



**BOARD OF TRUSTEES
REGULAR BOARD MEETING**

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

Superintendent
Rick Schmitt

Union High School District

**THURSDAY, FEBRUARY 18, 2016
6:30 PM**

**DISTRICT OFFICE BOARD ROOM 101
710 ENCINITAS BLVD., ENCINITAS, CA 92024**

Welcome to the meeting of the San Dieguito Union High School District Board of Trustees.

PUBLIC COMMENTS

If you wish to speak regarding an item on the agenda, please complete a speaker slip located at the sign-in desk and present it to the Secretary to the Board prior to the start of the meeting. When the Board President invites you to the podium, please state your name before making your presentation.

Persons wishing to address the Board on any school-related issue not elsewhere on the agenda are invited to do so under the "Public Comments" item. If you wish to speak under Public Comments, please follow the same directions (above) for speaking to agenda items.

In the interest of time and order, presentations from the public are limited to three (3) minutes per person, per topic. The total time for agenda and non-agenda items shall not exceed twenty (20) minutes. An individual speaker's allotted time may not be increased by a donation of time from others in attendance.

In accordance with the Brown Act, unless an item has been placed on the published agenda, there shall be no action taken. The Board may 1) acknowledge receipt of the information, 2) refer to staff for further study, or 3) refer the matter to the next agenda.

PUBLIC INSPECTION OF DOCUMENTS

In compliance with Government Code 54957.5, agenda-related documents that have been distributed to the Board less than 72 hours prior to the Board Meeting will be available for review on the district website, www.sduhsd.net and/or at the district office. Please contact the [Office of the Superintendent](#) for more information.

CONSENT CALENDAR

All matters listed under Consent are those on which the Board has previously deliberated or which can be classified as routine items of business. An administrative recommendation on each item is contained in the agenda supplements. There will be no separate discussion of these items prior to the time the Board of Trustees votes on the motion unless members of the Board, staff, or public request specific items to be discussed or pulled from the Consent items. To address an item on the consent calendar, please follow the procedure described under *Comments on Agenda Items*.

CLOSED SESSION

The Board will meet in Closed Session to consider qualified matters of litigation, employee negotiations, student discipline, employee grievances, personnel qualifications, or real estate negotiations which are timely.

CELL PHONES / ELECTRONIC DEVICES

As a courtesy to all meeting attendees, please set cell phones and electronic devices to silent mode and engage in conversations outside the meeting room.

In compliance with the Americans with Disabilities Act, if you need special assistance, disability-related modifications, or accommodations, including auxiliary aids or services, in order to participate in the public meetings of the District's Governing Board, please contact the [Office of the Superintendent](#). Notification 72 hours prior to the meeting will enable the District to make reasonable arrangements to ensure accommodation and accessibility to this meeting. Upon request, the District shall also make available this agenda and all other public records associated with the meeting in appropriate alternative formats for persons with a disability.

**SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
BOARD OF TRUSTEES
REGULAR BOARD MEETING**

AGENDA

**THURSDAY, FEBRUARY 18, 2016
6:30 PM**

**DISTRICT OFFICE BOARD ROOM 101
710 ENCINITAS BLVD., ENCINITAS, CA 92024**

PRELIMINARY FUNCTIONS (ITEMS 1 – 6)

- 1. CALL TO ORDER 6:00 PM
 - A. PUBLIC COMMENTS REGARDING CLOSED SESSION ITEMS (2A-C)
- 2. **CLOSED SESSION** **6:01 PM**
 - A. To consider and/or deliberate on student discipline matters. (Case #2016-003SD)
 - B. To consider personnel issues, pursuant to Government Code Sections 11126 and 54957; limited to consideration of the appointment, employment, evaluation of performance, discipline /release, dismissal of a public employee or to hear *complaints or charges brought against such employee by another person or employee unless the employee requests a public session.*
 - C. To conference with legal counsel regarding significant exposure to litigation pursuant to paragraphs (d)(2) and (e)(1) of Government Code section 54956.9: (1 potential case)

REGULAR MEETING / OPEN SESSION **6:30 PM**

- 3. RECONVENE REGULAR BOARD MEETING / CALL TO ORDER BOARD PRESIDENT
 - A. WELCOME / MEETING PROTOCOL REMARKS
 - B. PLEDGE OF ALLEGIANCE
- 4. REPORT OUT OF CLOSED SESSION / ACTION
 - A. REPORT OUT OF CLOSED SESSION
 - B. STUDENT DISCIPLINE
 - Motion by _____, second by _____, to approve the stipulated expulsion of Case #2016-003SD, for violation of Education Code sections 48900 (d) and 48915 (c)(3), during the period February 19, 2016 through February 19, 2017.
 - Roll Call / Board Members Only
- 5. APPROVAL OF AGENDA
 - Motion by _____, second by _____, to approve the agenda for February 18, 2016.
- 6. APPROVAL OF MINUTES / REGULAR MEETING OF JANUARY 14, 2016
 - Motion by _____, second by _____, to approve the minutes of the January 14, 2016 Regular Meeting, as shown in the attached supplement.

NON-ACTION ITEMS (ITEMS 7 - 10)

- 7. STUDENT INTRODUCTIONS / UPDATES
 - A. OATH OF OFFICE..... RICK SCHMITT, SUPERINTENDENT
Natalie Shields, SDHSA
 - B. STUDENT UPDATESSTUDENT BOARD REPRESENTATIVES
- 8. BOARD REPORTS AND UPDATE BOARD OF TRUSTEES
- 9. SUPERINTENDENT’S REPORTS, BRIEFINGS, & LEGISLATIVE UPDATES ... RICK SCHMITT, SUPERINTENDENT

10. SCHOOL UPDATES

- A. EARL WARREN MIDDLE SCHOOL ADAM CAMACHO, PRINCIPAL
- B. LA COSTA CANYON HIGH SCHOOL BRYAN MARCUS, PRINCIPAL

CONSENT AGENDA ITEMS (ITEMS 11 - 15)

Upon invitation by the President, anyone who wishes to discuss a Consent Item should come forward to the lectern, state his/her name, and the Consent Item number.

11. SUPERINTENDENT

- A. GIFTS AND DONATIONS
Accept the gifts and donations, as shown in the attached supplements.
- B. FIELD TRIP REQUESTS
Accept the field trips, as shown in the attached supplements.

12. HUMAN RESOURCES

- A. PERSONNEL REPORTS
Approve matters pertaining to employment of personnel, salaries, leaves of absence, resignations, changes in assignments, extra duty assignments, and consultant services:
 - 1. Certificated and/or Classified Personnel Reports, as shown in the attached supplements.
- B. APPROVAL/RATIFICATION OF AGREEMENTS
(None Submitted)

13. EDUCATIONAL SERVICES

- A. APPROVAL/RATIFICATION OF AGREEMENTS
(None Submitted)
- B. APPROVAL/RATIFICATION OF AMENDMENT TO AGREEMENTS
(None Submitted)

14. ADMINISTRATIVE SERVICES

- A. APPROVAL/RATIFICATION OF AGREEMENTS
Approve/ratify entering into the following agreement and authorize Eric R. Dill or Rick Schmitt to execute the agreement:
 - 1. Leaning On Visions and Education, to provide 6 workshops to San Dieguito Union High School District and Encinitas Union School District parents promoting family involvement and removing barriers that make it difficult for parents to participate in their children’s education, during the period February 2, 2016 through March 8, 2016, in an amount not to exceed \$3,000.00, to be expended from the General Fund/Restricted 01-00, Title III funds and be reimbursed for \$1,500.00 by Encinitas Union School District.
- B. APPROVAL/RATIFICATION OF AMENDMENT TO AGREEMENTS
(None Submitted)

SPECIAL EDUCATION

- C. APPROVAL/RATIFICATION OF NON-PUBLIC SCHOOL / NON-PUBLIC AGENCY CONTRACTS, INDEPENDENT CONTRACTOR AGREEMENTS, AND/OR MEMORANDUMS OF UNDERSTANDING
Approve entering into the following non-public school / non-public agency master contracts (NPS/NPAs), independent contractor agreements (ICAs), and or memorandums of

understanding (MOUs), and authorize Eric R. Dill or Rick Schmitt to execute all pertinent documents.

1. West Shield Adolescent Services (ICA), to provide transport services for at risk special education students to/from residential facilities, during the period July 1, 2015 through June 30, 2016, at the rates of \$85.00 per hour for lead agent(s), \$65.00 per hour for back-up agent(s), \$0.57 per mile (or current federal rate) traveled by the agent(s), \$72.00 per hour for administrative time, and out of pocket expenses such as food, parking, hotel charges and airfares reimbursed at cost, to be expended from the General Fund/Restricted 01-00.
2. Community School of San Diego High School (NPS), to provide an alternative education model for non-diploma bound students with moderate to severe autism and/or intellectual disabilities, during the period December 1, 2015 through June 30, 2016, at the all-inclusive daily rates (depending on the percentage of direct support) of 33% = \$160.00, 50% = \$199.00, 66% = \$235.00, 100% = \$287.00, to be expended from the General Fund/Restricted 01-00.
3. San Diego Zoo Safari Park (ICA), to provide a group tour for Carmel Valley Middle School Workability students, on April 20, 2016, in the amount of \$200.00, to be expended from the General Fund/Restricted 01-00.
4. San Diego Unified School District (MOU), renewing an inter-SELPA agreement to provide special education services to one medically fragile special education student, during the period July 1, 2015 through June 30, 2016, in an amount not to exceed \$13,646.59, to be expended from the General Fund/Restricted 01-00.

D. APPROVAL/RATIFICATION OF AMENDMENT TO AGREEMENTS
(None Submitted)

E. APPROVAL/RATIFICATION OF PARENT SETTLEMENT AND RELEASE AGREEMENTS

Approve/ratify the following Parent Settlement and Release Agreements, to be funded by the General Fund 01-00/Special Education, and authorize the Director of Special Education to execute the agreements:

1. Student Case No. 2016-004PS for special education related services, in the amount of \$42,000.00.

PUPIL SERVICES

F. APPROVAL/RATIFICATION OF AGREEMENTS
(None Submitted)

G. APPROVAL/RATIFICATION OF AMENDMENTS TO AGREEMENTS
(None Submitted)

15. BUSINESS / PROPOSITION AA

BUSINESS

A. APPROVAL/RATIFICATION OF AGREEMENTS

Approve/ratify entering into the following agreements and authorize Eric R. Dill or Rick Schmitt to execute the agreements:

1. The Howard E. Nyhart Co Inc., dba Nyhart, to perform an updated actuarial evaluation to determine the amount of actuarial liability for the district's retiree health benefits using plan and census data, during the period February 19, 2016 until completion, in an amount not to exceed \$6,950.00, to be expended from the General Fund/Unrestricted 01-00.
2. North County LGBTQ Resource Center, to provide a training session for San Dieguito High School Academy teachers and staff, on February 24, 2016, in an amount not to exceed \$700.00, to be expended from General Fund/Unrestricted 01-00.

3. Facilities Protection Systems, to provide semi-annual maintenance on the fire protection and detection system installed at Earl Warren Middle School, during the period February 19, 2016 through February 18, 2017, and then continuing with annual renewals unless terminated with 30 day advanced notice by either party, in the annual amount of \$1,030.00 not including consumable parts and materials not covered by the equipment warranty, to be expended from the General Fund/Unrestricted 01-00.
4. FieldTurf USA, Inc., to provide Advanced Care maintenance service on the artificial turf fields at Torrey Pines High School, San Dieguito High School Academy, and Canyon Crest Academy, during the period February 19, 2016 through February 18, 2017, in an amount not to exceed \$9,000.00, to be expended from the General Fund/Unrestricted 01-00.

B. APPROVAL/RATIFICATION OF AMENDMENT TO AGREEMENTS

Approve/ratify amending the following agreements and authorize Eric R. Dill or Rick Schmitt to execute the agreements:

1. Door Service & Repair, Inc. (DSR), increasing the annual not to exceed amount for preventative maintenance and repairs on 111 various types and sizes of rolling steel doors at 9 different school sites, from \$4,500.00 to \$6,000.00 per year, with no other changes to the contract, to be expended from the General Fund/Unrestricted 01-00.

C. AWARD/RATIFICATION OF CONTRACTS

(None Submitted)

D. APPROVAL OF CHANGE ORDERS

(None Submitted)

E. ACCEPTANCE OF CONSTRUCTION PROJECTS

(None Submitted)

F. APPROVAL OF BUSINESS REPORTS

Approve the following business reports:

1. Purchase Orders
2. Membership Listing (None Submitted)
3. Warrants
4. Revolving Cash Fund

PROPOSITION AA

G. APPROVAL/RATIFICATION OF AGREEMENTS

Approve/ratify entering into the following agreements and authorize Eric R. Dill or Rick Schmitt to execute the agreements:

1. Digital Networks Group, Inc., to provide and install multimedia, sound and audio-visual equipment in the theater, black box and band rooms at La Costa Canyon High School, during the period February 19, 2016 through completion, in an amount not to exceed \$193,953.65, to be expended from Building Fund—Prop 39, Fund 21-39.
2. Digital Networks Group, Inc., to provide and install multimedia, sound and audio-visual improvements for the Building B northeast classrooms at Torrey Pines High School, during the period February 19, 2016 through completion, in an amount not to exceed \$97,090.18, to be expended from Building Fund—Prop 39, Fund 21-39.
3. Lionakis, to provide architectural design/engineering services for the second classroom building at Pacific Trails Middle School, during the period February 19, 2016 through completion, in an amount not to exceed \$1,054,000.00, to be expended from Building Fund—Prop 39, Fund 21-39.

4. Zurich Programs/BB&T John Burnham Insurance Services, to provide Builder’s Risk insurance coverage for the San Dieguito High School Academy Math & Science Classroom Building Project, during the period February 19, 2016 through June 30, 2017, in an amount not to exceed \$34,197.00, to be expended from Building Fund—Prop 39, Fund 21-39.
5. 3 Degrees Group, Inc., to purchase renewable energy certificates from the District, during the period February 19, 2016 through completion, at a unit price of \$2.50 per renewable energy certificate, for a total purchase price of \$7,515.00, at no cost impact to the District.
6. Karbone, Inc., to receive commission from the District for the sale of renewable energy certificates, during the period February 19, 2016 through completion, at a fee of \$225.45 (3% of the total certificate sale), to be expended from General Fund 01-00.

H. APPROVAL/RATIFICATION OF AMENDMENT TO AGREEMENTS

Approve/ratify amending the following agreements and authorize Eric R. Dill or Rick Schmitt to execute the agreements:

1. Frontier Fence Co., Inc., to renew contract CB2015-02 for fencing services district wide, during the period February 19, 2016 through February 18, 2017, with no other changes to the contract, to be expended from the fund to which the project is charged.
2. Little Diversified Architectural Consulting, Inc., to amend contract CA2014-45, for close-out of Division of State Architect projects district-wide, increasing the amount by \$13,996.40, for a new total of \$39,803.77, to be expended from Capital Facilities Fund 25-19.
3. Class Leasing, LLC, to amend contract CB2015-12, for relocatable classroom buildings at Earl Warren Middle School, decreasing the amount by \$7,130.00, for a new total of \$1,090,767.18, to be expended from Building Fund—Prop 39, Fund 21-39.
4. Latitude 33 Planning & Engineering, to amend contract A2013-150, for continued consulting services and construction administration at Oak Crest Middle School, increasing the amount by \$5,000.00, for a new total of \$37,300.00, to be expended from Building Fund—Prop 39, Fund 21-39.
5. Geocon, Inc., to amend contract CA2015-44, for continued geotechnical consulting services at Earl Warren Middle School, increasing the amount by \$2,000.00, for a new total of \$9,500.00, extending the term through project completion, to be expended from Building Fund—Prop 39, Fund 21-39.

I. AWARD/RATIFICATION OF CONTRACTS

(None Submitted)

J. APPROVAL OF CHANGE ORDERS

(None Submitted)

K. AUTHORIZATION TO REDUCE RETENTION WITHHELD

Authorize the administration to reduce the retention being withheld from payment to Erickson-Hall Construction Co., Inc., for construction of the Oak Crest Middle School Multi-Media Building C Modernization/Frontage Improvements Project, from 5% to 4.04%, releasing \$34,682.35; and authorize future billings to reflect a 4.04% retention percentage

ROLL CALL VOTE FOR CONSENT AGENDA..... (ITEMS 11 - 15)

- Motion by _____, second by _____, to approve Consent Agenda Items 11-15, as shown in the attached supplements.

• Roll Call:

Joyce Dalessandro
 Beth Hergesheimer
 Amy Herman
 Maureen “Mo” Muir
 John Salazar

Sophie McMullen, Canyon Crest Academy
 Madeline Eppel, La Costa Canyon High School
 Natalie Shields, San Dieguito High School Academy
 Mikenzie Bub, Sunset High School
 Isaac Gelman, Torrey Pines High School

DISCUSSION / ACTION ITEMS..... (ITEMS 16-19)

16. APPROVAL OF PROPOSED NEW / REVISED / DELETED BOARD POLICIES (13) / ADMINISTRATIVE SERVICES / EDUCATIONAL SERVICES

Motion by _____, second by _____, to approve the proposed new / revised / deleted Board Policies, as shown in the attached supplements and follows:

- A. BP #5113.1, CHRONIC ABSENCE AND TRUANCY (REVISED)
- B. BP #5125, STUDENT RECORDS (REVISED)
- C. BP #5141.3, HEALTH EXAMINATIONS (REVISED)
- D. BP #5141.31, IMMUNIZATIONS (REVISED)
- E. BP #5147, DROPOUT PREVENTION (REVISED)
- F. BP #6141.1, ALTERNATIVE LEARNING OPPORTUNITIES (DELETE)
- G. BP #6145.4, ATHLETIC COMPETITION (REVISED)
- H. BP #6145.2, PUBLIC PERFORMANCES AND EXHIBITIONS (DELETE)
- I. BP #6158, INDEPENDENT STUDY (NEW)
- J. BP #6164.2, GUIDANCE AND COUNSELING SERVICES (REVISED)
- K. BP #6173, EDUCATION FOR HOMELESS CHILDREN (REVISED)
- L. BP #6173.1, EDUCATION FOR FOSTER YOUTH (NEW)
- M. BP #6183, HOME HOSPITAL (REVISED)

17. APPROVAL OF SITE PLANS FOR STUDENT ACHIEVEMENT (SPSA)

Motion by _____, second by _____, to approve the individual school site SPSA plans, for the period January through December 2016, as shown in the attached supplements.

18. APPROVAL OF TENTATIVE AGREEMENT / CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION (CSEA) / AND REVISED BP #4231 ATTACHMENT A & APPENDIX A, "CLASSIFIED EMPLOYEES SALARY SCHEDULE"

Motion by _____, second by _____, to approve the Tentative Agreement with the California School Employees Association (CSEA) for a three-year contract for the period July 1, 2015 through June 30, 2018, and revised BP #4231 Attachment A and Appendix A, "Classified Employees Salary Schedule", as shown in the attached supplements.

19. ADOPTION OF RESOLUTION AUTHORIZING SIGNING A GRANT AGREEMENT WITH THE COUNTY OF SAN DIEGO TO RECEIVE FUNDING FOR IMPROVEMENTS TO THE EARL WARREN MIDDLE SCHOOL/COUNTY OF SAN DIEGO SOLANA BEACH BRANCH SHARED-USE LIBRARY FACILITY

- Motion by _____, second by _____, to adopt the Resolution Authorizing Signing A Grant Agreement With The County of San Diego for the purpose of accepting available funding towards the cost of improvements of the shared-use Solana Beach Library at Earl Warren Middle School, and authorize Rick Schmitt, Eric R. Dill or John Addleman to execute any and all necessary documents.
- Roll Call

INFORMATION ITEMS..... (ITEMS 20 - 33)

20. 2015-16 EDUCATION PLAN: STRATEGIC THEMES MID-YEAR UPDATE

- A. ADMINISTRATIVE SERVICES
- B. BUSINESS SERVICES
- C. EDUCATIONAL SERVICES
- D. HUMAN RESOURCES

This item is being submitted as information only.

21. CALIFORNIA SCHOOL BOARDS ASSOCIATION, DELEGATE ASSEMBLY ELECTION, 2016

This item is being submitted for first read and will be resubmitted for action on March 10, 2016.

22. CALIFORNIA SEAL OF BILITERACY

This item is being submitted as information only.

23. UNIFORM COMPLAINT QUARTERLY REPORT, 2ND QUARTER, 2015-16

This item is being submitted as information only, for the second quarter, 2015-16 (October-December 2016).

24. PROPOSED NEW BOARD POLICIES (6) / BP #4117.2 THROUGH #4119.21 / HUMAN RESOURCES

- A. BP #4117.2; 4217.2; 4317.2, RESIGNATION
- B. BP #4117.3, PERSONNEL REDUCTION
- C. BP #4118, DISMISSAL/SUSPENSION/DISCIPLINARY ACTION
- D. BP #4119.1; 4219.1; 4319.1, CIVIL AND LEGAL RIGHTS
- E. BP #4119.11; 4219.11; 4319.11, SEXUAL HARASSMENT
- F. BP #4119.21, PROFESSIONAL STANDARDS

This item is being submitted for first read and will be resubmitted for action on March 10, 2016.

25. BUSINESS SERVICES UPDATE..... ERIC DILL, ASSOCIATE SUPERINTENDENT

26. EDUCATIONAL SERVICES UPDATE.....MIKE GROVE, ED.D, ASSOCIATE SUPERINTENDENT

27. HUMAN RESOURCES UPDATETORRIE NORTON, ASSOCIATE SUPERINTENDENT

28. ADMINISTRATIVE SERVICES UPDATEJASON VILORIA, ED.D., ASSOCIATE SUPERINTENDENT

29. PUBLIC COMMENTS

In accordance with the Brown Act, unless an item has been placed on the published agenda, there shall be no action taken. The Board may 1) acknowledge receipt of the information, 2) refer to staff for further study, or 3) refer the matter to the next agenda. (See Board Agenda Cover Sheet)

30. FUTURE AGENDA ITEMS

31. **ADJOURNMENT TO CLOSED SESSION** (AS NECESSARY)

- A. To consider and/or deliberate on student discipline matters. (Case #2016-003SD)
- B. To consider personnel issues, pursuant to Government Code Sections 11126 and 54957; limited to consideration of the appointment, employment, evaluation of performance, discipline /release, dismissal of a public employee or to hear *complaints or charges brought against such employee by another person or employee unless the employee requests a public session.*
- C. To conference with legal counsel regarding significant exposure to litigation pursuant to paragraphs (d)(2) and (e)(1) of Government Code section 54956.9: (1 potential case)

32. REPORT FROM CLOSED SESSION (AS NECESSARY)

33. ADJOURNMENT

The next regularly scheduled Board Meeting will be held on [Thursday, March 10, 2016, at 6:30 PM](#) in the SDUHSD District Office Board Room 101. The District Office is located at 710 Encinitas Blvd., Encinitas, CA, 92024.

ITEM 6

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

Superintendent
Rick Schmitt



MINUTES
OF THE
SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
BOARD OF TRUSTEES
REGULAR BOARD MEETING

JANUARY 14, 2016

THURSDAY, JANUARY 14, 2016
6:30 PM

SAN DIEGUITO HIGH SCHOOL ACADEMY, MEDIA CENTER
800 SANTA FE DRIVE, ENCINITAS, CA 92024

PRELIMINARY FUNCTIONS..... (ITEMS 1 – 6)

- 1. CALL TO ORDER..... 6:00 PM
President Hergesheimer called the meeting to order at 6:00 PM to receive public comments on Closed Session agenda items 2A-C. No public comments were presented.
- 2. CLOSED SESSION 6:01 PM
 - A. To consider and/or deliberate on student discipline matters.
 - B. To consider personnel issues, pursuant to Government Code Sections 11126 and 54957; limited to consideration of the appointment, employment, evaluation of performance, discipline / release, dismissal of a public employee or to hear complaints or charges brought against such employee by another person or employee unless the employee requests a public session.
 - C. To conference with Labor Negotiators, pursuant to Government Code Section 54957.8.
Agency Negotiators: Superintendent and Associate Superintendents (4)
Employee Organizations: San Dieguito Faculty Association / California School Employees Association

**Following this item, at 6:25 pm, the Board temporarily adjourned and convened a Special Meeting of the San Dieguito Public Facilities Authority, then reconvened the Regular Meeting of the Board.*

REGULAR MEETING / OPEN SESSION..... 6:30 PM

ATTENDANCE

BOARD OF TRUSTEES AND STUDENT BOARD REPRESENTATIVES

Joyce Dalessandro	Sophie McMullen, Canyon Crest Academy
Beth Hergesheimer	Madeline Eppel, La Costa Canyon High School
Amy Herman	Emma Schneir, San Dieguito High School Academy
Maureen "Mo" Muir	Mikenzie Bub, Sunset High School
John Salazar	Isaac Gelman, Torrey Pines High School

DISTRICT ADMINISTRATORS / STAFF

Rick Schmitt, Superintendent
 Eric Dill, Associate Superintendent, Business Services
 Mike Grove, Ed.D., Associate Superintendent, Educational Services
 Torrie Norton, Associate Superintendent, Human Resources
 Ben Taylor, Ed.D., Principal, Oak Crest Middle School
 Bjorn Paige, Principal, San Dieguito High School Academy
 Delores Perley, Chief Financial Officer
 Joann Schultz, Executive Assistant to the Superintendent / Recording Secretary

ITEM 6

- 3. RECONVENE REGULAR MEETING / CALL TO ORDER(ITEM 3)
The regular meeting of the Board of Trustees was called to order at 6:31 PM by President Beth Hergesheimer.
- 4. PLEDGE OF ALLEGIANCE(ITEM 4)
President Hergesheimer led the Pledge of Allegiance.
- 5. REPORT OUT OF CLOSED SESSION / ACTION(ITEM 5)
There was nothing to report.
- 6. APPROVAL OF MINUTES (2) / REGULAR & SPECIAL MEETINGS OF DECEMBER 10 & 17, 2015
PUBLIC COMMENTS:
Steven McDowell thanked the Board for revising the minutes of the special meeting of December 17th.

Motion by Ms. Dalessandro, seconded by Ms. Herman, to approve the minutes of the December 10, 2015 Regular Meeting, as presented, and December 17, 2015 Special Meeting, *as revised*.
ADVISORY VOTE Ayes: Bub, Eppel, Gelman, McMullen, Schneir; Noes: None; Abstain: None.
BOARD Ayes: Dalessandro, Hergesheimer, Herman, Muir, Salazar; Noes: None; Abstain: None.
Motion unanimously carried.
- 7. APPOINTMENT OF BOARD REPRESENTATIVES TO COMMITTEES, 2016
Motion by Ms. Herman, seconded by Ms. Dalessandro, to appoint Board Representatives to the following committees for 2016:

Career Technical Education (2)	Ms. Muir / Mr. Salazar
Encinitas City/School District Liaison (2)	Ms. Dalessandro / Ms. Hergesheimer
Legislative Action Network, Local/Regional (2)	Ms. Hergesheimer / Ms. Herman
North Coastal Consortium for Special Education (1)	Ms. Muir
Solana Beach City/School District Liaison (2)	Ms. Dalessandro / Ms. Herman

NON-ACTION ITEMS(ITEMS 7 - 10)

- 8. BOARD REPORTS AND UPDATES STUDENT BOARD / BOARD OF TRUSTEES
 - A. STUDENT UPDATES
Students gave updates on events and highlights at their schools. President Hergesheimer thanked Emma Schneir for her participation as student board representative. Emma Schneir introduced Natalie Shields as San Dieguito High School Academy’s new student representative, who will begin on February 18, 2016.
 - B. BOARD REPORTS AND UPDATES BOARD MEMBERS
Ms. Herman attended the Solana Beach School Relations Committee meeting, and informally met with Solana Beach Board Member Julie Union and Del Mar Board Member Kristin Gibson.
Ms. Muir attended a Kiwanis books collection event, helped students write scholarship grants for college, and complimented Mr. Marcus, Mr. Medina and teachers at La Costa Canyon HS (LCC).
Mr. Salazar spoke in Jim Anthony’s marketing class at Torrey Pines HS (TPHS) and visited other classes on campus.
Ms. Dalessandro attended the Solana Beach School Relations Committee meeting, and informally met with Rick Shea, County Office of Education Board Member.
Ms. Hergesheimer attended San Diego County School Boards Association Delegates meeting.
- 9. SUPERINTENDENT’S REPORTS, BRIEFINGS, LEGISLATIVE UPDATES.....RICK SCHMITT, SUPERINTENDENT
Superintendent Schmitt reported on the healthy and stable outlook of the district budget and reserves, the upcoming 2016-17 Budget & Program Planning Board Workshop to be scheduled, and his recent meeting with Dr. Sunita Cooke, President of Mira Costa College (MCC), and their

ITEM 6

discussions on expanding our partnership which will include offering college courses on our campuses for our HS students and the transition of our adult programs to MCC. Mr. Schmitt also congratulated SDHSA math teacher Amy Springstead who was recently recognized as a “Google Certified Educator”. And finally, he reported that all four of our HS’s will compete in the same North County Conference League, Avocado West, in 2016-18, for all sports except for football, where a “super league” in which LCC and TPHS will compete.

10. SCHOOL UPDATES

A. OAK CREST MIDDLE SCHOOL..... BENJAMIN TAYLOR, ED.D., PRINCIPAL

Principal Taylor gave an update on events and highlights at Oak Crest MS (OCMS) including receiving the Golden Ribbon award last year, Prop AA projects are progressing including the refurbishing of the Learning Commons, “Academies” are being offered to students, surf and individual fitness PE courses and academic power hours were added, and classrooms have been opened to students during lunch. Dr. Taylor also reported that San Dieguito HS Academy PAL’s students are partnering with OCMS students, the character building program is being redeveloped, restorative practices are being implemented, they are continuing to reach out to their community, and coffee talk with the principal is scheduled.

B. SAN DIEGUITO HIGH SCHOOL ACADEMYBJORN PAIGE, PRINCIPAL

Principal Paige gave an update on events and highlights at San Dieguito High School Academy including showing a video made by the students for “hands around campus” and that a senior coffee event was held at sunrise that morning. Mr. Paige also shared a heartwarming story about a 65 year-old former student who recently returned to the school to ask about a teacher he had in 1969 and shared the impact that teacher had on his life.

CONSENT ITEMS.....(ITEMS 11 - 15)

Items #14E1 & E2, Parent Settlement Agreements, #15A3, Agreements/Harbottle Law Group, #15F, Business Reports, and #15L, Authorization to Reduce Retention Withheld, were pulled from the Consent Agenda by Ms. Muir.

It was moved by Ms. Herman, seconded by Ms. Dalessandro, that Consent Agenda Items #11-15 (except for 14E1 & E2, 15A3, 15F, and 15L) be approved, as presented. ADVISORY VOTE Ayes: Bub, Eppel, Gelman, McMullen, Schneir; Noes: None; Abstain: None. BOARD Ayes: Dalessandro, Hergesheimer, Herman, Salazar, Muir; Noes: None; Abstain: None. *Motion unanimously carried.*

*It was moved by Ms. Herman, seconded by Ms. Herman, that Consent Agenda Items #14E1 & E2 be approved, as presented. ADVISORY VOTE Ayes: Bub, Eppel, Gelman, McMullen, Schneir; Noes: None; Abstain: None. BOARD Ayes: Dalessandro, Hergesheimer, Herman, Muir, Salazar; Noes: None; Abstain: None. *Motion unanimously carried.*

*It was moved by Ms. Herman, seconded by Ms. Dalessandro, that Consent Agenda Item #15A3 be approved, as presented. ADVISORY VOTE Ayes: Bub, Eppel, Gelman, McMullen, Schneir; Noes: None; Abstain: None. BOARD Ayes: Dalessandro, Hergesheimer, Herman Muir, Salazar; Noes: None; Abstain: None. *Motion unanimously carried.*

*It was moved by Ms. Dalessandro, seconded by Ms. Herman, that Consent Agenda Item #15F be approved, as presented. ADVISORY VOTE Ayes: Bub, Eppel, Gelman, McMullen, Schneir; Noes: None; Abstain: None. BOARD Ayes: Dalessandro, Hergesheimer, Herman, Salazar; Noes: Muir; Abstain: None. *Motion carried.*

*It was moved by Ms. Dalessandro, seconded by Ms. Herman, that Consent Agenda Item #15L be approved, as presented. ADVISORY VOTE Ayes: Bub, Eppel, Gelman, McMullen, Schneir; Noes: None; Abstain: None. BOARD Ayes: Dalessandro, Hergesheimer, Herman; Noes: Muir, Salazar; Abstain: None. *Motion carried.*

11. SUPERINTENDENT

A. GIFTS AND DONATIONS

Accept the gifts and donations, as presented.

B. FIELD TRIP REQUESTS

Accept the field trips, as presented.

12. HUMAN RESOURCES

A. PERSONNEL REPORTS

Approve matters pertaining to employment of personnel, salaries, leaves of absence, resignations, changes in assignments, extra duty assignments, and consultant services:

1. Certificated and/or Classified Personnel Reports, as presented.

B. APPROVAL/RATIFICATION OF AGREEMENTS

(None Submitted)

13. EDUCATIONAL SERVICES

A. APPROVAL/RATIFICATION OF AGREEMENTS

(None Submitted)

B. APPROVAL/RATIFICATION OF AMENDMENT TO AGREEMENTS

(None Submitted)

14. ADMINISTRATIVE SERVICES

A. APPROVAL/RATIFICATION OF AGREEMENTS

(None Submitted)

B. APPROVAL/RATIFICATION OF AMENDMENT TO AGREEMENTS

(None Submitted)

SPECIAL EDUCATION

C. APPROVAL/RATIFICATION OF NON-PUBLIC SCHOOL / NON-PUBLIC AGENCY CONTRACTS, INDEPENDENT CONTRACTOR AGREEMENTS, AND/OR MEMORANDUMS OF UNDERSTANDING

(None Submitted)

D. APPROVAL/RATIFICATION OF AMENDMENT TO AGREEMENTS

Approve/ratify amending the following agreements and authorize Christina M. Bennett or Eric R. Dill to execute the agreements:

1. Brain Learning Psychological Corporation (ICA), amending the fees for the neuropsychological, psychoeducational, and behavior assessments and services contract to \$2,500.00 for Psychoeducational Evaluations, \$4,000.00 for School Neuropsychological Evaluations, \$2,000.00 for Educational Related Mental Health Assessments, and \$2,500.00 for Functional Behavioral Assessments (FBA), during the period January 1, 2016 through June 30, 2016, with no other changes to the contract, to be expended from the General Fund/Restricted 01-00.

**Items #14E1 & E2 were pulled from the Consent Agenda and voted on separately, as shown above.*

E. APPROVAL/RATIFICATION OF PARENT SETTLEMENT AND RELEASE AGREEMENTS

Approve/ratify the following Parent Settlement and Release Agreements, to be funded by the General Fund 01-00/Special Education, and authorize the Director of Special Education to execute the agreements:

ITEM 6

1. Student Case No. 2016-001PS, for special education related services, in the amount of \$36,450.00.
2. Student Case No. 2016-002PS, for special education related services, in the amount of \$35,500.00.

PUPIL SERVICES

F. APPROVAL/RATIFICATION OF AGREEMENTS

(None Submitted)

G. APPROVAL/RATIFICATION OF AMENDMENTS TO AGREEMENTS

(None Submitted)

15. BUSINESS / PROPOSITION AA

BUSINESS

A. APPROVAL/RATIFICATION OF AGREEMENTS

Approve/ratify entering into the following agreements and authorize Christina M. Bennett, Eric R. Dill, or Rick Schmitt to execute the agreements:

1. Blackboard, Inc. to provide Blackboard Connect unlimited emergency and outreach notification system to parents of enrolled students, administrators, faculty, staff, and board members, during the period February 14, 2016 through February 13, 2017, and then automatically renewing until terminated, for an annual amount not to exceed \$25,000.00, to be expended from the General Fund/Unrestricted 01-00.
2. School Services of California, Inc., to provide the District with fiscal and mandated cost claims services and the CADIE and SABRE reports, during the period January 1, 2016 through December 31, 2016, for an amount not to exceed \$4,140.00 plus expenses, to be expended from the General Fund/Unrestricted 01-00.

**Item #15A3 was pulled from the Consent Agenda and voted on separately, as shown above.*

3. Harbottle Law Group, to provide legal services, during the period January 15, 2016 until terminated, at the hourly rates of \$195.00 for Owner/Director Mr. Harbottle, \$190.00 for all other attorneys, and \$95.00 for paralegals and assistants, plus expenses, to be expended from the fund to which the services are charged.
4. Cox California Telcom, LLC, dba Cox Business, to provide Integrated Services Digital Network (ISDN) phone lines and related services to integrate with the district's digital phone system, during the period January 15, 2016 until terminated, at the rates of \$215.00 per Primary Rate Interface (PRI) multiple voice and data transmission line with unlimited local calling, \$0.21 per Direct Inward Dialing (DID) service that allows numerous individual phone numbers to run off a block of dedicated numbers, and \$15.00 per Business Voice Messenger (BVM) measured phone line, to be expended from the General Fund/Unrestricted 01-00.
5. Adobe Systems, Inc., for a district wide Education Enterprise Agreement (EEA) for Adobe products, during the period January 15, 2016 through January 14, 2018, for an estimated not to exceed amount of \$60,000.00 per year, to be expended from the General Fund/Unrestricted 01-00.

B. APPROVAL/RATIFICATION OF AMENDMENT TO AGREEMENTS

(None Submitted)

C. AWARD/RATIFICATION OF CONTRACTS

Award/ratify the following contracts and authorize Christina M. Bennett or Eric R. Dill to execute all pertinent documents:

ITEM 6

1. Ferandell Tennis Courts, Inc., for the Tennis Court Resurfacing Project at Torrey Pines High School B2016-06, in the amount of \$40,604.00, to be expended from the General Fund/Unrestricted 01-00 with partial reimbursement from the Torrey Pines HS Tennis Boosters.

D. APPROVAL OF CHANGE ORDERS
(None Submitted)

E. ACCEPTANCE OF CONSTRUCTION PROJECTS
(None Submitted)

**Item #15F was pulled from the Consent Agenda and voted on separately, as shown above.*

F. APPROVAL OF BUSINESS REPORTS
Approve the following business reports:

1. Purchase Orders
2. Membership Listing (None Submitted)
3. Warrants
4. Revolving Cash Fund

PROPOSITION AA

G. APPROVAL/RATIFICATION OF AGREEMENTS
(None Submitted)

H. APPROVAL/RATIFICATION OF AMENDMENT TO AGREEMENTS
Approve/ratify amending the following agreements and authorize Christina M. Bennett or Eric R. Dill to execute the agreements:

1. SVA Architects, to amend contract CA2014-20, for architectural/engineering services at San Dieguito High School Academy Interim Housing & Tennis Courts, increasing the amount by \$9,700.00 for a new total of \$155,945.00, and extending the contract through completion, to be expended from Building Fund—Prop 39, Fund 21-39.

I. AWARD/RATIFICATION OF CONTRACTS
(None Submitted)

J. APPROVAL OF CHANGE ORDERS
Approve Change Order No. 1 to the following projects, and authorize Christina M. Bennett or Eric R. Dill to execute the change orders:

1. San Dieguito High School Academy Stadium Project Phase 2, Interim Housing and Replacement of Tennis Courts, decreasing the amount by \$43,513.74 for a new total of \$3,091,070.27, and extending the contract by 507 days.

K. ACCEPTANCE OF CONSTRUCTION PROJECTS
Accept the following construction projects as complete, pending the completion of a punch list, and authorize the administration to file a Notice of Completion with the County Records' Office:

1. San Dieguito High School Academy Stadium Project Phase 2, Interim Housing and Replacement of Tennis Courts, CA2014-40, and contract entered into with Gilbane Building Company.

*Item #15L was pulled from the Consent Agenda and voted on separately, as shown above.

L. AUTHORIZATION TO REDUCE RETENTION WITHHELD

Authorize the administration to reduce the retention being withheld from payment to Balfour Beatty Construction, LLC for construction of the Pacific Trails Middle School project, from 5% to 2.5%, releasing \$769,701.50; and authorize future billings to reflect a 2.5% retainage percentage.

DISCUSSION / ACTION ITEMS (ITEMS 16 - 19)

16. ADOPTION OF RESOLUTION / 2014-2015 REPORT ON STATUTORY SCHOOL FEES AND FINDINGS

Motion by Ms. Dalessandro, seconded by Ms. Herman, to adopt the resolution regarding statutory school fees and report for fiscal year 2014-2015, and findings in compliance with Government Code sections 66006 and 66001, as presented. ADVISORY VOTE Ayes: Bub, Eppel, Gelman, McMullen, Schneir; Noes: None; Abstain: None. BOARD Ayes: Dalessandro, Hergesheimer, Herman, Salazar, Muir; Noes: None; Abstain: None. *Motion unanimously carried.*

17. ACCEPTANCE OF 2014-15 ANNUAL AUDIT

Motion by Ms. Dalessandro, seconded by Ms. Herman, to accept the 2014-15 annual audit of the San Dieguito Union High School District, as prepared by Wilkinson, Hadley, King & co. LLP, as presented. ADVISORY VOTE Ayes: Bub, Eppel, Gelman, McMullen, Schneir; Noes: None; Abstain: None. BOARD Ayes: Dalessandro, Hergesheimer, Herman, Salazar, Muir; Noes: None; Abstain: None. *Motion unanimously carried.*

18. APPROVAL OF SALARY INCREASES FOR NON-REPRESENTED EMPLOYEE GROUPS / BP'S #4341.1 ATTACHMENT A, MANAGEMENT SALARY SCHEDULE, #4441.2 ATTACHMENT A, CONFIDENTIAL EMPLOYEES SALARY SCHEDULE, & #4541 ATTACHMENT A, SUPERVISORY EMPLOYEES SALARY SCHEDULE, AND AMENDMENT TO EMPLOYMENT CONTRACTS FOR SUPERINTENDENT & ASSOCIATE SUPERINTENDENTS

A motion was made by Ms. Hergesheimer, seconded by Ms. Dalessandro, to separate the vote into two actions, with the first vote to approve the Superintendent and four Associate Superintendent amended employment contracts, as presented, and the second vote to approve the Management, Confidential and Supervisory salary schedules, as presented, and shown below.

PUBLIC COMMENTS:

Maura Leonard made comments about her daughter's positive experience at district schools.

Bob Croft, President, San Dieguito Faculty Association made comments regarding the non-represented employee groups' salary increase.

The Board held a discussion on the salary increases for the non-represented groups.

A. SUPERINTENDENT & FOUR ASSOCIATE SUPERINTENDENT / AMENDED EMPLOYEE CONTRACTS

To approve the amendment to employment contracts for the Superintendent and four Associate Superintendents, as presented. ADVISORY VOTE Ayes: Bub, Eppel, Gelman, McMullen, Schneir; Noes: None; Abstain: None. BOARD Ayes: Dalessandro, Hergesheimer, Herman; Noes: Muir, Salazar; Abstain: None. *Motion carried.*

B. MANAGEMENT, CONFIDENTIAL & SUPERVISORY EMPLOYEES / SALARY SCHEDULES

To approve the salary increases for the non-represented employee groups of Management, Confidential and Supervisory Employees, BP's #4341.1 Attachment A, Management Salary Schedule, #4441.2 Attachment A, Confidential Employees Salary Schedule, and #4541 Attachment A, Supervisory Employees Salary Schedule, as presented. ADVISORY VOTE Ayes: Bub, Eppel, Gelman, McMullen, Schneir; Noes: None; Abstain: None. BOARD Ayes: Dalessandro, Hergesheimer, Herman; Noes: Muir, Salazar; Abstain: None. *Motion carried.*

ITEM 6

19. APPROVAL OF THE REVISED 2015-16 DISTRICT BUDGET

Motion by Ms. Dalessandro, seconded by Ms. Herman, to approve revisions to the First Interim Budget related to the approval of the 2015-16 through 2017-18 collective bargaining agreement with San Dieguito Faculty Association, as presented. ADVISORY VOTE Ayes: Bub, Eppel, Gelman, McMullen, Schneir; Noes: None; Abstain: None. BOARD Ayes: Dalessandro, Hergesheimer, Herman, Salazar, Muir; Noes: None; Abstain: None. *Motion unanimously carried.*

INFORMATION ITEMS.....(ITEMS 20 - 30)

20. PROPOSED NEW / REVISED / DELETED BOARD POLICIES / ADMINISTRATIVE SERVICES / EDUCATIONAL SERVICES

- A. BP #5113.1, CHRONIC ABSENCE AND TRUANCY (REVISED)
- B. BP #5125, STUDENT RECORDS (REVISED)
- C. BP #5141.3, HEALTH EXAMINATIONS (REVISED)
- D. BP #5141.31, IMMUNIZATIONS (REVISED)
- E. BP #5147, DROPOUT PREVENTION (REVISED)
- F. BP #6141.1, ALTERNATIVE LEARNING OPPORTUNITIES (DELETE)
- G. BP #6145.4, ATHLETIC COMPETITION (REVISED)
- H. BP #6145.2, PUBLIC PERFORMANCES AND EXHIBITIONS (DELETE)
- I. BP #6158, INDEPENDENT STUDY (NEW)
- J. BP #6164.2, GUIDANCE AND COUNSELING SERVICES (REVISED)
- K. BP #6173, EDUCATION FOR HOMELESS CHILDREN (REVISED)
- L. BP #6173.1, EDUCATION FOR FOSTER YOUTH (NEW)
- M. BP #6183, HOME HOSPITAL (REVISED)

This item was submitted for Board consideration and will be resubmitted for action on February 18, 2016.

21. PERSONNEL COMMISSION / CLASS DESCRIPTION REPORT / CLASSIFIED

- A. CUSTODIAN
- B. CUSTODIAN-FLOATER
- C. CUSTODIAN CREW LEADER
- D. NUTRITION SERVICES PRODUCTION ASSISTANT

This item was submitted as information only.

22. BUSINESS SERVICES UPDATE ERIC DILL, ASSOCIATE SUPERINTENDENT

Mr. Dill had nothing to report.

23. EDUCATIONAL SERVICES UPDATEMIKE GROVE, ED.D., ASSOCIATE SUPERINTENDENT

Dr. Grove had nothing to report.

24. HUMAN RESOURCES UPDATETORRIE NORTON, ASSOCIATE SUPERINTENDENT

Ms. Norton had nothing to report.

25. ADMINISTRATIVE SERVICES UPDATE JASON VILORIA, ED.D., ASSOCIATE SUPERINTENDENT

Dr. Viloría had nothing to report.

26. PUBLIC COMMENTS – None presented.

27. FUTURE AGENDA ITEMS – None presented.

Ms. Herman requested that a training be scheduled to discuss board protocol and procedures to be conducted by California School Boards Association.

28. ADJOURNMENT TO CLOSED SESSION – No closed session was necessary.

29. REPORT FROM CLOSED SESSION – Nothing further to report.

30. ADJOURNMENT OF MEETING – The meeting adjourned at 8:26 PM.

Amy Herman, Board Clerk

Date

Rick Schmitt, Superintendent

Date

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: February 8, 2016

BOARD MEETING DATE: February 18, 2016

**PREPARED AND
SUBMITTED BY:** Rick Schmitt, Superintendent

SUBJECT: ACCEPTANCE OF GIFTS AND DONATIONS

.....

EXECUTIVE SUMMARY

The district administration is requesting acceptance of gifts and donations to the district, as shown on the following report.

RECOMMENDATION:

It is recommended that the Board accept the gifts and donations to the district, as shown on the attached report.

FUNDING SOURCE:

Not applicable

GIFTS AND DONATIONS
SDUHSD BOARD MEETING
February 18, 2016

ITEM 11A

Item #	Donation	Description	Donor	Department	School Site
1	\$1,000.00	School Supplies	Coastal Communities Concert Band Found.	Administration	OCMS
2	\$1,000.00	School Supplies	M.A. Van Horn	Administration	PTMS
3	\$450.00	School Supplies	Oak Crest Foundation Inc	Art/Technology	OCMS
4	\$95.89	School Supplies	Kroeger	Administration	CCA
5	\$2,817.24	Supplemental Support Costs	Torrey Pines High School Foundation	Music	TPHS
6	\$827.06	Supplemental Support Costs	Torrey Pines High School Foundation	Administration	TPHS
7	\$1,478.70	Supplemental Support Costs	San Dieguito HS Academy Music Boosters	Music	SDHSA
8	\$3,430.00	School Supplies	San Dieguito Academy Foundation	Various	SDHSA
9	\$1,952.75	Supplemental Support Costs	Carmel Valley Music Boosters	Music	CVMS
10	\$1,064.05	School Supplies	Canyon Crest Academy Foundation	Various	CCA
11	\$626.64	After School Support Costs	San Dieguito Academy Foundation	Administration	SDHSA
12	\$593.84	Supplemental Support Costs	Earl Warren Music Boosters	Music	EWMS
13	\$136.62	School Supplies	Wind At Your Back, LLC	Administration	CVMS
14	\$600.00	School Supplies	San Dieguito Academy Foundation	Administration	SDHSA
15					
16					
17					
18					
19					
20					
21					
22		*Donated Items:			
23	\$3,900.00	2003 Hyundai Elantra	Paul Sommers	Auto	SDHSA
24	\$100.00	Auto Shop Cart	Doug McGillis	Auto	SDHSA
	\$16,072.79	Monetary Donations			
	\$4,000.00	*Value of Donated Items			
	\$20,072.79	TOTAL VALUE			

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: January 15, 2016

BOARD MEETING DATE: February 18, 2016

PREPARED BY: Michael Grove, Ed.D.
Associate Superintendent of
Educational Services

SUBMITTED BY: Rick Schmitt, Superintendent

SUBJECT: Approval / Ratification of Field Trip
Requests

EXECUTIVE SUMMARY

The district administration is requesting approval / ratification of out-of-state, overnight, and / or out-of-county field trips, as shown on the attached reports.

RECOMMENDATION:

It is recommended that the Board approve / ratify the field trips, as shown on the attached supplement.

FUNDING SOURCE:

As listed on the attached supplement.

FIELD TRIP REQUESTS
SDUHSD BOARD MEETING
February 18, 2016

ITEM 11B

Item #	Date	Sponsor, Last Name	First Name	School Team/Club	Total # Students	Total # Chaperones	Event Description / Name of Conference	City	State	Loss of Class Time	Funding
1	04-29-16 - 05-01-15	Villanova / Whattof	Amy / Anne	CCA Jazz Band & Choir	25	3	Reno Jazz Festival	Reno	NV	1 Day	CCA Foundation / Parent Donations
2	04-22-16 - 04-23-16	Anderson	Michelle	LCC AP Calculus AB & BC	50	3	Calculus Camp	Santa Isabel	CA	None	LCC Foundation / Parent Donations
3	04-15-16 - 04-16-16	Roberts / Temple	Tim / Heather	SDHSA Advanced Journalism / Yearbook	20	2	National Journalism Convention	Los Angeles	CA	1 Day	SDHSA Foundation / Parent Donations
4	05-28-16 - 05-29-16	Whattof	Anne	CCA Choir	30	2	Anaheim Choral Festival	Fullerton / Anaheim	CA	None	CCA Foundation / Parent Donations
6	03-20-16 - 03-22-16	Wilson	Raymond	SDHSA Boys Volleyball	12	10	Volleyball Tournament	Las Vegas	NV	2 Days	SDHSA Foundation / Parent Donations
7	03-12-16 - 03-13-16	Zissi	Jon	TPHS Varsity Boys Lacrosse	40	5	Lacrosse Retreat	Ramona	CA	None	TPHS Foundation / Parent Donations
8	03-18-16 - 03-19-16	Kaye	Sarah	TPHS Dance	30	6	Dance Competition	Los Angeles	CA	1 Day	TPHS Foundation / Parent Donations
9	04-14-16 - 04-17-16	Boardman- Smith	Mia	TPHS Advanced Journalism / Yearbook	26	2	National Journalism Convention	Los Angeles	CA	1 Day	TPHS Foundation / Parent Donations

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: February 9, 2016

BOARD MEETING DATE: February 18, 2016

PREPARED BY: Torrie Norton
Associate Superintendent/Human Resources

SUBMITTED BY: Rick Schmitt
Superintendent

SUBJECT: APPROVAL OF CERTIFICATED and
CLASSIFIED PERSONNEL

EXECUTIVE SUMMARY

Please find the following Personnel actions attached for Board approval:

Certificated

Employment
Change in Assignment
Leave of Absence
Resignation

Classified

Employment
Change in Assignment
Leave of Absence
Resignation

RECOMMENDATION:

It is recommended that the Board approve the attached Personnel actions.

FUNDING SOURCE:

General Fund

PERSONNEL LIST

CERTIFICATED PERSONNEL

Employment

1. **Antonio Ballesteros**, 40% Temporary Teacher (mathematics) at La Costa Canyon High School for the remainder of the 2015-16 school year, effective 1/28/16 through 6/10/16.
2. **Timothy Briggs**, 100% Temporary Teacher (English) at San Dieguito High School Academy for the remainder of the 2015-16 school year, effective 1/26/16 through 6/10/16.
3. **Evan Foxworth**, 40% Temporary Teacher (social science) at Torrey Pines High School, effective 1/25/16 through 6/10/16.
4. **George S. Irish**, 33% Temporary Teacher (mathematics) at San Dieguito High School Academy for the remainder of the 2015-16 school year, effective 2/02/16 through 6/10/16.
5. **Olivia Lea**, 100% Temporary Teacher (Special Ed – Mild/Moderate) at La Costa Canyon High School for the remainder of the 2015-16 school year, effective 1/28/16 through 6/10/16.
6. **Vanessa Winkler**, 100% Temporary Teacher (mathematics) at Diegueno Middle School for the remainder of the 2015-16 school year, effective 1/19/16 through 6/10/16.

Change in Assignment

1. **Ivonn Barriga**, Temporary Teacher (Spanish) at San Dieguito High School Academy, Increase in Assignment for Semester II/2015-16 school year, from 33% to 67%, effective 1/25/16 through 6/10/16.
2. **Miles Brown**, Temporary Teacher (social science) at Canyon Crest Academy, Reduction in Assignment for Semester II/2015-16 school year from 100% to 67%, effective 1/25/16 through 6/10/16.
3. **Suzanne Mandel-Mosko**, 40% Temporary Teacher (biology) at La Costa Canyon High School, additional 33% teaching assignment (chemistry) at San Dieguito High School Academy for the remainder of the 2015-16 school year, effective 1/27/16 through 6/10/16.
4. **Todd Vollstedt**, Temporary Teacher (mathematics) at San Dieguito High School Academy, Change in Assignment from 67% to 100% for Semester II/2015-16 school year, effective 1/25/16 through 6/10/16.
5. **Cecily Wheeler**, Temporary Teacher (Art) 40% at Pacific Trails MS and 33% at Canyon Crest Academy, Reduction in Assignment for Semester II/2015-16 school year from 73% to 40% at Pacific Trails MS only, effective 1/25/16 through 6/10/16.

ITEM 12A

Leave of Absence

1. **Laura Kruk**, Permanent Teacher (Spanish) at Canyon Crest Academy, requests a 33% Unpaid Leave of Absence (67% assignment) for Semester II/2015-16 school year, effective 1/25/16 through 6/10/16.
2. **ThienAn Nguyen**, Permanent Teacher (math) at Canyon Crest Academy, requests a 100% Unpaid Leave of Absence for the remainder of the 2015-16 school year, effective 1/04/16 through 6/10/16.

Resignation

1. **Jeremy Henry**, 40% Temporary Teacher (social science) at Torrey Pines High School, resignation from employment at the conclusion of Semester I, effective 1/22/16.
2. **Linda Nelson**, Permanent Teacher (physical education) at Oak Crest Middle School, resignation for retirement purposes, effective 7/01/16.
3. **Blaze Newman**, Permanent Teacher (English/AVID) at San Dieguito High School Academy, resignation for retirement purposes, effective 6/30/16.

ITEM 12A

PERSONNEL LIST

CLASSIFIED PERSONNEL**Employment**

1. **Lopez, Miguel**, Nutrition Services Production Assistant, SR33, 93.75% FTE, Canyon Crest Academy, effective 01/26/16.
2. **Notani, Romila**, Secretary, SR36, 100.00% FTE, Torrey Pines High School, effective 1/27/16.
3. **Wilkinson, Sydney**, Secretary, SR36, 30.00% FTE, Facilities-Construction Department, effective 02/01/16.

Change in Assignment

1. **Carrino, Kathryn**, from Nutrition Services Assistant II, SR27, 48.75% FTE, Torrey Pines High School to Nutrition Services Supervisor, Supervisory R4, 68.75% FTE, Pacific Trails Middle School, effective 02/08/16.
2. **Herring, Victoria**, from Unpaid Leave of Absence to Instructional Assistant-SpEd(NS), SR34, 48.75% FTE, La Costa Canyon High School, effective 01/26/16.
3. **Macon, Katherine**, from Instructional Assistant-SpEd(NS), SR34, 48.75% FTE, La Costa Canyon High School to 75.00% FTE, effective 01/26/16.
4. **Ochoa Calderon, Jose**, from Custodian, SR32, 100.00% FTE, Diegueno Middle School to School Plant Supervisor-Middle School, SR39, 100.00% FTE, Earl Warren Middle School, effective 01/19/16.
5. **Sanderson, Tate**, from Instructional Assistant-SpEd(SH), SR36, 81.25% FTE, Oak Crest Middle School to unpaid status and 39 month re-employment list effective 02/05/16.
6. **Scheyer, Neal**, from Instructional Assistant-SpEd(NS), SR34, 37.50% FTE, Carmel Valley Middle School to 75.00% FTE, effective 01/15/16.
7. **Wilkinson, Sydney**, from Secretary, SR36, 30.00% FTE, Facilities-Construction Department to 37.50% FTE, effective 02/08/16.

Leave of Absence

1. **Franco, Andrea**, Instructional Assistant-SpEd(NS), SR34, 37.50% FTE, Torrey Pines High School requests a 20.00% Unpaid Leave of Absence effective 01/19/16 through 05/12/16. Andrea plans to resume her 37.50% assignment on 05/13/16.
2. **Becker, Deana**, Instructional Assistant-SpEd(BI), SR36, 75.00% FTE, Diegueno Middle School requests a 100.00% Unpaid Leave of Absence effective 02/16/16 through 05/09/16. Deana plans to resume her 75.00% assignment on May 10, 2016.

Resignation

1. **Bennett, Christina**, Director of Purchasing and Risk Management, Management G5,R4, 100.00% FTE, Purchasing & Risk Management Department, resignation effective 02/11/16.
2. **Ferrer, Crystal**, Job Placement Assistant, SR35, 100.00% FTE, District Office-Special Education, resignation effective 02/29/16.
3. **Herring, Victoria**, Instructional Assistant-SpEd(NS), SR34, 48.75% FTE, La Costa Canyon High School, resignation effective 02/05/16.

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: February 9, 2016

BOARD MEETING DATE: February 18, 2016

PREPARED BY: Jason Vilorio, Ed.D., Associate Superintendent of Administrative Services

SUBMITTED BY: Rick Schmitt
Superintendent

SUBJECT: APPROVAL / RATIFICATION OF PROFESSIONAL SERVICES CONTRACTS/
ADMINISTRATIVE SERVICES

EXECUTIVE SUMMARY

The attached Professional Services Report/Administrative Services summarizes one contract.

RECOMMENDATION:

The administration recommends that the Board approve and/or ratify the contract, as shown in the attached Professional Services Report.

FUNDING SOURCE:

As noted on attached list

ITEM 14A

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

ADMINISTRATIVE SERVICES - PROFESSIONAL SERVICES REPORT

Board Meeting Date: 02-18-16

<u>Contract Effective Dates</u>	<u>Consultant/ Vendor</u>	<u>Description of Services</u>	<u>School/ Department Budget</u>	<u>Fee Not to Exceed</u>
02/02/16 – 03/08/16	Leaning On Visions and Education	Provide 6 workshops to San Dieguito Union High School District and Encinitas Union School District parents promoting family involvement and removing barriers that make it difficult for parents to participate in their children’s education	General Fund/ Restricted 01-00, Title III funds and be reimbursed for \$1,500.00 by Encinitas Union School District	\$3,000.00

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: February 2, 2016

BOARD MEETING DATE: February 18, 2016

PREPARED BY: Chuck Adams, Director of Special Education
Jason Vilorio, Ed.D., Associate Superintendent,
Administrative Services

SUBMITTED BY: Rick Schmitt
Superintendent

SUBJECT: APPROVAL / RATIFICATION OF AGREEMENTS

EXECUTIVE SUMMARY

The attached Special Education Agreements Report summarizes four contracts.

RECOMMENDATION:

The administration recommends that the Board approve and/or ratify the contracts as shown on the attached Special Education Agreements report.

FUNDING SOURCE:

As noted on the attached report.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT BOARD MEETING

ITEM 14C

SPECIAL EDUCATION AGREEMENTSBoard Meeting Date: 02-18-16

<u>Contract Effective Dates</u>	<u>Contract/Vendor</u>	<u>Description of Services</u>	<u>Department Budget</u>	<u>Current # of Students</u>	<u>Fee Not to Exceed</u>
07/01/15 – 06/30/16	West Shield Adolescent Services (ICA)	To provide transport services for at risk Special Education students to/from residential facilities.	General Fund / Restricted 01-00	Varies	\$85.00 per hour for lead agent(s), \$65.00 per hour for back-up agent(s), \$0.57 per mile (or current federal rate) traveled by the agent(s), \$72.00 per hour for administrative time, and out of pocket expenses such as food, parking, hotel charges and airfares reimbursed at cost
12/01/15 – 06/30/16	Community School of San Diego High School (NPS)	Provide an alternative education model for non-diploma bound students with moderate to severe autism and/or intellectual disabilities.	General Fund / Restricted 01-00	1	All-inclusive daily rates (depending on the percentage of direct support) of: 33% = \$160.00 50% = \$199.00 66% = \$235.00 100% = \$287.00
04/20/16	San Diego Zoo Safari Park (ICA)	Provide a group tour for Carmel Valley Middle School Workability students	General Fund / Restricted 01-00	NA	\$200.00
07/01/15 – 06/30/16	San Diego Unified School District (MOU)	Renewing an inter-SELPA agreement to provide special education services to one medically fragile special education student	General Fund / Restricted 01-00	1	\$13,646.59

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: February 2, 2016

BOARD MEETING DATE: February 18, 2016

PREPARED BY: Chuck Adams, Director of Special Education
Jason Vilorio, Ed.D., Associate Superintendent,
Administrative Services

SUBMITTED BY: Rick Schmitt
Superintendent

SUBJECT: APPROVAL OF PARENT SETTLEMENT
AND RELEASE AGREEMENT

EXECUTIVE SUMMARY

The attached Special Education Agreement report for Parent Settlements and Release Agreements summarizes one Settlement Agreement that provides services for a Special Education Student.

RECOMMENDATION:

The administration recommends that the Board approve and/or ratify the contract as shown on the attached Special Education Agreement report.

FUNDING SOURCE:

As noted on the attached report.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT BOARD MEETING

ITEM 14E

SPECIAL EDUCATION AGREEMENTSBoard Meeting Date: 02/02/16

<u>Student #</u>	<u>Description of Services</u>	<u>Date Executed</u>	<u>Budget #</u>	<u>Amount</u>
2016-004PS	Pursuant to the Settlement Agreement, a negotiated agreement has been reached between the San Dieguito Union High School District and student #2016-004PS for special education related services.	12/09/15	General Fund Special Education 01-00	\$42,000.00

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: February 9, 2016

BOARD MEETING DATE: February 18, 2016

PREPARED BY: Eric R. Dill, Associate Superintendent/Business

SUBMITTED BY: Rick Schmitt
Superintendent

SUBJECT: APPROVAL / RATIFICATION OF
PROFESSIONAL SERVICES CONTRACTS/
BUSINESS

EXECUTIVE SUMMARY

The attached Professional Services Report/Business summarizes four contracts.

RECOMMENDATION:

The administration recommends that the Board approve and/or ratify the contracts, as shown in the attached Professional Services Report.

FUNDING SOURCE:

As noted on attached report

ITEM 15A

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT**BUSINESS - PROFESSIONAL SERVICES REPORT****Board Meeting Date: 02-18-16**

<u>Contract Effective Dates</u>	<u>Contractor/Vendor</u>	<u>Description of Services</u>	<u>School/ Department Budget</u>	<u>Fee Not to Exceed</u>
02/19/16 until completion	The Howard E. Nyhart Co Inc., dba Nyhart	Perform an updated actuarial evaluation to determine the amount of actuarial liability for the district's retiree health benefits using plan and census data	General Fund / Unrestricted 01-00	\$6,950.00
02/24/16	North County LGBTQ Resource Center	Provide a training session for San Dieguito High School Academy teachers and staff	General Fund / Unrestricted 01-00	\$700.00
02/19/16 – 02/18/17 and then continuing with annual renewals unless terminated with 30 day advanced notice by either party	Facilities Protection Systems	Provide semi-annual maintenance on the fire protection and detection system installed at Earl Warren Middle School	General Fund / Unrestricted 01-00	Annual amount of \$1,030.00 not including consumable parts and materials not covered by the equipment warranty
02/19/16 – 02/18/17	FieldTurf USA, Inc.	Provide Advanced Care maintenance service on the artificial turf fields at Torrey Pines High School, San Dieguito High School Academy, and Canyon Crest Academy	General Fund / Unrestricted 01-00	\$9,000.00

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: February 9, 2016

BOARD MEETING DATE: February 18, 2016

PREPARED BY: Eric R. Dill, Associate Superintendent/Business

SUBMITTED BY: Rick Schmitt
Superintendent

SUBJECT: APPROVAL / RATIFICATION OF
AMENDMENT TO AGREEMENTS

EXECUTIVE SUMMARY

The attached Amendment to Agreements Report summarizes one amendment to agreements.

RECOMMENDATION:

The administration recommends that the Board approve and/or ratify the amendment to agreements, as shown in the attached Amendment Report.

FUNDING SOURCE:

As noted on attached list

ITEM 15B

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

BUSINESS SERVICES - AMENDMENT TO AGREEMENTS REPORT

Board Meeting Date: 02-18-16

<u>Contract Effective Dates</u>	<u>Contractor/ Vendor</u>	<u>Description of Services</u>	<u>School/ Department Budget</u>	<u>Fee Not to Exceed</u>
NA	Door Service & Repair, Inc. (DSR)	Increasing the annual not to exceed amount for preventative maintenance and repairs on 111 various types and sizes of rolling steel doors at 9 different school sites from \$4,500.00 to \$6,000.00 per year	General Fund/ Unrestricted 01-00	\$6,000.00

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: February 9, 2016

BOARD MEETING DATE: February 18, 2016

PREPARED BY: Eric R. Dill
Associate Superintendent, Business

SUBMITTED BY: Rick Schmitt
Superintendent

SUBJECT: APPROVAL OF BUSINESS REPORTS

EXECUTIVE SUMMARY

Please find the following business reports submitted for your approval:

1. Purchase Orders
2. Membership Listings (None Submitted)
3. Warrants
4. Revolving Cash Fund

RECOMMENDATION:

It is recommended that the Board approve the following business reports: 1) Purchase Orders, 2) Membership Listings (None Submitted), 3) Warrants, and 4) Revolving Cash Fund.

FUNDING SOURCE:

Not applicable

ITEM 15F

PO REPORT JANUARY 5, 2016 THROUGH FEBRUARY 8, 2016

PO NBR	DATE	FUND	VENDOR	LOC	DESCRIPTION	AMOUNT
000003143	1/5/2016	0100	OFFICE DEPOT, INC	500	MATERIALS AND SUPPLIES	\$30.74
000003144	1/5/2016	0100	SMART AND FINAL STORES CORP	500	MATERIALS AND SUPPLIES	\$67.26
000003145	1/5/2016	0100	SCHOOL NURSE SUPPLY COMPANY	500	MATERIALS AND SUPPLIES	\$40.54
000003146	1/5/2016	0100	MISSION FEDERAL CREDIT UNION	600	MATERIALS AND SUPPLIES	\$131.17
000003147	1/5/2016	0100	C D W G.COM	004	MATERIALS AND SUPPLIES	\$669.60
000003148	1/5/2016	0100	Center for Autism and Related Disorders	002	OTHER CONTR-N.P.A.	\$6,160.00
000003149	1/5/2016	0100	BREVIG PLUMBING	012	REPAIRS BY VENDORS	\$7,500.00
000003150	1/5/2016	0100	COSCO FIRE PROTECTION	012	REPAIRS BY VENDORS	\$11,026.16
000003151	1/5/2016	0100	NASCO MODESTO	500	MATERIALS AND SUPPLIES	\$101.09
000003152	1/5/2016	0100	MOORE MEDICAL, LLC	500	MATERIALS AND SUPPLIES	\$80.67
000003153	1/5/2016	0100	S AND R TOWING INC	013	OTHER SERV.& OPER.EXP.	\$3,500.00
000003154	1/6/2016	0100	PROCURETECH	017	MATERIALS AND SUPPLIES	\$153.58
000003155	1/6/2016	0100	B AND H PHOTO-VIDEO	500	MATERIALS AND SUPPLIES	\$3,879.36
000003157	1/6/2016	0100	TCR SERVICES	500	DUPLICATING SUPPLIES	\$129.49
000003158	1/6/2016	0100	ROGER TAYLOR	013	MATERIALS-VEHICLE PARTS	\$135.00
000003160	1/6/2016	0100	WESTERN STATES AWNING	012	REPAIRS BY VENDORS	\$1,325.00
000003161	1/7/2016	0100	OCEANSIDE TRANSMISSION	013	REPAIRS-VEHICLES	\$3,004.45
000003162	1/7/2016	0100	AREY JONES ED SOLUTIONS	017	NON-CAPITALIZED TECH EQUIPMENT	\$4,384.87
				600	NON-CAPITALIZED TECH EQUIPMENT	\$32,155.67
000003164	1/7/2016	0100	EVERYTHING MEDICAL	500	MATERIALS AND SUPPLIES	\$19.90
000003165	1/7/2016	1300	A1 GOLF CARS, INC	014	REPAIRS BY VENDORS	\$45.00
000003166	1/7/2016	0100	RHINO ART COMPANY	500	MATERIALS AND SUPPLIES	\$300.00
000003167	1/7/2016	0100	PROJECT LEAD THE WAY, INC	600	MATERIALS AND SUPPLIES	\$9,417.60
000003168	1/7/2016	0100	FREE FORM CLAY & SUPPLY	500	MATERIALS AND SUPPLIES	\$1,366.12
000003169	1/7/2016	0100	SMART AND FINAL STORES CORP	500	MATERIALS AND SUPPLIES	\$67.26
000003170	1/8/2016	0100	STAPLES ADVANTAGE	500	MATERIALS AND SUPPLIES	\$73.44
000003171	1/8/2016	0100	OFFICE SOLUTIONS BUSINESS	011	OFFICE SUPPLIES	\$21.60
000003172	1/8/2016	0100	BLICK, DICK (DICK BLICK)	600	MATERIALS AND SUPPLIES	\$262.30
000003173	1/8/2016	0100	AREY JONES ED SOLUTIONS	500	NON-CAPITALIZED TECH EQUIPMENT	\$1,859.17
000003174	1/8/2016	0100	AMAZON.COM	002	MATERIALS AND SUPPLIES	\$2,047.03
000003175	1/8/2016	0100	C T B / MCGRAW-HILL	004	COMPUTER LICENSING	\$3,987.50
000003176	1/8/2016	0100	STAPLES ADVANTAGE	600	NON CAPITALIZED EQUIP	\$1,561.68
000003177	1/8/2016	0100	AMAZON.COM	600	MATERIALS AND SUPPLIES	\$300.00
000003178	1/8/2016	1100	LESLIE SIEGEL	019	MATERIALS AND SUPPLIES	\$200.00
000003179	1/8/2016	1100	STAPLES ADVANTAGE	019	MATERIALS AND SUPPLIES	\$38.44
000003180	1/8/2016	0100	OFFICE DEPOT, INC	022	PRINTING	\$1,740.42
000003181	1/8/2016	0100	AMAZON.COM	600	MATERIALS AND SUPPLIES	\$157.53
000003182	1/8/2016	0100	AMAZON.COM	600	MATERIALS AND SUPPLIES	\$214.79
000003183	1/8/2016	0100	AMAZON.COM	500	MATERIALS AND SUPPLIES	\$93.31
000003184	1/8/2016	0100	AMAZON.COM	500	MATERIALS AND SUPPLIES	\$19.33
000003185	1/8/2016	0100	AMAZON.COM	500	MATERIALS AND SUPPLIES	\$13.33
000003186	1/8/2016	0100	NAPA AUTO PARTS	500	MATERIALS AND SUPPLIES	\$1,000.00
000003187	1/11/2016	0100	AMAZON.COM	500	MATERIALS AND SUPPLIES	\$506.46
000003188	1/11/2016	0100	HOME DEPOT CREDIT SERVICES	500	MATERIALS AND SUPPLIES	\$59.44
000003189	1/11/2016	2139	MRC360 AKA MR COPY	007	NEW CONSTRUCTION	\$187.25
000003190	1/11/2016	2139	TWINING, INC.	007	NEW CONSTRUCTION	\$13,230.00
000003191	1/11/2016	2519	DIVISION OF THE STATE ARCHITECT	007	NEW CONSTRUCTION	\$500.00
000003192	1/11/2016	0100	CONSTITUTION RIGHTS FOUNDATION	500	MATERIALS AND SUPPLIES	\$234.98
000003193	1/11/2016	0100	SEASIDE HEATING AND AIR COND	012	REPAIRS BY VENDORS	\$7,100.00
000003194	1/11/2016	0100	OFFICE DEPOT, INC	500	MATERIALS AND SUPPLIES	\$560.67
000003195	1/11/2016	0100	AMAZON.COM	004	MATERIALS AND SUPPLIES	\$64.69
000003196	1/11/2016	0100	AMAZON.COM	600	MATERIALS AND SUPPLIES	\$89.05
000003197	1/11/2016	0100	SOLUTION TREE	001	CONFERENCE,WORKSHOP, SEM.	\$649.00
000003198	1/11/2016	1100	AMAZON.COM	019	MATERIALS AND SUPPLIES	\$1,358.21
000003199	1/11/2016	0100	MRC360 AKA MR COPY	500	MATERIALS AND SUPPLIES	\$118.80
000003200	1/11/2016	0100	OFFICE DEPOT, INC	500	MATERIALS AND SUPPLIES	\$30.74
000003201	1/11/2016	0100	INDUSTRIAL ELECTRIC	003	REPAIRS BY VENDORS	\$750.00
000003203	1/11/2016	0100	STAPLES ADVANTAGE	500	MATERIALS AND SUPPLIES	\$350.00
000003204	1/11/2016	1100	SUCH A VOICE LLC	019	OTHER SERV.& OPER.EXP.	\$68.90
000003205	1/11/2016	1300	SAN DIEGO RESTAURANT SUPPLY	014	MATERIALS AND SUPPLIES	\$700.00
000003207	1/13/2016	0100	DOCUMENT TRACKING SERVICES	004	COMPUTER LICENSING	\$2,495.00
000003208	1/13/2016	0100	CLEAN ENERGY	013	REPAIRS BY VENDORS	\$17,000.00
000003209	1/13/2016	0100	APPERSON	500	MATERIALS AND SUPPLIES	\$75.62
000003210	1/13/2016	0100	NISSHO OF CA INC	012	OTHER SERV.& OPER.EXP.	\$7,993.75
000003211	1/13/2016	0100	OAK GROVE INSTITUTE	002	ROOM & BOARD	\$3,746.99
					OTHER CONTR-N.P.S.	\$147.21
000003212	1/13/2016	0100	OAK GROVE INSTITUTE	002	SUB/ROOM & BOARD	\$82,220.00
					SUB/OTHER CONTR-NPS	\$4,442.00

ITEM 15F

PO REPORT JANUARY 5, 2016 THROUGH FEBRUARY 8, 2016

PO NBR	DATE	FUND	VENDOR	LOC	DESCRIPTION	AMOUNT
0000003212	42382	0100	OAK GROVE INSTITUTE	002	ROOM & BOARD	\$25,000.00
					OTHER CONTR-N.P.S.	\$25,000.00
0000003213	1/13/2016	0100	OAK GROVE INSTITUTE	002	SUB/ROOM & BOARD	\$40,340.60
					ROOM & BOARD	\$25,000.00
					OTHER CONTR-N.P.S.	\$20,609.40
0000003214	1/13/2016	0100	Therapists Unlimited, Inc.	002	PROF/CONSULT./OPER EXP	\$950.00
0000003215	1/13/2016	1300	NATL FOOD GROUP	014	PURCHASES FOOD	\$4,800.00
0000003216	1/13/2016	0100	OFFICE DEPOT, INC	004	MATERIALS AND SUPPLIES	\$95.07
0000003217	1/13/2016	0100	TOMARK SPORTS	012	REPAIRS BY VENDORS	\$3,588.47
0000003218	1/13/2016	0100	THE FRUTH GROUP, INC	500	MATERIALS AND SUPPLIES	\$972.00
0000003219	1/13/2016	0100	OFFICE SOLUTIONS BUSINESS	015	OFFICE SUPPLIES	\$50.00
0000003220	1/13/2016	0100	TCR SERVICES	500	MATERIALS AND SUPPLIES	\$140.30
0000003221	1/13/2016	0100	GOPHER SPORT	600	MATERIALS AND SUPPLIES	\$302.24
0000003222	1/14/2016	0100	COLLEGE BOARD	004	MATERIALS AND SUPPLIES	\$5,217.89
				600	MATERIALS AND SUPPLIES	\$20,087.11
0000003223	1/14/2016	2139	ERICKSON-HALL CONSTRUCTION CO	007	NEW CONSTRUCTION	\$14,109,534.30
0000003224	1/14/2016	2139	ERICKSON-HALL CONSTRUCTION CO	007	NEW CONSTRUCTION	\$1,767,079.29
0000003225	1/14/2016	2139	COUNTY OF SAN DIEGO	007	NEW CONSTRUCTION	\$213.00
0000003226	1/14/2016	2139	PALOMAR REPROGRAPHICS, INC.	007	NEW CONSTRUCTION	\$383.40
0000003227	1/15/2016	0100	OFFICE DEPOT, INC	003	MATERIALS AND SUPPLIES	\$202.46
0000003228	1/15/2016	0100	TOLEDO PHYSICAL EDUCATION SUPPLY	600	MATERIALS AND SUPPLIES	\$140.39
0000003229	1/15/2016	0100	LAW OFFICES OF BRIAN SCIACCA	002	MEDIATION SETTLEMENTS	\$36,450.00
0000003230	1/15/2016	0100	OFFICE DEPOT, INC	500	MATERIALS AND SUPPLIES	\$61.47
0000003231	1/15/2016	0100	TCR SERVICES	500	MATERIALS AND SUPPLIES	\$178.04
0000003232	1/19/2016	0100	AMAZON.COM	600	NON CAPITALIZED EQUIP	\$1,560.51
0000003233	1/19/2016	0100	CSPCA	016	CONFERENCE,WORKSHOP, SEM.	\$700.00
0000003234	1/19/2016	0100	SSID # 001209469	002	MEDIATION SETTLEMENTS	\$35,500.00
0000003235	1/19/2016	0100	JOSTENS	002	MATERIALS AND SUPPLIES	\$75.00
0000003236	1/19/2016	0100	SAN DIEGO COUNTY OFFICE OF EDUCATION	001	CONFERENCE,WORKSHOP, SEM.	\$150.00
0000003237	1/19/2016	0100	MRC360 AKA MR COPY	500	MATERIALS AND SUPPLIES	\$190.12
0000003238	1/19/2016	0100	ESCONDIDO GOLF CART CENTER	600	REPAIRS BY VENDORS	\$957.97
0000003239	1/19/2016	0100	AMAZON.COM	600	MATERIALS AND SUPPLIES	\$255.79
0000003240	1/19/2016	0100	STAPLES ADVANTAGE	001	MATERIALS AND SUPPLIES	\$32.00
0000003241	1/19/2016	0100	TCR SERVICES	002	MATERIALS AND SUPPLIES	\$129.55
0000003242	1/19/2016	0100	WESTERN MICRO GRAPHICS	022	REPAIRS BY VENDORS	\$328.00
0000003243	1/19/2016	0100	STAPLES ADVANTAGE	500	MATERIALS AND SUPPLIES	\$267.66
0000003244	1/19/2016	0100	AMAZON.COM	500	MATERIALS AND SUPPLIES	\$418.61
0000003245	1/19/2016	0100	STAPLES ADVANTAGE	500	MATERIALS AND SUPPLIES	\$236.97
0000003246	1/19/2016	0100	POWER SYSTEMS INC	500	MATERIALS AND SUPPLIES	\$1,248.45
0000003247	1/20/2016	0100	CSPCA	016	CONFERENCE,WORKSHOP, SEM.	\$225.00
0000003248	1/20/2016	0100	SAN DIEGO COUNTY OFFICE OF EDUCATION	002	CONFERENCE,WORKSHOP, SEM.	\$400.00
0000003249	1/20/2016	0100	HOME DEPOT CREDIT SERVICES	500	MATERIALS AND SUPPLIES	\$700.00
0000003250	1/20/2016	2139	The Mark Costello Company	007	EQUIPMENT	\$7,806.24
0000003251	1/20/2016	2139	SECURITY BANK OF CALIFORNIA	007	NEW CONSTRUCTION	\$91,276.70
0000003252	1/20/2016	2139	DIVISION OF THE STATE ARCHITECT	007	NEW CONSTRUCTION	\$7,056.76
0000003253	1/20/2016	0100	SSID #: 8076842638	002	PAY IN LIEU OF TRANSP>	\$173.76
0000003254	1/20/2016	0100	San Diego Union Tribune, LLC	012	ADVERTISING	\$496.40
0000003255	1/20/2016	0100	AMAZON.COM	500	MATERIALS AND SUPPLIES	\$198.54
0000003256	1/20/2016	0100	STAPLES ADVANTAGE	500	MATERIALS AND SUPPLIES	\$179.96
0000003257	1/20/2016	0100	AMAZON.COM	002	TEXTBOOKS	\$23.10
0000003258	1/20/2016	0100	PALOS SPORTS, INC.	600	MATERIALS AND SUPPLIES	\$325.47
0000003259	1/20/2016	0100	APPERSON	500	MATERIALS AND SUPPLIES	\$254.68
0000003260	1/20/2016	0100	PALOS SPORTS, INC.	600	MATERIALS AND SUPPLIES	\$464.12
0000003261	1/20/2016	0100	GOPHER SPORT	600	MATERIALS AND SUPPLIES	\$445.37
0000003262	1/20/2016	0100	HERFF JONES, INC	500	PRINTING	\$3,000.00
0000003263	1/21/2016	0100	SSID# 5038144312	002	OTHER SERV.& OPER.EXP.	\$14,694.75
0000003264	1/21/2016	0100	STATE BOARD OF EQUALIZATION	013	FEES - ADMISSIONS, TOURN	\$121.55
0000003265	1/21/2016	0100	DUNN EDWARDS CORP	012	NON CAPITALIZED EQUIP	\$3,742.20
0000003266	1/21/2016	0100	AMAZON.COM	600	MATERIALS AND SUPPLIES	\$292.81
0000003267	1/21/2016	0100	AMAZON.COM	500	MATERIALS AND SUPPLIES	\$36.50
0000003268	1/21/2016	0100	EVERYTHING MEDICAL	500	MATERIALS AND SUPPLIES	\$56.47
0000003269	1/21/2016	0100	BLICK, DICK (DICK BLICK)	500	MATERIALS AND SUPPLIES	\$852.00
0000003270	1/21/2016	0100	PLAYWRIGHTS PROJECT	600	PROF/CONSULT./OPER EXP	\$310.00
0000003271	1/21/2016	0100	AMAZON.COM	600	MATERIALS AND SUPPLIES	\$135.95
0000003272	1/21/2016	0100	MRC360 AKA MR COPY	500	MATERIALS AND SUPPLIES	\$500.00
0000003274	1/21/2016	1300	ECONOMY RESTAURANT SUPPLY	014	NON CAPITALIZED EQUIP	\$3,169.80
0000003275	1/21/2016	0100	APPERSON	500	MATERIALS AND SUPPLIES	\$55.34
0000003276	1/21/2016	0100	SIERRA ACADEMY	002	SUB/OTHER CONTR-NPS	\$5,775.44

ITEM 15F

PO REPORT JANUARY 5, 2016 THROUGH FEBRUARY 8, 2016

PO NBR	DATE	FUND	VENDOR	LOC	DESCRIPTION	AMOUNT
0000003276	42390	0100	SIERRA ACADEMY	002	OTHER CONTR-N.P.S.	\$25,000.00
0000003277	1/21/2016	0100	SIERRA ACADEMY	002	SUB/OTHER CONTR-NPS	\$6,601.16
					OTHER CONTR-N.P.S.	\$25,000.00
0000003278	1/21/2016	0100	SIERRA ACADEMY	002	SUB/OTHER CONTR-NPS	\$5,775.44
					OTHER CONTR-N.P.S.	\$25,000.00
0000003281	1/25/2016	0100	DHARMA TRADING COMPANY	600	MATERIALS AND SUPPLIES	\$202.59
0000003282	1/25/2016	0100	STAPLES ADVANTAGE	500	MATERIALS AND SUPPLIES	\$53.98
0000003283	1/25/2016	0100	AMAZON.COM	500	MATERIALS AND SUPPLIES	\$64.50
0000003284	1/25/2016	0100	TCR SERVICES	500	MATERIALS AND SUPPLIES	\$51.79
0000003285	1/25/2016	0100	SOUTHWEST SCHOOL/OFFICE SUPPLY	500	MATERIALS AND SUPPLIES	\$59.44
0000003286	1/25/2016	0100	BRAINPOP LLC	004	COMPUTER LICENSING	\$2,240.00
0000003287	1/25/2016	0100	MISSION FEDERAL CREDIT UNION	004	MATERIALS AND SUPPLIES	\$113.65
0000003288	1/26/2016	0100	AMAZON.COM	500	MATERIALS AND SUPPLIES	\$213.84
0000003289	1/26/2016	0100	AMAZON.COM	500	MATERIALS AND SUPPLIES	\$37.80
0000003290	1/26/2016	0100	MISSION FEDERAL CREDIT UNION	500	MATERIALS AND SUPPLIES	\$96.87
0000003291	1/26/2016	0100	TCR SERVICES	001	DUPLICATING SUPPLIES	\$86.35
0000003292	1/26/2016	0100	EAGLE SOFTWARE	004	CONFERENCE,WORKSHOP, SEM.	\$900.00
0000003293	1/26/2016	0100	EAGLE SOFTWARE	004	CONFERENCE,WORKSHOP, SEM.	\$2,775.00
0000003294	1/26/2016	0100	EAGLE SOFTWARE	500	CONFERENCE,WORKSHOP, SEM.	\$1,050.00
0000003295	1/26/2016	0100	EAGLE SOFTWARE	002	CONFERENCE,WORKSHOP, SEM.	\$600.00
0000003296	1/26/2016	0100	CASBO	011	CONFERENCE,WORKSHOP, SEM.	\$745.00
0000003297	1/26/2016	0100	SAN DIEGO COUNTY OFFICE OF EDUCATION	500	CONFERENCE,WORKSHOP, SEM.	\$150.00
0000003298	1/26/2016	0100	ALPHA GRAPHICS #469	500	PRINTING	\$166.87
0000003299	1/26/2016	0100	APPERSON	500	MATERIALS AND SUPPLIES	\$176.92
0000003300	1/26/2016	0100	STATE BOARD OF EQUALIZATION	013	FEES - ADMISSIONS, TOURN	\$2,084.01
0000003301	1/26/2016	0100	STAPLES ADVANTAGE	500	MATERIALS AND SUPPLIES	\$187.17
0000003302	1/26/2016	0100	MACGILL DISCOUNT SCHOOL NURSE	500	MATERIALS AND SUPPLIES	\$861.86
0000003303	1/26/2016	0100	SSID #2161784935	002	OTHER SERV.& OPER.EXP.	\$412.50
0000003304	1/26/2016	0100	AREY JONES ED SOLUTIONS	002	NON-CAPITALIZED TECH EQUIPMENT	\$1,739.64
0000003305	1/26/2016	0100	STAPLES ADVANTAGE	500	MATERIALS AND SUPPLIES	\$9.59
0000003306	1/27/2016	0100	FERGUSON ENTERPRISES INC	012	NON CAPITALIZED EQUIP	\$567.00
0000003307	1/27/2016	1300	ECONOMY RESTAURANT SUPPLY	014	MATERIALS AND SUPPLIES	\$10.80
0000003308	1/27/2016	1300	SAN DIEGO RESTAURANT SUPPLY	014	MATERIALS AND SUPPLIES	\$799.20
0000003309	1/27/2016	1300	SAN DIEGO RESTAURANT SUPPLY	014	NON CAPITALIZED EQUIP	\$1,045.44
0000003310	1/27/2016	0100	OFFICE SOLUTIONS BUSINESS	500	MATERIALS AND SUPPLIES	\$64.80
0000003311	1/27/2016	0100	OFFICE SOLUTIONS BUSINESS	500	MATERIALS AND SUPPLIES	\$47.52
0000003312	1/27/2016	0100	AMERICAN GAS PRODUCTS INC	012	NON CAPITALIZED EQUIP	\$1,704.24
0000003313	1/27/2016	0100	AMAZON.COM	500	OTHER BOOKS-LIBRARY	\$500.00
0000003314	1/27/2016	1300	P C S REVENUE CONTROL SYSTEMS	014	COMPUTER LICENSING	\$4,297.70
0000003316	1/27/2016	0100	OGGI'S PIZZA	022	REFRESHMENTS	\$200.00
0000003317	1/27/2016	0100	BLICK, DICK (DICK BLICK)	600	MATERIALS AND SUPPLIES	\$600.00
0000003318	1/27/2016	0100	EAGLE SOFTWARE	004	CONFERENCE,WORKSHOP, SEM.	\$300.00
0000003319	1/27/2016	0100	EN POINTE TECH SALES INC	017	COMPUTER LICENSING	\$33,566.40
0000003320	1/28/2016	2139	DEPT OF GENERAL SERVICES	007	NEW CONSTRUCTION	\$890.81
0000003321	1/28/2016	1300	HOME DEPOT CREDIT SERVICES	014	MATERIALS AND SUPPLIES	\$116.45
0000003322	1/28/2016	0100	PC & MACEXCHANGE	600	NON-CAPITALIZED TECH EQUIPMENT	\$2,645.64
0000003323	1/29/2016	0100	BLACKBOARD CONNECT INC	017	COMPUTER LICENSING	\$21,495.59
0000003324	1/29/2016	0100	URBAN TREE CARE, INC.	012	OTHER SERV.& OPER.EXP.	\$1,800.00
0000003325	1/29/2016	0100	AMAZON.COM	003	MATERIALS AND SUPPLIES	\$666.70
0000003326	1/29/2016	0100	OGGI'S PIZZA	011	REFRESHMENTS	\$400.00
0000003327	1/29/2016	0100	DYSLEXIA TRAINING INSTITUTE	002	CONFERENCE,WORKSHOP, SEM.	\$1,950.00
0000003328	1/29/2016	0100	SARGENT WELCH	500	MATERIALS AND SUPPLIES	\$30.10
0000003329	1/29/2016	0100	AMAZON.COM	017	MATERIALS AND SUPPLIES	\$1,603.80
0000003330	1/29/2016	0100	AMAZON.COM	003	MATERIALS AND SUPPLIES	\$2,306.58
0000003331	2/1/2016	0100	LAURA ROMANO	021	LEGAL EXP-BUSINESS	\$337.50
0000003332	2/1/2016	0100	AMAZON.COM	004	MATERIALS AND SUPPLIES	\$143.57
0000003333	2/1/2016	0100	CLUB Z! IN-HOME TUTORING SERVICES, INC	004	PROF/CONSULT./OPER EXP	\$134.81
0000003334	2/1/2016	0100	TCR SERVICES	500	MATERIALS AND SUPPLIES	\$59.35
0000003335	2/1/2016	0100	FARONICS	017	COMPUTER LICENSING	\$267.30
0000003336	2/1/2016	0100	AMAZON.COM	500	MATERIALS AND SUPPLIES	\$27.75
0000003337	2/1/2016	0100	SCHOOLDUDE.COM	017	COMPUTER LICENSING	\$13,716.22
0000003338	2/1/2016	0100	Harbottle Law Group	004	PROF/CONSULT./OPER EXP	\$3,020.00
0000003339	2/1/2016	0100	Harbottle Law Group	002	LEGAL EXPENSE	\$60,000.00
0000003340	2/1/2016	0100	AMAZON.COM	003	MATERIALS AND SUPPLIES	\$1,835.37
0000003342	2/1/2016	2519	John Sergio Fisher & Associates, Inc.	007	IMPROVEMENTS	\$21,500.00
0000003343	2/1/2016	0100	AMAZON.COM	001	TEXTBOOKS	\$19,151.94
0000003344	2/1/2016	0100	ESCHOOL SOLUTIONS INC.	017	COMPUTER LICENSING	\$6,762.00
0000003345	2/2/2016	2139	SWRCB	007	NEW CONSTRUCTION	\$403.00

ITEM 15F

PO REPORT JANUARY 5, 2016 THROUGH FEBRUARY 8, 2016

PO NBR	DATE	FUND	VENDOR	LOC	DESCRIPTION	AMOUNT
0000003347	2/2/2016	2139	DEPT OF GENERAL SERVICES	007	NEW CONSTRUCTION	\$890.81
0000003349	2/2/2016	1300	ECONOMY RESTAURANT SUPPLY	014	MATERIALS AND SUPPLIES	\$1,295.98
0000003350	2/3/2016	0100	SPORTLAND TEAM SPORTS	600	MATERIALS AND SUPPLIES	\$67.36
0000003351	2/3/2016	2519	San Diego Union Tribune, LLC	007	ADVERTISING	\$262.50
0000003352	2/3/2016	1300	P C S REVENUE CONTROL SYSTEMS	014	NON CAPITALIZED EQUIP	\$7,338.60
0000003353	2/3/2016	2139	DIVISION OF THE STATE ARCHITECT	007	NEW CONSTRUCTION	\$816.00
0000003354	2/3/2016	2139	AMAZON.COM	007	EQUIPMENT	\$356.39
0000003355	2/3/2016	2139	CULVER-NEWLIN INC	007	EQUIPMENT	\$7,874.89
0000003356	2/3/2016	2139	P C S REVENUE CONTROL SYSTEMS	007	EQUIPMENT	\$7,524.60
0000003357	2/3/2016	2139	COUNTY OF SAN DIEGO	007	NEW CONSTRUCTION	\$71.00
0000003358	2/3/2016	0100	APPERSON	500	MATERIALS AND SUPPLIES	\$254.68
0000003359	2/3/2016	0100	LEUCADIA SHELL SERVICE STATION	013	REPAIRS-VEHICLES	\$1,584.60
0000003360	2/3/2016	0100	STAPLES ADVANTAGE	500	DUPLICATING SUPPLIES	\$160.00
0000003361	2/3/2016	0100	AMAZON.COM	500	MATERIALS AND SUPPLIES	\$82.43
0000003362	2/3/2016	0100	MISSION FEDERAL CREDIT UNION	500	MATERIALS AND SUPPLIES	\$50.02
0000003363	2/3/2016	1100	SURF AND TURF GOLF	019	FEES - ADMISSIONS, TOURN	\$5,000.00
0000003364	2/3/2016	0100	AMAZON.COM	600	MATERIALS AND SUPPLIES	\$1,035.72
0000003365	2/3/2016	0100	MISSION FEDERAL CREDIT UNION	500	MATERIALS AND SUPPLIES	\$153.82
0000003366	2/3/2016	0100	C D W G.COM	500	MATERIALS AND SUPPLIES	\$267.28
0000003367	2/3/2016	0100	MISSION FEDERAL CREDIT UNION	500	MATERIALS AND SUPPLIES	\$21.14
0000003368	2/3/2016	0100	AMAZON.COM	500	MATERIALS AND SUPPLIES	\$95.99
0000003369	2/4/2016	0100	ALPHA GRAPHICS #469	001	PRINTING	\$1,670.11
0000003370	2/4/2016	0100	MISSION FEDERAL CREDIT UNION	003	MATERIALS AND SUPPLIES	\$863.78
0000003371	2/4/2016	0100	AMAZON.COM	500	MATERIALS AND SUPPLIES	\$177.24
0000003372	2/4/2016	0100	DION INTERNATIONAL	013	REPAIRS-VEHICLES	\$4,140.91
0000003373	2/4/2016	0100	CASBO	011	CONFERENCE,WORKSHOP, SEM.	\$445.00
0000003374	2/4/2016	0100	STAPLES ADVANTAGE	500	MATERIALS AND SUPPLIES	\$83.37
0000003375	2/4/2016	0100	C D W G.COM	017	MATERIALS AND SUPPLIES	\$575.76
0000003376	2/4/2016	1100	MISSION FEDERAL CREDIT UNION	019	COMPUTER LICENSING	\$360.00
0000003377	2/4/2016	0100	EAGLE SOFTWARE	004	COMPUTER LICENSING	\$44,242.50
0000003378	2/4/2016	0100	AREY JONES ED SOLUTIONS	017	NON-CAPITALIZED TECH EQUIPMENT	\$5,057.44
0000003379	2/4/2016	0100	SAN DIEGO COUNTY OFFICE OF EDUCATION	002	CONFERENCE,WORKSHOP, SEM.	\$400.00
0000003380	2/4/2016	0100	PC & MACEXCHANGE	017	NON-CAPITALIZED TECH EQUIPMENT	\$1,447.92
0000003381	2/4/2016	0100	TCR SERVICES	500	COMPUTER SUPPLIES	\$400.00
0000003382	2/4/2016	0100	AMAZON.COM	600	MATERIALS AND SUPPLIES	\$114.38
0000003383	2/4/2016	0100	TCR SERVICES	500	MATERIALS AND SUPPLIES	\$282.69
0000003384	2/4/2016	0100	TCR SERVICES	500	MATERIALS AND SUPPLIES	\$580.50
0000003385	2/4/2016	0100	AMAZON.COM	500	COMPUTER SUPPLIES	\$213.84
0000003386	2/5/2016	0100	BLICK, DICK (DICK BLICK)	500	MATERIALS AND SUPPLIES	\$1,157.74
0000003387	2/5/2016	0100	BLICK, DICK (DICK BLICK)	500	MATERIALS AND SUPPLIES	\$2,659.55
0000003388	2/5/2016	0100	SWEETWATER	003	MATERIALS AND SUPPLIES	\$759.80
					NON CAPITALIZED EQUIP	\$1,445.04
0000003389	2/5/2016	1300	HUMAN TUNEUP COMPANY	014	OTHER SERV.& OPER.EXP.	\$500.00
0000003390	2/5/2016	0100	PC & MACEXCHANGE	017	NON-CAPITALIZED TECH EQUIPMENT	\$1,447.92
0000003392	2/5/2016	0100	AMAZON.COM	001	MATERIALS AND SUPPLIES	\$500.00
0000003393	2/5/2016	0100	HARCOURT OUTLINES	600	MATERIALS AND SUPPLIES	\$231.00
0000003394	2/5/2016	0100	MOUSER ELECTRONICS INC	500	MATERIALS AND SUPPLIES	\$168.40
0000003396	2/5/2016	0100	OFFICE SOLUTIONS BUSINESS	500	MATERIALS AND SUPPLIES	\$21.60
0000003397	2/5/2016	1100	AMAZON.COM	019	MATERIALS AND SUPPLIES	\$649.40
0000003398	2/5/2016	0100	AMAZON.COM	017	MATERIALS AND SUPPLIES	\$1,666.93
0000003400	2/5/2016	0100	FOLLETT EDUCATIONAL SERVICES	001	TEXTBOOKS	\$4,292.25
0000003401	2/5/2016	0100	AMAZON.COM	500	MATERIALS AND SUPPLIES	\$249.63
0000003402	2/5/2016	0100	ILLUMINATE EDUCATION, INC.	004	CONFERENCE,WORKSHOP, SEM.	\$299.00
0000003404	2/5/2016	0100	MISSION FEDERAL CREDIT UNION	500	MATERIALS AND SUPPLIES	\$125.26
0000003405	2/5/2016	0100	TCR SERVICES	500	DUPLICATING SUPPLIES	\$92.77
0000003406	2/5/2016	0100	SAN DIEGO COUNTY OFFICE OF EDUCATION	500	CONFERENCE,WORKSHOP, SEM.	\$50.00
0000003407	2/5/2016	0100	CREATIVE BUS SALES/EL DORADO	013	FUEL	\$21.60
					REPAIRS-VEHICLES	\$3,435.15
0000003408	2/5/2016	0100	AMAZON.COM	500	MATERIALS AND SUPPLIES	\$392.74
0000003410	2/8/2016	0100	MISSION FEDERAL CREDIT UNION	500	MATERIALS AND SUPPLIES	\$76.59
0000003411	2/8/2016	0100	MISSION FEDERAL CREDIT UNION	500	MATERIALS AND SUPPLIES	\$522.06
0000003412	2/8/2016	0100	AMAZON.COM	500	MATERIALS AND SUPPLIES	\$300.00
0000003413	2/8/2016	1300	TCR SERVICES	014	OFFICE SUPPLIES	\$571.96
0000003414	2/8/2016	0100	AMAZON.COM	500	MATERIALS AND SUPPLIES	\$394.83
0000003415	2/8/2016	1100	PC & MACEXCHANGE	019	NON-CAPITALIZED TECH EQUIPMENT	\$2,696.00
0000003416	2/8/2016	1100	AMAZON.COM	019	MATERIALS AND SUPPLIES	\$1,283.28
0000003417	2/8/2016	1100	AREY JONES ED SOLUTIONS	019	NON-CAPITALIZED TECH EQUIPMENT	\$5,529.62
0000003418	2/8/2016	1100	C D W G.COM	019	NON-CAPITALIZED TECH EQUIPMENT	\$6,086.60

ITEM 15F

PO REPORT JANUARY 5, 2016 THROUGH FEBRUARY 8, 2016

PO NBR	DATE	FUND	VENDOR	LOC	DESCRIPTION	AMOUNT
0000003419	2/8/2016	1100	C D W G.COM	019	NON-CAPITALIZED TECH EQUIPMENT	\$25,420.25
0000003420	2/8/2016	0100	OFFICE SOLUTIONS BUSINESS	020	MATERIALS AND SUPPLIES	\$137.52
0000003421	2/8/2016	1100	TCR SERVICES	019	MATERIALS AND SUPPLIES	\$140.29
0000003422	2/8/2016	2519	PALOMAR REPROGRAPHICS, INC.	007	NEW CONSTRUCTION	\$272.67
000001430B	1/12/2016	0100	OFFICE SOLUTIONS BUSINESS	500	MATERIALS AND SUPPLIES	\$240.77
00000198B	2/8/2016	2139	MODULAR SPACE CORPORATION	007	SITES	\$286.77
000002392A	1/21/2016	0100	TCR SERVICES	500	MATERIALS AND SUPPLIES	\$35.59
000002749A	2/4/2016	0100	SCHOOL SERVICES OF CALIFORNIA, INC.	004	CONFERENCE,WORKSHOP, SEM.	\$195.00
				011	CONFERENCE,WORKSHOP, SEM.	\$195.00
				021	CONFERENCE,WORKSHOP, SEM.	\$195.00
000003206A	1/21/2016	0100	XEROX CORPORATION	016	RENTS & LEASES	\$1,239.41
					COPIER OVERAGE CHGS	\$414.29
				020	RENTS & LEASES	\$2,478.82
					COPIER OVERAGE CHGS	\$828.58
00002133B	1/28/2016	0100	TCR SERVICES	500	MATERIALS AND SUPPLIES	\$103.57
760007	1/7/2016	0100	VALENCIA'S	013	REPAIRS-VEHICLES	\$675.00
760013	1/19/2016	0100	TCR SERVICES	500	REPAIRS BY VENDORS	\$121.96

REPORT TOTAL

\$16,989,464.14

ITEM 15F

Individual Membership Listings
For the Period of January 5, 2016 through February 8, 2016

<u>Staff Member Name</u>	<u>Organization Name</u>	<u>Amount</u>
------------------------------	--------------------------	---------------

None to report

ITEM 15F

WARRANT REPORT FROM 01/05/16 THROUGH 02/08/16

WARRANT NBR	DATE	VENDOR	FUND	DESCRIPTION	AMOUNT
14076926	1/5/2016	SCHALLER, ERIC	0100	Materials And Supplies	\$ 14.59
14076927	1/5/2016	Jessica Quinsaat	0100	Refreshments	\$ 29.90
14076928	1/5/2016	AMAZON.COM	0100	Books Other Than Textbooks	\$ 1,003.20
				Materials And Supplies	\$ 335.67
14076929	1/5/2016	NAPA AUTO PARTS	0100	Materials And Supplies	\$ 165.11
14076930	1/5/2016	RHINO ART COMPANY	0100	Materials And Supplies	\$ 91.02
14076931	1/5/2016	SAN DIEGO COUNTY OFFICE OF EDUCATIO	0100	Conference,Workshop,Sem.	\$ 435.00
14076932	1/5/2016	SAN DIEGO FITNESS SERVICES	0100	Repairs & Maintenance	\$ 195.00
14076933	1/5/2016	SAN DIEGO RESTAURANT SUPPLY	1300	Materials And Supplies	\$ 121.40
14076934	1/5/2016	SAN DIEGUITO PRINTERS	1100	Printing	\$ 11,163.79
14076935	1/5/2016	SCHOOLDUDE.COM	0100	Computer Licensing	\$ 6,795.00
14076936	1/5/2016	JOANN SCHULTZ	0100	Materials And Supplies	\$ 105.35
				Refreshments	\$ 13.48
14076937	1/5/2016	SWRCB	2139	New Construction	\$ 1,389.00
14076938	1/5/2016	TRIMARK ASSOCIATES, INC.	0100	Data Processing Contract	\$ 150.00
14076939	1/5/2016	MEREDITH WADLEY AMSBAUGH	0100	Mileage	\$ 66.13
14076940	1/5/2016	WOOD, KAITLIN	0100	Refreshments	\$ 35.63
14076941	1/5/2016	JULIE YAEGER	0100	Mileage	\$ 34.50
14077363	1/6/2016	Public Storage	2139	New Construction	\$ 375.00
14077364	1/6/2016	ONE DAY SIGNS	2139	Professional/Consult Svs	\$ 1,749.60
14077365	1/6/2016	AMAZON.COM	0100	Materials And Supplies	\$ 3,601.86
				Non-Capitalized Equipment	\$ 2,147.51
14077368	1/6/2016	COUNTY OF SAN DIEGO	2139	New Construction	\$ 710.00
14077369	1/6/2016	RHINO ART COMPANY	0100	Materials And Supplies	\$ 23.22
14077370	1/6/2016	SCHOOL NURSE SUPPLY COMPANY	0100	Materials And Supplies	\$ 22.74
14077371	1/6/2016	SHELL CAR WASH & EXPRESS LUBE	0100	Gasoline Supplies	\$ 87.91
14077372	1/6/2016	AMERICAN EXPRESS	0100	Communications-Telephone	\$ 4,197.47
14077373	1/6/2016	SWRCB	2139	New Construction	\$ 841.00
14077374	1/6/2016	TOP OF THE BAGEL	1300	Purchases Food	\$ 1,038.38
14077375	1/6/2016	WESTERN ENVIRONMENTAL & SAFETY	2139	New Construction	\$ 1,650.00
14077718	1/7/2016	DAVID SAMUELSON	0100	Mileage	\$ 31.05
14077719	1/7/2016	US BANK NATIONAL ASSOCIATION	2139	New Construction	\$ 60,747.38
14077720	1/7/2016	AMAZON.COM	0100	Materials And Supplies	\$ 1,518.72
				Non-Capitalized Equipment	\$ (882.21)
14077722	1/7/2016	BYROM-DAVEY, INC.	2139	Land Improvements	\$ 429,352.74
14077723	1/7/2016	DIGITAL NETWORKS GROUP, INC.	2139	Equipment	\$ 309,756.29
				New Construction	\$ 1,479.00
14077724	1/7/2016	MCCARTHY BUILDING COMPANY, INC	2139	New Construction	\$ 863,372.18
14077725	1/7/2016	MOBILE MODULAR MANAGEMENT CORP	2139	New Construction	\$ 10,540.76
14077726	1/7/2016	PATROL MASTERS, INC.	2518	Other Serv.& Oper.Exp.	\$ 5,411.50
14077727	1/7/2016	PRO-ED	0100	Materials And Supplies	\$ 415.31
14077728	1/7/2016	ROESLING NAKAMURA	2139	Improvements	\$ 10,932.50
14077729	1/7/2016	SAN DIEGO CITY TREASURER	0100	Sewer Charges	\$ 2,687.02
				Water	\$ 6,319.78
14077730	1/7/2016	SCHOOL NURSE SUPPLY COMPANY	0100	Materials And Supplies	\$ 8.10
14077731	1/7/2016	SCHOOL OUTFITTERS	0100	Materials And Supplies	\$ 187.37
14077732	1/7/2016	SOUND IMAGE	0100	Non-Capitalized Equipment	\$ 4,993.27
14077733	1/7/2016	SOUTHWEST SCHOOL/OFFICE SUPPLY	0100	Materials And Supplies	\$ 73.76
14078091	1/8/2016	CAMACHO, ADAM	0100	Refreshments	\$ 22.52
14078092	1/8/2016	GYM CLOSET	0100	Materials And Supplies	\$ 90.41
14078093	1/8/2016	MCGRAW-HILL SCHOOL EDUC HOLDINGS, L	0100	Textbooks	\$ 35,244.95
14078094	1/8/2016	AMAZON.COM	2139	Equipment	\$ 1,279.19
14078095	1/8/2016	BALFOUR BEATTY CONSTRUCTION,	2519	Improvements	\$ 3,560.28
			3500	Improvements	\$ 4,587.72
14078096	1/8/2016	BREVIG PLUMBING	0100	Repairs & Maintenance	\$ 5,712.00
14078097	1/8/2016	COSCO FIRE PROTECTION	0100	Repairs & Maintenance	\$ 11,026.17
14078098	1/8/2016	COX COMMUNICATIONS	0100	Communications-Telephone	\$ 60.00
14078099	1/8/2016	ERICKSON-HALL CONSTRUCTION CO	2139	Improvements	\$ 759,924.02
14078100	1/8/2016	CHRISTINA HAUGHT	0100	Mileage	\$ 55.20
14078101	1/8/2016	PITSCO, INC.	0100	Materials And Supplies	\$ 1,479.93
14078102	1/8/2016	ILLUMINATE EDUCATION, INC.	0100	Professional/Consult Svs	\$ 750.00

ITEM 15F

WARRANT REPORT FROM 01/05/16 THROUGH 02/08/16

WARRANT NBR	DATE	VENDOR	FUND	DESCRIPTION	AMOUNT
14078103	1/8/2016	MISSION FEDERAL CREDIT UNION	0100	Abatements-Matls & Supplies	\$ 14,612.25
				Custodial Materials	\$ 719.15
				Grounds Materials	\$ 3,685.15
				Materials And Supplies	\$ 1,665.14
				Rents & Leases	\$ 947.26
				Repairs & Maintenance	\$ 1,395.11
14078104	1/8/2016	NASCO MODESTO	0100	Materials And Supplies	\$ 654.08
14078105	1/8/2016	SCOTT NEWMAN	1100	Materials And Supplies	\$ 2,700.00
14078106	1/8/2016	NORTH COUNTY EQUIPMENT	0100	Repairs & Maintenance	\$ 64.47
14078107	1/8/2016	OCEANSIDE TRANSMISSION	0100	Repairs-Vehicles	\$ 3,004.45
14078108	1/8/2016	PETERSON, TINA	0100	Mileage	\$ 86.25
14078109	1/8/2016	PROCURETECH	0100	Computer Supplies	\$ 1,516.95
14078110	1/8/2016	REGENTS BANK	2139	Improvements	\$ 39,996.00
14078111	1/8/2016	S AND S BAKERY INC	1300	Purchases Food	\$ 3,597.44
14078112	1/8/2016	SCHOOL FACILITY CONSULTANTS	2519	Professional/Consult Svs	\$ 1,050.00
14078113	1/8/2016	SCHOOL SERVICES OF CALIFORNIA, INC.	0100	Professional/Consult Svs	\$ 285.00
14078114	1/8/2016	ARTIANO SHINOFF & HOLTZ	0100	Legal Exp-Business	\$ 706.25
				Legal Expense	\$ 920.00
14078115	1/8/2016	ROGER TAYLOR	0100	Materials-Vehicle Parts	\$ 135.00
14078116	1/8/2016	TRUE SHARP	0100	Repairs & Maintenance	\$ 662.50
14078446	1/11/2016	BERNARD STEINBERGER	0100	Conference,Workshop,Sem.	\$ 21.51
14078447	1/11/2016	Elisa Rimbach	0100	Mileage	\$ 23.00
14078448	1/11/2016	ANNA WEIRATHER	0100	Mileage	\$ 73.60
14078449	1/11/2016	Daily Journal Corporation	2139	New Construction	\$ 192.20
14078450	1/11/2016	Nafso, Grant	1100	All Other Local Revenue	\$ 75.00
14078451	1/11/2016	Rosinack, Judy	1100	Adult Education Fees	\$ 30.00
14078452	1/11/2016	A1 GOLF CARS, INC	1300	Repairs & Maintenance	\$ 45.00
14078453	1/11/2016	MCGRAW-HILL SCHOOL EDUC HOLDINGS, L	0100	Computer Licensing	\$ 1,750.00
14078454	1/11/2016	ATKINSON, ANDELSON, LOYA, RUUD & ROM	0100	Legal Expense	\$ 13,921.69
				Legal Exp-Personnel	\$ 3,168.38
14078455	1/11/2016	COSCO FIRE PROTECTION	0100	Repairs & Maintenance	\$ 10,969.00
14078456	1/11/2016	FAGEN FRIEDMAN & FULFROST, LLP	0100	Legal Expense	\$ 1,187.75
				Legal Exp-Personnel	\$ 1,939.97
14078457	1/11/2016	MURDOCH, WALRATH & HOLMES	0100	Professional/Consult Svs	\$ 2,150.00
14078458	1/11/2016	PITSCO	0100	Materials And Supplies	\$ 1,650.04
				Non-Capitalized Equipment	\$ 1,930.84
14078459	1/11/2016	PROJECT LEAD THE WAY, INC	0100	Materials And Supplies	\$ 24,258.96
14078460	1/11/2016	SAN DIEGUITO WATER DISTRICT	0100	Water	\$ 6,402.01
14078461	1/11/2016	SANTA FE IRRIGATION DISTRICT	0100	Water	\$ 1,194.87
14078462	1/11/2016	SEASIDE HEATING AND AIR COND	0100	Repairs & Maintenance	\$ 4,200.00
14078463	1/11/2016	STAPLES ADVANTAGE	0100	Duplicating Supplies	\$ -
				Materials And Supplies	\$ 2,530.23
14078464	1/11/2016	TWINING, INC.	2139	Land Improvements	\$ 2,760.00
				New Construction	\$ 5,980.00
14078465	1/11/2016	ANGELA VAZQUEZ	0100	Conference,Workshop,Sem.	\$ 285.00
14078773	1/12/2016	B J'S RENTALS	0100	Late fees	\$ 2.42
				Other Serv.& Oper.Exp.	\$ 161.00
14078774	1/12/2016	BLUE COAST CONSULTING	2139	Improvements	\$ 13,308.45
				Land Improvements	\$ 3,952.50
				New Construction	\$ 5,548.80
14078775	1/12/2016	C P M EDUCATIONAL PROGRAM INC	0100	Textbooks	\$ 6,141.80
14078776	1/12/2016	CALIFORNIA CONSTRUCTION MGMT	2519	Professional/Consult Svs	\$ 1,870.00
14078777	1/12/2016	GO ENGINEER INC	0100	Computer Licensing	\$ 4,012.72
14078778	1/12/2016	GOPHER SPORT	0100	Materials And Supplies	\$ 779.29
14078779	1/12/2016	L.O.V.E. LEANING ON VISIONS	0100	Professional/Consult Svs	\$ 3,000.00
14078780	1/12/2016	LATITUDE 33 PLANNING AND	2139	Improvements	\$ 1,600.00
14078781	1/12/2016	LEGO EDUCATION	2139	Equipment	\$ 17,635.03
14078782	1/12/2016	MARQUARDT, CATHY	0100	Conference,Workshop,Sem.	\$ 310.00
14078783	1/12/2016	MRC360 AKA MR COPY	0100	Materials And Supplies	\$ 786.24
14078784	1/12/2016	OLIVENHAIN MUNICIPAL WATER DST	0100	Water	\$ 1,430.02
14078785	1/12/2016	RALPHS CUSTOMER CHARGES	0100	Materials And Supplies	\$ 149.19

ITEM 15F

WARRANT REPORT FROM 01/05/16 THROUGH 02/08/16

WARRANT NBR	DATE	VENDOR	FUND	DESCRIPTION	AMOUNT
14078786	1/12/2016	SIMPLEX GRINNELL LP	0100	Abatements-Matts & Supplies	\$ 95.54
14078787	1/12/2016	STAPLES ADVANTAGE	0100	Materials And Supplies	\$ 1,665.04
				Office Supplies	\$ 33.07
			1300	Office Supplies	\$ 57.42
14078789	1/12/2016	RUSSELL THORNTON	0100	Mileage	\$ 178.25
14078790	1/12/2016	UNITED PARCEL SERVICE	0100	Communications-Postage	\$ 78.68
14078791	1/12/2016	AMERICAN EXPRESS	0100	Rents & Leases	\$ 370.50
14078792	1/12/2016	AMERICAN EXPRESS	0100	Communications-Telephone	\$ 1,337.93
14078793	1/12/2016	VONS INC.	0100	Materials And Supplies	\$ 101.37
14078794	1/12/2016	WAXIE SANITARY SUPPLY	0100	Custodial Materials	\$ 936.81
14078795	1/12/2016	WESTBERG & WHITE, INC.	2139	New Construction	\$ 30,636.00
14079222	1/13/2016	ADVANTAGE PAYROLL SERVICES	0100	Other Serv.& Oper.Exp.	\$ 431.31
14079223	1/13/2016	BLICK ART MATERIALS	0100	Materials And Supplies	\$ 9,477.40
14079224	1/13/2016	DIVISION OF THE STATE ARCHITECT	2519	New Construction	\$ 500.00
14079225	1/13/2016	CORELOGIC SOLUTIONS, LLC	0100	Computer Licensing	\$ 190.30
14079226	1/13/2016	GOPHER SPORT	0100	Materials And Supplies	\$ 674.64
14079227	1/13/2016	LEUCADIA PIZZERIA	0100	Refreshments	\$ 83.40
14079228	1/13/2016	MOBILE MODULAR MANAGEMENT CORP	2519	Rents & Leases	\$ 1,065.00
14079229	1/13/2016	MRC360 AKA MR COPY	0100	Duplicating Supplies	\$ 176.04
14079230	1/13/2016	MRC360 AKA MR COPY	2139	New Construction	\$ 187.25
14079231	1/13/2016	P AND R PAPER SUPPLY CO.	1300	Purchases Supplies	\$ 2,095.72
14079232	1/13/2016	PICK UP STIX CATERING	1300	Purchases Food	\$ 4,022.25
14079233	1/13/2016	SUNRISE PRODUCE	1300	Purchases Food	\$ 1,252.84
14079234	1/13/2016	TOP OF THE BAGEL	1300	Purchases Food	\$ 596.40
14079687	1/14/2016	BRAIN LEARNING PSYCHOLOGICAL CORPO	0100	Professional/Consult Svs	\$ 200.00
14079688	1/14/2016	CENTER FOR AUTISM AND RELATED DISOR	0100	Other Contr-N.P.A.	\$ 1,103.30
14079689	1/14/2016	ONE DAY SIGNS	2139	New Construction	\$ 480.60
14079690	1/14/2016	SSID #: 2050941385	0100	Other Serv.& Oper.Exp.	\$ 2,500.00
14079691	1/14/2016	SSID# 8076842638	0100	Pay In Lieu Of Transp>	\$ 491.63
14079692	1/14/2016	COMMUNITY SCHOOL OF SD, THE	0100	Other Contr-N.P.S.	\$ 68,880.00
14079693	1/14/2016	DANIEL & DAVIS OPTOMETRY INC.	0100	Professional/Consult Svs	\$ 270.00
14079694	1/14/2016	DEPENDABLE NURSING, LLC	0100	Other Contr-N.P.A.	\$ 8,190.00
14079695	1/14/2016	DOCUMENT TRACKING SERVICES	0100	Computer Licensing	\$ 2,495.00
14079696	1/14/2016	ERICKSON-HALL CONSTRUCTION CO	2139	New Construction	\$ 29,179.07
14079697	1/14/2016	SSID# 2156968315	0100	Pay In Lieu Of Transp>	\$ 676.20
14079698	1/14/2016	GOPHER SPORT	0100	Materials And Supplies	\$ 14,686.82
14079699	1/14/2016	INTERPRETERS UNLIMITED	0100	Professional/Consult Svs	\$ 354.90
14079700	1/14/2016	JODIE K SCHULLER & ASSOCIATES	0100	Other Contr-N.P.A.	\$ 2,112.50
14079701	1/14/2016	LIONAKIS	2139	New Construction	\$ 29,978.77
14079702	1/14/2016	NO CTY STUDENT TRANSPORTATION	0100	Subagreements For Services	\$ 27,645.25
14079707	1/14/2016	NOVA SERVICES	2139	New Construction	\$ 33,522.67
14079708	1/14/2016	PACIFIC BACKFLOW, INC	0100	Other Serv.& Oper.Exp.	\$ 710.00
14079709	1/14/2016	PACWEST AIR FILTER	0100	Abatements-Matts & Supplies	\$ 2,865.35
14079710	1/14/2016	REGENTS BANK	2139	New Construction	\$ 1,535.75
14079711	1/14/2016	SAN DIEGO SCENIC TOURS, INC.	0100	Fld. Trips By Prv. Contr	\$ 4,285.00
				Subagreements For Services	\$ 2,475.00
14079712	1/14/2016	SEASIDE HEATING AND AIR COND	0100	Repairs & Maintenance	\$ 14,900.00
14079713	1/14/2016	SUNDANCE STAGE LINES INC	0100	Fld. Trips By Prv. Contr	\$ 1,200.00
14079714	1/14/2016	SUN DIEGO CHARTER COMPANY	0100	Fld. Trips By Prv. Contr	\$ 4,575.00
14079715	1/14/2016	AMERICAN EXPRESS	0100	Rents & Leases	\$ 575.46
14079716	1/14/2016	WILLIAMS SCOTSMAN, INC.	2139	New Construction	\$ 250.00
14080024	1/15/2016	Elisa Rimbach	0100	Mileage	\$ 96.03
14080025	1/15/2016	ANTHEM BLUE CROSS	0100	Health & Welfare Benefits, cer	\$ 48.13
				Other Benefits, certificated p	\$ 38.01
			6717	Retiree Vendor Pmts	\$ 60.61
14080026	1/15/2016	VEBA KAISER	0100	Campus Supervisors	\$ 652.00
				Health & Welfare Benefits, cer	\$ 543.00
				Health & Welfare Benefits, cla	\$ 543.00
			6717	Retiree Vendor Pmts	\$ 15,971.34
14080027	1/15/2016	VEBA - UNITED HEALTH CARE	0100	Health & Welfare Benefits, cla	\$ 689.52
			6717	Retiree Vendor Pmts	\$ 12,179.20

ITEM 15F

WARRANT REPORT FROM 01/05/16 THROUGH 02/08/16

WARRANT NBR	DATE	VENDOR	FUND	DESCRIPTION	AMOUNT
14080028	1/15/2016	DELTA PMI	0100	Health & Welfare Benefits, cla	\$ 55.18
			6717	Retiree Vendor Pmts	\$ 268.75
14080029	1/15/2016	FBC DENTAL	0100	Health & Welfare Benefits, cla	\$ 108.83
			6717	Retiree Vendor Pmts	\$ 1,215.04
14080030	1/15/2016	ANTHEM DENTAL	0100	Health & Welfare Benefits, cer	\$ 666.72
			6717	Retiree Vendor Pmts	\$ 1,032.36
14080031	1/15/2016	ANTHEM BC	0100	Health & Welfare Benefits, cer	\$ 4,879.71
			6717	Retiree Vendor Pmts	\$ 29,965.57
14080032	1/15/2016	KAISER	0100	Health & Welfare Benefits, cer	\$ 8.95
				Other Benefits, certificated p	\$ 1,680.97
			6717	Retiree Vendor Pmts	\$ 6,963.65
14080033	1/15/2016	VEBA LIFE	0100	Campus Supervisors	\$ 6.45
14080034	1/15/2016	ANTHEM BLUE CROSS	0100	Health & Welfare Benefits, cer	\$ 13.03
14080036	1/15/2016	SARAH STEELE	0100	Mileage	\$ 31.05
14080037	1/15/2016	AT&T	0100	Communications-Telephone	\$ 13,581.78
14080038	1/15/2016	AT&T	0100	Communications-Telephone	\$ 16,217.24
14080039	1/15/2016	AT&T LONG DISTANCE	0100	Communications-Telephone	\$ 16.01
14080040	1/15/2016	APPERSON	0100	Materials And Supplies	\$ 1,645.16
				Non-Capitalized Tech Equipment	\$ 1,530.90
14080041	1/15/2016	FLINN SCIENTIFIC INC	0100	Materials And Supplies	\$ 74.35
14080042	1/15/2016	OLIVENHAIN MUNICIPAL WATER DST	0100	Gas & Electric	\$ 189.80
				Water	\$ 4,858.23
14080043	1/15/2016	SAN DIEGO GAS & ELECTRIC CO	0100	Compressed Natrl Gas (Cng)	\$ 537.15
				Gas & Electric	\$ 139,651.24
14080044	1/15/2016	SAN DIEGUITO WATER DISTRICT	0100	Water	\$ 1,848.10
14080045	1/15/2016	RICK SCHMITT	0100	Mileage	\$ 151.75
14080046	1/15/2016	THEA WELCH	0100	Mileage	\$ 15.76
14080047	1/15/2016	XEROX CORPORATION	0100	Copy Charges	\$ 9,282.20
				Rents & Leases	\$ 16,162.54
				Repairs & Maintenance	\$ 23.91
			1100	Copy Charges	\$ 38.51
				Rents & Leases	\$ 239.21
			1300	Copy Charges	\$ 114.06
				Rents & Leases	\$ 227.07
14080381	1/19/2016	Wright, Michelle	1100	Adult Education Fees	\$ 109.00
14080382	1/19/2016	C D W G.COM	0100	Materials And Supplies	\$ 495.28
				Non-Capitalized Tech Equipment	\$ 10,591.77
14080383	1/19/2016	CA DEPT OF ED-FOOD DISTR.	1300	Purchases Food	\$ 577.20
14080384	1/19/2016	CENGAGE LEARNING	0100	Textbooks	\$ 1,501.34
14080385	1/19/2016	COUNTY OF SAN DIEGO	2139	New Construction	\$ 213.00
14080386	1/19/2016	DOOR SERVICE & REPAIR, INC.	0100	Repairs & Maintenance	\$ 2,184.00
14080387	1/19/2016	ECOLAB	1300	Purchases Supplies	\$ 1,398.43
14080388	1/19/2016	ERICKSON-HALL CONSTRUCTION CO	2139	Improvements	\$ 826,329.03
14080389	1/19/2016	ERICKSON-HALL CONSTRUCTION CO	2139	New Construction	\$ 145,319.24
14080390	1/19/2016	FLINN SCIENTIFIC INC	0100	Materials And Supplies	\$ 15,227.22
				Non-Capitalized Equipment	\$ 4,120.85
14080391	1/19/2016	GOPHER SPORT	0100	Materials And Supplies	\$ 199.40
14080392	1/19/2016	LLOYD PEST CONTROL	1300	Other Serv.& Oper.Exp.	\$ 688.00
14080393	1/19/2016	NASCO MODESTO	0100	Materials And Supplies	\$ 6.66
14080395	1/19/2016	OCEANSIDE TRANSMISSION	0100	Repairs-Vehicles	\$ 2,890.19
14080396	1/19/2016	PACIFIC BACKFLOW, INC	0100	Repairs & Maintenance	\$ 385.00
14080397	1/19/2016	REGENTS BANK	2139	Improvements	\$ 43,491.00
14080398	1/19/2016	SAN DIEGO GAS & ELECTRIC CO	0100	Gas & Electric	\$ 1,100.37
14080399	1/19/2016	SCHOOL NURSE SUPPLY COMPANY	0100	Materials And Supplies	\$ 40.53
14080400	1/19/2016	SHELL CAR WASH & EXPRESS LUBE	0100	Gasoline Supplies	\$ 91.76
14080401	1/19/2016	LESLIE SIEGEL	1100	Materials And Supplies	\$ 153.30
14080402	1/19/2016	TCR SERVICES	0100	Duplicating Supplies	\$ 129.49
				Materials And Supplies	\$ 1,543.76
			1300	Office Supplies	\$ 75.55
14080403	1/19/2016	AMERICAN EXPRESS	0100	Other Serv.& Oper.Exp.	\$ 8,555.00
14080404	1/19/2016	JULIE YAEGER	0100	Mileage	\$ 25.88

ITEM 15F

WARRANT REPORT FROM 01/05/16 THROUGH 02/08/16

WARRANT NBR	DATE	VENDOR	FUND	DESCRIPTION	AMOUNT
14080903	1/20/2016	SSID#946544	0100	Pay In Lieu Of Transp>	\$ 299.00
14080904	1/20/2016	RICK DEL VAL	0100	Communications-Postage	\$ 5.00
14080905	1/20/2016	ADVANCED WEB OFFSET	0100	Printing	\$ 1,258.38
14080906	1/20/2016	JOCELYN BROEMMELSIEK	0100	Conference,Workshop,Sem.	\$ 80.00
14080907	1/20/2016	C I F	0100	Dues - Cif	\$ 844.30
14080908	1/20/2016	CSPCA 2016 Conference	0100	Conference,Workshop,Sem.	\$ 700.00
14080909	1/20/2016	JEM/CALSTRS	0100	Professional/Consult Svs	\$ 612.00
14080910	1/20/2016	CARMEL VALLEY POOL/REC CENTER	1100	Rents & Leases	\$ 858.80
14080911	1/20/2016	PSAT/NMSQT	0100	Materials And Supplies	\$ 38,460.00
14080912	1/20/2016	COSTCO CARLSBAD	0100	Materials And Supplies	\$ 103.99
14080913	1/20/2016	SUCH A VOICE	1100	Other Serv.& Oper.Exp.	\$ 68.90
14080914	1/20/2016	MURDOCH, WALRATH & HOLMES	0100	Professional/Consult Svs	\$ 2,150.00
14080915	1/20/2016	PROCURETECH	0100	Computer Supplies	\$ 1,598.37
14080916	1/20/2016	JOHN SALAZAR	0100	Conference,Workshop,Sem.	\$ 155.81
14080917	1/20/2016	SHELL	1300	Fuel	\$ 71.50
14080918	1/20/2016	SMART AND FINAL STORES CORP	0100	Materials And Supplies	\$ 533.75
			1300	Purchases Food	\$ 71.08
14080919	1/20/2016	STAPLES ADVANTAGE	2139	Equipment	\$ 100,405.45
14080920	1/20/2016	TCR SERVICES	0100	Materials And Supplies	\$ 107.90
14080921	1/20/2016	BRENT THORNE	0100	Athletic Post-Season Travel	\$ 357.73
14081314	1/21/2016	SARA GILLETTE	0100	Conference,Workshop,Sem.	\$ 29.21
14081315	1/21/2016	HOFMAN PLANNING & ENGINEERING	2139	New Construction	\$ 637.50
14081316	1/21/2016	JULIE GOLDBERG	0100	Mileage	\$ 93.15
14081317	1/21/2016	DANIELLE MACRORIE	0100	Mileage	\$ 69.66
14081318	1/21/2016	JULIAN CHRISTOPHER JOHNSON	0100	Mileage	\$ 224.25
14081319	1/21/2016	DON HARTLEY	0100	Athletic Post-Season Travel	\$ 3,420.57
14081320	1/21/2016	JESSICA HUNTSBERGER	0100	Conference,Workshop,Sem.	\$ 469.86
14081321	1/21/2016	A Z BUS SALES INC	0100	Materials-Vehicle Parts	\$ 160.03
14081322	1/21/2016	JOHN ADDLEMAN	0100	Mileage	\$ 199.22
14081323	1/21/2016	ALTERNATIVE TEACHING STRATEGY CTR	0100	Sub/Other Contr-Npa	\$ 12,360.00
14081324	1/21/2016	AREY JONES ED SOLUTIONS	0100	Non-Capitalized Tech Equipment	\$ 9,752.94
14081325	1/21/2016	RICK AYALA	0100	Mileage	\$ 122.48
14081326	1/21/2016	BALLINGER, ELIZABETH	0100	Mileage	\$ 60.61
14081327	1/21/2016	BEST, CHRISTINE	0100	Mileage	\$ 10.35
14081328	1/21/2016	JOY BISCHKE	0100	Conference,Workshop,Sem.	\$ 199.00
14081329	1/21/2016	SHERRIL BRICE	0100	Mileage	\$ 497.38
14081330	1/21/2016	BUTH, DWAYNE	0100	Mileage	\$ 207.00
14081331	1/21/2016	GUENEVERE BUTLER	0100	Mileage	\$ 89.70
14081332	1/21/2016	C I F	0100	Dues - Cif	\$ 320.00
14081333	1/21/2016	CLEAN ENERGY	0100	Repairs & Maintenance	\$ 6,946.26
14081334	1/21/2016	CREATIVE BUS SALES	0100	Materials-Vehicle Parts	\$ 69.81
				Other Transport.Supplies	\$ 32.40
14081335	1/21/2016	DAYMARK SAFETY SYSTEMS INC	1300	Materials And Supplies	\$ 145.15
14081336	1/21/2016	DEMCO INC	0100	Materials And Supplies	\$ 127.67
14081337	1/21/2016	JOHN DIGIULIO	0100	Mileage	\$ 250.70
14081338	1/21/2016	TIFFANY M. FINDELL	0100	Mileage	\$ 121.33
14081339	1/21/2016	KAREN GEASLIN	0100	Mileage	\$ 4.60
14081340	1/21/2016	DOUG SCOTT GILBERT	0100	Mileage	\$ 169.63
14081341	1/21/2016	MICHAEL GROVE	0100	Conference,Workshop,Sem.	\$ 212.27
14081342	1/21/2016	INTERSTATE BATTERY	0100	Materials-Vehicle Parts	\$ 2,439.22
14081343	1/21/2016	GARY LEWIS	0100	Conference,Workshop,Sem.	\$ 29.21
14081344	1/21/2016	JENNIFER MCCLUAN	0100	Mileage	\$ 121.33
14081345	1/21/2016	MISSION LINEN SUPPLY	0100	Other Serv.& Oper.Exp.	\$ 206.69
14081346	1/21/2016	NEOPOST USA INC	0100	Other Serv.& Oper.Exp.	\$ -
				Rents & Leases	\$ 196.02
14081347	1/21/2016	NINYO & MOORE	2139	Land Improvements	\$ 8,126.25
14081348	1/21/2016	OAK GROVE INSTITUTE	0100	Other Contr-N.P.S.	\$ 12,954.48
				Room & Board	\$ 39,882.13
				Sub/Room & Board	\$ 10,740.00
14081349	1/21/2016	PATROL MASTERS, INC.	2518	Other Serv.& Oper.Exp.	\$ 2,808.50
14081350	1/21/2016	RANCHO SANTA FE SEC SYSTEMS	0100	Other Serv.& Oper.Exp.	\$ 1,408.00

ITEM 15F

WARRANT REPORT FROM 01/05/16 THROUGH 02/08/16

WARRANT NBR	DATE	VENDOR	FUND	DESCRIPTION	AMOUNT
14081350	42390	RANCHO SANTA FE SEC SYSTEMS	0100	Security Guard Contract	\$ 1,120.00
14081351	1/21/2016	LAURA ROMANO	0100	Legal Exp-Business	\$ 2,193.75
14081352	1/21/2016	SAN DIEGO CITY TREASURER	0100	Sewer Charges	\$ 1,294.78
				Water	\$ 3,660.26
14081353	1/21/2016	SAN DIEGO COUNTY OFFICE OF EDUCATIO	0100	Conference,Workshop,Sem.	\$ 400.00
14081354	1/21/2016	SAN DIEGO GAS & ELECTRIC CO	0100	Gas & Electric	\$ 354.25
14081355	1/21/2016	SAN DIEGO SCENIC TOURS, INC.	0100	Subagreements For Services	\$ 4,135.00
14081356	1/21/2016	SCHOOL SERVICES OF CALIFORNIA, INC.	0100	Professional/Consult Svs	\$ 285.00
14081357	1/21/2016	SHELL CAR WASH & EXPRESS LUBE	0100	Gasoline Supplies	\$ 103.22
14081358	1/21/2016	SIEMENS INDUSTRY, INC.	0100	Other Serv.& Oper.Exp.	\$ 14,725.00
14081359	1/21/2016	SOUTHERN CA SOIL & TESTING INC	2139	New Construction	\$ 350.00
14081360	1/21/2016	STATE BOARD OF EQUALIZATION	0100	Fees - Business, Admission,Etc	\$ 147.02
14081361	1/21/2016	JASON VILORIA	0100	Conference,Workshop,Sem.	\$ 102.92
14081362	1/21/2016	WESTERN MICRO GRAPHICS	0100	Repairs & Maintenance	\$ 328.00
14081363	1/21/2016	XEROX CORPORATION	0100	Copy Charges	\$ 15.37
				Rents & Leases	\$ 162.71
14081777	1/22/2016	OXFORD UNIVERSITY PRESS	0100	Computer Licensing	\$ 303.10
14081778	1/22/2016	LESLIE LUNA	1100	Mileage	\$ 34.50
14081779	1/22/2016	AFFORDABLE DRAIN SERVICE INC	0100	Repairs & Maintenance	\$ 738.00
14081780	1/22/2016	AMERICAN CHEMICAL	0100	Custodial Materials	\$ 11,393.81
				Materials And Supplies	\$ 194.40
14081781	1/22/2016	ANTIMITE TERMITE&PEST CONTROL	0100	Pest Control	\$ 600.00
14081782	1/22/2016	APPERSON	0100	Materials And Supplies	\$ 1,959.77
14081783	1/22/2016	ATLAS PUMPING SERVICES	0100	Repairs & Maintenance	\$ 3,670.00
14081784	1/22/2016	CSPCA 2016 Conference	0100	Conference,Workshop,Sem.	\$ 225.00
14081785	1/22/2016	CULVER-NEWLIN INC	2139	Equipment	\$ 1,013.96
14081786	1/22/2016	DIVISION OF THE STATE ARCHITECT	2139	New Construction	\$ 7,056.76
14081787	1/22/2016	DUNN EDWARDS CORP	0100	Abatements-Matts & Supplies	\$ 1,288.91
14081788	1/22/2016	EDCO DISPOSAL CORPORATION	0100	Rubbish Disposal	\$ 5,126.82
14081789	1/22/2016	ERICKSON-HALL CONSTRUCTION CO	2139	New Construction	\$ 93,430.63
14081790	1/22/2016	FLINN SCIENTIFIC INC	0100	Materials And Supplies	\$ 1,102.96
14081791	1/22/2016	SSID# 5038144312	0100	Other Serv.& Oper.Exp.	\$ 9,796.50
14081792	1/22/2016	GUARDIAN ELEVATOR	0100	Other Serv.& Oper.Exp.	\$ 570.00
14081793	1/22/2016	HAWTHORNE LIFT SYSTEMS	0100	Repairs & Maintenance	\$ 988.70
14081794	1/22/2016	HYDRO SCAPE PRODUCTS INC	0100	Grounds Materials	\$ 2,833.68
				Late fees	\$ 42.15
14081796	1/22/2016	MATCH POINT TENNIS COURTS, INC	0100	Other Serv.& Oper.Exp.	\$ 924.00
14081797	1/22/2016	NYSTROM EDUCATION	0100	Materials And Supplies	\$ 1,230.83
14081798	1/22/2016	POWER SYSTEMS INC	0100	Non-Capitalized Equipment	\$ 777.60
14081799	1/22/2016	SAN DIEGO FITNESS SERVICES	0100	Repairs & Maintenance	\$ 195.00
14081800	1/22/2016	SCHOOL FACILITY CONSULTANTS	2519	Professional/Consult Svs	\$ 447.50
14081801	1/22/2016	SOCO GROUP, INC.	0100	Fuel	\$ 10,897.54
14081802	1/22/2016	STATE BOARD OF EQUALIZATION	0100	Fees - Business, Admission,Etc	\$ 121.55
14081803	1/22/2016	TCR SERVICES	0100	Duplicating Supplies	\$ 291.44
				Materials And Supplies	\$ 229.84
				Repairs & Maintenance	\$ 371.44
14081804	1/22/2016	WILLIAMS SCOTSMAN, INC.	2139	New Construction	\$ 1,812.00
14082149	1/25/2016	PATRICIA REEVES	0100	Mileage	\$ 82.11
14082150	1/25/2016	SSID #7524058454	0100	Mediation Settlements	\$ 1,200.00
14082151	1/25/2016	VIDALIA RESENDES	0100	Conference,Workshop,Sem.	\$ 144.55
14082152	1/25/2016	DAVE BANG ASSOCIATES, INC.	0100	Materials And Supplies	\$ 836.55
14082153	1/25/2016	SHERRIL BRICE	0100	Mileage	\$ 375.48
14082154	1/25/2016	MONICA CORDOVA	0100	Mileage	\$ 158.13
14082155	1/25/2016	DAVIS DEMOGRAPHICS & PLANNING	2519	Professional/Consult Svs	\$ 6,800.00
14082156	1/25/2016	ERICKSON-HALL CONSTRUCTION CO	2139	Improvements	\$ 55,718.68
14082157	1/25/2016	HOME DEPOT CREDIT SERVICES	0100	Abatements-Matts & Supplies	\$ 3,594.34
				Materials And Supplies	\$ 440.32
14082160	1/25/2016	RACHEL PAGE	0100	Materials And Supplies	\$ 78.77
				Mileage	\$ 244.95
14082161	1/25/2016	KATHY POTTER	0100	Materials And Supplies	\$ 19.43
14082162	1/25/2016	REGENTS BANK	2139	Improvements	\$ 2,932.57

ITEM 15F

WARRANT REPORT FROM 01/05/16 THROUGH 02/08/16

WARRANT NBR	DATE	VENDOR	FUND	DESCRIPTION	AMOUNT
14082163	1/25/2016	RICK SCHMITT	0100	Refreshments	\$ 14.36
14082164	1/25/2016	STAPLES ADVANTAGE	0100	Duplicating Supplies	\$ 64.00
				Materials And Supplies	\$ 2,393.21
				Office Supplies	\$ 71.51
			1300	Office Supplies	\$ 57.72
14082167	1/25/2016	UNITED PARCEL SERVICE	0100	Communications-Postage	\$ 76.94
14082509	1/26/2016	SSID #7524058454	0100	Mediation Settlements	\$ 900.00
14082510	1/26/2016	US BANK NATIONAL ASSOCIATION	2139	New Construction	\$ 60,747.38
14082511	1/26/2016	ASTRONAUT BOARDS LLC	0100	Materials And Supplies	\$ 200.25
14082512	1/26/2016	ARENONA OFFICE FURNITURE	0100	Non-Capitalized Equipment	\$ 1,218.05
14082513	1/26/2016	B AND H PHOTO-VIDEO	0100	Materials And Supplies	\$ 3,592.00
14082514	1/26/2016	BERT'S OFFICE TRAILERS	0100	Rents & Leases	\$ 144.72
14082515	1/26/2016	SSID# 8076842638	0100	Pay In Lieu Of Transp>	\$ 173.76
14082516	1/26/2016	CAROLINA BIOLOGICAL SUPPLY CO	0100	Materials And Supplies	\$ 1,968.41
14082517	1/26/2016	CHENG & TSUI COMPANY	0100	Materials And Supplies	\$ 446.51
				Textbooks	\$ 1,927.78
14082518	1/26/2016	CONSULTING & INSPECTION SVCS	2139	New Construction	\$ 27,848.00
14082519	1/26/2016	GOLDFIELD STAGE & COMPANY	0100	Fld. Trips By Prv. Contr	\$ 5,935.52
				Subagreements For Services	\$ 8,299.48
14082521	1/26/2016	GRAND PACIFIC CHARTER	0100	Subagreements For Services	\$ 21,185.50
14082525	1/26/2016	MCCARTHY BUILDING COMPANY, INC	2139	New Construction	\$ 1,193,825.43
14082526	1/26/2016	NASCO MODESTO	0100	Materials And Supplies	\$ 101.09
14082527	1/26/2016	NCTD	0100	Fees - Business, Admission,Etc	\$ 74.00
14082528	1/26/2016	PROCURETECH	0100	Computer Supplies	\$ 795.92
				Materials And Supplies	\$ 153.58
14082529	1/26/2016	ROESLING NAKAMURA	2139	Improvements	\$ 8,000.00
14082530	1/26/2016	SAN DIEGO RESTAURANT SUPPLY	1300	Materials And Supplies	\$ 582.34
14082531	1/26/2016	TCR SERVICES	0100	Materials And Supplies	\$ 959.37
				Repairs & Maintenance	\$ 121.96
14082532	1/26/2016	WAXIE SANITARY SUPPLY	0100	Custodial Materials	\$ 1,771.04
14082533	1/26/2016	WESTERN ENVIRONMENTAL & SAFETY	2139	New Construction	\$ 850.00
14082534	1/26/2016	WOODWIND & BRASSWIND CO	0100	Materials And Supplies	\$ 1,535.49
14082835	1/27/2016	La Class Transportation, LLC	0100	Fld. Trips By Prv. Contr	\$ 5,176.50
14082836	1/27/2016	DAVID SAMUELSON	0100	Mileage	\$ 28.07
14082837	1/27/2016	AMANDA J. GRETSCH, INC.	0100	Professional/Consult Svs	\$ 11,062.50
14082838	1/27/2016	BERT'S OFFICE TRAILERS	0100	Rents & Leases	\$ 144.72
14082839	1/27/2016	MISSION FEDERAL CREDIT UNION	0100	Abatements-Matls & Supplies	\$ 12,788.71
				Advertising	\$ 35.00
				Books Other Than Textbooks	\$ 32.25
				Computer Licensing	\$ 765.77
				Custodial Materials	\$ 187.77
				Grounds Materials	\$ 2,247.05
				Materials And Supplies	\$ 1,103.94
				Refreshments	\$ 270.72
				Rents & Leases	\$ 1,916.84
14082841	1/27/2016	MISSION FEDERAL CREDIT UNION	2139	New Construction	\$ 29.40
14082842	1/27/2016	SCOTT NEWMAN	1100	Materials And Supplies	\$ 990.00
14082843	1/27/2016	NINYO & MOORE	2139	New Construction	\$ 3,481.75
14082844	1/27/2016	PHONAK	0100	Non-Capitalized Equipment	\$ 1,672.96
14082845	1/27/2016	JANET RUSSELL	1100	Materials And Supplies	\$ 210.00
14082846	1/27/2016	SIERRA ACADEMY	0100	Other Contr-N.P.S.	\$ 25,701.78
14082847	1/27/2016	SOL TRANSPORTATION, INC.	0100	Spec.Ed.Transportation	\$ 35,102.75
14082848	1/27/2016	PERSEUS ASSOCIATES, LLC	0100	Computer Licensing	\$ 1,200.00
14082849	1/27/2016	TURF STAR INC	0100	Materials-Vehicle Parts	\$ 380.43
14082850	1/27/2016	WELBURN GOURD FARM	0100	Materials And Supplies	\$ 180.00
14082851	1/27/2016	WESELOH CHEVROLET CO	0100	Materials-Vehicle Parts	\$ 85.51
14083278	1/28/2016	NORTH COAST SIGNS	2139	New Construction	\$ 516.35
14083279	1/28/2016	SCHOLASTIC INC	0100	Materials And Supplies	\$ 6,449.77
14083280	1/28/2016	A&R FOOD DISTRIBUTORS	1300	Purchases Food	\$ 35,072.65
14083281	1/28/2016	CA ASSOCIATION OF SCHOOL BUSINESS	0100	Conference,Workshop,Sem.	\$ 745.00
14083282	1/28/2016	DRC/CTB	0100	Computer Licensing	\$ 2,921.75

ITEM 15F

WARRANT REPORT FROM 01/05/16 THROUGH 02/08/16

WARRANT NBR	DATE	VENDOR	FUND	DESCRIPTION	AMOUNT
14083283	1/28/2016	CHICK-FIL-A	0100	Refreshments	\$ 143.31
14083284	1/28/2016	COSTCO CARLSBAD	0100	Materials And Supplies	\$ 36.58
14083285	1/28/2016	DOOR SERVICE & REPAIR, INC.	0100	Repairs & Maintenance	\$ 423.00
14083286	1/28/2016	DRIFTWOOD DAIRY	1300	Purchases Food	\$ 7,902.31
14083287	1/28/2016	FAGEN FRIEDMAN & FULFROST, LLP	0100	Legal Expense	\$ 7,517.54
				Legal Exp-Personnel	\$ 9,192.38
14083288	1/28/2016	FIREMASTER (FRANCHISE)	0100	Fees - Business, Admission,Etc	\$ 475.00
14083289	1/28/2016	FREE FORM CLAY & SUPPLY	0100	Materials And Supplies	\$ 1,561.81
14083290	1/28/2016	FREE FORM CLAY & SUPPLY	1100	Materials And Supplies	\$ 406.57
14083291	1/28/2016	FUSCOE ENGINEERING, INC.	2139	New Construction	\$ 11,950.00
14083292	1/28/2016	HERFF JONES, INC	0100	Printing	\$ 12.47
14083293	1/28/2016	INDUSTRIAL ELECTRIC	0100	Repairs & Maintenance	\$ 705.89
14083294	1/28/2016	INDUSTRIAL METAL SUPPLY	0100	Materials And Supplies	\$ 266.59
14083295	1/28/2016	MACGILL DISCOUNT SCHOOL NURSE	0100	Materials And Supplies	\$ 217.01
				Non-Capitalized Equipment	\$ 3,541.32
14083296	1/28/2016	MATHESON TRI-GAS INC	0100	Materials And Supplies	\$ 445.36
14083297	1/28/2016	MCLOGAN SUPPLY CO	0100	Materials And Supplies	\$ 877.30
14083298	1/28/2016	NAPA AUTO PARTS	0100	Materials-Vehicle Parts	\$ 1,180.21
				Other Transport.Supplies	\$ 45.31
14083299	1/28/2016	STAPLES ADVANTAGE	0100	Aeries Supplies	\$ -
				Duplicating Supplies	\$ 2,479.57
				Materials And Supplies	\$ 9,505.38
				Office Supplies	\$ 313.15
			1300	Office Supplies	\$ 95.89
14083769	1/29/2016	CLAY CREEK ATHLETIC	0100	Materials And Supplies	\$ 472.69
14083770	1/29/2016	AREY JONES ED SOLUTIONS	0100	Non-Capitalized Tech Equipment	\$ 40,884.86
14083771	1/29/2016	COMM USA INC	0100	Materials And Supplies	\$ 1,230.60
14083772	1/29/2016	DEPT OF GENERAL SERVICES	2139	New Construction	\$ 890.81
14083773	1/29/2016	EN POINTE TECHNOLOGIES SALES	0100	Computer Licensing	\$ 54,596.66
14083774	1/29/2016	FAIRBROTHER, SUSAN	1100	Materials And Supplies	\$ 40.85
14083775	1/29/2016	FLINN SCIENTIFIC INC	0100	Computer Licensing	\$ 1,439.55
14083776	1/29/2016	Fred Finch Youth Center	0100	Sub/Other Contr-Nps	\$ 9,812.60
14083777	1/29/2016	FREDRICKS ELECTRIC INC	0100	Other Serv.& Oper.Exp.	\$ 1,075.00
				Repairs & Maintenance	\$ 915.00
14083778	1/29/2016	MATHESON TRI-GAS INC	0100	Materials And Supplies	\$ 490.06
14083779	1/29/2016	MCLOGAN SUPPLY CO	0100	Materials And Supplies	\$ 1,061.29
14083780	1/29/2016	MRC360 AKA MR COPY	0100	Materials And Supplies	\$ 118.80
14083781	1/29/2016	STATE BOARD OF EQUALIZATION	0100	Fees - Business, Admission,Etc	\$ 2,047.35
14083782	1/29/2016	XEROX CORPORATION	0100	Copy Charges	\$ 5,906.32
				Rents & Leases	\$ 9,956.81
			1100	Copy Charges	\$ 47.50
				Rents & Leases	\$ 239.20
14084167	2/1/2016	MARTHA HUTCHINSON	0100	Materials And Supplies	\$ 63.69
				Refreshments	\$ 17.27
14084168	2/1/2016	EVERYTHING MEDICAL	0100	Materials And Supplies	\$ 21.90
14084169	2/1/2016	IRMA BORDEN	1300	Materials And Supplies	\$ 40.45
14084170	2/1/2016	JOHN DEBONIS	1100	Adult Education Fees	\$ 220.00
14084171	2/1/2016	PIERE GEVARGAZY	1300	Materials And Supplies	\$ 47.50
14084172	2/1/2016	LASTINA LINDSAY	1100	Adult Education Fees	\$ 128.00
14084173	2/1/2016	EDWARD LIU	1300	Food Service Sales Cca	\$ 200.00
14084174	2/1/2016	AREY JONES ED SOLUTIONS	0100	Non-Capitalized Tech Equipment	\$ 7,602.01
14084175	2/1/2016	JOY BISCHKE	0100	Mileage	\$ 214.59
14084176	2/1/2016	AMY BRIGGS	0100	Mileage	\$ 327.18
14084177	2/1/2016	MARIA VERONICA BURCIAGA	1100	Mileage	\$ 63.83
14084178	2/1/2016	CRUSE, DEBRA	0100	Mileage	\$ 119.03
14084179	2/1/2016	CULVER-NEWLIN INC	2139	Equipment	\$ 24,814.58
14084180	2/1/2016	DEL RIO, SHANNON	0100	Mileage	\$ 164.22
14084181	2/1/2016	ERIC DILL	0100	Conference,Workshop,Sem.	\$ 172.91
				Mileage	\$ 81.65
14084182	2/1/2016	DUNN, KELLY	0100	Mileage	\$ 230.58
14084183	2/1/2016	KEVIN FAIRCHILD	0100	Mileage	\$ 134.48

ITEM 15F

WARRANT REPORT FROM 01/05/16 THROUGH 02/08/16

WARRANT NBR	DATE	VENDOR	FUND	DESCRIPTION	AMOUNT
14084184	2/1/2016	FREDRICKS ELECTRIC INC	0100	Repairs & Maintenance	\$ 3,615.00
14084185	2/1/2016	KASEY GALIK	0100	Mileage	\$ 297.28
14084186	2/1/2016	KAREN GEASLIN	0100	Mileage	\$ 24.15
14084187	2/1/2016	GOPHER SPORT	0100	Materials And Supplies	\$ 302.21
14084188	2/1/2016	KRISTINE GOTTA	0100	Mileage	\$ 11.02
14084189	2/1/2016	MELISSA GRIFFEN	0100	Mileage	\$ 96.60
14084190	2/1/2016	INTERPRETERS UNLIMITED	0100	Professional/Consult Svcs	\$ 538.72
14084191	2/1/2016	JULIA JOHNSON	0100	Mileage	\$ 106.38
14084192	2/1/2016	DEBRA LAWLER	0100	Mileage	\$ 254.73
14084193	2/1/2016	GARY LEWIS	0100	Mileage	\$ 172.50
14084194	2/1/2016	LIONAKIS	2139	Land Improvements	\$ 1,390.00
				New Construction	\$ 52,566.30
14084195	2/1/2016	HEATHER LUTZ	0100	Mileage	\$ 117.30
14084196	2/1/2016	JENNIFER MCCLUAN	0100	Materials And Supplies	\$ 47.65
14084197	2/1/2016	MOBILE MODULAR MANAGEMENT CORP	2139	New Construction	\$ 10,540.76
14084198	2/1/2016	NATHAN MOLINA	0100	Conference,Workshop,Sem.	\$ 653.48
14084199	2/1/2016	DELORES PERLEY REVOLVING CASH	0100	Bank Charges	\$ 20.36
				Instr.Aides-Classroom	\$ 800.00
				Materials And Supplies	\$ 547.96
				Teacher Sal-Regular	\$ 1,400.00
14084200	2/1/2016	SIMPLEX GRINNELL LP	0100	Non-Capitalized Equipment	\$ 1,055.00
				Other Serv.& Oper.Exp.	\$ 19,922.00
				Repairs & Maintenance	\$ 990.40
14084201	2/1/2016	SOLANA BEACH PHYSICAL THERAPY	0100	Professional/Consult Svcs	\$ 5,630.00
14084203	2/1/2016	SOUTHERN CA SOIL & TESTING INC	2139	New Construction	\$ 350.00
14084204	2/1/2016	URBAN TREE CARE, INC.	0100	Other Serv.& Oper.Exp.	\$ 1,800.00
14084205	2/1/2016	XEROX CORPORATION	0100	Copy Charges	\$ 2,921.40
				Rents & Leases	\$ 6,519.88
				Repairs & Maintenance	\$ 23.91
			1300	Copy Charges	\$ 104.52
				Rents & Leases	\$ 227.07
14084487	2/2/2016	NEWSOLA	0100	Computer Licensing	\$ 450.00
14084488	2/2/2016	SSID #2173691845	0100	Mediation Settlements	\$ 19,050.00
14084489	2/2/2016	YOLANDA PANIAGUA	1100	All Other Local Revenue	\$ 40.00
14084490	2/2/2016	FERGUSON ENTERPRISES INC	0100	Non-Capitalized Equipment	\$ 567.00
14084491	2/2/2016	AMAZON.COM	0100	Materials And Supplies	\$ 8,149.98
				Non-Capitalized Equipment	\$ 1,560.52
				Non-Capitalized Tech Equipment	\$ 32.16
				Textbooks	\$ 21.98
14084495	2/2/2016	DAVID JAFFE	0100	Mileage	\$ 506.00
14084496	2/2/2016	NORTH COUNTY EQUIPMENT	0100	Repairs & Maintenance	\$ 6.00
14084497	2/2/2016	NCTD	0100	Fees - Business, Admission,Etc	\$ 72.00
14084498	2/2/2016	RANCHO SANTA FE SEC SYSTEMS	0100	Other Serv.& Oper.Exp.	\$ 704.00
				Security Guard Contract	\$ 577.62
14084499	2/2/2016	AMERICAN EXPRESS	0100	Hazardous Waste Disposal	\$ 527.99
14084500	2/2/2016	SO-CAL DOMINIDS	1300	Purchases Food	\$ 11,787.30
14084501	2/2/2016	SOLANA BEACH PHYSICAL THERAPY	0100	Professional/Consult Svcs	\$ 390.00
14084502	2/2/2016	AMERICAN EXPRESS	0100	Communications-Telephone	\$ 2,009.45
14084503	2/2/2016	TRIMARK ASSOCIATES, INC.	0100	Data Processing Contract	\$ 150.00
14084504	2/2/2016	AMERICAN EXPRESS	2519	New Construction	\$ 3,154.50
14084505	2/2/2016	AMERICAN EXPRESS	0100	Communications-Telephone	\$ 1,225.62
14084506	2/2/2016	VISTA HILL	0100	Sub/Mental Health Svcs	\$ 83,166.00
14084507	2/2/2016	WAXIE SANITARY SUPPLY	0100	Custodial Materials	\$ 543.90
14084508	2/2/2016	AMERICAN EXPRESS	0100	Other Transport.Supplies	\$ -
				Rents & Leases	\$ 137.00
14084509	2/2/2016	SAN DIEGO FRICTION PRODUCTS	0100	Materials-Vehicle Parts	\$ 2,979.37
14084848	2/3/2016	PC & MACEXCHANGE	0100	Non-Capitalized Tech Equipment	\$ 2,645.64
14084849	2/3/2016	John Sergio Fisher & Associates, Inc.	2519	Improvements	\$ 11,448.00
14084850	2/3/2016	COX COMMUNICATIONS	0100	Communications-Telephone	\$ 60.00
14084851	2/3/2016	DEPT OF GENERAL SERVICES	2139	New Construction	\$ 890.81
14084852	2/3/2016	FISHER SCIENTIFIC EMD	0100	Materials And Supplies	\$ 24,041.20

ITEM 15F

WARRANT REPORT FROM 01/05/16 THROUGH 02/08/16

WARRANT NBR	DATE	VENDOR	FUND	DESCRIPTION	AMOUNT
14084853	2/3/2016	GEOCON INCORPORATED	2139	New Construction	\$ 3,430.00
14084854	2/3/2016	ELIZABETH MARSHALL	0100	Mileage	\$ 85.97
14084855	2/3/2016	NINYO & MOORE	2139	New Construction	\$ 818.50
14084856	2/3/2016	NOVA SERVICES	2139	New Construction	\$ 11,427.34
14084857	2/3/2016	OCEANSIDE PHOTO & TELESCOPES	0100	Materials And Supplies	\$ 745.54
14084858	2/3/2016	OFFICE SOLUTIONS BUSINESS	0100	Office Supplies	\$ 21.60
14084859	2/3/2016	PROCURETECH	0100	Computer Supplies	\$ 2,476.73
14084860	2/3/2016	RALPHS CUSTOMER CHARGES	0100	Materials And Supplies Refreshments	\$ 228.69 \$ 34.92
14084861	2/3/2016	SAN DIEGO COUNTY OFFICE OF EDUCATIO	0100	Conference,Workshop,Sem.	\$ 1,200.00
14084862	2/3/2016	SAN DIEGUITO WATER DISTRICT	0100	Water	\$ 149.71
14084863	2/3/2016	RICK SCHMITT	0100	Mileage	\$ 63.18
14084864	2/3/2016	SHELL CAR WASH & EXPRESS LUBE	0100	Fuel Gasoline Supplies	\$ 91.65 \$ 127.78
14084865	2/3/2016	TCR SERVICES	0100	Duplicating Supplies Materials And Supplies	\$ 86.35 \$ 1,108.20
14084866	2/3/2016	VINCENT FALL & ASSOCIATES	0100	Professional/Consult Svs	\$ 1,600.00
14084867	2/3/2016	JASON VILORIA	0100	Conference,Workshop,Sem.	\$ 22.68
14084868	2/3/2016	WESELOH CHEVROLET CO	0100	Materials-Vehicle Parts	\$ 91.72
14084869	2/3/2016	AMERICAN EXPRESS	0100	Other Transport.Supplies Rents & Leases	\$ - \$ 133.35
14084870	2/3/2016	JUAN MANUEL ZAPATA	0100	Conference,Workshop,Sem.	\$ 737.88
14084871	2/3/2016	JUAN MANUEL ZAPATA	1100	Mileage	\$ 295.55
14085220	2/4/2016	DANIELLE MACRORIE	0100	Mileage	\$ 74.18
14085221	2/4/2016	Pia Schmitz	1100	Adult Education Fees	\$ 47.00
14085222	2/4/2016	SCIENCE TAKE-OUT	0100	Materials And Supplies	\$ 1,576.00
14085223	2/4/2016	GRACIELA SANCHEZ	0100	Mileage	\$ 142.67
14085224	2/4/2016	SSID #2161784935	0100	Other Serv.& Oper.Exp.	\$ 412.50
14085225	2/4/2016	JENNIFER M. ARTHUR	0100	Transp Fees - Dno	\$ 280.00
14085226	2/4/2016	THOMAS ATILANO	0100	Mileage	\$ 75.90
14085227	2/4/2016	CHUCK ADAMS	0100	Mileage	\$ 99.10
14085228	2/4/2016	AREY JONES ED SOLUTIONS	2139	Equipment	\$ 15,428.38
14085229	2/4/2016	ATKINSON, ANDELSON, LOYA, RUUD & ROM	0100	Legal Expense Legal Exp-Personnel	\$ 15,634.33 \$ 1,644.56
14085230	2/4/2016	RICK AYALA	0100	Mileage	\$ 172.80
14085231	2/4/2016	JOY BISCHKE	0100	Mileage	\$ 313.96
14085232	2/4/2016	BLACKBOARD INC.	0100	Computer Licensing	\$ 18,429.00
14085233	2/4/2016	CARMEN BLUM	0100	Mileage	\$ 160.60
14085234	2/4/2016	C D W G.COM	2139	Equipment	\$ 28,995.41
14085235	2/4/2016	COUNTY OF SAN DIEGO	2139	New Construction	\$ 71.00
14085236	2/4/2016	ELIZABETH DARGAN	0100	Mileage	\$ 178.25
14085237	2/4/2016	DIVISION OF THE STATE ARCHITECT	2139	New Construction	\$ 816.00
14085238	2/4/2016	EN POINTE TECHNOLOGIES SALES	0100	Computer Licensing	\$ 31,080.00
14085239	2/4/2016	TIFFANY M. FINDELL	0100	Mileage	\$ 139.86
14085240	2/4/2016	SCOTT FROESE	0100	Mileage	\$ 100.60
14085241	2/4/2016	JULIA JOHNSON	0100	Conference,Workshop,Sem. Mileage	\$ 753.66 \$ 89.70
14085242	2/4/2016	LEUCADIA SHELL SERVICE STATION	0100	Repairs-Vehicles	\$ 1,584.60
14085243	2/4/2016	JENNIFER MCCLUAN	0100	Mileage	\$ 145.26
14085244	2/4/2016	New Haven Youth & Family Services	0100	Other Contr-N.P.A.	\$ 16,940.00
14085245	2/4/2016	NCTD	0100	Fees - Business, Admission,Etc	\$ 1,387.00
14085246	2/4/2016	OAK CREST MIDDLE SCHOOL ASB	1300	Other Serv.& Oper.Exp.	\$ 382.50
14085247	2/4/2016	BJORN PAIGE	0100	Conference,Workshop,Sem.	\$ 48.82
14085248	2/4/2016	PATROL MASTERS, INC.	2518	Other Serv.& Oper.Exp.	\$ 2,534.50
14085249	2/4/2016	LAURA ROMANO	0100	Legal Exp-Business	\$ 337.50
14085250	2/4/2016	SAFARI MONTAGE	0100	Computer Licensing	\$ 1,963.23
14085251	2/4/2016	SAN DIEGO COUNTY OFFICE OF EDUCATIO	0100	Conference,Workshop,Sem.	\$ 100.00
14085252	2/4/2016	RICK SCHMITT	0100	Conference,Workshop,Sem.	\$ 1,145.52
14085253	2/4/2016	SCHOOLDUDE.COM	0100	Computer Licensing	\$ 13,716.22
14085254	2/4/2016	SWRCB	2139	New Construction	\$ 403.00
14085255	2/4/2016	ARTIANO SHINOFF & HOLTZ	0100	Legal Exp-Business	\$ 980.00

ITEM 15F

WARRANT REPORT FROM 01/05/16 THROUGH 02/08/16

WARRANT NBR	DATE	VENDOR	FUND	DESCRIPTION	AMOUNT
14085255	42404	ARTIANO SHINOFF & HOLTZ	0100	Legal Expense	\$ 1,458.57
14085256	2/4/2016	SURF AND TURF GOLF	1100	Fees - Business, Admission,Etc	\$ 2,440.00
14085257	2/4/2016	AMERICAN EXPRESS	0100	Rents & Leases	\$ 370.50
14085579	2/5/2016	HOUGHTON MIFFLIN HARCOURT PUBLISHIN	0100	Materials And Supplies	\$ 200.00
14085580	2/5/2016	EDIT ZELKIND	0100	Other Local Income Cca	\$ 153.00
14085581	2/5/2016	A1 GOLF CARS, INC	0100	Repairs & Maintenance	\$ 2,813.62
14085582	2/5/2016	A C T	0100	Materials And Supplies	\$ 250.00
14085583	2/5/2016	A Z BUS SALES INC	0100	Materials-Vehicle Parts	\$ 2,781.17
14085584	2/5/2016	AMERICAN CHEMICAL	0100	Custodial Materials	\$ 743.20
				Non-Capitalized Equipment	\$ 1,393.20
			2139	Equipment	\$ 955.80
14085585	2/5/2016	APPERSON	0100	Materials And Supplies	\$ 254.68
14085586	2/5/2016	ATLAS PUMPING SERVICES	0100	Repairs & Maintenance	\$ 5,280.00
14085587	2/5/2016	BLICK ART MATERIALS	0100	Materials And Supplies	\$ 1,237.80
14085588	2/5/2016	MONTY SILVERSTONE	1100	Materials And Supplies	\$ 198.00
14085589	2/5/2016	SMART AND FINAL STORES CORP	0100	Materials And Supplies	\$ 785.06
				Refreshments	\$ 91.37
			1300	Purchases Food	\$ 82.48
				Purchases Supplies	\$ 14.50
14085590	2/5/2016	SO-CAL DOMINOIDS	1300	Purchases Food	\$ 10,441.48
14085591	2/5/2016	VONS INC.	0100	Materials And Supplies	\$ 647.40
14085592	2/5/2016	WOODWIND & BRASSWIND CO	0100	Materials And Supplies	\$ 146.88
14085990	2/8/2016	PHIL'S PHABULOUS PHOODS	1300	Purchases Food	\$ 2,520.00
14085991	2/8/2016	ANNA WEIRATHER	0100	Mileage	\$ 174.42
14085992	2/8/2016	JULIAN CHRISTOPHER JOHNSON	0100	Mileage	\$ 105.30
14085993	2/8/2016	ANDREW CORMAN	0100	Athletic Post-Season Travel	\$ 1,070.58
14085994	2/8/2016	MATTHEW LAWSON	1300	Food Service Sales Lcc	\$ 16.25
14085995	2/8/2016	A C T	0100	Materials And Supplies	\$ 250.00
14085996	2/8/2016	AT&T	0100	Communications-Telephone	\$ 3,627.52
14085997	2/8/2016	AFFORDABLE DRAIN SERVICE INC	0100	Repairs & Maintenance	\$ 137.00
14085998	2/8/2016	BLUE COAST CONSULTING	2139	Improvements	\$ 12,658.20
				Land Improvements	\$ 1,190.00
				New Construction	\$ 13,872.00
14085999	2/8/2016	C D W G.COM	0100	Materials And Supplies	\$ 783.00
14086000	2/8/2016	CALIFORNIA CONSTRUCTION MGMT	2519	Professional/Consult Svs	\$ 880.00
14086001	2/8/2016	CREATIVE BUS SALES	0100	Materials-Vehicle Parts	\$ 2,231.70
				Other Transport.Supplies	\$ 20.00
				Repairs-Vehicles	\$ 5,394.94
14086002	2/8/2016	NINYO & MOORE	2139	Land Improvements	\$ 2,739.75
14086003	2/8/2016	NO CTY STUDENT TRANSPORTATION	0100	Subagreements For Services	\$ 9,358.75
14086005	2/8/2016	PALOMAR REPROGRAPHICS, INC.	2139	New Construction	\$ 360.72
14086006	2/8/2016	HOUGHTON MIFFLIN HARCOURT PUB.	0100	Other Serv.& Oper.Exp.	\$ 3,000.00
14086007	2/8/2016	SAN DIEGO CITY TREASURER	0100	Sewer Charges	\$ 2,817.51
				Water	\$ 3,825.18
14086008	2/8/2016	SAN DIEGO GAS & ELECTRIC CO	0100	Gas & Electric	\$ 1,965.35
14086009	2/8/2016	STAPLES ADVANTAGE	0100	Duplicating Supplies	\$ 480.01
				Materials And Supplies	\$ 2,700.22
				Office Supplies	\$ 544.71
14086011	2/8/2016	SUNDANCE STAGE LINES INC	0100	Fid. Trips By Prv. Contr	\$ 3,675.00
14086012	2/8/2016	DAYNE TSUDA	0100	Mileage	\$ 165.60
14086013	2/8/2016	TWINING, INC.	2139	Land Improvements	\$ 1,955.00
				New Construction	\$ 12,880.00
14086014	2/8/2016	MEREDITH WADLEY AMSBAUGH	0100	Mileage	\$ 169.56
14086015	2/8/2016	WOOD, KAITLIN	0100	Conference,Workshop,Sem.	\$ 42.56

Report Total

\$ 7,304,798.29

ITEM 15F

RCF REPORT FROM 1/05/16 THROUGH 2/08/16

CK NBR	DATE	NAME/VENDOR	DESCRIPTION	AMOUNT
11322	01/19/2016	SUSAN BOUCHARD	PETTY CASH REIMBURSEMENT	\$ 86.06
11323	01/19/2016	ELIZABETH ENGELBERG	PETTY CASH REIMBURSEMENT	\$ 71.20
11324	01/19/2016	RYLAND WICKMAN	PETTY CASH REIMBURSEMENT	\$ 61.46
11325	01/26/2016	RENEE CODY	PETTY CASH REIMBURSEMENT	\$ 150.51
11326	01/26/2016	CURTIS FILLMORE	PETTY CASH REIMBURSEMENT	\$ 59.54
11327	01/26/2016	CAROLYN WONG	PETTY CASH REIMBURSEMENT	\$ 119.19
11328	01/29/2016	VOID CHECKS	VOID****	\$ -
11329	01/29/2016	NORMA A. VILLA	DECEMBER 2015 PAYROLL	\$ 600.00
11330	02/04/2016	SUSAN BOUCHARD	PETTY CASH REIMBURSEMENT	\$ 42.24
11331	02/04/2016	MARY JEANNETTE LINDEBAK	PETTY CASH REIMBURSEMENT	\$ 181.14
11332	02/04/2016	JAMES HRZINA	JANUARY 2016 PAYROLL	\$ 7,255.67
11333	02/04/2016	ALBERTO QUIROZ	JANUARY 2016 PAYROLL	\$ 510.44

Report Total

\$ 9,137.45

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: February 8, 2016

BOARD MEETING DATE: February 18, 2016

PREPARED BY: John Addleman, Exec. Director Planning Services
Eric Dill, Assoc. Superintendent, Business

SUBMITTED BY: Rick Schmitt, Superintendent

SUBJECT: APPROVAL / RATIFICATION OF
AGREEMENTS / PROPOSITION AA

EXECUTIVE SUMMARY

The attached Proposition AA report summarizes six (6) agreements.

Two (2) agreements with Digital Networks Group, the first of which is to provide and install multimedia, sound and audio-visual equipment (the "equipment") in the theater, black box and band rooms at La Costa Canyon High School; and the second to provide and install the equipment in the B Building Northeast classrooms at Torrey Pines High School.

An agreement with Lionakis to provide architectural design and engineering services for the proposed second classroom building at Canyon Crest Academy.

Zurich Programs/BB&T John Burnham Insurance Services, to provide Builder's Risk insurance coverage for the San Dieguito High School Academy Math & Science Classroom Building Project. Builders Risk insurance has previously been secured by the construction managers of our various projects. However, now that the District is entering year 3 of its building program and has established a zero-claim success rate, we are afforded the opportunity to secure such policies directly, resulting in a cost-savings to the overall project budget, which we anticipate to be between \$15,000 and \$20,000; with the true cost savings to be noted in the final change order at acceptance of project completion. Securing a policy and establishing a base risk level will allow for future cost savings in the event a master builder's risk policy is sought in the future.

The final two (2) agreements pertain to the District selling renewable energy certificates as part of the renewable energy credits that the District has accumulated during 2015. The first agreement is with 3 Degrees Group, Inc., who will purchase renewable energy certificates from the District at \$2.50 per renewable energy certificate. The final

ITEM 15G

agreement is with Karbone, Inc., who will receive a 3.0% commission from the District for the sale of renewable energy certificates.

RECOMMENDATION:

It is recommended that the Board approve and/or ratify the professional services contracts and authorize Eric R. Dill, or Rick Schmitt to execute the agreements, as noted in the attached supplement.

FUNDING SOURCE:

As noted on attached chart

ITEM 15G

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT**PROPOSITION AA – AGREEMENTS**
FACILITIES PLANNING & CONSTRUCTION**Board Meeting Date: 02-18-16**

<u>Contract Effective Dates</u>	<u>Consultant/ Vendor</u>	<u>Description of Services</u>	<u>School/ Department Budget</u>	<u>Fee Not to Exceed</u>
2/19/16 – Completion	Digital Networks Group, Inc.	To provide and install multimedia, sound and audio-visual equipment in the theater, black box and band rooms at La Costa Canyon High School.	Building Fund Prop 39—Fund 21-39	\$193,953.65
2/19/16 - Completion	Digital Networks Group, Inc.	To provide and install multimedia, sound and audio-visual equipment in the B Building Northeast classrooms at Torrey Pines High School.	Building Fund Prop 39—Fund 21-39	\$97,090.18
2/19/16 – Completion	Lionakis	To provide architectural design/engineering services for the proposed new classroom building at Canyon Crest Academy.	Building Fund Prop 39—Fund 21-39	\$1,054,000.00
2/19/16 – 06/30/17	Zurich Programs/BB&T Insurance Services	To provide Builder's Risk insurance coverage for the San Dieguito High School Academy Math & Science Classroom Building Project.	Building Fund Prop 39—Fund 21-39	\$34,197.00
2/19/16 – Completion	3 Degrees Group, Inc.	To purchase renewable energy certificates from the District.	General Fund 01-00	No Cost Impact
2/19/16 – Completion	Karbone, Inc.	To receive commission from the District from the sale of renewable energy certificates.	General Fund 01-00	\$225.45

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: February 8, 2016

BOARD MEETING DATE: February 18, 2016

PREPARED BY: John Addleman, Exec. Director Planning Services
Eric Dill, Assoc. Superintendent, Business

SUBMITTED BY: Rick Schmitt, Superintendent

SUBJECT: APPROVAL / RATIFICATION OF AMENDMENTS
TO PROFESSIONAL SERVICES CONTRACTS /
PROPOSITION AA

EXECUTIVE SUMMARY

The attached Professional Services Report/Proposition AA summarizes amendments to five (5) existing contracts.

An agreement with Frontier Fence Co., Inc., renewing the contract for fencing services district-wide. This renewal constitutes the first of two renewal terms as allowed in the original contract the Board authorized on 2/19/15.

An agreement with Little Diversified Architectural Consulting, Inc., for continued consulting services for close-out of district wide projects with the Division of State Architect.

An agreement with Class Leasing, LLC, to accept a deductive credit for stucco walls on the relocatable classroom buildings at the Earl Warren Middle School Interim Housing Project.

An agreement with Latitude 33 Planning & Engineering for continued consulting services and construction administration of the Oak Crest Middle School campus improvements.

An agreement with Geocon, Inc., for continued geotechnical engineering services at Earl Warren Middle School during the campus reconstruction project.

RECOMMENDATION:

It is recommended that the Board approve and/or ratify the amendments to professional services contracts, and authorize Eric R. Dill, or Rick Schmitt to execute the amendments to agreements, as noted in the attached supplement.

FUNDING SOURCE:

As noted on attached chart.

ITEM 15H

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

PROPOSITION AA – AMENDMENTS
FACILITIES PLANNING & CONSTRUCTION**Board Meeting Date: 02-18-16**

<u>Contract Effective Dates</u>	<u>Consultant/ Vendor</u>	<u>Description of Services</u>	<u>School/ Department Budget</u>	<u>Fee Not to Exceed</u>
2/19/16-2/18/17	Frontier Fence Co., Inc.	To renew contract CB2015-02 for fencing services district wide, with no other changes to the contract.	The Fund To Which The Project is Charged	Unit Prices Established in the Bid Award
5/1/14 – Completion	Little Diversified Architectural Consulting, Inc.	To amend contract CA2014-45 for close-out of Division of State Architect projects district wide.	Capital Facilities Fund 25-19	Additional \$13,996.40 for a new total of \$39,803.77
12/11/14 – 6/11/16	Class Leasing, LLC	To amend contract CB2015-12 for relocatable classroom buildings at Earl Warren Middle School Interim Housing.	Building Fund Prop 39—Fund 21-39	Decreasing the amount by \$7,130.00 for a new total of \$1,090,767.18
2/21/13 - Completion	Latitude 33 Planning & Engineering	To amend contract A2013-150 for continued consulting services and construction administration at Oak Crest Middle School.	Building Fund Prop 39—Fund 21-39	Additional \$5,000.00 for a new total of \$37,300.00
3/19/15 - Completion	Geocon, Inc.	To amend contract CA2015-44 for continued geotechnical consulting services at Earl Warren Middle School.	Building Fund Prop 39—Fund 21-39	Additional \$2,000.00 for a new total of \$9,500.00

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: January 25, 2016

BOARD MEETING DATE: February 18, 2016

PREPARED BY: John Addleman, Exec. Director Planning Services
Eric Dill, Assoc. Superintendent, Business

SUBMITTED BY: Rick Schmitt, Superintendent

SUBJECT: AUTHORIZATION TO REDUCE RETAINAGE
PERCENTAGE / PROPOSITION AA

EXECUTIVE SUMMARY

On May 7, 2015, the board approved entering into a Lease/Leaseback Agreement with Erickson-Hall Construction Company ("Erickson-Hall") for construction of the Oak Crest Middle School Multi-Media Building C Modernization, Frontage Improvements Slope Improvements & Storm Drain Improvements Project (the "Project"). The Lease/Leaseback Agreement consists of the Site Lease, Sublease Agreement and Construction Services Agreement.

In accordance with section #18 of the Construction Services Agreement, upon 50% satisfactory completion of the work, the governing board may make any of the remaining construction progress payments in full. The Multi-Media Building C Modernization portion of the project was completed on 8/24/15 and has been fully occupied. *Public Contracting Code §7107a1 states, in part, completion has occurred, when the occupation, beneficial use, and enjoyment of a work of improvement (eq seq) accompanied by a cessation of labor on the work of improvement.* The remainder of the project is 53% complete. While contractually the contractor is entitled to ask for a reduction to 2.5% retention, Erickson-Hall is requesting a reduction in retention withheld to 4.04%. Based upon Erickson-Hall's billing #09, this would result in a retention release of \$34,682.35, with a cost savings on the Multi-Media portion of the project in the amount of \$73,387.00 being returned to the project's contingency.

The industry accepted standard of retention reduction is utilized by public agencies state wide. In light of the recent legislative changes to public contracting codes in AB566 and SB854, the retention reduction practice helps to ensure that small businesses are able to participate in local public projects and be able to recover their costs in a fashion timely enough to allow them to continue to competitively bid on future public projects.

ITEM 15K

RECOMMENDATION:

It is recommended that the Board authorize retention release in the amount stated above and reduction in the retention percentage of future billings.

FUNDING SOURCE:

Building Fund Prop 39 – Fund 21-39

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: January 15, 2015

BOARD MEETING DATE: February 18, 2016

PREPARED BY: Jason Vilorio, Ed.D., Associate Superintendent of Administrative Services

SUBMITTED BY: Rick Schmitt, Superintendent

SUBJECT: **APPROVAL OF NEW / REVISED / DELETED BOARD POLICIES / ADMINISTRATIVE SERVICES / EDUCATIONAL SERVICES**

EXECUTIVE SUMMARY

As new and/or revised federal regulations and California Education Code become law and when legal cases affect board policies, the California School Boards Association (CSBA) provides school districts with samples of new or replacement policies to assist in maintaining updated policies.

The following Board Policies have been created or revised to align with the CSBA recommendations:

Current Policy Number	New Policy Number	Title	Comments
5113.1		Chronic Absence and Truancy	Revised to align with CSBA recommendations
5125		Student Records	Revised to align with CSBA recommendations
5141.3		Health Examinations	Revised to align with CSBA recommendations
5141.31		Immunizations	Revised to align with CSBA recommendations
5147		Dropout Prevention	Revised to align with CSBA recommendations

Current Policy Number	New Policy Number	Title	Comments
6141.1		Alternative Learning Opportunities	Deleted; see policy 6158 Independent Study
6145.4	6145.42	Athletic Competition	Revised to align with CSBA recommendations
6145.2		Public Performances and Exhibitions	Delete Policy; no longer applicable
6164.2		Guidance / Counseling Services	Revised to align with CSBA recommendations
	6158	Independent Study	New to align with CSBA recommendations
6173	6183	Home and Hospital Instruction	Revised to align with CSBA recommendations
6173.1	6173	Education for Homeless Children	Revised to align with CSBA recommendations
	6173.1	Education for Foster Youth	New to align with CSBA recommendations

RECOMMENDATION:

This item was presented for first read on January 14, 2016, and is being resubmitted for board action on February 18, 2016.

FUNDING SOURCE:

Not applicable

STUDENTS

5113.1

CHRONIC ABSENCE AND TRUANCY

The Governing Board believes that excessive ~~student absenteeism and tardiness~~, whether caused by excused or unexcused absences, may be an early warning sign of poor academic achievement and may put students at risk of dropping out of school. ~~The Board desires to ensure that all students attend school in accordance with the state's compulsory education law and take full advantage of educational opportunities provided by the district.~~

The Superintendent or designee shall establish a system to accurately track student attendance in order to identify individual students **who are chronic absentees and truants, as defined in law and administrative regulation, and to identify patterns of absence throughout the district. He/she shall provide the Board with data on school attendance, chronic absence, and truancy rates for all district students, for each school, and for each numerically significant student subgroup as defined in Education Code 52052. Such data shall be disaggregated and used in the development of annual goals and specific actions for student attendance and engagement and for inclusion in the district's local control and accountability plan and other applicable school and district plans**~~classified as chronic absentees and truants, as defined in law and administrative regulation.~~

The Superintendent or designee shall develop strategies that focus on prevention of attendance problems, which may include, but are not limited to, efforts to provide a safe and positive school environment, relevant and engaging learning experiences, school activities that help develop students' feelings of connectedness with the school, school-based health services, and incentives and rewards to recognize students who achieve excellent attendance or demonstrate significant improvement in attendance. The Superintendent or designee also shall develop strategies that enable early outreach to students as soon as they show signs of poor attendance.

The Superintendent or designee shall work with students, parents/guardians, school staff, and community agencies, as appropriate, to identify factors contributing to chronic absence and truancy. He/she also may collaborate ~~with child welfare services, law enforcement, courts, public health care agencies, other government agencies, and/or medical, mental health, and oral health care providers~~ to ensure that alternative educational programs and nutrition, health care, and other support services are available for students and families and to intervene as necessary when students have serious attendance problems.

Students who are identified as truants shall be subject to the interventions specified in law and administrative regulation.

A student's truancy, tardiness, or other absence from school shall not be the ~~sole~~ basis for his/her out-of-school suspension or expulsion. ~~Alternative disciplinary strategies and positive reinforcement for attendance shall be used whenever possible.~~

The Superintendent or designee shall **periodically report to the Board regarding the district's progress in improving**~~regularly analyze data on~~ student **attendance rates for all students and for each numerically significant student population. Such information shall be used to evaluate the effectiveness**~~absences to identify patterns of absence district wide and by school, grade level, and student population. Such data shall be used to identify common barriers to attendance, prioritize resources for intervention, and monitor progress over time. The Superintendent or designee shall report this information to the Board for purposes of evaluating the effectiveness of~~ strategies implemented ~~to reduce chronic absence~~

STUDENTS

5113.1

and truancy and to makemaking changes as needed. As appropriate, the Superintendent or designee also shall engage provide this information to key school staff and community agency partners to engage them in program evaluation and improvement and in identification of how to best allocate available community resources.

SCHOOL ATTENDANCE REVIEW BOARD

In accordance with law and administrative regulation, habitual truants may be referred to a School Attendance Review Board (SARB).

The Board may submit a nomination to the County Superintendent of Schools for a person who will serve on the county SARB as a representative of school districts. (Education Code 48321)

The Board shall appoint members of the district's SARB, who may include, but are not limited to, a parent/guardian as well as representatives of the district; county probation department; county welfare department; county office of education; law enforcement agencies; community-based youth service centers; school guidance personnel; child welfare and attendance personnel; school or county health care personnel; and school, county, or community mental health personnel; the county district attorney's office; and the county public defender's office. (Education Code 48321)

The district's SARB shall operate in accordance with Education Code 48320-48325 and procedures established by the Superintendent or designee.

LEGAL REFERENCE**EDUCATION CODE**

1740	Employment of personnel to supervise attendance (county superintendent)
37223	Weekend classes
41601	Reports of average daily attendance
46000	Records (attendance)
46010-46014	Absences
46110-46119	Attendance in kindergarten and elementary schools
46140-46147	Attendance in junior high and high schools
48200-48208	Children ages 6-18 (compulsory full-time attendance)
48225.5	Work permits, entertainment and allied industries
48240-48246	Supervisors of attendance
48260-48273	Truants
48290-48297	Failure to comply; complaints against parents
48320-48325	School attendance review boards
48340-48341	Improvement of student attendance
48400-48403	Compulsory continuation education
48900	Suspension and expulsion
49067	Unexcused absences as cause of failing grade
52052	Academic Performance Index; numerically significant student subgroups
60901	Chronic absence

STUDENTS

5113.1

GOVERNMENT CODE

54950-54963 The Ralph M. Brown Act

PENAL CODE

270.1 Chronic truancy; parent/guardian misdemeanor
 272 Parent/guardian duty to supervise and control minor child; criminal liability for truancy
 830.1 Peace officers

VEHICLE CODE

13202.7 Driving privileges; minors; suspension or delay for habitual truancy

WELFARE AND INSTITUTIONS CODE

256-258 Juvenile hearing officer
 601-601.4 Habitually truant minors
 11253.5 Compulsory school attendance

CODE OF REGULATIONS, TITLE 5

306 Explanation of absence
 420-421 Record of verification of absence due to illness and other causes
 15497.5 Local control and accountability plan template

COURT DECISIONS

L.A. v. Superior Court of San Diego County, (2012) 209 Cal.App.4th 976

MANAGEMENT RESOURCES**CSBA PUBLICATIONS**

Attendance Awareness Month, Fact Sheet, September 2014

ATTENDANCE WORKS PUBLICATIONS

Count Us In! Working Together to Show that Every School Day Matters, 2014
 The Power of Positive Connections: Reducing Chronic Absence Through PEOPLE: Priority Early Outreach for Positive Linkages and Engagement, 2014
 Improving Student Achievement by Addressing Chronic Absence, Policy Brief, December 2010

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

School Attendance Review Board Handbook, 2015~~2012~~
 School Attendance Improvement Handbook, 2000

WEB SITES

CSBA: <http://www.csba.org>
 Attendance Works: <http://www.attendanceworks.org>
 California Association of Supervisors of Child Welfare and Attendance:
<http://www.cascwa.org>
 California Department of Education: <http://www.cde.ca.gov>
 California Healthy Kids Survey: <http://chks.wested.org>
 California School Climate, Health, and Learning Survey System:

STUDENTS

5113.1

<http://www.cal-schls.wested.org>~~http://www.cal-schls.wested.org~~
OnTrackCA: <http://www.ontrackca.org>

STUDENTS

5125

STUDENT RECORDS

The ~~of Trustees~~ **Governing Board** recognizes the importance of keeping accurate, comprehensive student records as required by law. ~~Information~~ **The Superintendent or designee shall ensure that the district's administrative regulation and school site procedures for maintaining the confidentiality of student records are consistent with state and federal law.**

The Superintendent or designee shall establish **administrative** regulations ~~for Board approval~~ governing the identification, ~~description~~ **retention**, and ~~security~~ **of student records, as well as timely access for authorized persons.** These ~~regulations~~ shall ensure ~~parental~~ **the rights to review, inspect and photocopy** of authorized persons to have timely access to student records and shall protect ~~the student~~ **students** and ~~the student's family~~ **their families** from invasion of privacy.

The Superintendent or designee shall designate a certificated employee to serve as custodian of records, with responsibility for student records at the district level. ~~At each school, the principal or a certificated designee~~ **employee shall act be designated** as custodian of records for students enrolled ~~at that school.~~ The custodian of records shall ~~establish procedures, which maintain the confidentiality of information contained in~~ **be responsible for implementing Board policy and administrative regulation regarding student records. (5 CCR 431)**

Student Records from Social Media

~~The Superintendent or designee may gather and maintain information from the social media of any district student, provided that the district first notifies students and parents/guardians about the proposed program, offers an opportunity for public comment at a regularly scheduled Board meeting, and gathers only information that directly pertains to school safety or student safety. (Education Code 49073.6)~~

Contract for Digital Storage, Management, and Retrieval of Student Records

~~The Superintendent or designee may enter into a contract with a third party for the digital storage, management, and retrieval of student records and/or to authorize a third party provider of digital software to access, store, and use student records, provided that the contract meets the requirements of Education Code 49073.1 and other applicable state and federal laws.~~

LEGAL REFERENCE

EDUCATION CODE

- 17604 Contracts
- 48201 Student records for transfer students who have been suspended/expelled
- 48853.5 Foster youth; placement, immunizations
- 48902 Notification of law enforcement of specified violations
- 48904 ~~Liability of parent~~

STUDENTS

5125

~~48904.3~~ ——— Withholding grades, diplomas, or transcripts ~~of pupils causing property damage or injury; transfer of pupils to new school districts; notice to rescind decision to withhold~~

48918 Rules governing expulsion procedures

48980 Parental notifications

48985 Notices in parent/guardian's primary language

49060-~~49078~~—Pupil49079 Student records

49091.14 Parental review of curriculum

51747 Independent study

56041.5 Rights of students with disabilities

56050 Surrogate parents

56055 Foster parents

69432.9 Cal Grant program; notification of grade point average

BUSINESS AND PROFESSIONS CODE

22580-22582 Digital privacy

22584-22585 Student Online Personal Information Protection Act

CODE OF CIVIL PROCEDURE

1985.3 Subpoena duces tecum

FAMILY CODE

3025 Access to records by noncustodial parents

6552 Caregiver's authorization affidavit

GOVERNMENT CODE

6252-6260 Inspection of public records

HEALTH AND SAFETY CODE

120440 Immunizations; disclosure of information

PENAL CODE

245 Assault with deadly weapon

WELFARE AND INSTITUTIONS CODE

681 Truancy petitions

701 Juvenile court law

16010 Health and education records of a minor

CODE OF REGULATIONS, TITLE 5

430-438 ——— Individual ~~pupil~~student records

16020-~~16028~~—16027 Destruction of records of school districts

STUDENTS

5125

~~CIVIL-UNITED STATES CODE, TITLE 20~~

~~1232g Family Educational Rights and Privacy Act
1232h Protection of Pupil Rights Amendment~~

~~UNITED STATES CODE, TITLE 26~~

~~152 Definition of dependent child~~

~~4600.5 Joint custody~~

~~FEDERAL FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974~~

~~20 U.S.C. 1232~~

~~UNITED STATES CODE, TITLE 42~~

~~11434a McKinney-Vento Homeless Assistance Act; definitions~~

~~CODE OF FEDERAL REGULATIONS, TITLE 16~~

~~Part 312 Children's Online Privacy Protection Rule~~

~~CODE OF FEDERAL REGULATIONS, TITLE 34~~

~~99.34 Conditions of disclosure~~

~~300.500 Definition of "personally identifiable"~~

~~99.1-99.67 Family Educational Rights and Privacy~~

~~300.501 General responsibilities of public agencies~~

~~300.502 Opportunity to examine records for parents of student with disability~~

~~300.573 Destruction of information~~

~~MANAGEMENT RESOURCES~~

~~FEDERAL REGISTER~~

~~Final Rule and Analysis of Comments and Changes, Family Educational Rights and Privacy, December 9, 2008, Vol. 73, No. 237, pages 74806-74855~~

~~NATIONAL SCHOOL BOARDS ASSOCIATION PUBLICATIONS~~

~~Data in the Cloud: A Legal and Policy Guide for School Boards on Student Data Privacy in the Cloud Computing Era, April 2014~~

~~U.S. DEPARTMENT OF EDUCATION PUBLICATIONS~~

~~Joint Guidance on the Application of the Family Educational Rights and Privacy Act (FERPA) and the~~

STUDENTS

5125

Health Insurance Portability and Accountability Act of 1996 (HIPAA) to Student Health Records, 2008
Balancing Student Privacy and School Safety: A Guide to the Family Educational Rights and Privacy Act for Elementary and Secondary Schools, October 2007

WEB SITES

California Department of Education: <http://www.cde.ca.gov>

National School Boards Association: <http://www.nsba.org>

U.S. Department of Education, Family Policy Compliance, <http://www.ed.gov/policy/gen/guid/fpco>

STUDENTS**5141.3****HEALTH EXAMINATIONS**

The Governing Board recognizes that periodic health examinations of students may lead to early detection and treatment of conditions that impact learning. Health examinations also may help in determining whether special ~~adaptations~~ **adapations** of the school program are necessary.

The Superintendent or designee shall verify that students have complied with legal requirements for **a comprehensive health screening, an oral health assessment, and** immunizations at school entry. In addition, the district shall administer tests for vision, hearing, and scoliosis as required by law.

All students who participate as cheerleaders or athletes in organized competitive sports shall first undergo a medical examination and submit documentation of medical clearance to the district. Upon sustaining an injury or serious illness, a student may be required to have another examination before participating further. This requirement does not apply to participants in occasional play day or field day activities.

The Superintendent or designee shall ensure that staff employed to examine students exercise proper care of each student and that examination results are kept confidential. Records related to these examinations shall be maintained and released only in accordance with law.

LEGAL REFERENCE**-EDUCATION CODE**

44871-44879	Employment qualifications
48980	Parental notifications
49400-49414.5	Student health, general powers of school boards
49422	Supervision of health and physical development
49450-49458	Physical examinations (of students)
49460-49466	Development of standardized health assessments

HEALTH AND SAFETY CODE

1685-1686	Audiometrists
120325-120380	Immunization against communicable diseases
121475-121520	Tuberculosis tests for students
124025-124110	Child Health and Disability Prevention Program

CODE OF REGULATIONS, TITLE 5

590-596	Vision screening
3027	Hearing and vision screening for special education
3028	Audiological screening

CODE OF REGULATIONS, TITLE 17

STUDENTS

5141.3

2950-2951 Hearing tests

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act
1232h Protection of student rights

MANAGEMENT RESOURCES

CSBA PUBLICATIONS

Expanding Access to School Health Services: Policy Considerations for Governing Boards, November 2008
Promoting Oral Health for California's Students: New Roles, New Opportunities for Schools, November 2008

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Standards for Scoliosis Screening in California Public Schools, 2007
A Guide for Vision Testing in California Public Schools, 2005

CALIFORNIA DEPARTMENT OF HEALTH CARE SERVICES PUBLICATIONS

Manual for the School Audiometrist

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Joint Guidance on the Application of FERPA and HIPAA to Student Health Records, November 2008

WEB SITES

CSBA: <http://www.csba.org>

WEBSITES

CSBA: <http://www.csba.org>

California Department of Education, Health Services/School Nursing: <http://www.cde.ca.gov/ls/he/hn>
<http://www.cde.ca.gov/ls/he/hn>

California Department of Education, Type 2 Diabetes Information

<http://www.cde.ca.gov/ls/he/hn/type2diabetes.asp>

California Department of Health-Care Services: <http://www.dhcs.ca.gov>

<http://www.cde.ca.gov/ls/he/hn/type2diabetes.asp>

U.S. Department of Education: <http://www.ed.gov>

STUDENTS**5141.31****IMMUNIZATIONS**

To protect the health of all students and staff and to curtail the spread of infectious diseases, the Governing Board shall cooperate with state and local public health agencies to encourage and facilitate immunization of all district students against preventable diseases.

Each student enrolling for the first time in a district elementary or secondary school, preschool, or child care and development program or, after July 1, 2016, enrolling in or advancing to grade 7~~the district~~ shall present an immunization record from any authorized private or public health care provider certifying that he/she has received all required immunizations ~~be~~ in accordance with law. Students shall be excluded from school or exempted from immunization requirements only as allowed by law.

Each transfer student shall be requested to present his/her immunization record, if possible, upon registration at a district school.

The Superintendent or designee may arrange for an authorized health care provider to administer immunizations at school to any student whose parent/guardian has consented in writing. At the beginning of the school year, parents/guardians shall be notified of their right to provide consent for the administration of an immunization to their child at school. (Education Code 49403)

~~However, when necessary, a transfer student may be conditionally admitted for up to 30 school days while his/her immunization records are being transferred from the previous school. If these records do not arrive within 30 school days, the student shall present written documentation by an authorized health care provider showing that the required immunizations were received. If such documentation is not presented, the student shall be excluded from school until the required immunizations have been administered. (17 CCR 6070)~~

LEGAL REFERENCE EDUCATION CODE

44871	Qualifications of supervisor of health
46010	Total days of attendance
48216	Immunization
48853.5	Immediate enrollment of foster youth
48980	Required notification of rights
49403	Cooperation in control of communicable disease and immunizations
49426	Duties of school nurses
49701	Flexibility in enrollment of children of military families

51745-51749.6 Independent study

HEALTH AND SAFETY CODE

120325-120380	Immunization against communicable disease, especially:
120335	Immunization requirement for admission
120395	Information about meningococcal disease, including recommendation for vaccination
120440	Disclosure of immunization information

CODE OF REGULATIONS, TITLE 5

430 Student records

STUDENTS

5141.31

CODE OF REGULATIONS, TITLE 17

6000-6075 School attendance immunization requirements

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act

UNITED STATES CODE, TITLE 42

11432 Immediate enrollment of homeless children

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy

MANAGEMENT RESOURCES

CALIFORNIA DEPARTMENT OF PUBLIC HEALTH

California Immunization Handbook for ~~Schools and~~ Child Care Programs ~~and Schools, August 2015, July 2003~~
~~Guide to Immunizations Required for Child Care~~

Guide to Immunizations Required for School Entry

~~Parents' Guide to Immunizations Required~~~~the Requirements of the California School Immunization Law~~
for ~~Parents of Children in or~~
~~Entering School or~~ Child Care

Parents' Guide to Immunizations Required for School Entry

EDUCATION AUDIT APPEALS PANEL PUBLICATIONS

Guide for Annual Audits of Local Education Agencies and State Compliance Reporting, July 2015

U.S. DEPARTMENT OF EDUCATION GUIDANCE

Family Educational Rights and Privacy Act (FERPA) and H1N1, October 2009

WEB SITES

California Department of Education: <http://www.cde.ca.gov>

~~<http://www.cde.ca.gov>~~ California Department of Public Health, Immunization Branch:

<http://www.cdph.ca.gov/programs/immunize>~~<http://www.cdph.ca.gov/programs/immunize>~~

California Department of Public Health, Shots for Schools: <http://shotsforschools.org>

Centers for Disease Control and Prevention: <http://www.cdc.gov>~~<http://www.cdc.gov>~~

Education Audit Appeals Panel: <http://www.eaap.ca.gov>

U.S. Department of Education: <http://www.ed.gov>

DROPOUT PREVENTION

~~The Board of Trustees desires to provide a learning environment conducive to keeping in school those "highrisk" students who are susceptible to frequent absenteeism, truancy, or tardiness, or who have the potential to drop out because of pregnancy or marriage, financial needs, dislike of school, classes, or teachers, lack of basic skills, disciplinary problems, low self-esteem, emotional or physical problems, or feelings of alienation.~~

~~The Board sees every student as a valuable individual to be carefully nurtured and equipped to become a productive citizen. Because children all differ, variations of pace, topic and activity are needed to challenge and interest them. Besides seeking continual improvement in the quality and relevancy of our educational programs, the Board encourages the use of appropriate dropout prevention strategies at all age and grade levels.~~

The Governing Board expects all students to remain in school until graduation in order to acquire critical knowledge and skills and be prepared for postsecondary education and/or employment. The Superintendent or designee shall identify factors that impede student success in school and shall implement integrated, systemic support and strategies that address dropout prevention and promote timely intervention and recovery.

The Superintendent or designee, in collaboration with community agencies and organizations as appropriate, shall develop districtwide and schoolwide strategies that support regular school attendance for all students. Dropout prevention strategies shall include efforts to provide a safe and positive learning environment that engages and motivates students, encourages students' connectedness to the schools, offers meaningful educational opportunities, and promotes student health and well-being.

In addition, the Superintendent or designee shall develop strategies to provide targeted support to individual students who are at risk of dropping out of school. Students may be identified based on indicators such as chronic absenteeism, truancy, or tardiness; below-grade-level academic achievement as evidenced by student assessment results and/or teacher evaluations; and personal, social, health, or economic circumstances that may affect student performance and behavior in school.

Strategies to support students at risk of dropping out of school may include, but are not limited to:

1. Meetings and/or home visits with the student and parent/guardian to identify and address barriers to the student's success and inform them of the state's compulsory education law
2. Individualized instruction that responds to the needs and unique learning styles of students
3. Supplemental instruction during or outside the school day that is designed to help students overcome academic deficiencies
4. Enrollment in alternative or specialized educational programs
5. Assistance locating employment or work-based learning opportunities which link classroom

STUDENTS

learning with real-world experiences

6. Academic guidance and personal counseling services
7. Referral to a student success team, school attendance review board, or other team that addresses persistent attendance problems
8. Referral to school and/or community support services, such as a student assistance program, health services, social services, a substance abuse program, and other resources
9. Continued monitoring of student attendance
10. Employment of qualified outreach consultants to perform duties related to dropout identification, prevention, intervention, and recovery as assigned

The strategies may be incorporated into the district's local control and accountability plan and linked to district goals for student engagement, school climate, and student achievement.

The Superintendent or designee shall ensure that employees are trained to support at-risk students and are prepared to implement intervention strategies or to make appropriate referrals to support services.

When a student leaves school prior to the end of a school year, or when a student successfully completed the prior school year but did not begin attending the next grade or school that he/she was expected to attend or had pre-registered to attend, the Superintendent or designee shall make efforts to determine whether the student has dropped out or has transferred to another educational setting. The Superintendent or designee may contact the student's parents/guardians to verify school enrollment and, if necessary, shall implement intervention and recovery efforts.

The Superintendent or designee shall annually report to the Board on measures of student engagement, including school attendance rates, chronic absenteeism rates, middle school and high school dropout rates, and high school graduation rates. The Board shall monitor district progress in increasing student retention in school and may require revisions in district plans and strategies as needed.

LEGAL REFERENCE**EDUCATION CODE**

35160	Authority of governing board
48200	Compulsory education
48260-48273	Truancy
48400-48403	Compulsory continuation education
48430-48438	Continuation education
48660-48666	Community day schools
49600-49604	Educational counseling
51260-51269	Gang and substance abuse prevention curriculum
51745-51749.3	Independent study
52060-52077	Local control and accountability plan

STUDENTS

52300-52334 Regional occupational centers and programs
52890 Qualifications and duties of outreach consultants
54690-54697 Partnership academies
60900-60901 California Longitudinal Pupil Achievement Data System
64000-64001 Single plan for student achievement

WELFARE AND INSTITUTIONS CODE

18986.40-18986.46 Interagency children's services programs

UNITED STATES CODE, TITLE 20

6301-6322 Title I programs

MANAGEMENT RESOURCES

CSBA PUBLICATIONS

California High School Graduation and Dropout Rates, Fact Sheet, May 2013

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

California Dropout Research Project: <http://www.cdrp.ucsb.edu>

California Student Assistance Program Resource Center: <http://www.casapresources.org>

National Dropout Prevention Center: <http://www.dropoutprevention.org>

U.S. Department of Education: <http://www.ed.gov>

WEB SITES

INSTRUCTION

6141.1

ALTERNATIVE LEARNING OPPORTUNITIES

~~The California Education Code requires that governing boards adopt educational alternative means for students to complete prescribed courses of study. The Board of Trustees authorizes independent study as an alternative means of meeting graduation requirements through an individual educational program for students whose needs may best be met outside of the regular classroom setting.~~

~~No student shall be required to participate in independent study.~~

~~No course required for high school graduation shall be offered exclusively through independent study.~~

~~In accordance with the law, the Board of Trustees authorizes the district superintendent to develop procedures to implement educational alternatives.~~

LEGAL REFERENCE

CALIFORNIA EDUCATION CODE

~~39141.9 Exemption for Building
46300.1 46300.4 Methods of Computing A.D.A.
51745 51749.5 Independent Study Programs
56026 Individual with Exceptional Needs~~

CALIFORNIA ADMINISTRATIVE CODE, TITLE V

~~11700 Definitions (independent Study)
11702 Standards for independent Study; Agreements
11703 Records~~

INSTRUCTION

ATHLETIC COMPETITION

The Governing Board recognizes that the district's athletic program constitutes an integral component of the educational program and helps to build a positive school climate. The athletic program also promotes the physical, social, and emotional well-being and character development of participating students. The athletic program shall be designed to meet students' interests and abilities and shall be varied in scope to attract wide participation.

All athletic teams shall be supervised by qualified coaches to ensure that student athletes receive appropriate instruction and guidance related to safety, health, sports skills, and sportsmanship. Athletic events shall be officiated by qualified personnel.

The Board encourages business and community support for district athletic programs, subject to applicable district policies and regulations governing advertisements and donations.

Nondiscrimination and Equivalent Opportunities in the Athletic Program

Any complaint regarding the district's athletic program shall be filed in accordance with the district's uniform complaint procedures.

California Interscholastic Federation

The Board maintains membership in the California Interscholastic Federation (CIF) and requires that interscholastic athletic activities be conducted in accordance with Board policy, administrative regulations, and CIF bylaws and rules. The Superintendent or designee shall have responsibility for the district's interscholastic athletic program, while the principal or designee at each participating school shall be responsible for site-level decisions, as appropriate.

Upon recommendation of the Superintendent, the Board shall annually designate an employee from each high school to serve as a representative to the local CIF league. Appointees shall represent the district in performing all duties required by the CIF league. In making this selection, the Board shall consider the employee's understanding of the district's goals for student learning and interscholastic and extracurricular activities, knowledge of the athletic programs, awareness of the implications of league decisions for the school and the district, and individual interpersonal communication and leadership skills.

The Superintendent or designee shall ensure that the district representatives to CIF report regularly to the Board on league, section, and statewide issues, as well as activities and prospective actions related to athletic programs.

Student Eligibility

Eligibility requirements for participation in the district's interscholastic athletic program, including requirements pertaining to academic achievement and residency, shall be the same as those set by the district for participation in extracurricular and cocurricular activities.

In addition, the Superintendent or designee shall ensure that students participating in interscholastic athletics governed by CIF satisfy CIF eligibility requirements.

INSTRUCTION

Students shall not be charged a fee to participate in an athletic program.

Sportsmanship

The Board values the quality and integrity of the athletic program and the character development of student athletes. Student athletes, coaches, parents/guardians, spectators, and others are expected to demonstrate good sportsmanship, ethical conduct, and fair play during all athletic competitions. They shall also abide by the core principles of trustworthiness, respect, responsibility, fairness, caring, and good citizenship and the Codes of Conduct adopted by CIF.

Students and staff may be subject to disciplinary action for improper conduct.

Health and Safety

The Board desires to give student health and safety the highest consideration in planning and conducting athletic activities.

Students shall have a medical clearance before participating in interscholastic athletic programs. Care shall be taken to ensure that all athletic trainings and competitions are conducted in a manner that will not overtax the physical capabilities of the participants. When appropriate, protective equipment shall be used to prevent or minimize injuries.

Coaches and appropriate district employees shall take every possible precaution to ensure that athletic equipment is kept in safe and serviceable condition. The Superintendent or designee shall ensure that all athletic equipment is cleaned and inspected for safety before the beginning of each school year.

In the event that an injury occurs, the coach or other appropriate district employee shall observe universal precautions and shall remove the student athlete from the activity and/or seek medical treatment for the student as appropriate.

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

17578 Cleaning and sterilizing of football equipment

17580-17581 Football equipment

32221.5 Required insurance for athletic activities

33353-33353.5 California Interscholastic Federation; implementation of policies, insurance program

33354 California Department of Education authority over interscholastic athletics

35160.5 District policies; rules and regulations

35179 Interscholastic athletics

INSTRUCTION

35179.5 Interscholastic athletics; limitation on full-contact practices

48850 Interscholastic athletics; students in foster care

48900 Grounds for suspension and expulsion

48930-48938 Student organizations

49020-49023 Athletic programs; legislative intent, equal opportunity

49030-49034 Performance-enhancing substances

49458 Health examinations, interscholastic athletic program

49475 Health and safety, concussions and head injuries

49700-49701 Education of children of military families

51242 Exemption from physical education for high school students in interscholastic athletic program

PENAL CODE

245.6 Hazing

CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in elementary and secondary education programs, especially:

4920-4922 Nondiscrimination in intramural, interscholastic, and club activities

5531 Supervision of extracurricular activities of students

5590-5596 Employment of noncertificated coaches

UNITED STATES CODE, TITLE 20

1681-1688 Discrimination based on sex or blindness, Title IX

CODE OF FEDERAL REGULATIONS, TITLE 34

106.31 Nondiscrimination on the basis of sex in education programs or activities

106.33 Comparable facilities

106.41 Nondiscrimination in athletic programs

COURT DECISIONS

Mansourian v. Regents of University of California, (2010) 594 F. 3d 1095

INSTRUCTION

Kahn v. East Side Union High School District, (2004) 31 Cal. 4th 990t

McCormick v. School District of Mamaroneck, (2004) 370 F.3d 275

Hartzell v. Connell, (1984) 35 Cal. 3d 899

Management Resources:

CSBA PUBLICATIONS

Final Guidance: AB 1266, Transgender and Gender Nonconforming Students, Privacy, Programs, Activities and Facilities, March 2014

Student Fees Litigation Update, Education Legal Alliance Advisory, May 20, 2011

A School Board Member's Guide to CIF and Interscholastic Sports, 1997

CALIFORNIA INTERSCHOLASTIC FEDERATION PUBLICATIONS

Guidelines for Gender Identity Participation

California Interscholastic Federation Constitution and Bylaws

A Guide to Equity in Athletics

Acute Concussion Evaluation (ACE) Care Plan, 2006

Pursuing Victory with Honor, 1999

CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS

Heads Up: Concussion in High School Sports, Tool Kit, June 2010

Heads Up: Concussion in Youth Sports, Tool Kit, July 2007

OFFICE FOR CIVIL RIGHTS, U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Intercollegiate Athletics Policy Clarification: The Three-Part Test - Part Three, Dear Colleague letter, April 20, 2010

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

California Interscholastic Federation: <http://www.cifstate.org>

Centers for Disease Control and Prevention, Concussion Resources: <http://www.cdc.gov/concussion>

INSTRUCTION

National Federation of State High School Associations: <http://www.nfhs.org>

National Operating Committee on Standards for Athletic Equipment: <http://www.nocsae.org>

U.S. Anti-Doping Agency: <http://www.usada.org>

U.S. Department of Education, Office for Civil Rights: <http://www2.ed.gov/ocr>

~~The Governing Board recognizes that the athletic program constitutes an integral component of the educational program, providing participants with an opportunity to promote physical well-being, enhance self-confidence, build school spirit and promote a positive school climate while learning values such as teamwork and sportsmanship. The athletic program shall be designed to meet students' interests and abilities and be varied in scope to attract wide participation.~~

SPORTSMANSHIP

~~The Board supports the ideals of sportsmanship, ethical conduct and fair play and commits the district to providing an environment which promotes good sportsmanship.~~

~~The Board expects athletes, coaches, spectators and others to demonstrate good sportsmanship during all athletic competition. Students and staff are responsible for maintaining sportsmanlike behavior at all times and may be subject to disciplinary action for improper conduct. In addition, all athletes in the district must sign and agree to comply with the Extra-Curricular Code of Conduct (5131.1/AR-1).~~

EQUIVALENT OPPORTUNITY

~~The district interscholastic athletic program and activities shall be free from discrimination and discriminatory practices in accordance with state and federal law. The Superintendent or designee shall ensure that equivalent opportunities for both genders are provided.~~

~~The Board encourages all interested students to participate in the athletic program and try out for teams.~~

CALIFORNIA INTERSCHOLASTIC FEDERATION

~~The Board maintains membership in the California Interscholastic Federation (CIF) and requires that interscholastic athletic activities be conducted according to Board and CIF rules, regulations and policies. The Superintendent or designee shall have responsibility for the district interscholastic athletic program while the principal or designee at each participating school shall be responsible for site-level decisions as appropriate.~~

INSTRUCTION**STUDENT ELIGIBILITY**

Participation in the district interscholastic athletic program is limited to those students who maintain minimum progress toward completing district graduation requirements, maintain the required grade-point average as established by the Board for participation in extracurricular and cocurricular activities and meet other district and CIF eligibility requirements.

HEALTH AND SAFETY

The Board desires to give student health and safety the highest consideration in planning and conducting athletic activities. Universal precautions shall be observed when injuries occur.

Students shall have a medical clearance before participating in the interscholastic athletic program.

Care shall be taken to ensure that all athletic training and competition is conducted in a manner which will not overtax the physical capabilities of the participants. When appropriate, protective equipment shall be used to prevent or minimize injuries.

SUPERVISION

All athletic teams shall be supervised by quality coaches to ensure that student athletes receive appropriate instruction and guidance related to safety, health, training and preparation for competition. Athletic events shall be officiated by qualified personnel.

The following sports shall be offered at the senior high level:

BOYS' SPORTS	GIRLS' SPORTS
1. Baseball a. Varsity b. Jr. Varsity c. 9 th Grade	1. Basketball a. Varsity b. Jr. Varsity c. 9 th Grade
2. Basketball a. Varsity b. Jr. Varsity c. 9 th Grade	2. Field Hockey a. Varsity b. Jr. Varsity
*A3. Football a. Varsity b. Jr. Varsity c. 9 th Grade	3. Softball a. Varsity b. Jr. Varsity c. 9 th Grade
4. Soccer a. Varsity b. Jr. Varsity c. 9 th Grade	4. Volleyball a. Varsity b. Jr. Varsity

ITEM 16
6145.42

INSTRUCTION

5. Wrestling a. Varsity b. Jr. Varsity c. 9th Grade	*5. Gymnastics a. Varsity
6. Tennis a. Varsity b. Jr. Varsity	6. Soccer a. Varsity b. Jr. Varsity c. 9th Grade
7. Track & Field a. Varsity b. Jr. Varsity c. 9th Grade	7. Tennis a. Varsity b. Jr. Varsity
8. Volleyball a. Varsity b. Jr. Varsity	8. Track & Field a. Varsity b. Jr. Varsity c. 9th Grade
*9. Water Polo a. Varsity	*9. Water Polo a. Varsity

INSTRUCTION

b. Jr. Varsity	b. Jr. Varsity
10. Golf a. Varsity	*10. Golf a. Varsity
BOYS' AND GIRLS' SPORTS (Combined)	
*1. Swimming a. Varsity b. Jr. Varsity	
2. Cross-Country a. Varsity	

~~ΔGirls are eligible
*LCC and TP~~

LEGAL REFERENCE EDUCATION CODE

~~200-261— Prohibition of discrimination on the basis of sex
17580-17581 Football equipment
33353-33353.5 California Interscholastic Federation; implementation of policies, insurance program
33354CDE authority over interscholastic athletics
35160.5— District policies, rules and regulations
35161 Powers and duties generally
35179 Interscholastic athletics
48930-48938 Student organizations
49020-49023 Athletic programs; legislative intent, equal opportunity, apportionment, prohibited sex discrimination~~

CODE OF REGULATIONS, TITLE 5

~~4900-4962— Nondiscrimination in elementary and secondary education programs receiving state financial assistance
5531 Supervision of extracurricular activities of pupils
5590-5596— Employment of noncertificated coaches~~

UNITED STATES CODE, TITLE 20

~~1681-1688— Discrimination based on sex or blindness, Title IX~~

COURT DECISIONS

~~Hartzel v. Connell, (1984) 35 Cal. 3d 899~~

MANAGEMENT RESOURCES CSBA PUBLICATIONS

~~A Board Member's Guide to CIF and Interscholastic Sports~~

INSTRUCTION

CIF PUBLICATIONS

~~California Interscholastic Federation Constitution and Bylaws, 1996-97~~

~~NATIONAL FEDERATION OF STATE HIGH SCHOOL ASSOCIATIONS Rules on Bleeding Players~~

INSTRUCTION

6145.2

PUBLIC PERFORMANCES EXHIBITIONS

~~Public performances and exhibitions by one or more students may be held subject to the approval of the superintendent.~~

~~When considering public performances and exhibitions by students, the following conditions shall govern the decisions:~~

- ~~1. The performance or exhibition must accrue benefit to the student(s) taking part.~~
- ~~2. The performance or exhibition must be consistent with the aims and programs of the schools.~~
- ~~3. The performance or exhibition must not reflect to the discredit of the San Dieguito Union High School District.~~

INSTRUCTION

ITEM 16
6158

INDEPENDENT STUDY

Education Code 51745-51749.6 authorizes districts to establish independent study programs to meet the educational needs of students. Independent study may be offered as a program within a school, as a charter school, or as an alternative school of choice pursuant to Education Code 58500-58512.

The Governing Board authorizes independent study as an optional alternative instructional strategy for eligible students whose needs may be best met through study outside of the regular classroom setting. Independent study shall offer a means of individualizing the educational plan to serve students who desire a more challenging educational experience, whose health or other personal circumstances make classroom attendance difficult, who are unable to access course(s) due to scheduling problems, and/or who need to make up credits or fill gaps in their learning. As necessary to meet student needs, independent study may be offered on a full-time basis or on a part-time basis in conjunction with part- or full-time classroom study.

The Superintendent or designee may provide a variety of independent study opportunities, including, but not limited to, through a program or class within a comprehensive school, an alternative school or program of choice, a charter school, a home-based format, and an online course.

A student's participation in independent study shall be voluntary. Students participating in independent study shall have the right, at any time, to enter or return to the regular classroom mode of instruction. (Education Code 51747; 5 CCR 11700)

Parents/guardians of students who are interested in independent study shall contact the Superintendent or designee. The Superintendent or designee shall approve independent study for an individual student only upon determining that the student is prepared to meet the district's requirements for independent study and is likely to succeed in independent study as well as or better than he/she would in the regular classroom setting.

The minimum period of time for any independent study option shall be five consecutive school days.

WRITTEN AGREEMENTS

The Superintendent or designee shall ensure that a written master agreement and, as appropriate, a learning agreement for students participating in course-based independent study exist for each participating student as prescribed by law. (Education Code 51747, 51749.5)

The master agreement shall specify the length of time in which each independent study assignment must be completed. Because excessive leniency in the duration of independent study assignments may result in a student falling behind his/her peers and increase the risk of dropping out of school, independent study assignments shall be no more than one week for all grade levels and types of program. However, when necessary based on the specific circumstances of the student's approved program, the Superintendent or designee may allow for a longer period of time between the date an assignment is made and when it is due, up to the termination date of the agreement.

An evaluation shall be conducted to determine whether it is in a student's best interest to remain in independent study whenever the student misses three assignments, unless the student's written

INSTRUCTION

agreement specifies a lower or higher number of missed assignments based on the nature of the assignments, the total number of assignments, and/or other unique circumstances.

STUDENT-TEACHER CONFERENCES

Supervising teachers should establish an appropriate schedule for student-teacher conferences in order to help identify students falling behind in their work or in danger of failing or dropping out of school. Teachers are expected to monitor student progress and work closely with each student to determine the amount and type of contact needed for the student to be successful in the program.

Missing appointments with the supervising teacher without valid reasons may trigger an evaluation to determine whether the student should remain in independent study.

HOME BASED INDEPENDENT STUDY

The Superintendent or designee shall encourage parents/guardians desiring to teach their children at home to have their children participate in independent study. Such participation allows continued contact and cooperation between the school system and the home-based student and ensures that the student will be offered a standards-based education substantially equivalent in quality and quantity to the district's classroom instruction.

PROGRAM EVALUATION

The Superintendent or designee shall annually report to the Board the number of district students participating in independent study, the average daily attendance generated for apportionment purposes, student performance as measured by standard indicators and in comparison to students in classroom-based instruction, and the number and proportion of independent study students who graduate or successfully complete independent study. Based on the program evaluation, the Board and Superintendent shall determine areas for program improvement as needed.

LEGAL REFERENCE**EDUCATION CODE**

17289	Exemption for facilities
41976.2	Independent study programs; adult education funding
42238	Revenue limits
42238.05	Local control funding formula; average daily attendance
44865	Qualifications for home teachers and teachers in special classes and schools
46200-46208	Instructional day and year
46300-46307.1	Methods of computing average daily attendance
47612.5	Independent study in charter schools
48204	Residency
48206.3	Home or hospital instruction; students with temporary disabilities
48220	Classes of children exempted
48340	Improvement of pupil attendance
48915	Expulsion; particular circumstances
48916.1	Educational program requirements for expelled students
48917	Suspension of expulsion order

INSTRUCTION

49011	Student fees
51225.3	Requirements for high school graduation
51745-51749.6	Independent study programs
52522	Adult education alternative instructional delivery
52523	Adult education as supplement to high school curriculum; criteria
56026	Individuals with exceptional needs
58500-58512	Alternative schools and programs of choice

FAMILY CODE

6550	Authorization affidavits
------	--------------------------

CODE OF REGULATIONS, TITLE 5

11700-11703	Independent study
19819	State audit compliance

UNITED STATES CODE, TITLE 20

6301	Highly qualified teachers
------	---------------------------

COURT DECISIONS

Modesto City Schools v. Education Audits Appeal Panel, (2004) 123 Cal.App.4th 1365

EDUCATION AUDIT APPEALS PANEL DECISIONS

Lucerne Valley Unified

MANAGEMENT RESOURCES:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Elements of Exemplary Independent Study

Approaches to Satisfying No Child Left Behind Act of 2001 Teacher Requirements for Independent Study in Secondary Schools, January 28, 2010

WEB SITES

California Consortium for Independent Study: <http://www.ccis.org>

California Department of Education, Independent Study: <http://www.cde.ca.gov/sp/eo/is>

Education Audit Appeals Panel: <http://www.eaap.ca.gov>

INSTRUCTION

6164.2

GUIDANCE/COUNSELING SERVICES

The Governing Board recognizes that a comprehensive counseling program ~~promotes~~ ~~can help promote~~ academic achievement and ~~serves~~ ~~serve~~ the diverse needs of all district students. ~~Counseling staff~~ ~~Students~~ shall be ~~available to meet with students regarding their educational progress toward academic and/or career goals and, as appropriate, may encouraged to arrange a meeting with counseling staff to discuss academic, social, or personal, or problems and~~ other issues that may impact student learning.

The Superintendent or designee shall ensure that all persons employed to provide school counseling, school psychology, and/or school social work services shall possess the appropriate credential from the Commission on Teacher Credentialing authorizing their employment in such positions. Responsibilities of each position shall be clearly defined in a job description.

ACADEMIC AND CAREER COUNSELING

The ~~district's~~ ~~Board expects~~ academic counseling ~~program shall be designed to assist~~ ~~help~~ students to establish immediate and long-range educational plans, achieve academic standards, prepare for the high school exit examination, and complete the required curriculum in accordance with their individual needs, abilities, and interests. Insofar as possible, parents/guardians shall be included when making educational plans.

Beginning in grade 7, parents/guardians shall receive a general notice at least once before career counseling and course selection so that they may participate in the counseling sessions and decisions. (Education Code 221.5)

The counseling program for high school students may include, at appropriate grade levels:

1. ~~Information~~ ~~Counseling staff shall help students plan for the future and become aware of their career potential.~~ ~~Academic planning for higher education shall include information~~ about courses needed for admission to colleges and universities, standardized admission tests, financial aid, and scholarships-
2. An opportunity for each student and, if practicable, his/her parent/guardian to meet with a counselor to discuss the student's career goals, available educational and career technical education options, and community and workplace experiences to support the student's goals
3. Monitoring of each student's fulfillment of required coursework and progress toward promotion and graduation, and notification of the student and his/her parent/guardian of remaining academic requirements
4. Additional specialized counseling services for students identified as at risk of not graduating with their class

INSTRUCTION

6164.2

The ~~Superintendents~~superintendent or designee shall establish and maintain a program of guidance, placement, and follow-up for all high school students ~~district minors~~ subject to compulsory continuation education. (Education Code 48431)

No counselor shall unlawfully discriminate against any student. Guidance counseling regarding school programs and career, vocational, or higher education opportunities shall not be differentiated on the basis of any protected category specified in BP 0410 - Nondiscrimination in District Programs and Activities.

In addition, counselors shall affirmatively explore with students the possibility of careers, or courses leading to careers, that are nontraditional for that student's sex. (Education Code 221.5)

For assessing or counseling students, the district shall not use testing or other materials that permit or require impermissible or unlawful differential treatment of students. (5 CCR 4931)

Colleges, ~~employers~~ and prospective employers, including military ~~recruiters~~services representative, shall have the same access to students for recruiting purposes. (Education Code 49603; 10 USC 503; 20 USC 7908)

PERSONAL OR MENTAL HEALTH COUNSELING

A school counselor, school psychologist, or school social worker may provide individualized ~~Counseling staff shall identify and work with students whose~~ personal, mental health, or family counseling to students in accordance with the specialization(s) authorized by his/her credential. Such services may include, but are not limited to, support related to the student's social and emotional development, behavior, substance abuse, mental health assessment, depression, or mental illness. ~~problems may prevent them from functioning up to their potential.~~ As appropriate, students and their parents/guardians shall be informed about community agencies, organizations, or health care providers that offer qualified professional assistance.

Written parent/guardian consent shall be obtained before mental health counseling or treatment services are provided to a student, except when the student is authorized to consent to the service pursuant to Family Code 6920-6929, Health and Safety Code 124260, or other applicable law.

Any information of a ~~with substance abuse, physical or emotional problems, or other~~ personal nature disclosed to a school counselor by a student age 12 years or older or by his/her parent/guardian is confidential and shall not become part of the student record without the written consent of the person who disclosed the confidential information. The information shall not be revealed, released, discussed, or referred to except under the limited circumstances specified in Education Code 49602. (Education Code 49602) ~~problems.~~

A counselor ~~Counselors shall respect student confidentiality as appropriate and~~ shall consult with the

INSTRUCTION

6164.2

~~Superintendent~~ ~~superintendent~~ or designee ~~and, as appropriate,~~ ~~or~~ with the ~~district's~~ ~~district's~~ legal counsel whenever unsure of how to respond to a ~~student's~~ ~~student's~~ personal problem ~~or when questions arise regarding the possible release of confidential information regarding a student.~~ ~~Parental consultation and consent shall be obtained as appropriate.~~

CRISIS COUNSELING

The Board recognizes the need for a prompt and effective response when students are confronted with a traumatic incident. School counselors shall assist in the development of the comprehensive school safety plan, emergency and disaster preparedness plan, and other prevention and intervention practices designed to assist students ~~and parents/guardians~~ before, ~~during,~~ and after a crisis.

In addition, the ~~Superintendent~~ ~~superintendent~~ or designee shall identify crisis- counseling resources to train district staff in ~~effective threat assessment,~~ appropriate response techniques, and/or ~~methods~~ to directly help students cope with ~~a crisis~~ ~~such crises~~ if ~~it occurs~~ ~~they occur~~.

Early identification and intervention plans shall be developed to help identify those students who may be at risk for violence so that support may be provided before they engage in violent or disruptive behavior.

LEGAL REFERENCES**EDUCATION CODE**

- 221.5 Prohibited sex discrimination
- ~~221.5~~ ~~Prohibited sex discrimination~~
- ~~41505-41508~~ ~~Pupil Retention Block Grant~~
- ~~44266~~ ~~Pupil personnel services credential~~
- 48431 Establishing and maintaining high school guidance and placement program
- ~~48431.6~~ ~~Academic progress and counseling review program~~
- 49600-49604 Educational counseling
- ~~51250-51251~~ ~~School age military dependents~~
- 51513 Personal beliefs
- ~~52378-52380~~ ~~Supplemental School Counseling Program~~

FAMILY CODE

- ~~6920-6929~~ ~~Consent by minor for treatment or counseling~~

HEALTH AND SAFETY CODE

- ~~124260~~ ~~Mental health services; consent by minors age 12 and older~~

PENAL CODE

- ~~11166-11170~~ ~~Reporting known or suspected cases of child abuse~~

San Dieguito Union High School District

Policy Adopted: September 8, 1988

Policy Revised: November 21, 2002

Policy Revised: February 18, 2016

INSTRUCTION

6164.2

WELFARE AND INSTITUTIONS CODE

5850-5883 Mental Health Services Act

CODE OF REGULATIONS, TITLE 5

4930-4931 Counseling

80049-80049.1 Pupil personnel services credential

80632-80632.5 Preparation programs for pupil personnel services

UNITED STATES CODE OF REGULATIONS, TITLE 10

503 —Military recruiter access to directory information

UNITED STATES CODE, TITLE 20

1232g —Family Educational Rights and Privacy Act

7908 Armed forces recruiter access to students and student recruiting information

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 —Family educational rights Educational Rights and privacy Privacy

PUBLIC LAW 107-110

9528 —Armed forces recruiter access to students and student

recruiting information

MANAGEMENT RESOURCES

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

United States Department of Education: <http://www.ed.gov>

CDE: <http://www.cde.ca.gov>

California Results-Based Association of School Counseling and Student Support

Guidelines, 2007 Counselors:

WEB SITES

<http://www.schoolcounselor-ca.org>

American School Counselor Association: <http://www.schoolcounselor.org>

California Counseling Association of School Counselors: <http://www.schoolcounselor-ca.org>

California Department of Education: <http://www.cde.ca.gov>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

U.S. Department of Education, access to military recruiters:

<http://www.ed.gov/policy/gen/guid/fpco/hottopics/ht10-09-02.html>

INSTRUCTIONITEM 16
6173.16173**EDUCATION FOR HOMELESS CHILDREN**

The Governing Board desires to ensure that homeless students have access to the same free and appropriate public education provided to other students within the district. The district shall provide homeless students with access to education and other services necessary for these students to meet the same challenging academic standards as other students.

Homeless students shall not be segregated into a separate school or program based on their status as homeless and shall not be stigmatized in any way.

The Superintendent or designee shall ensure that placement decisions for homeless students are based on the student's best interest as defined in law and administrative regulation.

~~The Governing Board recognizes its obligation to ensure that homeless children have access to the same free and appropriate public education provided to other children within the district. The district shall provide homeless students with access to education and other services necessary for these students to meet the same challenging performance standards as other students. Students shall not be segregated into a separate school or program based on their status as homeless, nor shall homeless students be stigmatized in any way.~~

~~The Superintendent or designee shall ensure that placement decisions for homeless students are based on the student's best interest as defined in law and administrative regulation.~~

TRANSPORTATION

The District shall ~~provide the prevailing district program of~~ transportation for a homeless student to and from ~~a district~~his/her school of origin when the student is residing within the district and the parent/guardian requests that such transportation be provided. ~~and when such transportation is part of the district program.~~ If the student moves outside of district boundaries but continues to attend ~~this district's~~his/her school of origin **within this district**, the Superintendent or designee shall consult with the Superintendent of the district in which the student is now residing to agree upon a method to apportion the responsibility and costs of the transportation. (42 USC 11432)

LEGAL REFERENCE**EDUCATION CODE**

1980-1986	County community schools
2558.2	Use of revenue limits to determine average daily attendance of homeless children
39807.5	Payment of transportation costs by parents
48850	Educational rights; participation in extracurricular activities
48852.5	Notice of educational rights of homeless students
48915.5	Recommended expulsion; homeless student with disabilities
48918.1	Notice of recommended expulsion
51225.1	Graduation requirements

UNITED STATES CODE, TITLE 42

11431-11435 McKinney-Vento Homeless Assistance Act

MANAGEMENT RESOURCES

CALIFORNIA CHILD WELFARE COUNCIL

Partial Credit Model Policy and Practice Recommendations

CALIFORNIA DEPARTMENT OF EDUCATION

Homeless Education Dispute Resolution Process, January 30, 2007

NATIONAL CENTER FOR HOMELESS EDUCATION PUBLICATIONS

Homeless Liaison Toolkit, 2013

U.S. DEPARTMENT OF EDUCATION GUIDANCE

Education for Homeless Children and Youth Program, Non-Regulatory Guidance, July 2004

WEB SITES

California Child Welfare Council: <http://www.chhs.ca.gov/Pages/CChildWelfareCouncil.aspx>

California Department of Education, Homeless Children and Youth Education:

<http://www.cde.ca.gov/sp/hs/cy>

National Center for Homeless Education at SERVE: <http://www.serve.org/nche>

National Law Center on Homelessness and Poverty: <http://www.nlchp.org>

U.S. Department of Education: <http://www.ed.gov/programs/homeless/index.html>

~~CDE PUBLICATIONS~~

~~Enrolling Students in~~

~~Homeless Situations, 1999~~

~~FEDERAL REGISTER~~

~~U.S. Department of~~

~~Education: Notice of school~~

~~enrollment guidelines, 67~~

~~Fed. Reg. 10698~~

WEBSITES

ITEM 16

CDE:—

<http://www.cde.ca.gov/cilbr>

[anch/homeless/homelesstoc](#)

[.html](#) U.S. Department of

Education:

<http://www.ed.gov/offices>

[/OESE](#)

[/CEP/hmlsprogresp.html](#)

National Law Center on

Homelessness and Poverty:—

<http://www.nlchp.org>

INSTRUCTION**6173.1****EDUCATION FOR FOSTER YOUTH**

The Governing Board recognizes that foster youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. To enable such students to achieve state and district academic standards, the Superintendent or designee shall provide them with full access to the district's educational program and implement strategies identified as necessary for the improvement of the academic achievement of foster youth in the district's local control and accountability plan (LCAP).

The Superintendent or designee shall ensure that placement decisions for foster are based on the students' best interests as defined in law and administrative regulation. To that end, he/she shall designate a staff person as the district liaison for foster youth to help facilitate the enrollment, placement, and transfer of foster youth.

The Superintendent or designee and district liaison shall ensure that all appropriate staff, including, but not limited to, each principal, school registrar, and attendance clerk, receive training on the enrollment, placement, and transfer of foster youth and other related rights.

The Board desires to provide foster youth with a safe, positive learning environment that is free from discrimination and harassment and that promotes students' self-esteem and academic achievement. The Superintendent or designee shall develop strategies to build a foster youth's feeling of connectedness with his/her school, including, but not limited to, strategies that promote positive discipline and conflict resolution, the development of resiliency and interpersonal skills, and the involvement of foster parents, group home administrators, and/or other caretakers in school programs and activities.

To address the needs of foster youth and help ensure the maximum utilization of available funds, the Superintendent or designee shall collaborate with local agencies and officials including, but not limited to, the county placing agency, social services, probation officers, and juvenile court officers. The Superintendent or designee shall explore the feasibility of entering into agreements with these groups to coordinate services and protect the rights of foster youth.

At least annually and in accordance with the established timelines, the Superintendent or designee shall report to the Board on the outcomes for foster youth regarding the goals and specific actions identified in the LCAP, including, but not limited to, school attendance, student achievement test results, promotion and retention rates by grade level, graduation rates, and suspension/expulsion rates. As necessary, evaluation data shall be used to determine and recommend revisions to the LCAP for improving or increasing services for foster youth.

LEGAL REFERENCES**EDUCATION CODE**

32228-32228.5	Student safety and violence prevention
42238.01-42238.07	Local control funding formula
42920-42925	Foster children educational services
48645-48646	Juvenile court schools
48850-48859	Educational placement of students residing in licensed children's institutions
48915	Suspension and expulsion; students with disabilities, including foster youth

INSTRUCTION

6173.1

48918.1	Notice of expulsion hearing for foster youth
49061	Student records
49069.5	Foster care students, transfer of records
49076	Access to student records
51225.1	Exemption from district graduation requirements
51225.2	Pupil in foster care defined; acceptance of coursework, credits, retaking of course
51225.3	High school graduation
52052	Definition of numerically significant student subgroups
52060-52077	Local control and accountability plan
56055	Rights of foster parents in special education
60851	High school exit examination

HEALTH AND SAFETY CODE

1522.41	Training and certification of group home administrators
1529.2	Training of licensed foster parents
120341	Foster youth: school placement: immunization records

WELFARE AND INSTITUTIONS CODE

300	Children subject to jurisdiction
309	Investigation and release of child
317	Appointment of legal counsel
361	Limitations on parental or guardian control
366.27	Educational decision by relative providing living arrangements
602	Minors violating law; ward of court
726	Limitations on parental or guardian control
727	Order of care, ward of court
16000-16014	Foster care placement

UNITED STATES CODE, TITLE 20

1415 Procedural safeguards; placement in alternative educational setting

UNITED STATES CODE, TITLE 29

794 Rehabilitation Act of 1973, Section 504

UNITED STATES CODE, TITLE 42

670-679b Federal assistance for foster care programs

11431-11435 McKinney-Vento Homeless Assistance Act

MANAGEMENT RESOURCES

CSBA PUBLICATIONS

Educating Foster Youth: Best Practices and Board Considerations, Policy Brief, March 2008

AMERICAN BAR ASSOCIATION PUBLICATIONS

INSTRUCTION

6173.1

Mythbusting: Breaking Down Confidentiality and Decision-Making Barriers to Meet the Education Needs of Children in Foster Care, 2005

CALIFORNIA CHILD WELFARE COUNCIL

Partial Credit Model Policy and Practice Recommendations

CITIES, COUNTIES AND SCHOOLS PARTNERSHIP PUBLICATIONS

Our Children: Emancipating Foster Youth, A Community Action Guide

WEB SITES

CSBA: <http://www.csba.org>

American Bar Association: <http://www.americanbar.org>

California Child Welfare Council: <http://www.chhs.ca.gov/Pages/CACChildWelfareCouncil.aspx>

Department of Education, Foster Youth Services: <http://www.cde.ca.gov/ls/pf/fy>

California Department of Social Services, Foster Youth Ombudsman Office:
<http://www.fosteryouthhelp.ca.gov>

California Youth Connection: <http://www.cal youthconn.org/site/cyc>

Cities, Counties and Schools Partnership: <http://www.ccspartnership.org>

INSTRUCTION**61736183****HOME AND HOSPITAL INSTRUCTION**

~~Students who are of~~ A student with a temporary disability which makes school attendance impossible or inadvisable shall age and who are physically unable to attend school for an extended period of time due to a physical, mental, or emotional disability are eligible for home/hospital instruction. Eligible students may receive individual instruction in the student's home or in a hospital or other residential health facility, excluding state hospitals. This instruction applies to students incurring a physical, mental or emotional disability after which they can reasonably be expected to return to regular day classes or an alternative education program without special intervention. It does not apply to students identified as individuals with exceptional needs pursuant to Education Code 56026. (Education Code 48206.3)

Home or hospital instruction shall be provided only by teachers with valid California teaching credentials who consent to the assignment. (Education Code 44865)

~~The Superintendent or designee may require written verification through any reasonable means that the student requires home instruction. In addition, this verification shall also state that the disabling condition will not expose the teacher to a contagious disease that can be transmitted through casual contact. Home or hospital instruction shall not be denied to students with Hepatitis B, Herpes or HIV/AIDS, as long as the home or hospital practices current preventive protocol as determined by the U.S. Centers for Disease Control.~~

~~***Note: Pursuant to Education Code 48200, students who are of school age are required to attend "full time day school" for the full time designated as the length of the school day by the Governing Board. Education Code 48206.3 provides that each hour of home or hospital instruction will count as one day of attendance; therefore, home/hospital students must receive at least one hour of instruction for every day of instruction offered by the district in the regular education program (usually five days a week). Districts may provide more than five hours of instruction per week but the apportionment purposes, cannot claim more days of attendance for such student than its calendar provides.~~

The district shall offer at least one hour of instruction for every day of instruction offered by the district in the regular education program. No student shall be credited with more than five days of attendance per calendar week or credited with more than the total number of calendar days that regular classes are offered by the district in any fiscal year. (Education Code 48200, 48206.3)

Insofar as possible, the teacher providing home or hospital instruction shall consult with the student's current classroom teacher(s) so as to provide a continuity of instruction that enables the student to stay current abreast with the regular school program.

~~(cf. 4119.42/4219.42/4319.42 — Exposure Control Plan for Blood Borne Pathogens)~~

The superintendent or designee may require verification through any reasonable means that the student requires home instruction, In addition, this verification shall also state that the disabling condition will not expose the teacher to a contagious disease that can be transmitted through casual contact. Home or hospital instruction shall not be denied to students with Hepatitis B, herpes or HIV/AIDS, as long as the

home or hospital practices current preventative protocol as determined by the U.S. Centers for Disease Control.

NON-DISTRICT STUDENTS

A student of another district who is temporarily disabled and confined to a hospital or health facility within this district shall be eligible to receive individual instruction in this district. (Education Code 48207)

In such circumstances, it is the responsibility of the parent/guardian to notify the district of the student's presence in a qualifying hospital. (Education Code 48208)

Upon receiving such notification the Superintendent or designee shall: (Education Code 48208)

1. Within five working days of the notification, determine whether the student is able to receive individualized instruction and, if so, when it shall begin. Instruction shall begin no later than five working days after the Superintendent or designee has determined that the student is able to receive individualized instruction.
2. Within five working days of the beginning of the individualized instruction, the Superintendent or designee shall provide written notification to the district in which the student was previously enrolled stating that the student shall not be counted by that district for purposes of computing average daily attendance, effective the date on which individualized instruction began.

Alternatively, the Superintendent or designee may enter into an agreement with the district in which the student was previously enrolled to have that district provide the individualized instruction. (Education Code 48208)

PARENTAL NOTIFICATIONS

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians that: (Education Code 48208, 48980)

1. Individual instruction is available for temporarily disabled students as prescribed by Education Code 48206.3.
2. If a student becomes temporarily disabled, it is the parent/ guardian's responsibility to notify the receiving district of the student's presence in a qualifying hospital.

LEGAL REFERENCES

EDUCATION CODE

44865	Qualifications for home teachers
45031	Home teachers
48200	Minimum school day
48206.3	Pupils with temporary disabilities; individual instruction; definitions; computing average daily attendance
48206.5	Continuation of individual instruction programs for students with temp. disabilities
48207	Pupils with temporary disabilities in hospitals out- side of school district; compliance with

ITEM 16

- residency requirements
- 48208 Presence of pupils with temporary disabilities in qualifying hospitals; notice by parents or guardians; commencement of individualized instruction
- 48980 Required notification of rights and availability of nutrition and individualized instruction programs
- 51800-51802 Employment of home teachers

CODE OF REGULATIONS, TITLE 5

- 421 Method of verification
- 423 Prolonged illness

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: January 15, 2016

BOARD MEETING DATE: February 18, 2016

PREPARED BY: Dr. Jason Vilorio,
Associate Superintendent of
Administrative Services

SUBMITTED BY: Rick Schmitt, Superintendent

SUBJECT: **Approval of Site Plans for Student
Achievement (SPSA)**

EXECUTIVE SUMMARY

Single Plan for Student Achievement

State law requires that school-level plans for programs funded through the Consolidated Application* be consolidated in a Single Plan for Student Achievement (Education Code 64001), developed by school-site councils with the advice of any applicable school advisory committees. The content of the school plans includes school goals, activities and expenditures for improving the academic performance of students to proficient level and above. The plan delineates the actions that are required for program implementation and serves as the school's guide in evaluating progress toward meeting the goals.

All schools in the San Dieguito Union High School District receive some state and federal funding to support teaching and learning opportunities at the site level. A prerequisite for receiving funds is the annual submission of a site plan (Single Plan for Student Achievement - SPSA) addressing steps to be taken by the school to raise the academic performance of students and improve the school's educational program. The SPSA must also describe how the site is utilizing these state and federal categorical funds to directly support these goals.

SPSA plans have two or more targets, each of which focuses on the goal to improve learning for each individual student. SPSA targets focus on areas of academic need

identified by specific rationale, data, assessments, and instructional practices. Additionally, student impact statements are included for each target that describe how instruction/programs will change and details of evidence the school will accept to verify that the target was met. These targets are written with measurable, achievable, relevant and time-related outcomes. Specifically, targets focus on groups and subgroups of students with the school identified as needing models of intervention to meet standards or acceleration for those students exceeding standards.

Each target outlines specific individuals responsible for completing tasks, resources needed, and timelines for implementation, which are conducted on a yearly or multi-year basis. Each year, schools are asked to revise and update their targets so that the SPSA plans are dynamic and reflect the current academic efforts and are in line with the Local Control Accountability Plan. Professional growth and continuous improvement efforts are identified in each SPSA plan. Middle schools use SPSA plans to focus their instruction for each academic year. At the high school level, SPSA plans also serve as the focal point for accreditation reviews by the Western Association of Schools and Colleges (WASC). School Site Councils at all levels approve the SPSA plans and accompanying budgets.

SPSA Plans will be implemented from January through December 2016. In many cases, certain targets are implemented over multiple years.

*The Consolidated Application is the fiscal mechanism used by the California Department of Education to distribute categorical funds from various state and federal programs to county offices, school districts and charter schools throughout California.

RECOMMENDATION:

It is recommended that the Board approve the individual school site SPSA plans, for the period January through December 2016, as shown in the attached supplements.

FUNDING SOURCE:

Consolidated Application Programs (Site Title I, LCFF Supplemental provided to each school site under Local Control Accountability Plan)

The Single Plan for Student Achievement

Carmel Valley Middle School

School Name

37-68346-6117352

CDS Code

Date of this revision: November 2, 2015

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

Contact Person:	Cara C. Dolnik
Position:	Principal
Telephone Number:	(858) 481-8221
Address:	3800 Mykonos Lane San Diego, CA 92130
E-mail Address:	cara.dolnik@sduhsd.net

San Dieguito Union High School District

School District

The District Governing Board approved this revision of the School Plan on:

ITEM 17

**I. School Vision and Mission
Carmel Valley Middle School**

Vision Statement

The Carmel Valley Middle School will meet the developmental needs of all our students through a creative and challenging environment, which encompasses the essential tenets of a middle school philosophy:

- Strong academics and high expectations
- A positive school climate
- Flexible scheduling to better meet student needs
- Curriculum that is integrated and exploratory
- An adult advocate for each child
- Programs that foster health, wellness and safety
- Comprehensive guidance and support services
- Family and community partnerships

FOCUS AREAS DETERMINED THROUGH FEEDBACK FROM CARMEL VALLEY COMMUNITY:

- Rigorous Academics
- Visual and Performing Arts
- State-of-the-Art Technology
- Academic Support Programs
- Personal Attention
- Parent and Community Involvement

Mission Statement

Our mission is to educate our students in a safe and challenging learning environment to become life-long learners who will be resourceful, responsible, and compassionate community members.

CARMEL VALLEY MIDDLE SCHOOL CORE VALUES: The pioneering spirit of Carmel Valley Middle School leads us to value...

STUDENT FOCUS: We provide a caring, student-centered community that encourages students to become well-rounded, responsible members of society.

ACADEMICS: We provide a challenging academic environment that empowers students to reach their potential, develop real-life applications, and embrace life-long learning.

PROFESSIONALISM: We are a professional staff that practices respectful interactions, shared decision-making, and continuous collaboration.

COMMUNICATION: We are committed to open, honest, and respectful communication among students, staff, parents, and community.

SAFE AND SECURE ENVIRONMENT: We provide an environment that is physically and emotionally safe and secure, one that fosters self-expression, respects individuality, and accepts diversity.

Principal's Message: Carmel Valley Middle School (CVMS) opened in 1999 and celebrates its 16th year of excellence in education. CVMS currently serves approximately 1,360 students in a dynamic and highly involved community. Our mission is to educate our students to become lifelong learners who will be resourceful, responsible, and compassionate community members. Our schoolwide theme, "Carmel Valley Connects", focuses on making middle school a supportive and enjoyable transition while encouraging high academic achievement. Over 30 student clubs and activities help students feel connected on campus. Outstanding teachers and an involved and supportive parent community create a learning environment that is safe and respectful, offering each student a variety of opportunities to succeed. Staff collaborates on a regular basis using the formative process to inform instruction, reteach and individualized student needs. In 2003, 2009 and 2013 CVMS was named a California Distinguished School.

ITEM 17

II. School Profile

Carmel Valley Middle School

Carmel Valley Middle School implements a Single Plan for Student Achievement (SPSA) to set goals to increase student achievement and success overall. CVMS has a diverse population of learners with 53% White, 35% Asian, 7% Hispanic or Latino, 1% Black or African American, 1% Filipino, 1% Two or More Races, and 2% Other Ethnicity.

The primary goal is to design and implement a school program that ensures each student's success in a standards-based core curriculum. Through the coordination of these services, we have an increased ability to provide additional services to any student needing them, while continuing to meet the special needs of identified students. Classroom teachers and support staff work together collaboratively to differentiate and integrate learning activities in order to address varied student-learning needs.

In addition, we have frequent staff development opportunities that provide training for staff in the areas of identified needs. We are continually striving to improve and tailor teaching and learning to meet the individual needs of all of our students. This includes regular Professional Learning Community (PLC) meeting time to review Essential Learning Outcomes, develop common formative assessments, analyze student work and data, develop RETEACH plans, prioritize needs, and set learning/performance goals.

All of the services provided at Carmel Valley Middle School are coordinated for students through an inclusive process of collaborative planning and program design. This ensures that all students acquire the knowledge and skills of the standards-based core curriculum. All students engage in a high-quality, well-balanced standards-based core curriculum; yet, teachers acknowledge that students are at different developmental stages and that some may take longer to succeed and respond to different approaches. Consequently, curriculum and instructional practices are varied in order to address the academic, social, and personal needs of each student, including students who are learning English, economically disadvantaged, underachieving, gifted and talented, of average ability, and/or receiving special education services.

English Learners have access to standards-based curriculum in ELD, sheltered science, sheltered history classes, and non-sheltered math courses. All teachers have CLAD/EL certification and some have received SDAIE training. Students are recruited for enrollment in our College Readiness class (formerly AVID class) or Study Skills class based on a variety of factors. Many teachers are trained in "AVID" instructional strategies, which are infused throughout the curriculum. Additionally, these students are targeted for enrollment in a variety of academic support programs (before and after school tutoring, Math Skills support elective, Reading Intervention class, Math Essentials/Readiness classes, Bobcat Connections, Academic Power Hour, reteach opportunities through PAW and HIRE time, and online reteach lessons/notes).

All students have access to English 7 and 8 Honors, Integrated Math A and B Honors. Seventh grade students can qualify to move into Integrated Math B Honors through the Integrated Math Readiness Test taken before entering 7th grade. 8th graders who successfully completed Integrated Math B Honors can take Integrated Math 1 Honors on campus. All students are encouraged and eligible to participate in the numerous student clubs which offer academic enrichment and/or competition opportunities including Math League, Science Olympiad, Future Problem Solvers, Academic Quiz Bowl, the After School Theater Program, Odyssey of the Mind, Speech & Debate, and *Honors Band (*must qualify).

Students with exceptional needs are served by 504 Education Plans or Individual Education Plans. Carmel Valley offers support for special education students in the standards-based core curriculum by:

- 1) Teaming special educators with general education teachers in targeted general education classes.
- 2) Providing special education instructional assistants in some classes.
- 3) Providing a Special Education teacher as a Liaison to core departments who attends PLC groups and communicates with teachers on a regular basis.
- 4) Special Education courses (Fundamentals) in the areas of Math and ELA as well as Reading intervention programs.
- 5) A school psychologist and speech therapist provide Designated Instructional Services to students with special needs as specified in their IEP.
- 6) All teachers receive on-going training in strategies to assist special needs students.
- 7) Students with moderate to severe disabilities can enroll in our Transitional Alternative Program (TAP) which focuses on functional academics and life skills.

ITEM 17

Instructional practices which accelerate as well as remediate learning are employed in all classrooms. Instructional settings and practices are rich in experiences, technology, and materials that enhance the standards-based core curriculum. Educationally-disadvantaged students are provided with opportunities that allow learning time to be extended. CVMS has extensive before, during and after school programs that are tailored to address individual learning needs as determined by a variety of both formative and summative assessment results. These opportunities include: a) Productive Academic Work (PAW) time - 30 minutes three days a week b) Homework Intervention Reteach Enrichment (HIRE) time - 15 minutes attached to classes on Thursday and Friday c) Academic Power Hour - after school tutoring offered two days a week d) peer tutoring, e) counseling programs to facilitate readiness to learn, and f) Math and ELA support electives.

Teachers respond to students' linguistic and cultural backgrounds by providing Specially Designed Academic Instruction in English (SDAIE) in designated sheltered and ELD courses and through integration in general ed classes. Sheltered and ELD courses provide all EL students with the district's standards-based core curriculum. District program specialists, along with counselors, work closely with the CVMS EL program coordinators and teachers to ensure that EL students have access to services and support.

Differentiated curriculum is implemented to support heterogeneous grouping. This is accomplished by adjusting the standards-based core curriculum and instruction by using one or more of the following five dimensions: depth, compacting, complexity, novelty, or acceleration. HIRE (Homework, Intervention, Reteach and Enrichment) time is built into block periods on Thursday and Friday to provide for individualized, differentiated instruction. This is a key component of the long term goal for full implementation of California State Standards.

New teachers are provided professional development tailored to their specific needs, particularly in classroom management, student discipline and the teaching of students with diverse needs and skills. They also receive one-on-one support from a BTSA (Beginning Teacher Support and Assessment) mentor at the school site.

Training for parents includes how to help their children and how to support the goals of the school. Parents have a variety of ways to receive training and to be meaningfully involved in the school. These include the summer Parent Orientation, quarterly Parent Forums, PTSA parent organization, School Site Council, School Site Safety Committee, English Learner Advisory Committee, and a huge variety of volunteering opportunities. Training is provided by parents, staff and consultants.

ITEM 17

III. School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 7	748	731	97.7%	721	2627.4	44%	38%	11%	6%
Grade 8	805	783	97.3%	779	2643.7	41%	41%	13%	4%
All Grades	1,553	1,514	97.5%	1,500		43%	39%	12%	5%

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 7	50%	40%	9%	62%	32%	5%	29%	64%	7%	56%	39%	6%
Grade 8	54%	38%	8%	60%	35%	5%	35%	60%	6%	51%	44%	6%
All Grades	52%	39%	9%	61%	34%	5%	32%	62%	6%	53%	41%	6%

Conclusions based on this data:

1. Overall, 83% of students met or exceeded standards in ELA.
2. Students scored below standard between 5-9% in the specific strands.

Data Source

California Assessment of Student Performance and Progress (CAASPP) Results. (2015, September 9). Retrieved from <http://caaspp.cde.ca.gov/>

ITEM 17

III School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 7	748	734	98.1%	727	2641.9	58%	22%	12%	7%
Grade 8	805	782	97.1%	777	2667.8	58%	22%	13%	7%
All Grades	1,553	1,516	97.6%	1,504		58%	22%	13%	7%

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 7	69%	20%	10%	58%	33%	9%	57%	39%	4%
Grade 8	67%	23%	10%	59%	34%	6%	52%	41%	7%
All Grades	68%	22%	10%	59%	33%	8%	55%	40%	6%

Conclusions based on this data:

1. Overall, 80% of students met or exceeded the standard.
2. Students scored below standard between 4-10% in the specific strands.

Data Source

California Assessment of Student Performance and Progress (CAASPP) Results. (2015, September 9). Retrieved from <http://caaspp.cde.ca.gov/>

ITEM 17

III. Student Performance Data

CAASPP/CST Results
By Grade Level

Grade Level	Science											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
8	94	93		4	4		1	1		1	2	

Data Source
California Assessment of Student Performance and Progress (CAASPP) Results. (2015, September 9). Retrieved from <http://caaspp.cde.ca.gov/>

ITEM 17

III. Student Performance Data

School Climate

Enrollment	2010-11	2011-12	2012-13	2013-14	2014-15
Total enrollment	1,459	1,475	1,499	1,520	1,535
Number and percentage of English Learners	(70) 4.8%	(80) 5.4%	(47) 3.1%	(59) 3.9%	(78) 5.1%
Number and percentage of Socio-Economically Disadvantaged students	(69) 4.7%	(67) 4.5%	(71) 4.7%	(50) 3.3%	(76) 4.9%
Number and percentage of Special Education students	(104) 7.1%	(110) 7.5%	(129) 8.6%	(112) 7.4%	(118) 7.7%

Attendance data	2010-11	2011-12	2012-13	2013-14	2014-15
Truancy rate	0.7%	0.7%	0.26%	24.86%	*

Discipline Data	2010-11	2011-12	2012-13	2013-14	2014-15
Number of students suspended	33	38	29	29	*
Suspension rate	2.2%	2.5%	1.9%	1.8%	1.46
Number of students expelled	2	0	0	0	*
Expulsion rate	0.1%	0.0%	0.0%	0.0%	0.00

	2010-11	2011-12	2012-13	2013-14	2014-15
Middle school dropout rate	0%	0%	0%	0%	*

Data Source

Enrollment

California Longitudinal Pupil Achievement Data System. ODS Reports. 1.1 Enrollment - Primary Status by Subgroup (Retrieved October 2015). Retrieved from <https://www.calpads.ca.gov/ODSReportsHome.aspx>

Attendance data

California Department of Education Data Reporting Office Data as of: 3/13/2015. Truancy Report (2013-14). Retrieved from <http://dq.cde.ca.gov/dataquest/>

Discipline Data

California Department of Education Data Reporting Office Data as of: 3/13/2015. Suspension and Expulsion Report For 2013-14. Retrieved from <http://dq.cde.ca.gov/dataquest/>

Middle School Dropout Data

California Department of Education Data Reporting Office Data as of: 3/13/2015. Dropout Data Report (2013-14). Retrieved from <http://dq.cde.ca.gov/dataquest/>

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

ITEM 17

III. Student Performance Data (cont'd)

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	465	398	*
Percent with Prior Year Data	100.0	100.0	*
Number in Cohort	465	398	*
Number Met	344	289	*
Percent Met	74.0	72.6	*
NCLB Target	57.5	59.0	60.5
Met Target	Yes	Yes	*

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	175	332	179	287	*	*
Number Met	83	217	68	179	*	*
Percent Met	47.4	65.4	38.0	62.4	*	*
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	Yes	Yes	Yes	Yes	**	*

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes	Yes	*
Met Percent Proficient or Above	No	No	*
Mathematics			
Met Participation Rate	Yes	Yes	*
Met Percent Proficient or Above	No	No	*
Met Target for AMAO 3	No	No	*

Data Source

California Department of Education Data Reporting Office Data as of: 3/13/2015. Title III Accountability Reports. Retrieved from <http://www.cde.ca.gov/ta/ac/t3/t3reports.asp>

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

ITEM 17

III. Student Performance Data (cont'd)

California English Language Development (CELDT) Data

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
7	3	19	7	44	5	31	0	0	1	6	16
8	9	31	18	62	0	0	2	7	0	0	29
Total	12	27	25	56	5	11	2	4	1	2	45

Data Source

California Department of Education Data Reporting Office Data as of: 3/13/2015. California English Language Development Test (CELDT). Retrieved from <http://dq.cde.ca.gov/dataquest/>

ITEM 17

III. Student Performance Data (cont'd)

Reclassification

Reclassification rate	2010-11	2011-12	2012-13	2013-14	2014-15
Number and percentage of English Learners	74 (5.0%)	70 (4.8%)	55 (3.7%)	60 (3.9%)	78 (5.1%)
Number and percentage of Fluent English Proficient students	388 (26.4%)	353 (24.0%)	388 (25.9%)	475 (31.2%)	498 (32.5%)
Number and percentage of Redesignated Fluent English Proficient students	1 (2.2%)	36 (48.6%)	14 (20.0%)	10 (17.2%)	6 (10.0%)

SBAC English Language Arts Results – English Learners	2014-2015		
	All Students	English Learners	Redesignated Fluent English Proficient
Standard Exceeded	43%	3%	49%
Standard Met	39%	40%	39%
Standard Nearly Met	12%	23%	11%
Standard Not Met	5%	26%	0%

SBAC Mathematics Results – English Learners	2014-2015		
	All Students	English Learners	Redesignated Fluent English Proficient
Standard Exceeded	58%	44%	72%
Standard Met	22%	22%	16%
Standard Nearly Met	13%	12%	7%
Standard Not Met	7%	21%	5%

Data Source

Reclassification rate

California Department of Education Data Reporting Office Data as of: 3/13/2015. Number and Percent of Students Redesignated to FEP. Retrieved from <http://dq.cde.ca.gov/dataquest/>

SBAC English Learner Results

California Assessment of Student Performance and Progress (CAASPP) Results. (2015, September 9). Retrieved from <http://caaspp.cde.ca.gov/>

ITEM 17

III. Student Performance Data and Summary Carmel Valley Middle School

Academic Performance Index (API) School Report

The Academic Performance Index (API) is a way of comparing schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help. In March 2014 meeting, the State Board of Education (SBE) approved the State Superintendent of Public Instruction's recommendation to not calculate the following API reports:

- 2014 Growth API
- 2014 Base API
- 2015 Growth API

Adequate Yearly Progress (AYP) School Report

CVMS has met/exceeded AYP every year for the last fourteen years (since the school opened in 1999). AYP was suspended for 2014 and 2015 for middle schools pending implementation of the new CAASPP testing system.

California Assessment of Student Performance and Progress (CAASPP)

The California Assessment of Student Performance and Progress (CAASPP) System was established on January 1, 2014. The CAASPP System replaced the Standardized Testing and Reporting (STAR) Program, which became inoperative on July 1, 2013.

For 2014–15, the CAASPP System encompasses the following assessments:

- Smarter Balanced Summative Assessments for English language arts/literacy (ELA) and mathematics in grades three through eight and eleven.
- Alternate assessments for English language arts/literacy and mathematics in grades three through eight and eleven for students with significant cognitive disabilities who are unable to take the SBAC.
- Science assessments in grades five, eight, and ten (i.e., California Standards Tests [CSTs], California Modified Assessment [CMA], and California Alternate Performance Assessment [CAPA]).
- Standards-based Tests in Spanish (STS) for reading/language arts in grades two through eleven (optional).

Local Measures of Student Performance

Teachers use a variety of methods to evaluate student progress, including written evaluations, oral evaluations, projects, ongoing writing samples, and group evaluations. Essential learning outcomes have been established in every core subject area and are monitored on a regular basis. The essential learning outcomes have been revised with the adopted California State Standards. We have continued to develop and employ course-specific common formative assessments which are administered in subjects as agreed upon by PLC groups. In addition, math placement tests are used to educate parents on placement in readiness, college prep, and honors classes as well as a qualifying test to move into Int Math B Honors for incoming 7th graders. Formal progress reports are given to all students every nine weeks. All teachers provide informal progress report information in addition to the nine-week reports. All teachers also make grade reports available to students and parents online through our Aeries Parent Portal. Students targeted for and participating in intervention programs are assessed three times per year using a computer-based formative assessment program through READ 180 and this data is used to inform instruction, measure individual growth, and assess program effectiveness. All students performing as Standard Not Met who are not receiving other services are assessed for a pre-lexile reading score in September, and again in January or June. Placement in targeted reading classes is driven by these Lexile scores.

Conclusions from Student Performance Data

The student body at CVMS scored well above the state average on both the ELA and Math portions of the CAASPP. The assessment results indicated three subgroups to focus interventions for improvement. The three subgroups are English Learners, Economically Disadvantaged, and Students with Disabilities.

Economic Status:

There is a discrepancy between the CAASPP achievement of Economically Disadvantaged students and those who are not classified as Economically Disadvantaged. There were 80 students classified as Economically Disadvantaged in the Spring 2015 testing (5.2% of students tested). In ELA, students not classified as Economically Disadvantaged had 4% scoring as not met standard while those classified as Economically Disadvantaged had 20% scoring as not met standard, a

ITEM 17

16% difference. In Math, students not classified as Economically Disadvantaged had 18% scoring as not met standard while those classified as Economically Disadvantaged had 27% scoring as not met standard, a 9 % difference.

English Proficiency:

There is a discrepancy in the CAASPP in ELA and Math results between English Proficient/English Only and English Learner students. The number of students tested who were classified as English Learners during CAASPP testing was 71 students (% of students tested). In ELA, students classified as English Proficient/English Only had 5% scoring as not met standard whereas English Learners had 32% scoring as not met standard, a 27% difference. In Math, students English Proficient/English Only had 6% scoring as not met standard whereas English Learners had 26% scoring as not met standard, a 20% difference.

Special Education Status:

There is a discrepancy between the CAASPP achievement of our students with a disability (those with active IEP at the time of testing) and those without a disability. The number of students tested who were classified as Special Education during CAASPP testing was 105 students (6.9% of students tested). In ELA, students without a disability had 3% scoring as not met standard whereas our students with a disability had 33% scoring as not met standard, a 30% difference. In Math, students without a disability had 4% scoring as not met standard whereas our students with a disability had 45% scoring as not met standard, a 41% difference.

Math Course Enrollment:

For the CAASPP, all 7th grade students took the Grade 7 Math assessment while all Grade 8 students took the Grade 8 Math assessment.

ITEM 17

**V. School-Wide Goals
Carmel Valley Middle School
2015-16**

2015-2016 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2015-16 School Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School goal?	Specify LCAP Priority	Specify LCAP Goal
Implementation of State Standards	Based on survey results from the SDUHSD SBAC survey and ongoing classroom observations, all students are not receiving instruction aligned to State Content Standards.	Increase teacher collaboration to continue implementation of state content standards, and increase 21st Century Learning Skills and student achievement.	All Students	1. Site PLC teacher survey results 2. ELO's from each PLC group. 3. Common formative assessments and results from each PLC group. 4. SBAC results in ELA/math 5. Participation documentation from on-going PLC meetings.	State Priority: 1: Basics 2: Implementation of State Standards 4: Pupil Achievement 7: Course Access	SDUHSD LCAP Goal #1: Annual increase in student achievement for all students in English language arts and math with focus on accelerating student learning outcomes for target subgroups including English Learners, low income pupils and pupils identified as special education.

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1.	<p>Establish Professional Learning Communities in core subject areas to work collaboratively in recurring cycles of identifying student learning outcomes, discussing curriculum and instruction about these outcomes, creating formative assessments to measure the outcomes, and discussing the student results of these assessments to increase student understanding and achievement.</p> <p>a. Site administrators and teacher leaders attended a district-wide professional development on the PLC process and 21st Century teaching and learning</p> <p>b. Site administrators and teacher leaders collaborate to plan site inservice day to train all CVMS teachers on the PLC process and 21st Century teaching and learning and develop teacher survey to assess a baseline of teacher perception of where they are in the PLC process.</p> <p>c. Site administrators and teacher leaders present site inservice to all CVMS teachers to define the PLC process and present the need for instructional shifts towards 21st Century teaching and learning skills.</p> <p>d. Teachers take survey to assess where they are in the process and their understanding of the school-wide PLC goals for the year. Survey</p>	<p>a. June 2015 b. June-August 2015 c. August 2015 d. August 2015 e. August-September 2015</p>	<p>a. None b. Extra time for 6 teachers at 2 hours each = \$600 c. None d. None e. None</p>	Site Achievement Funds

ITEM 17

	<p>results are shared within PLC groups to establish baseline for goal setting.</p> <p>e. Course-alike PLC groups meet to establish norms and goals for the 2015-16 school year.</p>			
2.	<p>Utilize the Professional Learning Community process with course alike groups. PLC groups meet during Late Start Collaboration Days and release days as needed to:</p> <p>a. Evaluate alignment to state content standards and revise Essential Learning Outcomes. Groups use release day as needed to complete ELO's.</p> <p>b. Discuss how they will address the ELO's through lessons and instruction.</p> <p>c. Create common formative assessments that address specific ELO's and timeline for administering assessments to student.</p> <p>d. Analyze and discuss student learning based on the common formative assessments.</p> <p>e. Determine intervention, re-teach, and enrichment opportunities for students.</p> <p>f. Discuss instructional best practices for continued student achievement.</p> <p>g. Teachers take reflective survey to analyze PLC group progress through the process and achievement of group goals for the year. Survey results will be shared in May to begin goal setting for 2016-17.</p>	<p>a. August-September 2015</p> <p>b. ongoing</p> <p>c. ongoing</p> <p>d. ongoing</p> <p>e. ongoing</p> <p>f. ongoing</p> <p>g. May-June 2016</p>	<ul style="list-style-type: none"> Late Start Collaboration Time is no cost. Release Days cost up to \$12,000 - each teacher (36 total) in each PLC gets up to 3 release days. 	Site Achievement Funds
3.	<p>Provide Professional Development opportunities on collaboration and implementation of state content standards and research based instructional practices.</p> <p>a. Research PD on state content standards curriculum and instruction.</p> <p>b. Utilize district TOSAs for on site PD related to state content standards implementation and assessment.</p> <p>c. During late start collaboration time, provide support as needed</p>	<p>a. ongoing</p> <p>b. ongoing</p>	<ul style="list-style-type: none"> Research is no cost Release Days for individual teacher costs about \$111 per person. Hourly cost per teacher is about \$35 per hour. 	Site Achievement Funds

ITEM 17

2015-2016 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2015-16 School Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School goal?	Specify LCAP Priority	Specify LCAP Goal
ELA/Math	All students are not demonstrating mastery of grade level content as evidenced by data reviewed from: 1. quarterly D/F list 2. SBAC results in ELA and Math 3. enrollment in intervention/readiness courses 4. CELDT data	All students will achieve at or above grade level in ELA and math.	All students performing below grade level in ELA and math with focus on EL students, students in special education programs, and students in intervention/readiness classes.	1. D/F list 2. SBAC results in ELA and Math 3. Pupil performance on teacher created SBAC practice tests 4. Assessments for students enrolled in identified intervention programs 5. CELDT data	State Priority: 1: Basics 2: Implementation of State Standards 4: Pupil Achievement 7: Course Access	SDUHSD LCAP Goal #1: Annual increase in student achievement for all students in English language arts and math with focus on accelerating student learning outcomes for target subgroups including English Learners, low income pupils and pupils identified as special education.

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1.	Use SBAC assessment results to establish baseline pupil performance in ELA and math to identify areas to revise or supplement curriculum. a. Utilize late start collaboration time and provide release days for teacher to meet as department/grade level teams to analyze pupil performance data from SBAC results. b. Identify common standards that were not met and add/revise curriculum and instruction.	a. October 2015 b. Identify by October 2015, add/revise ongoing	extra hours for teachers @ 15 teachers for 6 hours = 31,000	Site Achievement Funds
2.	Develop and maintain a system to track effectiveness of interventions for students performing below grade level. a. iTeam (Counselors, Study Skills teacher, Administrator, School Psychologist, Special Ed Dept Chair) meet weekly to review student data including grades, assessment results, teacher reports, attendance, and parent input to determine level of input needed. b. Establish criteria with counselors and study skills intervention coordinator to identify students who could benefit from Study Skills (general education) classes. c. Counselors meet with each student on D/F list to identify issue(s) and communicate areas of need to parents and teachers. d. Counselor and/or support teacher will work with student to develop an	a. ongoing b. October 2015 c. ongoing d. ongoing e. ongoing f. ongoing g. ongoing	.4 FTE Study Skills teacher	CEIS sections

ITEM 17

	<p>action plan to address issues e. Counselors and teachers will track meetings and team agreed upon interventions through the intervention screen on Aeries. f. iTeam will communicate with families and support teachers related to effectiveness of identified interventions. g. Study Skills teacher will monitor and track progress of students, collaborate with general education teachers, and communicate with families to help support student progress.</p>			
3.	<p>Provide training on new ELD standards to support EL students in ELA and math classes. a. Administrator and ELD Lead Teacher will present new ELD standards to all staff to be addressed across all courses including ELA and math. b. ELD Coordinator will collaborate with specific teachers of EL students to support implementation of new standards in ELA and math curriculum. c. EL Lead will meet with administrators twice a year to review student progress on district EL monitoring documents. Progress will be shared with department chairs or teacher leaders.</p>	<p>a. September 2015 b. ongoing c. September 2015, May 2015</p>	<p>.2 ELD Lead Teacher FTE</p>	<p>District Achievement Sections</p>
4.	<p>For students with disabilities, increase access to general ed curriculum while implementing targeted specific support for students. a. Eliminate Team Taught English 7 and English 8 classes to have students more included in general ed classes to have access to grade level curriculum while giving general ed teachers more overall support through a liaison to the English department. b. Implement Reading Intervention programs for students scoring below grade level lexile with Read 180, System 44 and Read Naturally in Academic Support classes and English Fundamental classes. Special Education teachers will receive training for these programs to implement in their classes. c. Eliminate World History Fundamental class and have students included in general ed classes to have access to grade level curriculum while giving general ed teachers more overall support through a liaison to the History department. d. All Special Education teachers act as a liaison to core department PLC groups to provide support to general ed teachers while collaborating and communicating expectations for students with a disability. e. Continue Team Taught Int Math A Essentials and Int Math B Readiness courses to support students below grade level in math.</p>	<p>a. August 2015 b. August 2015 c. August 2015 d. ongoing e. August 2015</p>	<p>Equipment and programs for READ 180 and System 44</p>	<p>District Special Education funds</p>

ITEM 17

2015-2016 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2015-16 School Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School goal?	Specify LCAP Priority	Specify LCAP Goal
School Culture and Climate	Based on CA Healthy Kids Survey, 10% or more of students report they do not feel happy or connected to school site on multiple response categories.	Increase the level of student connectedness and overall safety of pupils, staff and parents.	All students	1. CA Healthy Kids Survey 2. Attendance data 3. Parent Climate survey 4. Pupil Suspension rate 5. Student participation in school activities	State Priorities 1: Basic 3: Parent Involvement 5: Pupil Engagement 6: School Climate	SDUHSD LCAP Goal #4: Increase the level of "school connectedness" and "sense of safety" of pupils, staff and parents.

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1.	<p>Implement programs to increase student connectedness with one another and staff.</p> <p>a. Administrators and counselors work with ASB to plan student activities throughout the year during PAW time, lunch and after school including Welcome Week, Red Ribbon Week, Act of Kindness Week, Spirit Week, dances, and movie nights.</p> <p>b. Increase PAW time to allow for teachers and staff to check in on students, especially those who need support academically or social/emotionally.</p> <p>c. Hold Club Day early in the year to encourage students to get involved in at least one activity on campus.</p> <p>d. Work with counselors and ASB advisor to conduct assemblies based on student needs and safety such as Bully Prevention, Anti-drug & alcohol, Cybersafety, and planning for the future.</p> <p>e. Provide voluntary Academic Power Hour tutoring twice a week for students after school to support student success in classes.</p>	<p>a. Ongoing</p> <p>b. September 2015</p> <p>c. September 2015</p> <p>d. September 2015, ongoing</p> <p>e. Ongoing</p>	<p>e. Site Tutoring Achievement support funds \$38.95 per teacher hour @ 32 weeks - \$2500 total.</p>	<p>e. Site Tutoring Achievement funds</p>
2.	<p>Review safety plan with staff, students and parents and provide appropriate communication and support regarding school safety procedures.</p> <p>a. Review safety plan with staff at August Inservice and send updates during year to all staff through email and staff meetings.</p> <p>b. Use PAW time to review safety plan with students.</p> <p>c. Share safety plan with parents through website, and discuss plan as part of Coffee with the Principal series.</p>	<p>a. August 2015, ongoing</p> <p>b. October 2015</p> <p>c. October 2015</p>	<p>None</p>	<p>None</p>

ITEM 17

3.	<p>Increase Parent Participation through support programs and volunteer opportunities;</p> <p>a. Incorporate Parent Information nights throughout year for student safety and information on such topics as bullying prevention, drug and alcohol awareness, cybersafety and supporting an independent teenager.</p> <p>b. Encourage parents to volunteer for school activities including Parent Orientation lunch cart, dances, movie nights, Spirit Week activities, Science Olympiad and Math League, and other opportunities throughout the year.</p>	<p>a. Ongoing b. Ongoing</p>	<p>b. None</p>	<p>None</p>

ITEM 17

**VI. Budget 2015-16
Carmel Valley Middle School**

The amounts included in this report included the funding sources considered by the Site Council when appropriating funds specific to the goals outlined in the Single Plan for Student Achievement. Districts have been given flexibility (by the State) on how to allocate LCFF Funds. SDUHSD allocates Supplemental funds to the school sites for Site Tutoring, Site Achievement for formative work and provides funding to support additional teaching sections. Additionally the budget reflects funding sources that are not subject to flexibility. The funding sources include Title I and Title III.

State/Federal Categorical Program	Allocation
Site LCFF Supplemental Funding - Site Formative/Achievement Funds	\$17,000.00
Site LCFF Supplemental Funding - Site Tutoring Funds	\$3,903.00
Site LCFF Supplemental Funding – District Funded Sections	\$120,000.00
Title I Funds	\$0.00
Total	\$140,903.00

ITEM 17

VII. School Site Council Membership Carmel Valley Middle School

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Cara C Dolnik <i>Cara Dolnik</i>	X				
Karen Infantino <i>Karen E. Infantino</i>			X		
Katrina Peterson <i>Katrina Peterson</i>		X			
Debra Byars <i>Debra Byars</i>		X			
Mike Starr <i>Mike Starr</i>		X			
Nicky DeLeone <i>Nicky DeLeone</i>			X		
Ryan Wisbach <i>Ryan</i>					X
Nabeeha Zobair <i>Nabeeha</i>					X
Catherine Zhang					X
Stephanie Kowack				X	
Julie Union <i>Julie Union</i>				X	
Sajani Patel				X	
Cindy Ping				X	
Numbers of members of each category	1	3	2	4	2

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

The Single Plan for Student Achievement

Diegueño Middle School

School Name

37-68346-610479

CDS Code

Date of this revision: 11/20/15

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

Contact Person:	Jeffrey Copeland
Position:	Principal
Telephone Number:	(760) 944-1892, ext. 6683
Address:	2150 Village Park Way Encinitas, CA 92024
E-mail Address:	jeffrey.copeland@sduhsd.net

San Dieguito Union High School District

School District

The District Governing Board approved this revision of the School Plan on:

ITEM 17

**I. School Vision and Mission
Diegueño Middle School**

Vision Statement

At Diegueno Middle School we strive for excellence. Personal growth, student success, and high expectations are integral parts of our philosophy. We are committed to the creation of a safe, nurturing, stimulating environment which fosters open communications, mutual respect, and individual achievement.

Mission Statement

At Diegueño Middle School, students are prepared academically and socially to reach their potential as life-long learners. Students are guided by professional educators in an engaging and creative environment with relevant curriculum focused on 21st century skills.

ITEM 17

II. School Profile

Diegueño Middle School

Since opening in 1985, Diegueño has been honored, on three different occasions as a prestigious California Distinguished School as well as a nationally recognized Blue Ribbon School. Our focus is to meet the needs of each student by providing a safe, structured, and academically focused educational environment. Each student is provided with challenging curriculum, a collaborative learning environment as well as exposure to 21st century learning methodologies. At Diegueño Middle School, we inspire, engage and provide students choice and flexibility through servicing close to 400 students during zero period.

Our English Language Arts teachers work collaboratively as our curriculum transitions to meet the requirements of the Common Core State Standards. While maintaining an emphasis on student well-being and confidence, teachers continue to find new ways to engage students through technology and high-interest and relevant literature. In addition, there is an increase in the amount of expository works students will be analyzing. The curriculum at both grade levels includes study of short stories, novels, drama, poetry, expository texts, and grammar. Students participate in meaningful class discussions, creative projects, speeches and theater arts. Seventh and eighth graders write multi-paragraph papers in a variety of genres, including argumentative essays, personal and fictional narratives, informative papers, summaries of fictional and expository works, and responses to literature (analysis of character, theme, and author's style). Students also participate in group work assignments, which often include a student-directed culminating task that utilizes technology and requires creativity and cooperation

Our Math department is transitioning to California State Standards, fully implementing them this 2015-2016 school year. The standards are designed to be rigorous and relevant to the real world, reflecting the knowledge and skills each student needs for success in college and careers. Emphasis is on critical thinking so each student develops a deeper understanding of topics, how they interrelate, and incorporate technology for the 21st century. Professional development is taking place throughout the school year for staff members and resources are becoming available for review.

The Social Science department is developing units of study to connect past to present events so as to prepare students with the skills to identify, understand, and work to solve the challenges facing our diverse nation. The Social Science department is working on enhancing curriculum that covers site-based essential learning outcomes and common core state standards in literacy by including more primary source documents throughout the units of study. The use of modern technologies, professional development sessions, and common assessments coupled with re-teaching strategies, are utilized to ensure equitable learning for all students.

Science incorporates critical thinking into the topics, activities, readings, labs and experiments that students engage in. Students are being taught to read informational text critically, draw conclusions and give evidence to support hypothesis', opinion, or author's position. To cross cut, science students are exposed to graphs, charts, images and asked to identify the patterns found in the data.

The science department attended district in-service's on CCSS in 2014-15, and this school year, they are working collaboratively on creating CCSS lessons and curriculum while preparing for the Next Generation Science Standards (NGSS). This includes attending district training on the implementation of NGSS. Science currently has many common formative assessments in place, and technology is used to administer and gather results of these assessments.

One area of need for our site is to continue to improve in ensuring that we are providing our special-education students with the appropriate services and accommodations. Each student in special education has a unique and individualized education program which includes goals based on their deficit areas. These are determined by establishing a baseline for the student and setting a goal that they can make good progress toward in one year. Special education teachers regularly attend Common Core Professional Development Opportunities in their subject area of expertise. The special education department also regularly reaches out to general education staff to collaborate as well as be a resource for information about working with students with disabilities. Special education teachers use technology like projectors, document cameras, and software to help provide necessary accommodations for students with special needs. Students within special education also have access to computers, laptops, and - on some occasions - assistive technology is used in order to help them make progress.

There are a variety of support and intervention classes available for Diegueno students, including College Readiness, several sections of Read 180, Study Skills, Extended Day opportunities in Math and English, and Cougar Academic Time (CAT). Cougar Academic Time allows teachers an opportunity to regularly connect with students and assist students missing classwork and/or scoring below proficient on assessments four days a week. Staff members continually

ITEM 17

brainstorm ideas on how to make stronger connections and inspire students. We provide and strive to offer mentor opportunities between students and teachers, on-going development of character counts on campus and various student activities facilitated by counseling office and the Associated Student Body (ASB).

School accountability and student resources are available on Diegueno's homepage. In addition, through the Aeries portal students and parents can access up to date grades and missing assignments. Pertinent information is posted on Diegueno's homepage as well as sent to the external families through "Blackboard Connect" in both English and Spanish. Finally, students, parents and community can sign up for a weekly "E-Option"

New teachers - through our BTSA (Beginning Teacher Support and Assessment) Program - are provided professional development tailored to their specific needs, particularly in classroom management, student discipline and the teaching of students with diverse needs and skills. They also receive one-on-one support from a BTSA mentor at the school site.

Training for parents includes how to help their children and how to support the goals of the school. Parents have a variety of ways to receive training and to be meaningfully involved in the school. These include Parent Forums, PTSA parent organization, School Site Council, the English Learner Advisory Committee, our Wellness Committee, and a variety of other volunteering opportunities.

Diegueño's staff understands that in order to learn, students must feel comfortable and safe. In order to create a safe learning environment our students, staff, and community commits to instilling good character into the student's lives as well as a rigorous curriculum. Because our community entrusts Diegueño with their children every day, our staff works together as a team to ensure that students are safe while in our care. We use a program called Character Counts, which allows us to "catch" students doing the right thing, and reward them for appropriate choices. Our vision is driven by the importance of student connectedness, continual improvement, and celebrating diversity. We gather information from multiple sources, such as the Healthy Kids Survey, to help us make educated, data driven decisions on policy and procedures. This year, we are also instituting a campus-wide Wellness Committee, which will be comprised of certificated and classified staff, students and parents. This committee will be assigned the task of creating school-wide wellness opportunities and activities for students and staff that will increase student connectedness and school spirit and that will address a variety of wellness issues/concerns that are specific towards the needs of our site.

ITEM 17

III. School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 7	473	462	97.7%	451	2593.6	27%	44%	18%	9%
Grade 8	483	471	97.5%	464	2608.9	27%	45%	16%	10%
All Grades	956	933	97.6%	915		27%	45%	17%	10%

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 7	35%	51%	14%	47%	44%	9%	25%	64%	10%	39%	54%	7%
Grade 8	39%	45%	16%	46%	42%	11%	22%	66%	12%	39%	49%	12%
All Grades	37%	48%	15%	46%	43%	10%	24%	65%	11%	39%	51%	9%

Conclusions based on this data:

1. We must address the relatively high percentages of our students (14% of 7th graders and 16% of 8th graders) who scored below standard in "demonstrating understanding of literary & non-fictional texts"
2. In order to address this concern, we need to continue to utilize SRI scores and other site reading-comprehension assessments to correctly identify students for our Read 180 class, to increase the number of sections of this course, and to continue to offer an extended-day reading comprehension course that is based on the Read 180 model
3. One area to recognize achievement is with the relatively high percentage of students scoring above or at standard in "writing" (89% of all students) and "research/inquiry" (90% of all students)

Data Source

California Assessment of Student Performance and Progress (CAASPP) Results. (2015, September 9). Retrieved from <http://caaspp.cde.ca.gov/>

ITEM 17

III School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 7	473	458	96.8%	454	2611.6	42%	25%	22%	10%
Grade 8	483	467	96.7%	462	2609.4	37%	24%	20%	18%
All Grades	956	925	96.8%	916		40%	24%	21%	14%

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 7	52%	33%	15%	46%	40%	14%	46%	48%	6%
Grade 8	42%	36%	21%	45%	43%	12%	32%	48%	19%
All Grades	47%	35%	18%	46%	41%	13%	39%	48%	13%

Conclusions based on this data:

1. An area to recognize success is with the relatively low percentage (10%) of 7th grade students who did not meet the overall achievement standard for mathematics; 67% either exceeded the standard or met the standard. This compares with 34% of 7th graders who met or exceeded the standard statewide.
2. An area that needs to be addressed is with the 32% of our 7th grade students and 38% of our 8th grade students who did not meet the standard overall in mathematics
3. Another area that needs to be addressed is with the 19% of 8th grade students who did not meet the standard in "demonstrating ability to support mathematical conclusions"

Data Source

California Assessment of Student Performance and Progress (CAASPP) Results. (2015, September 9). Retrieved from <http://caaspp.cde.ca.gov/>

ITEM 17

III. Student Performance Data

CAASPP/CST Results
By Grade Level

Grade Level	Science											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
8	80	87		13	7		4	4		2	2	

Data Source
California Assessment of Student Performance and Progress (CAASPP) Results. (2015, September 9). Retrieved from <http://caaspp.cde.ca.gov/>

ITEM 17

III. Student Performance Data

School Climate

Enrollment	2010-11	2011-12	2012-13	2013-14	2014-15
Total enrollment	811	811	817	859	949
Number and percentage of English Learners	(27) 3.3%	(39) 4.8%	(59) 7.2%	(49) 5.7%	(25) 2.6%
Number and percentage of Socio-Economically Disadvantaged students	(100) 12.3%	(85) 10.5%	(120) 14.7%	(95) 11.1%	(73) 7.7%
Number and percentage of Special Education students	(88) 10.9%	(86) 10.6%	(91) 11.1%	(95) 11.1%	(116) 12.2%

Attendance data	2010-11	2011-12	2012-13	2013-14	2014-15
Truancy rate	2.34%	1.9%	0.59%	26.73%	*

Discipline Data	2010-11	2011-12	2012-13	2013-14	2014-15
Number of students suspended	34	19	15	12	*
Suspension rate	4.1%	2.2%	1.8%	1.4%	1.95
Number of students expelled	0	1	1	0	*
Expulsion rate	0%	0.1%	0.1%	0.0%	0.10

	2010-11	2011-12	2012-13	2013-14	2014-15
Middle school dropout rate	0%	0%	0%	0%	*

Data Source

Enrollment

California Longitudinal Pupil Achievement Data System. ODS Reports. 1.1 Enrollment - Primary Status by Subgroup (Retrieved October 2015). Retrieved from <https://www.calpads.ca.gov/ODSReportsHome.aspx>

Attendance data

California Department of Education Data Reporting Office Data as of: 3/13/2015. Truancy Report (2013-14). Retrieved from <http://dq.cde.ca.gov/dataquest/>

Discipline Data

California Department of Education Data Reporting Office Data as of: 3/13/2015. Suspension and Expulsion Report For 2013-14. Retrieved from <http://dq.cde.ca.gov/dataquest/>

Middle School Dropout Data

California Department of Education Data Reporting Office Data as of: 3/13/2015. Dropout Data Report (2013-14). Retrieved from <http://dq.cde.ca.gov/dataquest/>

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

ITEM 17

III. Student Performance Data (cont'd)

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	465	398	*
Percent with Prior Year Data	100.0	100.0	*
Number in Cohort	465	398	*
Number Met	344	289	*
Percent Met	74.0	72.6	*
NCLB Target	57.5	59.0	60.5
Met Target	Yes	Yes	*

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	175	332	179	287	*	*
Number Met	83	217	68	179	*	*
Percent Met	47.4	65.4	38.0	62.4	*	*
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	Yes	Yes	Yes	Yes	*	*

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes	Yes	*
Met Percent Proficient or Above	No	No	*
Mathematics			
Met Participation Rate	Yes	Yes	*
Met Percent Proficient or Above	No	No	*
Met Target for AMAO 3	No	No	*

Data Source

California Department of Education Data Reporting Office Data as of: 3/13/2015. Title III Accountability Reports. Retrieved from <http://www.cde.ca.gov/ta/ac/t3/t3reports.asp>

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

ITEM 17

III. Student Performance Data (cont'd)

California English Language Development (CELDT) Data

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
7	0	0	5	63	2	25	0	0	1	13	8
8	4	31	6	46	3	23	0	0	0	0	13
Total	4	19	11	52	5	24	0	0	1	5	21

Data Source

California Department of Education Data Reporting Office Data as of: 3/13/2015. California English Language Development Test (CELDT). Retrieved from <http://dq.cde.ca.gov/dataquest/>

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

ITEM 17

III. Student Performance Data (cont'd)

Reclassification

Reclassification rate	2010-11	2011-12	2012-13	2013-14	2014-15
Number and percentage of English Learners	39 (4.8%)	41 (5.0%)	57 (7.0%)	49 (5.7%)	25 (2.6%)
Number and percentage of Fluent English Proficient students	84 (10.3%)	80 (9.9%)	74 (9.1%)	92 (10.7%)	94 (9.9%)
Number and percentage of Redesignated Fluent English Proficient students	8 (19.0%)	12 (30.8%)	5 (12.2%)	6 (10.7%)	15 (30.6%)

SBAC English Language Arts Results – English Learners	2014-2015		
	All Students	English Learners	Redesignated Fluent English Proficient
Standard Exceeded	27%	0%	8%
Standard Met	45%	0%	41%
Standard Nearly Met	17%	30%	38%
Standard Not Met	10%	70%	13%

SBAC Mathematics Results – English Learners	2014-2015		
	All Students	English Learners	Redesignated Fluent English Proficient
Standard Exceeded	40%	0%	25%
Standard Met	24%	0%	18%
Standard Nearly Met	21%	10%	34%
Standard Not Met	14%	90%	23%

Data Source

Reclassification rate

California Department of Education Data Reporting Office Data as of: 3/13/2015. Number and Percent of Students Redesignated to FEP. Retrieved from <http://dq.cde.ca.gov/dataquest/>

SBAC English Learner Results

California Assessment of Student Performance and Progress (CAASPP) Results. (2015, September 9). Retrieved from <http://caaspp.cde.ca.gov/>

ITEM 17

**III. Student Performance Data and Summary
Diegueño Middle School**

Academic Performance Index (API) School Report

AP Index to be suspended for three years through the 2015-16 school year.

Adequate Yearly Progress (AYP) School Report

AP Index to be suspended for three years through the 2015-16 school year.

California Assessment of Student Performance and Progress (CAASPP)

In English Language Arts/Literacy, 71% of 7th graders and 72% of 8th graders either exceeded or met the standards on the 2014-15 CAASPP assessment. This compares with 43% of 7th graders and 45% of 8th graders statewide who either exceeded or met the standards in ELA/Literary.

In Mathematics, 67% of 7th graders and 61% of 8th graders either exceed or met the standards on the 2014-15 CAASPP assessment. This compares with 34% of 7th graders and 33% of 8th graders statewide who either exceeded or met the standards in Mathematics.

An area to address for our site is increasing the percentage of 7th & 8th grade students who meet or exceed the standard in Mathematics.

Local Measures of Student Performance

Student achievement is measured by our annual CELDT assessment, our periodic Scholastic Reading Inventory (SRI) assessments, our Mathematics Diagnostic Testing Project (MDTP) results, our regular common formative and summative assessments that are tied directly to each course-alike's Essential Learning Outcomes (ELO's), in addition to regular classroom formative and summative evaluations.

Conclusions from Student Performance Data

Identified needs include:

- * Increasing number of students into meeting or exceeding standards on CAASPP in math (38% of 8th graders and 32% of 7th graders did not meet standards in math in 2015).
- * Decreasing percentage of students (14% of 7th graders & 16% of 8th graders) who scored below standard in "demonstrating understanding of literary & non-fictional texts" on the English Language Arts/Literacy CAASPP assessment
- * Increasing percentage of English Learner students who did not meet standard on the English and Mathematics SBAC assessment; 0% of EL 7th and 8th grade students met or exceeded the standard on 2015 assessment
- * Increasing percentage of Economically Disadvantaged students (8th grade, in particular) on the CAASPP mathematics assessment

Economic Status:

On the 2015 CAASPP, about 8% of DNO students were classified as "economically disadvantaged." On the mathematics assessment, 43% of 7th grade students met or exceeded the standards and on the ELA assessment. This compares with 20% statewide in the same category. And 38% of our 7th grade students in this category met or exceeded the standards on the ELA assessment; this compares with 30% statewide in the same category.

On the ELA assessment, 61% of DNO 8th grade students in this category met or exceeded the standard compared to 32% statewide.

ITEM 17

However, only 16% of our 8th grade students met or exceeded the standard on the mathematics assessment; this was a decrease of 24% from the prior year for DNO students. The statewide average for 8th graders is 20%. Therefore, it is a priority that we increase the number of 8th graders who are meeting or exceeding the standard on the mathematics assessment.

English Proficiency:

On the 2015 CAASPP, 14 English Learner 8th grade students were assessed. On the ELA portion of the assessment, 0% of EL 8th graders met the standard (compared to 5% statewide) while 43% nearly met the standard (compared with 27% statewide); this was a 3% decrease at DNO from 2014. On the 2015 mathematics assessment, 0% of EL 8th graders met the standard and 7% nearly met the standard; this was a slight decrease from the prior year. Statewide, 6% of 8th grade students met the standard in mathematics.

There was no data available for 7th grade EL students in 2014 or 2015.

On the 2015 CAASPP, 71 Reclassified Fluent English Proficient students were assessed (about 7.5% of the total student body). On the ELA assessment, 41% of 7th graders (compared to 46% statewide) and 55% of 8th graders (compared to 47% statewide) either met or exceeded the standard. On the mathematics assessment, 49% of 7th graders (compared to 35% statewide) and 41% of 8th graders (compared to 33% statewide) either met or exceeded the standard.

It is our goal to increase the number of Reclassified Fluent English Proficient 7th graders who are meeting the standard on the ELA assessment (below the statewide average in 2015). And although our students are exceeding statewide results on the 8th grade ELA assessment and both the 7th and 8th grade mathematics assessments, it is our goal to increase the number of students meeting the standard.

Special Education Status:

2015-2016 school year - 118 students are enrolled as SPED

On the 2015 CAASPP, about 11% of the total population were students with disabilities. On the ELA assessment, 26% of 7th graders and 18% of 8th graders either met or exceeded the standard (this compares with 10% of 7th graders and 9% of 8th graders statewide). The site percentages were almost identical to those from 2014.

On the mathematics assessment, 24% of 7th graders and 18% of 8th graders either met or exceeded the standard (this compares with 7% of 7th graders and 7% of 8th graders statewide). The site percentages were almost identical to those from 2014.

Although statewide results were exceeded at our site on both the ELA and mathematics assessments, it is our goal to increase the number of students who are meeting or exceeding the overall standard.

Math Course Enrollment:

In 2015-16, we have about 10% of our students enrolled in either Math A or B Essentials. We have about 50% of our entire population enrolled in the grade-level Math A or B course, and we have about 37% of our students enrolled in Honors Math A or Math B. Our goal is to decrease the number of students enrolled in Math A/B Essentials while increasing those students in the grade-level and honors courses.

ITEM 17

V. School-Wide Goals
Diegueño Middle School
2015-2016

2015-2016 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2015-16 School Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School goal?	Specify LCAP Priority	Specify LCAP Goal
ELA/Math	All students are not demonstrating mastery of grade level learning outcomes as evidenced by data reviewed from: 1. quarterly D/F list 2. enrollment in readiness/intervention courses 3. SBAC results in ELA and math 4. SRI test/MDTP test 5. Site Illuminate Assessments 6. ELOs and assessments	All students will achieve at or above grade level in ELA and Math.	All students performing below grade level in ELA and Math, focus in low socio-economic, special education and EL students.	1. D/F list, 2. SBAC results ELA and Math 3. Readiness/Intervention enrollment 4. Pupil performance on SBAC Interim Assessments 5. Assessments for students enrolled in identified intervention programs. (SRI/ALEKS/Illuminate Assessment) 6. ELOs and assessments	LCAP state priorities 1: Basics 2: Implementation of State Standards 4: Pupil achievement 7: Course Access	SDUHSD LCAP Goal 1: Annual increase in student achievement for all students in English language arts and math with focus on accelerating student learning outcomes for target subgroups including English Learners, low income pupils and pupils identified as special education.

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1.	Utilize Title I School Day, Extended School Day Intervention and Summer Intervention Programs to increase student proficiency in ELA and Math. a. Title I Coordinator, Counselor and Principal/Assistant Principal will meet and review SBAC results and current 1st quarter grades in ELA and math for current 7th and 8th grade students. Principal will collaborate with feeder elementary schools to evaluate incoming 7th grade students to identify potential students who could benefit from the Title I Extended School Day Intervention and Summer Intervention Programs. b. Title I coordinator will inform teachers, parents and identified students about the Title I Extended School Day Intervention and Summer Intervention Programs and encourage enrollment to identified students. c. Title I Coordinator will record data on the students offered participation in ESDI/SIP and evaluate the percentage of those who enrolled in either	a. First six weeks of school, outreach to feeder schools March-May of previous school year. b. ongoing c. ongoing d. ongoing e. Spring 2016 f. Fall 2015 & Spring 2016	a. .40 FTE Title I Coordinator, \$80,000 b. ESD program costs= Reading Intervention: 2 hrs./week x 16 weeks =32hrs. x 2 teachers @ \$42 per hour = \$2,688 Math Intervention: 1.5 hrs./week x 15 weeks =22.5 hrs. x 2 teachers @\$42 per hour = \$1,890 c. no cost	Title I

ITEM 17

	<p>program.</p> <p>d. Pre and post assessment will be developed and administered based on identified student need to measure effectiveness of target interventions.</p> <p>i. Extended School Day Intervention- target teachers will develop and implement pre and post assessment based on identified intervention outcomes.</p> <p>ii. Summer Intervention Programs- IAB pre and post assessment based on SBAC results analysis</p> <p>e. Create a section designed to support at-risk students in which a teacher will manage a caseload of students selected by the I-Team based on student performance</p> <p>f. Host CAT time Intervention Celebration for students who regularly attended intervention sessions</p>		<p>d. sub days or extra hours for 2 teachers @ \$42 per hour for 8 hours= \$672</p> <p>e. .20 FTE for Intervention Support Teacher, \$20,000</p> <p>f. \$600</p>	
<p>2.</p>	<p>Utilize baseline pupil performance SBAC assessment results in ELA and Math to identify areas to revise or augment curriculum.</p> <p>a. Use late start days and provide release time for teachers to meet as department/grade level teams to analyze pupil performance data from SBAC results.</p> <p>b. Identify common standards that were not met and add/revise curriculum and instruction.</p>	<p>a. first quarter</p> <p>b. Identify common standards that were not met-first quarter, add/revise curriculum and instruction-ongoing</p>	<p>extra hours for teachers @ 10 teachers for 8 hours @ \$42 per hour= \$3,360</p>	<p>Title I, Site Achievement Funds</p>
<p>3.</p>	<p>Develop and maintain an articulated system to track effectiveness of interventions for students performing below grade level.</p> <p>a. iTeam (Counselor, Title I Coordinator, Study Skills teacher, Intervention Teacher, School Psych. & Administrator) will meet weekly to review student data including grades, assessment results, teacher reports and parent input to determine level of intervention needed.</p> <p>b. Establish criteria with counselor to identify students who could benefit from Study Skills (general education) Classes</p> <p>c. Counselor will meet with each student on D/F list to identify issue(s) to communicate identified areas of need with parents and support teachers.</p> <p>d. The counselor will log each of the meetings with these students in the Counseling Notes in Aeries</p> <p>e. Counseling and Administration to develop an intervention evening ("Cougar Conference") to address the students and parents on the D/F list and provide appropriate support and guidance.</p> <p>f. Counselor will work with student to develop an action plan to address issues</p> <p>g. Counselor will track meetings and team agreed upon interventions through the intervention screen on Aeries</p> <p>h. iTeam will communicate with families and support teachers related to effectiveness of identified interventions</p> <p>i. Study Skills teacher(s) will monitor and track progress of students, collaborate with general education teachers, and communicate with families to help support student progress.</p>	<p>a. ongoing</p> <p>b. First six weeks of school</p> <p>c. ongoing</p> <p>d. ongoing</p> <p>e. first and third quarters</p> <p>f. ongoing</p> <p>f. ongoing</p> <p>h. ongoing</p> <p>i. ongoing</p> <p>j. ongoing</p>	<p>d. 2 Parent nights (fall/spring), 20 teachers attend for 1 hour @ \$42= \$840; Refreshments provided for parent = \$600</p> <p>h. .40 FTE for Study Skills teacher = \$40,000</p>	<p>Title I, CEIS</p>

ITEM 17

	j. Title I Intervention Teacher will work during CAT with her revolving caseload of students who need academic support and will be contacting parents and reporting out to iTeam on a weekly basis			
--	--	--	--	--

ITEM 17

2015-2016 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2015-16 School Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School goal?	Specify LCAP Priority	Specify LCAP Goal
School Culture	<p>All students do not feel safe and connected to DMS as evidenced by 2015 Healthy Kids Survey data, suspension data, and attendance data:</p> <p>* 5% of student respondents on the Healthy Kids Survey in the spring of 2015 stated that they felt either "unsafe" (2%), "very unsafe" (3%), another 17% stated that they felt "neither safe nor unsafe"</p> <p>* 7% of student respondents stated "not at all true" when asked whether they believe a "teacher or other adult cares about me"; another 25% stated "a little true" to the same question</p> <p>*3% of student respondents stated that they "strongly disagree" when asked if they believe they "feel like I am a Part of This School"; another 7% stated that they "disagree" to this same question</p> <p>* The 10% of student respondents who said they either "strongly disagree" or "disagree" when asked if they feel like they are a "part of the school," is slightly higher (about a half percent) than it was in 2013 when students were most recently surveyed prior to the 2015 survey</p>	All students will feel safe, valued, and connected to Diegueno.	All students: focus on students with discipline records.	<p>Healthy Kids Survey</p> <p>Suspension rates</p> <p>Attendance data</p> <p>Discipline data</p> <p>Student Climate Survey-site created</p>	<p>State Priority:</p> <p>1- Basic Services</p> <p>3- Parent Involvement</p> <p>5- Pupil Engagement</p> <p>6- School Climate</p>	<p>SDUHSD LCAP Goal #4: Increase the level of "school connectedness" and "sense of safety" of pupils, staff and parents.</p>

ITEM 17

	<p>* There were 25 incidents in 2014-15 that resulted in suspensions for violations of Education Code 48900 and 48915 * Five students were placed on Student Attendance Review Team (SART) contracts during the 2014-15 school year</p>					
--	---	--	--	--	--	--

	Actions to Support Goal: (one action per line)	By When:	Cost:	Site Funding Source
1.	Analyze Healthy Kids Survey data to determine next steps to promote positive school culture and feelings of connectedness	Initial meeting 8/7 with Assistant Principal, data shared with Department (via Department Chairpersons) to be discussed at Department Chair meeting in November	No cost	NA
2.	Create, administer, and analyze data from an internal survey that measures student perspective on safety and connection to Diegueno to determine next steps to support goal of safe, valued, and connected students.	Principal and AP will develop survey, with input from Department Chairs, in November and administer the survey in November. Administration and teacher leaders will analyze data in December, Administration will work with ASB students to discuss data in December.	No cost	NA
3.	Introduce Restorative Practices a. Training for all teachers b. Implementation with students c. Communication with families	a. Begin in fall b. Educate students and implement as soon as AP can be trained c. Via principal's messages, e-option, and social media in Fall, reinforcing throughout year at	a. No cost b. No cost c. No cost	a. NA b. NA c. NA

ITEM 17

		principal's coffees and other parent education nights		
4.	<p>Develop programs dedicated to supporting student safety and connections.</p> <ul style="list-style-type: none"> a. Welcome Week b. Family Nights, including on-campus activities for families once each semester c. Cyberspace Education d. Spirit Day e. Safety Committee f. WeTip and other targeted safety and reporting outreach to students g. Red Ribbon Week h. CAT time Olympics i. Jog-a-thon j. Kindness Week k. See Something/Say Something Campaign l. "PAWS" before you post. j. Development of Wellness Committee 	<ul style="list-style-type: none"> a. August b. 4 times a year c. October d. March e. ongoing f. ongoing g. October h. ongoing i. October j. November k. ongoing l. ongoing j. February 2016 	No cost	NA
5.	Accountability for Attendance	a. ongoing	a. no cost	a. na

ITEM 17

2015-2016 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2015-16 School Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School goal?	Specify LCAP Priority	Specify LCAP Goal
Student Achievement	<p>Based on 2015 SBAC data review:</p> <ul style="list-style-type: none"> * 32% of 7th grade students and 38% of 8th grade students did not meet the standard overall in mathematics * 19% of 8th grade students did not meet the standard in "demonstrating ability to support mathematical conclusions" * 14% of 7th graders & 16% of 8th graders scored at below standard in "demonstrating understanding of literary & non-fictional texts" * 0% of 7th and 8th English Learner students met the overall standard in ELA * 0% of 7th and 8th English Learner students met the overall standard in mathematics <p>Scholastic Reading Inventory (SRI) data review:</p> <ul style="list-style-type: none"> * 77 seventh-grade students did not score at grade level on the SRI issued in Fall 2015 <p>Other data review:</p> <ul style="list-style-type: none"> * Common Formative Assessments * Summative Assessments 	Increase staff collaboration and connection around teaching and learning	All students English Learners	Pre and post survey, Track number of Ts trained in PLCs, Doc for tracking,	LCAP state priorities 1: Basics 2: Implementation of State Standards 4: Pupil achievement 7: Course Access	SDUHSD LCAP Goal #1: Annual increase in student achievement for all students in English language arts and math with focus on accelerating student learning outcomes for target subgroups including English Learners, low income pupils and pupils identified as special education.

ITEM 17

--	--	--	--	--	--

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1.	Increase number of structured late starts to facilitate Professional Learning Community model	Summer 2015	No cost	NA
2.	Train all staff on PLCs a. Solution Tree Presentations/PD b. Introduction of PLCs at August PD meeting c. Create specific PLC groups (course-alikes) d. Regular PLC training at late starts, including training related to the 4 C's of Common Core. e. Formal quarterly administrative check-ins with each PLC group f. Direction to Department Chairs and PLC leads on PLC process g. Examples of progress within the PLC groups to be turned into site admin. & shared with staff h. PLC groups complete minutes for each session, including release-day/time sessions	a. Spring 2016 b. August 20-21, 2015 c. Ongoing d. Ongoing e. Quarterly f. Fall 2015 g. Ongoing h. Ongoing	a. \$7,500 b. No cost c. No cost d. No cost e. No cost f. No cost g. No cost h. Release time and sub days for teachers, 45 teachers, 2 release days per teacher= \$8,550	a. Title I b. NA c. NA d. NA e. NA f. NA g. NA h. Site Achievement
3.	Continue to develop and implement common course/dept ELOs a. Integrate Illuminate assessments into departmental measures b. Use PLC model to facilitate department collaboration on ELOs c. Clearly articulate ELOs and common assessments in shared internal document	a. ongoing b. ongoing c. May 2016	a. No cost b. No cost c. No cost	a. NA b. NA c. NA
4.	Develop an internal survey (metric) to measure frequency and quality of staff collaboration and connection around teaching and learning	Initial survey in November 2015, mid-year survey in January 2016, and final survey in May 2016	No Cost	NA

ITEM 17

2015-2016 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2015-16 School Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School goal?	Specify LCAP Priority	Specify LCAP Goal
College and Career Readiness	All students are not enrolled in a college prep level course of study that will provide the skills necessary to be successful in college and career ready coursework in high school as evidenced by data reviewed from: Course enrollment data Naviance data Grade reports Pupil 6 year plans	All students will be prepared to enroll in college and career ready courses in high school.	All students	Course enrollment data Naviance data Grade reports Pupil 6 year plans Student survey results Parent survey results Parent participation in information sessions and workshops	State Priority: 4- Pupil Achievement 5- Pupil Engagement 7- Course Access 8- Other Pupil Outcomes	SDUHSD LCAP Goal #3 All district graduates will be college and career ready.

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1.	Counselors present and offer meetings at elementary schools along with English & Math department representatives to advise re: course choices, including honors and college prep English and Math, counselors visit 8th grade classes for 8th grade course selection presentations including honors offerings and which MS classes count for a-g; in spring term counselors present in classes re: preparing for HS including diploma requirements, class placement and introduction to college requirements Continue with 6th to 7th and 7th to 8th grade articulation process, measured by a pre/post assessment for high school preparedness.	a) Spring 2016	a) none	NA
2.	Develop and implement a protocol for tracking former Diegueno 9th graders and their % of A-G course sign ups (after add/drop)	a) February 2016	a) none	NA
3.	Create a student profile to illustrate our definition of college and career readiness (with input from department chairs, administration, and counselor.	a) February 2016	a) none	NA
4.	Provide summer bridge opportunities for below grade level students to allow students to enter A-G path	a) June 2016	a) none	NA
5.	Collaborate with HS counselors to present A-G information to 8th grade parents, and create a survey by which we can judge effectiveness.	a) Spring 2016	a) none	NA

ITEM 17

**VI. Budget 2015-2016
Diegueño Middle School**

The amounts included in this report included the funding sources considered by the Site Council when appropriating funds specific to the goals outlined in the Single Plan for Student Achievement. Districts have been given flexibility (by the State) on how to allocate LCFF Funds. SDUHSD allocates Supplemental funds to the school sites for Site Tutoring, Site Achievement for formative work and provides funding to support additional teaching sections. Additionally the budget reflects funding sources that are not subject to flexibility. The funding sources include Title I and Title III.

State/Federal Categorical Program	Allocation
Site LCFF Supplemental Funding - Site Formative/Achievement Funds	\$13,000.00
Site LCFF Supplemental Funding - Site Tutoring Funds	\$0.00
Site LCFF Supplemental Funding – District Funded Sections	\$8,000.00
Title I Funds	\$188,760.00
Total	\$281,760.00

San Dieguito

SPSA signatures

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

Superintendent
Rick Schmitt
Jeff Copeland

Union High School District

Diegueno Middle School, 2150 Village Park Way, Encinitas, CA 92024

760.944.1892, ext. 6683
Fax - 760.944.3717

Name/Signature	Position (teacher/parent/etc)
Print Name: <u>Linda Alstrin</u> Signature: <u>Linda Alstrin</u>	Parent
Print Name: <u>Laura Neklia</u> Signature: <u>Laura Neklia</u>	Teacher
Print Name: <u>Tatiana Southard</u> Signature: <u>Tatiana Southard</u>	Parent
Print Name: <u>Cathy Wojciechowski</u> Signature: <u>C. Wojciechowski</u>	Parent
Print Name: <u>Maritza Stokes</u> Signature: <u>Maritza Stokes</u>	Teacher
Print Name: <u>Caroline Sutton</u> Signature: <u>Caroline Sutton</u>	Student
Print Name: <u>Alexa Mendes</u> Signature: <u>Alexa Mendes</u>	student
Print Name: <u>Elmagbath Wasika</u> Signature: <u>[Signature]</u>	teacher

The Single Plan for Student Achievement

Earl Warren Middle School

School Name

37-68346-6061998

CDS Code

Date of this revision: 1/5/2016

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

Contact Person:	Adam Camacho
Position:	Principal
Telephone Number:	(858) 755-1558
Address:	155 Stevens Avenue Solana Beach, CA 92075
E-mail Address:	adam.camacho@sduhsd.net

San Dieguito Union High School District

School District

The District Governing Board approved this revision of the School Plan on:

ITEM 17

**I. School Vision and Mission
Earl Warren Middle School**

Vision Statement

Earl Warren Middle School will continue to be a leading institution in the State of California by providing a rigorous and challenging curriculum that prepares all students to be academically successful throughout their educational career.

Mission Statement

The Mission of Earl Warren Middle School is to develop a community of lifelong learners, creative thinkers, and responsible individuals by providing innovative & quality educational programs in a safe and supportive environment. Principal's Message: Earl Warren Middle School (EWMS) is committed to individual student achievement and success. We continuously work to develop curriculum strategies that enhance the development of each child's potential. Our school enjoys a small, but diverse student population, in which students benefit from being a part of a true community of learners. We focus on increasing the achievement of all students. EWMS offers numerous support programs to help students' academic and social/emotional growth. Daily Academic Practice Time (APT) is an important part of our learning environment. With guidance, students explore decision-making and coping skills, learn study skills, and develop personal and academic goals. The EWMS learning community is dedicated to the success of each student.

ITEM 17

II. School Profile

Earl Warren Middle School

All Earl Warren students experience a challenging core curriculum that sets high standards for all students. Earl Warren provides additional support for those students who have been identified as below proficient on the California Standards Assessment. We coach them to self-advocate as well as motivate themselves in setting and accomplishing realistic goals. We assist them in the development of sound thinking and problem-solving skills as well as expect them to learn to be responsible citizens who pursue a quality, healthful life style.

English classes are focused on teaching the California State Language Arts Standards in the areas of reading, writing, listening and speaking. The courses in this department include English 7, English 7 Honors, English 8, and English 8 Honors. The curriculum includes study of both fictional and expository reading and writing and centers on a central theme at each grade level. At the 7th grade level students examine A Search for Identity through the following novels: The Giver, Animal Farm, The Outsiders, A Midsummer Night's Dream and The Pearl. In 8th grade students explore A Search for Justice with the following novels or works: Flowers for Algernon, The Martian Chronicles, The Diary of Anne Frank, To Kill a Mockingbird and Twelfth Night.

Earl Warren Middle School's Social Science curriculum examines World History and US History through multiple voices and perspectives as an integral part of the historical narrative. The Social Science curriculum uses a thematic analysis approach that employs current, well-researched instructional strategies designed to develop good habits for all students for deep historical understanding and for identifying historical patterns across time and place. This thematic analysis approach employs the notion that there are powerful big ideas in history that are true over many times and places and provides a rich, deep curricular experience for students of all ability levels.

Earl Warren's innovative math department offers both a traditional and honors curriculum for math students in grades seven and eight. All math teachers follow the District Pacing Guide in order to maintain consistency of instruction, and they collaborate frequently. All courses are based on the Common Core State Standards. Courses include Math A Honors, Math A, Math A Essentials, Math B Honors, Math B, Math B Essentials, and Math Skills A and B. Successful instruction of standards-based curriculum is evident, for example, 69% of our students have either met or exceeded standards in 2015. Support classes provide a valuable resource to struggling math students.

Earl Warren's science department offers a life science curriculum to seventh grade students and physical science curriculum to eighth graders. Both courses utilize lectures, demonstrations, textbooks, laboratory exercises, and other visual aids to give the students a basic background in the field of life and physical science. The courses also coach students in lab skills, including predicting, collecting, and analyzing data, and increase student's scientific knowledge base while also fostering science literacy. Earl Warren uses the district-adopted science curriculum, which is currently aligned to the California Content Standards; however, we have started our transition to the Next Generation Science Standards, NGSS. Last year 91% of our 8th grade science students scored proficient or higher on the CST science exam.

English Language Learners are provided support in the general education core academic courses. Materials such as High Point, Project WRITE and other supplemental materials are used. Teachers use SDAIE strategies that teach their content area and bring students to their grade level in the different areas of the curriculum.

Students are identified for enrollment in our support classes based on a variety of factors. These support classes include Math A Essentials, Math B Readiness, Math Skills 7/8, READ 180, and College Readiness.

Exciting and challenging elective classes complement the core subjects of language arts, math, science, social studies and physical education (PE). The electives include art, band, guitar, digital arts, art for new media, 1st and 2nd year Spanish, and yearbook. Students may also participate in Independent Study Physical Education and surf to fulfill their PE requirements. Earl Warren also has a leadership class made up of elected student officers and representatives of various student groups.

The Counseling Department is pleased to offer a variety of services that address academic, social and emotional issues in order to help students reach their full potential. The purpose of the Student Study Team (SST) is to identify and support students who are struggling academically or dealing with issues that may be interfering with learning. The SST core team is comprised of the Assistant Principal, counselor, intervention coordinator, Special Education Department Chair and teachers. The team meets once a week to discuss students who are struggling academically, socially, or emotionally. Students are referred to the core team by staff, parents, or teachers. The team decides on the plan of action in

ITEM 17

conjunction with the student's family, and follows up with the student regularly until they are satisfied with the student's improvement.

The Counseling Department also offers support groups, led by a counselor who meets with a group of six to twelve students to discuss age-appropriate issues. The counselor runs groups pertaining to study skills, family issues, boys' issues, and anger management, and drug/alcohol problems. The EWMS Counselor runs a weekly organizational group that uses peer mentoring to help struggling students organize their work and study materials. The counseling department works in collaboration with the administrators to use restorative practices with students alongside the EWMS progressive discipline model.

Modifications and accommodations are made for special education and 504 students in the core curriculum program, based on individual needs. Academic support electives, before school and lunchtime Homework Hours, and Thursday Academic Support provide students with additional means of achieving academic success and access to standards-based curriculum.

A variety of state and local assessments are used to guide instruction, improve student achievement, and provide students with increased opportunities to participate in mainstream classes. All teachers of special education students and 504 students are provided with each student's IEP or 504 plan. California Standards Test in science and California Assessment for Student Performance and Progress (CAASPP) in math and English measure student achievement in standards-based education. The results of these tests are also used for placement in programs and to measure overall student academic success.

There are a variety of family, school, district, and community resources available to our students. Most communication materials (enrollment packets, information regarding support services and enrichment opportunities, etc.) are available in Spanish. Students and parents have access to a Bilingual Resource Specialist for immediate assistance on campus and during parent information nights and parent forums. Information is provided by our telephone "All Call" in both English and Spanish. The "E-option" provides all students and parents with daily communication through e-mail.

Providing a safe campus for students is a priority for the entire staff. Our approach focuses on equity and excellence for everyone, where respect and compassion are the norm. Everyone is provided equal opportunity to achieve their potential as both learners and ethical adults. Staff development focuses on professional development opportunities such as Beyond Diversity and Student Connectedness that build relationships/connection between staff and all student populations. The Healthy Kids survey is administered annually and the results are used to develop a focus for all staff throughout the year.

ITEM 17

III. School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 7	364	351	96.4%	350	2609.2	33%	45%	16%	5%
Grade 8	356	350	98.3%	349	2631.3	30%	55%	9%	5%
All Grades	720	701	97.4%	699		32%	50%	13%	5%

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 7	41%	49%	9%	52%	41%	7%	24%	70%	6%	45%	49%	6%
Grade 8	51%	42%	7%	47%	48%	5%	34%	61%	5%	40%	53%	7%
All Grades	46%	46%	8%	50%	44%	6%	29%	66%	5%	43%	51%	6%

Conclusions based on this data:

1. As this was our baseline year for the CAASPP, our students as a whole performed very well compared to state and county averages with 85% of 8th graders and 78% of 7th graders meeting or exceeding standards for ELA.
2. A discrepancy exists between the achievement of subgroups (economically disadvantaged, English Learners, and students with disabilities) and the general student population. Although the number of students in each subgroup is small, assistance must be provided for these students to improve achievement. The goal is for each student to demonstrate proficiency, and it is reflected in our SPSA goals.

Data Source

California Assessment of Student Performance and Progress (CAASPP) Results. (2015, September 9). Retrieved from <http://caaspp.cde.ca.gov/>

ITEM 17

III School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 7	364	352	96.7%	351	2607.2	38%	34%	19%	9%
Grade 8	356	351	98.6%	351	2629.7	42%	25%	25%	9%
All Grades	720	703	97.6%	702		40%	29%	22%	9%

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 7	52%	34%	15%	44%	46%	9%	40%	57%	3%
Grade 8	50%	36%	14%	44%	47%	9%	40%	50%	10%
All Grades	51%	35%	15%	44%	47%	9%	40%	53%	7%

Conclusions based on this data:

1. As this was our baseline year for the CAASPP, our students as a whole performed very well compared to state and county averages with 67% of 8th graders and 72% of 7th graders meeting or exceeding standards for mathematics.
2. A discrepancy exists between the achievement of subgroups (economically disadvantaged, English Learners, and students with disabilities) and the general student population. Although the number of students in each subgroup is small, assistance must be provided for these students to improve achievement. The goal is for each student to demonstrate proficiency, and it is reflected in our SPSA goals.

Data Source

California Assessment of Student Performance and Progress (CAASPP) Results. (2015, September 9). Retrieved from <http://caaspp.cde.ca.gov/>

ITEM 17

III. Student Performance Data

CAASPP/CST Results
By Grade Level

Grade Level	Science											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
8	88	91		7	5		4	3		2	1	

Data Source
California Assessment of Student Performance and Progress (CAASPP) Results. (2015, September 9). Retrieved from <http://caaspp.cde.ca.gov/>

ITEM 17

III. Student Performance Data

School Climate

Enrollment	2010-11	2011-12	2012-13	2013-14	2014-15
Total enrollment	702	700	693	703	720
Number and percentage of English Learners	(28) 4.0%	(35) 5.0%	(29) 4.2%	(31) 4.4%	(25) 3.5%
Number and percentage of Socio-Economically Disadvantaged students	(47) 6.7%	(52) 7.4%	(73) 10.5%	(61) 8.7%	(61) 8.5%
Number and percentage of Special Education students	(100) 14.2%	(106) 15.1%	(98) 14.1%	(92) 13.1%	(79) 11.0%

Attendance data	2010-11	2011-12	2012-13	2013-14	2014-15
Truancy rate	.85%	8.8%	5.85%	34.76%	*

Discipline Data	2010-11	2011-12	2012-13	2013-14	2014-15
Number of students suspended	32	13	19	26	*
Suspension rate	4.5%	1.8%	2.6%	3.5%	2.15
Number of students expelled	0	0	0	0	*
Expulsion rate	0%	0%	0%	0%	0.13

	2010-11	2011-12	2012-13	2013-14	2014-15
Middle school dropout rate	0%	0%	0%	0%	*

Data Source

Enrollment

California Longitudinal Pupil Achievement Data System. ODS Reports. 1.1 Enrollment - Primary Status by Subgroup (Retrieved October 2015). Retrieved from <https://www.calpads.ca.gov/ODSReportsHome.aspx>

Attendance data

California Department of Education Data Reporting Office Data as of: 3/13/2015. Truancy Report (2013-14). Retrieved from <http://dq.cde.ca.gov/dataquest/>

Discipline Data

California Department of Education Data Reporting Office Data as of: 3/13/2015. Suspension and Expulsion Report For 2013-14. Retrieved from <http://dq.cde.ca.gov/dataquest/>

Middle School Dropout Data

California Department of Education Data Reporting Office Data as of: 3/13/2015. Dropout Data Report (2013-14). Retrieved from <http://dq.cde.ca.gov/dataquest/>

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

ITEM 17

III. Student Performance Data (cont'd)

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	465	398	*
Percent with Prior Year Data	100.0	100.0	*
Number in Cohort	465	398	*
Number Met	344	289	*
Percent Met	74.0	72.6	*
NCLB Target	57.5	59.0	60.5
Met Target	Yes	Yes	*

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	175	332	179	287	*	*
Number Met	83	217	68	179	*	*
Percent Met	47.4	65.4	38.0	62.4	*	*
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	Yes	Yes	Yes	Yes	*	*

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes	Yes	*
Met Percent Proficient or Above	No	No	*
Mathematics			
Met Participation Rate	Yes	Yes	*
Met Percent Proficient or Above	No	No	*
Met Target for AMAO 3	No	No	*

Data Source

California Department of Education Data Reporting Office Data as of: 3/13/2015. Title III Accountability Reports. Retrieved from <http://www.cde.ca.gov/ta/ac/t3/t3reports.asp>

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

ITEM 17

III. Student Performance Data (cont'd)

California English Language Development (CELDT) Data

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
7	1	17	1	17	4	67	0	0	0	0	6
8	3	19	5	31	5	31	1	6	2	13	16
Total	4	18	6	27	9	41	1	5	2	9	22

Data Source

California Department of Education Data Reporting Office Data as of: 3/13/2015. California English Language Development Test (CELDT). Retrieved from <http://dq.cde.ca.gov/dataquest/>

ITEM 17

III. Student Performance Data (cont'd)

Reclassification

Reclassification rate	2010-11	2011-12	2012-13	2013-14	2014-15
Number and percentage of English Learners	34 (4.8%)	40 (5.7%)	25 (3.6%)	31 (4.4%)	24 (3.4%)
Number and percentage of Fluent English Proficient students	64 (9.1%)	69 (9.8%)	76 (10.9%)	70 (10.0%)	85 (11.9%)
Number and percentage of Redesignated Fluent English Proficient students	12 (30.0%)	8 (23.5%)	8 (20.0%)	2 (7.7%)	2 (6.5%)

SBAC English Language Arts Results – English Learners	2014-2015		
	All Students	English Learners	Redesignated Fluent English Proficient
Standard Exceeded	32%	5%	11%
Standard Met	50%	18%	50%
Standard Nearly Met	13%	27%	27%
Standard Not Met	5%	50%	11%

SBAC Mathematics Results – English Learners	2014-2015		
	All Students	English Learners	Redesignated Fluent English Proficient
Standard Exceeded	40%	17%	23%
Standard Met	29%	4%	32%
Standard Nearly Met	22%	43%	23%
Standard Not Met	9%	35%	23%

Data Source

Reclassification rate

California Department of Education Data Reporting Office Data as of: 3/13/2015. Number and Percent of Students Redesignated to FEP. Retrieved from <http://dq.cde.ca.gov/dataquest/>

SBAC English Learner Results

California Assessment of Student Performance and Progress (CAASPP) Results. (2015, September 9). Retrieved from <http://caaspp.cde.ca.gov/>

ITEM 17

**III. Student Performance Data and Summary
Earl Warren Middle School**

Academic Performance Index (API) School Report

API has been suspended through the 2015-16 school year.

Adequate Yearly Progress (AYP) School Report

AYP has been suspended through the 2015-16 school year.

California Assessment of Student Performance and Progress (CAASPP)

In English Language Arts/Literacy:

701 students tested in the 2014/2015 school year.

32% scored "Standard Exceeded"

50% scored "Standard Met"

13% scored "Standard Nearly Met"

5% scored "Standard Not Met"

In mathematics:

703 students tested in the 2014/2015 school year.

40% scored "Standard Exceeded"

29% scored "Standard Met"

22% scored "Standard Nearly Met"

9% scored "Standard Not Met"

In 8th grade science:

351 student tested in the 2014/2015 school year:

73% scored Advanced

18% scored Proficient

5% scored Basic

3% scored Below Basic

1% scored Far Below Basic

Local Measures of Student Performance

This year to measure our progress, we will use SRI, MDTP, and common formative assessments.

Conclusions from Student Performance Data

As evident in the goals section of the document, Earl Warren students perform well overall; however, a significant discrepancy exists between the achievement of subgroups (economically disadvantaged, English Learners, and students with disabilities) and the general student population. Support systems are in place to support these groups in the 2015/2016 school year. Although the number of students in each subgroup is small, assistance must be provided for these students to improve achievement. The goal is for each student to demonstrate proficiency.

The student body at EWMS scored well above the state average on both the ELA and Math portions of the CAASPP. The assessment results indicated three subgroups to focus interventions for improvement. The three subgroups are English Learners, Economically Disadvantaged, and Students with Disabilities.

Economic Status:

60 of 701 students tested as Economically Disadvantaged in the 2014/2015 school year. Achievement lagged behind non-Economically Disadvantaged peers.

In English/literacy:

2% scored "Standard Exceeded"

45% scored "Standard Met"

32% scored "Standard Nearly Met"

22% scored "Standard Not Met"

ITEM 17

61 of 703 students tested as Economically Disadvantaged in the 2014/2015 school year. Achievement lagged behind non-Economically Disadvantaged peers.

In mathematics:

8% scored "Standard Exceeded"

18% scored "Standard Met"

41% scored "Standard Nearly Met"

33% scored "Standard Not Met"

English Proficiency:

22 of 701 students tested as English Learners in the 2014/2015 school year. Achievement lagged behind fluent and English-only peers.

In English/literacy:

5% scored "Standard Exceeded"

18% scored "Standard Met"

27% scored "Standard Nearly Met"

50% scored "Standard Not Met"

23 of 703 students tested as English Learners in the 2014/2015 school year. Achievement lagged behind fluent and English-only peers.

In mathematics:

17% scored "Standard Exceeded"

4% scored "Standard Met"

43% scored "Standard Nearly Met"

35% scored "Standard Not Met"

Special Education Status:

74 of 701 students tested as Students with Disability in the 2014/2015 school year. Achievement lagged behind non-disabled peers.

In English/literacy:

8% scored "Standard Exceeded"

34% scored "Standard Met"

31% scored "Standard Nearly Met"

26% scored "Standard Not Met"

73 of 703 students tested as Students with Disability in the 2014/2015 school year. Achievement lagged behind non-disabled peers.

In mathematics:

10% scored "Standard Exceeded"

16% scored "Standard Met"

30% scored "Standard Nearly Met"

44% scored "Standard Not Met"

Math Course Enrollment:

17% of students take below level math classes (Math Essentials and Math Fundamentals).

34% of students take honors level math classes.

ITEM 17

**V. School-Wide Goals
Earl Warren Middle School
2014-15 (total Title I budget amount)**

2015-2016 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2015-16 School Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School goal?	Specify LCAP Priority	Specify LCAP Goal
ELA / Math	All students are not demonstrating mastery of grade level content as evidenced by data reviewed from: 1. quarterly D/F list 2. SBAC results in ELA and Math 3. enrollment data from intervention/readiness courses 4. CELDT data 5. MDTP results 6. SRI results	5% increase in student achievement in ELA and math for all students.	All students with focus on at-risk students performing below grade level.	D&F Rates for students, particularly for targeted subgroups. SBAC results Annual CELDT data LAS Links results SRI results Course enrollment data Survey results- perception data Participation data in academic support programs	State Priority: 1- Basic Services 2- Implementation of State Standard 4- Pupil Achievement 7- Course Access	SDUHSD LCAP Goal #1: Annual increase in student achievement for all students in English language arts and math with focus on accelerating student learning outcomes for target subgroups including English Learners, low income pupils and pupils identified as special education.

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1.	Provide support programs for students and encourage participation by targeted students. 1. Administrators, English and math department chairs and teachers, intervention team and counselor review SBAC results, MDTP results, SRI results, CELDT data, LAS Links results, grade reports to identify at-risk students. 2. Counselor and Intervention Coordinator communicate with students and families regarding recommended support courses and programs in ELA and math based on student assessment results. 3. Identified students are enrolled in targeted support courses or programs including: Read 180, Math Skills, Math Essentials, College Readiness. 4. Intervention team reviews student progress during weekly SST consult meetings. 5. Teachers review student progress quarterly: SRI results, grade reports, teacher feedback, attendance data, individual meetings with students and parents.	1. Spring 2015, August 2015 and ongoing as needed 2. Spring 2015, August 2015 and ongoing as needed 3. Spring 2015, August 2015 and ongoing as needed 4. ongoing weekly 5. quarterly 6. ongoing	\$61,000 (0.8 FTE) Title I Coordinator, College Readiness section, (2) Math Skills sections	Title I

ITEM 17

	6. Based on review of student data, counseling staff will make necessary changes in intervention placement and class schedule.			
2.	<p>Develop targeted academic support programs for significant subgroups who are performing below grade level.</p> <ol style="list-style-type: none"> 1. Develop and offer after school academic support programs and Academic Practice Time (APT) support programs during the school day. 2. Thursday Academic Support- reading specialist and math teacher provide tutoring, study skills and organizational support. 3. APT- identify and develop targeted short term interventions 4. Administrators and teachers will develop student and parent survey to assess perception of after school and APT support programs. 5. Administrators, counselor and leadership team will evaluate effectiveness of academic support programs by reviewing survey results on student and parent perception data and student participation data. 6. Offer a Home Work Hour program before school, at lunch and after school for students who need additional support with assignments or re-teaching course concepts and skills. 	<ol style="list-style-type: none"> 1. ongoing 2. ongoing 3. ongoing 4. Fall 2015 5. Early Spring 2016 6. ongoing 	<ol style="list-style-type: none"> 2. 2 teachers for 2 hours @\$34.45 for 36 weeks= \$4,960 6. 5 hours weekly \$42 per hour for 27 weeks= \$5,670 	Site achievement and site tutoring
3.	<p>Utilize teacher created illuminate standard- based interim assessments to monitor student progress on mastery of ELA content standards.</p> <ol style="list-style-type: none"> 1. Administrators will work with Read 180 teacher to establish a protocol and process for using the interim assessments. 2. Administrators and Read 180 teacher will review student overall and claim level SBAC results in ELA, grade reports and SRI data to identify areas of need. 3. Teacher will administer target interim assessment to students, analyze assessment results and re-teach skills as needed. 	<ol style="list-style-type: none"> 1. Fall 2015 2. Spring 2016 3. Spring 2015 and ongoing 	no cost	N/A
4.	<p>Utilize the Professional Learning Community process to increase teacher collaboration and implementation of data-driven instructional strategies in the classroom:</p> <ol style="list-style-type: none"> 1. Utilizing late start days, Teachers will collaborate to identify and address essential learning outcomes, build common assessments, analyze data, and offer and develop opportunities for remediation and enrichment to ensure student learning. 2. Administrators will work with teachers and PLC groups to identify and purchase necessary resources to meet instructional goals. 3. Provide release time and sub days for teachers to attend professional development on 21st Century Instructional Practices in their core content area. 	ongoing	<ol style="list-style-type: none"> 1. no cost 2. \$25,000 3. \$1,300 sub days for teachers to attend PDs Offer 2 release days for all teachers, 32 teachers @ \$95 per day= \$6,000 	Title 1

ITEM 17

2015-2016 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2015-16 School Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School goal?	Specify LCAP Priority	Specify LCAP Goal
College and Career Readiness	All students are not enrolled in a course of study that will provide the skills necessary to be successful in college and career ready coursework in high school as evidenced by data reviewed from: SBAC results Course enrollment data Naviance data Course enrollment data	All students will be prepared to enroll in college and career ready courses in high school.	All students	SBAC results Course enrollment data Naviance data Grade reports Pupil 6 year plans Student survey results Parent survey results Parent participation in information sessions and workshops?	State Priority: 4- Pupil Achievement 5- Pupil Engagement 7- Course Access 8- Other Pupil Outcomes	SDUHSD LCAP Goal #3 All district graduates will be college and career ready.

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1.	Offer informational meetings for students and parents regarding articulation process (6th grade through high school) at the start of the school year and in the spring. 1. Counselor and Principal will conduct presentations at feeder elementary schools and with parent groups to discuss transition to middle school, EWMS culture, course offerings and selection process. 2. District high school counselors conduct presentations for incoming 8th grade students related to high school graduation requirements, about College and Career Readiness and A-G requirements.	August/September 2015	no cost	N/A
2.	Counselor will provide guidance lessons throughout the year with all students to inform students. 1. Presentations include Starting Out Right, High School and Beyond, 8th Grade Course Selection, Naviance, etc. 2. Counselor will record College and Career guidance lessons for students in the intervention screen in Aeries. 3. Principal and Counselor will develop a student survey to assess students' understanding of guidance lesson topics 4. Principal and counselor will review student survey results 5. Student feedback will be used to develop or adjust future college and career related guidance lessons 6. Counselor will share and explain SDUHSD Naviance scope and sequence with all students	ongoing	extra hours for counselor to plan and participate in after school parent and student events 25 hours @ \$42 per hour= \$1,050	Title 1

ITEM 17

	<p>a. Counselor will utilize one period per class to walk them through one target Naviance activity or task from the grade level scope and sequence. b. Counselor will monitor student progress on Naviance activities and meet with students as needed for support.</p>			
3.	<p>Counselor will hold a parent meeting in the spring to cover high school readiness and college and career planning topics. 1. Counselor and Principal will develop a survey to solicit feedback from parents on topics on interest for future workshops and assess the benefits of current parent workshops. 2. Counselor and Principal will review parent participation rates and survey results and inform future parent information sessions and workshops.</p>	Spring 2016	extra hours for counselor to plan and participate in after school parent and student events for targeted subgroups 10 hours @ \$42 per hour= \$420	Title 1
4.	<p>Counselor will work with students who are performing below grade level in math to identify a plan to bridge back to grade level math course. 1. Counselor will meet with students enrolled in Math A Essentials to develop a 6 year plan and map out the steps necessary for the student to enroll in future grade level math courses. 2. Counselor will share 6 year plans with parents and hold parents meetings as needed 3. Counselor will record student 6 year planning meetings in the intervention screen in Aeries. 4. Counselor will review student progress at end of year and meet with students to make necessary adjustments to student 6 year plans.</p>	ongoing	no cost	N/A

ITEM 17

2015-2016 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2015-16 School Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School goal?	Specify LCAP Priority	Specify LCAP Goal
School Climate and Connectedness	All students do not feel safe and connected to EWMS as evidenced by data reviewed from: CHKS data Suspension rates Attendance data Discipline data	Increase student connectedness and sense of safety for all EWMS students.	All students	Suspension rates Attendance data Discipline data Perception data from EWMS stakeholders (parents, community, students, staff) Parent participation	State Priority: 1- Basic Services 3- Parent Involvement 5- Pupil Engagement 6- School Climate	SDUHSD LCAP Goal#4: Increase the level of "school connectedness" and "sense of safety" of pupils, staff and parents.

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1.	Administrators and staff will develop a survey to collect community perception data from EWMS stakeholders (parents, community, students, staff) related to culture and student/parent connectedness. Survey results will be reviewed by administration and staff to determine actions steps to address results.	Spring	No cost	N/A
2.	EWMS wellness committee, consisting of administrators and staff, will develop opportunities for all students and staff to participate in wellness activities throughout the year.	Fall	No Cost	N/A
3.	Administrators, support staff, and student services staff will coordinate communication among local support providers to coordinate and develop support programs and activities for targeted student groups. Based on a needs assessment within this collaborations, a determination of supplemental instructional materials and programming will be made.	Ongoing	approximately \$7,000 for materials and program development	Title I
4.	Increase parent participation through support programs and volunteer opportunities; Administrators will host three formal Parent Information nights throughout year for student safety and information on topics such as cyber safety/digital identity, drug and alcohol awareness, and parenting skills.	Ongoing	approximately \$5,000 for guest speakers, translator, materials, child care, transportation (if needed)	Title I
5.	Administrators and staff will review manage attendance records closely by monitoring daily attendance reports, monthly apportionment reports, and SARB process.	Ongoing	No Cost	

ITEM 17

**VI. Budget 2014-15 (total Title I budget amount)
Earl Warren Middle School**

The amounts included in this report included the funding sources considered by the Site Council when appropriating funds specific to the goals outlined in the Single Plan for Student Achievement. Districts have been given flexibility (by the State) on how to allocate LCFF Funds. SDUHSD allocates Supplemental funds to the school sites for Site Tutoring, Site Achievement for formative work and provides funding to support additional teaching sections. Additionally the budget reflects funding sources that are not subject to flexibility. The funding sources include Title I and Title III.

State/Federal Categorical Program	Allocation
Site LCFF Supplemental Funding - Site Formative/Achievement Funds	\$9,000.00
Site LCFF Supplemental Funding - Site Tutoring Funds	\$2,037.00
Site LCFF Supplemental Funding – District Funded Sections	\$80,000.00
Title I Funds	\$115,563.00
Total	\$206,600.00

ITEM 17

**VII. School Site Council Membership
Earl Warren Middle School**

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Kaitlin Wood <i>[Signature]</i>	[]	[]	[X]	[]	[]
Taylor Lowe <i>[Signature]</i>	[]	[X]	[]	[]	[]
Connor Nesselner <i>[Signature]</i>	[]	[X]	[]	[]	[]
Adam Latham <i>[Signature]</i>	[]	[X]	[]	[]	[]
Erika Niedernhofer <i>[Signature]</i>	[]	[]	[]	[X]	[]
Heather Dugdale <i>[Signature]</i>	[]	[]	[]	[X]	[]
John Neves <i>[Signature]</i>	[]	[]	[]	[]	[X]
Sofia Vitale <i>[Signature]</i>	[]	[]	[]	[]	[X]
Adam Camacho <i>[Signature]</i>	[X]	[]	[]	[]	[]
	[]	[]	[]	[]	[]
	[]	[]	[]	[]	[]
	[]	[]	[]	[]	[]
	[]	[]	[]	[]	[]
	[]	[]	[]	[]	[]
	[]	[]	[]	[]	[]
	[]	[]	[]	[]	[]
	[]	[]	[]	[]	[]
	[]	[]	[]	[]	[]
	[]	[]	[]	[]	[]
	[]	[]	[]	[]	[]
	[]	[]	[]	[]	[]
Numbers of members of each category	1	3	1	2	2

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

The Single Plan for Student Achievement

Oak Crest Middle School

School Name

37-68346-6059737

CDS Code

Date of this revision: November 2015

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

Contact Person:	Ben Taylor
Position:	Principal
Telephone Number:	(760) 753-6241
Address:	675 Balour Drive Encinitas, CA 92024
E-mail Address:	ben.taylor@sduhsd.net

San Dieguito Union High School District

School District

The District Governing Board approved this revision of the School Plan on:

ITEM 17

**I. School Vision and Mission
Oak Crest Middle School**

Vision Statement

Oak Crest Middle School aspires to be a dynamic and vibrant learning center where the development of the whole child is our focus. Through reflection and improvement, we strive to enrich our students and the diverse community that we feel privileged to serve.

Value Statements

Oak Crest Middle School Believes....

- in a caring atmosphere that allows all students, parents, and staff to feel valued, welcome, and safe.
- that focusing on the needs of all students results in maximizing their academic, social, and emotional growth.
- the professionalism of all members of the school community leads to a positive learning environment.
- the diversity of our school community strengthens our work and is honored and respected in all aspects of school life.
- that all students should be challenged to meet high standards with expectations of academic excellence.

Mission Statement

Oak Crest Middle School serves 7-8th grades students from the cities of Encinitas, Carlsbad, and Cardiff. Oak Crest MS recently earned the distinction of a "Gold Ribbon" school from the State of California for our service to all students - from intellectually gifted to remedial services.

Mission Statement: Oak Crest Middle School and its dynamic staff provide all students with high-quality, innovative instruction in a safe, supportive environment with challenging curriculum in preparation for future academic success. Oak Crest Middle school strives to provide its students opportunities for academic, physical, and social growth by setting high academic and behavioral expectations and providing tiered support systems.

ITEM 17

II. School Profile

Oak Crest Middle School

In addition to the students' academics, Oak Crest Middle School also provides students opportunities for social and emotional growth by setting high expectations, providing comprehensive support systems, and offering a variety of enrichment programs for exploration. Each teacher not only focuses on teaching the essential standards for that subject area and course, but they also care and help nurture our students through social and emotional growth.

We offer a language arts program that is aligned with the CCSS. Grade level and honors English courses are available to students as well as classes to support our English Learners. Oak Crest also offers support classes for students with below grade level reading skills and offers support programs during lunch and after school. Students in need of reading remediation utilize the Read 180 program with the support of specially trained teachers.

Our math curriculum is CCSS aligned and we have adopted an integrated approach to math. Our students have multiple levels of math accessible to them based on their needs. Oak Crest offers below and at-grade level math courses and honors courses. We also offer the opportunity for incoming 7th grade students to accelerate to the 8th grade level course if they qualify by earning a passing score on an Integrated Math Readiness test. Students at risk of slipping below grade level have access to math skills support classes and additional math support programs available to all students before and after school. All three levels of math courses use an integrated approach to conceptually teaching math. The below grade level and support math classes utilize online curriculum to help meet the students math needs, including Aleks and Math 180.

Oak Crest uses the district-adopted science curriculum, which is currently aligned to the California Content Standards. However, we have started to our transition to the Next Generation Science Standards, NGSS. Currently, our seventh graders study life science and eighth graders study physical science. Both courses offer hands-on, lab-based activities using technology in a structured environment that build content knowledge and skills. Last year 89% of our 8th grade science students scored proficient or higher on the CST science exam.

Our social science program is aligned with the California Content Standards, including the literacy standards outlined in the California State Standards (or Common Core State Standards). Seventh graders study world history and geography, and eighth graders study American history.

Oak Crest offers a wide range of academic supports for our English language learner population. Teachers in these programs are all either bilingual or CLAD certified and committed to supporting acquisition of the English language. We also assign qualified, trained, college student tutors to assist in the classrooms to provide an additional layer of support to our EL students.

Students with Individualized Educational Plans are supported through a wide range of levels of support: from team teaching in mainstreamed classes, to fundamental classes in math and English, or our TAPS and FLS programs, students access support and services based on their individual needs. Oak Crest boasts a team of five full-time teachers supported by instructional assistants who provide the support necessary for special needs students to succeed. An on-site Speech & Language Specialist and Psychologist are also part of our IEP team.

OCMS also offers a wide variety of elective courses. From academic courses such as Spanish I and II to creative classes such as art and cartooning/animation, students have opportunities to experience and learn new skills while broadening their perspectives.

Oak Crest's PE department also promotes the students' physical development while exploring passions and interests. Our general PE course differs from the typical traditional PE course as it integrates a diverse array of units into its curriculum. For example, students learn about other cultures through dance units and take advantage of current events such as the winter Olympics by participating in activities that mirror Olympic events. We also offer surf PE and personal fitness PE for those interested students.

We also provide opportunities for students to grow socially and emotionally by providing the opportunity for students to initiate and facilitate over twenty clubs based on student interests. We also utilize the Character Counts curriculum to help our students develop traits such as responsibility and compassion. We also positively reinforce the students' good habits via our Crest Coin program through which students are given tokens, gift certificates for local restaurants, and other prizes for good deeds and actions.

ITEM 17

III. School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 7	364	355	97.5%	353	2593.6	28%	40%	22%	9%
Grade 8	481	450	93.6%	449	2606.9	26%	44%	20%	10%
All Grades	845	805	95.3%	802		27%	42%	21%	9%

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 7	36%	48%	17%	48%	41%	11%	24%	69%	7%	43%	48%	9%
Grade 8	42%	42%	16%	41%	47%	12%	22%	70%	8%	36%	54%	10%
All Grades	39%	44%	16%	44%	44%	11%	23%	69%	8%	39%	51%	10%

Conclusions based on this data:

1. As 30% of our total school population did not meet standard, we have school-wide work to accomplish.

Data Source

California Assessment of Student Performance and Progress (CAASPP) Results. (2015, September 9). Retrieved from <http://caaspp.cde.ca.gov/>

ITEM 17

III School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 7	364	355	97.5%	354	2590.6	36%	24%	25%	15%
Grade 8	481	449	93.3%	448	2610.5	32%	33%	23%	12%
All Grades	845	804	95.1%	802		34%	29%	24%	13%

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 7	47%	30%	24%	37%	47%	17%	40%	55%	6%
Grade 8	41%	44%	16%	36%	51%	13%	33%	56%	11%
All Grades	43%	38%	19%	37%	49%	14%	36%	55%	9%

Conclusions based on this data:

- As 36% of our total school population did not meet standard on math assessments, we have school-wide work to accomplish.

Data Source

California Assessment of Student Performance and Progress (CAASPP) Results. (2015, September 9). Retrieved from <http://caaspp.cde.ca.gov/>

ITEM 17

III. Student Performance Data

CAASPP/CST Results
By Grade Level

Grade Level	Science											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
8	89	87		7	8		3	2		1	3	

Data Source
California Assessment of Student Performance and Progress (CAASPP) Results. (2015, September 9). Retrieved from <http://caaspp.cde.ca.gov/>

ITEM 17

III. Student Performance Data

School Climate

Enrollment	2010-11	2011-12	2012-13	2013-14	2014-15
Total enrollment	885	852	881	928	849
Number and percentage of English Learners	(48) 5.4%	(72) 8.5%	(86) 9.8%	(61) 6.6%	(50) 5.9%
Number and percentage of Socio-Economically Disadvantaged students	(173) 19.5%	(140) 16.4%	(158) 18.0%	(150) 16.2%	(149) 17.6%
Number and percentage of Special Education students	(83) 9.4%	(112) 13.1%	(120) 13.6%	(97) 10.5%	(94) 11.1%

Attendance data	2010-11	2011-12	2012-13	2013-14	2014-15
Truancy rate	1.47%	6.9%	6.15%	37.59%	*

Discipline Data	2010-11	2011-12	2012-13	2013-14	2014-15
Number of students suspended	39	35	20	24	*
Suspension rate	4.4%	4.0%	2.2%	2.5%	1.70
Number of students expelled	2	0	0	0	*
Expulsion rate	0.2%	0%	0%	0%	0.11

	2010-11	2011-12	2012-13	2013-14	2014-15
Middle school dropout rate	0%	0%	0%	0%	*

Data Source

Enrollment

California Longitudinal Pupil Achievement Data System. ODS Reports. 1.1 Enrollment - Primary Status by Subgroup (Retrieved October 2015). Retrieved from <https://www.calpads.ca.gov/ODSReportsHome.aspx>

Attendance data

California Department of Education Data Reporting Office Data as of: 3/13/2015. Truancy Report (2013-14). Retrieved from <http://dq.cde.ca.gov/dataquest/>

Discipline Data

California Department of Education Data Reporting Office Data as of: 3/13/2015. Suspension and Expulsion Report For 2013-14. Retrieved from <http://dq.cde.ca.gov/dataquest/>

Middle School Dropout Data

California Department of Education Data Reporting Office Data as of: 3/13/2015. Dropout Data Report (2013-14). Retrieved from <http://dq.cde.ca.gov/dataquest/>

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

ITEM 17

III. Student Performance Data (cont'd)

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	465	398	*
Percent with Prior Year Data	100.0	100.0	*
Number in Cohort	465	398	*
Number Met	344	289	*
Percent Met	74.0	72.6	*
NCLB Target	57.5	59.0	60.5
Met Target	Yes	Yes	*

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	175	332	179	287	*	*
Number Met	83	217	68	179	*	*
Percent Met	47.4	65.4	38.0	62.4	*	*
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	Yes	Yes	Yes	Yes	*	*

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes	Yes	*
Met Percent Proficient or Above	No	No	*
Mathematics			
Met Participation Rate	Yes	Yes	*
Met Percent Proficient or Above	No	No	*
Met Target for AMAO 3	No	No	*

Data Source

California Department of Education Data Reporting Office Data as of: 3/13/2015. Title III Accountability Reports. Retrieved from <http://www.cde.ca.gov/ta/ac/t3/t3reports.asp>

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

ITEM 17

III. Student Performance Data (cont'd)

California English Language Development (CELDT) Data

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
7	12	39	10	32	5	16	3	10	1	3	31
8	2	13	7	44	1	6	1	6	5	31	16
Total	14	30	17	36	6	13	4	9	6	13	47

Data Source

California Department of Education Data Reporting Office Data as of: 3/13/2015. California English Language Development Test (CELDT). Retrieved from <http://dq.cde.ca.gov/dataquest/>

ITEM 17

III. Student Performance Data (cont'd)

Reclassification

Reclassification rate	2010-11	2011-12	2012-13	2013-14	2014-15
Number and percentage of English Learners	72 (8.1%)	61 (7.2%)	78 (8.9%)	60 (6.5%)	50 (5.9%)
Number and percentage of Fluent English Proficient students	84 (9.5%)	84 (9.8%)	84 (9.6%)	96 (10.3%)	103 (12.1%)
Number and percentage of Redesignated Fluent English Proficient students	11 (11.2%)	20 (27.8%)	15 (24.6%)	11 (14.5%)	7 (11.7%)

SBAC English Language Arts Results – English Learners	2014-2015		
	All Students	English Learners	Redesignated Fluent English Proficient
Standard Exceeded	27%	3%	13%
Standard Met	42%	5%	45%
Standard Nearly Met	21%	36%	33%
Standard Not Met	9%	54%	9%

SBAC Mathematics Results – English Learners	2014-2015		
	All Students	English Learners	Redesignated Fluent English Proficient
Standard Exceeded	34%	2%	21%
Standard Met	29%	2%	33%
Standard Nearly Met	24%	27%	31%
Standard Not Met	13%	68%	15%

Data Source

Reclassification rate

California Department of Education Data Reporting Office Data as of: 3/13/2015. Number and Percent of Students Redesignated to FEP. Retrieved from <http://dq.cde.ca.gov/dataquest/>

SBAC English Learner Results

California Assessment of Student Performance and Progress (CAASPP) Results. (2015, September 9). Retrieved from <http://caaspp.cde.ca.gov/>

III. Student Performance Data and Summary Oak Crest Middle School

Academic Performance Index (API) School Report

Oak Crest is currently suspended in Year 2 of Program Improvement while the State of California decides on exit criteria.

Adequate Yearly Progress (AYP) School Report

AYP has been suspended as new testing (CAASPP) is implemented.

California Assessment of Student Performance and Progress (CAASPP)

822 students tested in the 2014/2015 school year.

In English/literacy:

27% scored "Standard Exceeded"

42% scored "Standard Met"

21% scored "Standard Nearly Met"

9% scored "Standard Not Met"

In Mathematics:

34% scored "Standard Exceeded"

29% scored "Standard Met"

24% scored "Standard Nearly Met"

13% scored "Standard Not Met"

In Science, 448 students were tested:

65% scored Advanced

22% scored Proficient

8% scored Basic

2% scored Below Basic

3% scored Far Below Basic

Local Measures of Student Performance

This year to measure our progress, we will use SRI, SMI, MDTP, and common formative assessments.

Conclusions from Student Performance Data

As evident in the goals section of the document, Oak Crest students perform well overall. However, students with disabilities, those identified as socio/economically disadvantaged, and those learning English do not achieve as well. Support systems are in place to support these groups in the 2015/2016 school year.

Economic Status:

136 of 822 students tested as Economically Disadvantaged in the 2014/2015 school year. Achievement lagged behind non-Economically Disadvantaged peers.

In English/literacy:

6% scored "Standard Exceeded"

35% scored "Standard Met"

33% scored "Standard Nearly Met"

26% scored "Standard Not Met"

In Mathematics:

9% scored "Standard Exceeded"

25% scored "Standard Met"

29% scored "Standard Nearly Met"

36% scored "Standard Not Met"

ITEM 17

English Proficiency:

41 of 822 students tested as English Learners in the 2014/2015 school year. Achievement lagged behind fluent and English-only peers.

In English/literacy:

3% scored "Standard Exceeded"

5% scored "Standard Met"

34% scored "Standard Nearly Met"

55% scored "Standard Not Met"

In Mathematics:

2% scored "Standard Exceeded"

2% scored "Standard Met"

27% scored "Standard Nearly Met"

68% scored "Standard Not Met"

Special Education Status:

68 of 822 students tested as Students with Disability in the 2014/2015 school year. Achievement lagged behind non-disabled peers.

In English/literacy:

4% scored "Standard Exceeded"

15% scored "Standard Met"

40% scored "Standard Nearly Met"

40% scored "Standard Not Met"

In Mathematics:

9% scored "Standard Exceeded"

12% scored "Standard Met"

21% scored "Standard Nearly Met"

57% scored "Standard Not Met"

Math Course Enrollment:

10%, (77) of students, take below level math classes. Of these 77 students taking math in a Special Education class, a below-grade level general education class, or a sheltered-English math class, 45% are classified as English Language Learners.

33%, (249) of students take honors level math classes. Of these 249 students, 0% are classified as English Language Learners.

ITEM 17

V. School-Wide Goals
Oak Crest Middle School
2015-2016

2015-2016 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2015-16 School Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School goal?	Specify LCAP Priority	Specify LCAP Goal
Literacy	Based on the latest CAASPP scores, 30% of our students scored "Standard Not Met" and "Standard Nearly Met" on the ELA/literacy portion of the assessments.	OCMS will increase the percentage of students scoring "Standard Met" or "Standard Exceeded" by 5% across all subgroups as measured by the CAASPP ELA/literacy assessment.	LSES ELL SpEd Latino	SRI Classroom-based measures Classroom grades PLC/Formative Common Assessments SBAC Interim Assessments (ICAs & IABs) Illuminate Assessments	State Priority: 1- Basic Services 2- Implementation of State Standard 4- Pupil Achievement 7- Course Access	SDUHSD LCAP Goal #1: Annual increase in student achievement for all students in English language arts and math with focus on accelerating student learning outcomes for target subgroups including English Learners, low income pupils and pupils identified as special education.

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1.	OCMS will continue to implement Professional Learning Communities/Teams: Teachers will collaborate to identify and address essential learning outcomes, build common assessments, analyze data, and offer opportunities for remediation and enrichment to ensure student learning.	Ongoing during 2015/2016	\$13,190, PLC Conference \$4,000, Visit Pioneer Middle School \$8,000, PLC Guest Speaker/Coaching \$9,800 Substitute pay; school visits; conferences	Title 1 Title 1 Title 1 Site Achievement/Formative Funds
2.	OCMS will offer interventions and support through the following: 1) before and after school tutoring; 2) offer and align intervention class periods to allow teachers to collaborate, regroup students when necessary, and to offer academic elective-type incentives; 3) offer targeted remediation sessions before or after school for struggling students; 4) continue to use SRI scores to identify students for Read	Ongoing during 2015/2016	\$7560, After/Before School Tutoring \$195,128, 1.9 FTE Teaching Positions \$600, Supplies/Duplicating	Title 1 Title 1 Title 1 District Funded Sections/CEIS

ITEM 17

	180.		\$80,000	
3.	OCMS will continue to hone instructional expertise: 1) Implement instructional rounds; 2) Study the book "Brain-Friendly Teaching" to ensure our instructional methods align with 21st century brain science; 3) Collaborate between English and social science teachers to help teach important literacy concepts, including those concepts with which students struggle the most.	Ongoing during 2015/2016	\$1900, Brain-Based Teaching Books	Title 1
4.	OCMS will implement the new California EL standards.	Ongoing during 2015/2016	N/A	
5.	OCMS will implement a Newcomer program for those EL students new to the country and whose language skills are deficient.	Ongoing during 2015/2016	N/A	District Funded Program

ITEM 17

2015-2016 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2015-16 School Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School goal?	Specify LCAP Priority	Specify LCAP Goal
Mathematics	Based on the latest CAASPP scores, 36% of our students scored "Standard Not Met" and "Standard Nearly Met" on the mathematics portion of the assessments.	OCMS will increase the percentage of students scoring "Standard Met" or "Standard Exceeded" by 5% across all subgroups as measured by the CAASPP mathematics assessment.	LSES ELL SpEd Latino	SMI ALEKS Classroom-based measures Classroom grades PLC/Formative Common Assessments SBAC Interim Assessments (ICAs & IABs) Illuminate Assessments MDTP	State Priority: 1- Basic Services 2- Implementation of State Standard 4- Pupil Achievement 7- Course Access	SDUHSD LCAP Goal #1: Annual increase in student achievement for all students in English language arts and math with focus on accelerating student learning outcomes for target subgroups including English Learners, low income pupils and pupils identified as special education.

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1.	OCMS will continue to implement Professional Learning Communities/Teams: Teachers will collaborate to identify and address essential learning outcomes, build common assessments, analyze data, and offer opportunities for remediation and enrichment to ensure student learning.	Ongoing during 2015/2016	See Goal #1 for Costs	
2.	OCMS will offer interventions and support through the following: 1) before and after school tutoring; 2) offer and align intervention class periods to allow teachers to collaborate, regroup students when necessary, and to offer academic elective-type incentives; offer targeted remediation sessions before or after school for struggling students; 4) implement Math 180 in Math Skills classes.	Ongoing during 2015/2016	\$37,129, Math 180 Program \$760, MDTP Math Test See Goal #1 for Additional Costs	Title 1 Title 1
3.	OCMS will continue to hone instructional expertise: 1) Implement and nourish instructional rounds; 2) Study the book "Brain-Friendly Teaching to ensure our instructional methods align with 21st century brain science; 3) Collaborate between math and science classes to integrate important math concepts across both classes, including those concepts with which students struggle the most..	Ongoing during 2015/2016	See Goal #1 for Cost	

ITEM 17

4.	OCMS will implement new California EL standards.	Ongoing during 2015/2016	N/A	
5.	OCMS will implement a Newcomer program for those EL students new to the country and whose language skills are deficient.	Ongoing during 2015/2016	See Goal #1 for Cost	

ITEM 17

2015-2016 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2015-16 School Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School goal?	Specify LCAP Priority	Specify LCAP Goal
Health, Safety, and Student Connectedness	Based on the Healthy Kids Survey of 2015, OCMS has 37% of students who do not feel fully part of the school and 40% who do not fully believe that an adult cares about them.	Increase the numbers of students who feel part of the school and who feel that an adult cares about them by 10%.	All	Healthy Kids Survey (2017) OCMS Internal Survey (2016) Attendance Reports	State Priority: 1- Basic Services 3- Parent Involvement 5- Pupil Engagement 6- School Climate	SDUHSD LCAP Goal #3: Increase the level of "school connectedness" and "sense of safety" of pupils, staff and parents.

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1.	OCMS will apply to be a "No Place for Hate" school through the Anti-Defamation League, thus completing at least three activities to support diversity and respect.	May 2016	\$300 for paint	ASB
2.	OCMS will sponsor events and initiatives that promote student connectedness: 1) OCMS will refresh and adapt the Character Counts program, including connections to the ADL "No Place for Hate" campaign; 2) OCMS will initiate new activities through the ASB/Leadership class that sponsor student connectedness; 3) OCMS will increase the number of parents involved in the campus (i.e. track numbers and promote principal's coffee talks).	Ongoing during 2015/2016	\$500 for awards \$2,709	OC Parent Foundation Title 1 Parent Outreach (meetings, flyers, mailings, translation services, ELAC)
3.	OCMS' administration and teachers will continue to implement restorative practices.	Ongoing during 2015/2016	N/A	District to pay for offsite training.
4.	OCMS will monitor, track data, and respond with both positive and negative consequences to chronic absenteeism, trancies, and tardies.	Ongoing during 2015/2016	N/A	
5.	OCMS will sponsor events and initiatives that promote student safety: 1) OCMS will procure an outside speaker to address social media and appropriate uses; 2) OCMS will partner with district high schools to launch a Yellow Ribbon campaign to bring awareness to and support for mental health issues; 3) OCMS will partner with other middle schools in the district to inform parents of new trends in drugs and alcohol, including information about vape pens.	May 2016	\$550 for speaker	ASB

ITEM 17

VI. Budget 2015-2016 Oak Crest Middle School

The amounts included in this report included the funding sources considered by the Site Council when appropriating funds specific to the goals outlined in the Single Plan for Student Achievement. Districts have been given flexibility (by the State) on how to allocate LCFF Funds. SDUHSD allocates Supplemental funds to the school sites for Site Tutoring, Site Achievement for formative work and provides funding to support additional teaching sections. Additionally the budget reflects funding sources that are not subject to flexibility. The funding sources include Title I and Title III.

State/Federal Categorical Program	Allocation
Site LCFF Supplemental Funding - Site Formative/Achievement Funds	\$9,800.00
Site LCFF Supplemental Funding - Site Tutoring Funds	\$0.00
Site LCFF Supplemental Funding – District Funded Sections	\$80,000.00
Title I Funds	\$270,976.00
Total	\$360,776.00

Oak Crest Middle School
School Site Council

Approval of the 2015

Single Plan for Student Achievement



Printed Name

Signature

Angelica Arellano

[Handwritten signature]

Yvette Wagner

[Handwritten signature]

Kathleen Urbanic

[Handwritten signature]

Luke Kleinrath

[Handwritten signature]

Nancy Zamora

[Handwritten signature]

Bailey Rossenfeld

[Handwritten signature]

Kathryn Stevens

[Handwritten signature]

Michelle McNeft

[Handwritten signature]

Mariah Weibel

[Handwritten signature]

[Handwritten signature]

[Handwritten signature]

Ben TAYLOR

[Handwritten signature]

11 / 4 / 15

Date

The Single Plan for Student Achievement

Pacific Trails Middle School

School Name

37-68346-0131649

CDS Code

Date of this revision: September, 2015

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

Contact Person:	Mary Anne Nuskin
Position:	Principal
Telephone Number:	858-509-1000
Address:	5975 Village Center Loop Road San Diego, CA 92130
E-mail Address:	maryanne.nuskin@sduhsd.ne

San Dieguito Union High School District

School District

The District Governing Board approved this revision of the School Plan on:

ITEM 17

**I. School Vision and Mission
Pacific Trails Middle School**

Vision Statement

We believe that together, we ignite the joy of learning to inspire confident, curious, and creative global citizens.

Mission Statement

Vision: We believe that together, we ignite the joy of learning to inspire confident, curious, and creative global citizens.

Core Values:

- Flexible, evolving, collaborative,
 - Innovative learning environments with integrated technology
 - Connectedness
 - Continuous improvement
 - Partnerships with parents, local business, feeder elementary, and district high schools
 - Leadership
-
- Flexible, evolving, collaborative,
 - Innovative learning environments with integrated technology
 - Connectedness
 - Continuous improvement
 - Partnerships with parents, local business, feeder elementary, and district high schools
 - Leadership

**II. School Profile
Pacific Trails Middle School**

Pacific Trails Middle School is our newest of five middle schools in the San Dieguito Union High School District. We opened in the Fall, 2015 with approximately 265 seventh grade students and reach preliminary capacity in Fall, 2016 with classes of both 7th and 8th grade students. We are committed to creating a safe, nurturing, and rigorous learning environment that leads to success of individual student achievement. Pacific Trails Middle School is recognized by Common Sense Media as a Digital Citizenship Certified School. Students attend six classes on a modified block schedule - Mondays are single period days (students see all six classes) and Tuesday through Friday are block days (students attend periods 1, 3, 5 or periods 2, 4, 6). All students are enrolled in a homeroom class, which focuses on making positive connections peer to peer and teacher to peer, incorporates mini lessons with the school counselor and administration, while supporting academic achievement. In addition, opportunities for enrichment and intervention are available during Homeroom. We are dedicated to creating a learning community where all students are challenged to reach their academic potential and to be prepared for further success in high school.

ITEM 17

III. School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard

Conclusions based on this data:

- 1.

Data Source

ITEM 17

III School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard

Conclusions based on this data:

1.

Data Source

ITEM 17

III. Student Performance Data

CAASPP/CST Results
By Grade Level

Grade Level	Science											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16

Data Source

ITEM 17

III. Student Performance Data

School Climate

Enrollment	2010-11	2011-12	2012-13	2013-14	2014-15
Total enrollment					
Number and percentage of English Learners	%	%	%	%	%
Number and percentage of Socio-Economically Disadvantaged students	%	%	%	%	%
Number and percentage of Special Education students	%	%	%	%	%

Attendance data	2010-11	2011-12	2012-13	2013-14	2014-15
Truancy rate					

Discipline Data	2010-11	2011-12	2012-13	2013-14	2014-15
Number of students suspended					
Suspension rate					
Number of students expelled					
Expulsion rate					

	2010-11	2011-12	2012-13	2013-14	2014-15
Middle school dropout rate					

Data Source

ITEM 17

III. Student Performance Data (cont'd)

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers			
Percent with Prior Year Data			
Number in Cohort			
Number Met			
Percent Met			
NCLB Target	57.5	59.0	60.5
Met Target			

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort						
Number Met						
Percent Met						
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target						

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate			
Met Percent Proficient or Above			
Mathematics			
Met Participation Rate			
Met Percent Proficient or Above			
Met Target for AMAO 3			

Data Source

ITEM 17

III. Student Performance Data (cont'd)

California English Language Development (CELDT) Data

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#

Data Source

ITEM 17

III. Student Performance Data (cont'd)

Reclassification

Reclassification rate	2010-11	2011-12	2012-13	2013-14	2014-15
Number and percentage of English Learners					
Number and percentage of Fluent English Proficient students					
Number and percentage of Redesignated Fluent English Proficient students					

SBAC English Language Arts Results – English Learners	2014-2015		
	All Students	English Learners	Redesignated Fluent English Proficient
Standard Exceeded			
Standard Met			
Standard Nearly Met			
Standard Not Met			

SBAC Mathematics Results – English Learners	2014-2015		
	All Students	English Learners	Redesignated Fluent English Proficient
Standard Exceeded			
Standard Met			
Standard Nearly Met			
Standard Not Met			

Data Source

ITEM 17

**III. Student Performance Data and Summary
Pacific Trails Middle School**

Academic Performance Index (API) School Report

N/A

Adequate Yearly Progress (AYP) School Report

We are a brand new school and do not have an AYP to report.

California Assessment of Student Performance and Progress (CAASPP)

N/A

Local Measures of Student Performance

CELDT, SRI

Conclusions from Student Performance Data

Based on San Dieguito Union High School trends, we are focusing on the following areas: an annual increase in student achievement in the areas of ELA and math for all students, all students will be prepared to enroll in college and career ready courses in high school, and we will establish a campus culture that supports student connectedness and overall safety of students. .

Economic Status:

Six students (0.2% of the student body) participate in the free and reduced lunch program.

English Proficiency:

For the 2015-16 school, our ELL students make up .01% of our student body and our redesignated students make up 14% of our student body.

Special Education Status:

For the 2015-16 school year, approximately 12% of the students at Pacific Trails Middle School are special education students.

Math Course Enrollment:

Approximately 93% of the students at Pacific Trails Middle School are enrolled in a grade level or honors level math class.

ITEM 17

**V. School-Wide Goals
Pacific Trails Middle School
2015-16**

2015-2016 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2015-16 School Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School goal?	Specify LCAP Priority	Specify LCAP Goal
School Culture	Baseline will be established from the following metrics: District means on CHKS attendance data, suspension data, create survey to get baseline data on student connectedness	Establish a campus culture that supports student connectedness and overall safety of students.	All students	Results from PTMS student and parent surveys attendance data discipline data suspension data	State Priority: 1- Basic Services 3- Parent Involvement 5- Pupil Engagement 6- School Climate	SDUHSD LCAP Goal#4: Increase the level of "school connectedness" and "sense of safety" of pupils, staff and parents.

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1.	Develop a comprehensive wellness program that supports social, emotional, physical, and intellectual wellness; 1. Identify members to create a Wellness Committee 2. Committee will develop a wellness plan a. committee will identify wellness themes for each quarter including a timeline of activities b. activities will be developed and implemented related to the current theme and building on the previous quarter's theme c. activities will incorporate the 7 Habits for Highly Effective Teens and No Place for Hate	2015-16 and ongoing	no cost	n/a
2.	Use the Homeroom period for Wellness activities and Restorative Circles 1. Counselor will implement Restorative Circle strategies with all homerooms 2. Counselor will work with teachers to implement Restorative Circle strategies during homeroom throughout the year.	1 qtr and ongoing	no cost	n/a
3.	Develop a comprehensive school safety plan 1. Establish a safety committee of certificated and classified school staff 2. Principal works with safety committee and district support to develop site safety plan 3. Principal will work with School Site council to approve and adopt PTMS Safety Plan.	September 2015	no cost	n/a

ITEM 17

	4. Utilize late start time to train staff on how to implement PTMS Safety Plan			
4.	<p>Establish a No Place for Hate school culture.</p> <ol style="list-style-type: none"> 1. Identify staff and students to lead No Place for Hate. 2. Our school will create an activity plan (4 activities for 2015-16 and a school launch) 3. Counselor and principal will support the establishment for No Place for Hate at PTMS <ol style="list-style-type: none"> a. Launch event will take place in the beginning on the year b. students will learn about No Place for Hate program and sign the Resolution of Respect pledge 	<ol style="list-style-type: none"> 1. Fall 2015 2. Fall 2015 3. Fall 2015 <ol style="list-style-type: none"> 3.a. September 2015 3.b. September 2015 	no cost	n/a

ITEM 17

2015-2016 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2015-16 School Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School goal?	Specify LCAP Priority	Specify LCAP Goal
Math and English	Baseline will be established from the following metrics SBAC, SRI, course enrollment data, D/F list, results from common formative assessments	Annual increase in student achievement in ELA and math for all students.	All students	Baseline will be established from the following metrics SBAC, SRI, course enrollment data, D/F list, results from common formative assessments	State Priority: 1- Basic Services 2- Implementation of State Standards 4- Pupil Achievement 7- Course Access	SDUHSD LCAP Goal #1: Annual increase in student achievement for all students in English language arts and math with focus on accelerating student learning outcomes for target subgroups including English Learners, low income pupils and pupils identified as special education

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1.	A flexible master schedule will be developed to allow students access to grade level appropriate courses 1. Principal and counselor review student data for appropriate course placement. 2. Implement a bell schedule to support course offerings. 3. Master schedule will be reviewed and evaluated based on teacher and student feedback	1. August 2015 2. August 2015 3. Spring 2016	no cost	n/a
2.	PTMS will establish a before and after school homework/study hour to be implemented and staffed with PTMS teachers. 1. Counselor and principal review grade reports and teacher feedback to identify students who could benefit from this after school program. 2. Identify teachers to support before and after school sessions as needed 3. Develop a student survey to identify effectiveness of program 4. Principal and counselor will student survey results, review grade records and teacher feedback 5. Program will be evaluated and adjusted based on data review	1. Fall 2015 2. September 2015 3. Spring 2016 4. Spring 2016 5. Spring 2016	\$1,400 (2 teachers, 2x/week, 30 min sessions at \$35/hr)	Site Achievement Site Tutoring

ITEM 17

3.	<p>Develop a clearly articulated pyramid of intervention</p> <ol style="list-style-type: none"> 1. Intervention coordinator will work with targeted teachers, principal and resource specialist to identify current support and needed supports 2. Intervention coordinator will share PTMS intervention plan with teachers and train on how to implement the plan 3. Intervention coordinator and principal will review data on effectiveness of current intervention plan 4. Adjustments will be made as necessary based on data review 	<ol style="list-style-type: none"> 1. Fall 2015 2. January 2016 3. ongoing 4. ongoing 	no cost	n/a
4.	<p>All College Prep English students will be Scholastic Reading Inventory (SRI) tested to identify students reading below grade level.</p> <ol style="list-style-type: none"> 1. Counselor and principal will review test results and identify struggling readers for additional support. 2. Counselor and district reading specialist will create and implement an Intervention during Homeroom to support struggling readers (i.e no Read 180 class for 2015-16). 3. Student data will be reviewed at semester and end of year. 	<ol style="list-style-type: none"> 1. September 2015 2. ongoing 3. Semester checks and end of year 	no cost	n/a
5.	<p>PTMS teachers will participate in regularly scheduled Professional Learning Community meetings. These are scheduled during late start days and departments may schedule collaboration days to establish essential learning objectives (ELO's) and common formative assessments.</p>	End of 2015-16 school year	\$2,305 (funds used to pay for teacher subs)	Site Achievement

ITEM 17

2015-2016 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2015-16 School Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School goal?	Specify LCAP Priority	Specify LCAP Goal
College and Career Readiness	Baseline will be established from the following metrics: SBAC results Course enrollment data Naviance data Grade reports Pupil 6 year plans	All students will be prepared to enroll in college and career ready courses in high school.	All students	SBAC results Course enrollment data Naviance data Grade reports Pupil 6 year plans Student survey results Parent survey results Parent participation in information sessions and workshops	State Priority: 4- Pupil Achievement 5- Pupil Engagement 7- Course Access 8- Other Pupil Outcomes	SDUHSD LCAP Goal#3: All district graduates will be college and career ready.

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1.	Meet with incoming 7th grade students and parents to provide information so families can make informed decisions about course selections. 1. Counselor and Principal will visit feeder elementary schools to present course offerings and educate incoming 7th grade students on making course selections. 2. Counselor and Principal host a parent information night to present course offerings and educate parents on making informed decisions about course selections 3. Counselor and Principal will meet individually with students and parents as needed 4. Course information including course sequences will be posted on PTMS website for students and parents to reference	1. Spring 2016 2. Spring 2016 3. Spring 2016 4. ongoing	no cost	n/a
2.	Counselor will provide guidance lessons with all students to inform students about College and Career Readiness and A-G requirements. 1. Presentations include Starting Out Right, High School and Beyond, 8th Grade Course Selection, Naviance, etc. 2. Counselor will record College and Career guidance lessons for students in the intervention screen in Aeries. 3. Principal and Counselor will develop a student survey to assess students' understanding of guidance lesson topics 4. Principal and counselor will review student survey results 5. Student feedback will be used to develop or adjust future college and	1. ongoing 2. ongoing 3. Fall 2015 4. Spring 2016 5. Spring 2016 6. Fall 2015 6.a. ongoing 6.b. ongoing	no cost	n/a

ITEM 17

	<p>career related guidance lessons 6. Counselor will share and explain SDUHSD Naviance scope and sequence with all PTMS students a. Counselor will utilize one period per class to walk them through one target Naviance activity or task from the grade level scope and sequence. b. Counselor will monitor student progress on Naviance activities and meet with students as needed for support.</p>			
3.	<p>Counselor will hold a parent meeting in the spring to cover high school readiness and college and career planning topics. 1. Counselor and Principal will develop a survey to solicit feedback from parents on topics on interest for future workshops and assess the benefits of current parent workshops. 2. Counselor and Principal will review parent participation rates and survey results and inform future parent information sessions and workshops.</p>	<p>1. Fall 2015 2. Spring 2016</p>	no cost	n/a
4.	<p>Summer Bridge opportunities will be communicated to families of Math A Essentials. 1. Counselor will meet with students enrolled in Math A Essentials to develop a 6 year plan and map out the steps necessary for the student to enroll in future grade level math courses. 2. Counselor will share 6 year plans with parents and hold parents meetings as needed 3. Counselor will record student 6 year planning meetings in the intervention screen in Aeries. 4. Counselor will review student progress at end of year and meet with students to make necessary adjustments to student 6 year plans.</p>	<p>1. Spring 2016 2. ongoing 3. ongoing 4. By June 2016</p>	no cost	n/a

ITEM 17

2015-2016 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2015-16 School Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School goal?	Specify LCAP Priority	Specify LCAP Goal

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1.				

ITEM 17

**VI. Budget 2015-16
Pacific Trails Middle School**

The amounts included in this report included the funding sources considered by the Site Council when appropriating funds specific to the goals outlined in the Single Plan for Student Achievement. Districts have been given flexibility (by the State) on how to allocate LCFF Funds. SDUHSD allocates Supplemental funds to the school sites for Site Tutoring, Site Achievement for formative work and provides funding to support additional teaching sections. Additionally the budget reflects funding sources that are not subject to flexibility. The funding sources include Title I and Title III.

State/Federal Categorical Program	Allocation
Site LCFF Supplemental Funding - Site Formative/Achievement Funds	\$3,000.00
Site LCFF Supplemental Funding - Site Tutoring Funds	\$705.00
Site LCFF Supplemental Funding – District Funded Sections	\$0.00
Title I Funds	\$0.00
Total	\$3,705.00

ITEM 17



Union High School District

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

Superintendent
Rick Schmitt

Pacific Trails Middle School
5975 Village Center Loop Road
San Diego, CA 92130
pt.sduhsd.net

Mary Anne Nuskin
Principal
858.509.1000

**VII. School Site Council Membership
Pacific Trails Middle School**

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Mary Anne Nuskin <i>M. Nuskin</i>	X				
Lisa Curry <i>Lisa Curry</i>		X			
Katie Bendix <i>Katie Bendix</i>		X			
Kathleen Margiotta <i>Kathleen Margiotta</i>			X		
Cheryl Ward <i>Cheryl Ward</i>				X	
Cathy Dewey <i>Cathy Dewey</i>				X	
Jerne Ward <i>Jerne Ward</i>					X
Sam Baron <i>Sam B</i>					X
Numbers of members of each category	1	2	1	2	2

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

The Single Plan for Student Achievement

Canyon Crest Academy

School Name

37-68346-0106328

CDS Code

Date of this revision: October 19, 2015

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

Contact Person:	Karl Mueller
Position:	Principal
Telephone Number:	858 350 0253
Address:	5951 Village Center Loop Rd
E-mail Address:	karl.mueller@sduhsd.net

San Dieguito Union High School District

School District

The District Governing Board approved this revision of the School Plan on:

ITEM 17

**I. School Vision and Mission
Canyon Crest Academy**

Vision:

Canyon Crest Academy (CCA) is a learning community based on the values of shared responsibility and mutual respect amongst teachers, staff, parents and students. Canyon Crest Academy commits to providing positive, meaningful and rigorous learning experiences that promote the intellectual, social, physical and creative development of all students. The curriculum responds to evolving student interests and includes specialized and in-depth studies. Students are supported in taking intellectual and creative risks as they engage in their studies. Canyon Crest Academy honors diversity of thought and culture, while being united in its mission. Graduates of Canyon Crest Academy experience a personal connection to the curriculum that enables them to be confident, life-long learners.

Mission:

Canyon Crest Academy, a professional learning community, challenges and inspires students to discover their passions and pursue their goals throughout high school and beyond. We are excited to continue developing a community of learners who value and embrace the contributions of each individual on our campus. Students' experiences in high school are defined by the connections they share with the student body and/or greater school community. We are proud of the rich tradition of academic excellence available at CCA. Beyond the classroom, CCA students have opportunities to participate in extracurricular activities designed to enrich, challenge, and connect to build a culture of Raven pride. Robust elective course offerings, the award-winning ENVISION program, competitive athletic teams, student clubs, the NEST, QUEST, our PALs, and ongoing ASB events, each represent opportunities for each child to get involved, foster healthy peer relationships, and contribute to our shared CCA community. We encourage each child to find their 'home' on our campus.

ITEM 17

II. School Profile Canyon Crest Academy

Canyon Crest Academy (CCA) is a comprehensive high school in its twelfth year of operation. It is the newest high school to be added to the San Dieguito Union High School District (SDUHSD). CCA offers a full range of AP and honors courses similar to those courses offered at the other high schools in the San Dieguito District. CCA offers all California Interscholastic Federation (CIF) sports with the exception of football. CCA features a California Department of Education, Specialized Secondary Program called Envision that focuses on arts and technology in the arts. CCA also offers a specialized program in science and math called Quest and a specialized program in Engineering sponsored by Project Lead the Way, Inc. CCA is on a 4 by 4 schedule that currently includes grades nine through twelve. It is a school of choice available to all ninth through twelfth graders in the SDUHSD district. With a current enrollment of approximately 2250 students, Canyon Crest Academy has quickly grown from the 350 student enrollment that attended the first year beginning on August 30, 2004.

CCA is one of two schools in the district who implement the 4x4 schedule. This schedule is designed to enhance student learning and create more elective opportunities. Students take four classes that meet ninety minutes every day for one half of the school year. Another four classes are then taken during the second half of the school year. At the end of a complete school year students have had the opportunity to have taken a total of eight classes as opposed to the typical six found in schools with block scheduling. These extra two classes allow students the flexibility to take classes that best meet their academic and career goals. Students have the opportunity to take all necessary courses for entrance into University of California, California State University and private post-secondary institutions, while still having room in their schedules to pursue expanded elective opportunities. Students have opportunities to pace curriculum in a more individualized fashion.

One of the unique founding philosophies of CCA is that of collaboration. This philosophy is recognized in our mission and vision statements. CCA supports this philosophy through our staff recruitment process which includes, for all interviewees, questions regarding their experience with collaboration, and their willingness to participate as a team member. The yearly schedule is designed to support staff collaboration. Staff collaboration time is set aside on a majority of Wednesdays each semester. On these Wednesdays students begin school ninety minutes later than a normal school day. Staff use this time to develop curriculum, review student achievement data and results, discuss ways to shape school culture and devise student support systems.

Canyon Crest Academy has a technology rich environment. The new facility infrastructure is designed to support state of the art technology systems, i.e. wireless environments, fiber optics, school intra-net, smart boards and digital projectors coupled with an on-demand digital video delivery systems in each classroom. Each instructor is also expected to embrace new technologies as indicated to them during the interview process. Staff are trained on ways to use technology in the classroom as a means to improve the quality of instruction and enhance student learning as well as assistance with development of resources such as webpages.

Career Preparation

Envision, The Arts at Canyon Crest Academy, encompasses all of the visual and performing arts (VPA) courses offered at CCA. Envision is a unique arts program that utilizes working artists as instructors. These professional artists work side by side with our VPA teachers to deliver an outstanding arts curriculum. Envision is designed to serve the student who wishes to have the most rigorous arts education as well as the student who may only take one arts course during their high school experience. Students who participate in the extended day Envision Conservatory program will receive instruction and training that will prepare them for a college and professional experience in the arts.

Canyon Crest Academy has also developed a Quest program, which features courses in engineering, science, and math that are extensions beyond the standard scope of study in these disciplines. Additionally, multiple robotics teams are a part of the program and have had success in local and state-wide competitions. As part of Quest, CCA students can take a four-year sequence of courses, designed to introduce them to the scope, rigor and discipline of the engineering profession. The courses incorporate math, science and engineering concepts into a computer based, hands-on, inquiry-based curriculum.

ITEM 17

The Quest program is also a specialized program that is designed to enhance the excellent math and science courses that are already in place. Quest will offer hands-on project based instruction that will add a practical dimension to math and science curriculum. It is designed in many respects to answer the question, "When will I ever use this?" It is also being built so that components fit within the UC A-G requirements, the SDUHSD Practical Art graduation requirement, and within the ROP/CTE structure.

In addition to these specialized programs, CCA also offers additional programs under the ROP/CTE umbrella - including courses such as Digital Photography, Digital Imaging, Audio Recording Technology, and more. We partner with local junior colleges to enhance these offerings on a yearly basis.

Counselors connect with students regarding career preparation through a series of grade level presentations. These presentations are tailored to specific grade level needs in regards to college and career planning and provide students with information regarding careers, career planning resources, college resources, graduation requirements, and more. CCA also has a College and Career Center that is open daily and is staffed with a college and career specialist, a computer lab for research, and hosts a variety of guest speakers and university/college representatives on a regular basis.

ITEM 17

III. School and Student Performance Data

College and Career Readiness

Early Assessment of Readiness for College English	2014-15
College Ready	59%
Conditionally Ready	26%
Not Ready	15%

Early Assessment of Readiness for College Mathematics	2014-15
College Ready	50%
Conditionally Ready	25%
Not Ready	24%

AP data	2010-11	2011-12	2012-13	2013-14	2014-15
Total enrollment	1,893	1,839	1,864	1,869	1,991
Total exam candidates	747	814	812	748	705
Percentage of students who took at least 1 exam	39%	44%	43%	40%	35%
Total exams	1,798	1,976	2,040	1,942	1,955
Number of exams with passing score (3+)	1,544	1,742	1,790	1,713	1,706
Percentage of exams with a passing score (3+)	86%	88%	87%	88%	87%

UC/CSU eligibility rates	2010-11	2011-12	2012-13	2013-14	2014-15
All Students					
Number of graduates	405	428	452	476	*
Percentage of graduates with UC/CSU eligibility	78.3%	87.6%	87.8%	92.4%	*
English Learners					
Number of graduates	5	6	*	*	*
Percentage of graduates with UC/CSU eligibility	20%	66.7%	*	*	*
Socioeconomically disadvantaged students					
Number of graduates	14	9	13	9	*
Percentage of graduates with UC/CSU eligibility	57.1%	55.6%	76.9%	77.8%	*

ITEM 17

Cohort graduation Rates	2010-11	2011-12	2012-13	2013-14	2014-15
All Students					
Cohort graduation rate	99.8%	99.8%	99.3%	99.8%	*
Cohort dropout rate	0.2%	0.0%	0.4%	0.2%	*
English Learners					
Cohort graduation rate	100.0%	100.0%	100.0%	100.0%	*
Cohort dropout rate	0.0%	0.0%	0.0%	0.0%	*
Socioeconomically disadvantaged students					
Cohort graduation rate	100.0%	100.0%	100.0%	100.0%	*
Cohort dropout rate	0.0%	0.0%	0.0%	0.0%	*
Special Education students					
Cohort graduation rate	100.0%	98.4%	100.0%	98.1%	*
Cohort dropout rate	0.0%	0.0%	0.0%	1.9%	*

Data Source**Early Assessment of Readiness**

California Assessment of Student Performance and Progress (CAASPP) Results. (2015, September 9). Retrieved from <http://caaspp.cde.ca.gov/>. EAP data was generated from SBAC results and EAP status was determined based on the published criteria from CAASPP, standard exceeded=college ready, standard met=conditionally ready, standard nearly met/standard not met=not ready.

AP data

College Board annual AP exam results summary report

UC/CSU eligibility rates

California Department of Education Data Reporting Office Data as of: 3/13/2015. 12th Grade Graduates Completing all Courses Required for U.C. and/or C.S.U. Entrance Report (2013-14). Retrieved from <http://dq.cde.ca.gov/dataquest/>

Cohort Graduation Rates

California Department of Education Data Reporting Office Data as of: 3/13/2015. Cohort Outcome Data for the Class of 2013-14. Retrieved from <http://dq.cde.ca.gov/dataquest/>

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

ITEM 17

III. School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 11	419	406	96.9%	405	2683.8	59%	26%	11%	4%
All Grades	419	406	96.9%	405	2683.8	59%	26%	11%	4%

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 11	61%	34%	5%	66%	28%	5%	40%	52%	7%	61%	35%	4%
All Grades	61%	34%	5%	66%	28%	5%	40%	52%	7%	61%	35%	4%

Conclusions based on this data:

1.

Data Source

California Assessment of Student Performance and Progress (CAASPP) Results. (2015, September 9). Retrieved from <http://caaspp.cde.ca.gov/>

ITEM 17

III. School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 11	419	401	95.7%	400	2696.4	50%	25%	12%	12%
All Grades	419	401	95.7%	400	2696.4	50%	25%	12%	12%

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 11	65%	23%	12%	50%	36%	14%	53%	39%	8%
All Grades	65%	23%	12%	50%	36%	14%	53%	39%	8%

Conclusions based on this data:

1.

Data Source

California Assessment of Student Performance and Progress (CAASPP) Results. (2015, September 9). Retrieved from <http://caaspp.cde.ca.gov/>

ITEM 17

III. Student Performance Data

CAASPP/CST Results
By Grade Level

Grade Level	Science											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
10	90	93		7	5		2	1		1	0	

Data Source
California Assessment of Student Performance and Progress (CAASPP) Results. (2015, September 9). Retrieved from <http://caaspp.cde.ca.gov/>

ITEM 17

III. Student Performance Data

School Climate

Enrollment	2010-11	2011-12	2012-13	2013-14	2014-15
Total enrollment	1,886	1,839	1,857	1,867	1,987
Number and percentage of English Learners	(13) 0.7%	(21) 1.1%	(33) 1.8%	(13) 0.7%	(22) 1.1%
Number and percentage of Socio-Economically Disadvantaged students	(41) 2.2%	(41) 2.2%	(55) 2.9%	(59) 3.2%	(72) 3.6%
Number and percentage of Special Education students	(195) 10.3%	(189) 10.3%	(166) 8.9%	(166) 8.9%	(164) 8.2%

Attendance data	2010-11	2011-12	2012-13	2013-14	2014-15
Truancy rate	12.47%	11.9%	14.37%	54.55%	*

Discipline Data	2010-11	2011-12	2012-13	2013-14	2014-15
Number of students suspended	35	14	15	15	*
Suspension rate	1.8%	0.7%	0.8%	0.8%	1.00
Number of students expelled	0	0	2	2	*
Expulsion rate	0%	0.0%	0.1%	0.1%	0.05

Data Source

Enrollment

California Longitudinal Pupil Achievement Data System. ODS Reports. 1.1 Enrollment - Primary Status by Subgroup (Retrieved October 2015). Retrieved from <https://www.calpads.ca.gov/ODSReportsHome.aspx>

Attendance data

California Department of Education Data Reporting Office Data as of: 3/13/2015. Truancy Report (2013-14). Retrieved from <http://dq.cde.ca.gov/dataquest/>

Discipline Data

California Department of Education Data Reporting Office Data as of: 3/13/2015. Suspension and Expulsion Report For 2013-14. Retrieved from <http://dq.cde.ca.gov/dataquest/>

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

ITEM 17

III. Student Performance Data (cont'd)

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	465	398	*
Percent with Prior Year Data	100.0	100.0	*
Number in Cohort	465	398	*
Number Met	344	289	*
Percent Met	74.0	72.6	*
NCLB Target	57.5	59.0	60.5
Met Target	Yes	Yes	*

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	175	332	179	287	*	*
Number Met	83	217	68	179	*	*
Percent Met	47.4	65.4	38.0	62.4	*	*
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	Yes	Yes	Yes	Yes	*	*

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes	Yes	*
Met Percent Proficient or Above	No	No	*
Mathematics			
Met Participation Rate	Yes	Yes	*
Met Percent Proficient or Above	No	No	*
Met Target for AMAO 3	No	No	*

Data Source

California Department of Education Data Reporting Office Data as of: 3/13/2015. Title III Accountability Reports. Retrieved from <http://www.cde.ca.gov/ta/ac/t3/t3reports.asp>

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

ITEM 17

III. Student Performance Data (cont'd)

California English Language Development (CELDT) Data

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9	6	67	2	22	0	0	1	11	0	0	9
10	3	60	2	40	0	0	0	0	0	0	5
11	6	100	0	0	0	0	0	0	0	0	6
12	0	0	0	0	0	0	0	0	0	0	0
Total	15	75	4	20	0	0	1	5	0	0	20

Data Source

California Department of Education Data Reporting Office Data as of: 3/13/2015. California English Language Development Test (CELDT). Retrieved from <http://dq.cde.ca.gov/dataquest/>

ITEM 17

III. Student Performance Data (cont'd)

Reclassification

Reclassification rate	2010-11	2011-12	2012-13	2013-14	2014-15
Number and percentage of English Learners	13 (0.7%)	6 (0.3%)	17 (0.9%)	13 (0.7%)	22 (1.1%)
Number and percentage of Fluent English Proficient students	269 (14.2%)	305 (16.6%)	333 (17.9%)	365 (19.5%)	433 (21.7%)
Number and percentage of Redesignated Fluent English Proficient students	0 (0.0%)	6 (46.2%)	2 (33.3%)	8 (47.1%)	0 (0.0%)

SBAC English Language Arts Results – English Learners	2014-2015		
	All Students	English Learners	Redesignated Fluent English Proficient
Standard Exceeded	59%	*	60%
Standard Met	26%	*	28%
Standard Nearly Met	11%	*	12%
Standard Not Met	4%	*	0%

SBAC Mathematics Results – English Learners	2014-2015		
	All Students	English Learners	Redesignated Fluent English Proficient
Standard Exceeded	50%	*	60%
Standard Met	25%	*	28%
Standard Nearly Met	12%	*	4%
Standard Not Met	12%	*	8%

Data Source

Reclassification rate

California Department of Education Data Reporting Office Data as of: 3/13/2015. Number and Percent of Students Redesignated to FEP. Retrieved from <http://dq.cde.ca.gov/dataquest/>

SBAC English Learner Results

California Assessment of Student Performance and Progress (CAASPP) Results. (2015, September 9). Retrieved from <http://caaspp.cde.ca.gov/>

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

ITEM 17

III. Student Performance Data (cont'd)

College Entrance Exam Results

SAT and ACT Results							
Graduation Class		2010	2011	2012	2013	2014	2015
S A T	% of Seniors Taking	76%	80%	80%	80%	81%	75%
	Mean Writing (Mean Verbal for 04 & 05)	595	589	603	617	630	611
	Mean Math	610	603	614	626	647	626
	Mean Critical Reading	594	589	601	619	627	611
A C T	% of Seniors Taking	50%	50%	49%	56%	58%	61%
	Avg. Composite Score	26.4	26.6	27.4	27.3	28.6	27.9

2014-15 SAT Scores						
12th Grade Enrollment	Seniors Tested	Average Score : Reading	Average Score : Math	Average Score: Writing	Number of Scores >=1500	Percent of Scores >=1500
437	328	611	626	611	*	*

2014-15 ACT Scores							
12th Grade Enrollment	Seniors Tested	Average Score : Reading	Average Score : Math	Average Score: Writing	Average Score: Science	Number of Scores >=21	Percent of Scores >=21
437	265	27.9	27.9	28.3	26.9	965	91%

Data Source

SAT data provided by College Board Senior School Level Reports, ACT College Bound School Level Senior Report

*data not available from the College Board Senior School Level Reports at the time of this report

ITEM 17

**III. Student Performance Data Summary
Canyon Crest Academy**

Upon review of the performance data for students at Canyon Crest Academy, what stands out is that the percentage of students who receive a 3 or higher on at least one AP Exam has remained constant over five years, fluctuating between 86% and 88%. Total AP Exam enrollment has increased but percentage of students who have taken at least one AP test has decreased. Additionally, the percentage of students who are UC/CSU Eligible have risen steadily from 78.3% in 2010-11 to 92.4% in 2013-14. What these data tell us is that a majority of CCA students are prepared for success in their post-high school education. Additionally, 85% of 11th grade students either exceeded the standard (59%) or met the standard (26%) for the English portion of the California Assessment of Student Performance and Progress (CAASPP) Results. 75% of 11th grade students either exceeded the standard (50%) or met the standard (25%) for the English portion of the California Assessment of Student Performance and Progress (CAASPP) Results. CST Science has improved from 87% at or above proficiency to 94% at or above proficiency from 2013 to 2015. In a year designated as a benchmark year for California schools, CCA earned the highest scores in the San Diego region. One concern from the data review is that truancy rates increased from 14.37% in 2012-13 to 54.55% in 2014-15 for number of students with at least one truancy over the course of the year. This was in large part due to a change in attendance coding for personal absences from excused to unexcused. The identified area of need in attendance is to work with students and families to bring the truancy rate back down to 15% (specifically with truanancies that do not include personal absences). As for other areas of need, we want to improve the percentage of students who are UC eligible. The percentage of students receiving a D or F on semester grades is also a concern and will be addressed in the goals section.

ITEM 17

V. School-Wide Goals
Canyon Crest Academy
2015-16

2015-2016 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2015-16 School Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School goal?	Specify LCAP Priority	Specify LCAP Goal
Academic Performance & Interventions	<p>LCAP State Priorities and SDUHSD-aligned focus on instruction and assessment of learning define our commitment to continuous improvement, data-driven decision making, and access to a rigorous and cohesive curriculum. In addition, self-study findings indicate a need to identify, support, and engage underperforming students through a comprehensive intervention sequence.</p> <p>All students are not demonstrating mastery of grade level content as evidenced by data reviewed from:</p> <ol style="list-style-type: none"> 1. quarterly D/F list, which has fluctuated between 6.3 and 8.35% of students since 2014-15 school year. 2. SBAC results in English Language Arts (ELA) and Math, where 15 percent of students are not meeting standards in ELA and 24 percent are not meeting standards in Math 3. Enrollment data from intervention/readiness courses 4. CELDT data 	Annual increase in pupil achievement on standardized tests, including Advanced Placement exams, develop and implement academic intervention strategies to support access and engagement for all students.	All students	<p>D/F list, SBAC results, SST referral list, Add/Drop data, grades reports, AP exam data Course enrollment data ELO rubrics and Common Assessments for Core Courses</p> <p>Primarily we expect to see the D/F percentage drop to 6%, SBAC percent not meeting standard to drop to 12% and 20% in ELA and Math, SST referrals to decrease.</p>	<p>State Priority:</p> <ol style="list-style-type: none"> 1- Basic Services 2- Implementation of State Standard 4- Pupil Achievement 7- Course Access 	<p>SDUHSD LCAP Goal #1:</p> <p>Annual increase in student achievement for all students in English language arts and math with focus on accelerating student learning outcomes for target subgroups including English Learners, low income pupils and pupils identified as special education.</p>

ITEM 17

--	--	--	--	--	--

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1.	Identify students not realizing academic potential and support appropriate placement in challenging and/or Advanced Placement Courses	Fall/Spring 2015-16 quarterly progress checks	Extra hours (4) for teachers on identified targeted team (4) = 16 hours * 34.00 = \$544.00	Site Achievement Funds
2.	Implement appropriate academic interventions aligned with the existing CCA intervention sequence to address the needs of the middle learner	Fall/Spring 2015-16 quarterly progress checks	Academic Intervention Specialist (Paid as Sub days (180) * 150/day = \$27,000 for support/tutoring in targeted classes. Extra hours for teachers to supervise tutoring after school and other support for students. Total of 215 hours * 34.00 = \$7,310.00	Site Achievement Funds
3.	Implement appropriate academic strategies to identify and encourage all students to meet A-G requirements for college eligibility	Ongoing	\$2000.00 for Field Trips to local campuses	Site Achievement Funds
4.	Assess and evaluate the effectiveness of the academic intervention strategies being used	Fall/Spring 2015-16 quarterly progress checks	no cost	
5.	Provide professional development for staff to successfully implement uniform intervention strategies	monthly through regular Late Start meetings	no cost	

ITEM 17

2015-2016 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2015-16 School Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School goal?	Specify LCAP Priority	Specify LCAP Goal
School Community	LCAP State Priorities #5, and #6 and WASC self-study findings indicate the need to formalize a comprehensive plan to ensure student connectedness and engagement for all within our school community by creating programs that address and monitor the social/emotional safety, attendance, and wellbeing of our student body while maintaining a secure learning environment for all shareholders.	Develop and implement a comprehensive plan to ensure a safe, orderly, and secure learning environment for all students and staff with emphasis on student connectedness to the school community, attendance, and graduation rates.	All students	<p>Student enrollment and involvement in programs designed to promote a safe, orderly, and secure learning environment, Student participation in clubs, ASB activities, and Wellness/PALS Day, Student and staff participation in the Mentor Program, Student and staff surveys, Discipline data, Attendance data</p> <p>The primary focus here will be attendance data where CCA expects to see a decrease in truancies back down to 15% from 55% for numbers of truancies per student.</p> <p>Student Surveys on at the term change and at the end of the year to measure school climate (tie to yearbook potentially).</p>	State Priority: 1- Basic Services 3- Parent Involvement 5- Pupil Engagement 6- School Climate	SDUHSD LCAP Goal#3: Increase the level of "school connectedness" and "sense of safety" of pupils, staff and parents.

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1.	Continue to implement and develop programs and/or resources that promote student connectedness to the school community	ongoing	no cost	

ITEM 17

2.	Continue to provide targeted programs designed to meet the specific needs of CCA students (ex: students facing academic pressure, mental health awareness, student transitions, etc.)	ongoing	no cost	
3.	Develop, implement, and review site safety plan to ensure a secure learning environment for all students and staff	Ongoing, quarterly evacuation drills, annual review of CCA emergency plan	no cost	
4.	Implement Restorative Practices Model	ongoing	no cost	

ITEM 17

2015-2016 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2015-16 School Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School goal?	Specify LCAP Priority	Specify LCAP Goal
Instruction	LCAP State and SDUHSD priorities and WASC self-study findings, indicate the need to provide support, allocate resources and time, and facilitate professional development opportunities to guide the transition toward Common Core and 21st Century skills-focused instruction to prepare all graduates for success in both college and career.	Align curriculum, develop instructional practices, and provide professional development to support the transition to Common Core Standards, Next Generation Science Standards and 21st Century Learning skills to prepare all Canyon Crest Academy graduates for college and career readiness. Make Chromebook carts more available to all teachers.	All students	Late start agendas, Teacher participation in trainings (keep these statistics), Teacher feedback via survey on experimentation with new instructional strategies, Lesson plan reviews (measure via number of sessions held regarding these reviews - PLC - look into keeping track of pre and post meeting documentation from evaluations), Subject area team evaluation and revision of Essential Learning Outcomes and common assessments aligned with Common Core and 21st century Learning Skills, Course enrollment data The primary action will be measuring UC eligible percentages and raising the percentage to 95 percent of our students.	LCAP state priorities 1: Basics 2: Implementation of State Standards 4: Pupil achievement 7: Course Access	SDUHSD LCAP Goal #1: Annual increase in student achievement for all students in English language arts and math with focus on accelerating student learning outcomes for target subgroups including English Learners, low income pupils and pupils identified as special education.

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1.	Professional development in all subject areas around: 1. transition to Common Core and appropriate instructional strategies	Ongoing	no cost - time provided at late starts	

ITEM 17

	2. 21st century skills (collaboration, critical thinking, creativity, and communication) and appropriate instructional strategies 3. College and Career Readiness (CCR) 'Anchor' Standards			
2.	Provide time and curricular resources to support classroom instruction, and encourage teacher exploration throughout transition to Common Core and 21st century learning.	Ongoing	no cost - time provided at late starts	
3.	Increase student access to Career Technical Education (CTE) courses, work/internship placements, and pathway opportunities	Ongoing	no cost	
4.	Work closely with Prop AA Bond Committee to ensure adequate technological infrastructure to support instructional resource	Ongoing	no cost	

ITEM 17

VI. Budget 2015-16 Canyon Crest Academy

The amounts included in this report included the funding sources considered by the Site Council when appropriating funds specific to the goals outlined in the Single Plan for Student Achievement. Districts have been given flexibility (by the State) on how to allocate LCFF Funds. SDUHSD allocates Supplemental funds to the school sites for Site Tutoring, Site Achievement for formative work and provides funding to support additional teaching sections. Additionally the budget reflects funding sources that are not subject to flexibility. The funding sources include Title I and Title III.

State/Federal Categorical Program	Allocation
Site LCFF Supplemental Funding - Site Formative/Achievement Funds	\$30,000.00
Site LCFF Supplemental Funding - Site Tutoring Funds	\$6,915.00
Site LCFF Supplemental Funding – District Funded Sections	\$17,000
Title I Funds	\$0.00
Total	\$53,915.00

Site Plan for Student Achievement
Approval of 2015/16 Plan
Canyon Crest Academy Site Council Committee

Printed Name:

Signature:

1. Bernard Steinberger



2. Gretchen Schultz



3. Terrence Ryan



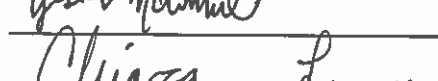
4. Glen Ragins



5. Karl Mueller



6. Jessie McConville



7. Chiara Luna



8. Melody Li



9. Noah Larky



10. Reka Incze



11. Ed Gerstin



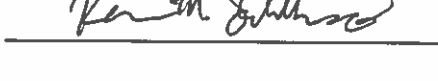
12. Samuel Cummings



13. Lance Clifner



14. Mark Caton



15. Karen Burrows



16. Kevin Sabellico



Dated: December 1, 2015

The Single Plan for Student Achievement

La Costa Canyon High School

School Name

37-68346-3731007

CDS Code

Date of this revision:

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

Contact Person:	Bryan Marcus
Position:	Principal
Telephone Number:	(760) 436-6136 x6000
Address:	1 Maverick Way
E-mail Address:	bryan.marcus@sduhsd.net

San Dieguito Union High School District

School District

The District Governing Board approved this revision of the School Plan on:

ITEM 17

**I. School Vision and Mission
La Costa Canyon High School**

Vision:

At La Costa Canyon High School, we believe in building a school community of life long learners, creative thinkers and responsible individuals through innovative course and career pathways.

Mission:

An inclusive and energetic learning community, LCC prepares students to be 21st century innovators, driven learners, creative leaders, and exemplary citizens.

ITEM 17

II. School Profile La Costa Canyon High School

La Costa Canyon High School (LCC) is a student centered educational community located in south Carlsbad. Current enrollment is approximately 2000 students in grades 9-12, educationally servicing students who live within the San Dieguito Union High School District coastal communities of Cardiff, Encinitas, Leucadia, Olivenhain, and south Carlsbad.

Established in 1996, LCC is a stunning campus with state-of-the-art facilities which include 120 classrooms equipped with short throw projectors, 5 computer labs, a 470 seat Performing Arts Center, a newly remodeled 13,000sq.ft media center, audio-visual technology facilities, music performance classrooms, architecture/engineering lab, a two story gymnasium with capacity to seat 2,200, and an all-weather track and field with a stadium seating 5,000 people.

Our commitment to academic excellence has resulted in being recognized as a California Distinguished school as well as National Blue Ribbon School. LCC is dedicated to providing each student a well-rounded education through exposures to creative and innovative curriculum through college-bound courses as well as opportunities in career-based courses. We also offer a Work Experience program that encourages students to develop career-related experience and skills by completing internships or working while receiving high school credit.

LCC provides a comprehensive interscholastic athletics program with 26 different varsity-level sports, earning numerous League, CIF, and Open Division Titles. LCC offers more than 50 extracurricular student clubs and an Associated Student Body (ASB) to ensure each student remains connected and engaged on a daily basis. In addition, students can participate in nationally recognized programs to include speech and debate, theatrical/performing arts and the only marching band in the area, The Maverick Brigade. LCC recognizes the increasingly important role community service plays in the education and personal growth. Large numbers of students are involved in service projects that are curriculum, community oriented, and student based.

ITEM 17

III. School and Student Performance Data

College and Career Readiness

Early Assessment of Readiness for College English	2014-15
College Ready	25%
Conditionally Ready	36%
Not Ready	39%

Early Assessment of Readiness for College Mathematics	2014-15
College Ready	24%
Conditionally Ready	30%
Not Ready	46%

AP data	2010-11	2011-12	2012-13	2013-14	2014-15
Total enrollment	2,361	2,294	2,133	2,068	2,011
Total exam candidates	722	659	716	642	721
Percentage of students who took at least 1 exam	31%	29%	34%	31%	36%
Total exams	1,522	1,362	1,507	1,409	1,722
Number of exams with passing score (3+)	1,068	1,013	1,027	1,054	1,257
Percentage of exams with a passing score (3+)	70%	74%	68%	75%	73%

UC/CSU eligibility rates	2010-11	2011-12	2012-13	2013-14	2014-15
All Students					
Number of graduates	578	544	510	456	*
Percentage of graduates with UC/CSU eligibility	71.5%	71.0%	68.0%	72.1%	*
English Learners					
Number of graduates	34	34	23	15	*
Percentage of graduates with UC/CSU eligibility	17.6%	5.9%	4.3%	0.0%	*
Socioeconomically disadvantaged students					
Number of graduates	56	54	84	41	*
Percentage of graduates with UC/CSU eligibility	32.1%	20.4%	41.7%	31.7%	*

ITEM 17

Cohort graduation Rates	2010-11	2011-12	2012-13	2013-14	2014-15
All Students					
Cohort graduation rate	95.8%	96.1%	97.5%	97.0%	*
Cohort dropout rate	2.7%	2.1%	1.3%	2.1%	*
English Learners					
Cohort graduation rate	80.6%	78.6%	87.2%	72.0%	*
Cohort dropout rate	19.4%	11.9%	8.5%	24.0%	*
Socioeconomically disadvantaged students					
Cohort graduation rate	83.9%	85.7%	94.7%	87.3%	*
Cohort dropout rate	11.8%	7.8%	4.3%	9.9%	*
Special Education students					
Cohort graduation rate	68.6%	81.8%	86.2%	85.7%	*
Cohort dropout rate	15.7%	7.8%	6.2%	8.6%	*

Data Source**Early Assessment of Readiness**

California Assessment of Student Performance and Progress (CAASPP) Results. (2015, September 9). Retrieved from <http://caaspp.cde.ca.gov/>. EAP data was generated from SBAC results and EAP status was determined based on the published criteria from CAASPP, standard exceeded=college ready, standard met=conditionally ready, standard nearly met/standard not met=not ready.

AP data

College Board annual AP exam results summary report

UC/CSU eligibility rates

California Department of Education Data Reporting Office Data as of: 3/13/2015. 12th Grade Graduates Completing all Courses Required for U.C. and/or C.S.U. Entrance Report (2013-14). Retrieved from <http://dq.cde.ca.gov/dataquest/>

Cohort Graduation Rates

California Department of Education Data Reporting Office Data as of: 3/13/2015. Cohort Outcome Data for the Class of 2013-14. Retrieved from <http://dq.cde.ca.gov/dataquest/>

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

ITEM 17

III. School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 11	474	455	96.0%	450	2602.1	25%	36%	21%	17%
All Grades	474	455	96.0%	450		25%	36%	21%	17%

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 11	36%	47%	17%	32%	46%	20%	21%	60%	18%	36%	48%	16%
All Grades	36%	47%	17%	32%	46%	20%	21%	60%	18%	36%	48%	16%

Conclusions based on this data:

1. Only 17% of our students scored in the "Standards Not Met" category, which is below the county average. Achievement was fairly consistent across the four claims of Reading, Writing, Listening, and Research/Inquiry.
2. 61% of students tested scored in the "Standards Exceeded" and "Standards Met" category. This is below the district average of 76% and just above the county average of 60%. Teachers and administration will review results to make adjustments to instruction and curriculum as necessary.

Data Source

California Assessment of Student Performance and Progress (CAASPP) Results. (2015, September 9). Retrieved from <http://caaspp.cde.ca.gov/>

ITEM 17

III. School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 11	474	456	96.2%	454	2623.7	24%	30%	22%	24%
All Grades	474	456	96.2%	454		24%	30%	22%	24%

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 11	41%	34%	26%	25%	55%	20%	29%	54%	17%
All Grades	41%	34%	26%	25%	55%	20%	29%	54%	17%

Conclusions based on this data:

- "Concepts and procedures" were an area of relative strength during this first baseline year of CAASPP results as evidenced by having the highest number of students scoring in the "Above Standard" range (41%) of the three claim areas.
- We have significant areas for growth in "Problem Solving" and "Communicating Reasoning." These areas are primarily tested through performance tasks, so student exposure to our integrated math model should continue to improve those results. All math courses at LCC need to provide students the opportunity to explore performance tasks.
- 54% of students scored in the "Standard Exceeded" and "Standard Met" categories combined. Countywide, the commensurate percentage was 60, and the district was 76%.

Data Source

California Assessment of Student Performance and Progress (CAASPP) Results. (2015, September 9). Retrieved from <http://caaspp.cde.ca.gov/>

ITEM 17

III. Student Performance Data

CAASPP/CST Results
By Grade Level

Grade Level	Science											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
10	78	76		16	18		4	3		3	2	

Data Source
California Assessment of Student Performance and Progress (CAASPP) Results. (2015, September 9). Retrieved from <http://caaspp.cde.ca.gov/>

ITEM 17

III. Student Performance Data

School Climate

Enrollment	2010-11	2011-12	2012-13	2013-14	2014-15
Total enrollment	2,363	2,294	2,134	2,067	2,008
Number and percentage of English Learners	(101) 4.3%	(104) 4.5%	(71) 3.3%	(100) 4.8%	(103) 5.1%
Number and percentage of Socio-Economically Disadvantaged students	(304) 12.9%	(267) 11.6%	(282) 13.2%	(227) 11%	(197) 9.8%
Number and percentage of Special Education students	(319) 13.5%	(320) 14%	(293) 13.7%	(271) 13.1%	(276) 13.7%

Attendance data	2010-11	2011-12	2012-13	2013-14	2014-15
Truancy rate	26.89%	20.4%	15.99%	58.29%	*

Discipline Data	2010-11	2011-12	2012-13	2013-14	2014-15
Number of students suspended	137	56	61	26	*
Suspension rate	5.8%	2.3%	2.7%	1.2%	1.39
Number of students expelled	5	3	3	1	*
Expulsion rate	0.2%	0.1%	0.1%	0.0%	0.00

Data Source

Enrollment

California Longitudinal Pupil Achievement Data System. ODS Reports. 1.1 Enrollment - Primary Status by Subgroup (Retrieved October 2015). Retrieved from <https://www.calpads.ca.gov/ODSReportsHome.aspx>

Attendance data

California Department of Education Data Reporting Office Data as of: 3/13/2015. Truancy Report (2013-14). Retrieved from <http://dq.cde.ca.gov/dataquest/>

Discipline Data

California Department of Education Data Reporting Office Data as of: 3/13/2015. Suspension and Expulsion Report For 2013-14. Retrieved from <http://dq.cde.ca.gov/dataquest/>

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

ITEM 17

III. Student Performance Data (cont'd)

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	465	398	*
Percent with Prior Year Data	100.0	100.0	*
Number in Cohort	465	398	*
Number Met	344	289	*
Percent Met	74.0	72.6	*
NCLB Target	57.5	59.0	60.5
Met Target	Yes	Yes	*

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	175	332	179	287	*	*
Number Met	83	217	68	179	*	*
Percent Met	47.4	65.4	38.0	62.4	*	*
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	Yes	Yes	Yes	Yes	*	*

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes	Yes	*
Met Percent Proficient or Above	No	No	*
Mathematics			
Met Participation Rate	Yes	Yes	*
Met Percent Proficient or Above	No	No	*
Met Target for AMAO 3	No	No	*

Data Source

California Department of Education Data Reporting Office Data as of: 3/13/2015. Title III Accountability Reports. Retrieved from <http://www.cde.ca.gov/ta/ac/t3/t3reports.asp>

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

ITEM 17

III. Student Performance Data (cont'd)

California English Language Development (CELDT) Data

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9	1	4	5	19	11	42	6	23	3	12	26
10	4	17	10	42	3	13	6	25	1	4	24
11	3	20	2	13	2	13	2	13	6	40	15
12	3	16	9	47	1	5	2	11	4	21	19
Total	11	13	26	31	17	20	16	19	14	17	84

Data Source

California Department of Education Data Reporting Office Data as of: 3/13/2015. California English Language Development Test (CELDT). Retrieved from <http://dq.cde.ca.gov/dataquest/>

ITEM 17

III. Student Performance Data (cont'd)

Reclassification

Reclassification rate	2010-11	2011-12	2012-13	2013-14	2014-15
Number and percentage of English Learners	161 (6.8%)	137 (6.0%)	109 (5.1%)	101 (4.9%)	105 (5.2%)
Number and percentage of Fluent English Proficient students	185 (7.8%)	176 (7.7%)	180 (8.4%)	156 (7.5%)	150 (7.5%)
Number and percentage of Redesignated Fluent English Proficient students	31 (17.1%)	15 (9.3%)	15 (10.9%)	8 (7.2%)	7 (6.9%)

SBAC English Language Arts Results – English Learners	2014-2015		
	All Students	English Learners	Redesignated Fluent English Proficient
Standard Exceeded	25%	0%	5%
Standard Met	36%	12%	35%
Standard Nearly Met	21%	12%	20%
Standard Not Met	17%	71%	40%

SBAC Mathematics Results – English Learners	2014-2015		
	All Students	English Learners	Redesignated Fluent English Proficient
Standard Exceeded	24%	0%	15%
Standard Met	30%	6%	10%
Standard Nearly Met	22%	11%	45%
Standard Not Met	24%	83%	30%

Data Source

Reclassification rate

California Department of Education Data Reporting Office Data as of: 3/13/2015. Number and Percent of Students Redesignated to FEP. Retrieved from <http://dq.cde.ca.gov/dataquest/>

SBAC English Learner Results

California Assessment of Student Performance and Progress (CAASPP) Results. (2015, September 9). Retrieved from <http://caaspp.cde.ca.gov/>

ITEM 17

III. Student Performance Data (cont'd)

College Entrance Exam Results

SAT and ACT Results							
Graduation Class		2010	2011	2012	2013	2014	2015
S A T	% of Seniors Taking	62%	70%	70%	67%	63%	66%
	Mean Writing (Mean Verbal for 04 & 05)	545	556	558	527	553	542
	Mean Math	577	583	577	557	573	574
	Mean Critical Reading	544	548	547	523	552	542
A C T	% of Seniors Taking	41%	46%	50%	55%	57%	57%
	Avg. Composite Score	24.5	25.6	25.2	24.8	25.6	25.8

2014-15 SAT Scores						
12th Grade Enrollment	Seniors Tested	Average Score : Reading	Average Score : Math	Average Score: Writing	Number of Scores >=1500	Percent of Scores >=1500
537	357	542	574	542	*	*

2014-15 ACT Scores							
12th Grade Enrollment	Seniors Tested	Average Score : Reading	Average Score : Math	Average Score: Writing	Average Score: Science	Number of Scores >=21	Percent of Scores >=21
537	307	25.7	26.1	25.7	25	1,039	85%

Data Source

SAT data provided by College Board Senior School Level Reports, ACT College Bound School Level Senior Reports

*data not available from the College Board Senior School Level Reports at the time of this report

ITEM 17

III. Student Performance Data Summary La Costa Canyon High School

From AP scores, to CELDT results, LCC's data illuminates a number of areas of improvement over the past few years. These accomplishments are the result of work by students and staff all over campus. As an initial example, a focus on accessibility and excellence in honors and AP courses continues to show results at La Costa Canyon. According to 2015 AP testing results from College Board, 1,722 AP tests were taken by LCC students - a growth of 22% in one year. While 200 more AP tests were taken in 2015 than in 2011, the percentage of students who passed at least one test also increased by 3% (70% to 73%). This data reflects work by teachers and counselors to provide more accessibility to students, while also providing the appropriate information to students and families about the right level of class for each student.

While AP scores have increased, issues with discipline have been on a marked decline. The suspension rate dropped precipitously from the 2010-11 school year to the 2013-14 school year (5.8% to 1.2%). These numbers indicate work on the part of classroom teachers to follow a progressive discipline model within their classrooms, and work by administrators to begin a Restorative Practices model in their daily interactions with students. Over this same time period, LCC also went from expelling 5 students down to expelling just one. LCC's administration recognizes the importance of keeping students in an educational environment whenever possible. Expectations and consequences are clearly articulate in "admin talks" that were done in every ELA classroom at the beginning of the school year. Outlining clear behavior expectations has helped to lower the number of students being removed from school for behavior problems.

As is mentioned in our mission statement, LCC looks to send, "21st century innovators, driven learners, creative leaders, and exemplary citizens" out in to the world. Over the past four years, our graduation rate has increased slightly from 95.8% to 97.0%. These numbers are to be lauded, but the subgroup of Special Education students who are graduating deserves the most commendation. In 2011, 68.6% of designated "special education" students were able to graduate; that number climbed to 85.7% in 2014. This increase can be accredited to work between the special education department, counselors, and administration to make sure that special education students are receiving appropriate supports, and being put in the proper courses to lead to graduation. With our percentage of special education students holding steady at 13-14% over the past few years, LCC will continue to work collaboratively to provide these students with opportunities to graduate.

While much of LCC's data reflects improvement over previous years, there are certain areas of significant concern that need to be addressed moving forward. "College and Career Readiness" statistics indicate that UC/CSU eligibility among LCC graduates has remained rather stagnant over the past four years (71.5% to 72.1%); however, we have seen drops in the percentage of eligible graduates in the subgroup of English Learners. Of our 34 EL students who graduated in 2011, 17% were UC/CSU eligible. In 2014, of our 15 EL graduates, zero were UC/CSU eligible. These statistics are catalysts for change in our EL programs. The "Newcomer Academy" was established to support students in a variety of disciplines, and help them work toward reclassification. Having one counselor who works with all of our EL population also helps to maintain consistency for these students, and make sure they are aware of the resources that are available to them. Unlike our significant increases in graduation of our special education population, our EL students are dropping out at far too high of a rate. In 2014, we had a 24% cohort dropout rate among EL students, as opposed to the 2.1% of the general population. All LCC teachers have been exposed to new ELD state standards that were recently established, and staff development will continue to support teachers in the use of ELD standards across the curriculum - as well as in specialized ELD courses.

In terms of mandated state testing, 2015 represented the baseline year for CAASPP results, which means that we do not have previous LCC data for the sake of comparison; however, 62% of students tested in ELA were at or above standards and 54% were in math. Only 11th graders are tested with the CAASPP exam. These numbers are below district averages, as indicated in the "Conclusions" portion of those statistics previously stated. This initial data will help inform the continued work on essential learning outcomes and professional learning communities as LCC transitions to a new bell schedule that will allow for regular and meaningful professional development and collaboration time. 12% of EL students met standards for ELA, and 6% met standards in Math. This achievement gap (50% and 48% respectively) is an additional area of focus with our "Newcomer Academy" and running an additional math support elective class specifically for EL students to improve math skills.

As a final point, the California Healthy Kids Survey, which was administered on February 25th, 2015, provided data that a vast majority of our students feel safe on our campus (4% of concern = to district mean). Our students also resoundingly feel that a teacher, or other adult at the school cares about them with only 8% feeling otherwise. Of course, there are areas for improvement in these numbers, and the creation of a "School Culture and Climate Committee" has been tasked

ITEM 17

with findings ways to do exactly that. The creation of a 7-period bell schedule is partially intended to provide students with more opportunities to engage with teachers in subject areas where they may find more connection.

The ultimate bright-line from LCC's data is that there is a clear need to support all of our students in the transition to the new California Content Standards - particularly in ELA and Math, and particularly with our EL population. While we have made great strides to improve our advanced-level programs, and support our students who access special education services, our EL students have fallen behind, and their graduation rates are being affected.

ITEM 17

**V. School-Wide Goals
La Costa Canyon High School
2015-16**

2015-2016 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2015-16 School Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School goal?	Specify LCAP Priority	Specify LCAP Goal
Closing the Achievement Gap	All students are not demonstrating mastery of grade level content as evidenced by data reviewed from: 1. quarterly D/F list - 479 students as of most recent grading period 2. SBAC results in ELA and Math - particularly achievement gap with EL students (50 and 48% respectively) 3. CELDT data - 36% of students tested were in Early Intermediate or Beginning categories	Annual increase in student achievement in ELA and math for all students.	All Students with focus on English Language Learners	D&F lists decrease in number - particularly with EL subgroup. CAASPP results show growth overall in ELA and Math, while also reflecting a shrinking of the achievement gap. Annual CELDT data reflects growth in number of reclassified students	LCAP state priorities 1: Basics 2: Implementation of State Standards 4: Pupil achievement 7: Course Access	SDUHSD LCAP Goal #1: Annual increase in student achievement for all students in English language arts and math with focus on outcomes for target subgroups including English Learners.

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1.	Adjust bell schedule to offer more flexibility, access and choice. The creation of the bell schedule will be a collaborative process that will be teacher-led, but will also include input from classified staff, students, parents and administration. a. Expand class offerings that allow for more enrichment courses in Math and ELA as measured by increase of baseline CAASPP scores b. Allow for Professional Learning Communities to share best practices and engage regularly in formative assessment cycles as measured by subject-specific common assessments across subject areas and meeting minutes.	February 2016, with first implementation in 2016-17 school year.	TBD - 1100 students were surveyed to identify interest in taking a 7th period. 60% expressed an interest.	District Funded Sections

ITEM 17

2.	Develop student intervention procedures to increase awareness of D/F list among staff, as measured by an increase of students referred to Student Success Committee, and increase number of students attending Academic Enrichment Tutoring after school. Current baseline for AET is about 10 students/day.	At-risk students determined in August; committee meetings will begin in October Academic Enrichment Tutoring began in August	\$8,000 yearly (1 teacher / 2.5 hours / 4 days a week)	Site Tutoring Funds
3.	Implement a "Newcomer's Academy" that will support EL students in ELA, Math, and elective course offerings. The success of this program will be measured by increased numbers of students being redesignated, and moving out of the "Beginning" and "Early Intermediate" CELDT categories.	Beginning August 2015. Data will be measured in 2016.	\$40,000	Formative/Achievement Funds

ITEM 17

2015-2016 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2015-16 School Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School goal?	Specify LCAP Priority	Specify LCAP Goal
School Culture/Connectedness	All students do not feel safe and connected to LCCHS as evidenced by data reviewed from: CHKS data (15% concern rate: "I feel like I am a part of this school") Suspension rates - 26 students suspended in 2014-14 school year Attendance data - 2,169 single period trancies during first quarter of Fall 2015. 2,470 single period tardies during first quarter of Fall 2015.	Increase the level of school connectedness and sense of safety of pupils, staff and parents at LCCHS.	All students	Suspension rates decline in 2015-16 Attendance data - tardies and trancies decrease year-over-year in fall 2016 first quarter student climate survey reflects an increased number of students feeling that they are a part of the school.	State Priority: 1- Basic Services 3- Parent Involvement 5- Pupil Engagement 6- School Climate	SDUHSD LCAP Goal#3: Increase the level of "school connectedness" and "sense of safety" of pupils, staff and parents.

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1.	Review bell schedule (Fall 2015) to offer more flexibility, access and choice. The process included a survey that 1100 students around campus took in ELA classes. Success of bell schedule (beginning Fall of 2016) will be measured through improved attendance rates for Fall of 2016, and survey that will be administered at conclusion of 2016 first semester.	Bell Schedule changes for Fall 2016. Survey distributed at conclusion of first semester 2016-17.	TBD	District Funded Sections
2.	Increase student connectedness by offering: a. Two sections of Leadership (in addition to ASB options) - as measured by enrollment numbers and end-of-semester attitudinal survey b. Student-led open discussion forums during lunch which will be measured by attendance and number of actionable items coming from discussion c. Creation of Culture and Community Committee which will be measured by participation numbers of staff/students, and end-of-year Senior Exit Survey.	A. Begins Fall 2015; Survey in January 2016 B. Forums will begin in March 2016 C. Committee meetings begin October 2015; Senior Exit Surveys in June 2016	A. \$56,000 (2 sections) B. None C. None	A. District Funded Sections

ITEM 17

2015-2016 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2015-16 School Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School goal?	Specify LCAP Priority	Specify LCAP Goal
College and Career Readiness	All students are not enrolled in a course of study that will provide the skills necessary to be college and career ready as evidenced by data reviewed from: SBAC results in ELA and math (Achievement levels below district average) UC/CSU eligibility data (72% in 2014) AP exam data (721 AP exam candidates) Graduation rates (97% graduation rate, but 72% for EL cohort)	All LCCHS graduates will be college and career ready.	All students with focus on English Learners.	UC/CSU CDE Eligibility rates increase, . CAASPP results reflect an increase in baselines for entire student population in Math/ELA, as well as a decrease in achievement gap for EL cohort AP exam data reflects an increase in total number of exams, and percentage of student population taking at least one AP course	State Priority: 4- Pupil Achievement 5- Pupil Engagement 7- Course Access 8- Other Pupil Outcomes	SDUHSD LCAP Goal #4 All district graduates will be college and career ready.

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1.	Review bell schedule to offer more flexibility, access and choice a. Expand opportunities for college and career speakers as measured by number of guest speakers next year (no current baseline for this statistic, but can be measured beginning in 2016) b. Increase student/staff daily connections through addition of "advisory" in new bell schedule - beginning in Fall of 2016	a. by Fall 2016 b. by Fall 2016	TBD	District Funded Sections
2.	Counseling to identify students at risk for not meeting A-G requirements and meet with students as measured by number of students addressed, and decrease in number of students graduating without completing A-G requirements.	By January 2016	none	

ITEM 17

VI. Budget 2015-16 La Costa Canyon High School

The amounts included in this report included the funding sources considered by the Site Council when appropriating funds specific to the goals outlined in the Single Plan for Student Achievement. Districts have been given flexibility (by the State) on how to allocate LCFF Funds. SDUHSD allocates Supplemental funds to the school sites for Site Tutoring, Site Achievement for formative work and provides funding to support additional teaching sections. Additionally the budget reflects funding sources that are not subject to flexibility. The funding sources include Title I and Title III.

State/Federal Categorical Program	Allocation
Site LCFF Supplemental Funding - Site Formative/Achievement Funds	\$24,000.00
Site LCFF Supplemental Funding - Site Tutoring Funds	\$10,761.00
Site LCFF Supplemental Funding – District Funded Sections	\$180,000.00
Title I Funds	\$0.00
Total	\$214,761.00

ITEM 17



MAVERICKS

La Costa Canyon High School

One Maverick Way
Carlsbad, CA 92009
Tel: (760) 436-6136
Fax: (760) 943-3539
Web: www.lcchs.com

Principal
Bryan Marcus

San Dieguito
Union High School District

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

Superintendent
Rick Schmitt

VII. School Site Council Membership
La Costa Canyon High School
2015-2016

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Sara Smith <i>[Signature]</i>			X		
Bryan Marcus <i>[Signature]</i>	X				
Debbie Pinter <i>[Signature]</i>				X	
Justin Conn <i>[Signature]</i>			X		
Katie Stapko <i>[Signature]</i>		X			
Maria Yamount				X	
Scott Geier <i>[Signature]</i>					X
Zoe McGowan <i>[Signature]</i>					X
Maddie Eppel <i>[Signature]</i>					X
Spencer Bronberg <i>[Signature]</i>					X
Karl Eppel <i>[Signature]</i>				X	
Casey Rector <i>[Signature]</i>		X			
Shannon Kinney <i>[Signature]</i>				X	
Numbers of members of each category	1	2	2	4	4

The Single Plan for Student Achievement

San Dieguito High School Academy

School Name

37-68346-3737418

CDS Code

Date of this revision: 10/12/15

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

Contact Person:	Bjorn Paige
Position:	Principal
Telephone Number:	(760) 753-1121
Address:	800 Santa Fe Drive
E-mail Address:	bjorn.paige@sduhsd.net

San Dieguito Union High School District

School District

The District Governing Board approved this revision of the School Plan on:

ITEM 17

**I. School Vision and Mission
San Dieguito High School Academy****Vision:**

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

Mission:

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

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

II. School Profile

San Dieguito High School Academy

Community Surroundings

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

School

San Dieguito Academy (SDA) is a school of choice. It is a comprehensive, public, four-year high school with a student population of 1850. Its campus reflects the warmth and grace of its 1936 construction, updated both architecturally and technologically to meet the demands of a modern high school. It is a learning community which encourages active student involvement, leadership, and teamwork. SDA values rigorous academics and personal student attention. Career awareness ties the classroom to the community through our Career Pathways Program. Students volunteer their time in many ways.

Our active Associated Student Body supports many activities for student involvement throughout the year. Academics, media, languages other than English, career interest areas, community service, physical activities, and politics are represented by the many clubs and events on campus. Parents and community members are encouraged to take an active role at SDA. They are members of Site Council, SDA Foundation, Student Success Services, and serve in volunteer capacities.

SDA's active Associated Student Body supports many activities for student involvement throughout the year. Academics, media, languages other than English, career interest areas, community service, physical activities, and politics are represented by the many clubs and events on campus. Parents and community members are encouraged to take an active role at SDA. They are members of Site Council, SDA Foundation, Student Success Services, and serve in volunteer capacities.

SDA seeks to form meaningful partnerships with other learning institutions. Many students in their junior and senior years take classes at Mira Costa or Palomar Community Colleges. From the class of 2013, self-reported data showed 35% are attending two year colleges and 63% are attending four-year colleges, some of which are: M.I.T., Univ of Illinois, Univ of S. California, Penn State Univ, Univ of San Diego, New York Univ, Univ of Oregon, Univ of San Francisco, Purdue Univ, Santa Clara Univ, Loyola Marymount Univ, Univ of Washington, UC Boulder, Univ of Hawaii, Northeastern Univ, Bryn Mawr Coll, Belmont Univ, Tulane Univ, Pepperdine, Emerson Coll, Univ of Redlands, Rhode Is. School of Design, Rensselaer, and a variety of colleges within the University of California and Cal State University systems.

Average test scores from 2014-15 are: ACT English - 25.4, ; and SAT total score 1695.

In addition, the National Merit Scholarship Program 2015 indicated the following: Number of Graduates, 384; Number of Semi-Finalists, 3; Number of finalists, 15.

Schedule

The high school operates on a "4 x 4" block schedule in which students attend four 90-minute classes each day. There are two 18-week terms, which are divided into four 9-week quarters. The school day includes a twenty-five minute homeroom period four times a week. Upon graduation from high school, students who entered as freshmen could have earned 320 credits over four years. Underclassmen are required to carry 80 credits a year. Because of this schedule, SDA students may enroll in a wide array of elective courses, including video production, sociology, photography, surf, computer repair and programming, speech and debate, theater, music, and biotechnology and health care.

ITEM 17

Faculty

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

ITEM 17

III. School and Student Performance Data

College and Career Readiness

Early Assessment of Readiness for College English	2014-15
College Ready	44%
Conditionally Ready	31%
Not Ready	25%

Early Assessment of Readiness for College Mathematics	2014-15
College Ready	32%
Conditionally Ready	26%
Not Ready	42%

AP data	2010-11	2011-12	2012-13	2013-14	2014-15
Total enrollment	1,592	1,580	1,595	1,611	1,636
Total exam candidates	443	479	502	477	476
Percentage of students who took at least 1 exam	28%	30%	31%	30%	29%
Total exams	952	1,023	1,122	1,118	1,091
Number of exams with passing score (3+)	698	787	822	855	812
Percentage of exams with a passing score (3+)	73%	77%	73%	76%	74%

UC/CSU eligibility rates	2010-11	2011-12	2012-13	2013-14	2014-15
All Students					
Number of graduates	332	346	379	404	*
Percentage of graduates with UC/CSU eligibility	76.2%	77.5%	67.5%	73.3%	*
English Learners					
Number of graduates	27	19	9	12	*
Percentage of graduates with UC/CSU eligibility	29.6	36.8%	11.1%	8.3%	*
Socioeconomically disadvantaged students					
Number of graduates	41	46	65	65	*
Percentage of graduates with UC/CSU eligibility	46.3%	60.9%	41.5%	60.0%	*

ITEM 17

Cohort graduation Rates	2010-11	2011-12	2012-13	2013-14	2014-15
All Students					
Cohort graduation rate	100%	100%	98.4%	99%	*
Cohort dropout rate	0.0%	0.0%	1.0%	1.0%	*
English Learners					
Cohort graduation rate	100%	100%	90.5%	95.8%	*
Cohort dropout rate	0.0%	0.0%	9.5%	4.2%	*
Socioeconomically disadvantaged students					
Cohort graduation rate	100%	100%	94.5%	83%	*
Cohort dropout rate	0.0%	0.0%	4.1%	1.2%	*
Special Education students					
Cohort graduation rate	100%	100%	92.3%	97.5%	*
Cohort dropout rate	0.0%	0.0%	2.6%	2.5%	*

Data Source**Early Assessment of Readiness**

California Assessment of Student Performance and Progress (CAASPP) Results. (2015, September 9). Retrieved from <http://caaspp.cde.ca.gov/>. EAP data was generated from SBAC results and EAP status was determined based on the published criteria from CAASPP, standard exceeded=college ready, standard met=conditionally ready, standard nearly met/standard not met=not ready.

AP data

College Board annual AP exam results summary report

UC/CSU eligibility rates

California Department of Education Data Reporting Office Data as of: 3/13/2015. 12th Grade Graduates Completing all Courses Required for U.C. and/or C.S.U. Entrance Report (2013-14). Retrieved from <http://dq.cde.ca.gov/dataquest/>

Cohort Graduation Rates

California Department of Education Data Reporting Office Data as of: 3/13/2015. Cohort Outcome Data for the Class of 2013-14. Retrieved from <http://dq.cde.ca.gov/dataquest/>

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

ITEM 17

III. School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 11	382	372	97.4%	366	2661.3	49%	28%	15%	6%
All Grades	382	372	97.4%	366	2661.3	49%	28%	15%	6%

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 11	55%	36%	9%	55%	34%	9%	33%	56%	10%	57%	37%	5%
All Grades	55%	36%	9%	55%	34%	9%	33%	56%	10%	57%	37%	5%

Conclusions based on this data:

1. Students are performing well on the standardized tests as evinced by the 77% of the 11th graders who tested at SDA scored within the Standard Met and Standard Exceeded range.
2. SDA needs to focus instruction to increase student's ability to "demonstrate effective communication skills" as evidenced by the 10% of students tested who scored within the Below Standard range in this assessed area.

Data Source

California Assessment of Student Performance and Progress (CAASPP) Results. (2015, September 9). Retrieved from <http://caaspp.cde.ca.gov/>

ITEM 17

III. School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 11	382	369	96.6%	365	2645.0	32%	25%	21%	21%
All Grades	382	369	96.6%	365		32%	25%	21%	21%

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 11	45%	32%	24%	36%	46%	17%	39%	47%	15%
All Grades	45%	32%	24%	36%	46%	17%	39%	47%	15%

Conclusions based on this data:

1. A significant percentage of SDA students (57%) perform in the "Standard Met" and "Standard Nearly Met" categories. In addition, one in every five of our students scored "Below Standard", and we must do more to help these students catch up to grade level and improve math skills.
2. Nearly a quarter of our students struggled with "applying mathematical concepts and procedures" (the highest category for "Below Standard.") Specific help on these concepts and procedures are needed to help them succeed.

Data Source

California Assessment of Student Performance and Progress (CAASPP) Results. (2015, September 9). Retrieved from <http://caaspp.cde.ca.gov/>

ITEM 17

III. Student Performance Data

CAASPP/CST Results
By Grade Level

Grade Level	Science											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
10	78	76		16	17		4	5		2	2	

Data Source
California Assessment of Student Performance and Progress (CAASPP) Results. (2015, September 9). Retrieved from <http://caaspp.cde.ca.gov/>

ITEM 17

III. Student Performance Data

School Climate

Enrollment	2010-11	2011-12	2012-13	2013-14	2014-15
Total enrollment	1,592	1,578	1,598	1,607	1,635
Number and percentage of English Learners	(44) 2.8%	(56) 3.5%	(58) 3.6%	(62) 3.8%	(69) 4.2%
Number and percentage of Socio-Economically Disadvantaged students	(236) 14.8%	(212) 13.4%	(278) 17.4%	(233) 14.5%	(227) 13.9%
Number and percentage of Special Education students	(127) 8.0%	(125) 7.9%	(144) 9.0%	(164) 10.2%	(167) 10.2%

Attendance data	2010-11	2011-12	2012-13	2013-14	2014-15
Truancy rate	19.01%	20.6%	19.83%	62.29%	*

Discipline Data	2010-11	2011-12	2012-13	2013-14	2014-15
Number of students suspended	50	24	16	12	*
Suspension rate	3.1%	1.5%	1.0%	0.7%	1.15
Number of students expelled	3	3	1	0	*
Expulsion rate	0.2%	0.2%	0.1%	0.0%	0.00

Data Source

Enrollment

California Longitudinal Pupil Achievement Data System. ODS Reports. 1.1 Enrollment - Primary Status by Subgroup (Retrieved October 2015). Retrieved from <https://www.calpads.ca.gov/ODSReportsHome.aspx>

Attendance data

California Department of Education Data Reporting Office Data as of: 3/13/2015. Truancy Report (2013-14). Retrieved from <http://dq.cde.ca.gov/dataquest/>

Discipline Data

California Department of Education Data Reporting Office Data as of: 3/13/2015. Suspension and Expulsion Report For 2013-14. Retrieved from <http://dq.cde.ca.gov/dataquest/>

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

ITEM 17

III. Student Performance Data (cont'd)

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	465	398	*
Percent with Prior Year Data	100.0	100.0	*
Number in Cohort	465	398	*
Number Met	344	289	*
Percent Met	74.0	72.6	*
NCLB Target	57.5	59.0	60.5
Met Target	Yes	Yes	*

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	175	332	179	287	*	*
Number Met	83	217	68	179	*	*
Percent Met	47.4	65.4	38.0	62.4	*	*
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	Yes	Yes	Yes	Yes	*	*

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes	Yes	*
Met Percent Proficient or Above	No	No	*
Mathematics			
Met Participation Rate	Yes	Yes	*
Met Percent Proficient or Above	No	No	*
Met Target for AMAO 3	No	No	*

Data Source

California Department of Education Data Reporting Office Data as of: 3/13/2015. Title III Accountability Reports. Retrieved from <http://www.cde.ca.gov/ta/ac/t3/t3reports.asp>

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

ITEM 17

III. Student Performance Data (cont'd)

California English Language Development (CELDT) Data

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9	7	27	14	54	4	15	1	4	0	0	26
10	1	5	9	47	7	37	2	11	0	0	19
11	2	18	6	55	3	27	0	0	0	0	11
12	3	23	8	62	2	15	0	0	0	0	13
Total	13	19	37	54	16	23	3	4	0	0	69

Data Source

California Department of Education Data Reporting Office Data as of: 3/13/2015. California English Language Development Test (CELDT). Retrieved from <http://dq.cde.ca.gov/dataquest/>

ITEM 17

III. Student Performance Data (cont'd)

Reclassification

Reclassification rate	2010-11	2011-12	2012-13	2013-14	2014-15
Number and percentage of English Learners	56 (3.5%)	59 (3.7%)	57 (3.6%)	63 (3.9%)	69 (4.2%)
Number and percentage of Fluent English Proficient students	177 (11.1%)	209 (13.2%)	214 (13.4%)	232 (14.4%)	245 (14.9%)
Number and percentage of Redesignated Fluent English Proficient students	30 (41.7%)	7 (12.5%)	4 (6.8%)	7 (12.1%)	3 (4.8%)

SBAC English Language Arts Results – English Learners	2014-2015		
	All Students	English Learners	Redesignated Fluent English Proficient
Standard Exceeded	49%	*	18%
Standard Met	28%	*	45%
Standard Nearly Met	15%	*	27%
Standard Not Met	6%	*	9%

SBAC Mathematics Results – English Learners	2014-2015		
	All Students	English Learners	Redesignated Fluent English Proficient
Standard Exceeded	32%	*	9%
Standard Met	25%	*	14%
Standard Nearly Met	21%	*	34%
Standard Not Met	21%	*	41%

Data Source

Reclassification rate

California Department of Education Data Reporting Office Data as of: 3/13/2015. Number and Percent of Students Redesignated to FEP. Retrieved from <http://dq.cde.ca.gov/dataquest/>

SBAC English Learner Results

California Assessment of Student Performance and Progress (CAASPP) Results. (2015, September 9). Retrieved from <http://caaspp.cde.ca.gov/>

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

ITEM 17

III. Student Performance Data (cont'd)

College Entrance Exam Results

SAT and ACT Results							
Graduation Class		2010	2011	2012	2013	2014	2015
S A T	% of Seniors Taking	70%	73%	78%	71%	77%	71%
	Mean Writing (Mean Verbal for 04 & 05)	565	569	574	565	566	553
	Mean Math	582	575	572	579	579	580
	Mean Critical Reading	572	566	574	570	570	562
A C T	% of Seniors Taking	50%	46%	51%	40%	53%	54%
	Avg. Composite Score	24.6	24.9	25.2	25.8	26	25.4

2014-15 SAT Scores						
12th Grade Enrollment	Seniors Tested	Average Score : Reading	Average Score : Math	Average Score: Writing	Number of Scores >=1500	Percent of Scores >=1500
341	240	562	580	553	390	73%

2014-15 ACT Scores							
12th Grade Enrollment	Seniors Tested	Average Score : Reading	Average Score : Math	Average Score: Writing	Average Score: Science	Number of Scores >=21	Percent of Scores >=21
341	183	25.6	25.4	25.5	24.6	588	80%

Data Source

SAT data provided by College Board Senior School Level Reports, ACT College Bound School Level Senior Reports

*data not available from the College Board Senior School Level Reports at the time of this report

ITEM 17

III. Student Performance Data Summary San Dieguito High School Academy

The members of the San Dieguito High School Academy School Site Council, in collaboration with department chairs and department input reviewed student performance and addressed goals moving forward. Many variables and available data was taken into consideration. Based on that data and measurable progress, new goals were written by Site Council members and department members for the 2015-16 school year. These goals were aligned to our site WASC Action Plan and the San Dieguito LCAP.

2015 was a baseline year for California's use of SBAC and CAASPP results. Data received as a result of this May 2015 testing will be dis-aggregated and reviewed over summer for 15-16 school year. All 11th grade students will be taking math and ELA CAASPP this May. 10th grade students will also be taking traditional California Standardized Tests in Life Science test in May. All data from the May CAASPP and CST testing will apply to applicable student performance summary and analysis throughout the 15-16 school year. Departments, teams, and the School Site Council will review progress and define ongoing goals for improvement as a result.

From this data we were able to determine that while more than 90% of SDA students scored "Above Standard" or "At or Near Standard" in ELA, a higher percentage of students struggled in mathematics. Overall, 21% of SDA students did not meet the standard in math, with the highest percentage of "Below Standard" coming in the area of "Applying mathematical concepts and procedures" (24%) and significant numbers struggling with "Problem Solving and Modeling/Data Analysis" (17% Below Standard) and "Communicating Reasoning" (15%). As a result, we are adding to our after school math tutoring, placing a credentialed math teacher in the computer flex lab three days per week to work with students. In addition, our math department is collaborating to develop and refine essential learning outcomes and common assessments, and is working together to review student data.

SDA is a strong reflective student centered school that has strong climate and connectedness for our student population. Students participate in the annual California Healthy Kids Survey to identify connectedness and feedback for sustainable growth of our school culture. SDHSA was founded on student involvement. Everything from our Peer Assistant Listeners class to our monthly Student Forum meeting gives students avenues to express themselves and help shape their time as a Mustang. Our ASB continually plans to get the most students involved in a myriad of activities. Their goals reflects ours as a school; we hope to get to each student, by name and by need. California Health Kids Survey data and student feedback will guide the school site councils review annually.

On our most recent CHKS students reported that 72% of SDA students say they agree or "strongly agree" with the phrase "I feel like I am a part of this school." While only 10% disagreed or strongly disagreed with the statement, it has prompted us to step up efforts to help all feel connected, including expanding Homeroom Olympics to first (as well as second) term, publicizing and expanding participation in Student Forums, and working with PALS and ASB to foster connection.

Also of note on our CHKS was the increase in e-cigarette use (38% of the student body reported to having tried e-cigarettes in their lifetime; 21% within the past 30 days) and we are responding by scheduling a parent information night and working through ASB to bring information to students.

In addition to our CHKS data, the school site council and applicable school groups/teams reviewed the following data points as they apply to climate and connectedness: School attendance rates, Chronic absenteeism rates, High school dropout rates, Pupil suspension rates, Pupil expulsion rates.

College and Career Readiness is an ongoing focus of our SDHSA community. As we progress forward and set goals for our varied population, the team reviewed the following data points for our college and career readiness expectations as a school site: UC/CSU Eligibility in the our subgroups (English Learners L, Special Education, low SES and honors). Our team also identified goals in the SPSA to address the following district LCAP district goals : 1) At every school, pupil enrollment and achievement in honors, AP courses reflects the demographics of that school. 2) All pupils meet the A through G requirements of UC/CSU. 3) All pupils achieve at or above grade level in ELA and math. 4) All district graduates are college and career ready.

In order to support our students and the areas mentioned above, SDA has been engaged in shaping an active and student centered PLC over the past 5 years. In that time the school has added two monthly collaboration days that are embedded at the start of our instructional day. The first of the "Late Starts" was added in the fall of 2011 and following guidance from a fall 2012 WASC visit, there was another added in the spring 2012 for the 13-14 school year. Currently the school has 2 days a month (90 minutes each Late Start) allowing our teachers to maintain conversations around student

ITEM 17

learning. In department and course-alike teams, teachers continually shape Essential Learning Outcomes aligned with Common Core State Standards. The teams create and amend common formative assessments addressing department specific ELOs and student learning evidenced through reflective data analysis. With the dynamic aspects of the school site (NGSS, Social Science standards and CCSS etc.) we are committed to addressing learning outcomes and student needs in a continual review of our collaborative time and goals as a PLC. The SDA site council addressed this ongoing need with a goal in part V of the SPSA.

ITEM 17

**V. School-Wide Goals
San Dieguito High School Academy**

2015-2016 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2015-16 School Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School goal?	Specify LCAP Priority	Specify LCAP Goal
School Climate and Connectedness	All students do not feel safe and connected to SDA as evidenced by data reviewed from: 1. CHKS data 2. Suspension rates 3. Expulsion Rates 4. Attendance data 5. Discipline data	Increase the level of school connectedness and sense of safety of pupils, staff and parents at SDHSA, as based on CHKS and survey results in comparison to last CHKS and 2013 surveys.	All students	Suspension rates Expulsion rates Attendance data Discipline data SDHSA student climate survey results SDHSA teacher climate survey results	State Priority: 1- Basic Services 3- Parent Involvement 5- Pupil Engagement 6- School Climate	SDUHSD LCAP Goal#3: Increase the level of "school connectedness" and "sense of safety" of pupils, staff and parents.

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1.	Create a survey of students, staff, and parents to compare with survey given in 2013 through SDA Foundation.	Winter 2015-2016	TBD Cost of possible survey platforms	Administrative budget
2.	Analyze CHKS data in areas that apply to goals and work with staff to develop plans to impact climate.	Fall 2015	N/A	
3.	Continue to work with ASB, Department Chairs, and SSC to enhance connectedness with students, staff parents.	Fall 2015	N/A	
4.	Work to develop wellness activities throughout the year.	Throughout 2015-2016	N/A	
5.	Continue to use our Homeroom time to meet the goals of connectedness and culture for students and staff.	Throughout 2015-2016	N/A	

ITEM 17

2015-2016 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2015-16 School Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School goal?	Specify LCAP Priority	Specify LCAP Goal
ELA and Math	All students are not demonstrating mastery of grade level content as evidenced by data reviewed from: 1. quarterly D/F list 2. SBAC results in ELA and Math 3. enrollment data from intervention/readiness courses 4. CELDT data 5. AP data 6. CAHSEE data	Annual increase in student achievement in ELA and math for all students.	All students with focus on English Language Learners and students who qualify for Special Education.	D&F Rates for students, particularly for targeted subgroups. SBAC results (baseline year, information only) Annual CELDT data Teacher created common assessments	State Priority: 1- Basic Services 2- Implementation of State Standard 4- Pupil Achievement 7- Course Access	SDUHSD LCAP Goal #1: Annual increase in student achievement for all students in English language arts and math with focus on accelerating student learning outcomes for target subgroups including English Learners, low income pupils and pupils identified as special education.

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1.	Research, develop, and implement interventions for EL students, including support classes to help students increase academic achievement.	Fall 2015	District rate per section	Site Achievement and Site Tutoring Funds, District Achievement Sections
2.	Evaluate SBAC results to determine baseline.	Fall 2015	N/A	
3.	Identify data trends to address the best ways to decrease the number of students on the D/F list.	Quarterly throughout year.	N/A	
4.	Develop and expand systems of support for students at-risk academically in core subject areas. Including: Extended tutoring in math and ELA, ASSP program, writing lab, and support classes to help students increase academic achievement.	Fall 2015	ASSP \$5970 District rate per section	Site Achievement and Site Tutoring Funds, Administrative Budget, District Achievement Sections
5.	Articulate intervention steps for all students.	Fall 2015	N/A	

ITEM 17

2015-2016 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2015-16 School Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School goal?	Specify LCAP Priority	Specify LCAP Goal
College and Career Readiness	Not all students are enrolled in a course of study that will provide the skills necessary to be college and career ready as evidenced by data reviewed from: 1. SBAC results in ELA and math 2. UC/CSU eligibility data 3. Course enrollment data (AP, CTE, intervention) 4. AP exam data	All SDA graduates will be college and career ready.	All students with focus on English Learners, socio-economically disadvantaged students and students who qualify for Special Education programs	UC/CSU CDE Eligibility rates, Naviance exit surveys for graduating seniors. Aeries A-G completion data/Transcript Reviews. Establish baseline for communication with subgroup families. Aeries intervention data SBAC results AP exam data	State Priority: 4- Pupil Achievement 5- Pupil Engagement 7- Course Access 8- Other Pupil Outcomes	SDUHSD LCAP Goal #4 All district graduates will be college and career ready.

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1.	Counselors will develop protocol and establish baseline for communication and education of EL and low SES families on supporting students to meet A-G requirements.	Summer 2015	N/A	
2.	Implement program to support the identification of potential students for AP classes with a focus on underrepresented sub-groups, and students who might benefit from AVID.	Sept-Oct 2015; April-May 2016	N/A	
3.	Develop and use district agreed upon intervention code system in Aeries to track A-G completion.	Summer-Fall 2015	N/A	
4.	Review transcripts to identify common missing courses for underrepresented students not meeting A-G requirements.	Sept-Oct 2015; April-May 2016	N/A	
5.	Integrate mock interviews and applications into CTE classes.	Spring 2016	N/A	

ITEM 17

2015-2016 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2015-16 School Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School goal?	Specify LCAP Priority	Specify LCAP Goal
School Climate and Connectedness	All students do not feel safe and connected to SDA as evidenced by data reviewed from: 1. CHKS data 2. Suspension rates 3. Expulsion Rates 4. Attendance data 5. Discipline data	Increase the level of school connectedness and sense of safety of pupils, staff and parents at SDHSA.	All students	Suspension rates Expulsion rates Attendance data Discipline data SDHSA student climate survey results SDHSA teacher climate survey results	State Priority: 1- Basic Services 3- Parent Involvement 5- Pupil Engagement 6- School Climate	SDUHSD LCAP Goal#3: Increase the level of "school connectedness" and "sense of safety" of pupils, staff and parents.

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1.	Create a survey of students, staff, and parents to create baseline of data to gauge climate and connectedness.	Winter 2015-2016	TBD Cost of possible survey platforms	Administrative Budget
2.	Analyze CHKS data in areas that apply to goals and work with staff to develop plans to impact climate.	Fall 2015-16	N/A	
3.	Continue to work with ASB, Department Chairs, and SSC to enhance connectedness with students, staff parents.	Fall 2015	N/A	
4.	Work to develop wellness activities throughout the year.	Throughout 15-16 school year	N/A	
5.	Continue to use our Homeroom time to meet the goals of connectedness and culture for students and staff.	Throughout 15-16 school year	N/A	

ITEM 17

VI. Budget

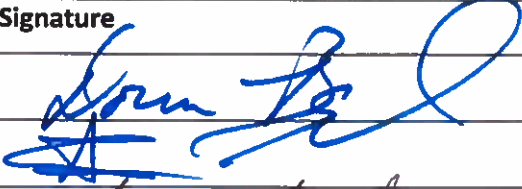
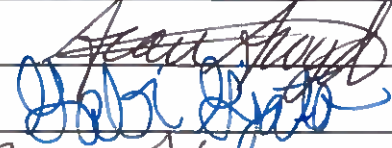
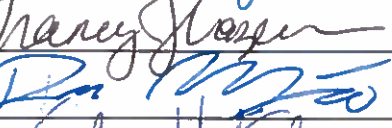
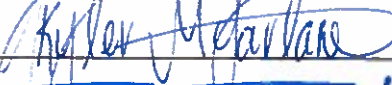









San Dieguito High School Academy

The amounts included in this report included the funding sources considered by the Site Council when appropriating funds specific to the goals outlined in the Single Plan for Student Achievement. Districts have been given flexibility (by the State) on how to allocate LCFF Funds. SDUHSD allocates Supplemental funds to the school sites for Site Tutoring, Site Achievement for formative work and provides funding to support additional teaching sections. Additionally the budget reflects funding sources that are not subject to flexibility. The funding sources include Title I and Title III.

State/Federal Categorical Program	Allocation
Site LCFF Supplemental Funding - Site Formative/Achievement Funds	\$24,000.00
Site LCFF Supplemental Funding - Site Tutoring Funds	\$5,643.00
Site LCFF Supplemental Funding – District Funded Sections	\$143,000.00
Title I Funds	\$0.00
Total	\$172,643.00

San Dieguito H.S. Academy – School Site Council – 2015-16

Single Plan for Student Achievement

Name	Representing	Signature
Donn Boyd	Teacher	
Curt Erales	Teacher	
Sean Floyd	Teacher	
Gabi Gjata	Student	
Nancy Lazerson	Parent	
Devon Maguire	Student	
Skyler McFarlane	Student	
Bjorn Paige	Principal	
Cheryl Shelhamer	Parent	
Natalie Shields	Student	
Rhea Stewart	Parent	
Katherine Tarangelo	Student	
Jeremy Wuertz	Teacher	

The Single Plan for Student Achievement

Sunset High School

School Name

37-68346-3737384

CDS Code

Date of this revision: October 15, 2015

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

Contact Person:	Rick Ayala
Position:	Principal
Telephone Number:	(760) 753-3860
Address:	684 Requeza St.
E-mail Address:	rick.ayala@sduhsd.net

San Dieguito Union High School District

School District

The District Governing Board approved this revision of the School Plan on:

ITEM 17

I. School Vision and Mission Sunset High School

Vision:

Vision Statement Sunset: We inspire students to strive, learn and succeed, thus encouraging students to manifest their potential.

Each and every teacher, staff member, volunteer, and often other students, serve as role models to encourage growth and development academically, socially and emotionally.

Mission:

Sunset High School is the continuation high school in the San Dieguito Union High School District. Sunset has earned full accreditation by the Western Association of Schools and Colleges (WASC). Sunset is designed to give extensive help to students in need of flexibility and individualized attention. Students who graduate from Sunset meet the same graduation requirements as those at the four comprehensive high schools in the district. Sunset High School prides itself on the continual focus on growth and learning, not only academically but emotionally and socially. Our school is very student-centered with an emphasis on "Respect and Responsibility" and on helping students to recognize their own potential. An advisor system is at the core of the school whereby all teachers serve as advisors to a group of approximately fifteen to twenty-five students with whom they have daily contact. This establishes an immediate connection to the school and helps students to be more aware and accountable for their progress, attendance and behavior. Our goals for our students are represented in Sunset's Expected School-wide Learning Results (ESLRs) where the focus is on creating self-directed learners, effective communicators, critical thinkers, responsible citizens and resilient individuals. We do this through our curriculum, through our instruction, and through our individual relationships. Our goal is to empower students, we learn, grow, and improve alongside our students.

Sunset High School Mission: Sunset High School develops respectful, responsible, self-directed learners by fostering a safe, supportive, and flexible learning environment in which students can experience academic success and personal growth.

Expected Schoolwide Learning Results (ESLRs)

Sunset High School Prepares its graduates to be:

1) Self-Directed Learners Who

- Reflect on and take responsibility for their academic and personal growth.
- Develop and use effective strategies to overcome obstacles and aid in their social and academic development.
- Apply technology to enhance learning and growth.

2) Effective Communicators Who

- Exhibit interpersonal interaction skills.
- Use self-expression to explore ideas and emotions.
- Are capable of advocating for themselves.

3) Critical Thinkers Who

- Engage in problem-solving and decision-making.
- Employ and develop media literacy.
- Integrate knowledge, skills and procedures into a cohesive plan in order to solve unrehearsed problems.

4) Responsible Citizens Who

- Respect and appreciate individuality and diversity of people and cultures.
- Appreciate the value of awareness and contribution to the global community.
- Successfully transition from high school prepared with a plan for the future.

5) Resilient Individuals Who

- Value and strive for mental, emotional and physical well-being.
- Demonstrate adaptability in the face of obstacles.
- Accept responsibility for their actions.

ITEM 17

The Expected School-Wide Learning Results were revised in the 2012-2013 school year with input from the entire staff and administration at Sunset High School. While many of the ESLRs were still relevant, some were changed to reflect the growing use of technology and the shift to the Common Core Standards. In addition, the focus on global communities and the need for our students to understand their place in the world factored into the revisions.

ITEM 17

II. School Profile Sunset High School

Sunset High School is the continuation high school serving the San Dieguito Union High School District. As of this report, November 25, 2015, there are 138 students enrolled. As the school year progresses, the number of students enrolled may climb to approximately 170 students.

Students arrive at Sunset for a variety of reasons. Many students are referred from one of the four comprehensive high schools in our district. Others enroll without a referral and choose Sunset for its smaller atmosphere. Some students present issues that include credit deficiency, attendance and truancy issues, behavior problems, substance abuse, and other personal issues. In addition, students who wish to accelerate and graduate early, as well as those who appreciate a small, unique environment, also find a home at Sunset. Over the past few years, the number of students who choose to attend Sunset as their first choice in our district has risen.

Sunset High School's curriculum and graduation requirements are aligned with the other high schools in the San Dieguito Union High School District. Our continuation school incorporates college preparatory courses for our students, a point of which we are very proud. Students from Sunset apply to and are accepted by four year universities each year. Every staff member at Sunset works hard to prepare students for the next level in education, and the counselor works to assist students towards graduation and beyond. The textbooks used at Sunset are approved by the California Department of Education and adopted by the SDUHSD school board. The textbooks, supplemental materials, and the course requirements are standards-based. Sunset's curriculum and the education we provide are driven by the state academic standards and the quest to raise performance for all students.

Obviously the core courses of English, math, physical education, social studies and science are offered at Sunset. In addition, students are required to earn ten credits in the category of Fine Arts, and ten credits of Practical Arts, as well as seventy credits of electives. This corresponds with every other high school in the district, as the requirements at Sunset are the same as the other high schools. Students can earn these credits through courses at Sunset that include Drawing, Cuisine, Child Development, Creative Writing, Poetry, Film and Society, Psychology, Sociology, and Geography. Students can also earn credit by becoming a member of the Associated Student Body (ASB), or the Yearbook staff. Other ways students earn credits is by becoming a teacher's aide or by participating in work experience. During the summer, Sunset students are provided the opportunity to earn elective credits through a group facilitator training course and a program called "Having a Voice" that focuses on the empowerment of young people who identify with the Hispanic/Latino culture.

Sunset has a full-time Resource Specialist to assist students with special needs. Throughout the last few years, Sunset has had within our school a consistent number of students with Individualized Education Plans (IEPs), which fall under the Special Education Program within the district. The percentage of students who currently have an IEP is approximately 15% of Sunset's population. Each teacher is provided with IEP's, as well as assistance in accommodating students, if needed.

Support groups are available to all students and are an integral part of Sunset. Trained facilitators run these groups and, at the present time, we have 7 weekly support groups. Sunset teachers, principal, and counselor co-facilitate most of the groups on campus. Outside agencies are sometimes brought in to facilitate some groups, for example, currently the district READI (Recovery Education Alcohol Drug Instruction) specialists are running the sobriety group. Types of groups include: General, Women's, Men's, Latino Men's, and Sobriety. Students who participate in support groups benefit in a variety of ways including becoming more effective at communication and introspection, as well as valuing and respecting others and themselves.

Weekly staff meetings provide opportunities for staff members to address issues and concerns regarding students. Conferences with students and parents are regularly set up as a result of these meetings. Progress reports and a school letter with relevant information are sent home every six weeks. Parents also receive regular e-mails and all-calls regarding pertinent information. A school facebook page is maintained by the principal to document school happenings.

Sunset students are required to attend school four hours a day, five days a week. Though the state of California requires continuation school students to attend only fifteen hours a week, Sunset's requirement is more stringent. The school day consists of five periods, and teachers are available after school for individual help or tutoring. Students generally enroll in four classes at a time and work at their own pace. When a class is completed, students work with the counselor and their advisor to select and enroll in a new course. Sunset students take courses on campus but also earn credits off-campus

ITEM 17

through working a job, attending community college courses, taking classes at one of the comprehensive high schools, attending private school classes, or taking Regional Occupational Program (ROP) courses.

Smaller class sizes than found at the district's comprehensive high schools allow for more individualized instruction. The courses at Sunset are student-paced, and students work independently to complete them. A wide availability of teacher attention, as well as technological resources, provides opportunities for all students to meet standards and excel academically. A four-to-one student-to-computer ratio facilitates informational literacy. Other techniques used in an effort to meet students' needs are short lectures, quick answer class sessions, the use of a Magic Board, white boards, and websites and Blackboards for instruction.

At Sunset High School, student progress is assessed in a number of ways. Students take state standardized tests including the SBAC for 11th graders in ELA and Math, and CST testing for 10th graders in science. In each individual classroom, students are assessed in a variety of ways. Many teachers use a number of different summative and formative assessments in an attempt to accurately assist students in learning the standards for each course. At Sunset High School, students benefit from a variety of resources that encourage them to plan and meet their goals beyond graduation. Sunset boasts a 95% post-graduate enrollment an institution of higher education. Though the majority of our students opt to attend community colleges right out of high school, rather than four-year colleges or universities, we have students each year who take the SAT and/or the ACT. We offer the PSAT on our campus for students to take.

The school is extremely student-centered with an emphasis on helping students to recognize their own potentials and possibilities. We have an advisor/advisee system whereby all teachers serve as advisors to a group of 15 to 25 students with whom they have daily contact, as well as meet as a class every Wednesday during 3rd period. As a result, students have contact with someone whose role is to support them in their growth, every day. Students are required to check-out with their advisor every afternoon before they leave. Often times, this provides an opportunity to see how students are faring academically and emotionally. Advisors provide encouragement, as well as discipline, when needed. Every teacher on Sunset's campus has chosen to be at this school, and consequently enjoys working with these students. This is clearly seen in the interaction that takes place between teachers and students on this campus. It really is a very supportive, happy, safe place to be.

ITEM 17

III. School and Student Performance Data

College and Career Readiness

Early Assessment of Readiness for College English	2014-15
College Ready	11%
Conditionally Ready	44%
Not Ready	44%

Early Assessment of Readiness for College Mathematics	2014-15
College Ready	5%
Conditionally Ready	0%
Not Ready	95%

AP data	2010-11	2011-12	2012-13	2013-14	2014-15
Total enrollment	153	181	204	117	153
Total exam candidates	0	0	0	0	0
Percentage of students who took at least 1 exam	0	0	0	0	0
Total exams	0	0	0	0	0
Number of exams with passing score (3+)	0	0	0	0	0
Percentage of exams with a passing score (3+)	0	0	0	0	0

UC/CSU eligibility rates	2010-11	2011-12	2012-13	2013-14	2014-15
All Students					
Number of graduates	37	56	53	56	*
Percentage of graduates with UC/CSU eligibility	13.5%	7.1%	5.7%	12.5%	*
English Learners					
Number of graduates	*	*	4	6	*
Percentage of graduates with UC/CSU eligibility	*	*	0.0%	0.0%	*
Socioeconomically disadvantaged students					
Number of graduates	11	16	24	12	*
Percentage of graduates with UC/CSU eligibility	0.0%	6.2%	0.0%	16.7%	*

ITEM 17

Cohort graduation Rates	2010-11	2011-12	2012-13	2013-14	2014-15
All Students					
Cohort graduation rate	96.2%	96.6%	97.2%	96.7%	*
Cohort dropout rate	2.6%	2.1%	1.6%	1.8%	*
English Learners					
Cohort graduation rate	86.1%	82.7%	86.1%	85.1%	*
Cohort dropout rate	9.9%	11.5%	10.7%	10.3%	*
Socioeconomically disadvantaged students					
Cohort graduation rate	85.9%	87.5%	90.3%	88.9%	*
Cohort dropout rate	11.1%	8.3%	7.2%	8.5%	*
Special Education students					
Cohort graduation rate	86.1%	86.0%	86.3%	84.6%	*
Cohort dropout rate	4.9%	6.0%	4.4%	4.6%	*

Data Source**Early Assessment of Readiness**

California Assessment of Student Performance and Progress (CAASPP) Results. (2015, September 9). Retrieved from <http://caaspp.cde.ca.gov/>. EAP data was generated from SBAC results and EAP status was determined based on the published criteria from CAASPP, standard exceeded=college ready, standard met=conditionally ready, standard nearly met/standard not met=not ready.

AP data

College Board annual AP exam results summary report

UC/CSU eligibility rates

California Department of Education Data Reporting Office Data as of: 3/13/2015. 12th Grade Graduates Completing all Courses Required for U.C. and/or C.S.U. Entrance Report (2013-14). Retrieved from <http://dq.cde.ca.gov/dataquest/>

Cohort Graduation Rates

California Department of Education Data Reporting Office Data as of: 3/13/2015. Cohort Outcome Data. Retrieved from <http://dq.cde.ca.gov/dataquest/>

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

ITEM 17

III. School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 11	63	54	85.7%	54	2582.1	11%	44%	24%	20%
All Grades	63	54	85.7%	54		11%	44%	24%	20%

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 11	33%	46%	20%	20%	54%	24%	13%	67%	20%	22%	67%	11%
All Grades	33%	46%	20%	20%	54%	24%	13%	67%	20%	22%	67%	11%

Conclusions based on this data:

- 44% of Sunset students Nearly/Not met the ELA standards.
- 20% or more students were Below Standard in Reading, Writing, and Listening, these areas should be a focus in the ELA classrooms.
- 85.7% of students took the test, improved attendance will allow for a greater percentage of students taking the test and therefore part of the school results.

Data Source

California Assessment of Student Performance and Progress (CAASPP) Results. (2015, September 9). Retrieved from <http://caaspp.cde.ca.gov/>

ITEM 17

III. School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 11	63	55	87.3%	55	2507.3	5%	0%	31%	64%
All Grades	63	55	87.3%	55		5%	0%	31%	64%

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 11	5%	22%	73%	5%	53%	42%	7%	44%	49%
All Grades	5%	22%	73%	5%	53%	42%	7%	44%	49%

Conclusions based on this data:

1. 95% of students Nearly/Not Met the Math standards, this is an alarming percentage and math should be a goal for Sunset.
2. 73% of students were below standards in Concepts & Procedures.
3. 5%-7% of students Exceeded/Met Standards in all three categories; therefore concepts & procedures, problem solving & modeling/data analysis, and communicating need to be focused on in all math classes.

Data Source

California Assessment of Student Performance and Progress (CAASPP) Results. (2015, September 9). Retrieved from <http://caaspp.cde.ca.gov/>

ITEM 17

III. Student Performance Data

CAASPP/CST Results
By Grade Level

Grade Level	Science											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
10	39	46		39	35		17	15		4	4	

Data Source
California Assessment of Student Performance and Progress (CAASPP) Results. (2015, September 9). Retrieved from <http://caaspp.cde.ca.gov/>

ITEM 17

III. Student Performance Data

School Climate

Enrollment	2010-11	2011-12	2012-13	2013-14	2014-15
Total enrollment	121	135	132	119	130
Number and percentage of English Learners	(13) 10.7%	(9) 6.7%	(15) 11.4%	(13) 11.0%	(9) 6.9%
Number and percentage of Socio-Economically Disadvantaged students	(38) 31.4%	(45) 33.3%	(63) 47.8%	(45) 37.8%	(41) 31.5%
Number and percentage of Special Education students	(9) 7.4%	(22) 16.3%	(21) 16.0%	(17) 14.3%	(16) 12.3%

Attendance data	2010-11	2011-12	2012-13	2013-14	2014-15
Truancy rate	.84%	34.1%	39.67%	36.71%	*

Discipline Data	2010-11	2011-12	2012-13	2013-14	2014-15
Number of students suspended	20	37	15	3	9
Suspension rate	16.8%	13.9%	6.2%	1.3%	4.6%
Number of students expelled	3	0	0	1	1
Expulsion rate	2.5%	0.0%	0.0%	0.4%	0.46%

Data Source

Enrollment

California Longitudinal Pupil Achievement Data System. ODS Reports. 1.1 Enrollment - Primary Status by Subgroup (Retrieved October 2015). Retrieved from <https://www.calpads.ca.gov/ODSReportsHome.aspx>

Attendance data

California Department of Education Data Reporting Office Data as of: 3/13/2015. Truancy Report (2013-14). Retrieved from <http://dq.cde.ca.gov/dataquest/>

Discipline Data

California Department of Education Data Reporting Office Data as of: 3/13/2015. Suspension and Expulsion Report For 2013-14. Retrieved from <http://dq.cde.ca.gov/dataquest/>

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

ITEM 17

III. Student Performance Data (cont'd)

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	465	398	425
Percent with Prior Year Data	100.0	100.0	100.0
Number in Cohort	465	398	425
Number Met	344	289	317
Percent Met	74.0	72.6	74.6
NCLB Target	57.5	59.0	60.5
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	175	332	179	287	230	261
Number Met	83	217	68	179	103	159
Percent Met	47.4	65.4	38.0	62.4	44.8	60.9
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	Yes	Yes	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Met Target for AMAO 3	No	No	No

Data Source

California Department of Education Data Reporting Office Data as of: 3/13/2015. Title III Accountability Reports. Retrieved from <http://www.cde.ca.gov/ta/ac/t3/t3reports.asp>

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

ITEM 17

III. Student Performance Data (cont'd)

California English Language Development (CELDT) Data

Grade	2014-15 CELDT (Annual Assessment) Results											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	
9	*	*	*	*	*	*	*	*	*	*	*	0
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	3	50	3	50	0	0	0	0	0	0	0	6
Total	4	44	4	44	1	11	0	0	0	0	0	9

Data Source

California Department of Education Data Reporting Office Data as of: 3/13/2015. California English Language Development Test (CELDT). Retrieved from <http://dq.cde.ca.gov/dataquest/>

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

ITEM 17

III. Student Performance Data (cont'd)

Reclassification

Reclassification rate	2010-11	2011-12	2012-13	2013-14	2014-15
Number and percentage of English Learners	20 (16.8%)	18 (13.6%)	24 (18.2%)	12 (10.3%)	11 (8.7%)
Number and percentage of Fluent English Proficient students	17 (14.3%)	16 (12.1%)	26 (19.7%)	20 (17.1%)	23 (18.3%)
Number and percentage of Redesignated Fluent English Proficient students	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (6.2%)	0 (0.0%)

SBAC English Language Arts Results – English Learners	2014-2015		
	All Students	English Learners	Redesignated Fluent English Proficient
Standard Exceeded	11%	*	*
Standard Met	44%	*	*
Standard Nearly Met	24%	*	*
Standard Not Met	20%	*	*

SBAC Mathematics Results – English Learners	2014-2015		
	All Students	English Learners	Redesignated Fluent English Proficient
Standard Exceeded	5%	*	*
Standard Met	0%	*	*
Standard Nearly Met	31%	*	*
Standard Not Met	64%	*	*

Data Source

Reclassification rate

California Department of Education Data Reporting Office Data as of: 3/13/2015. Number and Percent of Students Redesignated to FEP. Retrieved from <http://dq.cde.ca.gov/dataquest/>

SBAC English Learner Results

California Assessment of Student Performance and Progress (CAASPP) Results. (2015, September 9). Retrieved from <http://caaspp.cde.ca.gov/>

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

ITEM 17

III. Student Performance Data (cont'd)

College Entrance Exam Results

SAT and ACT Results							
Graduation Class		2010	2011	2012	2013	2014	2015
S A T	% of Seniors Taking						
	Mean Writing (Mean Verbal for 04 & 05)						
	Mean Math						
	Mean Critical Reading						
A C T	% of Seniors Taking						
	Avg. Composite Score						

2014-15 SAT Scores						
12th Grade Enrollment	Seniors Tested	Average Score : Reading	Average Score : Math	Average Score: Writing	Number of Scores >=1500	Percent of Scores >=1500

2014-15 ACT Scores							
12th Grade Enrollment	Seniors Tested	Average Score : Reading	Average Score : Math	Average Score: Writing	Average Score: Science	Number of Scores >=21	Percent of Scores >=21

Data Source
*data not available from; SAT College Board Senior School Level Reports, ACT College Bound School Level Senior Report

ITEM 17

III. Student Performance Data Summary Sunset High School

Sunset uses data regarding discipline, attendance, school climate, and student performance on an on-going basis. Our discipline data includes suspension rates and expulsion rates. There were no expulsions in the 2011-2012 or the 2012-2013 school years, and only one student in each of the 2013-2014 and 2014-2015 school years. Sunset's suspension rate has dropped from 16.8% in 2010-2011 to 4.6% in 2014-2015. Campus safety is a strength at Sunset. The work we do to assist individual students struggling beyond academics results in a campus of continuous communication and collaboration. We believe this alleviates the number of incidents on campus.

We also look at attendance data, because we feel that attendance data correlates with student connection and performance. Sunset has a very high mobility rate. This is evidenced by the amount of students who enroll with us each year versus the average number of students we have each day. For example, in the 2012-2013 school year, the total enrollment was 242, with a census enrollment or average daily enrollment of 132. Our attendance data shows a consistent truancy rate above 30% and the highest period absences in the district. Sunset's strengths in regards to attendance are periods 2-5 tardies and detecting period truanancies. Sunset's tardy rate to 1st period is high but the following periods is low due to Sunset being a small campus allowing the classrooms to be in close proximity. As a staff we are able to detect partial-day truanancies in a timely manner because as a small school with constant communication among staff, we are able to notify the principal almost immediately if a student has left without permission. Full-day truanancies, 1st period tardies and excused absences are continuing struggles that we have at Sunset High School. Student attendance needs to be improved at Sunset High School.

We also look at data to see how our students are feeling and achieving at Sunset High School. California Healthy Kids Survey (CHKS) results provides us with data about students' connections and perceptions that is often difficult to numeratize. We know that most of our students choose Sunset because they are being unsuccessful at their home school, but a few categories from the CHKS are alarming. 20% of our students do not feel like they are part of the school, 31 % report that they do not feel close to people at this school, and an alarming 53% say they do not do things that make a difference at school. This demonstrates that a number of Sunsets' students feel disconnected to what is happening on campus.

Grade reports, graduation data, and CAASPP results allow us to track our students academic achievement. In the 2012-2013 school year, a total of 1,908 class credits were earned. 252 total students attended Sunset in this year, so on average, students earned a total of 7.8 classes per student. A student at a comprehensive school should complete 12 semester classes. Even though a number of students are able to catch up on credits and some, in 2012-2013 8 seniors, return to their home school on track to graduate. Many students are not completing enough classes to graduate from high school. In English Sunset's CAASPP results are 56 percent of students meeting or exceeding state standards as compared to 77 percent of the district students but only 44 percent of the state. Therefore, Sunset is outperforming the state scores but underperforming compared to the district. In math, Sunset is underperforming compared to the district and state. Only 5 percent of Sunset students are meeting or exceeding state standards where the district and state percentages are 68 and 33 percent. Raising student performance in math and English are necessary for our students. All of the aforementioned data drives Sunset's practices including our goals, curriculum/instruction, discipline, staff development, and rewards systems.

ITEM 17

**V. School-Wide Goals
Sunset High School
2015-2016**

2015-2016 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2015-16 School Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School goal?	Specify LCAP Priority	Specify LCAP Goal
College and Career Readiness	The majority of Sunset's population chooses Sunset because they are credit deficient. In 2010-2011 an average of 6.2 semester classes were earned per student, in 2011-2012 6.6, and in 2012-2013 7.8. An increase in this number will demonstrate students are getting through more classes and therefore more students will meet graduation requirements.	To increase the number of courses completed and the graduation rate of Students at Sunset High School.	All Sunset students	Annual count of "Course Completion for Credit" report to compare with previous year's numbers. Transcript evaluations Graduate count in June	State Priority: 4- Pupil Achievement 5- Pupil Engagement 7- Course Access 8- Other Pupil Outcomes	SDUHSD LCAP Goal #4 All district graduates will be college and career ready.

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1.	Improve student advisement/student planning component, including goal setting and time management skill building, to ensure students will be successful in completing credits/courses attempted. Include creation/ implementation of a student tool (form) to assist with goal setting and time management. a. Advisor will review student goals weekly and make adjustments as necessary.	ongoing	Teacher collaboration during site prep days	N/A
2.	Build in a weekly advisement period to allow time for advisors to meet with students regarding progress and other course related issues.	Summer 2015 during Master Schedule building	None	N/A
3.	Sunset teachers will continue to work with course-alike teachers from the comprehensive high schools to ensure that Sunset's curriculum is aligned to CA state standards.	On-going	Teacher collaboration during department release days.	N/A
4.	Continue reviews of individual student progress at weekly staff meetings, adjust course enrollment on an as needed basis to ensure student's meet their graduation goals.	Weekly, Tuesdays after school	None	N/A

ITEM 17

5.	Principal and counselor will identify criteria and profiles to enroll students from other schools in a more timely manner, giving Sunset the time needed to get the students on track to graduate.	Ongoing	None	N/A
----	--	---------	------	-----

ITEM 17

2015-2016 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2015-16 School Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School goal?	Specify LCAP Priority	Specify LCAP Goal
Math	All students are not demonstrating mastery of grade level content as evidenced by data reviewed from: SBAC results in Math indicating 95% of students have not met the standard.	To increase student performance in Math as evidenced by a yearly improvement in SBAC scores.	All students enrolled in a math course.	SBAC results Teacher created assessments aligned to standards/target skill areas	State Priority: 1- Basic Services 2- Implementation of State Standard 4- Pupil Achievement 7- Course Access	SDUHSD LCAP Goal #1: Annual increase in student achievement for all students in English language arts and math with focus on accelerating student learning outcomes for target subgroups including English Learners, low income pupils and pupils identified as special education.

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1.	Build SBAC prep into all math courses. a. Teachers will review student SBAC results b. Teachers will create assessments in illuminate to track student progress on target skill areas addressed in the curriculum and assessed on the SBAC. c. Teachers will review illuminate assessment results and make adjustments to instruction as needed.	Spring 2016	Extra hours (4) for the two math teachers = 8 hours @ \$43 per hour = \$344	Site Achievement Funds
2.	Utilize students' SBAC assessment results in math to identify areas to revise or augment curriculum. a. Teachers will review the SBAC practice tests and sample questions and make revisions to instruction and curriculum that more closely align to CA standards. b. Implement curriculum and identify strategies to assist students in Math in alignment with Common Core Standards and assessment.	On-going	Extra hours (4) for the two math teachers = 8 hours total @ \$43 per hour = \$344 Math teachers to do during collaboration time	Site Achievement Funds
3.	Add another math course for students in order to provide options and	2015-2016 school	None	N/A

ITEM 17

	<p>further support, in order to increase the number of students meeting graduation requirements. a. Teachers and administrator will review student transcripts to identify additional courses that would increase graduation rates. b. Teachers will develop identified courses and build them into the master schedule as needed.</p>	<p>year.</p>		
<p>4.</p>	<p>Monitor student progress towards mastery of grade level math skills. a. Utilize the weekly advisement period to allow time to meet with students to review and discuss progress and areas of strength and concern. b. Utilize weekly staff meetings for regular collaboration between teachers to monitor students progress in math and discuss methods increase student success.</p>	<p>On-going</p>	<p>None</p>	<p>N/A</p>

ITEM 17

2015-2016 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2015-16 School Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School goal?	Specify LCAP Priority	Specify LCAP Goal
School Climate and Connectedness	<p>All students do not feel connected to Sunset as evidenced by data reviewed from:</p> <p>CHKS data - 20% of students do not feel connected, 31% do not feel close to people at school, and 53% believe they do not do things that make a difference.</p> <p>Attendance data - Our truancy rate is consistently above 30%.</p>	Increase students choosing to come to school by decreasing truanancies and increasing the percentage of students who feel connected to Sunset.	All students	<p>Sunset student climate survey data</p> <p>Attendance/truancy data</p>	<p>State Priority:</p> <p>1- Basic Services</p> <p>3- Parent Involvement</p> <p>5- Pupil Engagement</p> <p>6- School Climate</p>	<p>SDUHSD LCAP Goal#3:</p> <p>Increase the level of "school connectedness" and "sense of safety" of pupils, staff and parents.</p>

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1.	<p>Create a Sunset Student Climate Survey to measure growth in areas of need identified from the 2015 CHKS results.</p> <p>a. teachers and administrator will review 2015 CHKS results to identified areas of need</p> <p>b. teachers and counselor will collaborate during weekly staff meetings to create a Sunset Student Climate Survey to assess growth in identified areas of need.</p> <p>c. Sunset Student Climate Survey will be administered to students in the spring 2016.</p> <p>d. Staff will review results during weekly staff meetings to identify areas of need and areas of strength to focus on for the following school year.</p>	<p>a. Fall 2015</p> <p>d. Winter 2015/2016</p> <p>c. Spring 2016</p> <p>d. Spring 2016/Fall 2017</p>	<p>Teacher to write, give, and compile data from survey. Extra hours (3) for one teacher = 3 hours @ \$43 per hour = \$129</p>	Site Achievement Funds
2.	Continue to offer student support groups in response to student input gathered through student surveys administered in the fall.	On-going	None	N/A
3.	Continue the new traditions of rewards luncheons, field trips, and assemblies to recognize students for their positive behavior, attendance and/or academic achievement.	Quarterly throughout the school year.	None	N/A
4.	Maintain and strengthen advisor/advisee structure fostering close ties to academic, social, and emotional development by developing time and	On-going	None	N/A

ITEM 17

	activities when advisee groups can be together.			
5.	Monitor, tally and then review suspension, expulsion, attendance, and discipline data on a monthly basis with staff members.	On-going	None	N/A

ITEM 17

2015-2016 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2015-16 School Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School goal?	Specify LCAP Priority	Specify LCAP Goal
English-Language Arts	<p>English-Language Arts is often the subject where students are the most credit deficient as evidenced by student transcripts.</p> <p>All Sunset students are demonstrating mastery of grade level ELA standards as evinced by SBAC results.</p> <ul style="list-style-type: none"> 44% of SHS students scored within the Standards Nearly/Not Met range. 	Increase student performance in ELA as evidenced by a yearly improvement in SBAC scores.	All students enrolled in an ELA course.	<p>Test/Grade Reports</p> <p>SBAC results</p>	<p>State Priority:</p> <p>1- Basic Services</p> <p>2- Implementation of State Standard</p> <p>4- Pupil Achievement</p> <p>7- Course Access</p>	<p>SDUHSD LCAP Goal #1:</p> <p>Annual increase in student achievement for all students in English language arts and math with focus on accelerating student learning outcomes for target subgroups including English Learners, low income pupils and pupils identified as special education.</p>

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1.	<p>Build SBAC prep into all English courses.</p> <p>a. Teachers will review student SBAC results</p> <p>b. Teachers will create assessments in illuminate to track student progress on target skill areas addressed in the curriculum and assessed on the SBAC.</p> <p>c. Teachers will review illuminate assessment results and make adjustments to instruction as needed.</p>	Spring 2016	<p>Extra hours (4) for the two English teachers = 8 hours @ \$43 per hour = \$344</p>	Site Achievement Funds
2.	<p>Utilize students' SBAC assessment results in English to identify areas to revise or augment curriculum.</p> <p>a. Teachers will review the SBAC practice tests and sample questions and make revisions to instruction and curriculum that more closely align to CA standards.</p> <p>b. Implement curriculum and identify strategies to assist students in English in alignment with Common Core Standards and assessment.</p>	On-going	<p>Extra hours (4) for the two English teachers = 8 hours total @ \$43 per hour = \$344</p> <p>English teachers to do during collaboration time</p>	Site Achievement Funds
3.	Monitor student progress towards mastery of grade level English skills.	On-going	None	N/A

ITEM 17

	<p>a. Utilize the weekly advisement period to allow time to meet with students to review and discuss progress and areas of strength and concern.</p> <p>b. Utilize weekly staff meetings for regular collaboration between teachers to monitor students progress in English and discuss methods increase student success.</p>			
4.	<p>Align all English courses throughout grade levels for consistency in requirements and to provide maximum opportunity for learning and success as evidenced by course completion.</p> <p>a. Use vertical planning to insure the English courses build off one another while reinforcing concepts where students may have gaps from failing courses or missing school.</p>	By the fall of 2016, courses will be aligned, including the Common Core Standards.	English teachers during collaboration time	N/A

ITEM 17


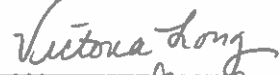



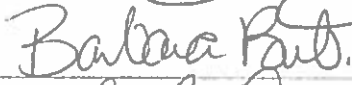
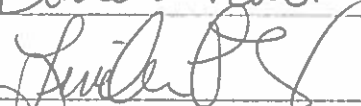

**VI. Budget 2015-2016
Sunset High School**

The amounts included in this report included the funding sources considered by the Site Council when appropriating funds specific to the goals outlined in the Single Plan for Student Achievement. Districts have been given flexibility (by the State) on how to allocate LCFF Funds. SDUHSD allocates Supplemental funds to the school sites for Site Tutoring, Site Achievement for formative work and provides funding to support additional teaching sections. Additionally the budget reflects funding sources that are not subject to flexibility. The funding sources include Title I and Title III.

State/Federal Categorical Program	Allocation
Site LCFF Supplemental Funding - Site Formative/Achievement Funds	\$1,500.00
Site LCFF Supplemental Funding - Site Tutoring Funds	\$363.00
Site LCFF Supplemental Funding – District Funded Sections	\$0.00
Title I Funds	\$0.00
Total	\$1,863.00

ITEM 17

Sunset School Site Council Membership

Name:	Title:	Signature:
Rick Ayala	Principal	
Victoria Long	Classified	
Sara Balderas	Certificated	
Amy Souza	Certificated	
Mike Marvil	Certificated	
Barbara Bub	Parent	
Linda Flores	Parent	
Paige Norris	Student	

The Single Plan for Student Achievement

Torrey Pines High School

School Name

37-68346-3730033

CDS Code

Date of this revision: 12/18/15

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

Contact Person:	David Jaffe
Position:	Principal
Telephone Number:	(858) 755-0125
Address:	3710 Del Mar Heights Road
E-mail Address:	david.jaffe@sduhsd.net

San Dieguito Union High School District

School District

The District Governing Board approved this revision of the School Plan on:

ITEM 17

**I. School Vision and Mission
Torrey Pines High School**

Vision:

"Our vision is to be a dynamic community of lifelong learners who make significant contributions in our world."

Mission:

Expected Schoolwide Learner Outcomes: Torrey Pines High School is committed to fostering an Academic & Supportive School Culture that promotes academic proficiency in state standards through rigorous & challenging courses, access to and achievement in Honors & Advanced Placement courses, continuous academic improvement via support and intervention, literacy across content areas, positive school spirit and connectivity, creative and academic use of technology, literate, forward-thinking citizens who listen, speak, and write effectively and critically, respect diversity and accept others in a safe learning environment, resolve conflicts peacefully and develop positive relationships, use technology and social media responsibly and effectively, employ innovative thought in assessing and solving real life problems, actively Involved participants who engage in a variety of service learning and extracurricular activities, collaborate, communicate, and engage within their community, think critically and solve problems creatively, demonstrate college and career readiness, achieve a healthy balance of academics, social relations, and personal commitments.

ITEM 17

II. School Profile Torrey Pines High School

Torrey Pines High School is one of four comprehensive high schools in the San Dieguito Union High School District (SDUHSD) in San Diego's North County, serving a population in 2015-2016 of 2,602 students in grades 9 through 12. A high-achieving school, proud of its tradition of excellence and achievement, Torrey Pines has been receiving acclaim from places like US News and World Report. Torrey Pines has been named the number 4 top ranked high school in San Diego County, number 42 in the state, and number 231 in the nation. In 2015, 76% of the students met or exceeded UC requirements and 78% of the students planned on attending a four year school. In May 2015, 2,713 Advanced Placement Exams were administered, with a pass rate of 86%. Students at Torrey Pines consistently demonstrate high achievement on standardized tests, including SBAC, AP, ACT, and SAT exams. More than 75% of graduating seniors take the ACT and/or SAT.

A booming population growth and increasing diversity have characterized North County, SDUHSD, and Torrey Pines for the past 20 years. Families from all parts of the world are attracted to the inviting climate and exceptional learning institutions, enriching local schools with a wide variety of languages and cultural backgrounds. Many parents are employed at such neighboring institutions as the University of California, San Diego, Scripps Institute of Oceanography, Salk Institute, Scripps Clinic and Research Foundation, and Neurocrine, as well as nearby high tech giants like Qualcomm, Peregrine and Cisco Systems, and biotechnology firms in Sorrento Valley, all of which influence the high standards of education and expectations at Torrey Pines and in the District. . As a well-respected school in an educated community, Torrey Pines has benefited from the generous support from its Foundation, which raises approximately \$2 million per year to benefit both academic and extracurricular pursuits at Torrey Pines.

Originally opened in 1973, the Torrey Pines campus has continually grown and expanded due to increasing development in the community. Additions to the school campus were made in 1980, 1999, and 2003. Since then, portables have also been included to meet the needs of the growing population. In November 2012, Proposition AA was passed as a \$449 billion bond initiative for the San Dieguito Union High School District with the goal of creating technology rich facilities, sustainable high performance environments for learning, and community focused campuses. Torrey Pines has begun a four phase improvement plan with the specific goals of: connecting separate areas of the campus, creating a welcoming entrance to the school, improving visual/performing arts and athletics facilities, and significantly improving the technological infrastructure of the campus. Over the course of the next 6 years, every portion of the TPHS campus will be touched by over \$75 million worth of improvements.

To meet the changing needs of students and families, the District has supported and encouraged the development and expansion of programs such as AVID, Academic Support classes, Peer Assisted Listeners (PALS), Career Technical Education (CTE), and the English Language Development program. As new teachers have joined the staff in recent years, the BTSA program continues to support these new teachers and provide them with opportunities for professional growth. The District has its own BTSA program which includes a week-long orientation and continued support from BTSA support providers throughout the year. In addition, TPHS has regular New Teacher Luncheons to provide new staff with an opportunity to ask questions, give feedback, and exchange best practices in a small group with administrators and colleagues.

As with many schools around the state and across the nation, TPHS has also worked to meet the needs of a changing society. Technology has become a primary focus incorporated into curriculum and instruction, social and academic support is provided to students and families, and the school is undergoing the process of aligning its curriculum with the Common Core Standards. The school focus is to encourage larger percentages of the student population to be college and career ready by participating in rigorous coursework and being well-rounded through participation in extracurricular programs. In 2015, 38 Torrey Pines Seniors qualified as finalists for the National Merit Scholarship award, 1,134 students took 2,713 AP exams, there were over 60 school sponsored clubs and over 60 non-school sponsored clubs.

Torrey Pines High School offers a wide array of extracurricular opportunities for students. Traditionally, Torrey Pines CIF athletic teams win the most league titles of any school in the North County. In its history, Torrey Pines has won more CIF championships than any school in the San Diego Section. In addition, for the second time in three years, Torrey Pines was named the number one school for girls sports in California. TP Players Theatre Company has over 300 students involved as actors, designers, technicians, directors, choreographers, musical directors, and musicians and performed 5 main stage plays in 2014-15. The Music program, academic team, Falconer student newspaper, Visual Arts, Science, Foreign Language, Math, Mock Trial, and Speech and Debate teams have been consistently recognized among the finest in both local and national competitions.

Several student groups and community members have worked hard to beautify the unique campus of Torrey Pines. PALS, Visual Arts and The Key Club have improved the appearance of our school by creating new murals in the "B" building and Lecture Hall, as well as providing trees in the front of our campus. Each year, the principal works with local Eagle Scouts on projects to enhance the campus including the signage with keys to help visitors navigate the campus with ease, artwork and locator signs in the B Building, and trees planted around campus.

ITEM 17

Torrey Pines is continually working on creating a positive school spirit. Many fans show up to sporting events, especially the Friday night football games and the many CIF championship playoff games. The ASB established a "TP Chaos" group which has students leading fans in cheers in the stadium and traveling to away games in support of teams. PALs has made a strong impact on the school community in the past two years by promoting student well-being and connectedness by sponsoring all school events, establishing one-on-one student peer assistance, facilitating campus tours, and supporting campus activities. They also host the week long Falcon Fest in November where more than 600 students and 150 adult volunteers come together to "Be the change they wish to see in the world". Falcon Fest is one of the major programs designed to connect students to each other and to their teachers by engaging in activities and dialogue focused on breaking down social/emotional barriers. PALs also hosts Red Ribbon Week and Yellow Ribbon Week which raise awareness about drug, alcohol, and suicide prevention. The Torrey Pines ASB program has also increased the number of school-wide pep rallies throughout the year, create lunch-time activities to increase student connectedness, and host dances throughout the year.

ITEM 17

III. School and Student Performance Data

College and Career Readiness

Early Assessment of Readiness for College English	2014-15
College Ready	51%
Conditionally Ready	33%
Not Ready	16%

Early Assessment of Readiness for College Mathematics	2014-15
College Ready	42%
Conditionally Ready	28%
Not Ready	30%

AP data	2010-11	2011-12	2012-13	2013-14	2014-15
Total enrollment	2,559	2,686	2,651	2,740	2,752
Total exam candidates	1,026	1,047	1,076	1,134	1,117
Percentage of students who took at least 1 exam	40%	39%	41%	41%	41%
Total exams	2,456	2,399	2,465	2,713	2,642
Number of exams with passing score (3+)	2,068	2,034	2,054	2,320	2,243
Percentage of exams with a passing score (3+)	84%	85%	83%	86%	85%

UC/CSU eligibility rates	2010-11	2011-12	2012-13	2013-14	2014-15
All Students					
Number of graduates	647	625	592	591	*
Percentage of graduates with UC/CSU eligibility	77.4%	79.5%	77.5%	75.3 %	*
English Learners					
Number of graduates	38	37	15	17	*
Percentage of graduates with UC/CSU eligibility	15.8%	29.7%	26.7%	17.6%	*
Socioeconomically disadvantaged students					
Number of graduates	39	43	31	42	*
Percentage of graduates with UC/CSU eligibility	30.8%	25.6%	38.7%	38.1%	*

ITEM 17

Cohort graduation Rates	2010-11	2011-12	2012-13	2013-14	2014-15
All Students					
Cohort graduation rate	98.5%	97.4%	97.7%	95.9%	*
Cohort dropout rate	0.6%	1.6%	0.8%	1.0%	*
English Learners					
Cohort graduation rate	87.9%	94.4%	94.3%	90.9%	*
Cohort dropout rate	3.0%	5.6%	2.9%	2.3%	*
Socioeconomically disadvantaged students					
Cohort graduation rate	96.4%	89.7%	93.0%	91.6%	*
Cohort dropout rate	3.6%	8.6%	2.3%	2.8%	*
Special Education students					
Cohort graduation rate	90.2%	81.3%	80.7%	74.3%	*
Cohort dropout rate	0.0%	6.3%	3.5%	1.4%	*

Data Source**Early Assessment of Readiness**

California Assessment of Student Performance and Progress (CAASPP) Results. (2015, September 9). Retrieved from <http://caaspp.cde.ca.gov/>. EAP data was generated from SBAC results and EAP status was determined based on the published criteria from CAASPP, standard exceeded=college ready, standard met=conditionally ready, standard nearly met/standard not met=not ready.

AP data

College Board annual AP exam results summary report

UC/CSU eligibility rates

California Department of Education Data Reporting Office Data as of: 3/13/2015. 12th Grade Graduates Completing all Courses Required for U.C. and/or C.S.U. Entrance Report (2013-14). Retrieved from <http://dq.cde.ca.gov/dataquest/>

Cohort Graduation Rates

California Department of Education Data Reporting Office Data as of: 3/13/2015. Cohort Outcome Data for the Class of 2013-14. Retrieved from <http://dq.cde.ca.gov/dataquest/>

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

ITEM 17

III. School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 11	695	677	97.4%	674	2671.7	51%	33%	11%	5%
All Grades	695	677	97.4%	674		51%	33%	11%	5%

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 11	58%	35%	7%	64%	31%	5%	34%	59%	6%	49%	46%	5%
All Grades	58%	35%	7%	64%	31%	5%	34%	59%	6%	49%	46%	5%

Conclusions based on this data:

- 84% of 11th grade students scored within the Standard Met and Standard Exceeded range.
- TPHS teachers need to incorporate listening and communication skills into the ELA curriculum as evidenced by only 34% of students scoring above standard (which is at least 15 points lower than any other category)
- Research/Inquiry is also an area for improvement for TPHS (49% at the above standard level which is the 2nd lowest score in all categories)

Data Source

California Assessment of Student Performance and Progress (CAASPP) Results. (2015, September 9). Retrieved from <http://caaspp.cde.ca.gov/>

ITEM 17

III. School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 11	695	680	97.8%	680	2684.8	42%	28%	19%	11%
All Grades	695	680	97.8%	680		42%	28%	19%	11%

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 11	54%	33%	13%	43%	49%	8%	44%	46%	9%
All Grades	54%	33%	13%	43%	49%	8%	44%	46%	9%

Conclusions based on this data:

1. 70% of 11th grade students scored within the Standard Met and Standard Exceeded range.
2. TPHS math curriculum needs to incorporate more problem solving and communicating reasoning skills. These two areas showed percentages of students scoring in the above standard range (10-11 percentage points lower than the assessed area of concepts and procedures.
3. Need to develop supplemental math intervention classes to be taken concurrently with IM1, IM2, IM3 classes.

Data Source

California Assessment of Student Performance and Progress (CAASPP) Results. (2015, September 9). Retrieved from <http://caaspp.cde.ca.gov/>

ITEM 17

III. Student Performance Data

CAASPP/CST Results
By Grade Level

Grade Level	Science											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
10	87	81		8	10		3	4		2	3	

Data Source
California Assessment of Student Performance and Progress (CAASPP) Results. (2015, September 9). Retrieved from <http://caaspp.cde.ca.gov/>

ITEM 17

III. Student Performance Data

School Climate

Enrollment	2010-11	2011-12	2012-13	2013-14	2014-15
Total enrollment	2,557	2,690	2,653	2,740	2,753
Number and percentage of English Learners	(122) 4.8%	(125) 4.6%	(131) 4.9%	(143) 5.2%	(156) 5.7%
Number and percentage of Socio-Economically Disadvantaged students	(166) 6.5%	(179) 6.7%	(199) 7.5%	(185) 6.8%	(172) 6.3%
Number and percentage of Special Education students	(237) 9.3%	(245) 9.1%	(256) 9.6%	(273) 10.0%	(273) 9.9%

Attendance data	2010-11	2011-12	2012-13	2013-14	2014-15
Truancy rate	8.25%	22.4%	18.45%	55.12%	*

Discipline Data	2010-11	2011-12	2012-13	2013-14	2014-15
Number of students suspended	60	52	40	26	*
Suspension rate	2.3%	1.8%	1.4%	0.9%	0.97
Number of students expelled	3	6	0	0	*
Expulsion rate	0.1%	0.2%	0.0%	0.0%	0.10

Data Source

Enrollment

California Longitudinal Pupil Achievement Data System. ODS Reports. 1.1 Enrollment - Primary Status by Subgroup (Retrieved October 2015). Retrieved from <https://www.calpads.ca.gov/ODSReportsHome.aspx>

Attendance data

California Department of Education Data Reporting Office Data as of: 3/13/2015. Truancy Report (2013-14). Retrieved from <http://dq.cde.ca.gov/dataquest/>

Discipline Data

California Department of Education Data Reporting Office Data as of: 3/13/2015. Suspension and Expulsion Report For 2013-14. Retrieved from <http://dq.cde.ca.gov/dataquest/>

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

ITEM 17

III. Student Performance Data (cont'd)

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	465	398	*
Percent with Prior Year Data	100.0	100.0	*
Number in Cohort	465	398	*
Number Met	344	289	*
Percent Met	74.0	72.6	*
NCLB Target	57.5	59.0	60.5
Met Target	Yes	Yes	*

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	175	332	179	287	*	*
Number Met	83	217	68	179	*	*
Percent Met	47.4	65.4	38.0	62.4	*	*
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	Yes	Yes	Yes	Yes	*	*

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes	Yes	*
Met Percent Proficient or Above	No	No	*
Mathematics			
Met Participation Rate	Yes	Yes	*
Met Percent Proficient or Above	No	No	*
Met Target for AMAO 3	No	No	*

Data Source

California Department of Education Data Reporting Office Data as of: 3/13/2015. Title III Accountability Reports. Retrieved from <http://www.cde.ca.gov/ta/ac/t3/t3reports.asp>

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

ITEM 17

III. Student Performance Data (cont'd)

California English Language Development (CELDT) Data

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9	1	5	8	40	9	45	1	5	1	5	20
10	5	15	17	50	8	24	3	9	1	3	34
11	9	29	12	39	7	23	2	6	1	3	31
12	7	30	11	48	4	17	1	4	0	0	23
Total	22	20	48	44	28	26	7	6	3	3	108

Data Source

California Department of Education Data Reporting Office Data as of: 3/13/2015. California English Language Development Test (CELDT). Retrieved from <http://dq.cde.ca.gov/dataquest/>

ITEM 17

III. Student Performance Data (cont'd)

Reclassification

Reclassification rate	2010-11	2011-12	2012-13	2013-14	2014-15
Number and percentage of English Learners	139 (5.4%)	138 (5.1%)	114 (4.3%)	138 (5.0%)	155 (5.6%)
Number and percentage of Fluent English Proficient students	551 (21.5%)	604 (22.5%)	636 (24.0%)	653 (23.8%)	607 (22.1%)
Number and percentage of Redesignated Fluent English Proficient students	17 (12.1%)	17 (12.2%)	42 (30.4%)	25 (20.2%)	21 (15.2%)

SBAC English Language Arts Results – English Learners	2014-2015		
	All Students	English Learners	Redesignated Fluent English Proficient
Standard Exceeded	51%	3%	29%
Standard Met	33%	31%	43%
Standard Nearly Met	11%	47%	21%
Standard Not Met	5%	19%	7%

SBAC Mathematics Results – English Learners	2014-2015		
	All Students	English Learners	Redesignated Fluent English Proficient
Standard Exceeded	42%	20%	29%
Standard Met	28%	34%	36%
Standard Nearly Met	19%	17%	19%
Standard Not Met	11%	29%	17%

Data Source

Reclassification rate

California Department of Education Data Reporting Office Data as of: 3/13/2015. Number and Percent of Students Redesignated to FEP. Retrieved from <http://dq.cde.ca.gov/dataquest/>

SBAC English Learner Results

California Assessment of Student Performance and Progress (CAASPP) Results. (2015, September 9). Retrieved from <http://caaspp.cde.ca.gov/>

ITEM 17

III. Student Performance Data (cont'd)

College Entrance Exam Results

SAT and ACT Results							
Graduation Class		2010	2011	2012	2013	2014	2015
S A T	% of Seniors Taking	77%	78%	77%	73%	67%	68%
	Mean Writing (Mean Verbal for 04 & 05)	609	619	619	618	616	617
	Mean Math	628	635	631	640	636	639
	Mean Critical Reading	597	602	598	602	606	612
A C T	% of Seniors Taking	47%	45%	46%	50%	49%	52%
	Avg. Composite Score	26.6	26.4	26.8	26.6	27.2	27.6

2014-15 SAT Scores						
12th Grade Enrollment	Seniors Tested	Average Score : Reading	Average Score : Math	Average Score: Writing	Number of Scores >=1500	Percent of Scores >=1500
719	492	612	639	617	*	*

2014-15 ACT Scores							
12th Grade Enrollment	Seniors Tested	Average Score : Reading	Average Score : Math	Average Score: Writing	Average Score: Science	Number of Scores >=21	Percent of Scores >=21
719	376	27.6	27.5	27.8	26.9	1,344	89%

Data Source

SAT data provided by College Board Senior School Level Reports, ACT College Bound School Level Senior Reports

*data not available from the College Board Senior School Level Reports at the time of this report

ITEM 17

**III. Student Performance Data Summary
Torrey Pines High School**

Torrey Pines High School is home to high-performing and high-achieving students. This is evident in the higher percentage of students who scored within the Standard Met and Standard Exceeded range in the ELA and math on the SBAC tests administered in the Spring of 2015. In ELA, 84% of TPHS 11th grade students scored within the Standard Met and Standard Exceeded range and 70% of 11th grade students scored within this range on the math assessment. In addition, TPHS students take AP courses and the associated exams in record numbers and have scored very well on these exams. TPHS's AP exams passing rate has consistently been one of the top in our district and in San Diego County, with 86% of students passing their AP exams in 2014-2015.

It is also clear that there still remains an achievement gap for our English Learners and it is evident in their SBAC scores in both ELA and math. In ELA, 34% of English learners met or exceeded the standard which is 50 percentage points lower than the total overall average results for all 11th grade students. In math, only 11% of all 11th grade students scored in the Standard Not Met range while 29% of all 11th grade English learners scored in the Standard Not Met range.

While we are encouraged by the overall success of our 11th grade students in the initial SBAC testing at TPHS, we recognize that we need to continue to make progress in closing the achievement gap between our various student populations a top priority.

ITEM 17

**V. School-Wide Goals
Torrey Pines High School
2015-2016**

2015-2016 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2015-16 School Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School goal?	Specify LCAP Priority	Specify LCAP Goal
Student Achievement	Although TPHS is a high performing school, classroom observation and data review indicate a need for continuous support for student achievement, especially in specific subgroups: students with disabilities, socioeconomically disadvantaged, English learners, and Hispanic/Latino as evidenced from data reviewed from: 1. quarterly D/F list 2. SBAC results in ELA and Math 3. enrollment data from intervention/readiness courses as well as AP/Honors courses 4. CELDT data 5. AP data 6. CAHSEE data	Increase all student achievement and to increase the success and access to more rigorous courses for our underachieving subgroups.	All students with focus on students who qualify for special education, Low SES, EL, and are Hispanic ethnicity.	<ul style="list-style-type: none"> • SBAC results • Disaggregated data of sub groups performance on standards based assessments • AP exam results • AP course enrollment data by subgroup • Enrollment data from intervention/readiness courses • CELDT data 	State Priority: 1- Basic Services 2- Implementation of State Standard 4- Pupil Achievement 7- Course Access	SDUHSD LCAP Goal #1: Annual increase in student achievement for all students in English language arts and math with focus on accelerating student learning outcomes for target subgroups including English Learners, low income pupils and pupils identified as special education.

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1.	Help facilitate the process to make AP enrollment more reflective of the overall student population a. Have counselors/registrar identify the Low SES, Hispanic, and SPED students and collect transcript information on each one b. Assistant principals and counselors analyze each identified student's record and identify students that could have been in AP classes c. Counselors and assistant principals will interview the potential AP students and ascertain why they are not taking an/more AP classes	a. January 2015 b. 3rd Quarter c. 3rd Quarter d. 4th Quarter	none	N/A

ITEM 17

	d. Counselors, administration, and teacher leaders create a process/intervention that will encourage enrollment of these subgroup of students into AP classes			
2.	Provide release time for teachers to attend professional development opportunities with the intent of increasing student achievement for all students.	Throughout the 2015-2016 school year	~\$15,000	Site Achievement Funding
3.	Analyze baseline SBAC results to identify students who may benefit from additional academic support or enrichment opportunities. a. Administrators will create a team to analyze students' strengths and areas of need based on the SBAC results b. Staff team will create interventions to support students identified as performing below the expected grade level standard.	a. August 2016 school year b. 1st quarter 2016 school year	~\$1000	Site Achievement Funding
4.	Enroll students in two sections of Academic Literature designed specifically to develop literacy skills.	a. August 2016 school year	\$40,000	Site LCFF Supplemental Funding – District Funded Sections
5.	Provide tutoring in core academic subjects.	a. Oct 2015 - June 2016	\$18,000	\$7800 - Site LCFF Supplemental Funding – District Funded Sections \$10,200 - Site Achievement Funds

ITEM 17

2015-2016 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2015-16 School Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School goal?	Specify LCAP Priority	Specify LCAP Goal
School Climate and Cluture	Based on survey results and informal teacher feedback, TPHS teachers do not feel that they have enough time for effective collaboration to discuss student data and share best practices.	Staff/Teacher Collaboration: Create a collaborative environment for teachers through the PLC process.	All Students	1. PLC course-alike agendas/minutes 2. Bell Schedule for 2016-2017 3. AP scores vs course grades 4. Late Start schedule for 2016-2017	LCAP state priorities 1: Basics 2: Implementation of State Standards 4: Pupil achievement 7: Course Access	SDUHSD LCAP Goal #1: Annual increase in student achievement for all students in English language arts and math with focus on outcomes for target subgroups including English Learners, and pupils identified as special education.

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1.	Foster the implementation of the PLC process with each course-alike class a. Have each course-alike class make a schedule for PLC meeting times (at least once a month) b. Course-alike PLC meetings take place at least once a month during late starts/release days/after-school c. Collect course-alike meeting minutes from each PLC meeting	a. October 2015 b. Throughout the 2015-2016 school year c. Throughout the 2015-2016 school year	a. none b. time-card/release time (~\$1000) c. none	Site Achievement Funding
2.	Establish protocol for professional learning communities (PLC) a. work with department chairs to identify areas of needs and concerns by department. b. develop a shared vision for student achievement and the formative process work	a. June 2016 b. June 2016	none	
3.	Develop essential learning outcomes for implementation of CA standards for each academic course	June 2016	none	
4.	Evaluate the current bell schedule a. Have the bell committee meet and discuss the proposed schedule change b. Have the staff collectively agree on the schedule change c. Meet with the Faculty Association regarding new schedule	a. October 2015 b. November 2015 c. December 2015 d. March 2015	none	

ITEM 17

	d. Create new late start schedule based on the new bell schedule			
5.	<p>Compare the AP exam scores and the student's AP course grade</p> <p>a. Assistant Principal will gather the AP exam scores from the 2014-2015 school year</p> <p>b. Registrar will gather grades of students who took an AP class</p> <p>c. Assistant Principal will correlate the AP exam scores and AP course grades</p> <p>d. Create a group of teachers that will go over the data and create an action plan to re-mediate any discrepancies</p>	<p>a. 3rd quarter 2015-2016</p> <p>b. 3rd quarter 2015-2016</p> <p>c. 3rd quarter 2015-2016</p> <p>d. 4th quarter 2015-2016</p>	<p>a-c. none</p> <p>d. time-card/release time (\$1000)</p>	<p>Site Achievement Funding</p>

ITEM 17

2015-2016 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2015-16 School Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School goal?	Specify LCAP Priority	Specify LCAP Goal
College and Career readiness	All students are not enrolled in a course of study that will provide the skills necessary to be college and career ready as evidenced by data reviewed from: SBAC results in ELA and math UC/CSU eligibility data Course enrollment data (i.s. AP, CTE, intervention) AP exam data	All TPHS graduates will be college and career ready.	All Students focusing on 1st generation college students, SPED, EL, Hispanic, African-American sub groups.	<ul style="list-style-type: none"> Quarterly electronic parent newsletter AVID student numbers for the 2016-2017 school year SBAC results in ELA and math UC/CSU eligibility data Course enrollment data (i.s. AP, CTE, intervention) AP exam data 	State Priority: 4- Pupil Achievement 5- Pupil Engagement 7- Course Access 8- Other Pupil Outcomes	SDUHSD LCAP Goal #4 All district graduates will be college and career ready.

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1.	Identify students who could be successful in AP/Honors course a. Registrar and counselors will identify AP potential	3rd quarter	none	N/A
2.	a. Registrar and Counselors will identify common missing courses for students not meeting a-g b. Teacher/Counselor/Administration team will develop interventions to help students take and be successful in these courses	a. 3rd quarter b. 4th quarter	none	N/A
3.	Administrator will create an electronic quarterly parent newsletter that will communicate events related to college and career planning	Every Quarter throughout the 2015-2016 school year	none	N/A
4.	Build the AVID program at TPHS a. Administrator will help the AVID team create a more effective recruiting of appropriate new AVID students b. Administrator will help the AVID elective teacher develop the curriculum to help students and retain students	a. 2nd quarter b. Throughout the 2015-2016 school year	none	N/A

ITEM 17

5.	Offer two sections of AVID	a. 2015-2016 school year	\$40,000	Site LCFF Supplemental Funding – District Funded Sections
----	----------------------------	-----------------------------	----------	--

ITEM 17

2015-2016 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2015-16 School Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School goal?	Specify LCAP Priority	Specify LCAP Goal
School Culture and Climate	Survey results show the longer the students are at the school, the more connected and safe they feel. The focus will be on creating sense of connection and safety with our underclassmen, underrepresented and new students. All students do not feel safe and connected to TPHS as evidenced by data reviewed from: CHKS data Suspension rates Attendance data Discipline data	Wellness for students: Create and ensure a safe and respectful learning environment for all students through increasing student connections to Torrey Pines High School.	All Students	School Climate Survey- teachers CHKS- students TP created survey Suspension rates Attendance data Discipline data School Surveys for staff, students and parents ELAC Needs Assessment Survey SDFA Staff Surveys and Newsletters Participation in school activities by students and staff Project Options data Participation in the Mentor Program by both students and staff	State Priority: 1- Basic Services 3- Parent Involvement 5- Pupil Engagement 6- School Climate	SDUHSD LCAP Goal#4: Increase the level of "school connectedness" and "sense of safety" of pupils, staff and parents.

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1.	Create a student connection survey, administer it to students, and utilize the data to increase student connectedness. a. Using a committee of staff and students, develop a web-based survey that uses the most recent HKS to ask follow-up student questions related to school connectedness. b. Administer the survey to all 9th-12th grade students in class c. Analyze the data from the survey to determine common themes and/or trends d. Develop action steps based on survey data	a. Third Quarter of 2015-2016 school year. b. Third Quarter of 2015-2016 school year c. Third Quarter of 2015-2016 school year d. Fourth Quarter of 2015-2016 school year	a-d. time card (~\$500)	Site Achievement Funds
2.	Create and facilitate student-teacher connections a. Promote and increase participation in the Mentor Program by	a. Second Quarter b. January 2016	a. none b. none	N/A

ITEM 17

	<p>administration personally encouraging all teachers to participate. b. Administrator will create a google document that staff can add students and concerns about them that all can see</p>			
3.	<p>Increase student attendance schoolwide a. Assistant principals will meet and discuss truant/tardy student lists every month and decide who should be SARTed and SARBed b. Create a consistent attendance policy that all staff will abide by c. Use Freshman Academies to educate freshman students on attendance policies during the first week of school in Year One PE, Dance, Freshman Football classes. d. Use Freshman Readiness Day to educate the new TPHS parents on the attendance policies e. Administration will create an accountability plan for teachers to keep accurate attendance and take attendance within the first 10 minutes of class f. Creation of a weekly parent newsletter that will address attendance issues as well as the going ons at the school</p>	<p>a. Throughout the 2015-2016 school year b. First Quarter of 2015-2016 c. August 2015 d. August 2015 e. September 2015 f. Every week throughout the 2015-2016</p>	None	N/A

ITEM 17

2015-2016 Single Plan for Student Achievement (SPSA) Goals					LCAP Alignment	
1. Content Area	2. What student needs have been identified and what metrics were used to measure/identify progress?	3. Description of 2015-16 School Goal	4. Targeted Pupil Subgroup(s)	5. What Local Assessment/Metric will be used to measure School goal?	Specify LCAP Priority	Specify LCAP Goal
Student Achievement	SBAC data reveals that TPHS English Learners are performing much lower than the general student population.	Increase the academic achievement of English Learners at TPHS	English Learners	*SBAC data results *Course grades		

Actions to Support Goal: (one action per line)		By When:	Cost:	Site Funding Source
1.	Disaggregate the EL SBAC scores to identify common areas of difficulties a. Administrator will collect the SBAC scores for identified EL students b. EL SBAC scores will be disaggregated by the EL lead and administrator to identify common areas of difficulties c. EL and English teachers will create strategies to help address identified areas of struggling for EL students	a. Feb. 2016 b. March 20-6 c. 4th quarter	a and b. none c. timecard (\$500)	Site Achievement Funding
2.	All core academic teachers will attend the EL standards professional development trainings held by the district office	throughout the 2015-2016 school year	release/sub payment (~\$5000)	Site Achievement Funding
3.	Enroll ELD students in Sheltered classes	2015-2016 school year	\$60,000	Site LCFF Supplemental Funding – District Funded Sections
4.	Continue the English Language Development Lead teacher position to work directly with ELD students, their families, and monitor student progress.	2015-2016 school year	\$20,000	Site LCFF Supplemental Funding – District Funded Sections

ITEM 17

**VI. Budget 2015-2016
Torrey Pines High School**

The amounts included in this report included the funding sources considered by the Site Council when appropriating funds specific to the goals outlined in the Single Plan for Student Achievement. Districts have been given flexibility (by the State) on how to allocate LCFF Funds. SDUHSD allocates Supplemental funds to the school sites for Site Tutoring, Site Achievement for formative work and provides funding to support additional teaching sections. Additionally the budget reflects funding sources that are not subject to flexibility. The funding sources include Title I and Title III.

State/Federal Categorical Program	Allocation
Site LCFF Supplemental Funding - Site Formative/Achievement Funds	\$32,000.00
Site LCFF Supplemental Funding - Site Tutoring Funds	\$7,854.00
Site LCFF Supplemental Funding – District Funded Sections	\$160,000.00
Title I Funds	\$0.00
Total	\$199,854.00

ITEM 17



Torrey Pines High School

3710 Del Mar Heights Road, San Diego, 92130
Mailing: c/o 710 Encinitas Boulevard, Encinitas, CA 92024
858-755-0125 Fax 858-481-0098 www.tphs.net






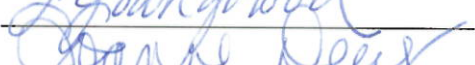

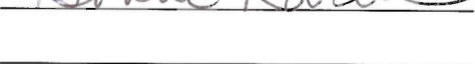
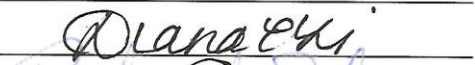


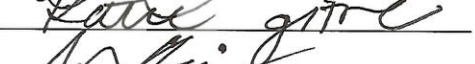







Principal
David Jaffe

San Dieguito
Union High School District

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

Superintendent
Rick Schmitt

The Torrey Pines High School SSC (School Site Council) members for the 2015-2016 school year:

David Jaffe	Principal	
Michael Santos	Asst. Principal	
Roxzana Sudo	Teacher	
Tiffany Gilson	Teacher	
Vivianna Alvarado Gomez	Teacher	
Leonor Youngblood	Teacher	
Joanne Day	School Staff	
Bobbi Karlson	School Staff	
Kimberly Kirkpatrick	Parent Member	
Diana Li	Parent Member	
Rosalind Solo	Parent Member	
Ben Spitters	Student	
Katie Gitre	Student	
Michelle Buhai	Student	
Zac Scornavacco	Student	
Tommy Gitre	Student	
Sophie LeRose	Student	
Nina Budano	Student	
Rehanna Fikre	Student	

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: February 9, 2016

BOARD MEETING DATE: February 18, 2016

PREPARED BY: Torrie Norton
Associate Superintendent, Human Resources

SUBMITTED BY: Rick Schmitt
Superintendent

SUBJECT: APPROVAL OF TENTATIVE AGREEMENT / CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION (CSEA) AND REVISED BP #4231 ATTACHMENT A AND APPENDIX A, "CLASSIFIED EMPLOYEES SALARY SCHEDULE"

EXECUTIVE SUMMARY

The District and the California School Employees Association have reached a tentative agreement for a three-year contract for the period July 1, 2015 through June 30, 2018. The agreement has been approved by the CSEA Executive Board and the general membership voted February 1, 2016 to ratify the agreement. Please see attached Tentative Agreement, Disclosure of Collective Bargaining Agreement (AB 1200), San Diego County Office of Education AB 1200 Review Letter, and the 2015-16, 2016-18 revised salary schedules (BP #4231 Attachment A and Appendix A).

The Disclosure of the CSEA Collective Bargaining Agreement (AB 1200) and the proposed CSEA contract were posted on the District Web Page on February 2, 2016.

BACKGROUND INFORMATION

- CSEA has not received a master contract raise since 2007.
- This agreement continues to provide budget stability for the District, as well as, financial security and stability for the District classified employees.
- The agreement was reached through productive interest-based and collaborative negotiations.

RECOMMENDATION:

It is recommended that the Board approve the Tentative Agreement with the California School Employees Association for a three-year contract for the period July 1, 2015 through June 30, 2018, and revised Board Policy #4231 Attachment A and Appendix A, "Classified Employees Salary Schedule", as shown in the attached supplements.

FUNDING SOURCE:

General Fund

FUNDING IMPLICATIONS

In accordance with the San Diego County Office of Education approval of AB 1200.



**California School Employee Association
San Dieguito Chapter # 241**

**CSEA Tentative Agreement
January 13, 2016**

Your CSEA Negotiating Committee is pleased to announce that we've reached a tentative agreement with the District.

The highlights of this agreement are as follows:

- Addition of salary step 7 effective July 1, 2015 (5% increase between steps 6 and 7)
- 7% wage increase effective July 1, 2015
- 5.5% wage increase effective July 1, 2016
- Reopeners for wages for 2017
- Increased compensation for extracurricular activities (Appendix D)
- Addition of language requiring written notice when asked to work out of class
- Service recognition day may be used at any time within fiscal year
- Appeal process outlined for permanent employees who are denied unpaid leave

It is hereby agreed upon by all parties that this is the master contract and salary agreement for the 2015-16, 2016-17, and 2017-18 school years

Matthew Colwell
President, CSEA Chapter 241

Torrie Norton
Associate Superintendent, Human Resources

Disclosure of Collective Bargaining Agreement

In Accordance with AB 1200 (Statutes of 1991, Chapter 1213);
 GC § 3547.5 (Statutes of 2004, Chapter 52)

San Dieguito Union High School District

Name of Bargaining Unit: California School Employees Association Certified: _____ Classified: X

The proposed agreement covers the period: Beginning: 7/1/2015 Ending: 6/30/2018

This agreement will be acted upon by the Governing Board at its meeting on: 2/18/2016
Date

A. Proposed Change in Compensation

Compensation	Cost Prior to Proposed Agreement (a) \$	Fiscal Impact of Proposed Agreement					
		Current Year 2015 - 2016		Year 2 2016 - 2017		Year 3 2017 - 2018	
		(b) \$	(c) %	(b) \$	(c) %	(b) \$	(c) %
1. Step & Column - Increase (Decrease) due to movement plus any changes due to settlement	\$91,208	\$585,754	642.22%	\$5,368	0.79%	\$35,515	5.20%
2. Salary Schedule - Increase (Decrease)	\$14,314,073	\$1,001,985	7.00%	\$869,232	5.68%	\$0	0.00%
3. Other Compensation - Increase (Decrease) in Stipends, Bonuses, etc.						\$0	
4. Statutory Benefits - Increase (Decrease) in STRS, PERS, FICA, WC, UI, Medicare, etc.	\$3,687,022	\$365,180	9.90%	\$227,396	5.61%	\$10,299	0.24%
5. Health/Welfare Benefits - Increase (Decrease)	\$3,693,184	\$0	0.00%	\$184,659	5.00%	\$193,892	5.00%
6. Total Compensation - Increase (Decrease) Total Lines 2(a), 3(a), 4(a), 5(a)	\$21,785,487	\$1,952,920	8.96%	\$1,286,655	5.42%	\$239,707	0.96%
7. Total Number of Represented Employees	336.37	336.37	336.37	336.37	336.37	336.37	336.37
8. Total Compensation Cost for Average Employee - Increase (Decrease)	\$64,766	\$5,806	8.96%	\$3,825	5.42%	\$713	0.96%

Impact on other Funds: Above includes all funds

- A. Provide a brief narrative of the proposed change in compensation, including percentage change(s), effective date(s), and comments and explanations as necessary:**

7% salary schedule increase effective 7/1/15, 5.5% increase 7/1/16
7th step added to Classified Salary Schedule effective 7/1/15 at 5% above 6th step

- B. Proposed Negotiated Changes in Non-Compensation Items** (class size adjustments, staff development days, teacher prep time, etc.)

No significant changes with cost impacts.

- C. What are the specific impacts on instructional/support programs to accommodate the settlement?** Include the impact of non-negotiated changes such as staff reductions and program reductions/eliminations.

Teachers on Special Assignment supporting Common Core will be reduced in future years. The District expects substantial savings from teacher retirements despite growing enrollment as vacant and newer positions will be replaced with teachers in lower ranges/steps on the salary schedule within contractual teacher/student ratios.

D. What contingency language is included in the proposed agreement?
Include specific areas identified for reopeners, applicable fiscal years, and specific contingency language.

Salary and benefits reopener for 2017-18;

E. Source of Funding for Proposed Agreement

1. Current Year

General fund ongoing revenue and reserves.

2. How will the ongoing cost of the proposed agreement be funded in future years?

Increase in enrollment / LCFF; deliberate use of reserves

3. If multi-year agreement, what is the source of funding, including assumptions used, to fund these obligations in future years? (Remember to include compounding effects in meeting obligations)

Increase in enrollment / LCFF; deliberate use of reserves

Reduction in TOSA & PD as Common Core is implemented; substantial retirement savings

F. Impact of Proposed Agreement on Current Year Unrestricted Reserves

1. State Reserve Standard

a. Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	\$122,717,025
b. State Standard Minimum Reserve Percentage for this District	3.00%
c. Projected P-2 ADA	12,225.00
d. State Standard Minimum Reserve Amount for this District (Line 1a times Line 1b, or \$50,000, whichever is greater, for a district with less than 1,001 ADA)	\$3,681,510.75

2. Budgeted Unrestricted Reserve (After Impact of Proposed Agreement)

a. General Fund Budgeted Unrestricted Designated for Economic Uncertainties	\$6,313,748
b. General Fund Budgeted Unrestricted Unappropriated Amount	\$15,532,982
c. Special Reserve Fund 17-Budgeted Designated for Economic Uncertainties	\$2,453,145
d. Special Reserve Fund 17-Budgeted Unappropriated Amount	\$0
e. Total District Budgeted Unrestricted Reserves	\$24,299,875

3. Do unrestricted reserves meet the state standard minimum reserve amount? X Yes No

G. Certification

The information provided in this document summarized the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement in accordance with the requirements of AB 1200 and Government Code § 3547.5.

We hereby certify that the costs incurred by the school district under this agreement can be met by the district during the term of the agreement.



District Superintendent
(Signature)



Date



Chief Business Official
(Signature)



Date

Contact Person: Eric Dill Telephone No.: 760-753-6491

Supplement

H. Impact of Proposed Agreement on Current Year Operating Budget*

Date of governing board approval of budget revisions in Col. 2: 10-Dec-15
 in accordance with Education Code § 42142 and Government Code § 3547.5

Provide a copy of board-approved budget revisions and board minutes. In addition, provide two expenditure reports generated by the district's financial system: one showing the budget by major object before the changes and a second showing the budget by major object after the changes.

If the board-approved revisions are different from the proposed budget adjustments in Col. 2, provide a revised report upon approval of the district governing board.

	(Col. 1) Latest Board- Approved Budget Before Settlement as of 12/10/15	(Col. 2) Adjustments as a Result of Settlement	(Col. 3) Other Revisions	(Col. 4) (Cols. 1 + 2 + 3) Total Impact on Budget
REVENUES:				
LCFF Sources (8010-8099)	96,481,800	0		96,481,800
Remaining Revenues (8100-8799)	25,081,669	0		25,081,669
TOTAL REVENUES	121,563,469	0	0	121,563,469
EXPENDITURES:				0
1000 Certificated Salaries	59,791,452	0		59,791,452
2000 Classified Salaries	17,208,977	1,512,302		18,721,279
3000 Employee Benefits	21,602,962	347,829		21,950,791
4000 Books and Supplies	5,535,433	0		5,535,433
5000 Services and Operating Expenses	14,408,590	0		14,408,590
6000 Capital Outlay	47,200	0		47,200
7000 Other	2,236,216	0		2,236,216
TOTAL EXPENDITURES	120,830,830	1,860,131	0	122,690,961
OPERATING SURPLUS (DEFICIT)	732,639	(1,860,131)	0	(1,127,492)
OTHER SOURCES AND TRANSFERS IN				0
OTHER USES AND TRANSFERS OUT				0
CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE	732,639	(1,860,131)	0	(1,127,492)
BEGINNING BALANCE	21,400,286	0		21,400,286
CURRENT YEAR-ENDING BALANCE	22,132,925	(76,116)		22,056,809
COMPONENTS OF ENDING BALANCE:				
Nonspendable (9711-9719)	181,000	0		181,000
Restricted (9740)	1	0		1
Committed (9750/9760)	0	0		0
Assigned (9780)	9,829,716	0		9,829,716
Reserve Economic Uncertainties (9789)	6,684,821	(79,540)		6,605,281
Unassigned/Unappropriated (9790)	5,437,387	13,426		5,450,813

If the total amount of the adjustment in Column 2 does not agree with the amount of the total cost shown on page 1, please explain:

Above reflects General Fund impacts only. Page 1 totals reflect all fund impacts.

*This supplement is a composite recap of "all" the bargaining agreements shown on the preceding pages.

DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT

GENERAL INSTRUCTIONS

- Please submit this form to the county superintendent of schools and make available to the public for review at least ten (10) working days prior to the date the governing board will take action on the proposed bargaining agreement.
- Separate documents must be completed for each collective bargaining agreement, but if more than one agreement is discussed at the same time, you may summarize the financial impact of “all” agreements on page 4 (supplement).
- Include, as applicable, *Cost Prior to Proposed Agreement, Current Year, Year 2 and Year 3* information for the period covered in the proposed agreement. For example, for a 2-year multi-year agreement, complete *Cost Prior to Proposed Agreement, Current Year and Year 2*.
- Any time a contract is reopened with a financial impact on “any area of compensation,” a disclosure of the proposed agreement must be made.
- The specific manner in which the public is made aware of the proposed agreement and its availability for public inspection and review is at the discretion of the local district.
- The governing board shall adopt revisions to its budget needed in the current fiscal year to fulfill the terms of the collective bargaining agreement within 45 days of adoption (EC § 42142). Provide a copy of the board-approved budget revisions and board minutes to the county office. In addition, provide two expenditure reports generated by the district’s financial system: one showing the budget by major object before the changes and a second showing the budget by major object after the changes.
- All revisions to the budget needed in the current fiscal year to meet the costs of the collective bargaining agreement shall be adopted no later than the statutory deadline for certification of the next interim report by the county superintendent of schools (GC § 3547.5, EC § 42131).

SPECIFIC INSTRUCTIONS FOR COMPLETION

PROPOSED CHANGE IN COMPENSATION

1. Step and Column

- a. Cost Prior to Proposed Agreement: Enter the total annual cost of all salaries for the bargaining unit prior to the proposed agreement. Remove any “one-time” bonuses or payments that were paid in prior year, if applicable.
- b. \$: Enter the annual increase cost of *Step and Column* movement on the *Salary Schedule* for the affected bargaining unit.
- c. %: Divide the annual cost of *Step and Column*, Line 1(b), by the *Cost Prior to Proposed Agreement*, Line 1(a).

2. Salary Schedule

- a. Cost Prior to Proposed Agreement: Enter the amount from Line 1(a) plus Line 1(b).
- b. \$: Enter the annual \$ amount of the proposed change in the *Salary Schedule*.

3. Other Compensation

Description: Indicate specific changes in *Other Compensation* for the current year. For example: 1% off schedule or \$200/employee. For *Year 2* and *Year 3*, explain in “Comments” section, if applicable.

- a. Cost Prior to Proposed Agreement: Enter the amount from Line 2(a).
- b. \$: Enter the annual amount of the proposed change in *Other Compensation*.
- c. %: Divide the amount by the *Cost Prior to the Proposed Agreement*, Line 3(a).

4. Statutory Benefits

- a. Cost Prior to Proposed Agreement: Enter the total prior year cost of *Statutory Benefits* of the bargaining unit prior to the proposed agreement. If applicable, exclude any “one-time” benefit costs that would not carry over to current year.
- b. \$: Enter the amount of the proposed change in *Statutory Benefits* resulting from changes in *Salary Schedule, Step and Column*, and *Other Compensation* reported on Line 1(b) through Line 3(b).
- c. %: Divide Line 4(b) by the amount of dollars shown in *Cost Prior to Proposed Agreement*, Line 4(a).

5. Health/Welfare Benefits

- a. Cost Prior to Proposed Agreement: Enter the total annual cost of *Health/Welfare Benefits* of the bargaining unit prior to the proposed agreement. If applicable, exclude any “one-time” costs that would not carry over to current year.
- b. \$: Enter the amount of the proposed change in *Health/Welfare Benefits*, resulting from the affected bargaining unit agreement.
- c. %: Divide Line 5(b) by the amount of dollars shown in *Cost Prior to Proposed Agreement* Line 5(a).

6. Total Compensation

- a. Cost Prior to Proposed Agreement: Total Lines 3(a), 4(a), and 5(a).
- b. \$: Total Lines 1(b), 2(b), 3(b), 4(b), and 5(b).
- c. %: Divide the total by *Cost Prior to Proposed Agreement*, Line 6(a).

7. Total Number of Represented Employees

Enter the total full-time equivalent (FTE) employees for the affected bargaining unit for each applicable year.

8. Total Compensation Cost for Average Employee

- a. Cost Prior to Proposed Agreement: Divide *Cost Prior to Proposed Agreement*, Line 6(a) by Prior Year FTE Employees, Line 7.
- b. \$: Divide *Total Compensation*, Line 6(b) by FTE employees, Line 7, for each applicable year.
- c. %: Divide *Total Compensation Cost for Average Employee*, Line 8(b) by *Cost Prior to Proposed Agreement*, Line 8(a).



SAN DIEGO COUNTY OFFICE OF EDUCATION

6401 Linda Vista Road, San Diego, CA 92111 • 858-292-3500 • www.sdcoe.net
Randolph E. Ward, Ed.D., Superintendent of Schools

February 5, 2016

RECEIVED

FEB 11 2016

SDUHSD SUPERINTENDENT

Mr. Rick Schmitt
Superintendent
San Dieguito Union High School District
710 Encinitas Blvd.
Encinitas, CA 92024-3357

Re: Disclosure of San Dieguito California School Employees Association Collective Bargaining Agreement

Dear Mr. Schmitt:

On January 28, 2016, we received the San Dieguito Union High School District Disclosure of Collective Bargaining Agreement in accordance with AB 1200 (Statutes of 1991, Chapter 1213) and Government Code 3547.5. The proposed agreement with the San Dieguito California School Employees Association runs from July 1, 2015 to June 30, 2018. The agreement will be acted upon by the Governing Board at its meeting on February 18, 2016.

Fiscal Year 2015-16

The proposed agreement would provide for a 7.0% increase and the addition of a 7th step to the classified salary schedule beginning July 1, 2015. The 7th step will be a 5% increase above step 6. This represents an overall increase in salary and benefit costs of \$1,952,920 for the classified bargaining unit.

Fiscal Year 2016-17

The proposed agreement would provide for a 5.5% increase to the classified salary schedule beginning July 1, 2016. This represents an overall increase in salary and benefit costs of \$1,286,655 for the classified bargaining unit.

As a result of these proposed changes, the district's projected ending reserves for 2015-16 would be reduced to approximately \$24.3 million, which is sufficient to maintain the required 3% reserve for economic uncertainties. The projected ending reserves for 2016-17 is \$22.03 million and \$19.47 million in 2017-18, which is sufficient to meet the required 3% reserves in both of those years.

E.C. 42142 requires school districts to adopt necessary budget revisions within 45 days of approval of a collective bargaining agreement. Please provide a copy of the board-approved budget revisions and board minutes to the county office.

February 5, 2016
Mr. Rick Schmitt, Superintendent
Page 2 of 2

We encourage the district to carefully monitor budgeted funds, ADA projections, and cash flow projections to ensure the district remains fiscally solvent. Please notify our office immediately if the district anticipates any type of financial shortfall. Should you have any questions concerning this review, please feel free to call me at (858) 292-3537 or Andi Loree, Consultant, Business Advisory Services at (858) 292-3660.

Sincerely,



Brent Watson
Executive Director
District Financial Services

BW: AL: SR

cc: Beth Hergesheimer, Board President, San Dieguito Union High School District
Eric Dill, Associate Superintendent, San Dieguito Union High School District

CLASSIFIED EMPLOYEES SALARY SCHEDULE
Effective 7-1-2015 (7%, Step 7)

RANGE	STEP						
	1	2	3	4	5	6	7
23	27,248	28,579	29,994	31,574	33,176	34,902	36,650
	2,271	2,382	2,500	2,631	2,765	2,909	3,054
	13.10	13.74	14.42	15.18	15.95	16.78	17.62
24	27,851	29,286	30,805	32,302	34,091	35,714	37,502
	2,321	2,441	2,567	2,692	2,841	2,976	3,125
	13.39	14.08	14.81	15.53	16.39	17.17	18.03
25	28,579	29,994	31,574	33,176	34,902	36,546	38,376
	2,382	2,500	2,631	2,765	2,909	3,046	3,198
	13.74	14.42	15.18	15.95	16.78	17.57	18.45
26	29,286	30,805	32,302	34,091	35,714	37,461	39,333
	2,441	2,567	2,692	2,841	2,976	3,122	3,278
	14.08	14.81	15.53	16.39	17.17	18.01	18.91
27	29,994	31,574	33,176	34,902	36,546	38,272	40,186
	2,500	2,631	2,765	2,909	3,046	3,189	3,349
	14.42	15.18	15.95	16.78	17.57	18.40	19.32
28	30,805	32,302	34,091	35,714	37,461	39,416	41,392
	2,567	2,692	2,841	2,976	3,122	3,285	3,449
	14.81	15.53	16.39	17.17	18.01	18.95	19.90
29	31,574	33,176	34,902	36,546	38,272	40,352	42,370
	2,631	2,765	2,909	3,046	3,189	3,363	3,531
	15.18	15.95	16.78	17.57	18.40	19.40	20.37
30	32,302	34,091	35,714	37,461	39,416	41,350	43,410
	2,692	2,841	2,976	3,122	3,285	3,446	3,618
	15.53	16.39	17.17	18.01	18.95	19.88	20.87
31	33,176	34,902	36,546	38,272	40,352	42,286	44,408
	2,765	2,909	3,046	3,189	3,363	3,524	3,701
	15.95	16.78	17.57	18.40	19.40	20.33	21.35
32	34,091	35,714	37,461	39,416	41,350	43,306	45,469
	2,841	2,976	3,122	3,285	3,446	3,609	3,789
	16.39	17.17	18.01	18.95	19.88	20.82	21.86
33	34,902	36,546	38,272	40,352	42,286	44,512	46,738
	2,909	3,046	3,189	3,363	3,524	3,709	3,895
	16.78	17.57	18.40	19.40	20.33	21.40	22.47
34	35,714	37,461	39,416	41,350	43,306	45,510	47,778
	2,976	3,122	3,285	3,446	3,609	3,793	3,982
	17.17	18.01	18.95	19.88	20.82	21.88	22.97

RANGE	STEP						
	1	2	3	4	5	6	7
35	36,546	38,272	40,352	42,286	44,512	46,717	49,046
	3,046	3,189	3,363	3,524	3,709	3,893	4,087
	17.57	18.40	19.40	20.33	21.40	22.46	23.58
36	37,461	39,416	41,350	43,306	45,510	47,944	50,336
	3,122	3,285	3,446	3,609	3,793	3,995	4,195
	18.01	18.95	19.88	20.82	21.88	23.05	24.20
37	38,272	40,352	42,286	44,512	46,717	49,046	51,501
	3,189	3,363	3,524	3,709	3,893	4,087	4,292
	18.40	19.40	20.33	21.40	22.46	23.58	24.76
38	39,416	41,350	43,306	45,510	47,944	50,315	52,832
	3,285	3,446	3,609	3,793	3,995	4,193	4,403
	18.95	19.88	20.82	21.88	23.05	24.19	25.40
39	40,352	42,286	44,512	46,717	49,046	51,501	54,080
	3,363	3,524	3,709	3,893	4,087	4,292	4,507
	19.40	20.33	21.40	22.46	23.58	24.76	26.00
40	41,350	43,306	45,510	47,944	50,315	52,686	55,328
	3,446	3,609	3,793	3,995	4,193	4,391	4,611
	19.88	20.82	21.88	23.05	24.19	25.33	26.60
41	42,286	44,512	46,717	49,046	51,501	53,997	56,701
	3,524	3,709	3,893	4,087	4,292	4,500	4,725
	20.33	21.40	22.46	23.58	24.76	25.96	27.26
42	43,306	45,510	47,944	50,315	52,686	55,390	58,157
	3,609	3,793	3,995	4,193	4,391	4,616	4,846
	20.82	21.88	23.05	24.19	25.33	26.63	27.96
43	44,512	46,717	49,046	51,501	53,997	56,722	59,550
	3,709	3,893	4,087	4,292	4,500	4,727	4,963
	21.40	22.46	23.58	24.76	25.96	27.27	28.63
44	45,510	47,944	50,315	52,686	55,390	58,157	61,069
	3,793	3,995	4,193	4,391	4,616	4,846	5,089
	21.88	23.05	24.19	25.33	26.63	27.96	29.36
45	46,717	49,046	51,501	53,997	56,722	59,509	62,483
	3,893	4,087	4,292	4,500	4,727	4,959	5,207
	22.46	23.58	24.76	25.96	27.27	28.61	30.04
46	47,944	50,315	52,686	55,390	58,157	61,110	64,168
	3,995	4,193	4,391	4,616	4,846	5,093	5,347
	23.05	24.19	25.33	26.63	27.96	29.38	30.85

RANGE	STEP						
	1	2	3	4	5	6	7
47	49,046	51,501	53,997	56,722	59,509	62,650	65,790
	4,087	4,292	4,500	4,727	4,959	5,221	5,483
	23.58	24.76	25.96	27.27	28.61	30.12	31.63
48	50,315	52,686	55,390	58,157	61,110	64,210	67,413
	4,193	4,391	4,616	4,846	5,093	5,351	5,618
	24.19	25.33	26.63	27.96	29.38	30.87	32.41
49	51,501	53,997	56,722	59,509	62,650	65,811	69,098
	4,292	4,500	4,727	4,959	5,221	5,484	5,758
	24.76	25.96	27.27	28.61	30.12	31.64	33.22
50	52,686	55,390	58,157	61,110	64,210	67,475	70,845
	4,391	4,616	4,846	5,093	5,351	5,623	5,904
	25.33	26.63	27.96	29.38	30.87	32.44	34.06
51	53,997	56,722	59,509	62,650	65,811	69,118	72,571
	4,500	4,727	4,959	5,221	5,484	5,760	6,048
	25.96	27.27	28.61	30.12	31.64	33.23	34.89
52	55,390	58,157	61,110	64,210	67,475	70,845	74,381
	4,616	4,846	5,093	5,351	5,623	5,904	6,198
	26.63	27.96	29.38	30.87	32.44	34.06	35.76
53	56,722	59,509	62,650	65,811	69,118	72,634	76,274
	4,727	4,959	5,221	5,484	5,760	6,053	6,356
	27.27	28.61	30.12	31.64	33.23	34.92	36.67
54	58,157	61,110	64,210	67,475	70,845	74,485	78,208
	4,846	5,093	5,351	5,623	5,904	6,207	6,517
	27.96	29.38	30.87	32.44	34.06	35.81	37.60
55	59,509	62,650	65,811	69,118	72,634	76,274	80,080
	4,959	5,221	5,484	5,760	6,053	6,356	6,673
	28.61	30.12	31.64	33.23	34.92	36.67	38.50
56	61,110	64,210	67,475	70,845	74,485	78,229	82,139
	5,093	5,351	5,623	5,904	6,207	6,519	6,845
	29.38	30.87	32.44	34.06	35.81	37.61	39.49
57	62,650	65,811	69,118	72,634	76,274	80,101	84,115
	5,221	5,484	5,760	6,053	6,356	6,675	7,010
	30.12	31.64	33.23	34.92	36.67	38.51	40.44
58	64,210	67,475	70,845	74,485	78,229	82,139	86,237
	5,351	5,623	5,904	6,207	6,519	6,845	7,186
	30.87	32.44	34.06	35.81	37.61	39.49	41.46

RANGE	STEP						
	1	2	3	4	5	6	7
59	65,811	69,118	72,634	76,274	80,101	84,115	88,317
	5,484	5,760	6,053	6,356	6,675	7,010	7,360
	31.64	33.23	34.92	36.67	38.51	40.44	42.46
60	67,475	70,845	74,485	78,229	82,139	86,237	90,542
	5,623	5,904	6,207	6,519	6,845	7,186	7,545
	32.44	34.06	35.81	37.61	39.49	41.46	43.53
61	69,118	72,634	76,274	80,101	84,115	88,296	92,706
	5,760	6,053	6,356	6,675	7,010	7,358	7,726
	33.23	34.92	36.67	38.51	40.44	42.45	44.57
62	70,845	74,485	78,229	82,139	86,237	90,563	95,098
	5,904	6,207	6,519	6,845	7,186	7,547	7,925
	34.06	35.81	37.61	39.49	41.46	43.54	45.72
63	72,634	76,274	80,101	84,115	88,296	92,726	97,365
	6,053	6,356	6,675	7,010	7,358	7,727	8,114
	34.92	36.67	38.51	40.44	42.45	44.58	46.81
64	74,485	78,229	82,139	86,237	90,563	95,077	99,840
	6,207	6,519	6,845	7,186	7,547	7,923	8,320
	35.81	37.61	39.49	41.46	43.54	45.71	48.00
65	76,274	80,101	84,115	88,296	92,726	97,344	102,211
	6,356	6,675	7,010	7,358	7,727	8,112	8,518
	36.67	38.51	40.44	42.45	44.58	46.80	49.14
66	78,229	82,139	86,237	90,563	95,077	99,840	104,832
	6,519	6,845	7,186	7,547	7,923	8,320	8,736
	37.61	39.49	41.46	43.54	45.71	48.00	50.40
67	80,101	84,115	88,296	92,726	97,344	102,232	107,349
	6,675	7,010	7,358	7,727	8,112	8,519	8,946
	38.51	40.44	42.45	44.58	46.80	49.15	51.61

CLASSIFIED EMPLOYEES SALARY SCHEDULE
Effective 7-1-2016 (5.5%, Step 7)

RANGE	STEP						
	1	2	3	4	5	6	7
23	28,746	30,160	31,637	33,301	35,006	36,816	38,667
	2,396	2,513	2,636	2,775	2,917	3,068	3,222
	13.82	14.50	15.21	16.01	16.83	17.70	18.59
24	29,390	30,888	32,490	34,070	35,963	37,669	39,562
	2,449	2,574	2,708	2,839	2,997	3,139	3,297
	14.13	14.85	15.62	16.38	17.29	18.11	19.02
25	30,160	31,637	33,301	35,006	36,816	38,563	40,477
	2,513	2,636	2,775	2,917	3,068	3,214	3,373
	14.50	15.21	16.01	16.83	17.70	18.54	19.46
26	30,888	32,490	34,070	35,963	37,669	39,520	41,496
	2,574	2,708	2,839	2,997	3,139	3,293	3,458
	14.85	15.62	16.38	17.29	18.11	19.00	19.95
27	31,637	33,301	35,006	36,816	38,563	40,373	42,390
	2,636	2,775	2,917	3,068	3,214	3,364	3,533
	15.21	16.01	16.83	17.70	18.54	19.41	20.38
28	32,490	34,070	35,963	37,669	39,520	41,579	43,659
	2,708	2,839	2,997	3,139	3,293	3,465	3,638
	15.62	16.38	17.29	18.11	19.00	19.99	20.99
29	33,301	35,006	36,816	38,563	40,373	42,578	44,699
	2,775	2,917	3,068	3,214	3,364	3,548	3,725
	16.01	16.83	17.70	18.54	19.41	20.47	21.49
30	34,070	35,963	37,669	39,520	41,579	43,618	45,802
	2,839	2,997	3,139	3,293	3,465	3,635	3,817
	16.38	17.29	18.11	19.00	19.99	20.97	22.02
31	35,006	36,816	38,563	40,373	42,578	44,616	46,842
	2,917	3,068	3,214	3,364	3,548	3,718	3,904
	16.83	17.70	18.54	19.41	20.47	21.45	22.52
32	35,963	37,669	39,520	41,579	43,618	45,698	47,965
	2,997	3,139	3,293	3,465	3,635	3,808	3,997
	17.29	18.11	19.00	19.99	20.97	21.97	23.06
33	36,816	38,563	40,373	42,578	44,616	46,966	49,317
	3,068	3,214	3,364	3,548	3,718	3,914	4,110
	17.70	18.54	19.41	20.47	21.45	22.58	23.71
34	37,669	39,520	41,579	43,618	45,698	48,006	50,398
	3,139	3,293	3,465	3,635	3,808	4,001	4,200
	18.11	19.00	19.99	20.97	21.97	23.08	24.23

RANGE	STEP						
	1	2	3	4	5	6	7
35	38,563	40,373	42,578	44,616	46,966	49,296	51,750
	3,214	3,364	3,548	3,718	3,914	4,108	4,313
	18.54	19.41	20.47	21.45	22.58	23.70	24.88
36	39,520	41,579	43,618	45,698	48,006	50,586	53,102
	3,293	3,465	3,635	3,808	4,001	4,216	4,425
	19.00	19.99	20.97	21.97	23.08	24.32	25.53
37	40,373	42,578	44,616	46,966	49,296	51,750	54,330
	3,364	3,548	3,718	3,914	4,108	4,313	4,528
	19.41	20.47	21.45	22.58	23.70	24.88	26.12
38	41,579	43,618	45,698	48,006	50,586	53,082	55,744
	3,465	3,635	3,808	4,001	4,216	4,424	4,645
	19.99	20.97	21.97	23.08	24.32	25.52	26.80
39	42,578	44,616	46,966	49,296	51,750	54,330	57,054
	3,548	3,718	3,914	4,108	4,313	4,528	4,755
	20.47	21.45	22.58	23.70	24.88	26.12	27.43
40	43,618	45,698	48,006	50,586	53,082	55,578	58,365
	3,635	3,808	4,001	4,216	4,424	4,632	4,864
	20.97	21.97	23.08	24.32	25.52	26.72	28.06
41	44,616	46,966	49,296	51,750	54,330	56,971	59,821
	3,718	3,914	4,108	4,313	4,528	4,748	4,985
	21.45	22.58	23.70	24.88	26.12	27.39	28.76
42	45,698	48,006	50,586	53,082	55,578	58,427	61,360
	3,808	4,001	4,216	4,424	4,632	4,869	5,113
	21.97	23.08	24.32	25.52	26.72	28.09	29.50
43	46,966	49,296	51,750	54,330	56,971	59,842	62,816
	3,914	4,108	4,313	4,528	4,748	4,987	5,235
	22.58	23.70	24.88	26.12	27.39	28.77	30.20
44	48,006	50,586	53,082	55,578	58,427	61,360	64,418
	4,001	4,216	4,424	4,632	4,869	5,113	5,368
	23.08	24.32	25.52	26.72	28.09	29.50	30.97
45	49,296	51,750	54,330	56,971	59,842	62,774	65,915
	4,108	4,313	4,528	4,748	4,987	5,231	5,493
	23.70	24.88	26.12	27.39	28.77	30.18	31.69
46	50,586	53,082	55,578	58,427	61,360	64,480	67,704
	4,216	4,424	4,632	4,869	5,113	5,373	5,642
	24.32	25.52	26.72	28.09	29.50	31.00	32.55

RANGE	STEP						
	1	2	3	4	5	6	7
47	51,750	54,330	56,971	59,842	62,774	66,102	69,410
	4,313	4,528	4,748	4,987	5,231	5,509	5,784
	24.88	26.12	27.39	28.77	30.18	31.78	33.37
48	53,082	55,578	58,427	61,360	64,480	67,746	71,115
	4,424	4,632	4,869	5,113	5,373	5,646	5,926
	25.52	26.72	28.09	29.50	31.00	32.57	34.19
49	54,330	56,971	59,842	62,774	66,102	69,430	72,904
	4,528	4,748	4,987	5,231	5,509	5,786	6,075
	26.12	27.39	28.77	30.18	31.78	33.38	35.05
50	55,578	58,427	61,360	64,480	67,746	71,178	74,734
	4,632	4,869	5,113	5,373	5,646	5,932	6,228
	26.72	28.09	29.50	31.00	32.57	34.22	35.93
51	56,971	59,842	62,774	66,102	69,430	72,925	76,565
	4,748	4,987	5,231	5,509	5,786	6,077	6,380
	27.39	28.77	30.18	31.78	33.38	35.06	36.81
52	58,427	61,360	64,480	67,746	71,178	74,734	78,478
	4,869	5,113	5,373	5,646	5,932	6,228	6,540
	28.09	29.50	31.00	32.57	34.22	35.93	37.73
53	59,842	62,774	66,102	69,430	72,925	76,627	80,475
	4,987	5,231	5,509	5,786	6,077	6,386	6,706
	28.77	30.18	31.78	33.38	35.06	36.84	38.69
54	61,360	64,480	67,746	71,178	74,734	78,582	82,514
	5,113	5,373	5,646	5,932	6,228	6,549	6,876
	29.50	31.00	32.57	34.22	35.93	37.78	39.67
55	62,774	66,102	69,430	72,925	76,627	80,475	84,490
	5,231	5,509	5,786	6,077	6,386	6,706	7,041
	30.18	31.78	33.38	35.06	36.84	38.69	40.62
56	64,480	67,746	71,178	74,734	78,582	82,534	86,653
	5,373	5,646	5,932	6,228	6,549	6,878	7,221
	31.00	32.57	34.22	35.93	37.78	39.68	41.66
57	66,102	69,430	72,925	76,627	80,475	84,510	88,733
	5,509	5,786	6,077	6,386	6,706	7,043	7,394
	31.78	33.38	35.06	36.84	38.69	40.63	42.66
58	67,746	71,178	74,734	78,582	82,534	86,653	90,979
	5,646	5,932	6,228	6,549	6,878	7,221	7,582
	32.57	34.22	35.93	37.78	39.68	41.66	43.74

RANGE	STEP						
	1	2	3	4	5	6	7
59	69,430	72,925	76,627	80,475	84,510	88,733	93,184
	5,786	6,077	6,386	6,706	7,043	7,394	7,765
	33.38	35.06	36.84	38.69	40.63	42.66	44.80
60	71,178	74,734	78,582	82,534	86,653	90,979	95,514
	5,932	6,228	6,549	6,878	7,221	7,582	7,960
	34.22	35.93	37.78	39.68	41.66	43.74	45.92
61	72,925	76,627	80,475	84,510	88,733	93,142	97,802
	6,077	6,386	6,706	7,043	7,394	7,762	8,150
	35.06	36.84	38.69	40.63	42.66	44.78	47.02
62	74,734	78,582	82,534	86,653	90,979	95,534	100,318
	6,228	6,549	6,878	7,221	7,582	7,961	8,360
	35.93	37.78	39.68	41.66	43.74	45.93	48.23
63	76,627	80,475	84,510	88,733	93,142	97,822	102,710
	6,386	6,706	7,043	7,394	7,762	8,152	8,559
	36.84	38.69	40.63	42.66	44.78	47.03	49.38
64	78,582	82,534	86,653	90,979	95,534	100,298	105,331
	6,549	6,878	7,221	7,582	7,961	8,358	8,778
	37.78	39.68	41.66	43.74	45.93	48.22	50.64
65	80,475	84,510	88,733	93,142	97,822	102,690	107,827
	6,706	7,043	7,394	7,762	8,152	8,558	8,986
	38.69	40.63	42.66	44.78	47.03	49.37	51.84
66	82,534	86,653	90,979	95,534	100,298	105,331	110,594
	6,878	7,221	7,582	7,961	8,358	8,778	9,216
	39.68	41.66	43.74	45.93	48.22	50.64	53.17
67	84,510	88,733	93,142	97,822	102,690	107,848	113,256
	7,043	7,394	7,762	8,152	8,558	8,987	9,438
	40.63	42.66	44.78	47.03	49.37	51.85	54.45

PERSONNEL / CLASSIFIED

4231 APPENDIX A

SALARY RANGE DEFINITIONS

25	Nutrition Services Assistant I	43	Transportation Router/Scheduler
26	Nutrition Services Assistant-Floater	44	Administrative Assistant-High School Bus Driver Trainer
27	Nutrition Services Assistant II Nutrition Services Assistant-Transporter I		Construction & Facility Projects Coordinator Information Systems Support Technician
29	Campus Supervisor-Middle School Instructional Assistant Nutrition Services Assistant III Nutrition Services Assistant-Transporter II Nutrition Services Catering Assistant School Bus Attendant		Lead Grounds Worker Media Technician/Web Technician Payroll Technician Senior Buyer Warehouse Supervisor
30	Office Assistant	45	Planning Finance Technician
31	Instructional Assistant-Bilingual	47	Locksmith Speech/Language Pathology Assistant
32	Campus Supervisor-High School Custodian Receptionist	48	Construction Projects Information Technician Painter
33	Custodian-Floater Nutrition Services Production Assistant Receptionist-Bilingual (Spanish)	49	Electrician HVAC Technician Plumber/Irrigation Specialist Skilled Maintenance Worker Vehicle & Equipment Mechanic
34	Instructional Assistant SpEd (Non-Severe) Locker Room Attendant/Custodian Maintenance Worker I Testing Assistant-Bilingual (Spanish)	51	Computer Support Technician Telecommunications Technician
35	Grounds Maintenance Worker I Health Technician Job Placement Assistant	52	Accounting Specialist Budget Analyst Facilities Construction Planner HR Information Systems Support Analyst Human Resources Analyst Human Resources Benefits Analyst Human Resources Certificated Analyst Information Systems Support Analyst Lead Maintenance Worker Payroll Analyst Vehicle & Equipment Supervisor
36	Instructional Assistant–SpEd (SED) Instructional Assistant SpEd (Severely Handicapped) Instructional Assistant SpEd (Behavior Intervention) Secretary	54	Information Systems Support Specialist Interpreter for the Hearing Impaired
37	Library/Media Technician Warehouse/Delivery Worker	57	Interpreter for the Hearing Impaired (NIC) Network Technician
38	Administrative Secretary-Middle School Custodian Crew Leader Purchasing Assistant School Bus Driver	60	Interpreter for the Hearing Impaired (NIC Adv.) Interpreter for the Hearing Impaired (NIC Adv.) Loss Control Analyst Occupational Therapist
39	Grounds/Maintenance Worker II Warehouse/Stores Worker School Plant Supervisor-Middle School	62	Contracts Analyst Construction Services Analyst Facilities Planning Analyst
40	Administrative Secretary Accounting Assistant Accounting Assistant-ASB Buyer Grounds Maintenance Worker/Applicator Human Resources Assistant Learning Commons Technician Maintenance Worker II Registrar Tutoring Center Specialist	63	Interpreter for the Hearing Impaired (NIC Master)
41	Administrative Secretary-Bilingual (Spanish) Grounds/Maintenance Equipment Operator Lead School Bus Driver School Plant Supervisor-High School Theatre Technician Transportation Dispatcher Translator/Interpreter (Spanish) Vehicle & Equipment Service Worker	66	Network Analyst
42	Accounting Technician Administrative Assistant Human Resources Technician Risk Management Technician		

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: January 7, 2016

BOARD MEETING DATE: February 18, 2016

PREPARED BY: John Addleman, Exec. Director of Planning Services
Eric Dill, Assoc. Supt. of Business Services

SUBMITTED BY: Rick Schmitt
Superintendent

SUBJECT: RESOLUTION AUTHORIZING ENTERING INTO AN
AGREEMENT WITH THE COUNTY OF SAN DIEGO FOR
CAPITAL IMPROVEMENTS PROGRAM FUNDING

EXECUTIVE SUMMARY

In 2001, the Solana Beach Branch of the San Diego County Library opened on the campus of Earl Warren Middle School as the first “shared-use” library facility within the County’s 33-branch library system.

As part of the Earl Warren Middle School Campus Reconstruction Project, certain improvements to the shared-used facility have been planned in cooperation with the County of San Diego, the City of Solana Beach, and the Friends of the Solana Beach Library, including (2) new study rooms, a new staff workroom, lobby renovations, expanded display space and a bigger book store area, at an estimated budget of \$2.2 million.

The County’s share of costs is \$400,000.

In an action taken by the Board on August 20, 2015, the District was authorized to file a neighborhood reinvestment act grant application with the County of San Diego, and received funding in the amount of \$200,000 towards the County’s total share due of \$400,000.

The County of San Diego authorized additional funding in the amount of \$200,000 in a December 15, 2015 action, to support the planned library improvements. The attached resolution authorizes the District to enter into the agreement for the additional funding, and Rick Schmitt, Eric R. Dill or John Addleman to sign the agreement and be responsible for the expenditure of the funds.

ITEM 19

RECOMMENDATION:

It is recommended that the Board adopt the Resolution Authorizing Filing a Grant Application with the County of San Diego For Neighborhood Reinvestment Program Funding.

FUNDING SOURCE:

Not applicable.

ITEM 19

RESOLUTION OF THE BOARD OF TRUSTEES OF THE
SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
AUTHORIZING SIGNING A GRANT AGREEMENT WITH THE COUNTY OF SAN DIEGO
TO RECEIVE FUNDING FOR IMPROVEMENTS TO THE EARL WARREN MIDDLE
SCHOOL/ COUNTY OF SAN DIEGO LIBRARY SOLANA BEACH BRANCH
SHARED-USE LIBRARY FACILITY

WHEREAS, on July 21, 2015, the County of San Diego allocated Neighborhood Reinvestment Program funding in the amount of \$200,000.00 for capital improvements to the Earl Warren Middle School/County of San Diego Solana Beach Branch Shared-Use Library Facility (the "Library") in a Grant Agreement with the San Dieguito Union High School District; and

WHEREAS, on December 15, 2015, the San Diego County Board of Supervisors authorized an expenditure of \$200,000.00 for additional funding to complete the capital improvements to the Library; and

WHEREAS, the San Dieguito Union High School District wishes to accept the additional funding;

NOW, THEREFORE, BE IT RESOLVED, the Board of Trustees affirms and acknowledges the following:

- 1) San Dieguito Union High School District is a non-profit public agency under the laws of the State of California;
- 2) Approves entering into an agreement with the County of San Diego for capital improvements funding for the Library as described herein; and
- 3) Authorizes the persons listed below to sign the agreement with the County of San Diego.

Signature: _____

Rick Schmitt
Superintendent

Signature: _____

Eric Dill
Associate Superintendent, Business Services

ITEM 19

Signature: _____

John Addleman,
Executive Director, Planning Services

ADOPTED, SIGNED, AND APPROVED this 18th day of February 2016.

President of the Board of Trustees of the
San Dieguito Union High School District

Countersigned:

Clerk of the Board of Trustees of the
San Dieguito Union High School District

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: February 8, 2016

BOARD MEETING DATE: February 18, 2016

**PREPARED &
SUBMITTED BY:** Rick Schmitt
Superintendent

SUBJECT: 2015-16 EDUCATION PLAN: STRATEGIC THEMES
MID-YEAR UPDATE

EXECUTIVE SUMMARY

The divisions of Administrative Services, Business Services, Educational Services and Human Resources will present a mid-year update on the 2015-16 Education Plan: Strategic Themes at the board meeting. Presentation materials, if any, will be made available at the meeting.

RECOMMENDATION:

This item is being submitted as information only.

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: February 8, 2016

BOARD MEETING DATE: February 18, 2016

PREPARED AND SUBMITTED BY: Rick Schmitt
Superintendent

SUBJECT: CALIFORNIA SCHOOL BOARDS
ASSOCIATION, DELEGATE ASSEMBLY
ELECTIONS, 2016

.....

EXECUTIVE SUMMARY

Attached is the ballot material for election of representatives to the California School Boards Association (CSBA) Delegate Assembly from this region. The Board as a whole may vote for up to the number of vacancies in the region or subregion as indicated on the ballot. There are ten (10) vacancies in Region 17; therefore the Board may vote for up to ten (10) candidates. The deadline for submitting ballots is March 15, 2016. It is recommended that the Board review the attached candidate information.

RECOMMENDATION:

This item is being presented for first read and will be submitted for board action on March 10, 2016.

FUNDING SOURCE:

Not applicable



TIME SENSITIVE, REQUIRES BOARD ACTION
DEADLINE Tuesday, March 15, 2016

January 29, 2016

TRANSMITTAL

To: All Board Presidents and Superintendents
CSBA Member Boards of Education

From: Charlyn Tuter, Program Manager

Re: 2016 CSBA Delegate Assembly Election
U.S. Postmark Deadline – Tuesday, March 15, 2016

RECEIVED

FEB 02 2016

SDUHSD SUPERINTENDENT

Enclosed in this mailing you will find the following:

- Memo from CSBA President Chris Ungar
- Return envelope U.S. Postmark Deadline – Tuesday, March 15, 2016
- Red ballot to be signed by Superintendent or Board Clerk
- List of the current Delegates in your region (reverse side of ballot)
- Copy on white paper of the red ballot for insertion in board packets
- Copies of each candidate's biographical sketch and optional résumé, if provided

Please do not hesitate to contact me at (800) 266-3382 ext. 3281 should you have any questions.

Thank you.

Enclosures



TIME SENSITIVE, REQUIRES BOARD ACTION
DEADLINE Tuesday, March 15, 2016

January 29, 2016

MEMORANDUM

To: All Board Presidents and Superintendents
CSBA Member Boards of Education

From: Chris Ungar, President

Re: 2016 CSBA Delegate Assembly Election
U.S. Postmark Deadline – Tuesday, March 15, 2016

Enclosed is the ballot material for election of a representative to the CSBA Delegate Assembly from your region or subregion. The material consists of the ballot (on red paper), required candidate biographical sketch form, and if submitted, résumé for each candidate. In addition, we are including a “copy” of the ballot on white paper so that it may be included in board agenda packets, if you choose to do so. **Only the ballot on red paper is to be completed and returned.**

The board as a whole may vote for up to the number of vacancies in the region or subregion as indicated on the ballot. For example, if there are three vacancies in the region or subregion, the board may vote for up to three individuals. Regardless of the number of vacancies, each board may cast no more than one vote for any one candidate. (The ballot also contains a provision for write-in candidates; their name and district must be clearly printed in the space provided.)

The ballot must be signed by the Superintendent or Board Clerk and returned in the enclosed envelope; if the envelope is misplaced, you may use your district’s stationery; please write **DELEGATE ELECTION** prominently on the envelope with the region or subregion number on the bottom left corner. **Ballots must be postmarked by the U.S. Post Office on or before Tuesday, March 15, 2016. No exceptions are allowed.**

Election results will be available no later than Friday, April 1. If there is a tie vote, a run-off election will be held. All re-elected and newly elected Delegates will serve two-year terms beginning April 1, 2016 – March 31, 2018. The next meeting of the Delegate Assembly is on Saturday, May 14 – Sunday, May 15 at the Hyatt Regency in Sacramento.

The names of all Delegates will be available on CSBA’s website no later than Friday, April 1. Please do not hesitate to contact Charlyn Tuter in the Leadership Services Department at (800) 266-3382 ext. 3281 should you have any questions. Thank you.

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office no later than **TUESDAY, MARCH 15, 2016**. Only ONE Ballot per Board. Be sure to mark your vote "X" in the box.
A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.

OFFICIAL 2016 DELEGATE ASSEMBLY BALLOT
REGION 17
(San Diego County)

Number of vacancies: 10 (Vote for no more than 10 candidates)

Delegates will serve two-year terms beginning April 1, 2016 – March 31, 2018

**denotes incumbent*

- | | |
|---|--|
| <input type="checkbox"/> Elvia Aguilar (South Bay Union SD)* | <input type="checkbox"/> Katie Dexter (Lemon Grove SD)* |
| <input type="checkbox"/> Barbara Avalos (National SD)* | <input type="checkbox"/> Adrienne Hakes (Oceanside USD)* |
| <input type="checkbox"/> Marissa Bejarano (Chula Vista ESD)* | <input type="checkbox"/> Elizabeth Jaka (Vista USD)* |
| <input type="checkbox"/> Maria Betancourt-Castaneda (National SD) | <input type="checkbox"/> Claudine Jones (Carlsbad USD)* |
| <input type="checkbox"/> Brian Clapper (National SD) | <input type="checkbox"/> Eduardo Reyes (Chula Vista ESD) |
| <input type="checkbox"/> Maria Dalla (National SD) | <input type="checkbox"/> Debra Schade (Solana Beach ESD) |

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District/COE Name

Date of Board Action

See reverse side for a current list of all Delegates in your Region.



2016 Delegate Assembly Candidate Biographical Sketch Form

DUE: Thursday, January 7, 2016

Mail to: CSBA | Attn: Leadership Services | 3251 Beacon Blvd., West Sacramento, CA 95691 | fax: (916) 371-3407 |
or email: nominations@csba.org.

Please complete, sign and date this required one-page candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this one-page candidate form will not be accepted. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Leadership Services department. Late submissions will not be accepted. If you have any questions, please contact Leadership Services department at (800) 266-3382.

Name: <u>Elvia Aguilar</u>	CSBA Region-subregion #: <u>17</u>
District or COE Name: <u>South Bay Union School District</u>	Years on board: <u>25</u>
Profession: <u>Retired</u> Contact Number: <u>619-840-2559</u>	E-mail: <u>eaguilar@sbusd.org</u>
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, how long have you served as a Delegate? <u>3 years</u>	

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

My dedication to public education is reflected in my background, my organizational membership, and professional development, skills and experience I will bring to the Delegate Assembly. If elected, I will be committed and focused on strengthening relationships between districts and CSBA, partners, legislators, community leaders, and within CSBA itself.

Please describe your activities and involvement on your local board, community, and/or CSBA.

I have been a Board Member of South Bay Union School District for 25 years and have held the positions of Clerk, Vice President, and President. I have also served on various District committees, including PTA (past President), PTSA, Booster Clubs, and a founding member and past President of the Education Foundation. I have also served our community as a member of the Optimist Club and LULAC. I have been a CSBA member for 25 years and have completed professional development, including the Masters In Governance and Master of Boardmanship programs. I have represented Region 17 as a Delegate Assembly member for three years.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

Boards of Education are entrusted by their diverse communities to ensure that high quality education is provided to each student. CSBA provides training support, resources, and inspiration to governing boards and superintendents to maximize their effectiveness in carrying out their critical leadership functions.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: *Elvia Aguilar*

Date: December 16, 2015



2016 Delegate Assembly Candidate Biographical Sketch Form

DUE: Thursday, January 7, 2016

Mail to: CSBA | Attn: Leadership Services | 3251 Beacon Blvd., West Sacramento, CA 95691 | fax: (916) 371-3407 |
 or email: nominations@csba.org.

Please complete, sign and date this required one-page candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this one-page candidate form will not be accepted. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Leadership Services department. Late submissions will not be accepted. If you have any questions, please contact Leadership Services department at (800) 266-3382.

Name: <u>Barbara Avalos</u>	CSBA Region-subregion #: <u>17</u>
District or COE Name: <u>National School District</u>	Years on board: <u>7</u>
Profession: <u>Pre Need Counselor</u> Contact Number: <u>619-550-6856</u>	E-mail: <u>barbaraava@hotmail.com</u>
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, how long have you served as a Delegate? <u>3 years</u>	

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

In my seven years as a member of the Governing Board, I have been involved in the selection committee for the Superintendent, Assistant Superintendent, Director and Principal searches. I have attended many functions representing the District and Governing Board in the community as well as having attended program assemblies, open houses, and parent nights at each of the school sites. Furthermore, I have visited each classroom in the District each year I have been a Governing Board member. I have completed the Masters in Governance Program and have attended the annual conferences in which I have strengthened my abilities and understanding as a member of the Governing Board. I have been involved in several committees throughout the community (health care, immigration, NALEO, etc.). I have served on the committee for the City area plan, which includes affordable housing. I also serve on the Board of Directors for the San Diego Organizing Project (SDOP). With the SDOP I worked to remove hazardous auto/body shops that were dangerously close to schools.

Please describe your activities and involvement on your local board, community, and/or CSBA.

I am our Governing Board's liaison to the Delegate Assembly, where I have assisted several times on the validation committee for the Golden Ball Award. I have participated as Principal for a Day for the Sweetwater Union High School District. As Board Clerk, I represented our District on the South County Region Committee with the challenge of developing a common calendar. As Board President I worked with our community on the passing of a local bond to help with upgrading our schools. With the passing of the bond, our District was able to, on a very short timeline, complete electrical and technology upgrades as well as install air conditioning at several of our sites, with the completion of the remaining four schools this summer. I have been involved in the development of our Strategic Plan as well as in the Local Control Accountability Plan. When re-elected, I shall continue to serve the diverse population of this region as well as the State that advocates for this region.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

There are three major challenges facing school boards in California. First is the volatile funding mechanism that the State has in place for schools where we have good funding years and bad funding years. School boards are forced to make difficult decisions during tough economic times that often negatively impact students in the classroom. The second issue relates to the lack of statewide funding and support for the building and maintenance of school buildings. Over the past few years, the total cost and support for these type of initiatives have been solely placed on the local communities. This is a major issue, especially in low income communities where school districts are less able to raise the money than school districts in more affluent communities. The third issue relates to testing and accountability and the need to have clear and fair accountability systems in place that support and encourage maximum student achievement in the State. CSBA can act as a voice for change and as an advocate for districts.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Barbara Avalos

Date: January 4, 2016



2016 Delegate Assembly Candidate Biographical Sketch Form

DUE: Thursday, January 7, 2016

Mail to: CSBA | Attn: Leadership Services | 3251 Beacon Blvd., West Sacramento, CA 95691 | fax: (916) 371-3407 |
or email: nominations@csba.org.

Please complete, sign and date this required one-page candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this one-page candidate form will not be accepted. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Leadership Services department. Late submissions will not be accepted. If you have any questions, please contact Leadership Services department at (800) 266-3382.

Name: <u>Marissa A. Bejarano</u>	CSBA Region-subregion #: <u>17</u>
District or COE Name: <u>Chula Vista Elementary School District</u>	Years on board: <u>3</u>
Profession: <u>Deputy District Attorney</u> Contact Number: <u>619-254-5450</u>	E-mail: <u>marissa.bejarano@cvesd.org</u>
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, how long have you served as a Delegate? <u>2 years</u>	

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

I am interested in continuing as a Delegate because I believe that my experience as a school board member for the largest k-6 district in the state is valuable and helpful in promoting the interests of school districts throughout the state. Not only is the district I represent the largest but it is also a leader in education. In 2015, the district was the recipient of two Golden Bell Awards by the California School Board Association for its Live Well (its commitment to improve the health and well-being of students), and Community Opus (restoration of the arts project in conjunction with the San Diego Symphony and Conservatory). In addition, in 2015, CVESD students outperformed the state average by double digits, in the new state standardized testing. And, although an achievement gap persists between English Learners and the District's overall student population, the gap is narrower in Chula Vista than in many districts elsewhere in the state and county. District leaders are looking to replicate the successes of individual schools.

Please describe your activities and involvement on your local board, community, and/or CSBA.

I have been on the CVESD board for 4 years. I have served as the Secretary of the board and I am currently serving as the Vice President. I have also been serving as a member of the Delegate assembly for three years. As a delegate assembly member I regularly attend the regional monthly meeting, and annual conference. In addition I am a member of Educators for the Future, a local group that works at improving education generally. I am also a member of the President's Latino Advisory Council at SDSU, and a member of the San Diego County Bar Association.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

I believe that the biggest challenge is closing the achievement gap. I think that CSBA can help address that challenge by helping districts get together and share best practices. CSBA can also assist by helping school districts to obtain additional funding so that best practices can be implemented.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Marissa Bejarano

Digitally signed by Marissa Bejarano
DN: cn=Marissa Bejarano, o=San Diego District Attorney's Office, ou=Signature
Country=United States of America

Date: 1/4/16



2016 Delegate Assembly Candidate Biographical Sketch Form

DUE: Thursday, January 7, 2016

Mail to: CSBA | Attn: Leadership Services | 3251 Beacon Blvd., West Sacramento, CA 95691 | fax: (916) 371-3407 |
or email: nominations@csba.org.

Please complete, sign and date this required one-page candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this one-page candidate form will not be accepted. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Leadership Services department. Late submissions will not be accepted. If you have any questions, please contact Leadership Services department at (800) 266-3382.

Name: <u>Maria Betancourt-Castaneda</u>	CSBA Region-subregion #: <u>17</u>
District or COE Name: <u>National School District</u>	Years on board: <u>1 year</u>
Profession: <u>School Board Trustee</u>	Contact Number: <u>619-846-2305</u>
	E-mail: <u>mbc.nsdboard@gmail.com</u>
Are you a continuing Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how long have you served as a Delegate? _____	

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

I am interested in becoming a delegate to allow me to work with other local districts, county offices, the Board of Directors and Executive Committees.

Since I have been very involved at the school sites and have school aged children, I would be able to bring experiences from the perspective of parents and of the school level.

Please describe your activities and involvement on your local board, community, and/or CSBA.

I have been actively volunteering at the school site since 2006. I was elected President of the Parent Teacher Organization in 2009-2012. I served on the School Site Council from 2011-2014. I have been a member of District Advisory Committee and District Strategic Planning Committee. Served on the Board with the Neighborhood House Association Head Start Program. Volunteered in both the Senior Center and Tiny Tots programs in National City. For the past 5 years I have been an active board member and continue to be for the National City Pop Warner Football and Cheer Association.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

One of the biggest challenges I feel governing boards face is being able to work as a team with other board member, administration, and all other stake holders. CSBA would be able to assist by providing additional support in training/education.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Maria Betancourt-Castaneda Date: 1-7-16



2016 Delegate Assembly Candidate Biographical Sketch Form

DUE: Thursday, January 7, 2016

Mail to: CSBA | Attn: Leadership Services | 3251 Beacon Blvd., West Sacramento, CA 95691 | fax: (916) 371-3407 |
or email: nominations@csba.org.

Please complete, sign and date this required one-page candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this one-page candidate form will **not** be accepted. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Leadership Services department. Late submissions will not be accepted. If you have any questions, please contact Leadership Services department at (800) 266-3382.

Name: <u>Brian Clapper</u>	CSBA Region-subregion #: <u>17</u>
District or COE Name: <u>National School District</u>	Years on board: <u>3</u>
Profession: <u>Retired</u>	Contact Number: <u>619-962-9950</u>
	E-mail: <u>bclapper51@gmail.com</u>
Are you a continuing Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how long have you served as a Delegate? _____	

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

Becoming a delegate will enable me to continue my endeavor in working to provide the best in education for our NSD student population as well as the other students in our state of California, along with our staff and community.

Please describe your activities and involvement on your local board, community, and/or CSBA.

Elected in 2012 to NSD Board of Trustees - 2016 newly elected president
NC Public Library Trustee - 9 years
NC Traffic Safety Commissioner - 5 years
Lyons Club President - 4 years
4th of July Carnival Chairperson - 10 years
Church volunteer - 50 plus
OneSight Program core team member - 10 years

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

Funding is a great challenge, along with educating students, we need to educate parents to get more involved. Continue working to provide the best tools, books, technology available to our kids. They are the future.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: 

Date: January 4, 2016



2016 Delegate Assembly Candidate Biographical Sketch Form

DUE: Thursday, January 7, 2016

Mail to: CSBA | Attn: Leadership Services | 3251 Beacon Blvd., West Sacramento, CA 95691 | fax: (916) 371-3407 |
or email: nominations@csba.org.

Please complete, sign and date this required one-page candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this one-page candidate form will not be accepted. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Leadership Services department. Late submissions will not be accepted. If you have any questions, please contact Leadership Services department at (800) 266-3382.

Name: <u>Katie Dexter</u>	CSBA Region-subregion #: <u>17</u>
District or COE Name: <u>Lemon Grove School District</u>	Years on board: <u>13</u>
Profession: <u>Operations Manager</u> Contact Number: <u>619-992-1395</u>	E-mail: <u>kdexter@lgsd.k12.ca.us</u>
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, how long have you served as a Delegate? <u>7 years</u>	

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

With 13 years on the Lemon Grove School Board, I bring experienced leadership in providing educational excellence for all students. I've made tough budget decisions necessary to balance the budget and strengthen the district while keeping cuts away from the classrooms. I've brought positive change for students. I've worked tirelessly with my colleagues to establish numerous partnerships for the district, as well as converting several of our schools to specialty program schools. I'm not afraid to address difficult issues, and continue to address the needs of children not only in my district, but those across the state. As a current member of the Delegate Assembly, I applaud this organization and its mission of advocating for children and the school board governance model. I believe in working toward a common goal, be it a policy platform or a new initiative designed to improve the lives of children. I'm honored to be a part of that movement.

Please describe your activities and involvement on your local board, community, and/or CSBA.

- *Represented districts within San Diego County at the PUC (both in San Francisco and local hearings) as well as local legislators to address the electric rate hike shock, as well as upcoming solar issues.
- *President of San Diego County School Boards Association, 2014-present
- *AEC Planning Committee Member, 2014
- *CSBA Nominating Committee, 2013
- *District Insurance Committee, 2013-present
- *District Safety Committee, 2013-present
- *California Schools VEBA Board of Directors, 2011-present
- *District Wellness Committee, 2006-present
- *Masters in Governance graduate, 2006

What do you see as the biggest challenge facing governing boards and how can CSBA help address it? +

Defining what public education looks like and fighting for adequate funding to support that is one of the biggest challenges governing boards face at this time. CSBA must continue to be part of that conversation at every level, and all board members must be a part of the solution by ensuring their voices are heard alongside CSBA's. Board members are the best source of accurate and complete information about what students need to be successful in this ever-changing society. We must continue to be the voice for children and stand up to state and federal legislators and fight for what our children deserve. CSBA must continue to help board members become more effective advocates for their students.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: _____

Date: 1.4.16



8025 Lincoln Street • Lemon Grove, California 91945-2515
(619) 825-5600 • FAX (619) 462-7959
www.lgsd.k12.ca.us

December 30, 2015

Dear California School Boards Association:

The Governing Board of the Lemon Grove School District unanimously approved the nomination of Mrs. Katie Dexter as a candidate for the CSBA Delegate Assembly at its regular meeting on December 8, 2015. It is my privilege and pleasure to endorse her candidacy and to encourage your support for her in the upcoming CSBA election.

Katie has a long-standing record of serving youth in the Lemon Grove community. She has served as President of the PTA and Music Parents Association. She has also participated on the District's Wellness Committee, Negotiations Team, Budget Advisory Committee, Music and Arts Committee, District Insurance Committee, District Safety Committee, and Extended Day Program Committee. She has been the Board representative to the City-School District Collaboration Committee and received Beyond Diversity training. She has been an advocate for full-day kindergarten and Preschool For All within the District.

Katie was elected to her first term of office as a member of the Governing Board on November 5, 2002, and has served as Board President multiple times, completing her most recent term in December 2015. She has also served as President of the San Diego County School Boards Association since 2014. She provides positive leadership to the District by drawing upon her many experiences in the community along with her dedication to students, parents, and staff and her belief in public education.

Katie has completed the CSBA Masters in Governance Program and has attended the annual CSBA Conference for ten years. She served on the CSBA's Nominating Committee in 2013 and AEC Planning Committee in 2014. In addition, she has been working with the California Schools VEBA Board of Directors since 2011. Katie has also represented San Diego County school districts before the PUC to address electric rate hike shock and ongoing solar issues.

Katie believes she can contribute to the Delegate Assembly by drawing upon her knowledge of education and children's issues as well as her insights into school board governance issues. She is highly motivated and dedicated to the process of educating children.

Please join the Lemon Grove School District's Governing Board in supporting Katie Dexter as one of Region 17's representatives to the CSBA Delegate Assembly.

Sincerely,

Ernie Anastos
Superintendent

GOVERNING BOARD: Jay Bass • Blanca Brown • Katie Dexter • Timothy Shaw
SUPERINTENDENT: Ernest Anastos

Our Students Come First

2016 Delegate Assembly Candidate Biographical Sketch Form

DUE: Thursday, January 7, 2016

Mail to: CSBA | Attn: Leadership Services | 3251 Beacon Blvd., West Sacramento, CA 95691 | fax: (916) 371-3407 |
or email: nominations@csba.org.

Please complete, sign and date this required one-page candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this one-page candidate form will **not** be accepted. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Leadership Services department. Late submissions will not be accepted. If you have any questions, please contact Leadership Services department at (800) 266-3382.

Name: <u>Dr. Adrienne Hakes</u>	CSBA Region-subregion #: <u>17</u>
District or COE Name: <u>Oceanside Unified School District</u>	Years on board: <u>15</u>
Profession: <u>Board Member</u>	Contact Number: <u>760-966-4006</u>
	E-mail: <u>ahakes@cox.net</u>
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, how long have you served as a Delegate? <u>3-1/2 yrs</u>	

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

Having served as a CSBA delegate from San Diego county for 3 ½ years, I am ready, willing and able to continue serving. As a retired educator (aide, teacher and administrator) I believe I have the knowledge, interest, time and energy to continue serving as a delegate. I have been on my school board for 15 years and I think we still have a long way to go to insure robust funding for our students.

Please describe your activities and involvement on your local board, community, and/or CSBA.

In my fifteen years on the Oceanside Unified school board, I have held all the officer's positions at least twice if not three times and am now the current Vice President. The district committees that I am on include the Wellness Committee and the GATE parent committee, others as needed. My current focus on the school board is to make sure ALL students feel safe in school including the LBGTQ students. A large portion of our north San Diego county students do not feel safe or supported in school and many attempt and some succeed at committing suicide because of the bullying they receive.

In my community, I am on the Oceanside Library Board of Trustees, the Oceanside Charitable Board and the American Association of University Women Carlsbad, Oceanside, Vista Branch Board and have been for many years.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

The biggest challenge facing education in California is the constant fight for robust funding. It was hard breaking in 2008 to lay off teachers we had hired when I came on the board in 2000. The frustration of not having robust funding has impacted our district's ability to do the best we can for our kids. We have a large percentage of Title 1 students who need extra help in a variety of ways including counseling, medical and eyesight evaluations, overcoming food insecurities and even having enough clothing. In addition, a large Special Education program that is not fully funded affects our general fund budget and in most recent years at least one charter school application a year which takes staff time and effort to review and our students if successful.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Adrienne Hakes

Date: 12/8/15

2016 Delegate Assembly Candidate Biographical Sketch Form

DUE: Thursday, January 7, 2016

Mail to: CSBA | Attn: Leadership Services | 3251 Beacon Blvd., West Sacramento, CA 95691 | fax: (916) 371-3407 |
or email: nominations@csba.org.

Please complete, sign and date this required one-page candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this one-page candidate form will not be accepted. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Leadership Services department. Late submissions will not be accepted. If you have any questions, please contact Leadership Services department at (800) 266-3382.

Name: <u>Elizabeth Jaka</u>	CSBA Region-subregion #: <u>17</u>
District or COE Name: <u>Vista Unified School District</u>	Years on board: <u>7</u>
Profession: <u>Community Volunteer</u> Contact Number: <u>760-732-3727</u>	E-mail: <u>elizabethjaka@vistausd.org</u>
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, how long have you served as a Delegate? <u>3 years</u>	

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

It has been an honor to be a part of the Assembly and to have a hand in this organization's efforts to support our students.

The CSBA Delegate Assembly is a powerful and effective force on behalf of public education. I have the time, energy and interest to fully commit to fulfilling the duties of this position, and I have the experience to make me a strong representative.

I became involved in advocacy on behalf of children more than 20 years ago when I took on the Public Policy position for the San Diego County Family Child Care Association. I continued to advocate for children and inform the community of children's issues through the PTA Legislation Chair position and as co-chair of Vista's Parents' Legislation. Delegates Assembly makes it possible for me to continue advocating for children and public education.

Please describe your activities and involvement on your local board, community, and/or CSBA.

My involvement in the district began when my children were young, long before being elected to the board in 2008. I served on many district committees such as Bond Oversight, DPAC, SSC, and Budget Committees, as well as being active in PTA and (in my childcare days) the local Child Care Association.

I have been on the board for 7 years. While serving as President I led a successful search for a new Superintendent. Other activities include working with another board member to develop a Board Handbook, representing the board in the community, building relations and strengthening communication. I regularly participate in collaboration meetings between our district and the two cities that serve most of our students.

I am currently serving my second year as Vice President of the SDCSBA and co-chair of the Honoring Our Own Awards celebration. I just completed one term serving on the CSBA Annual Education Conference Planning Committee and have been asked to serve on the committee again next year.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

The biggest challenge continues to be funding. In spite of the recent budget increases, California's public education system remains woefully underfunded. We're still not budgeted at a level where we can provide adequate counselors, librarians and other supports. Many districts do not have arts programs for lack of funding. Those of us with portable classrooms are seeing the end of the life expectancy of those classrooms with no money available to replace them. To make this issue more difficult, school boards are often not given the control they need to make the right decisions for their students. One size does not fit all, and we need the flexibility to decide how best to meet the needs of our students in our districts.

CSBA's participation in the Education Legal Alliance and the lawsuit over the manipulation of Prop 98 are great steps forward in securing the funds we need to create access to better education for our students as are continued efforts to meet with legislators and educate them on the issues we face in public education.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: R. Elizabeth Jaka

Date: 8 December 2015

Elizabeth Jaka

Community Service Résumé

2014-Present	CSBA AEC Planning Committee	Committee Member
2014-Present	SD County School Boards Association	Vice President
2010-2015	Vista High School <i>Key Club</i>	Kiwanis Advisor
2008-Present	<i>Kiwanis Club of Sunrise Vista</i>	Newsletter Editor (2011-Prsnt) President (Present)
2006-Present	Vista High Annual Student Registration	Community Volunteer
2009-2012	District School Liaison Team (Community collaboration for DAIT)	
2009-2011	<i>MANA de North County San Diego</i>	Parliamentarian (09-11)
2007-2011	Character Leaders Oversight Committee	Parent Representative
2007	High School Name Committee	Chair
2006-2007	Vista High WASC Committee	Parent Representative
2006	Middle School Restructuring Task Force	Parent Representative
2005 -2006	VUSD Attendance Intervention Methods	Parent Representative
2004-2005	VUSD Budget Committee	Parent Representative
2002-2007	VUSD Citizens' Bond Oversight Committee (CBOC)	DPAC Representative
2002	VUSD Boundary Committee	Elementary Parent Rep
2001-2007	Parents' Legislation Council/Forum	Co-chair (2005-2007)
2001-2002	Classrooms for Kids – Bond Committee	Community Member
2001-2002	Local Facilities Finance Committee	DPAC Representative
1999-2008	District Parent Advisory Committee (DPAC)	Chair (2000 to 2006)
1999-2008	PTA at Elementary, Middle School, High School & Council Level	President, Newsletter Editor, Legislation, Parliamentarian & Leadership Committee
1998-2008	School Site Council at Elementary, Middle School & High School level	Council Chair (99 to 08)
1995-1999	Stop Violence Against Children (SDAEYC break-away committee)	Member at Large
1991-1998	Childcare Assistance and Resource Education (with State Licensing Ofc.)	Director, Co-developer & Presenter
1993-1997	San Diego Association of Educators of Young Children (SDAEYC)	Public Policy Intern
1988-1998	San Diego County Family Child Care Association (SDFCCA)	Newsletter Editor (95-98) Public Policy (93-96) Public Relations (91-92) Referral Rep (89-91)



2016 Delegate Assembly Candidate Biographical Sketch Form

DUE: Thursday, January 7, 2016

Mail to: CSBA | Attn: Leadership Services | 3251 Beacon Blvd., West Sacramento, CA 95691 | fax: (916) 371-3407 |
or email: nominations@csba.org.

Please complete, sign and date this required one-page candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this one-page candidate form will not be accepted. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Leadership Services department. Late submissions will not be accepted. If you have any questions, please contact Leadership Services department at (800) 266-3382.

Name: <u>Claudine Jones</u>	CSBA Region-subregion #: <u>Region 17</u>
District or COE Name: <u>Carlsbad Unified School District</u>	Years on board: <u>2</u>
Profession: <u>Independent Contractor</u> Contact Number: <u>760-579-1822</u>	E-mail: <u>cjones@carlsbadusd.net</u>
Are you a continuing Delegate? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, how long have you served as a Delegate? <u>1 yr</u>	

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

Serving this past year as a Delegate Assembly member, I learned how important it is for CSBA to continuously receive a variety of feedback and input from the field about issues facing schools. The members of the Delegate play an integral role in helping CSBA receive that feedback to drive their important policy initiatives. They also help shape their legislative work and many other aspects of their important efforts on behalf of boardmembers in CA.

I ask for your vote to continue serving my fellow boardmembers as a delegate to ensure that CSBA remains focused on the issues that are most important to you. I have nearly completed my Masters in Governance and am expecting to complete the final module in March. I recently completed the USC CBO Program and am CASBO-certified. I also have strong working relationships with my local legislators in North County San Diego. I'm a proven leader, an experienced legislative advocate, and feel adequately prepared to continue serving as a delegate for CSBA. +

Please describe your activities and involvement on your local board, community, and/or CSBA.

Starting at the school level, I'm actively involved in my children's school's PTAs, as well as in their classrooms. I serve as legislative chair for both schools and am active in various subcommittees. At the district level, I served as the Council PTA legislative chair for 4 years. I also co-founded a parent and community budget group to better understand the financial circumstances of the district, as well as help find external resources to bridge the funding gap. In September 2013, I was unanimously appointed to an open board seat; in November 2014, I was top vote-getter for a 4-year seat, and am currently serving the board as Vice President. In November 2014, I was thrilled to be appointed to an open seat on the CSBA Delegate Assembly, and recently became legislative chair for the 2015-16 school year. On the CUSD board, I currently sit on a superintendent sub-committee for LCAP and Continuous Improvement Cycle; I also serve on the district's audit committee and the Carlsbad Chamber Education committee. I recently became CASBO certified.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

I believe the biggest challenge facing boards today is navigating the tremendous amount of reform and change we're currently experiencing. Our boards have had to quickly learn about a new funding model, a new accountability plan, new standards, new testing, as well as many new laws related to doing the business of education every legislative session. These daunting challenges require the help of an organization like CSBA, where Boardmembers can receive training, webinars, and instructional materials, so they can learn about the changes and make informed decisions for their schools and their communities. CSBA makes it their business to review, analyze, and communicate changes or laws coming down the channel that may affect our schools. They also support the efforts of boards to advocate for their communities when changes, such as the local reserve cap, could adversely affect their ability to do business. I am a proud supporter of CSBA and I ask for your vote to continue serving as a delegate.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: Claudine Jones *Claudine Jones* Date: 11/10/15

2016 Delegate Assembly Candidate Biographical Sketch Form

DUE: Thursday, January 7, 2016

Mail to: CSBA | Attn: Leadership Services | 3251 Beacon Blvd., West Sacramento, CA 95691 | fax: (916) 371-3407 |
or email: nominations@csba.org.

Please complete, sign and date this required one-page candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this one-page candidate form will **not** be accepted. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Leadership Services department. Late submissions will not be accepted. If you have any questions, please contact Leadership Services department at (800) 266-3382.

Name: <u>Eduardo Reyes, Ed.D.</u>	CSBA Region-subregion #: <u>17</u>
District or COE Name: <u>Chula Vista Elementary School District</u>	Years on board: <u>1</u>
Profession: <u>Principal</u> Contact Number: _____	E-mail: <u>eduardo.reyes@cvesd.org</u>
Are you a continuing Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how long have you served as a Delegate? _____	

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

I am interested in becoming a CSBA delegate because I want to have an active participation on the continuous development of educational practices that promote high academic results in school districts. In my 22 years in the educational field, I have had the opportunity to work as a classroom teacher, program manager, district administrator, assistant principal, principal, and college adjunct professor. I have worked in the K-6, 7-12, adult school, ROP / CTE, and university levels. I bring a wealth of experiences that allow me to have an in-dept knowledge of educational systems and practices that have been proven effective to reduce the achievement gap, promote cultural competence, and improve the educational achievement of sites and districts.

I would like to continue this work by helping impact other disticts throughout California by working with governing boards and supporting the work done by CSBA.

Please describe your activities and involvement on your local board, community, and/or CSBA.

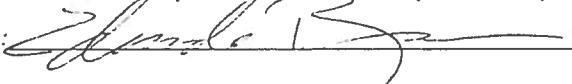
1. Member of the National Association of Latino Elected and Appointed Officials.
2. Member of the National Autism Association.
3. Member of the California School Leadership Academy.
4. Member of the California Association of Latino Superintendents and Administrators.
5. Past-President of Professional Adults in Continuing Education.
6. Former Legislative Representative for California Council in Adult Education.
7. Member of the Hispanic Chamber of Commerce in San Diego.
8. Board Member of Fundacion EduPaz.
9. Member of LATF (Lebanese-American Tackwondo Federation)
10. Past Board member of R.I.S.E. (non-profit organization that support young women)

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

There are several challenges facing governing boards. One of those challenges is building strong relationships between board members and superintendents to enable the district to work cohesively. Part of the formula to build such relationships is for governing boards to have a thorough understanding of the financial, educational, and legal issues and trends surrounding school districts and education in California. Currently, there are several educational reforms that need to be addressed and implemented in a united front to provide students with the best educational resources available.

CSBA can help address these issues by continuing to provide professional development and training to board members and superintendents, by being proactive in sharing educational reforms and their impact on education and best practices, and by supporting governing boards when issues arise.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: 

Date: January 5, 2016

Eduardo Reyes
1385 Long View Drive
Chula Vista, CA 91915
(619) 204-2191
ereyes7@hotmail.com

EXPERIENCE

Principal, Bonita Vista Middle School, January 2015 – Present

Principal, Options Secondary School (7-12 Alternative School), October 2013 – December 2014

Assistant Principal, Hilltop High School, February 2009- June 2014

Speaker and Consultant, OUSIA.mx, Tijuana, Mexico. July 2010 – June 2014

Program Manager, Regional Occupational Program (ROP), August 2005 – February 2009.

Executive Director / Founder, Holy Cross Elementary School (PreK – 9th grade). January 2005 – June 2008

Intersession Principal, San Ysidro High School, September 2002 – September 2004.

Assistant Principal, San Ysidro High School, September 2001- June 2005.

Adjunct Professor, University of Phoenix, March 2002 – September 2003

Assistant Principal, Southwest Junior High School. August 1998 – Sept. 2001

Classroom Teacher, Chula Vista Adult School. June 1993 – August 1998.

Adjunct Professor, CETYS University, September 1997 – July 1998.

Financial Analyst, ITT Financial Corp, January 1989 – November 1993.

EDUCATION

Doctorate Degree in K-12 Educational Leadership

Education Specialist Degree in Educational Leadership

Master's Degree in Business Administration

Bachelors Degree in Business Administration with emphasis in Marketing

DISSERTATION

Compact for Success: Achieving Student Success Through a School University Partnership.



2016 Delegate Assembly Candidate Biographical Sketch Form

DUE: Thursday, January 7, 2016

Mail to: CSBA | Attn: Leadership Services | 3251 Beacon Blvd., West Sacramento, CA 95691 | fax: (916) 371-3407 |
or email: nominations@csba.org.

Please complete, sign and date this required one-page candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this one-page candidate form will **not** be accepted. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Leadership Services department. Late submissions will not be accepted. If you have any questions, please contact Leadership Services department at (800) 266-3382.

Name: <u>Debra H. Schade</u>	CSBA Region-subregion #: <u>17</u>
District or COE Name: <u>Solana Beach School District</u>	Years on board: <u>13</u>
Profession: <u>Health Research</u>	Contact Number: <u>858-525-2625</u>
	E-mail: <u>dschade@sbsd.net</u>
Are you a continuing Delegate? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how long have you served as a Delegate? _____	

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

I have served on the Solana Beach School District Board for 13 years. During this time I have been involved in a wide variety of education and local governance issues. I want to bring my record of leadership and advocacy to represent Region 17 in the CSBA Delegate Assembly. As a board member I have been involved in our Regional Legislative Action Network and accompanied our superintendents to Sacramento to meet with legislators over issues concerning education in California. I have represented our district on joint education committees with the mayor and members of the Solana Beach City Council and San Diego City Council members. Since 2002 I have been an active member of CSBA attending workshops, continuing education and annual conferences. I will complete my CSBA Masters in Governance in May 2016. I have attended the Coalition for Adequate School Housing (CASH), Small School District Assocation (SSDA), National School Board Association (NSBA) and California Women Lead Annual Conferences.

Please describe your activities and involvement on your local board, community, and/or CSBA.

As an active leader in education, I have been involved as a volunteer and advocate for the past 16 years. Initially serving as a classroom volunteer, PTA member, Foundation and School Site President, I was then elected to the SBSD board in 2002. I have been involved in many volunteer and community service activities including Kids Korps USA, Teen Volunteers in Action, Del Mar Water Polo Club and Canyon Crest Academy Parent Athletic Liason. I am currently serving as Board Vice President (04-05 and 14-present) and was Board President 2006-2008. During my tenure on the board I have served as Board representative to various district and regional committess including North County Consortium for Special Education (NCCSE), San Dieguito Alliance for Drug Free Youth, District Wellness Committee, Child Nutrition Focus Group, Facilities Master Planning Committee, District Envision Team and the District Recycling Committee. I have been nominated for 2016 ACSA Region 18 School Board Member of the Year for work in STEM education and innovation.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

The biggest challenge facing governing boards is the recent concurrent amount of change affecting students and education in California as well as the continued fight for adequate state funding. New Common Core standards have challenged districts to train and support staff in new curriculum and implementation for classrooms. Our new student assessment system challenges districts and board members to understand and interpret results for improvement and celebration. Understanding and developing a compliant Local Control Funding Formula (LCCF) is also a current focus for board members. CSBA has been at the forefront of these changes and continues to provide information, education and support for districts and board members in their efforts to face the staggering amount of changes in education while remaining focused on a positive vision for the future. With opportunities for collaboration, education, and communication CSBA helps by providing support of focused strong leadership for board members during this time of change.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: *Debra H. Schade* Date: 1-5-16

DEBRA H. SCHADE PH.D.
529 MAR VISTA DRIVE
SOLANA BEACH, CALIFORNIA 92075
dschade@sbsd.net

PUBLIC SERVICE

SOLANA BEACH SCHOOL DISTRICT BOARD OF TRUSTEES
ELECTED 2002
PRESIDENT 2006-2008 • VICE PRESIDENT 2004-2005, 2014-PRESENT

SCHOOL DISTRICT COMMITTEES: DISTRICT WELLNESS COMMITTEE • SOLANA BEACH EDUCATION FOUNDATION • DISTRICT SCHOOL SITE PLANNING COMMITTEE • DISTRICT STRATEGIC PLANNING COMMITTEE • DISTRICT GATE COMMITTEE • CHILD NUTRITION FOCUS GROUP • DISTRICT RECYCLING COMMITTEE • ENVISION COMMITTEE STEM INITIATIVE • NORTH COUNTY CONSORTIUM FOR SPECIAL EDUCATION (NCCSE) REPRESENTATIVE

CSBA INVOLVEMENT

MASTERS IN GOVERNANCE (CSBA MIG GRADUATE 5/2016) • CSBA ANNUAL CONFERENCE ATTENDEE SINCE 2002 • CSBA BOARD RETREAT WORKSHOP • SCHOOLS FOR SOUND FINANCE MEMBER AND WORKSHOP PARTICIPANT • SMALL SCHOOL DISTRICT ASSOCIATION (SSDA) OF CALIFORNIA CONFERENCE ATTENDEE • COALITION FOR ADEQUATE SCHOOL HOUSING (CASH) ANNUAL CONFERENCE ATTENDEE • NATIONAL SCHOOL BOARD ASSOCIATION (NSBA) ANNUAL CONFERENCE ATTENDEE • CALIFORNIA STEM CONFERENCE ATTENDEE

LEGISLATIVE EXPERIENCE

REGIONAL LEGISLATIVE ACTION NETWORK • MEETINGS REGARDING EDUCATION ISSUES WITH LEGISLATORS IN SAN DIEGO AND SACRAMENTO INCLUDING FORMER U.S. REPRESENTATIVE RANDY CUNNINGHAM, FORMER STATE SENATOR DEDE ALPERT, FORMER STATE SENATOR BILL MORROW, FORMER ASSEMBLYMAN MARK WYLAND, FORMER SAN DIEGO CITY COUNCILMAN SCOTT PETERS, SAN DIEGO CITY COUNCILWOMEN SHERRI LIGHTNER AND STATE SENATOR MARTY BLOCK • CITY OF SOLANA BEACH LIASION COMMITTEE WITH MEMBERS OF SOLANA BEACH CITY COUNCIL • CALIFORNIA WOMEN LEAD CONFERENCE ATTENDEE

COMMUNITY SERVICE

SAN DIEGUITO ALLIANCE FOR DRUG FREE YOUTH • KIDS KORPS USA CHAPTER PRESIDENT • TEEN KORPS USA CHAPTER PRESIDENT • TEEN VOLUNTEERS IN ACTION (TVIA) PARENT VOLUNTEER • SITE COUNCIL PRESIDENT • SOLANA BEACH EDUCATION FOUNDATION SITE PRESIDENT • SCHOOL PLAYGROUND VOLUNTEER • SKYLINE YOUNG SCIENTIST CLUB COORDINATOR • CLASSROOM VOLUNTEER • CANYON CREST ACADEMY BOYS SOCCER PARENT LIASION • CANYON CREST ACADEMY BOYS WATER POLO PARENT LIASION • MIRACLE LEAGUE OF SAN DIEGO VOLUNTEER • SAN DIEGO SURF SOCCER TEAM MANAGER • DEL MAR WATER POLO CLUB TEAM MANAGER • EARL WARREN SURF TEAM MANAGER

PERSONAL

PH.D. PUBLIC HEALTH PROMOTION
MARRIED WITH THREE SONS WHO ATTEND(ED) SOLANA BEACH SCHOOL DISTRICT AND SAN DIEGUITO UNION HIGH SCHOOL DISTRICT SCHOOLS • ERIC IS A JUNIOR AT UC BERKELEY BIOENGINEERING • JOHN IS A FRESHMAN AT SYRACUSE UNIVERSITY ARCHITECTURE • ANDREW IS A SOPHOMORE AT CANYON CREST ACADEMY

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: January 29, 2016

BOARD MEETING DATE: February 18, 2016

PREPARED BY: Dr. Michael Grove, Associate
Superintendent/Educational Services

SUBMITTED BY: Rick Schmitt, Superintendent

SUBJECT: CALIFORNIA SEAL OF BILITERACY

EXECUTIVE SUMMARY

The California State Seal of Biliteracy may be awarded to students who, by the time of their high school graduation, have demonstrated the state-determined level of proficiency in English, as well as one or more additional languages, be that language a native language, heritage language, or a language learned in school or another setting. It is a statement of accomplishment that helps to signal evidence of a student's readiness for career and college, and for engagement as a global citizen. Four national organizations collaborated to draft recommendations for the implementation of the Seal of Biliteracy: the American Council on the Teaching of Foreign Languages (ACTFL), the National Association of Bilingual Education (NABE), the National Council of State Supervisors for Languages (NCSSFL) and TESOL International Association. The award has received wide-spread support across California, from the California Teachers Association, The Association of California School Administrators, the California Federation of Teachers, and the California School Boards Association.

The SDUHSD will inform all high school students this month about the opportunity to prepare and apply for the California Seal of Biliteracy, which is affixed on the high school diploma of graduating students who meet the requirements and apply for the Seal, beginning with the senior class of 2016.

The Seal of Biliteracy award program encourages students to pursue linguistic proficiency and cultural literacy in one or more languages in addition to English, and will promote SDUHSD's commitment that every student graduates prepared and equipped with the knowledge and skills to participate successfully in college, career, and a diverse 21st century society.

RECOMMENDATION:

This item is being submitted as information only.

FUNDING SOURCE:

Not applicable.

ITEM 23

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: January 27, 2016

BOARD MEETING DATE: February 18, 2016

PREPARED BY: Michael Grove, Ed.D.
Associate Superintendent / Educational Services

SUBMITTED BY: Rick Schmitt, Superintendent

SUBJECT: UNIFORM COMPLAINT QUARTERLY REPORT,
2ND QUARTER, OCTOBER – DECEMBER, 2015

EXECUTIVE SUMMARY

State law requires school districts to submit reports to the San Diego County Office of Education (SDCOE) and to the district governing board on the number of complaints each district has received related to the Williams Settlement, i.e., instructional materials sufficiency, emergency facilities issues, and teacher vacancies and misassignments. Secondary districts that receive CAHSEE Intensive Instruction and Services funding must also submit data on uniform complaints related to the Valenzuela Settlement, (i.e., the provision of intensive instruction and services).

Attached is the report for the second quarter, 2015-16, from October through December, 2015.

RECOMMENDATION:

It is recommended that the Board review and accept the attached Uniform Complaint Report for the second quarter, from October through December, 2015, as shown in the attached supplement.

FUNDING SOURCE:

Not applicable.

ITEM 23

COMMUNITY RELATIONS

1312.3/AR-1, ATTACHMENT C

UNIFORM COMPLAINT PROCEDURES
QUARTERLY UNIFORM COMPLAINT REPORT SUMMARY

For submission to School District Governing Board and County Office of Education

District Name: **San Dieguito Union High School District**

Quarter covered by this report (ex. Jan.-Mar. 2005): October, 2015 through December, 2015

Please fill in the following table; enter 0 in any cell that does not apply.

DESCRIPTION	NUMBER OF COMPLAINTS RECEIVED IN QUARTER	NUMBER OF COMPLAINTS RESOLVED	NUMBER OF COMPLAINTS UNRESOLVED EXPLANATION ATTACHED
Instructional Materials	0	0	0
Facilities	0	0	0
Teacher Vacancy and Misassignment	0	0	0
CAHSEE Intensive Instruction and Services	0	0	0
TOTAL	0	0	0

Submitted by: Michael Grove, Ed.D.
(Print Full Name)

Associate Superintendent
(Title)

Signature: 

Date: January 27, 2016

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: February 9, 2016

BOARD MEETING DATE: February 18, 2016

PREPARED BY: Torrie Norton
Associate Superintendent/Human Resources

SUBMITTED BY: Rick Schmitt
Superintendent

SUBJECT: PROPOSED NEW BOARD POLICIES
BP'S #4117.2 through #4119.21
Human Resources

EXECUTIVE SUMMARY

The existing San Dieguito Union High School District 4000 Series (Personnel) board policies are not aligned to the California School Boards Association (CSBA) board policies by either board policy numbers or content.

In an effort to continually update our board policies on a quarterly basis, the existing SDUHSD board policies must be deleted and the CSBA policies will need to be revised and adopted to meet our District practices. In order to streamline the process, staff will submit the proposed CSBA board policies in small batches over the next several months for Board action. After all policies have been adopted, a recommendation to delete the current SDUHSD board policies will be submitted and the new policies will be posted on the District website.

This Executive Summary includes a brief description of the proposed/new board policies starting with BP #4117.2 through #4119.21 presented for first read.

RECOMMENDATION:

This item is being submitted for first read and will be resubmitted for action on March 10, 2016.

Proposed CSBA Personnel Policies BP's #4117.2 through #4119.21

ITEM 24

BP #4117.2; 4217.2; 4317.2: Resignation

Any employee who desires to resign shall submit, in writing, a letter of resignation which indicates the date which the employee intends as his/her last day at work. Once the Superintendent or designee has accepted the resignation, it may not be withdrawn by the employee.

BP #4117.3: Personnel Reduction

The Board may reduce the number of probationary and permanent certificated employees due to reduction in ADA, particular services to be eliminated, state law requires modification of the curriculum, and termination of an interdistrict attendance agreement. The policy provides an overview of the layoff process.

BP #4118: Dismissal/Suspension/Disciplinary Action

A certificated employee may be disciplined for conduct or performance in accordance with the law, the collective bargaining agreement, and Board Policy/Administrative Regulation.

BP #4119.1; 4219.1; 4319.1: Civil and Legal Rights

An employee's personal beliefs and activities shall not be grounds for disciplinary action against the employee, provided that the beliefs or activities do not violate law, Board Policy or Administrative Regulation.

BP #4119.11; 4219.11; 4319.11: Sexual Harassment

The Board prohibits sexual harassment of district employees and job applicants. The Board also prohibits retaliatory behavior or action against district employees or other persons who complain, testify, or otherwise participate in the complaint process.

BP #4119.21: Professional Standards

The Board encourages district employees to accept as guiding principles the professional standards and codes of ethics adopted by educational or professional associations to which they may belong.

PERSONNEL

4117.2; 4217.2; 4317.2

RESIGNATION

Any district employee who desires to resign his/her position shall submit, in writing, a letter of resignation which indicates the date which the employee intends as his/her last day at work. The Governing Board encourages employees to provide advance notice that is appropriate for the position they hold.

The Board authorizes the Superintendent or designee to accept an employee's written resignation and to set its effective date. Once the Superintendent or designee has accepted and set an effective date for this resignation, the resignation may not thereafter be withdrawn by the employee.

The effective date of the resignation shall be a date not later than the close of the school year during which the resignation is received. However, an employee and the Board may agree that a resignation will be accepted at a mutually agreed upon date not later than two years beyond the close of the school year during which the resignation is received by the Board.

LEGAL REFERENCE

EDUCATION CODE

- 35161 Board delegation of any powers or duties
- 44420 Failure to fulfill contract as ground for suspension of diplomas and certificates
- 44433 Unauthorized departure from service as unprofessional conduct
- 44930 Acceptance and date of resignation
- 45201 Power to accept resignation

CODE OF REGULATIONS, TITLE 5

- 80303 Reports of change in employment status
- 80304 Notice of sexual misconduct

COURT DECISIONS

American Federation of Teachers, Local #1050 v. Board of Education of Pasadena Unified School District, (1980) 107 Cal.App.3d 829

PERSONNEL**4117.3****PERSONNEL REDUCTION**

The Governing Board may reduce the number of probationary and permanent certificated employees when, in its opinion, any of the following conditions makes such reduction necessary:

1. Average daily attendance (ADA) in all of the schools in the district during the first six months of the school year has declined below the level for the same period in either of the previous two school years.
2. A particular kind of service is to be reduced or discontinued not later than the beginning of the following school year.
3. Attendance in the district will decline in the following year as a result of the termination of an interdistrict tuition agreement.
4. An amendment of state law requires modification of the curriculum.
5. During the time period between five days after the enactment of the Budget Act and August 15 of that fiscal year, the Board determines that the district's total revenue limit per ADA for the fiscal year of that Budget Act has not increased by at least two percent.

DETERMINATION OF THE ORDER OF LAYOFFS

When it is necessary to reduce the number of certificated employees for any of the reasons listed above, the services of employees shall be terminated in the inverse of the order in which they were employed by the district in probationary status, except as otherwise authorized by law.

The Superintendent or designee shall maintain the seniority list for this purpose and shall make it available upon request.

Unless otherwise provided by law, a permanent employee shall have the right to be retained over a probationary employee or any employee with less seniority if the position is one for which he/she is certificated and competent to render service.

To determine the order of termination between employees who first rendered paid service on the same date, the Board shall rank order those employees solely on the basis of the needs of the district and students. Upon the request of an employee whose order of termination is to be determined based on such ranking, the Board shall furnish the employee, no later than five days prior to the commencement of the administrative hearing on the layoff, a written statement of the specific criteria used in determining the order of termination and the application of the criteria in ranking the employee relative to the other employees in the group.

The district may deviate from terminating certificated employees in order of seniority for either of the following reasons:

ITEM 24

PERSONNEL**4117.3**

1. To fill a demonstrated specific need for personnel to teach a specific course or courses of study, or to provide services authorized by a services credential with a specialization in either student personnel services or health for a school nurse, when the certificated employee has the necessary special training and experience which others with more seniority do not possess
2. To maintain or achieve compliance with constitutional requirements related to equal protection of the law

NOTICE AND HEARING RIGHTS

When it becomes necessary to reduce the number of permanent and/or probationary employees pursuant to Education Code 44955 as specified in items #1-4 above, the district shall give notice to the affected employees, no later than March 15, stating the reasons for the action and the employees' right to a hearing. The district shall adhere to the notice, hearing, and layoff procedures in Education Code 44949, 44955, and other applicable provisions of law.

When an employee has requested a hearing before an administrative law judge regarding the reduction or discontinuation of services, the Board shall make a final decision regarding the sufficiency of the cause and disposition of the layoff upon receipt of the administrative law judge's proposed decision. None of the findings, recommendations, or determinations of the administrative law judge shall be binding on the Board.

The Board may conduct its own hearing, adopt the administrative law judge's proposed decision, refer the case back to the administrative law judge for additional evidence, or reject or modify the proposed decision and make its own determination based upon its review of the record.

Following the Board's decision, the Superintendent or designee shall give final notice, in the manner specified, to the affected employees before May 15 unless the parties agree otherwise in accordance with procedures required by law.

When layoffs become necessary pursuant to Education Code 44955.5 as specified in item #5 above, layoff proceedings shall be carried out as required by law but in accordance with a schedule of notice and hearing adopted by the Board.

REAPPOINTMENT

If the number of employees is increased or the discontinued service reestablished, permanent certificated employees shall have the right to reappointment, in order of seniority, for 39 months from the date of termination. Probationary certificated employees shall have the same right for 24 months after being terminated, subject to the prior reappointment rights of permanent employees.

During the period of the preferred right to reappointment, permanent certificated employees shall, in the order of original employment, be offered first opportunity for substitute service during the absence of any employee who has been granted a leave of absence or who is temporarily absent from duty.

PERSONNEL**4117.3**

Such substitute service may be terminated upon the return to duty of the other employee. Such substitute service shall not affect the retention of the employees' previous classification and rights. Probationary certificated employees shall have the same right to substitute service during the period of preferred right to reappointment to the extent required by law, subject to the rights of permanent certificated employees.

Before reappointing any certificated employee to teach a subject which he/she has not previously taught and for which he/she does not have a teaching credential or which is not within the employee's major area of postsecondary study, the Board shall require the employee to pass a subject matter competency test in the appropriate subject.

Reappointed certificated employees shall not be subject to any requirements that were not imposed on employees who continued in service. Their period of absence shall be treated as a leave of absence and not considered a break in the continuity of their service.

LEGAL REFERENCE**EDUCATION CODE**

44830 Employment of certificated persons
44949 Dismissal of probationary employees
44955 Reduction in number of permanent employees
44955.5 Termination of certificated employees
44956-44959.5 Rights of employees

GOVERNMENT CODE

3543.2 Scope of representation

UNEMPLOYMENT INSURANCE CODE

1089 Notification of unemployment insurance benefits

CODE OF REGULATIONS, TITLE 22

1089-1 Notification of unemployment insurance benefits

COURT DECISIONS

Vergara v. State of California, (2014) Superior Court State of California, County of Los Angeles, Case. No. BC 484642

California Teachers Association v. Vallejo City Unified School District, (2007) 149 Cal.App.4th 135

Bakersfield Elementary Teachers Association v. Bakersfield City School District, (2006) 145 Cal.App.4th

Cousins v. Weaverville Elementary School District, (1994) 24 Cal.App.4th 1846

Forker v. Board of Trustees, (1984) 160 Cal.App.3d 13

Moreland Teachers Assoc. v. Kurze, (1980) 109 Cal.App.3d 648

King v. Berkeley Unified School District, (1979) 89 Cal.App.3d 1016

MANAGEMENT RESOURCES**WEB SITES**

CSBA: <http://www.csba.org>

PERSONNEL**4118****DISMISSAL/SUSPENSION/DISCIPLINARY ACTION**

The Governing Board expects all employees to perform their jobs satisfactorily, exhibit professional and appropriate conduct, and serve as positive role models both at school and in the community. A certificated employee may be disciplined for conduct or performance in accordance with law, the applicable collective bargaining agreement, Board policy, and administrative regulation.

Disciplinary action shall be based on the particular facts and circumstances involved and the severity of the conduct or performance. Disciplinary actions may include, but are not limited to, verbal warnings, written warnings, reassignment, suspension, freezing or reduction of wages, compulsory leave, or dismissal.

The Superintendent or designee shall ensure that disciplinary actions are taken in a consistent, nondiscriminatory manner and are appropriately documented.

SUSPENSION/DISMISSAL PROCEDURES

The Superintendent shall notify the Board whenever he/she believes that there is cause to suspend or dismiss an employee pursuant to Education Code 44932 or 44933.

When the Board finds that there is cause to suspend or dismiss an employee pursuant to Education Code 44932 or 44933, it may formulate a written statement of charges specifying instances of behavior and the acts or omissions constituting the charge, the statutes and rules that the employee is alleged to have violated when applicable, and the facts relevant to each charge. The Board shall also review any duly signed and verified written statement of charges filed by any other person.

Based on the written statement of charges, the Board may, upon majority vote, give notice to the employee of its intention to suspend or dismiss him/her at the expiration of 30 days from the date the notice is served.

Prior to serving a suspension or dismissal notice that includes a charge of unsatisfactory performance, the district shall give the employee written notice of the unsatisfactory performance that specifies the nature of the unsatisfactory performance with such specific instances of behavior and with such particularity as to furnish the employee an opportunity to correct his/her faults and overcome the grounds for any unsatisfactory performance charges and, if applicable, that includes the evaluation made pursuant to Education Code 44660-44665. The written notice of the unsatisfactory performance shall be provided at least 90 days prior to the filing of the suspension or dismissal notice or prior to the last one-fourth of the school days in the year.

Prior to serving a suspension or dismissal notice that includes a charge of unprofessional conduct, the district shall give the employee written notice that describes the nature of the unprofessional conduct with such specific instances of behavior and with such particularity as to furnish the employee an opportunity to correct his/her faults and overcome the grounds for any unprofessional conduct charges

PERSONNEL**4118**

and, if applicable, that includes the evaluation made pursuant to Education Code 44660-44665. The written notice of the unprofessional conduct shall be provided at least 45 days prior to the filing of the suspension or dismissal notice.

Except for notices that only include charges of unsatisfactory performance, the written suspension or dismissal notice may be served at any time of year. Such notice shall be served upon the employee personally if given outside of the instructional year or, if given during the instructional year, may be served personally or by registered mail to the employee's last known address. Notices with a charge of unsatisfactory performance shall be given only during the instructional year of the school site where the employee is physically employed, and may be served personally or by registered mail to the employee's last known address.

If an employee has been served notice and demands a hearing pursuant to Government Code 11505 and 11506, the Board shall either rescind its action or schedule a hearing on the matter.

Pending suspension or dismissal proceedings for an employee who is charged with egregious misconduct, immoral conduct, conviction of a felony or of any crime involving moral turpitude, incompetency due to mental disability, or willful refusal to perform regular assignments without reasonable cause as prescribed by district rules and regulations, the Board may, if it deems it necessary, immediately suspend the employee from his/her duties. If the employee files a motion with the Office of Administrative Hearings for immediate reversal of the suspension based on a cause other than egregious misconduct, the Board may file a written response before or at the time of the hearing.

When a suspension or dismissal hearing is to be conducted by a Commission on Professional Competence, the Board shall, no later than 45 days before the date set for the hearing, select one person with a currently valid credential to serve on the Commission. The appointee shall not be an employee of the district and shall have at least three years' experience within the past 10 years at the same grade span or assignment as the employee, as defined in Education Code 44944.

LEGAL REFERENCE**EDUCATION CODE**

- 44008 Effect of termination of probation
- 44009 Conviction of specified crimes
- 44010 Sex offense; definitions
- 44011 Controlled substance offense; definitions
- 44242.5 Reports and review of alleged misconduct
- 44425 Conviction of a sex or narcotic offense
- 44660-44665 Evaluation and assessment of performance of certificated employees
- 44830.1 Criminal record summary certificated employees
- 44929.21 Notice of reelection decision; districts with 250 ADA or more
- 44929.23 Reelection and dismissal of probationary employees; districts with ADA less than 250
- 44930-44988 Resignations, dismissal, and leave of absence
- 45055 Drawing of warrants for teachers
- 48907 Exercise of free speech, expression

PERSONNEL

4118

48950 Speech and other communication
51530 Advocacy or teaching of communism

GOVERNMENT CODE

1028 Advocacy of communism
3543.2 Scope of representation
11505-11506 Hearing

HEALTH AND SAFETY CODE

11054 Schedule I; substances included
11055 Schedule II, substances included
11056 Schedule III, substances included
11357-11361 Marijuana
11363 Peyote
11364 Opium
11370.1 Possession of controlled substances with a firearm

PENAL CODE

187 Murder
291 School employees arrest for sex offense
667.5 Prior prison terms, enhancement of prison terms
1192.7 Plea bargaining limitation
11165.2-11165.6 Child abuse or neglect; definitions

CODE OF REGULATIONS, TITLE 5

80303 Reports of change in employment status
80304 Notice of sexual misconduct

COURT DECISIONS

Vergara v. California (Los Angeles Super.Ct.) BC484642
Crowl v. Commission on Professional Competence, (1990) 225 Cal. App. 3d 334
Morrison v. State Board of Education (1969) 1 Cal. 3d 214

MANAGEMENT RESOURCES

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

California's Laws and Rules Pertaining to the Discipline of Professional Certificated Personnel, 2007

WEB SITES

CSBA: <http://www.csba.org>
Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

PERSONNEL

4119.1; 4219.1; 4319.1

CIVIL AND LEGAL RIGHTS

The Governing Board believes that the personal life of an employee is not an appropriate concern of the district, except as it may directly relate to the employee's performance of his/her duties.

An employee's personal beliefs and activities, including religious, political, cultural, social, or other beliefs or activities, or lack thereof, shall not be grounds for disciplinary action against the employee, provided that the beliefs or activities do not violate law, Board policy, or administrative regulation.

The district shall make no inquiry concerning the personal values, attitudes, and beliefs of district employees or their sexual orientation or political or religious affiliations, beliefs, or opinions except when authorized by law. In addition, no district employee shall be required to provide critical appraisals of other individuals with whom the employee has a familial relationship. However, the district reserves the right to access any publicly available information about any employee.

No employee shall be disciplined or retaliated against solely for acting to protect a student engaged in conduct authorized under Education Code 48907 or 48950.

When necessary to protect the health, welfare, or safety of students and staff, school officials may search district property under an employee's control.

WHISTLEBLOWER PROTECTION

An employee shall have the right to disclose to a Board member, a school administrator, a member of the County Board of Education, County Superintendent of Schools, or the Superintendent of Public Instruction any improper governmental activity by the district or a district employee that violates state or federal law, is economically wasteful, or involves gross misconduct, incompetency, or inefficiency. When the employee has reasonable cause to believe that the information discloses a violation of state or federal statute or a violation of or noncompliance with a state or federal rule or regulation, he/she has the right to disclose such information to a government or law enforcement agency or to refuse to participate in any such activity.

The Superintendent or designee shall prominently display in lettering larger than size 14 point type a list of employees' rights and responsibilities under the whistleblower laws, including the telephone number of the whistleblower hotline maintained by the office of the California Attorney General.

No employee shall use or attempt to use his/her official authority or influence to intimidate, threaten, coerce, or command another employee for the purpose of interfering with that employee's right to disclose improper governmental activity.

An employee who has disclosed improper governmental activity and believes that he/she has subsequently been subjected to acts or attempted acts of reprisal shall file a written complaint in accordance with the district's complaint procedures. After filing a complaint with the district, the

ITEM 24

PERSONNEL**4119.1; 4219.1; 4319.1**

employee may also file a copy of the complaint with local law enforcement and/or seek civil law remedies against the supervisor or administrator who retaliated or attempted to retaliate against him/her, in accordance with Education Code 44114.

PROTECTION AGAINST LIABILITY

No employee shall be liable for harm caused by his/her act or omission when he/she is acting within the scope of employment or district responsibilities; when the employee's act or omission is in conformity with federal or state law, district policy, or administrative regulation; or when the employee's act or omission is in furtherance of an effort to control, discipline, expel, or suspend a student or to maintain order or control in the classroom or school.

The protection against liability shall not apply when:

1. The employee acted with willful or criminal misconduct, gross negligence, recklessness, or a conscious, flagrant indifference to rights or safety of the individual harmed.
2. The employee caused harm by operating a motor vehicle or other vehicle requiring license or insurance.
3. The employee was not properly licensed, if required, by state law for such activities.
4. The employee was found by a court to have violated a federal or state civil rights law.
5. The employee was under the influence of alcohol or any drug at the time of the misconduct.
6. The misconduct constituted a crime of violence pursuant to 18 USC 16 or an act of terrorism for which the employee has been convicted in a court.
7. The misconduct involved a sexual offense for which the employee has been convicted in a court.
8. The misconduct occurred during background investigations, or other actions, involved in the employee's hiring.

LEGAL REFERENCE**EDUCATION CODE**

200-262.4	Prohibition of discrimination
7050-7058	Political activities of school officers and employees
44040	Discrimination based on employee's appearance before certain boards or committees
44110-44114	Reporting by school employees of improper governmental activity
48907	Student freedom of expression; employee's protection of student rights
48950	Speech and other communication
49091.24	Teacher rights to refuse evaluation/survey of personal life

PERSONNEL

4119.1; 4219.1; 4319.1

CIVIL CODE

51 Unruh Civil Rights Act

GOVERNMENT CODE

815.3 Intentional torts
820-823 Tort claims act
825.6 Indemnification of public entity
3540.1 Public employment definitions
3543.5 Interference with employee's rights prohibited
12650-12656 False claims actions
12940-12951 Discrimination prohibited; unlawful practices

LABOR CODE

1102.5-1106 Whistleblower protections
UNITED STATES CODE, TITLE 18
16 Crime of violence defined
UNITED STATES CODE, TITLE 20
6731-6738 Teacher liability protection
UNITED STATES CODE, TITLE 42
2000d-2000d-7 Title VI, Civil Rights Act
2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended
2000h-2000h-6 Title IX, 1972 Education Act Amendments
12101-12213 Americans with Disabilities Act

COURT DECISIONS

Hartnett v. Crosier, (2012) 205 Cal.App.4th 685
Johnson v. Poway Unified School District, (2011) 658 F.3d 954
Ohton v. CSU San Diego, (2007) 56 Cal.Rptr.3d 111
Garcetti v. Ceballos, (2006) 543 U.S. 1186
O'Conner v. Ortega, (1987) 480 U.S. 709
New Jersey v. T.L.O., (1985) 468 U.S. 325

MANAGEMENT RESOURCES

WEB SITES

California Attorney General: <http://www.oag.ca.gov>

PERSONNEL

4119.11; 4219.11; 4319.11

SEXUAL HARASSMENT

The Governing Board prohibits sexual harassment of district employees and job applicants. The Board also prohibits retaliatory behavior or action against district employees or other persons who complain, testify or otherwise participate in the complaint process established pursuant to this policy and administrative regulation.

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation
2. Publicizing and disseminating the district's sexual harassment policy to staff
3. Ensuring prompt, thorough, and fair investigation of complaints
4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments

All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or to take other subsequent necessary actions.

Any district employee or job applicant who feels that he/she has been sexually harassed or who has knowledge of any incident of sexual harassment by or against another employee, a job applicant or a student, shall immediately report the incident to his/her supervisor, the principal, district administrator or Superintendent.

A supervisor, principal or other district administrator who receives a harassment complaint shall promptly notify the Superintendent or designee.

Complaints of sexual harassment shall be filed in accordance with AR 4030-Nondiscrimination in Employment. An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

Any district employee who engages or participates in sexual harassment or who aids, abets, incites, compels, or coerces another to commit sexual harassment against a district employee, job applicant, or student is in violation of this policy and is subject to disciplinary action, up to and including dismissal.

LEGAL REFERENCE

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

PERSONNEL

4119.11; 4219.11; 4319.11

GOVERNMENT CODE

12900-12996 Fair Employment and Housing Act, especially:
12940 Prohibited discrimination
12950.1 Sexual harassment training

LABOR CODE

1101 Political activities of employees
1102.1 Discrimination: sexual orientation

CODE OF REGULATIONS, TITLE 2

7287.8 Retaliation
7288.0 Sexual harassment training and education

CODE OF REGULATIONS, TITLE 5

4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance

UNITED STATES CODE, TITLE 42

2000d-2000d-7 Title VI, Civil Rights Act of 1964
2000e-2000e-17 Title VII, Civil Rights Act of 1964, as amended
2000h-2-2000h-6 Title IX, 1972 Education Act Amendments

CODE OF FEDERAL REGULATIONS, TITLE 34

106.9 Dissemination of policy

COURT DECISIONS

Department of Health Services v. Superior Court of California, (2003) 31 Cal.4th 1026
Faragher v. City of Boca Raton, (1998) 118 S.Ct. 2275
Burlington Industries v. Ellreth, (1998) 118 S.Ct. 2257
Gebser v. Lago Vista Independent School District, (1998) 118 S.Ct. 1989
Oncale v. Sundowner Offshore Serv. Inc., (1998) 118 S.Ct. 998
Meritor Savings Bank, FSB v. Vinson et al., (1986) 447 U.S. 57

MANAGEMENT RESOURCES

OFFICE OF CIVIL RIGHTS AND NATIONAL ASSOCIATION OF ATTORNEYS GENERAL

Protecting Students from Harassment and Hate Crime, January, 1999

WEB SITES

California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>
Equal Employment Opportunity Commission: <http://www.eeoc.gov>
U.S. Department of Education, Office for Civil Rights:
<http://www.ed.gov/about/offices/list/ocr/index.html>

PERSONNEL**4119.21**

PROFESSIONAL STANDARDS

The Governing Board expects district employees to maintain the highest ethical standards, exhibit professional behavior, follow district policies and regulations, abide by state and federal laws, and exercise good judgment when interacting with students and other members of the school community. Employee conduct should enhance the integrity of the district, advance the goals of the district's educational programs, and contribute to a positive school climate.

The Board encourages district employees to accept as guiding principles the professional standards and codes of ethics adopted by educational or professional associations to which they may belong.

Each employee should make a commitment to acquire the knowledge and skills necessary to fulfill his/her responsibilities and should focus on his/her contribution to the learning and achievement of district students.

Inappropriate employee conduct includes, but is not limited to:

1. Engaging in any conduct that endangers students, staff, or others, including, but not limited to, physical violence, threats of violence, or possession of a firearm or other weapon
2. Engaging in harassing or discriminatory behavior towards students, parents/guardians, staff, or community members, or failing or refusing to intervene when an act of discrimination, harassment, intimidation, or bullying against a student is observed
3. Physically abusing, sexually abusing, neglecting, or otherwise willfully harming or injuring a child
4. Engaging in inappropriate socialization or fraternization with a student or soliciting, encouraging, or maintaining an inappropriate written, verbal, or physical relationship with a student
5. Possessing or viewing any pornography on school grounds, or possessing or viewing child pornography or other imagery portraying children in a sexualized manner at any time
6. Using profane, obscene, or abusive language against students, parents/guardians, staff, or community members
7. Willfully disrupting district or school operations by loud or unreasonable noise or other action
8. Using tobacco, alcohol, or an illegal or unauthorized substance, or possessing or distributing any controlled substance, while in the workplace or at a school-sponsored activity
9. Dishonesty with students, parents/guardians, staff, or members of the public, including, but not limited to, falsification of information in employment records or other school records

PERSONNEL**4119.21**

10. Divulging confidential information about students, district employees, or district operations to persons not authorized to receive the information
11. Using district equipment or other district resources for the employee's own commercial purposes or for political activities
12. Using district equipment or communications devices for personal purposes while on duty, except in an emergency, during scheduled work breaks, or for personal necessity

Employees shall be notified that computer files and all electronic communications, including, but not limited to, email and voice mail, are not private. To ensure proper use, the Superintendent or designee may monitor employee usage of district technological resources at any time without the employee's consent.

13. Causing damage to or engaging in theft of property belonging to students, staff, or the district
14. Wearing inappropriate attire

An employee who observes or has evidence of another employee's inappropriate conduct shall immediately report such conduct to the principal or Superintendent or designee. An employee who has knowledge of or suspects child abuse or neglect shall file a report pursuant to the district's child abuse reporting procedures as detailed in AR 5141.4 - Child Abuse Prevention and Reporting.

Any reports of employee misconduct shall be promptly investigated. Any employee who is found to have engaged in inappropriate conduct in violation of law or Board policy shall be subject to disciplinary action and, in the case of a certificated employee, may be subject to a report to the Commission on Teacher Credentialing. The Superintendent or designee shall notify local law enforcement as appropriate.

An employee who has knowledge of but fails to report inappropriate employee conduct may also be subject to discipline.

The district prohibits retaliation against anyone who files a complaint against an employee or reports an employee's inappropriate conduct. Any employee who retaliates against any such complainant, reporter, or other participant in the district's complaint process shall be subject to discipline.

LEGAL REFERENCE**EDUCATION CODE**

- 200-262.4 Prohibition of discrimination
44242.5 Reports and review of alleged misconduct

PENAL CODE

- 11164-11174.4 Child Abuse and Neglect Reporting Act

PERSONNEL

4119.21

CODE OF REGULATIONS, TITLE 5

80303 Reports of dismissal, resignation and other terminations for alleged misconduct
80331-80338 Rules of conduct for professional educators

MANAGEMENT RESOURCES

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

California Standards for the Teaching Profession, 2009
California Professional Standards for Educational Leaders, February 2014

COUNCIL OF CHIEF STATE SCHOOL OFFICERS PUBLICATIONS

Educational Leadership Policy Standards: ISLLC 2008, 2008

NATIONAL EDUCATION ASSOCIATION PUBLICATIONS

Code of Ethics of the Education Profession, 1975

WESTED PUBLICATIONS

Moving Leadership Standards into Everyday Work: Descriptions of Practice, 2003

WEB SITES

CSBA: <http://www.csba.org>

Association of California School Administrators: <http://www.acsa.org>

California Department of Education: <http://www.cde.ca.gov>

California Federation of Teachers: <http://www.cft.org>

California School Employees Association: <http://www.csea.com>

California Teachers Association: <http://www.cta.org>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

Council of Chief State School Officers: <http://www.ccsso.org>

WestEd: <http://www.wested.org>