San Dieguito High School Academy

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2016-17 School Accountability Report Card
Published During the 2017-18 School Year

School Description

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

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	447
Grade 10	508
Grade 11	485
Grade 12	394
Total Enrollment	1,834

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.7
Asian	5
Filipino	0.8
Hispanic or Latino	20
Native Hawaiian or Pacific Islander	0.1
White	71.5
Two or More Races	1.8
Socioeconomically Disadvantaged	12.5
English Learners	2.2
Students with Disabilities	9.1
Foster Youth	0

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the State priority: Basic (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
San Dieguito High School Academy	15-16	16-17	17-18
With Full Credential	75		78
Without Full Credential	0		0
Teaching Outside Subject Area of Competence	0		0
San Dieguito Union High School District	15-16	16-17	17-18
With Full Credential	♦	♦	567
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
San Dieguito High School	15-16	16-17	17-18
Teachers of English Learners	0		0
Total Teacher Misassignments	0		0
Vacant Teacher Positions	1		0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Textbooks and Instructional Materials Year and month in which data were collected: 2008	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	Language of Literature adopted 2003 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	SDUHSD developed materials **Percent of students lacking their own assigned textbook:** 0
Science	Biology, Adopted 2007; Modern Chemistry, Adopted 2007; Physics: A World View, Adopted 2007; Modern Earth Science, Adopted 2007 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
History-Social Science	Economics: Principles and Practice, Adopted 2006; U.S. Government: Democracy in Action, Adopted 2006; The Americans: Reconstruction through the 21st Century, Adopted 2006; Modern World History: Patterns of Interaction, Adopted 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Foreign Language	Realidades series, Adopted 2004; Bon Voyage series, Adopted 2004; Genki series, Adopted 2004; Signing Naturally, Adopted 2004 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0
Health	**Percent of students lacking their own assigned textbook:** 0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/2017					
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**	
	Good	**Fair**	**Poor**		
Overall Rating	Exemplary	Good	Fair	Poor	Our school meets most or all of the standards for good repair, established by the Office of Public School Construction. If we have any deficiencies, they are not significant. We scored between 99 and 100 percent on the 15 categories of our evaluation.
	X				

B. Pupil Outcomes

State Priority: Pupil Achievement
The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students					
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**				
	School		**District**		**State**
	15-16	**16-17**	**15-16**	**16-17**	**15-16**	**16-17**
ELA	89	87	80	81	48	48
Math	64	65	71	71	36	37

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in Science for All Students						
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**					
	School		**District**		**State**	
	14-15	**15-16**	**14-15**	**15-16**	**14-15**	**15-16**
Science	75	79	85	84	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
9	10.5	28	50.4

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	**Number of Students**		**Percent of Students**	
	Enrolled	**with Valid Scores**	**w/ Valid Scores**	**Proficient or Advanced**
All Students	503	481	95.6	79.4
Male	255	242	94.9	80.6
Female	248	239	96.4	78.2
Asian	35	32	91.4	87.5
Hispanic or Latino	97	91	93.8	53.9
White	361	349	96.7	85.4
Socioeconomically Disadvantaged	81	76	93.8	51.3
English Learners	28	25	89.3	8.0
Students with Disabilities	61	53	86.9	45.3

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	475	465	97.89	86.67
Male	238	232	97.48	84.91
Female	237	233	98.31	88.41
American Indian or Alaska Native	--	--	--	--
Asian	34	33	97.06	96.97
Filipino	--	--	--	--
Hispanic or Latino	91	90	98.9	63.33
White	344	336	97.67	91.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	69	67	97.1	65.67
English Learners	45	45	100	48.89
Students with Disabilities	50	47	94	53.19
Students Receiving Migrant Education Services	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2016-17 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	475	465	97.89	64.95
Male	238	232	97.48	65.52
Female	237	233	98.31	64.38
American Indian or Alaska Native	--	--	--	--
Asian	34	33	97.06	84.85
Filipino	--	--	--	--
Hispanic or Latino	91	90	98.9	28.89
White	344	336	97.67	72.32
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	69	67	97.1	38.81
English Learners	45	45	100	6.67
Students with Disabilities	50	47	94	25.53
Students Receiving Migrant Education Services	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)
We work collaboratively with parents and encourage them to participate as active partners in their children's academic and extracurricular school experiences. We have more than 650 parent volunteers, and more than a third of our students' families have joined our foundation. Parents are also highly involved in our Music Council, School Site Council (SSC), Athletic Council, Student Support Council, Theater Council, and Academic Council. We have over 25 parents who help with our Robotics Team. Our Spanish-speaking parents meet monthly with the principal to discuss school- and student-related issues. Our school Web site provides an abundance of information on how parents can be involved in their children's education. Parents are invited to attend monthly open forums with the principal, entitled First Fridays. We inform parents via weekly emails, all-call alerts, weekly bulletin, Facebook, Twitter, and parent newsletter to keep them updated on school activities and opportunities for their involvement.

State Priority: School Climate
The SARC provides the following information relevant to the State priority: School Climate (Priority 6):
• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

School Safety Plan
The staff monitors parking lots, hallways, and the lunch area before and after school and during lunch and passing periods. All visitors must check in at the office and wear a visitor's pass while on school grounds. Our campus supervisor monitors our campus and parking lots. We conduct monthly fire, lockdown, and earthquake drills, and we hold monthly safety meetings with parent, student, and staff representatives. In a working partnership with the sheriff 's department, parents and students take part in a program entitled Start Smart, designed to educate new drivers. Our school safety plan is updated yearly and approved by the School Site Council.

Suspensions and Expulsions			
School	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	1.2	1.7	5.0
Expulsions Rate	0.0	0.0	0.1
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	1.4	1.6	2.8
Expulsions Rate	0.1	0.1	0.1
State	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2017-18 Federal Intervention Program		
Indicator	**School**	**District**
Program Improvement Status		In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement		2
Percent of Schools Currently in Program Improvement		66.7

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	4.0
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	2.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist	
Other	
Average Number of Students per Staff Member	
Academic Counselor	450

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)												
	Average Class Size			**Number of Classrooms***								
				1-22			**23-32**			**33+**		
Subject	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**
English	29	33	33	9	4	2	6	5	9	23	27	25
Mathematics	28	32	31	5	3	3	14	11	8	11	15	19
Science	34	33	34	1	1		5	3	5	17	17	15
Social Science	30	35	35	5	2	1	4	2	5	19	26	23

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

Our teachers collaborate frequently in department, course-alike, and faculty meetings. We also provide monthly late-start days throughout the school year, which provides the staff with additional collaboration time and the opportunity to meet in Professional Learning Communities (PLC's). Our weekly hour lunches are used for staff and department meetings. During these days, staff members have the opportunity to discuss instruction, assessments, curricular issues, and student support. In addition, each department meets quarterly for planning purposes.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$58,245	$50,221
Mid-Range Teacher Salary	$97,401	$83,072
Highest Teacher Salary	$119,238	$104,882
Average Principal Salary (ES)		
Average Principal Salary (MS)	$138,738	$128,094
Average Principal Salary (HS)	$152,948	$146,114
Superintendent Salary	$235,400	$226,121
Percent of District Budget		
Teacher Salaries	40%	34%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	$6,130	$390	$5,740	$91,819
District	♦	♦	$5,464	$97,644
State	♦	♦	$6,574	$82,770
Percent Difference: School Site/District			4.9	-6.1
Percent Difference: School Site/ State			-13.5	10.4

* Cells with ♦ do not require data.

Types of Services Funded

The local control funding formula (LCFF) was enacted in 2013–14, and it replaced the previous kindergarten through grade 12 (K–12) finance system which had been in place for roughly 40 years. For school districts, the LCFF establishes base, supplemental, and concentration grants in place of the many previously existing K–12 funding streams and most of the 50-plus state categorical programs that existed at the time. LCFF provides all districts with per-student base grant funding that varies slightly depending on grade level. Additionally, all districts receive per student supplemental grant funding which adds 20% to the base grant funding for each English-language learner, low-income student and foster youth student enrolled. Finally, districts in which English-learners, low-income students and foster youth exceed 55% of the total enrollment receive additional concentration grant funding equal to 50% of the base grant funding. San Dieguito Union High School District (SDUHSD) is not eligible for concentration funding because its enrollment does not exceed the 55% threshold. By law, supplemental and concentration grant funds must be used to increase and improve programs and services for English-learners, low-income students and foster youth.

SDUHSD schools offer a broad course of study which includes; intervention courses, Advanced Placement (AP) and Honors courses, specialized programs for students who qualify for Special Education, Integrated and Designated English Language Development Programs for English Learners as well as CTE courses and pathways.

Additionally, SDUHSD schools offer services and supports for all students including; School Social Workers, READI program, School Counselors, School Psychologists, EL Lead Teachers, and Special Education Service Providers.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
San Dieguito High School Academy	**2013-14**	**2014-15**	**2015-16**
Dropout Rate	1	0.3	0.3
Graduation Rate	99.03	99.1	99.73
San Dieguito Union High School District	**2013-14**	**2014-15**	**2015-16**
Dropout Rate	1.8	2.7	2.6
Graduation Rate	96.71	95.96	95.45
California	**2013-14**	**2014-15**	**2015-16**
Dropout Rate	11.5	10.7	9.7
Graduation Rate	80.95	82.27	83.77

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	1217
% of pupils completing a CTE program and earning a high school diploma	25%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	12%

Courses for University of California (UC) and/or California State University (CSU) Admission	
UC/CSU Course Measure	Percent
2016-17 Students Enrolled in Courses Required for UC/CSU Admission	99.46
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	70.32

* Where there are student course enrollments.

2016-17 Advanced Placement Courses		
Subject	**Number of AP Courses Offered***	**Percent of Students In AP Courses**
Computer Science		♦
English	2	♦
Fine and Performing Arts	2	♦
Foreign Language		♦
Mathematics	2	♦
Science	2	♦
Social Science	5	♦
All courses	13	38.9

Completion of High School Graduation Requirements			
Group	**Graduating Class of 2016**		
	School	**District**	**State**
All Students	97.4	95.18	87.11
Black or African American	100	81.82	79.19
American Indian or Alaska Native	0	66.67	80.17
Asian	100	99.05	94.42
Filipino	100	100	93.76
Hispanic or Latino	93.51	86.64	84.58
Native Hawaiian/Pacific Islander	0	100	86.57
White	98.2	96.06	90.99
Two or More Races	100	96.3	90.59
Socioeconomically Disadvantaged	100	85.47	85.45
English Learners	57.14	48.15	55.44
Students with Disabilities	91.11	80.35	63.9
Foster Youth	0	0	68.19

Career Technical Education Programs

Career Technical Education (CTE) in the SDUHSD is a program of study involving a sequence of courses within an industry pathway that integrates core academic knowledge with technical skills. CTE provides students with multiple pathways to college and careers. The career pathways are organized within 15 state-defined industry sectors, which have been identified as critical for the fiscal stability and prosperity of the State of California. Students complete a career pathway by (a) taking and passing two or more CTE courses in a single, defined pathway. Student internship opportunities are available within some of the advanced CTE courses. CTE courses at SDUHSD often fulfill the "a–g" subject-area requirements of the University of California and the California State University and may lead to community college credit, an industry-recognized credential, a certificate, or a degree at the postsecondary level.

Torrey Pines High School offers CTE courses in the following industry sectors: Arts, Media and Entertainment, Building and Construction, Engineering and Architecture, Business and Finance, Hospitality, Tourism and Recreation, Information and Communication Technologies, and transportation.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.