*	25.6	26.4
	Average Score: Science		*	24.6	25.1
	Average Score: Composite		*	25.4	26

Source:

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

Table 5.5 UC/CSU eligibility rates by Student Group

	All students	English Learner	Socioeconomically disadvantaged	Special Education
15-16	70.3%	0.0%	41.4%	*
14-15	70.1 %	0.0 %	54.4 %	*
13-14	73.3 %	8.3%	60.0%	*

Source:

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

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

Table 5.6 Cohort graduation rates by Student Group

	All students	English Learner	Socioeconomically disadvantaged	Special Education
15-16	99.7%	100%	100%	97.8%
14-15	99.1%	93.3%	96.1%	91.9%
13-14	99.0%	95.8%	98.8%	97.5%

Source:

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