

San Dieguito High School Academy

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://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).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2023-24 School Contact Information

School Name	San Dieguito High School Academy
Street	800 Santa Fe Drive
City, State, Zip	Encinitas, CA 92024
Phone Number	760-753-1121
Principal	Cara Dolnik
Email Address	cara.dolnik@sduhsd.net
School Website	https://sd.sduhsd.net/
County-District-School (CDS) Code	37-68346-3737418

2023-24 District Contact Information

District Name	San Dieguito Union High School District
Phone Number	(760) 753-6491
Superintendent	Anne Staffieri, Ed. D. Superintendent
Email Address	info@sduhsd.net
District Website	www.sduhsd.net

2023-24 School Description and Mission Statement

San Dieguito High School Academy (SDA) is a comprehensive, public, four-year high school with a mission of serving students as a learning community which nurtures the individual, promotes academic rigor, provides varied opportunities for success, values excellence, and celebrates creative expression. SDA is a school of choice for students in the San Dieguito Union High School District, with a student population of 1,940. The SDA school community values the opportunity to offer students a challenging and relevant curriculum that is delivered by a compassionate staff on a flexible (4x4) schedule, enhanced by adult-student connection opportunities through homeroom period and other campus activities supported by the active Associated Student Body (ASB). Academics, arts, media, world languages, career interest areas, community service, physical activities, and politics are represented both in the variety of classes and curriculum offered, and in the many clubs, extra-curricular activities, and events on campus. Parents and community members are encouraged to take an active role at SDA, serving as members of School Site Council, SDA Foundation, and in other volunteer capacities. As an 88 year old institution, SDA strives to continue being a meaningful part of the surrounding community.

Students follow a 4x4 block schedule where they can take up to four classes per day, five days per week, in each fall and spring term. In this accelerated system, every term-long class is the equivalent of a traditional year-long class and students earn a first semester grade and final grade per class each term. Students who take eight classes can earn up to 80 credits in a year. The 4x4 schedule also gives students the chance to take additional electives and explore various disciplines beyond the required credits for graduation and UC/CSU a-g coursework. Classes support all students through access to honors and AP courses, multiple CTE Pathways, Targeted Academic Intervention classes, a robust Multilingual Learner program, and a wide variety of electives to meet student interests and potential career pathways. For students who have a specific area of interest, taking sequential elective or academic classes in both terms in order to advance their skills and knowledge is an option. The school has a long standing AVID program that supports first-generation students attending two and four-year colleges. SDA has formed meaningful partnerships with local learning institutions including Mira Costa Community College, Palomar Community College, and Cal State San Marcos giving students access to college classes beginning in their junior and senior years.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	439
Grade 10	555
Grade 11	533
Grade 12	562
Total Enrollment	2,089

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.9%
Male	48.7%
American Indian or Alaska Native	0.3%
Asian	3.6%
Black or African American	0.3%
Filipino	0.7%
Hispanic or Latino	23.2%
Two or More Races	6.2%
White	65.7%
English Learners	4.7%
Foster Youth	0%
Homeless	0.9%
Migrant	0.1%
Socioeconomically Disadvantaged	23.3%
Students with Disabilities	11.9%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	73.10	90.19	471.10	91.44	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.30	2.93	4.90	0.95	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.40	2.97	16.20	3.14	12115.80	4.41
Unknown	3.10	3.90	23.00	4.46	18854.30	6.86
Total Teaching Positions	81.10	100.00	515.20	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	80.20	94.50	479.80	91.95	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.50	0.29	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.30	1.53	7.80	1.50	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.30	2.77	12.70	2.45	11953.10	4.28
Unknown	1.00	1.18	19.80	3.81	15831.90	5.67
Total Teaching Positions	84.80	100.00	521.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	2.30	1.30
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	2.30	1.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	2.40	2.30
Total Out-of-Field Teachers	2.40	2.30

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	3.5	6.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

We choose our textbooks from lists that have already been approved by state education officials.

Year and month in which the data were collected 10/2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Language of Literature, adopted 2003	Yes	0

Mathematics	Ongoing SDUHSD developed curriculum for Integrated Math 1-3 and Introduction to Calculus.	Yes	0
Science	Experience Biology: The Living Earth, Adopted 2021; Modern Chemistry, Adopted 2007; Physics: A World View, Adopted 2007; Modern Earth Science, Adopted 2007	Yes	0
History-Social Science	Economics: Principles of Economics, Adopted 2023; U.S. Government: Principles of American Democracy, Adopted 2022; U.S. History: The Americans: Reconstruction to the Present, Adopted 2022; World History: Modern World History, Adopted 2022	Yes	0
Foreign Language	Realidades series, Adopted 2004; D'Accord series, Adopted 2020; Genki series, Adopted 2004; Signing Naturally, Adopted 2004	Yes	0
Health	Edgenuity online course		N/A
Visual and Performing Arts	N/A		

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report				05/02/23 - 05/16/23
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X		X	
Interior: Interior Surfaces	X	X		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation			X	
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			

Overall Facility Rate

Exemplary	Good	Fair	Poor
			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 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

ELA and 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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	70	76	77	79	47	46
Mathematics (grades 3-8 and 11)	52	54	66	68	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	530	501	94.53	5.47	75.65
Female	261	239	91.57	8.43	81.17
Male	267	261	97.75	2.25	70.50
American Indian or Alaska Native	--	--	--	--	--
Asian	22	20	90.91	9.09	80.00
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	127	125	98.43	1.57	62.40
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	23	22	95.65	4.35	81.82
White	351	328	93.45	6.55	79.88
English Learners	22	21	95.45	4.55	28.57
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	55	53	96.36	3.64	54.72
Socioeconomically Disadvantaged	135	130	96.30	3.70	61.54
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	69	64	92.75	7.25	40.63

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	530	497	93.77	6.23	53.83
Female	261	236	90.42	9.58	54.47
Male	267	260	97.38	2.62	53.46
American Indian or Alaska Native	--	--	--	--	--
Asian	22	20	90.91	9.09	90.00
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	127	125	98.43	1.57	35.48
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	23	22	95.65	4.35	59.09
White	351	324	92.31	7.69	58.02
English Learners	22	21	95.45	4.55	9.52
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	55	53	96.36	3.64	32.08
Socioeconomically Disadvantaged	135	129	95.56	4.44	35.16
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	69	64	92.75	7.25	14.06

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	51.35	54.04	57.46	59.99	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1077	1016	94.34	5.66	54.04
Female	537	494	91.99	8.01	54.05
Male	538	521	96.84	3.16	53.95
American Indian or Alaska Native	--	--	--	--	--
Asian	37	35	94.59	5.41	77.14
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	252	241	95.63	4.37	34.85
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	49	46	93.88	6.12	65.22
White	724	680	93.92	6.08	58.70
English Learners	34	32	94.12	5.88	0.00
Foster Youth	0	0	0	0	0
Homeless	20	20	100.00	0.00	15.00
Military	102	98	96.08	3.92	33.67
Socioeconomically Disadvantaged	262	245	93.51	6.49	33.47
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	126	115	91.27	8.73	20.18

2022-23 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. 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 taking and passing courses in a single, defined pathway. All CTE pathway courses include student work-based learning opportunities. SDUHSD CTE courses 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. Manuel Zapata is the primary representative of the district’s CTE program.

SDA offers courses in the following 9 CTE pathways: Cabinetry, Millwork, and Woodworking, Architectural Design, Film Video Production, Food Service and Hospitality, Graphic Design, Machining and Forming Technology, Graphic Production Technologies, Software and Systems Development, and Systems, Diagnostics and Service Repair. For a full list of courses and CTE advisory committee info visit the district website at www.sduhsd.net.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1027
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	55.4
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	99.86
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	78.14

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	89.55%	91.82%	91.82%	90.45%	91.82%

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

We work collaboratively with parents and encourage them to participate as active partners in their children's academic and extracurricular school experiences. Communication is disseminated to SDA's parent community in both English and Spanish. We have many 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, Theater Council, and Academic Council. The SDA Foundation is also an integral part of the school and helps fundraise and provide grants for teachers and the school. Monthly meetings between Administrators and the SDA Foundation Executive Director occur and they help guide us with parent feedback. We have over 25 parents who help with our Robotics Team. Our school Web site provides an abundance of information on how parents can be involved in their children's education, including many important resources that are translated into Spanish. There are several key staff members on site including the Receptionist, Counseling Secretary and Campus Supervisors who are bilingual helping to support our Spanish speaking student and parent population in communication with SDA personnel. Parents are invited to attend monthly open forums with the principal, called "Donuts with Dolnik" which are available to attend in person and online. There are English Learner Advisory Committee meetings held quarterly to ensure parent involvement from our EL families. We inform parents via weekly newsletters, and through social media outreach on Facebook and Instagram to keep them updated on school activities and opportunities for their involvement.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	0.9	1.7	0.9	1.5	2	1.8	9.4	7.8	8.2
Graduation Rate	97.9	97.4	97.2	96	96.4	96.3	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	568	552	97.2
Female	288	286	99.3
Male	280	266	95.0
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	15	15	100.0
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	123	117	95.1
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	27	27	100.0
White	394	384	97.5
English Learners	24	22	91.7
Foster Youth	0.0	0.0	0.0
Homeless	13	10	76.9
Socioeconomically Disadvantaged	180	170	94.4
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	76	64	84.2

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2130	2105	298	14.2
Female	1076	1067	157	14.7
Male	1046	1030	137	13.3
Non-Binary	8	8	4	50.0
American Indian or Alaska Native	7	7	3	42.9
Asian	76	76	5	6.6
Black or African American	6	6	1	16.7
Filipino	14	14	1	7.1
Hispanic or Latino	504	495	79	16.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	129	129	13	10.1
White	1394	1378	196	14.2
English Learners	104	102	23	22.5
Foster Youth	1	1	1	100.0
Homeless	32	32	13	40.6
Socioeconomically Disadvantaged	526	517	109	21.1
Students Receiving Migrant Education Services	3	3	0	0.0
Students with Disabilities	277	270	70	25.9

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.10	1.92	1.55	0.38	1.93	2.29	0.20	3.17	3.60
Expulsions	0.00	0.09	0.09	0.00	0.04	0.10	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.55	0.09
Female	0.93	0.09
Male	2.2	0.1
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	2.18	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	1.55	0
White	1.36	0.14
English Learners	2.88	0
Foster Youth	0	0
Homeless	3.13	0
Socioeconomically Disadvantaged	2.85	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	6.5	0

2023-24 School Safety Plan

Our school safety plan is updated yearly before the start of the school year and approved by the School Site Council in the Fall Term. In Spring 2022-23, all emergency response kits were reviewed for content and the CSSP was reviewed in detail with all staff, parents, and emergency response teams. All students view an emergency response presentation in Homeroom and all staff and students at SDA participate in fire, lockdown, and earthquake drills in timely accordance with California state requirements. Site administration hosts monthly safety meetings with stakeholder representatives. The staff monitors parking lots, hallways, common areas, and the lunch area throughout the day before and after school and during lunch and passing periods. All visitors must check in at the office with a valid I.D. using the Raptor System and must wear a visitor's pass while on school grounds. Our 4 campus supervisors monitor our campus, common areas, and parking lots throughout the day, particularly before school, after school, during passing periods, and lunch. 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. In 2023-24, SDA will host e-bike safety events to support safe access to and from campus.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	36	6	4	26
Mathematics	35	3	6	26
Science	37		4	21
Social Science	36	1	2	28

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	15	4	28
Mathematics	26	12	8	25
Science	31	3	6	21
Social Science	29	9	3	29

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	18	4	28
Mathematics	26	15	9	22
Science	28	5	8	18
Social Science	25	13	8	24

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	348.17

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.5

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11,817	\$7,364	\$4,453	\$126,250
District	N/A	N/A	\$109,327	\$109,558
Percent Difference - School Site and District	N/A	N/A	-184.3	14.2
State	N/A	N/A	\$7,607	\$97,850
Percent Difference - School Site and State	N/A	N/A	-52.3	25.3

Fiscal Year 2022-23 Types of Services Funded

SDUHSD uses state, federal, grant, and local funds to provide a broad course of study at all schools in all required subject areas, including math, social science, science, visual and performing arts, health, and physical education, as well as 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, and Career Technical Education (CTE) courses and pathways. SDUHSD schools offer services and supports for all students including; Student Support Specialists, School Counselors, School Psychologists, English Learner Lead Teachers, Case Managers, Special Education Program Supervisors, and Special Education Service Providers. In addition to Local Control Funding Formula (LCFF) state funding, SDUHSD receives state and federal funding for the following categorical and specialized programs: • Title I (OCMS, EWMS, DMS), • Title II (Supporting Effective Instruction, Professional Development), • Title III (Language Instruction for English Learners (EL)) • Title VI (Student Support and Academic Enrichment) • Career Technical Education Incentive Grant

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$64,557	\$57,234
Mid-Range Teacher Salary	\$107,956	\$95,467
Highest Teacher Salary	\$132,169	\$122,669
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$162,117	\$153,476
Average Principal Salary (High)	\$177,590	\$173,198
Superintendent Salary	\$288,000	\$277,572
Percent of Budget for Teacher Salaries	37.44%	31.17%
Percent of Budget for Administrative Salaries	5.58%	4.46%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	39.7
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	1
English	10
Fine and Performing Arts	8
Foreign Language	1
Mathematics	6
Science	6
Social Science	18
Total AP Courses Offered Where there are student course enrollments of at least one student.	50

Professional Development

Our teachers collaborate frequently in department, professional development, and faculty meetings. We provide weekly early-out days throughout the school year, which provides the staff additional collaboration time and the opportunity to meet in Professional Learning Communities (PLC's). Our quarterly 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 biweekly for planning purposes. SDUHSD provides opportunities for departments at all sites across the district to collaborate at a neutral site multiple times per year, to foster connectedness, align departmental visions for course essential learning outcomes, promote vertical alignment, and discuss best practices. Teachers are encouraged to seek out and participate in outside Professional Development trainings and conferences, especially those provided through SDCOE, which are relevant and which inform practice and pedagogy in classroom instruction, supports and equity.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3