

Del Lago Academy Campus of Applied Science

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 webpage 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.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Del Lago Academy Campus of Applied Science
Street	1740 Scenic Trail Way
City, State, Zip	Escondido, CA 92029
Phone Number	(760) 291-2500
Principal	Ruth Hellams
Email Address	rhellams@euhsd.org
County-District-School (CDS) Code	37681060127241

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Escondido Union High School District
Phone Number	(760) 291-3200
Superintendent	Dr. Anne Staffieri
Email Address	astaffieri@euhsd.org
Website	https://www.euhsd.org/

School Description and Mission Statement (School Year 2020-2021)

In the fall of 2013, Del Lago Academy Campus of Applied Science opened its doors to 9th and 10th graders. The high school in Escondido, California (San Diego County) is built around a village model that will serve approximately 800 scholars by the fall of 2016. Del Lago Academy was designed around a core academic program that engages scholars in real-world learning in order to prepare them better for success in college and career. Del Lago Academy has highlighted four overarching goals for bringing college and career relevance to high school scholars:

- Bring relevance to the daily curriculum in all content areas
- Develop habits of work
- Foster college and career exposure and exploration
- Expand scholars' social networks and access to opportunities

Bridging the school-to-work connection for scholars also benefits local industries in the surrounding community. The relationships built between industry professionals and scholars orient our scholars toward corporate culture. These relationships also encourage scholars to develop industry-specific skills which will ultimately lead to the creation of a stronger workforce.

MISSION: Preparing future scholars, innovators, and world citizens. Scholars with the academic skills required for postsecondary and global workforce success. Innovators who create solutions to local and global problems through empathy, creativity, and collaboration. World Citizens who are respectful, responsible, ethical, and compassionate.

CORE BELIEFS:

- **PERSONALIZATION:** We believe learning is a social process and relationships are important. Scholars that are known as individuals, challenged intellectually, respected, supported, and connected to their learning will be successful.
- **AUTHENTIC LEARNING EXPERIENCES:** We believe scholars who are challenged intellectually by actively exploring real-world problems value their learning and are motivated to succeed.
- **AN ETHIC OF EXCELLENCE:** We believe scholars immersed in a school and community culture that fosters excellence will value their own accomplishments and strive for academic and social excellence.
- **SKILLED PROFESSIONAL TEACHERS:** We believe skilled teachers understand that scholars learn in different ways. They know a great deal about the learning process, and they use this knowledge to make the content accessible for diverse learners and support the learning process.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 9	212
Grade 10	211
Grade 11	204
Grade 12	188
Total Enrollment	815

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.1
Asian	4.9
Filipino	3.6
Hispanic or Latino	64.4
White	24.7
Two or More Races	0.1
Socioeconomically Disadvantaged	59
English Learners	5.5
Students with Disabilities	8.7
Homeless	2

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

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	37	36	39	363
Without Full Credential	0	1	2	9
Teaching Outside Subject Area of Competence (with full credential)	1	1	1	13

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	1	1	1
Vacant Teacher Positions	1	0	0

Note: "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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: December 2020

Escondido Union High School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support instructional programs. Escondido Union High School District held a Public Hearing on September 11, 2018, and determined that each school within the district has sufficient and good quality textbooks, instructional materials, or science lab equipment, pursuant to the settlement of Williams vs. the State of California.

All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects and visual and performing arts, for use in the classroom and to take home.

Textbooks and supplementary materials are adopted according to a review cycle established by the district. Materials considered for adoption are reviewed by committees of teachers, administrators, and parents, and a recommendation is made to the School Board by the Instructional Program Review Committee.

All recommended materials are available for parent examination at the district office prior to adoption. The schools also utilize a variety of novels and other instructional materials throughout their curriculum.

The table displays information collected in December 2020 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<ul style="list-style-type: none"> • AP English Language and Composition-Bedford/St.Martin, Language of Composition: Reading, Writing and Rhetoric-2015 • English Language Arts-McDougal Littell, Language of Literature-2008 • English Language Development - National Geographic, Hampton-Brown Edge Fundamentals and Inside the USA-2010 • English Language Arts- College Board, Springboard- 2019 • English Language Development - National Geographic, Hampton-Brown Edge Level A and B-2010 	Yes	0
Mathematics	<ul style="list-style-type: none"> • AP Calculus-Cengage Learning, Calculus for AP-2017 • AP Statistics- Bedford, Freeman & Worth, Practice of Statistics for the AP Exam- 2017 • Mathematics-McGraw-Hill, Core Plus Mathematics 1-4 -2015 	Yes	0
Science	<ul style="list-style-type: none"> • Biology -McDougal Littell, Biology-2008 • Chemistry -Holt, Rinehart & Winston, Chemistry by Holt-2008 • Human Anatomy & Physiology-Learning Plus Assoc., Fundamentals of Anatomy & Physiology-2018 • Physics -Glencoe, Physics -2008 	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	<ul style="list-style-type: none"> • American Government -Glencoe, US Government: Democracy in Action- 2007 • Economics -McDougal Littell, Economics, Concepts, & Choices - 2010 • United States History- Prentice Hall, US History: Modern America -2007 • World History- Prentice Hall, World History: The Modern World -2007 	Yes	0
Foreign Language	<ul style="list-style-type: none"> • French 1-3 -Glencoe, Bon Voyage! French 1-3 -2003 • Spanish 1-3 -Glencoe, Asi se Dice Levels 1-3 -2014 • Spanish for Spanish Speakers- Glencoe, El Espanol Para Nosotros 1-2 -2013 	Yes	0
Health	-Health Glencoe Health 2003	Yes	0
Visual and Performing Arts	<ul style="list-style-type: none"> • AP Art History - Prentice Hall, Volume I and II-2005 • Art- Prentice Hall, Art History-2002 • Art-McGraw Hill, Art Talk-2004 • Drama- National Textbook Company, Theatre Arts in Action - 2001 • Video Production I-Glencoe, Video Production, Disciplines and Techniques-2001 	Yes	0
Science Laboratory Equipment (grades 9-12)	-All science laboratory classrooms have access to Vernier Science Probeware and Experiments-2017	Yes	0

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

School Facility Conditions and Planned Improvements

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: 08/07/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Window graffiti film needs to be replaced
Overall Rating	Good	

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. 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); 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	81	N/A	59	N/A	50	N/A
Mathematics (grades 3-8 and 11)	44	N/A	27	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: 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.

Note: 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	57	N/A	25	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Career Technical Education Programs (School Year 2019-2020)

Career Technical Education Programs (School Year 2020-21)

In alignment with California Department of Education, Escondido Union High School District defines career paths as a program of study that involves a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. The CTE department collects data on the number of students moving through our local sequences. Some CTE courses, because of the time requirements, internship element and industry standards they meet, may be defined as a sequence within themselves.

CTE courses are found throughout our schools. A CTE concentrator is identified locally and is a student who has completed 50 percent of a planned program sequence (in hours or credits) in a state-recognized CTE sequence and is enrolled in the next course in that sequence, or has completed 50 percent of a single state-recognized multi-hour course and is enrolled in the second half of that course. Capstone courses are defined as completer based on length of course, sequence, and skill development. The CTE capstone course leads to a certificate/industry skill sheet or license if applicable. The program also provides the student with academic and technical knowledge and skill through integrated academic and technical instruction. The programs prepare students to enter current or emerging careers for further training within the career path for which there is gainful employment. All students are provided practical experiences to pursue post high school employment and gain course work that is A-G compliant.

DLA offers the following CTE pathways and courses: Pathway Design, Visual and Media Arts , Concentrator POD1, Capstone POD 2

Students who engage in the pathways find relevance in their studies, are provided an opportunity to apply their academic and industry skills to everyday problems, are taught to think critically, and are required to act professionally. Through the IEP process special education students may be scheduled into CTE courses. Students are provided the support and necessary curriculum modification as outlined in the IEP. CTE provides extended testing time, extra assignment time and support where appropriate. Since our CTE courses work to integrate and support the academic standards, the students will be exposed to “hands on” activities and participate in solving real life problems. The capacity to serve a “significant” number of students and the degree to which the program attains specific outcomes are assessed yearly. Completion rates, graduation rates, and completion of a sequence are all evaluated yearly. The number of completion certificates issued and the attainment of specific industry skills is analyzed. Data on attendance is also collected.

Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	312
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0.5
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	66.7

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	81.14

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 areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 school site

Opportunities for Parental Involvement (School Year 2020-2021)

Del Lago Academy provides a supportive environment to our parents and students to facilitate high student achievement. Families routinely receive information about academic content standards and their children’s progress towards meeting those standards in several ways. School information is written in both Spanish and English. Our largest parent organization, ELAC, regularly hosts monthly meetings with counselors, and administrators present to inform parents about such topics as standards and assessment, and social and emotional development issues. ELD teachers also discuss student progress with parents.

The purpose and goals of the Del Lago Academy Foundation (DLAF) are to:

- To support the mission of Del Lago Academy to prepare the students of Del Lago Academy to be future Scholars, Innovators, and World Citizens.?
- To enhance the quality of education by providing additional resources and funds to Del Lago Academy.
- To promote a combined effort and support among District Administrators, Del Lago Academy staff members, students, parents/guardians, and community members.
- To support educational programs and/or extracurricular programs such as, and not limited to, athletic teams, debate teams, and musical groups.
- To encourage member participation in school activities.
- To facilitate communication between home and school, and between the DLA Foundation.
- To promote the recognition of Del Lago Academy in the community.

State Priority: Pupil Engagement

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

- High school dropout rates; and
- High school graduation rates.

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

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	0	0	0	4.7	5.8	5.5	9.1	9.6	9
Graduation Rate	98.1	98.2	100	87.6	84.3	85.5	82.7	83	84.5

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.6	1.9	3.4	2.8	3.5	3.5
Expulsions	0.4	0.0	0.3	0.2	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.0	3.4	2.5
Expulsions	0	0.07	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

School Safety Plan (School Year 2020-2021)

The EUHSD employs full-time school resource officers through the Escondido Police Department. Each school within the district has campus security who help to maintain a safe and respectful camps. Our administrators and staff assist with supervising school grounds. We provide security and supervision at all school events. We maintain a closed campus and require all visitors to register with the office. We review and modify our school safety plan and provide staff training in conjunction with the police department. Our school plan is reviewed annually.

School Safety plan was reviewed August 2020 An emergency plan was developed number of situations that may occur. Each staff member is issued a disaster plan book and is given training in its implementation. Each year the entire school practices the Evacuation procedure many times in conjunction with local and regional emergency response agencies. Fire drills are also practiced throughout the year. In case of disaster, please listen to the radio or TV for instructions. Parents are advised to keep in mind: Students may be safer at school than at home in a serious emergency because school buildings are earthquake safe, there is fire-fighting equipment on campus, and the school has plans and specific procedures for dealing with all types of serious emergencies. The safety and welfare of the students is their primary concern in the event of an emergency. In the event of an emergency, a student should be prepared to follow the directions of teachers or staff at the school site, or the bus driver if he or she is on the way to or from school. If a student is traveling by other means when an emergency occurs, they should proceed to school, as this will be the safest place for them to be. Parent cooperation is requested in the following areas: 1. Do not telephone the school. Telephone lines and cell phone capacity will be needed for emergency responders. 2. Do not drive to school. Streets need to be as open as possible for emergency vehicles. 3. Do turn the radio to KKLQ 600 or KCBQ 1170 on the AM dial. Information and directions will be given over the radio. 4. The family reunion area is located at the DLA field. In conjunction with the Escondido Union High School District Disaster Preparedness Plan, they urge every family to make home emergency plans and preparations.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
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*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
English Language Arts	34		4	19	36		1	22	36		1	22
Mathematics	33	2	8	14	34	2	5	17	34	1	6	17
Science	25	10	4	12	25	12	2	12	25	11	3	12
Social Science	33		5	13	35		1	17	36		1	17

*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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	543.3

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,118	\$862	\$8,256	\$71,061
District	N/A	N/A	\$10,695	\$81,232
Percent Difference - School Site and District	N/A	N/A	-25.7	-13.4
State	N/A	N/A	\$7,750	\$90,287
Percent Difference - School Site and State	N/A	N/A	6.3	-23.8

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

Types of Services Funded (Fiscal Year 2019-2020)

SCHEDULING (As of December 2020, we are utilizing a distance learning schedule due to the COVID 19 Pandemic. Our traditional face-to-face schedule is as follows:

The bell schedule at Del Lago is somewhat different than at other comprehensive high schools. To start, school begins later in the morning (8:30 am), because adolescents need their sleep! School also ends later in the day (3:24 pm on Monday and Friday, and 3:32 p.m. Tuesday through Thursday). There are just four core class periods during the school day, plus lunch. This is what is known as a 4x4 schedule. These core courses meet for approximately 80 minutes a day. The longer class periods allow teachers time to use different modes of instruction and give attention to students who may be struggling with the content. On Tuesday through Thursday the class periods are slightly shorter in order to account for time in an X-Block (elective) or advisory class. One main advantage of the 4x4 schedule is that “teacher load” is much smaller than that of teachers in other high schools. Although class size at Del Lago will remain about the same, teachers only teach three core classes a day, plus an advisory and X-Block. Therefore, teachers only have responsibility for the academic work of approximately 110 students. This means that teachers have more time to focus on and individually work with every scholar under his or her care.

SINGLE PATHWAY

Del Lago offers what is known as a “single pathway” curriculum. In this curriculum, all scholars are enrolled in the same coursework at each grade level. Research and experience have shown that mixing students up by gender, race, cultural background and ability levels encourages learning among both the

stronger and weaker students in any given content area. The different perspectives that scholars bring to such a diverse classroom create a rich, open learning environment, which has the potential to bring out the best in everyone when managed skillfully. Some classes may be broken down into ability groups for different projects, but there is no “tracking” at Del Lago. Teachers develop their own lesson plans, projects and materials to give students “multiple points of entry” to the curriculum. For example, teachers will utilize different modes of instruction such as lecture, project-based learning, small group discussion, individual research and writing so that every scholar finds a way to engage with the material. The “single pathway” curriculum is designed to incorporate all the coursework/credits scholars will need in order to meet the UC/CSU A – G Requirements. In other words, every scholar that successfully completes the curriculum will be eligible for entrance into any four-year university.

IT TAKES A VILLAGE

At Del Lago Academy, one of our core beliefs involves personalization. Scholars at Del Lago Academy will be respected, supported, connected, and known as individuals. One structure to support this personalization is the village model of learning. Each scholar will be in a village of about one hundred students that share the same core teachers and support staff. Collaboration time for teachers is built into the schedule so that teachers can discuss the best way to support each scholar in their village. Core content teachers, administrators, social workers/counselors, and special education teachers will participate in village meetings in order to ensure a well-rounded plan for the social and academic welfare of each scholar in the village. In addition to building relationships with staff, the village system will allow scholars to nurture relationships of mutual respect and support with classmates.

OFF-CAMPUS LEARNING EXPERIENCES & INTERNSHIP

As part of the “School to College and Career Program”, our scholars will be participating in off- campus learning experiences beginning in the 9th grade year, and progressing through the 12th grade year. These experiences may include industry tours, seminars, job shadows, and internships. These activities bring relevance to the school curriculum, and are an essential component of the educational program at DLA. We consider participation in these activities to be a tremendous student opportunity, responsibility, and privilege. At times, scholars may be placed in sensitive professional settings, such as the hospital or a biotechnology company. Our professional partners work closely with us to provide our scholars with rigorous and relevant educational experiences, and their expectation is that scholars will adhere to all rules and procedures established at the off-campus sites. In addition, our scholars will be representing Del Lago Academy when travelling off-site, and are expected to comply with all school rules and behavior expectations at all times. When off-campus, scholars are required to wear their Del Lago collared shirt, provided by the school. Any violations of these expectations will be subject to school disciplinary procedures.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$49,889	\$52,670
Mid-Range Teacher Salary	\$75,780	\$89,660
Highest Teacher Salary	\$107,076	\$112,761
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$142,638
Average Principal Salary (High)	\$150,009	\$158,074
Superintendent Salary	\$247,184	\$250,285
Percent of Budget for Teacher Salaries	28.0	32.0
Percent of Budget for Administrative Salaries	6.0	5.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	5	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	5	N/A
Science		N/A
Social Science		N/A
All courses	11	23.1

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	6

Under the current 2020/21 COVID 19 schedule, DLA staff meet collaboratively one Monday each month from 1:30 - 3:30PM The DLA professional learning initiatives for the 2020/21 school year include:

1. Examining Best Assessment Practices
2. Cultural Proficiency
3. Literacy (writing across the curriculum)
4. Best Practices for Meeting the Needs of English Learners (Designated and Integrated ELD)
5. Restorative Practices

Staff routinely examine the DLA mission and core values in order to maintain our commitments to high quality teaching and learning and to the social-emotional well being of our scholars.

The metrics used to routinely assess progress include both internal and external metrics: (but are not limited to)

- a. attendance data
- b. student discipline data
- c. academic grade data
- d. EI reclassification data
- e. ELPAC data
- f. standardized testing data
- g. meeting attendance

Teachers are routinely supported through whole group and small group PL sessions, conference attendance, individual monitoring, school workshops, and in class coaching (through the support of the DLA Mathematics and Intervention TOSAs).