



**BOARD OF TRUSTEES
REGULAR BOARD MEETING**

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

Union High School District

Interim Superintendent
Eric R. Dill

**THURSDAY, JANUARY 19, 2017
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, JANUARY 19, 2017
6:30 PM**

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

PRELIMINARY FUNCTIONS (ITEMS 1 – 6)

- 1. CALL TO ORDER 5:30 PM
 - A. PUBLIC COMMENTS REGARDING CLOSED SESSION ITEMS (2A-C)
- 2. **CLOSED SESSION** **5:31 PM**
 - A. STUDENT DISCIPLINE / EXPULSIONS/SUSPENDED EXPULSIONS/READMITS
To consider and/or deliberate on student discipline matters. (Case #2016-031SD, Case #2016-033SD, and Case #2016-034SD)
 - B. PUBLIC EMPLOYEE APPOINTMENT, EMPLOYMENT, PERFORMANCE EVALUATION, DISCIPLINE/DISMISSAL/RELEASE
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. CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION
To conference with legal counsel to discuss anticipated litigation, pursuant to Government Code sections 54956.9(b)(3)(A), (D), and (E): (2 potential cases)

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 / EXPULSIONS/SUSPENDED EXPULSIONS/READMITS ACTION
Consideration/action on the expulsion of the following three students: Case #2016-031SD, Case #2016-033SD, and Case #2016-034SD
 - Roll Call / Board Members only
- 5. APPROVAL OF AGENDA
Motion by _____, second by _____, to approve the agenda of January 19, 2017, Regular Board meeting of the San Dieguito Union High School District, as presented.
- 6. APPROVAL OF MINUTES (2) / DECEMBER 8, 2016 REGULAR MEETING & DECEMBER 14, 2016 AND JANUARY 4, 2017 SPECIAL MEETINGS
Motion by _____, second by _____, to approve the minutes of the December 8, 2016 Regular Meeting and the December 14, 2016 and January 4, 2017 Special Meetings, as shown in the attached supplements.

NON-ACTION ITEMS..... (ITEMS 7 - 10)

- 7. STUDENT UPDATES.....STUDENT BOARD REPRESENTATIVES
Recognition of outgoing SDHSA Student Board Representative Skyler McFarlane.
- 8. BOARD REPORTS AND UPDATES BOARD OF TRUSTEES
- 9. SUPERINTENDENT’S REPORTS, BRIEFINGS, & LEGISLATIVE UPDATES
..... ERIC DILL, INTERIM SUPERINTENDENT
- 10. SCHOOL/DEPARTMENT UPDATES
 - A. TORREY PINES HIGH SCHOOL..... ROB COPPO, PRINCIPAL
 - B. NUTRITION SERVICES..... RICK MARIAM, DIRECTOR OF NUTRITION SERVICES

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
Approve/ratify entering into the following agreement and authorize Douglas B. Gilbert, Delores L. Perley or Eric R. Dill to execute the agreements:
 - 1. University of Southern California, for student intern assignments, during the period January 20, 2017 until terminated with 30 day advance written notice, at no cost to the District.
 - 2. California State University San Marcos, for student intern assignments, during the period August 19, 2017 until terminated with 30 day advance written notice, at no cost to the District.

13. EDUCATIONAL SERVICES

- A. APPROVAL/RATIFICATION OF AGREEMENTS
(None Submitted)
- B. APPROVAL/RATIFICATION OF AMENDMENT TO AGREEMENTS
(None Submitted)
- C. APPROVAL OF INTERDISTRICT ATTENDANCE AGREEMENTS, 2016-2021
Approve entering into interdistrict attendance agreements for school years 2016 through 2021 with Vista Unified, Coronado Unified Poway Unified, Mountain Empire Unified, Warner Unified, Escondido Union Elementary and San Marcos Unified school districts, and authorize Eric Dill to execute the agreements.

14. ADMINISTRATIVE SERVICES

A. APPROVAL/RATIFICATION OF AGREEMENTS

Approve/ratify entering into the following agreement and authorize Douglas B. Gilbert, Delores L. Perley or Eric R. Dill to execute the agreement:

1. Assistance League of Rancho San Dieguito to provide a shopping event at Target Encinitas for up to 130 District identified students to spend up to \$70 on school clothing or supplies on February 8, 2017 and February 11, 2017, at no other cost to the 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 Douglas B. Gilbert, Delores L. Perley or Eric R. Dill to execute all pertinent documents:

1. San Diego Zoo Safari Park, to provide a group tour for Earl Warren Middle School Workability students, on February 2, 2017, in the amount of \$200.00, to be expended from the General Fund/Restricted 01-00.
2. San Diego Zoo Safari Park, to provide a group tour for Diegueño Middle School Workability students, on June 12, 2017, in the amount of \$1,200.00, to be expended from the General Fund/Restricted 01-00.
3. Schloyer Audiology (ICA), provide audiological assessments and IEP support in evaluating binaural integration, temporal processing, auditory closure, auditory figure ground and sound blending, during the period November 4, 2016 through June 30, 2017, at the rates shown on the attachment, to be expended from the General Fund/Restricted 01-00.
4. Golden Steps Pediatric Therapy (ICA), to provide occupational therapy, assessments, and IEP support in an educational setting, during the period July 1, 2016 through June 30, 2017, at the rate of \$120.00 per hour, to be expended from the General Fund/Restricted 01-00.

D. APPROVAL/RATIFICATION OF AMENDMENT TO AGREEMENTS

Approve/ratify amending the following agreements and authorize Douglas B. Gilbert, Delores L. Perley or Eric R. Dill to execute the agreements:

1. Gary Greene, Ph.D. (ICA), to include individual student independent educational evaluations for the district's Adult Transition Program (ATP), during the period November 7, 2016 through June 30, 2017, in an amount not to exceed \$4,000.00 per student, to be expended from the General Fund/Restricted 01-00.
2. New Haven Youth & Family Services, Inc. (NPA/NPS/RTC), amending the residential and non-residential education day rates, and adding residential treatment center rates, during the period August 20, 2016 through June 30, 2017, at the rates of \$143.05 for non-residential daily education, \$126.88 for residential daily education, and \$9,182.00 per month for the residential treatment center, to be expended from the General Fund/Restricted 01-00.

E. APPROVAL/RATIFICATION OF PARENT SETTLEMENT AND RELEASE AGREEMENTS

(None Submitted)

PUPIL SERVICES

F. APPROVAL/RATIFICATION OF AGREEMENTS

(None Submitted)

G. APPROVAL/RATIFICATION OF AMENDMENTS TO AGREEMENTS

(None Submitted)

15. BUSINESS / FACILITIES PLANNING & CONSTRUCTION

BUSINESS

A. APPROVAL/RATIFICATION OF AGREEMENTS

Approve/ratify entering into the following agreements and authorize Douglas B. Gilbert, Delores L. Perley or Eric R. Dill to execute the agreements:

1. Stanley Steemer, International, Inc., to provide steam cleaning services of carpets and upholstery as needed throughout the District, during the period January 20, 2017 through June 30, 2017, and then renewing for additional one year periods unless terminated with 30 day advance notice, in an estimated amount not to exceed \$3,000.00 per year, to be expended from the General Fund/Unrestricted 01-00.
2. Northstar Transportation to supply and maintain licensed school buses and/or other transportation vehicles and personnel required to fulfill the District's requests for transportation services, during the period July 1, 2016 through June 30, 2017, and then renewing for additional one year periods unless terminated with 30 day advance notice, in an estimated amount not to exceed \$10,000.00 per year, to be expended from the General Fund/Unrestricted 01-00.
3. Verdugo Testing Co., Inc. to perform testing, monitoring, training, certifications, repairs, parts, and equipment for the underground fuel storage tank and dispensers located at the San Dieguito Union High School transportation facility, during the period January 1, 2017 through June 30, 2017, and then renewing for additional one year periods unless terminated with 30 day advance notice, in an estimated amount not to exceed \$12,000.00 per year, to be expended from the General Fund/Unrestricted 01-00.
4. Quality Technology Services, Inc., DBA TCR Services to provide onsite maintenance and repair of out of warranty District printers, faxes and copiers, during the period January 1, 2017 through June 30, 2017 and then renewing for additional one year periods unless terminated with 30 day advance notice, in an estimated amount not to exceed \$10,000.00 per year, to be expended from the General Fund/Unrestricted 01-00.
5. LA Propoint, Inc., to provide one day field inspection including travel and lodging for inspection of theatre rigging system, to be completed by June 30, 2017 at Canyon Crest Academy, in an estimated amount not to exceed \$4,000.00, to be expended from the General Fund/Unrestricted 01-00.
6. Atkinson, Andelson, Loya, Ruud & Romo to provide legal services, during the period December 1, 2016 through November 30, 2017, and then renewing for additional one year periods unless terminated with 30 day advance notice, at the hourly rates specified in the attached agreement plus expenses, to be expended from the fund to which the services are charged.
7. Edulink Systems, Inc., to provide InTouch parent communication software licenses and support district wide, during the period January 31, 2017 through September 30, 2018, in an estimated total amount of \$21,667.00, 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 Douglas B. Gilbert, Delores L. Perley or Eric R. Dill to execute the agreements:

1. United Site Services for district wide portable restroom services, increasing the not to exceed amount to \$30,000.00 per year, with no other changes to the contract, to be expended from the General Fund/Unrestricted 01-00.
2. Chelsea Pest and Termite Control, Inc., to include termite tenting at the District Office, increasing the not to exceed amount to \$25,000.00 per year with no other changes to the contract, to be expended from the General Fund/Unrestricted 01-00.
3. Aeries Software, Inc., d.b.a. Eagle Software for Aeries software, for a district-wide student information system, increasing the not to exceed amount to \$55,000.00 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. ADOPTION OF RESOLUTION IN SUPPORT OF APPLICATIONS FOR ELIGIBILITY DETERMINATION AND FUNDING & AUTHORIZATION TO SIGN APPLICATIONS AND ASSOCIATED DOCUMENTS

Adopt the resolution in support of applications for eligibility determination and funding, and authorize Eric R. Dill and/or Delores L. Perley to sign applications and associated documents, as shown in the attached supplement.

F. APPROVAL OF BUSINESS REPORTS

Approve the following business reports:

1. Purchase Orders
2. Change Orders
3. Membership Listing
4. Warrants
5. Revolving Cash Fund

FACILITIES PLANNING & CONSTRUCTION

G. APPROVAL/RATIFICATION OF AGREEMENTS

Approve/ratify entering into the following agreements and authorize Douglas B. Gilbert, Delores L. Perley or Eric R. Dill to execute the agreements:

1. TK1SC Collaborative, to provide building commissioning services for the second classroom building at Pacific Trails Middle School, during the period January 20, 2017 through completion, in an amount not to exceed \$29,900.00 plus reimbursable expenses, to be expended from Building Fund Prop 39 – Fund 21-39.
2. Bissiri Studio, for architectural/engineering services for Division of State Architect (DSA) certification of the restroom facility at Sunset High School, during the period January 20, 2017 through completion, in an amount not to exceed \$68,750.00 plus reimbursable expenses, to be expended from Capital Facilities Fund 25-19.
3. Class Leasing, LLC, to lease three (3) relocatable classroom buildings for use as interim housing during construction of the Oak Crest Middle School Science Classroom Quad, during the period January 20, 2017 through August 19, 2018, in an amount not to exceed \$310,353.61, to be expended from Building Fund Prop 39 – Fund 21-39.
4. Fredricks Electric, Inc., to provide and install fiber optics and data cabling at San Dieguito High School Academy Math & Science Classroom Building, during the period January 20, 2017 through completion, in an amount not to exceed \$50,709.30, to be expended from Building Fund Prop 39 – Fund 21-39.

H. APPROVAL/RATIFICATION OF AMENDMENT TO AGREEMENTS

Approve/ratify amending the following agreements and authorize Douglas B. Gilbert, Delores L. Perley or Eric R. Dill to execute the agreements:

1. Lionakis, to amend contract CA2014-17 for architectural/engineering services at Pacific Trails Middle School, increasing the amount by \$29,900.00 for a new total of \$1,113,300.00, to be expended from Building Fund Prop 39 – Fund 21-39.
2. SVA Architects, Inc., to amend contract CA2017-18 for architectural/engineering services at San Dieguito High School Academy, increasing the amount by \$1,800.00 for a new total of \$17,800.00, to be expended from Capital Facilities Fund 25-18.
3. Westberg & White, Inc., to amend contract CA2015-55 for architectural/engineering services at Canyon Crest Academy, increasing the amount by \$4,000.00 for a new total of \$907,666.00, to be expended from Building Fund Prop 39 – Fund 21-39.
4. Mobile Modular Corporation, to amend contract CA2017-22 for lease of a 30x32 relocatable building at Oak Crest Middle School as temporary Administration Offices, increasing the amount by \$13,574.40 for a new total of \$42,096.40, to be expended from Capital Facilities Funds 25-19, General Fund 01-00 and Risk Management Joint Powers Authority.

I. APPROVAL OF CHANGE ORDERS

(None Submitted)

J. ACCEPTANCE OF CONSTRUCTION PROJECTS

(None Submitted)

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

Mikenzie Bub, Sunset High School
 Isaac Gelman, Torrey Pines High School
 Skyler McFarlane, San Dieguito High School Academy
 Karlie McGillis, La Costa Canyon High School
 Emma Schroeder, Canyon Crest Academy

DISCUSSION / ACTION ITEMS(ITEM 16 - 23)

16. ADOPTION OF RESOLUTION / 2015-2016 REPORT ON STATUTORY SCHOOL FEES AND FINDINGS

Motion by _____, second by _____, to adopt the resolution regarding statutory school fees and report for fiscal year 2015-2016, and findings in compliance with Government Code sections 66006 and 66001, as shown in the attached supplements.

- Roll Call

17. ACCEPTANCE OF 2015-16 ANNUAL AUDIT

Motion by _____, second by _____, to accept the 2015-16 annual audit of the San Dieguito Union High School District, as prepared by Wilkinson, Hadley, King & Co. LLP, as shown in the attached supplement.

18. ADOPTION OF PROPOSED NEW / REVISED BOARD POLICIES (6) / ADMINISTRATIVE SERVICES

Motion by _____, second by _____, to adopt the following proposed new/ revised Board Policies, as shown in the attached supplements:

- A. BP & AR #3513.3, TOBACCO-FREE SCHOOLS (NEW)
- B. BP & AR #5112.1, EXEMPTIONS FROM ATTENDANCE (REVISED)
- C. BP & AR #5112.2, EXCLUSIONS FROM ATTENDANCE (REVISED)

19. APPROVAL OF COLLEGE READINESS BLOCK GRANT

Motion by _____, second by _____, to approve the College Readiness Block Grant, as shown in the attached supplements.

20. 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 2017, as shown in the attached supplements.

21. APPOINTMENT OF SUPERINTENDENT & APPROVAL OF SUPERINTENDENT EMPLOYMENT CONTRACT

Motion by _____, second by _____, to appoint Eric R. Dill as Superintendent of the San Dieguito Union High School District, effective January 1, 2017, and to approve the Employment Contract with Eric R. Dill, for the term commencing January 1, 2017 through December 31, 2019, in the annual salary amount of \$235,400.00 plus longevity benefits in accordance with the Management Salary Schedule, BP #4341.1, Attachment A, and district paid fringe benefits, to be expended from the General Fund 01-00, as shown in the attached supplement.

22. FUTURE USE OF LA COSTA VALLEY SITE

This item is being presented to the Board for discussion.

23. APPROVAL OF TERMINATION FOR CONVENIENCE / LEASE-LEASEBACK CONTRACTS

Motion by _____, second by _____, to approve terminating for convenience, the Lease/Leaseback contracts in accordance with Section 11(b) of those certain Construction Services Agreements entered into on December 9, 2016, authorize Douglas B. Gilbert, Delores L. Perley, or Eric R. Dill to execute the Notices of Termination, and Notice of Termination shall be issued on the following projects:

- A. Torrey Pines High School Phase 3 New Performing Arts Center, Culinary Art Classroom Modernization and Parking Lot Improvements, Lease-Leaseback Contract CA2017-13 entered into with McCarthy Building Companies, Inc.
- B. Pacific Trails Middle School 2nd Classroom Building, Lease-Leaseback Contract CA2017-14 entered into with C.W. Driver, LLC.
- C. San Dieguito High School Academy New Arts & Social Sciences Classroom Building and Culinary Arts Classroom Modernization, Lease-Leaseback Contract CA2017-15 entered into with Erickson-Hall Construction Co., Inc.
- D. Oak Crest Middle School Science Classroom Quad, Crest Hall and Site Improvements, Lease-Leaseback Contract CA2017-17 entered into with Erickson-Hall Construction Co., Inc.

INFORMATION ITEMS..... (ITEMS 24 - 33)

24. UNIFORM COMPLAINT QUARTERLY REPORT, 2ND QUARTER, 2016-17 (OCTOBER –DECEMBER)

This item is being submitted as information only for the 2016-17 2nd Quarter (October-December).

25. BUSINESS SERVICES UPDATE DELORES PERLEY, INTERIM ASSOCIATE SUPERINTENDENT

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

27. HUMAN RESOURCES UPDATE TORRIE NORTON, ASSOCIATE SUPERINTENDENT

28. ADMINISTRATIVE SERVICES UPDATE MARK MILLER, 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. STUDENT DISCIPLINE / EXPULSIONS/SUSPENDED EXPULSIONS/READMITS

To consider and/or deliberate on student discipline matters. (Case #2016-031SD, Case #2016-033SD, and Case #2016-034SD)

B. PUBLIC EMPLOYEE APPOINTMENT, EMPLOYMENT, PERFORMANCE EVALUATION, DISCIPLINE/DISMISSAL/RELEASE

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. CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION

To conference with legal counsel to discuss anticipated litigation, pursuant to Government Code sections 54956.9(b)(3)(A), (D), and (E): (2 potential cases)

32. REPORT FROM CLOSED SESSION (AS NECESSARY)

33. ADJOURNMENT

The next regularly scheduled Board Meeting will be held on [Thursday, February 2, 2017, at 6:30 PM](#) in the SDUHSD District Office Board Room 101. The District Office is located at 710 Encinitas Blvd., Encinitas, CA, 92024.

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

Interim Superintendent
Eric R. Dill



Union High School District

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

DECEMBER 8, 2016

THURSDAY, DECEMBER 8, 2016
6:30 PM

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

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

1. CALL TO ORDER..... 5:30 PM

President Hergesheimer called the meeting to order at 5:30 PM.

A. OATH OF OFFICE

Interim Superintendent administered the Oath of Office to board members Joyce Dalessandro and Beth Hergesheimer.

B. PUBLIC COMMENTS REGARDING CLOSED SESSION ITEMS (2A-C)

No public comments were presented.

2. CLOSED SESSION 5:35 PM

The Board convened to Closed Session at 5:35 pm to discuss the following:

A1. PUBLIC EMPLOYEE APPOINTMENT/EMPLOYMENT

To consider personnel issues, pursuant to Government Code section 54957, limited to a discussion of a search for superintendent.

- Superintendent Search

A2. STUDENT DISCIPLINE / EXPULSIONS/SUSPENDED EXPULSIONS/READMITS

To consider and/or deliberate on student discipline matters. (Case #2016-027SD, Case #2016-028SD, Case #2016-30SD, & Case #2016-031SD was corrected to be Case #2016-032SD.)

B. PUBLIC EMPLOYEE APPOINTMENT, EMPLOYMENT, PERFORMANCE EVALUATION, DISCIPLINE/DISMISSAL/RELEASE

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. CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION

To conference with legal counsel to discuss anticipated litigation, pursuant to Government Code sections 54956.9(b)(3)(A), (D), and (E): (1 potential case)

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

ATTENDANCE

BOARD OF TRUSTEES AND STUDENT BOARD REPRESENTATIVES

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

Mikenzie Bub, Sunset High School
Isaac Gelman, Torrey Pines High School
Skyler McFarlane, San Dieguito High School Academy
Karlie McGillis, La Costa Canyon High School (Absent)
Emma Schroeder, Canyon Crest Academy

DISTRICT ADMINISTRATORS / STAFF

Eric Dill, Interim Superintendent
Mike Grove, Ed.D., Associate Superintendent, Educational Services
Torrie Norton, Associate Superintendent, Human Resources
Mark Miller, Associate Superintendent, Administrative Services
Delores Perley, Interim Associate Superintendent, Business Services
Joann Schultz, Executive Assistant to the Superintendent / Recording Secretary

3. RECONVENE REGULAR MEETING / CALL TO ORDER(ITEM 3)
 - A. The regular meeting of the Board of Trustees was called to order at 6:31 PM by President Beth Hergesheimer. Ms. Schultz read the meeting protocol instructions.
 - B. President Hergesheimer led the Pledge of Allegiance.
4. REPORT OUT OF CLOSED SESSION / ACTION(ITEM 4)
 - A. REPORT OUT OF CLOSED SESSION
There was nothing to report.
 - B. STUDENT DISCIPLINE / EXPULSIONS/SUSPENDED EXPULSIONS/READMITS
The following action was taken regarding student discipline:
 1. CASE #2016-027SD
Motion by Mr. Salazar, seconded by Ms. Muir, to approve the expulsion of Case #2016-027SD, for violation of Education Code sections 48900 (d) and 48915 (c)(3), during the period December 9, 2016 through December 9, 2017. BOARD Ayes: Dalessandro, Hergesheimer, Herman, Muir, Salazar; Noes: None; Abstain: None.
Motion unanimously carried.

Motion by Ms. Herman, seconded by Ms. Muir, to approve suspending enforcement of the expulsion order of Case #2016-027SD, for violation of Education Code sections 48900 (d) and 48915 (c)(3), during the period December 9, 2016 through December 9, 2017.
Motion unanimously carried.
 2. CASE #2016-028SD
Motion by Ms. Dalessandro, seconded by Mr. Salazar, to approve the stipulated expulsion of Case #2016-028SD, for violation of Education Code sections 48900 (b), (c) & (j) and 48915 (a)(2) & (a)(3), during the period December 9, 2016 through December 9, 2017. BOARD Ayes: Dalessandro, Hergesheimer, Herman, Muir, Salazar; Noes: None; Abstain: None.
Motion unanimously carried.
 3. CASE #2016-030SD
Motion by Ms. Dalessandro, seconded by Ms. Herman, to approve the stipulated expulsion of Case #2016-030SD, for violation of Education Code sections 48900 (d) & (j) and 48915 (c)(3), during the period December 9, 2016 through December 9, 2017. BOARD Ayes: Dalessandro, Hergesheimer, Herman, Muir, Salazar; Noes: None; Abstain: None.
Motion unanimously carried.
 4. CASE #2016-032SD
Motion by Ms. Herman, seconded by Ms. Dalessandro, to approve the stipulated expulsion of Case #2016-032SD, for violation of Education Code sections 48900 (c) and 48915 (a)(3), during the period December 9, 2016 through December 9, 2017. BOARD Ayes: Dalessandro, Hergesheimer, Herman, Muir, Salazar; Noes: None; Abstain: None.
Motion unanimously carried.

- 5. APPROVAL OF AGENDA.....(ITEM 5)
 Motion by Mr. Salazar, seconded by Ms. Dalessandro, to approve the agenda of December 8, 2016, Regular Board meeting of the San Dieguito Union High School District, as presented, except for Item #15L, Resolutions / Lease-Leaseback was pulled from the Consent Agenda. ADVISORY VOTE Ayes: Bub, Gelman, McFarlane, Schroeder; Noes: None; Abstain: None; Absent: McGillis. BOARD Ayes: Dalessandro, Hergesheimer, Herman, Muir, Salazar; Noes: None; Abstain: None.
Motion unanimously carried.
- 6. APPROVAL OF MINUTES (3) / NOVEMBER 3, 2016 REGULAR & SPECIAL MEETINGS, & NOVEMBER 28, 2016 SPECIAL MEETING.....(ITEM 6)
 Motion by Ms. Herman, seconded by Ms. Dalessandro, to approve the minutes (3) of the November 3, 2016 Regular and Special Meetings, and the November 28, 2016 Special Meeting, as presented. ADVISORY VOTE Ayes: Bub, Gelman, McFarlane, Schroeder; Noes: None; Abstain: None; Absent: McGillis. BOARD Ayes: Dalessandro, Hergesheimer, Herman, Muir, Salazar; Noes: None; Abstain: None.
Motion unanimously carried.

ORGANIZATION OF THE BOARD(ITEM 7)

- 7a. NOMINATION / ELECTION OF BOARD PRESIDENT
 Motion by Ms. Dalessandro, seconded by Mr. Salazar, that nominations be closed and that Amy Herman be elected President of the Board for 2017. ADVISORY VOTE Ayes: Bub, Gelman, McFarlane, Schroeder; Noes: None; Abstain: None; Absent: McGillis. BOARD Ayes: Dalessandro, Hergesheimer, Herman, Muir, Salazar; Noes: None; Abstain: None.
Motion unanimously carried.
- 7b. PASSING OF THE GAVEL TO THE NEWLY ELECTED PRESIDENT OF THE BOARD
- 7c. RECOGNITION OF OUTGOING PRESIDENT
 Interim Superintendent Dill acknowledged Ms. Beth Hergesheimer by presenting her with a gift and a bouquet of flowers.
- 7d. ELECTION OF VICE PRESIDENT
 Motion by Ms. Hergesheimer, seconded by Mr. Salazar, that nominations be closed and that Joyce Dalessandro be elected as Vice-President of the Board for 2017. ADVISORY VOTE Ayes: Bub, Gelman, McFarlane, Schroeder; Noes: None; Abstain: None; Absent: McGillis. BOARD Ayes: Dalessandro, Hergesheimer, Herman, Muir, Salazar; Noes: None; Abstain: None.
Motion unanimously carried.
- 7e. ELECTION OF CLERK
 Motion by Ms. Herman, seconded by Mr. Salazar, that nominations be closed and that Beth Hergesheimer be elected as Clerk of the Board for 2017. ADVISORY VOTE Ayes: Bub, Gelman, McFarlane, Schroeder; Noes: None; Abstain: None; Absent: McGillis. BOARD Ayes: Dalessandro, Hergesheimer, Herman, Muir, Salazar; Noes: None; Abstain: None.
Motion unanimously carried.
- 7f. APPOINTMENT OF BOARD REPRESENTATIVE / NORTH CITY WEST SCHOOL FACILITIES FINANCING AUTHORITY
 Motion by Ms. Hergesheimer, seconded by Ms. Muir, that Eric R. Dill, Associate Superintendent of Business Services, be appointed to serve as Board Representative to the North City West School Facilities Financing Authority, for 2017. ADVISORY VOTE Ayes: Bub, Gelman, McFarlane, Schroeder; Noes: None; Abstain: None; Absent: McGillis. BOARD Ayes: Dalessandro, Hergesheimer, Herman, Muir, Salazar; Noes: None; Abstain: None.
Motion unanimously carried.

ITEM 6

7g. APPOINTMENT OF ALTERNATE BOARD REPRESENTATIVE / NORTH CITY WEST SCHOOL FACILITIES FINANCING AUTHORITY

Motion by Ms. Hergesheimer, seconded by Mr. Salazar, that John Addleman, Executive Director of Planning Services, be appointed to serve as Alternate Board Representative to the North City West School Facilities Financing Authority, for 2017. ADVISORY VOTE Ayes: Bub, Gelman, McFarlane, Schroeder; Noes: None; Abstain: None; Absent: McGillis. BOARD Ayes: Dalessandro, Hergesheimer, Herman, Muir, Salazar; Noes: None; Abstain: None.

Motion unanimously carried.

7h. ESTABLISH DATE, TIME AND PLACE OF REGULAR MEETINGS OF THE BOARD FOR 2017

Motion by Ms. Hergesheimer, seconded by Ms. Dalessandro, to approve the San Dieguito Union High School District Board of Trustees Meeting Schedule for 2017, as presented. ADVISORY VOTE Ayes: Bub, Gelman, McFarlane, Schroeder; Noes: None; Abstain: None; Absent: McGillis. BOARD Ayes: Dalessandro, Hergesheimer, Herman, Muir, Salazar; Noes: None; Abstain: None.

Motion unanimously carried.

7i. APPOINTMENT OF BOARD SECRETARY AND RE-ADOPTION OF BOARD POLICIES

Motion by Ms. Muir, seconded by Ms. Hergesheimer, that the Board re-adopt all Board Policies and appoint the Superintendent to serve as Board Secretary, as specified in Bylaw #9320. ADVISORY VOTE Ayes: Bub, Gelman, McFarlane, Schroeder; Noes: None; Abstain: None; Absent: McGillis. BOARD Ayes: Dalessandro, Hergesheimer, Herman, Muir, Salazar; Noes: None; Abstain: None.

Motion unanimously carried.

7j. APPOINTMENT OF BOARD REPRESENTATIVES TO COMMITTEES, 2017

Motion by Ms. Hergesheimer, seconded by Ms. Muir, to appoint Board Representatives to the following committees for 2017, as follows:

Career Technical Education (2)	Mr. 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

ADVISORY VOTE Ayes: Bub, Gelman, McFarlane, Schroeder; Noes: None; Abstain: None; Absent: McGillis. BOARD Ayes: Dalessandro, Hergesheimer, Herman, Muir, Salazar; Noes: None; Abstain: None.

Motion unanimously carried.

**Immediately following action on Item 7J, at 6:48 pm, the Board temporarily adjourned and summoned a meeting of the San Dieguito Public Facilities Authority; then reconvened the regular meeting at 6:51 pm*

NON-ACTION ITEMS(ITEMS 8 - 10)

8. BOARD REPORTS AND UPDATES STUDENT BOARD REPRESENTATIVES

A. STUDENT UPDATES

All students in attendance gave an update on the highlights and events at their schools. Skyler McFarlane read out loud the La Costa Canyon HS report submitted by Karlie McGillis.

B. BOARD REPORTS AND UPDATES BOARD OF TRUSTEES

All five board members attended the Special Board Meeting held on November 28th and Ms. Hergesheimer, Ms. Herman and Mr. Salazar attended the California School Boards Association Annual Trade Show and Conference held on December 1-3, 2016.

Ms. Muir reported that the fundraiser held by La Costa Canyon HS was successful, attended the LCC v TP football game, the Encinitas Holiday Parade, and met with Interim Superintendent Dill.

Mr. Salazar attended the LCC v TP football game.

Ms. Dalessandro attended the SDA Foundation annual fundraiser.

Ms. Hergesheimer attended the SDA Foundation annual fundraiser, the LCC production of "The Crucible", and the CSBA Delegate Assembly meetings at the CSBA annual conference.

Ms. Herman attended the Encinitas City/School District Liaison meeting, signed bond documents in San Francisco, and attended the Parent Site Representative Council meeting,

9. SUPERINTENDENT’S REPORTS, BRIEFINGS, LEGISLATIVE UPDATES

..... ERIC DILL, INTERIM SUPERINTENDENT

Interim Superintendent Dill gave a brief update on his attendance at the CSBA annual conference and the Parent Site Representative Council meeting.

10. SCHOOL/DEPARTMENT UPDATES.....NONE SCHEDULED

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

*Item #15L, Resolutions / Lease-Leaseback was pulled from the Consent Agenda as shown above under Item #5, Approval of Agenda.

Motion by Ms. Hergesheimer, seconded by Ms. Dalessandro, to approve Consent Agenda Items #11-15, except for Item #15L, as presented. ADVISORY VOTE Ayes: Bub, Gelman, McFarlane, Schroeder; Noes: None; Abstain: None; Absent: McGillis. BOARD Ayes: Dalessandro, Hergesheimer, Herman, Muir, Salazar; Noes: None; Abstain: None.

Motion unanimously carried.

PUBLIC COMMENTS – Steven McDowell made comments regarding Item #15L1, Adoption of Resolutions / Lease-Leaseback, McCarthy Building, Inc.

Mr. Dill gave an update on the Lease-Leaseback projects and process. The Board held a discussion and staff answered questions.

*Motion by Ms. Dalessandro, seconded by Ms. Hergesheimer, to approve Consent Agenda Item #15L, as presented. ADVISORY VOTE Ayes: Bub, Gelman, McFarlane, Schroeder; Noes: None; Abstain: None; Absent: McGillis. BOARD Ayes: Dalessandro, Hergesheimer, Herman, Muir, Salazar; Noes: None; Abstain: None.

Motion unanimously 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

Approve/ratify entering into the following agreement and authorize Douglas B. Gilbert or Eric R. Dill to execute the agreement:

1. Document Tracking Services, LLC (DTS), to provide a license to use DTS's proprietary web-based application, during the period January 1, 2017 through December 31, 2017, in an amount not to exceed \$2,495.00, to be expended from the General Fund/Restricted 01-00.

- 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 Douglas B. Gilbert or Eric R. Dill to execute all pertinent documents:

1. San Diego Zoo Safari Park, to provide a group tour for Carmel Valley Middle School Workability students, on February 24, 2017, in the amount of \$200.00, to be expended from the General Fund/Restricted 01-00.
2. San Diego Zoo Safari Park, to provide a group tour for Oak Crest Middle School Workability students, on April 28, 2017, in the amount of \$485.00, 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/Restricted 01-00, and authorize the Director of Special Education to execute the agreements:

1. Student Case No. 2016-029PS, for special education related services, in the amount of \$84,000.00.

PUPIL SERVICES

- F. APPROVAL/RATIFICATION OF AGREEMENTS
(None Submitted)

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

15. BUSINESS / FACILITIES PLANNING & CONSTRUCTION

BUSINESS

- A. APPROVAL/RATIFICATION OF AGREEMENTS

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

ITEM 6

1. Mercury Disposal Systems, Inc. to provide recycling services including fluorescent bulbs, high intensity discharge (HID) lights, non PCB ballasts, and batteries, in an amount not to exceed \$5,000.00 per year, during the period December 9, 2016 through June 30, 2017 and continuing until terminated by either party, to be expended from the General Fund/Unrestricted 01-00.
2. Chelsea Pest & Termite Control, Inc., to provide pest control services to all District sites, during the period December 9, 2016 through June 30, 2017 and continuing until terminated by either party, in an estimated amount not to exceed \$15,000.00 per year, to be expended from the General Fund/Unrestricted 01-00.
3. Beachside Mirror and Glass, Inc. to provide repair/replacement of various types and sizes of glass door and window panes district wide, during the period November 4, 2016 to June 30, 2017, and continuing until terminated by either party, in an estimated amount not to exceed \$2,500.00 to be expended from the General Fund/Unrestricted 01-00.
4. San Diego Fire-Rescue Department, to provide automatic external defibrillators program maintenance, during the period January 20, 2017 through January 19, 2019, in an amount not to exceed \$365.00 per year, to be expended from the General Fund/Unrestricted 01-00.
5. 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, 2017 through December 31, 2017, in an amount not to exceed \$4,575.00 plus expenses, to be expended from the General Fund/Unrestricted 01-00.
6. Technical Safety Services, Inc. to provide fume hood and biosafety cabinet testing and certification services at Canyon Crest Academy, Carmel Valley Middle School, Diegueno Middle School, La Costa Canyon High School, Oak Crest Middle School, San Dieguito High School Academy, and Torrey Pines High School, during the period October 8, 2016 through June 30, 2017 and continuing until terminated by either party, in an estimated amount not to exceed \$2,500.00 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 Douglas B. Gilbert or Eric R. Dill to execute the agreements:

1. Door Service and Repair, Inc., amending the rolling steel door preventative maintenance and repair contract, extending the end date to June 30, 2017 and increasing the not to exceed amount to \$4,500.00 per year, with no other changes to the contract.
2. EDCO Waste & Recycling Services for district wide recycling and waste disposal services, extending the contract period from January 1, 2017 through December 31, 2017, with a two percent increase in pricing as allowed in the contract, to be expended from the General Fund/Unrestricted 01-00.
3. Fredricks Electric, Inc., for Cabling Installations-District Wide B2016-05, extending the contract period from November 13, 2016 through November 12, 2017, with no other changes to the contract, to be expended from the fund to which the project is charged.
4. FieldTurf USA, Inc., amending the Torrey Pines High School track resurfacing and field replacement contract B2012-16, to allow for a warranty replacement of the existing field, at no cost to the district.

C. AWARD/RATIFICATION OF CONTRACTS

(None Submitted)

D. APPROVAL OF CHANGE ORDERS

(None Submitted)

E. ADOPTION OF RESOLUTION / SOLE SOURCE

Adopt the following resolution and authorize Douglas B. Gilbert or Eric R. Dill to execute any necessary contract documents:

ITEM 6

1. Resolution authorizing a sole source contract with A-Z Bus Sales, Inc., for the purchase and installation of five CNG fuel tanks in district school buses, in an amount not to exceed \$99,834.00, to be expended from the Pupil Transportation Equipment Fund 15-00.

F. APPROVAL OF BUSINESS REPORTS

Approve the following business reports:

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

FACILITIES PLANNING & CONSTRUCTION

G. APPROVAL/RATIFICATION OF AGREEMENTS

Approve/ratify entering into the following agreements and authorize Douglas B. Gilbert or Eric R. Dill, to execute the agreements:

1. Bissiri Studio, to provide architectural/engineering services for close-out of the shade structure at Sunset High School, during the period December 9, 2016 through completion, in an amount not to exceed \$10,000.00 plus reimbursable expenses, to be expended from Capital Facilities Fund 25-19.
2. Mobile Modular Management Corporation, to lease a 30x32 relocatable building, at Oak Crest Middle School as temporary Administration Offices, during the period commencing as soon as possible after approval from Division of State Architect with a targeted delivery date of no later than April 1, 2017 for 12 months, in an amount not to exceed \$28,522.00, to be expended from Capital Facilities Fund 25-19, General Fund 01-00 with substantial reimbursement from the Risk Management Joint Powers Authority insurance settlement.
3. Westberg & White, Inc., to provide architectural/engineering services for the temporary administration offices at Oak Crest Middle School, during the period December 9, 2016 through completion, in an amount not to exceed \$17,600.00, to be expended from Capital Facilities Fund 25-19, General Fund 01-00 with substantial reimbursement from the Risk Management Joint Powers Authority insurance settlement.
4. Digital Network Groups, Inc., to provide and install multimedia, sound and audio-visual equipment in the new Classroom Building B at Canyon Crest Academy, during the period December 9, 2016 through completion, in an amount not to exceed \$148,891.87, to be expended from Building Fund Prop AA – Fund 21-39.
5. Digital Network Groups, Inc., to provide and install multimedia, sound and audio-visual equipment in the new Math & Science Classroom Building at San Dieguito High School Academy, during the period December 9, 2016 through completion, in an amount not to exceed \$354,063.00, to be expended from Building Fund Prop AA – Fund 21-39.
6. Digital Network Groups, Inc., to provide and install multimedia, sound and audio-visual equipment throughout the Earl Warren Middle School Campus, during the period December 9, 2016 through completion, in an amount not to exceed \$201,550.81, to be expended from Building Fund Prop AA – Fund 21-39.
7. SVA Architects, to provide architectural/engineering services for structural analysis and seismic evaluation of the existing gymnasium building at San Dieguito High School Academy, during the period December 9, 2016 through completion, in an amount not to exceed \$16,000.00, to be expended from Capital Facilities Fund 25-19.

H. APPROVAL/RATIFICATION OF AMENDMENT TO AGREEMENTS

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

ITEM 6

1. Little Diversified Architectural Consulting, Inc., to amend contract CA2014-45, for architectural/engineering services for close-out certification of projects district-wide, increasing the amount by \$13,140.00 for a new total of \$62,943.77, to be expended from Capital Facilities Fund 25-19.
2. Class Leasing, LLC to amend contract CA2017-16 to purchase (2) 36x40 relocatable classroom buildings for the Adult Transition Program at Earl Warren Middle School, increasing the amount by \$12,113.00 for a new total of \$439,018.00, to be expended from Capital Facilities Fund 25-19 and Mello-Roos Funds.
3. Western Rim Constructors, Inc., to amend contract CB2016-04 Bid Package #11, for landscaping and irrigation at San Dieguito High School Academy Math & Science Building Phase 2, increasing the amount by \$18,482.32 for a new total of \$434,482.32, to be expended from Building Fund Prop AA – Fund 21-39.
4. John Sergio Fisher & Associates, Inc., to amend contract CA2016-05, for architectural/engineering services for the Carmel Valley Middle School New Music Classroom Building, Drama Classroom Improvements and Site Work, increasing the amount by \$36,150.00 for a new total of \$425,650.00, to be expended from Building Fund Prop AA – Fund 21-39 and North City West School Facilities Financing Authority.

I. AWARD/RATIFICATION OF CONTRACTS

Approve/ratify the following contracts and authorize Douglas B. Gilbert or Eric R. Dill to execute all the pertinent documents:

1. Level 10 Construction, for construction of the New Music Classroom Building and Renovation of Drama Classroom & Performing Arts Center at Carmel Valley Middle School, CA2017-08, during the period December 9, 2016 through August 30, 2018, in the preliminary GMP amount of \$4,956,100.00, to be expended from North City West School Facilities Financing Authority and Building Fund Prop AA – Fund 21-39.

J. APPROVAL OF CHANGE ORDERS

(None Submitted)

K. ACCEPTANCE OF CONSTRUCTION PROJECTS

Accept the following construction project as complete, pending the completion of a punch list, and authorize the administration to file a Notice of Completion with the County Recorders' Office:

1. Fredricks Electric, Inc., for technology infrastructure improvements of fiber optics, data and telecommunications cabling at San Dieguito High School Academy.
2. Fredricks Electric, Inc., for technology infrastructure improvements of fiber optics, data and telecommunications cabling at Torrey Pines High School.

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

L. ADOPTION OF RESOLUTIONS / LEASE-LEASEBACK

Adopt the following resolutions, as presented:

1. Resolution approving and authorizing execution of Site Lease, Sublease Agreement and Construction Services Agreement for the Lease-Leaseback Agreement with McCarthy Building Companies, Inc., for construction of Torrey Pines High School Phase 3 New Performing Arts Center, Culinary Art Classroom Modernization and Parking Lot Improvements, to be expended from Building Fund Prop AA – Fund 21-39, Mello-Roos and State School Building Funds.
2. Resolution approving and authorizing execution of Site Lease, Sublease Agreement and Construction Services Agreement for the Lease-Leaseback Agreement with C.W. Driver, LLC, for construction of the 2nd classroom building at Pacific Trails Middle School, to be expended from Building Fund Prop AA – Fund 21-39, Mello-Roos and State School Building Funds.

ITEM 6

- 3. Resolution approving and authorizing execution of Site Lease, Sublease Agreement and Construction Services Agreement for the Lease-Leaseback Agreement with Erickson-Hall Construction Company, for construction of the Arts and Social Science Building at San Dieguito High School Academy, to be expended from Building Fund Prop AA – Fund 21-39, Mello-Roos and State School Building Funds.
- 4. Resolution approving and authorizing execution of Site Lease, Sublease Agreement and Construction Services Agreement for the Lease-Leaseback Agreement with Erickson Hall Construction Company, for construction of the Science Classroom Quad, Crest Hall and Site Improvements at Oak Crest Middle School, to be expended from Building Fund Prop AA – Fund 21-39, Mello-Roos, State School Building and Risk Management Joint Powers Authority Insurance Settlement Funds.

M. AUTHORIZATION TO REDUCE RETENTION WITHHELD

Authorize the administration to reduce the retention being withheld on the following projects:

- 1. Siemens Industry, Inc., for Phase IV of the Energy Conservation Services Contract, reducing the retention held from 10% to 2.5%, releasing \$123,759.78 and authorizing future billings to reflect a 2.5% retention.

DISCUSSION / ACTION ITEMS(ITEM 16 - 20)

16. CSBA DELEGATE ASSEMBLY NOMINATIONS, 2017

Motion by Mr. Salazar, seconded by Ms. Dalessandro, to nominate Beth Hergesheimer as a candidate for CSBA Delegate Assembly, 2017. ADVISORY VOTE Ayes: Bub, Gelman, McFarlane, Schroeder; Noes: None; Abstain: None; Absent: McGillis. BOARD Ayes: Dalessandro, Hergesheimer, Herman, Muir, Salazar; Noes: None; Abstain: None.

Motion unanimously carried.

17. ADOPTION OF 2016-17 DISTRICT GENERAL FUND / FIRST INTERIM BUDGET

Ms. Perley and Mr. Dill gave an update on the First Interim Budget.

Motion by Ms. Hergesheimer, seconded by Ms. Dalessandro, to adopt the 2016-17 District General Fund, First Interim Budget and Certification, as presented. ADVISORY VOTE Ayes: Bub, Gelman, McFarlane, Schroeder; Noes: None; Abstain: None; Absent: McGillis. BOARD Ayes: Dalessandro, Hergesheimer, Herman, Muir, Salazar; Noes: None; Abstain: None.

Motion unanimously carried.

18. ADOPTION OF PROPOSED NEW BOARD POLICIES (7) / BP #4135 THROUGH #4158 / HUMAN RESOURCES

PUBLIC COMMENTS – Steven McDowell made comments and requested that the board policies include the word “desire” instead of “may”.

Motion by Ms. Hergesheimer, seconded by Ms. Dalessandro, to adopt the following new Board Policies (7), as presented.

- A. BP #4135/4235/4335, SOLICITING AND SELLING
- B. BP #4151/4251, EMPLOYEE COMPENSATION
- C. BP #4154/4254/4354, HEALTH AND WELFARE BENEFITS
- D. BP #4156.2, AWARDS AND RECOGNITION
- E. BP #4157/4257/4357, EMPLOYEE SAFETY
- F. BP #4157.1/4257.1/4357.1, WORK-RELATED INJURIES
- G. BP #4158/4258/4358, EMPLOYEE SECURITY

ADVISORY VOTE Ayes: Bub, Gelman, McFarlane, Schroeder; Noes: None; Abstain: None; Absent: McGillis. BOARD Ayes: Dalessandro, Hergesheimer, Herman, Muir, Salazar; Noes: None; Abstain: None.

Motion unanimously carried.

ITEM 6

19. ADOPTION OF PROPOSED NEW / REVISED BOARD POLICIES AND/OR ADMINISTRATIVE REGULATIONS (5) / ADMINISTRATIVE SERVICES/EDUCATIONAL SERVICES

Motion by Ms. Hergesheimer, seconded by Ms. Dalessandro, to adopt the following new/revise Board Policies (5), as presented.

- A. BP #5131.62, TOBACCO (REVISED)
- B. BP #5144.1, SUSPENSION AND EXPULSION (REVISED)
- C. BP #5131.2, BULLYING (NEW)
- D. BP #5111.1, DISTRICT RESIDENCY (REVISED)
- E. BP #5141.4, CHILD ABUSE PREVENTION AND REPORTING (REVISED)

ADVISORY VOTE Ayes: Bub, Gelman, McFarlane, Schroeder; Noes: None; Abstain: None; Absent: McGillis. BOARD Ayes: Dalessandro, Hergesheimer, Herman, Muir, Salazar; Noes: None; Abstain: None.

Motion unanimously carried.

20. APPROVAL OF RETIREMENT NOTICE STIPEND

PUBLIC COMMENTS – Steven McDowell made comments in opposition of approving the retirement notice stipend.

Mr. Dill made a presentation regarding the California teacher shortage (*available in the Superintendent's Office upon request*).

Motion by Ms. Dalessandro, seconded by Ms. Hergesheimer, to approve the limited, one-time stipend to employees who provide early notice of their intent to retire with an effective date no later than June 30, 2017, and subject to the guidelines described in the Executive Summary, as presented. ADVISORY VOTE Ayes: Bub, Gelman, McFarlane, Schroeder; Noes: None; Abstain: None; Absent: McGillis. BOARD Ayes: Dalessandro, Hergesheimer, Herman, Muir; Noes: Salazar; Abstain: None.

Motion carried.

INFORMATION ITEMS.....(ITEMS 21 - 33)

21. PUBLIC NOTICE / 2015-2016 REPORT ON STATUTORY SCHOOL FEES AND FINDINGS

This item was submitted for first read and will be resubmitted for action on January 19, 2017.

22. COMMUNITY FACILITIES DISTRICTS BOND SALE UPDATE

This item was submitted as information only.

23. COLLEGE READINESS BLOCK GRANT PLAN

This item was submitted as information and for Board consideration, and will be resubmitted for action at a future board meeting.

24. PROPOSED NEW / REVISED BOARD POLICIES (6) / ADMINISTRATIVE SERVICES

- A. BP & AR #3513.3, TOBACCO-FREE SCHOOLS (NEW)
- B. BP & AR #5112.1, EXEMPTIONS FROM ATTENDANCE (REVISED)
- C. BP & AR #5112.2, EXCLUSIONS FROM ATTENDANCE (REVISED)

This item was submitted for first read and will be resubmitted for action on January 19, 2017.

25. BUSINESS SERVICES UPDATE DELORES PERLEY, INTERIM ASSOCIATE SUPERINTENDENT

Ms. Perley had nothing to report.

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

Dr. Grove had nothing to report.

ITEM 6

- 27. HUMAN RESOURCES UPDATETORRIE NORTON, ASSOCIATE SUPERINTENDENT
Ms. Norton had nothing to report.
- 28. ADMINISTRATIVE SERVICES UPDATE MARK MILLER, ASSOCIATE SUPERINTENDENT
Mr. Miller had nothing to report.
- 29. PUBLIC COMMENTS – Peter Merz made comments requesting the board to not enter into a contract with the City of Carlsbad regarding rental of facilities at the La Costa Valley site and requested that a pool be built on the site.
- 30. FUTURE AGENDA ITEMS – None presented.
- 31. ADJOURNMENT TO CLOSED SESSION – No closed session was necessary.
- 32. REPORT FROM CLOSED SESSION – Nothing further to report.
- 33. ADJOURNMENT OF MEETING – The meeting adjourned at 8:53 PM.

Beth Hergesheimer, Board Clerk

Date

Eric R. Dill, Interim Superintendent

Date

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

Interim Superintendent
Eric R. Dill



MINUTES

Union High School District

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

**WEDNESDAY, DECEMBER 14, 2016
9:30 AM**

**DISTRICT OFFICE, SUITE 201
710 ENCINITAS BLVD., ENCINITAS, CA 92024**

The Governing Board of the San Dieguito Union High School District held a Special Meeting on Wednesday, December 14, 2016, at the above location.

Attendance / Board:

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

1. CALL TO ORDER

President Herman called the meeting to order at 9:30 AM.

A. PUBLIC COMMENTS REGARDING CLOSED SESSION ITEMS

No public comments were presented.

2. CLOSED SESSION

Closed session was held as follows:

To consider public employee appointment/employment pursuant to Government Code section 54957.

- Superintendent Search

3. REPORT OUT OF CLOSED SESSION

There was nothing to report.

4. ADJOURNMENT

The meeting was adjourned at 12:20 PM.

Beth Hergesheimer, Board Clerk

Date

Eric Dill, Interim Superintendent

Date

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

Interim Superintendent
Eric R. Dill



Union High School District

MINUTES

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

**WEDNESDAY, JANUARY 4, 2017
9:00 AM**

**DISTRICT OFFICE, SUITE 201
710 ENCINITAS BLVD., ENCINITAS, CA 92024**

The Governing Board of the San Dieguito Union High School District held a Special Meeting on Wednesday, January 4, 2017, at the above location.

Attendance / Board:

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

1. CALL TO ORDER

President Herman called the meeting to order at 9:00 AM.

A. PUBLIC COMMENTS REGARDING CLOSED SESSION ITEMS

No public comments were presented.

2. CLOSED SESSION

Closed session was held as follows:

To consider public employee appointment/employment pursuant to Government Code section 54957.

- Superintendent Search

3. REPORT OUT OF CLOSED SESSION

There was nothing to report.

4. ADJOURNMENT

The meeting was adjourned at 10:02 AM.

Beth Hergesheimer, Board Clerk

Date

Eric Dill, Interim Superintendent

Date

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: January 11, 2017

BOARD MEETING DATE: January 19, 2017

**PREPARED AND
SUBMITTED BY:** Eric R. Dill, Interim 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
January 19, 2017

ITEM 11A

Item #	Donation	Description	Donor	Department	School Site
1	\$500.00	Supplemental Support Costs	Joseph & Kary Pusi	Special Ed	DO
2	\$750.00	Supplemental Support Costs	San Dieguito Academy Foundation	Library	SDHSA
3	\$195.98	Supplemental Support Costs	Diegueño Middle School PTSA	Administration	DMS
4	\$120.00	Supplemental Support Costs	Various Parents	Science	DMS
5	\$720.00	Supplemental Support Costs	Belly Up Tavern, LLC.	Administration	EWMS
6	\$342.00	Supplemental Support Costs	San Dieguito Academy Foundation	Administration	SDHSA
7	\$1,000.00	Supplemental Support Costs	San Dieguito Academy Foundation	Counseling	SDHSA
8	\$538.59	Supplemental Support Costs	Torrey Pines High School Foundation	Administration	TPHS
9	\$45.14	Supplemental Support Costs	Torrey Pines High School Foundation	Administration	TPHS
10	\$4,083.49	Supplemental Support Costs	Torrey Pines High School Foundation	Administration	TPHS
11	\$2,934.54	Supplemental Support Costs	Torrey Pines High School Foundation	Administration	TPHS
12	\$832.45	Music Support Costs	Diegueno Middle School Band Boosters	Administration	DMS
13	\$69.13	Supplemental Support Costs	San Dieguito Academy Foundation	Administration	SDHSA
14	\$545.38	Supplemental Support Costs	San Dieguito Academy Foundation	Administration	SDHSA
15	\$25.00	Supplemental Support Costs	Carmel Valley Middle School PTSA	Administration	CVMS
16	\$513.01	Supplemental Support Costs	Oak Crest Middle School Band Boosters	Music	OCMS
17	\$780.97	Supplemental Support Costs	Oak Crest Middle School Band Boosters	Music	OCMS
18	\$1,669.67	Supplemental Support Costs	San Dieguito Academy Music Boosters	Music	SDHSA
		*Donated Items:			
	\$200.00	Mini Refrigerator	Denise Gibbs	Theatre	CCHSA
	\$15,665.35	Monetary Donations			
	\$200.00	*Value of Donated Items			
	\$15,865.35	TOTAL VALUE			

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: January 11, 2017

BOARD MEETING DATE: January 19, 2017

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

SUBMITTED BY: Eric Dill, Interim 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
January 19, 2017

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	03-31-17 - 04-02-17	Siers	Stephanie	SDHSA Theatre	25	4	CA Thespian Festival	Upland	CA	1 Day	SDHSDA Foundation / Parent Donations
2	03-25-17 - 03-26-17	Lopez / Chodorow	Heather / Suzy	TPHS Cheer	22	8	Nationals Competition	Anaheim	CA	None	TPHS Foundation / Parent Donations
3	04-21-17 - 04-22-17	Anderson	Michelle	LCC AP Calculus, AP Statistics	60	4	Calculus & Statistics Camp	Santa Ysabel	CA	None	LCC Foundation / Parent Donations
4	03-21-17 - 03-26-17	Stiven	Timothy	CCA Robotics	22	4	Sacramento FRC Regional	Sacramento	CA	2 Days	CCA Foundation / Parent Donations
5	01-13-17 - 01-15-17	Golden	Brad	LCC Theatre Arts	24	3	CETA Theatre Festival	Fullerton	CA	1 Day	LCC Foundation / Parent Donations

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: January 6, 2017

BOARD MEETING DATE: January 19, 2017

PREPARED BY: Torrie Norton
Associate Superintendent/Human Resources

SUBMITTED BY: Eric R. Dill
Interim 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. **Certificated Substitute Teachers**, request to approve employment for the 2016-17 school year, effective December 1, 2016 through June 30, 2017, per attached supplement.
2. **Lauren Chambers**, 100% Temporary School Psychologist at San Dieguito High School Academy and Torrey Pines High School, for the remainder of the 2016-17 school year, effective 1/17/2017 through 6/16/2017.
3. **Kristen Fink**, 100% Temporary School Nurse, for the remainder of the 2016-17 school year, effective 1/18/2017 through 6/16/2017.
4. **Vincenzo Tarantino**, 100% Temporary School Psychologist at La Costa Canyon High School, for the remainder of the 2016-17 school year, effective 2/01/2017 through 6/16/2017.

Change in Assignment

1. **Holly Austin**, Temporary Counselor at Canyon Crest Academy, Change in Assignment for Semester II/2016-17 school year from 40% to 100%, effective 1/30/2017 through 6/16/2017.

Leave of Absence

1. **Ashley Bahner**, Counselor at Canyon Crest Academy, requests a 20% Unpaid Leave of Absence (80% assignment) for Semester II/2016-17 school year, effective 1/30/2017 through 6/16/2017.
2. **Scott Jay**, Teacher (Special Education – Moderate/Severe) at La Costa Canyon High School, requests a 100% Unpaid Leave of Absence, effective 1/03/2017 through 1/27/2017.

Resignation

1. **Sherril Brice**, Teacher (math/PLATO) at La Costa Canyon High School, resignation for retirement purposes, effective 1/31/2017.
2. **Lisa Elliott**, Temporary School Nurse, resignation from employment, effective 12/07/2016.
3. **Jennifer Sayegh**, High School Assistant Principal at Canyon Crest Academy, resignation from employment, effective 1/31/2017.

ITEM 12A

PERSONNEL LIST

Substitute Teachers

Andrado, Diogo
Bell, Thomas
Cablay, Kyle
Cain, Gregory
Diedrich, Jean
Edelbrock, Jonathan
Gagliardo, Anna
Hammers, Amy
Lofgren, Joshua
Loumeau, Nicole
Moran, Ryan
Pappalardo, Matthew
Pop, Alexandra
Sotelo, Jesus
Suska, Lukas
Turnbull, Erica
Vainer, Renata
Vargas, Cipriano
Yanda, Michelle

ITEM 12A

PERSONNEL LIST

CLASSIFIED PERSONNEL**Employment**

1. **Classified Artists in Residence**, employment for the 2016-17 school year, effective July 1, 2016 through June 30, 2017, per attached supplement.
2. **Classified Substitutes**, employment for the 2016-17 school year, effective July 1, 2016 through June 30, 2017, per attached supplement.
3. **Coaches**, employment for the 2016-17 school year, effective July 1, 2016 through June 30, 2017, per attached supplement.
4. **Bousema, Kelsey**, Health Technician, SR35, 75.00% FTE, Earl Warren Middle School, effective 01/03/17.
5. **Cervantes, Adan**, Instructional Assistant-SpEd (SH), SR36, 75.00% FTE, Oak Crest Middle School, effective 01/05/17.
6. **Hernandez, Caroline**, Campus Supervisor, SR32, 100.00% FTE, Diegueno Middle School, effective 01/19/2017
7. **Naldoza, Katarina**, Health Technician, SR35, 75.00% FTE, Carmel Valley Middle School, effective 01/03/17.
8. **Ramos, Vanessa**, Instructional Assistant-SpEd (SH), SR36, 75.00% FTE, La Costa Canyon High School, effective 12/06/16.
9. **Serrano, Marisela**, Nutrition Services Transporter I, SR27, 34.37% FTE, Torrey Pines High School, effective 01/03/17

Change in Assignment

1. **Cavoulas, John**, from Campus Supervisor, SR32, 100.00% FTE, Diegueno Middle School to 48.75% FTE, La Costa Canyon High School, effective 01/03/17.
2. **Wilkinson, Sydney**, from Secretary, SR36, 37.50% FTE, Facilities-Construction Department to 100.00% FTE, effective 01/03/17.
3. **Young, Daniel**, from Facilities Construction Planner, SR52, 100.00% FTE, Facilities-Construction Department to Director of Planning Services, Management G5,R2, effective 12/14/16.

Leave of Absence

1. **Gurrola, Francisco**, Instructional Assistant-SpEd (NS), SR34, 75.00% FTE, Diegueno Middle School, requests a 100.00% Unpaid Leave of Absence effective 01/23/17 through 04/07/17. Francisco plans to resume his 75.00% assignment on 04/08/17.

Resignation

1. **Mears, Amy**, Instructional Assistant-SpEd (SH), SR36, 75.00% FTE, La Costa Canyon High School, resignation effective 12/29/16.
2. **Robinson, Jeri**, Nutrition Services Assistant II, SR27, 48.75% FTE, La Costa Canyon High School, resignation for the purpose of retirement, effective 12/30/16.

ITEM 12A

Classified Personnel Supplement

Classified Substitutes

Spector, Janice, effective 12/1/2016

Classified Artist in Residence

Cabrera, Chaz, effective 1/4/2017

Coaches, all effective 12/1/2016

Admendaras, Brandy
Aguilar, Sarah
Allard, Clark
Allred, Brad
Andelin, Rebecca
Arnesen, CarlTony
Baum, Brian
Bedford, Craig
Blackman, Larry
Bouchard, Susan
Boyd, Donn
Brown, Martin
Buth, Dwayne
Carranza, Jose Angel
Cassaw, David
Castro, Jacob
Cormode, Brandon
Dean, Craig
Diaz, Nick
Dickinson, Kate
Dixon, LaSandra
Eichlin, Caitlin
Elenz-Martin, Michael
Elkind, Natalie
Espinoza, Jonny
Eyre, Signe
Favor, Matt
Fleming, Ryan
Flores, Mario
Frausto, Sebastian
Guile, Duayne
Gurley, Trent
Hansford, Martin
Hargreaves, Andrew
Isaiah, Roy
Jackson, Willie

ITEM 12A

Jasper, Elya
Javey, Anthony
Keenan, Sean
Kitchens, Andrew
Kling, Scott
Lackey, Dustin
Lawrence, Charles
Lee, Wesley
Lockhart, Tom
Lona, Francisco
Macauley, Ian
Marian, Calin
McCann, James
McClain, Michael
McClurg, David
McEntee, Tanner
Meeks, Tom
Mendoza, Samantha
Mikkonen, Ryan
Moloney, Carol
Moore, Jonathan
Muranyi, Fred
Murphy, Sean
Nessler, Connor
Olive, John
Oostinga, Briann
Ormsby, Tyler
Overman, Morgan
Owens, Erica
Perry, Megan
Phillips, Anna
Pineda-Reyes, Billy
Portela, Alex
Praino-Miller, Jeffrey
Prohaska, Nickole
Randall, Tim
Ratekin, Nicholas
Samaniego, Corrie
Smithey, Aubree
Spann, John
Spears, Brandon
Stafford, James
Stewart, Jason
Sullivan, Daniel

ITEM 12A

Tucker, Scott
VanCleve, Dominick
Webster, Dana
Whitmer, Keith
Williams, Alex
York, Derek
Young, Dallin

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: January 10, 2017

BOARD MEETING DATE: January 19, 2017

PREPARED BY: Torrie Norton, Associate Superintendent,
Human Resources

SUBMITTED BY: Eric R. Dill
Interim Superintendent

SUBJECT: APPROVAL / RATIFICATION OF PROFESSIONAL
SERVICES CONTRACTS/ HUMAN RESOURCES

EXECUTIVE SUMMARY

The attached Professional Services Report/Human Resources summarizes two agreements.

RECOMMENDATION:

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

FUNDING SOURCE:

As noted on attached list.

ITEM 12B

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

HUMAN RESOURCES - PROFESSIONAL SERVICES REPORT

Board Meeting Date: 01-19-17

<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>
01/20/17 until terminated with 30 day advance written notice	University of Southern California	Student intern assignments	NA	NA
08/19/17 until terminated with 30 day advance written notice	California State University San Marcos	Student intern assignments	NA	NA

San Dieguito Union High School District

INFORMATION FOR BOARD OF TRUSTEES

TO: BOARD OF TRUSTEES

DATE OF REPORT: January 13, 2017

BOARD MEETING DATE: January 19, 2017

PREPARED BY: Rick Ayala, Director
Pupil Services & Alternative Programs

SUBMITTED BY: Eric R. Dill
Interim Superintendent

SUBJECT: APPROVAL OF INTERDISTRICT
ATTENDANCE AGREEMENTS, 2016-2021

EXECUTIVE SUMMARY

The San Dieguito Union High School District enters into agreements with several San Diego County School Districts for students currently attending our district on transfers as well as for our students currently attending other districts during the school year.

RECOMMENDATION:

It is recommended that the Board of Trustees enter into interdistrict attendance agreements for school years 2016 through 2021 with Vista Unified, Coronado Unified, Poway Unified, Mountain Empire Unified, Warner Unified, Escondido Union Elementary and San Marcos Unified school districts, and authorize Eric Dill to execute the agreements, as shown in the attached supplements.

FUNDING SOURCE:

Results in additional funding for the San Dieguito Union High School District.

School Districts of San Diego County
INTERDISTRICT ATTENDANCE AGREEMENT

ITEM 13C

This agreement made and entered into this 21 day of April, 2016 by and between the Vista Unified School District of San Diego County and the San Dieguito Union High School District of San Diego County is effective only for the school year(s) 2016 through 2021 (up to 5 years) and neither party is bound by any of the covenants herein contained after the expiration of said school year.

The above mentioned parties mutually agree as follows:

- 1. Each of the districts will accept insofar as facilities permit, students who are residents of the other said district who have proper permits for attendance from the district superintendent or his designee of the school district of residence who are eligible to attend the classes of the schools operated by the district of attendance, and who are acceptable to said district of attendance.
- 2. The respective school districts will furnish the said pupils the same advantages, supplies, and regular instructional services as are furnished to the pupils in attendance at their respective schools, exclusive of transportation to and from said schools unless special arrangements are previously agreed upon.
- 3. In accordance with Education Code Section 46607, the attendance of said pupils shall be credited as follows (check appropriate boxes):

- The attendance shall be credited to the district of attendance with the district of attendance assuming all costs of education unless other arrangements are jointly agreed upon.
- Districts with 25 percent or more reduction in PL 81-874 funds as a result of interdistrict attendance: The attendance shall be credited to the district of residence with tuition — not to exceed the actual cost per ADA for the grade level or program less any income, other than tuition, received by the district of attendance on account of such attendance — to be paid to the district of attendance.
- Consortium of School Districts Operating Adult Programs: The attendance may be credited on the basis of the district of residence with interdistrict tuition paid to the district of attendance as agreed to by the participating districts.
- 4. Final payment, if any, to be made to the district no later than August 31, after the close of the fiscal year.

CONDITIONS

- 1. As per district policy or regulations the terms of revocation of student interdistrict contract are as follows:

<input checked="" type="checkbox"/> Discipline <input checked="" type="checkbox"/> Attendance <input checked="" type="checkbox"/> Academics	As per district policy or regulations the terms of revocation of student interdistrict contract are as follows:
	<input checked="" type="checkbox"/> Discipline <input checked="" type="checkbox"/> Attendance <input checked="" type="checkbox"/> Academics
- 2. Additional conditions (optional) Both districts must agree
 - Partial agreements to the end of the year
 - Locations of the school site, once admitted is at the discretion of the receiving district.
 - Other, specify Conditions set forth in Board Policy and/or administrative regulations and procedures.

APPEAL PROCESS

DISTRICT APPEAL PROCESS AS FOLLOWS:

- 1. Assist Superintendent
- 2. SDCOE
- 3. _____

DISTRICT APPEAL PROCESS AS FOLLOWS:

- 1. Director, School & Student Services
- 2. Associate Superintendent, Admin Services
- 3. _____

The application deadline of January 1 has been waived Yes No

The application deadline of January 1 has been waived Yes No

SIGNATURES

Signature [Signature]
Title Superintendent

Signature _____
Title Superintendent

Approved by the Governing Board on:
Date April 21, 2016

Approved by the Governing Board on:
Date January 19, 2017

District schools/programs known to be impacted at the time of this agreement:
As per Board Policies.

District schools/programs known to be impacted at the time of this agreement:
As per board policies

IN WITNESS WHEREOF, the governing boards of said districts have approved this agreement on the dates indicated above and authorized their representatives to sign in their behalf.

Vista Unified School District

San Dieguito Union High School District

The canary copy of this agreement should be filed with the County Office ONLY if tuition is to be paid by a San Diego County school district to the district of attendance.

5/2/16

**School Districts of San Diego County
INTERDISTRICT ATTENDANCE AGREEMENT**

ITEM 13C

This agreement made and entered into this 15 of November, 2016, by and between the Coronado Unified School District of San Diego County and the San Dieguito Union School District of San Diego County, is effective only for the school year(s) 2016 - 2021 (up to five years) and neither party is bound by any of the covenants herein contained after the expiration of said school year.

The above mentioned parties mutually agree as follows:

1. Each of the districts will accept insofar as enrollment capacities permit, students who are residents of the other said district who have proper permits for attendance from the district superintendent or designee of the school district of residence who are eligible to attend the classes of the schools operated by the district of attendance, and who are acceptable to said district of attendance.
2. The respective school districts will furnish the said pupils the same advantages, supplies, and regular instructional services as are furnished to the pupils in attendance at their respective schools, exclusive of transportation to and from said schools unless special arrangements are previously agreed upon.
3. In accordance with Education Code Section 46607, the attendance of said pupils shall be credited as follows (check appropriate boxes):
 - The attendance shall be credited to the district of attendance with the district of attendance assuming all costs of education unless other arrangements are jointly agreed upon.
 - For districts with 25 percent or more reduction in PL 81-874 funds as a result of interdistrict attendance, the attendance shall be credited to the district of residence with tuition — not to exceed the actual cost per ADA for the grade level or program less any income, other than tuition, received by the district of attendance on account of such attendance — to be paid to the district of attendance.
 - Consortium of School Districts Operating Adult Programs: The attendance may be credited on the basis of the district of residence with interdistrict tuition paid to the district of attendance as agreed to by the participating districts.
4. Final payment, if any, to be made to the district no later than August 31, after the close of the fiscal year.

TERMS & CONDITIONS


1. As per district policy or regulations, the district of attendance may revoke individual interdistrict attendance permits should a transferred student fails to adhere to the district's standards for student conduct, attendance or academic performance.
2. Additional conditions:
 - Permits may be authorized with a limited term to allow attendance through the end of a grading period or school year.
 - A district of attendance may require reapplication for admission an annual basis.
 - Other, specify: CoSA (student must stay in specialized program)

DISTRICT PROCESS TO APPEAL OF DENIALS OR REFUSALS

District: <u>Coronado Unified School District</u>	District: <u>San Dieguito Union High School District</u>
Initial Approval / Denial: <u>Director of Human Resources</u>	Initial Approval / Denial: <u>Director, Pupil Services</u>
Appeal: <u>Director of Student Services</u>	Appeal: <u>Director, School & Student Services</u>
Personal Conference: <u>Superintendent</u>	Personal Conference: <u>Associate Superintendent</u>

SIGNATURES

IN WITNESS WHEREOF, the governing boards of said districts have approved this agreement on the dates indicated below and authorized their representatives to sign in their behalf.

Signature: 	Signature: _____
Title: <u>Superintendent</u>	Title: <u>Superintendent</u>
District: <u>Coronado Unified School District</u>	District: <u>San Dieguito Union High School District</u>
Date Approved by Governing Board: <u>November 15, 2016</u>	Date Approved by Governing Board: <u>January 19, 2017</u>

School Districts of San Diego County
INTERDISTRICT ATTENDANCE AGREEMENT

ITEM 13C

This agreement made and entered into this 31 day of May, 20 16 by and between the Poway Unified School District of San Diego County and the San Dieguito Union High School District of San Diego County is effective only for the school year(s) 20 16 through 20 21(up to 5 years) and neither party is bound by any of the covenants herein contained after the expiration of said school year.

The above mentioned parties mutually agree as follows:

- Each of the districts will accept insofar as facilities permit, students who are residents of the other said district who have proper permits for attendance from the district superintendant or his designee of the school district of residence who are eligible to attend the classes of the schools operated by the district of attendance, and who are acceptable to said district of attendance.
- The respective school districts will furnish the said pupils the same advantages, supplies, and regular instructional services as are furnished to the pupils in attendance at their respective schools, exclusive of transportation to and from said schools unless special arrangements are previously agreed upon.
- In accordance with Education Code Section 46607, the attendance of said pupils shall be credited as follows (check appropriate boxes):
 - The attendance shall be credited to the district of attendance with the district of attendance assuming all costs of education unless other arrangements are jointly agreed upon.
 - Districts with 25 percent or more reduction in PL 81-874 funds as a result of interdistrict attendance: The attendance shall be credited to the district of residence with tuition — not to exceed the actual cost per ADA for the grade level or program less any income, other than tuition, received by the district of attendance on account of such attendance — to be paid to the district of attendance.
 - Consortium of School Districts Operating Adult Programs: The attendance may be credited on the basis of the district of residence with interdistrict tuition paid to the district of attendance as agreed to by the participating districts.
- Final payment, if any, to be made to the district no later than August 31, after the close of the fiscal year.

CONDITIONS

- As per district policy or regulations the terms of revocation of student interdistrict contract are as follows:

<input type="checkbox"/> Discipline <input type="checkbox"/> Attendance <input type="checkbox"/> Academics	As per district policy or regulations the terms of revocation of student interdistrict contract are as follows: <input checked="" type="checkbox"/> Discipline <input checked="" type="checkbox"/> Attendance <input checked="" type="checkbox"/> Academics
--	--
- Additional conditions (optional) Both districts must agree
 - Partial agreements to the end of the year
 - Locations of the school site, once admitted is at the discretion of the receiving district.
 - Other, specify _____

APPEAL PROCESS

DISTRICT APPEAL PROCESS AS FOLLOWS:

- Director, Student Attendance & Discipline
- Executive Director, Student Support Services
- Associate Superintendent

The application deadline of January 1 has been waived Yes No

DISTRICT APPEAL PROCESS AS FOLLOWS:

- Director, School & Student Services
- Associate Superintendent, Admin Services
- _____

The application deadline of January 1 has been waived Yes No

SIGNATURES

Signature

Title Director, Student Attendance & Discipline

Approved by the Governing Board on:

Date 11/17/16

District schools/programs known to be impacted at the time of this agreement:

Signature _____

Title Superintendent

Approved by the Governing Board on:

Date January 19, 2017

District schools/programs known to be impacted at the time of this agreement:

As per board policies

IN WITNESS WHEREOF, the governing boards of said districts have approved this agreement on the dates indicated above and authorized their representatives to sign in their behalf.

Poway Unified School District

San Dieguito Union High School District

The canary copy of this agreement should be filed with the County Office ONLY if tuition is to be paid by a San Diego County school district to the district of attendance.

School Districts of San Diego County
INTERDISTRICT ATTENDANCE AGREEMENT

ITEM 13C

This agreement made and entered into this 8th day of March, 20 16 by and between the Mtn. Empire Unified School District of San Diego County and the San Dieguito Union High School District of San Diego County is effective only for the school year(s) 20 16 through 20 21 (up to 5 years) and neither party is bound by any of the covenants herein contained after the expiration of said school year.

The above mentioned parties mutually agree as follows:

- Each of the districts will accept insofar as facilities permit, students who are residents of the other said district who have proper permits for attendance from the district superintendant or his designee of the school district of residence who are eligible to attend the classes of the schools operated by the district of attendance, and who are acceptable to said district of attendance.
- The respective school districts will furnish the said pupils the same advantages, supplies, and regular instructional services as are furnished to the pupils in attendance at their respective schools, exclusive of transportation to and from said schools unless special arrangements are previously agreed upon.
- In accordance with Education Code Section 46607, the attendance of said pupils shall be credited as follows (check appropriate boxes):
 - The attendance shall be credited to the district of attendance with the district of attendance assuming all costs of education unless other arrangements are jointly agreed upon.
 - Districts with 25 percent or more reduction in PL 81-874 funds as a result of interdistrict attendance:** The attendance shall be credited to the district of residence with tuition — not to exceed the actual cost per ADA for the grade level or program less any income, other than tuition, received by the district of attendance on account of such attendance — to be paid to the district of attendance.
 - Consortium of School Districts Operating Adult Programs:** The attendance may be credited on the basis of the district of residence with interdistrict tuition paid to the district of attendance as agreed to by the participating districts.
- Final payment, if any, to be made to the district no later than August 31, after the close of the fiscal year.

CONDITIONS

- As per district policy or regulations the terms of revocation of student interdistrict contract are as follows:

<input checked="" type="checkbox"/> Discipline <input checked="" type="checkbox"/> Attendance <input checked="" type="checkbox"/> Academics	As per district policy or regulations the terms of revocation of student interdistrict contract are as follows: <input checked="" type="checkbox"/> Discipline <input checked="" type="checkbox"/> Attendance <input checked="" type="checkbox"/> Academics
---	--
- Additional conditions (optional) Both districts must agree
 - Partial agreements to the end of the year
 - Locations of the school site, once admitted is at the discretion of the receiving district.
 - Other, specify _____

APPEAL PROCESS

DISTRICT APPEAL PROCESS AS FOLLOWS:

- Superintendent
- _____
- _____

DISTRICT APPEAL PROCESS AS FOLLOWS:

- Director, School & Student Services
- Associate Superintendent, Admin Services
- _____

The application deadline of January 1 has been waived Yes No

The application deadline of January 1 has been waived Yes No

SIGNATURES

Signature *Kathleen H. Manger*
 Title Superintendent

Signature _____
 Title Superintendent

Approved by the Governing Board on:
 Date March 8, 2016

Approved by the Governing Board on:
 Date January 19, 2017

District schools/programs known to be impacted at the time of this agreement:

District schools/programs known to be impacted at the time of this agreement:

As per board policies

IN WITNESS WHEREOF, the governing boards of said districts have approved this agreement on the dates indicated above and authorized their representatives to sign in their behalf.

Mountain Empire Unified School District

San Dieguito Union High School District

The canary copy of this agreement should be filed with the County Office ONLY if tuition is to be paid by a San Diego County school district to the district of attendance.

School Districts of San Diego County
INTERDISTRICT ATTENDANCE AGREEMENT

This agreement made and entered into this 7th day of April, 20 16 by and between the Warner Unified School District of San Diego County and the San Dieguito Union School District of San Diego County is effective only for the school year(s) 2016 through 2021(up to 5 years) and neither party is bound by any of the covenants herein contained after the expiration of said school year.

The above mentioned parties mutually agree as follows:

- Each of the districts will accept insofar as facilities permit, students who are residents of the other said district who have proper permits for attendance from the district superintendant or his designee of the school district of residence who are eligible to attend the classes of the schools operated by the district of attendance, and who are acceptable to said district of attendance.
- The respective school districts will furnish the said pupils the same advantages, supplies, and regular instructional services as are furnished to the pupils in attendance at their respective schools, exclusive of transportation to and from said schools unless special arrangements are previously agreed upon.
- In accordance with Education Code Section 46607, the attendance of said pupils shall be credited as follows (check appropriate boxes):
 - The attendance shall be credited to the district of attendance with the district of attendance assuming all costs of education unless other arrangements are jointly agreed upon.
 - Districts with 25 percent or more reduction in PL 81-874 funds as a result of interdistrict attendance: The attendance shall be credited to the district of residence with tuition — not to exceed the actual cost per ADA for the grade level or program less any income, other than tuition, received by the district of attendance on account of such attendance — to be paid to the district of attendance.
 - Consortium of School Districts Operating Adult Programs: The attendance may be credited on the basis of the district of residence with interdistrict tuition paid to the district of attendance as agreed to by the participating districts.
- Final payment, if any, to be made to the district no later than August 31, after the close of the fiscal year.

CONDITIONS

- As per district policy or regulations the terms of revocation of student interdistrict contract are as follows:

<input checked="" type="checkbox"/> Discipline <input checked="" type="checkbox"/> Attendance <input checked="" type="checkbox"/> Academics	As per district policy or regulations the terms of revocation of student interdistrict contract are as follows: <input checked="" type="checkbox"/> Discipline <input checked="" type="checkbox"/> Attendance <input checked="" type="checkbox"/> Academics
---	--
- Additional conditions (optional) Both districts must agree
 - Partial agreements to the end of the year
 - Locations of the school site, once admitted is at the discretion of the receiving district.
 - Other, specify _____

APPEAL PROCESS

DISTRICT APPEAL PROCESS AS FOLLOWS:

- Superintendent
- _____
- _____

The application deadline of January 1 has been waived Yes No

DISTRICT APPEAL PROCESS AS FOLLOWS:

- Director, School & Student Services
- Associate Superintendent, Admin Services
- _____

The application deadline of January 1 has been waived Yes No

SIGNATURES

Signature [Handwritten Signature]
 Title Superintendent
 Approved by the Governing Board on:
 Date April 7, 2016
 District schools/programs known to be impacted at the time of this agreement:

Signature _____
 Title Superintendent
 Approved by the Governing Board on:
 Date January 19, 2017
 District schools/programs known to be impacted at the time of this agreement:

As per board policies

IN WITNESS WHEREOF, the governing boards of said districts have approved this agreement on the dates indicated above and authorized their representatives to sign in their behalf.

Warner Unified School District

San Dieguito Union High School District

The canary copy of this agreement should be filed with the County Office ONLY if tuition is to be paid by a San Diego County school district to the district of attendance.

School Districts of San Diego County
INTERDISTRICT ATTENDANCE AGREEMENT

ITEM 13C

This agreement made and entered into this 01 day of August, 20 16 by and between the San Dieguito Union School District of San Diego County and the Escondido Union Elementary School District of San Diego County is effective only for the school year(s) 20 16 through 20 21 (up to 5 years) and neither party is bound by any of the covenants herein contained after the expiration of said school year.

The above mentioned parties mutually agree as follows:

- Each of the districts will accept insofar as facilities permit, students who are residents of the other said district who have proper permits for attendance from the district superintendent or his designee of the school district of residence who are eligible to attend the classes of the schools operated by the district of attendance and who are acceptable to said district of attendance
- The respective school districts will furnish the said pupils the same advantages, supplies, and regular instructional services as are furnished to the pupils in attendance at their respective schools, exclusive of transportation to and from said schools unless special arrangements are previously agreed upon
- In accordance with Education Code Section 46607, the attendance of said pupils shall be credited as follows (check appropriate boxes)
 - The attendance shall be credited to the district of attendance with the district of attendance assuming all costs of education unless other arrangements are jointly agreed upon
 - Districts with 25 percent or more reduction in PL 81-874 funds as a result of interdistrict attendance: The attendance shall be credited to the district of residence with tuition — not to exceed the actual cost per ADA for the grade level or program less any income, other than tuition, received by the district of attendance on account of such attendance — to be paid to the district of attendance
 - Consortium of School Districts Operating Adult Programs: The attendance may be credited on the basis of the district of residence with interdistrict tuition paid to the district of attendance as agreed to by the participating districts.
- Final payment, if any, to be made to the district no later than August 31, after the close of the fiscal year

CONDITIONS

- As per district policy or regulations the terms of revocation of student interdistrict contract are as follows:

<input checked="" type="checkbox"/> Discipline <input checked="" type="checkbox"/> Attendance <input checked="" type="checkbox"/> Academics	As per district policy or regulations the terms of revocation of student interdistrict contract are as follows: <input checked="" type="checkbox"/> Discipline <input checked="" type="checkbox"/> Attendance <input checked="" type="checkbox"/> Academics
---	--
- Additional conditions (optional) Both districts must agree
 - Partial agreements to the end of the year
 - Locations of the school site, once admitted is at the discretion of the receiving district
 - Other, specify _____

APPEAL PROCESS

DISTRICT APPEAL PROCESS AS FOLLOWS:

- Director, School & Student Services
- Associate Superintendent, Admin Services
- _____

DISTRICT APPEAL PROCESS AS FOLLOWS:

- Coord., Integrated Student Supports
- Dir., Integrated Student Supports
- SDCOE

The application deadline of January 1 has been waived Yes No

The application deadline of January 1 has been waived Yes No

SIGNATURES

Signature _____
Title Superintendent

Signature *L. No*
Title Superintendent

Approved by the Governing Board on:
Date January 19, 2017

Approved by the Governing Board on:
Date May 26, 2016

District schools/programs known to be impacted at the time of this agreement:

As per board policies

District schools/programs known to be impacted at the time of this agreement:

As per board policies.

IN WITNESS WHEREOF, the governing boards of said districts have approved this agreement on the dates indicated above and authorized their representatives to sign in their behalf.

San Dieguito Union High School District

Escondido Union Elementary School District

The canary copy of this agreement should be filed with the County Office ONLY if tuition is to be paid by a San Diego County school district to the district of attendance

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: January 12, 2017

BOARD MEETING DATE: January 19, 2017

PREPARED BY: Mark Miller, Associate Superintendent
Administrative Services

SUBMITTED BY: Eric R. Dill
Interim Superintendent

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

EXECUTIVE SUMMARY

The purpose of the MOU with Assistance League of Rancho San Dieguito (AL-RSD) is to allow SDUHSD to collaborate with AL-RSD in *Operation School Bell*. *Operation School Bell* provides low-socio economic and homeless students with an opportunity to purchase school clothing and supplies through a two day sponsored event.

SDUHSD School Social Workers will work with identified middle school students and their families to attend the event at Target Store Encinitas. Identified middle school students, escorted by a parent/guardian and AL-RSD volunteer, will be allowed to purchase up to \$70.00 of school clothing and supplies. SDUHSD School Social Workers have volunteered to attend the event to maintain all confidential student information, greet students and their parents/guardians, and serve as the liaison to the AL-RSD Volunteers. In total, AL-RSD is able to support up to 130 SDUHSD middle school students for the event.

RECOMMENDATION:

It is recommended that the Board approve the agreement with Assistance League of Rancho San Dieguito and authorize Douglas B. Gilbert, Delores L. Perley or Eric R. Dill to execute the agreement.

FUNDING SOURCE:

Not applicable.

ITEM 14A

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

ADMINISTRATIVE SERVICES – PROFESSIONAL SERVICES CONTRACTS

Board Meeting Date: 01-19-17

<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>
02/08/17 & 02/11/17	Assistance League of Rancho San Dieguito (AL-RSD)	To allow SDUHSD to collaborate with AL-RSD in <i>Operation School Bell</i> to purchase school clothing and supplies through a two day sponsored event.	N/A	N/A

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: January 9, 2017

BOARD MEETING DATE: January 19, 2017

PREPARED BY: Chuck Adams, Director of Special Education
Mark Miller, Associate Superintendent,
Administrative Services

SUBMITTED BY: Eric Dill, Interim 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: 01-19-17

<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>
02/02/17	The San Diego Zoo Safari Park	To provide a group tour for Earl Warren Middle School Workability students.	General Fund / Restricted 01-00	NA	\$200.00
06/12/17	The San Diego Zoo Safari Park	To provide a group tour for Diegueño Middle School Workability students.	General Fund / Restricted 01-00	NA	\$1,200.00
11/04/16 – 06/30/17	Schloyer Audiology (ICA)	To provide audiological assessments and IEP support in evaluating binaural integration, temporal processing, auditory closure, auditory figure ground and sound blending.	General Fund / Restricted 01-00	Varies	At the rates shown on the attachment
07/01/16 – 06/30/17	Golden Steps Pediatric Therapy (ICA)	To provide occupational therapy, assessments, and IEP support in an educational setting.	General Fund / Restricted 01-00	1	\$120.00 per hour



SCHLOYER EDUCATIONAL AUDIOLOGY ASSOCIATES

MAILING ADDRESS: 771 JAMACHA ROAD, #235 ♦ EL CAJON, CA 92019 ♦ TEL: 619.987.7357 ♦ FAX: 619.440.7960
Email: dschloyeraud@gmail.com

SCHEDULE OF FEES

- \$200.00/hour—Evaluations (average 2-3 hours)
- \$200.00/hour—Record Review
 - Consultation with educational staff
 - Report writing
 - Meetings (IEP or other meetings outside the office)
 - Clinical or classroom observations
 - Telephone Consultations
 - Travel
- \$300.00/hour—Mediation
- \$300.00/hour—Depositions
- \$200.00/hour—Auditory Therapy
- Mileage billed at California State Mandated Rate—\$0.54 (as of January, 2015)
- Copying—\$.25/page
- Faxing—\$1.00/page local, \$1.50/page long distance
- Clerical services—\$200.00/hour
- Inservice for patient's treatment providers
 - \$200.00/hour—Preparation
 - \$200.00/hour—Training

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: January 9, 2017

BOARD MEETING DATE: January 19, 2017

PREPARED BY: Chuck Adams, Director of Special Education
Mark Miller, Associate Superintendent,
Administrative Services

SUBMITTED BY: Eric Dill, Interim Superintendent

SUBJECT: APPROVAL/RATIFICATION OF
AMENDMENTS TO AGREEMENTS

EXECUTIVE SUMMARY

The attached Special Education Amendment to Agreements Report summarizes two amendments to agreements.

RECOMMENDATION:

The administration recommends that the Board approve and/or ratify the amendments to the agreements, as shown on the attached Special Education Amendment Report.

FUNDING SOURCE:

As noted on the attached report.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT BOARD MEETING

ITEM 14D

SPECIAL EDUCATION – AMENDMENTS TO AGREEMENTS REPORTBoard Meeting Date: 01-19-17

<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>
11/07/16 – 06/30/17	Gary Greene, Ph.D. (ICA)	Amending to include individual student independent educational evaluations for the district's Adult Transition Program (ATP).	General Fund/ Restricted 01-00	\$4,000 per student
08/20/16 – 06/30/17	New Haven Youth & Family Services, Inc. (NPA/NPS/RTC)	Amending the residential and non-residential education day rates and adding residential treatment center rates.	General Fund/ Restricted 01-00	Non-Residential Daily Education: \$143.05 Residential Daily Education: \$126.88 Monthly Residential Treatment Center: \$9,182.00

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: January 10, 2017

BOARD MEETING DATE: January 19, 2017

PREPARED BY: Douglas B. Gilbert, Director of Purchasing/Risk Mgt.

SUBMITTED BY: Eric R. Dill
Interim Superintendent

SUBJECT: APPROVAL / RATIFICATION OF
PROFESSIONAL SERVICES CONTRACTS/
BUSINESS

EXECUTIVE SUMMARY

The attached Professional Services Report/Business summarizes seven 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: 01-19-17**

<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>
01/20/17 - 06/30/17 and then renewing for additional one year periods unless terminated with 30 day advance notice	Stanley Steemer, International, Inc.	Provide steam cleaning services of carpets and upholstery as needed throughout the District.	General Fund/ Unrestricted 01-00	\$3,000.00 per year
07/01/16 - 06/30/17 and then renewing for additional one year periods unless terminated with 30 day advance notice	Northstar Transportation	Supply and maintain licensed school buses and/or other transportation vehicles and personnel required to fulfill the District's requests for transportation services.	General Fund/ Unrestricted 01-00	\$10,000.00 per year
01/01/17 - 06/30/17 and then renewing for additional one year periods unless terminated with 30 day advance notice	Verdugo Testing Co., Inc	Perform testing, monitoring, training, certifications, repairs, parts, and equipment for the underground fuel storage tank and dispensers located at the San Dieguito Union High School transportation facility.	General Fund/ Unrestricted 01-00	\$12,000.00 per year

ITEM 15A

01/01/17 - 06/30/17 and then renewing for additional one year periods unless terminated with 30 day advance notice	Quality Technology Services, Inc, DBA TCR Services	Provide onsite maintenance and repair of out of warranty District printers, faxes and copiers.	General Fund/ Unrestricted 01-00	\$10,000.00 per year
To be completed by 06/30/17	LA Propoint, Inc.	Provide one day field inspection including travel and lodging for inspection of theatre rigging system at Canyon Crest Academy.	General Fund/ Unrestricted 01-00	\$4,000.00
12/01/16 - 11/30/17 and then renewing for additional one year periods unless terminated with 30 day advance notice	Atkinson, Andelson, Loya, Ruud & Romo	Provide legal services.	To be expended from the fund to which the services are charged.	At the hourly rate specified in the attached agreement plus expenses.
01/31/17 – 09/30/18	EduLink Systems, Inc	Provide InTouch parent communication software licenses and software support district wide.	General Fund/ Unrestricted 01-00	\$21,667.00

ITEM 15A

ATKINSON, ANDELSON, LOYA, RUUD & ROMO, a Professional
Law Corporation

Hourly rates effective December 1, 2016:

Senior Partners	\$240.00
Partners/Senior Counsel	\$230.00
Senior Associates	\$215.00
Associates	\$210.00
Non-Legal Consultants	\$200.00
Electronic Technology Litigation Specialist	\$190.00
Senior Paralegals/Law Clerks	\$130.00
Paralegals/Legal Assistants	\$125.00

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: January 11, 2017

BOARD MEETING DATE: January 19, 2017

PREPARED BY: Douglas B. Gilbert, Director of Purchasing/Risk Mgt.

SUBMITTED BY: Eric R. Dill
Interim Superintendent

SUBJECT: APPROVAL / RATIFICATION OF
AMENDMENTS TO AGREEMENTS

EXECUTIVE SUMMARY

The attached Amendments to Agreements Report summarizes three amendments to agreements.

RECOMMENDATION:

The administration recommends that the Board approve and/or ratify the amendments 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 - AMENDMENTS TO AGREEMENTS REPORTBoard Meeting Date: 01-19-17

<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	United Site Services	Increasing the not to exceed amount to \$30,000.00 per year, for district-wide portable restroom services.	General Fund /Unrestricted 01-00	\$30,000.00 per year
NA	Chelsea Pest and Termite Control, Inc.	Increasing the not to exceed amount to \$25,000.00 per year to include termite tenting at the District Office.	General Fund /Unrestricted 01-00	\$25,000.00 per year
NA	Aeries Software, Inc., d.b.a. Eagle Software	Increasing the not to exceed amount to \$55,000.00 per year, for a district-wide student information system.	General Fund /Unrestricted 01-00	\$55,000.00 per year

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: January 11, 2017

BOARD MEETING DATE: January 19, 2017

**PREPARED &
SUBMITTED BY:** Eric R. Dill, Interim Superintendent

SUBJECT: **ADOPTION OF RESOLUTION IN SUPPORT
OF APPLICATIONS FOR ELIGIBILITY
DETERMINATION AND FUNDING &
AUTHORIZATION TO SIGN APPLICATIONS
AND ASSOCIATED DOCUMENTS**

EXECUTIVE SUMMARY

On June 20, 2013 the Board adopted a resolution in Support of Applications for Eligibility Determination and Funding & Authorization to Sign Applications and Associated Documents. Since this resolution was last adopted, there have been changes to District staffing requiring the update of the resolution. The resolution presented reflects those changes by authorizing Eric R. Dill and/or Delores L. Perley to sign applications and associated documents.

RECOMMENDATION:

It is recommended that the Board adopt the attached resolution in Support of Applications for Eligibility Determination and Funding, and authorize Eric R. Dill and/or Delores L. Perley to sign applications and associated documents, as shown in the attached supplement.

FUNDING SOURCE:

Not applicable

**SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
BOARD OF TRUSTEES
SAN DIEGO COUNTY, CALIFORNIA**

**SUPPORT OF APPLICATIONS FOR ELIGIBILITY DETERMINATION AND FUNDING
and AUTHORIZATION TO SIGN APPLICATIONS AND ASSOCIATED DOCUMENTS**

Whereas, the San Dieguito Union High School District intends to file applications for funding under the School Facility Program as provided in Chapter 12.5, Division 1, commencing with Section 17070.10. et seq. of the Education Code; and

Whereas, the San Dieguito Union High School District intends to file applications for funding under other State facility programs; and

Whereas, a condition of submitting various applications under the above-mentioned programs is a resolution in support of those applications from the San Dieguito Union High School District Board of Trustees and signatures of the San Dieguito Union High School District Administration; and

Whereas, the San Dieguito Union High School District wishes to submit eligibility applications and new construction and/or modernization funding applications for any new construction and/or modernization projects as necessary;

THEREFORE, BE IT HEREBY RESOLVED, that the San Dieguito Union High School District Board of Trustees is in support of necessary applications under the School Facility Program and any other State facility programs and that individuals identified below are authorized to sign all documents associated with the applications for eligibility and funding:

1. Eric R. Dill
2. Delores L. Perley

Enacted this 19th day of January, 2017, by the San Dieguito Union High School District Board of Trustees.

Ayes:

Noes:

Absent:

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: January 11, 2017

BOARD MEETING DATE: January 19, 2017

**PREPARED &
SUBMITTED BY:** Eric R. Dill
Interim Superintendent

SUBJECT: APPROVAL OF BUSINESS REPORTS

EXECUTIVE SUMMARY

Please find the following business reports submitted for your approval:

1. Purchase Orders
2. Change Orders
3. Membership Listings
4. Warrants
5. Revolving Cash Fund

RECOMMENDATION:

It is recommended that the Board approve the following business reports: 1) Purchase Orders, 2) Change Orders, 3) Membership Listings, 4) Warrants, and 5) Revolving Cash Fund.

FUNDING SOURCE:

Not applicable

ITEM 15F

PO REPORT NOVEMBER 29, 2016 THROUGH JANUARY 10, 2017

PO NBR	DATE	FUND	VENDOR	LOC	DESCRIPTION	AMOUNT
000005794	11/29/2016	0100	INTL INSTITUTE FOR RESTORATIVE PRACTICE	001	MATERIALS AND SUPPLIES□	\$ 1,007.92
000005795	11/29/2016	0100	AMAZON.COM	018	MATERIALS AND SUPPLIES□	\$ 1,995.20
000005796	11/29/2016	0100	CSPCA	016	CONFERENCE,WORKSHOP,SEM.	\$ 1,425.00
000005797	11/29/2016	0100	AMAZON.COM	600	MATERIALS AND SUPPLIES□	\$ 21.16
000005798	11/29/2016	0100	AREY JONES ED SOLUTIONS	018	NON-CAPITALIZED TECH EQUIPMENT	\$ 2,795.86
000005799	11/29/2016	0100	Daily Journal Corporation	012	ADVERTISING	\$ 176.70
000005800	11/29/2016	0100	COSA FOUNDATION	500	CONFERENCE,WORKSHOP,SEM.	\$ 245.00
000005801	11/29/2016	0100	PROCURETECH	018	NON-CAPITALIZED TECH EQUIPMENT	\$ 783.00
000005802	11/29/2016	0100	HARCOURT OUTLINES	600	MATERIALS AND SUPPLIES□	\$ 286.32
000005803	11/29/2016	0100	TCR SERVICES	018	MATERIALS AND SUPPLIES□	\$ 107.95
000005804	11/29/2016	1300	GOOD SOURCE SOLUTIONS INC	014	PURCHASES FOOD	\$ 2,500.00
000005805	11/29/2016	0100	AMAZON.COM	018	MATERIALS AND SUPPLIES□	\$ 244.84
000005806	11/29/2016	0100	BLICK, DICK (DICK BLICK)	600	MATERIALS AND SUPPLIES□	\$ 374.80
000005807	11/29/2016	0100	SAN DIEGO COUNTY OFFICE OF EDUCATION	001	CONFERENCE,WORKSHOP,SEM.	\$ 65.00
000005808	11/29/2016	0100	ESCHOOL SOLUTIONS INC.	017	COMPUTER LICENSING	\$ 7,203.10
000005809	11/30/2016	2139	STAPLES ADVANTAGE	007	EQUIPMENT	\$ 27,507.45
000005810	11/30/2016	2518	San Diego Union Tribune, LLC	007	LAND IMPROVEMENTS	\$ 217.10
000005811	11/30/2016	2139	ENCINITAS, CITY OF	007	NEW CONSTRUCTION	\$ 17,410.00
000005812	11/30/2016	2139	DIVISION OF THE STATE ARCHITECT	007	NEW CONSTRUCTION	\$ 500.00
000005813	11/30/2016	0100	CASBO	001	CONFERENCE,WORKSHOP,SEM.	\$ 870.00
000005814	11/30/2016	0100	MRC360 AKA MR COPY	500	DUPLICATING SUPPLIES	\$ 880.20
000005816	11/30/2016	0100	TCR SERVICES	018	MATERIALS AND SUPPLIES□	\$ 393.89
000005817	11/30/2016	0100	MRC360 AKA MR COPY	500	MATERIALS AND SUPPLIES□	\$ 172.80
000005818	11/30/2016	2139	BSN SPORTS, INC.,	007	EQUIPMENT	\$ 4,539.20
000005819	11/30/2016	0100	VEX ROBOTIC INC	600	MATERIALS AND SUPPLIES□	\$ 176.94
000005820	11/30/2016	0100	AMAZON.COM	600	MATERIALS AND SUPPLIES□	\$ 77.65
000005821	11/30/2016	2139	DIVISION OF THE STATE ARCHITECT	007	NEW CONSTRUCTION	\$ 500.00
000005822	11/30/2016	2139	CALIFORNIA GEOLOGICAL SURVEY	007	NEW CONSTRUCTION	\$ 3,600.00
000005823	11/30/2016	0100	SAN DIEGO COUNTY OFFICE OF EDUCATION	001	CONFERENCE,WORKSHOP,SEM.	\$ 50.00
000005824	11/30/2016	2139	DIVISION OF THE STATE ARCHITECT	007	NEW CONSTRUCTION	\$ 140,749.35
000005825	11/30/2016	0100	AMAZON.COM	017	MATERIALS AND SUPPLIES□	\$ 168.35
000005826	11/30/2016	2139	URS CORPORATION	007	NEW CONSTRUCTION	\$ 58,579.00
000005827	11/30/2016	2139	DIVISION OF THE STATE ARCHITECT	007	NEW CONSTRUCTION	\$ 164,762.00
000005828	11/30/2016	0100	SAN DIEGO COUNTY OFFICE OF EDUCATION	001	CONFERENCE,WORKSHOP,SEM.	\$ 140.00
000005829	11/30/2016	0100	HOME DEPOT CREDIT SERVICES	500	MATERIALS AND SUPPLIES□	\$ 26.11
000005830	11/30/2016	0100	FISHER SCIENTIFIC EMD	600	NON CAPITALIZED EQUIP	\$ 8,884.73
000005831	11/30/2016	0100	AMAZON.COM	500	MATERIALS AND SUPPLIES□	\$ 55.66
000005832	11/30/2016	2518	FACILITIES MAINTENANCE PLANNING LLC	007	PROF/CONSULT./OPER EXP	\$ 114,700.00
000005833	11/30/2016	2139	FREDRICKS ELECTRIC INC	007	EQUIPMENT REPLACEMENT	\$ 7,470.00
000005834	12/1/2016	2518	FREDRICKS ELECTRIC INC	007	NON-CAPITALIZED IMPRVMENTS	\$ 4,130.00
000005835	12/1/2016	0100	WESTERN ENVIRONMENTAL & SAFETY	012	OTHER SERV.& OPER.EXP.	\$ 1,690.00
000005836	12/1/2016	0100	STAPLES ADVANTAGE	003	MATERIALS AND SUPPLIES□	\$ 167.34
000005837	12/1/2016	0100	URBAN TREE CARE, INC.	012	OTHER SERV.& OPER.EXP.	\$ 285.00
000005838	12/1/2016	0100	DEMCO INC	600	MATERIALS AND SUPPLIES□	\$ 165.16
000005839	12/1/2016	2139	CALIFORNIA GEOLOGICAL SURVEY	007	NEW CONSTRUCTION	\$ 3,600.00
000005840	12/1/2016	0100	La Class Transportation, LLC	013	FLD. TRIPS BY PRV. CONTR	\$ 5,000.00
000005841	12/1/2016	2519	NOVA SERVICES	007	EQUIPMENT	\$ 6,140.10
000005842	12/1/2016	0100	SUN DIEGO CHARTER COMPANY	013	SUBAGREEMENTS FOR SERVICES	\$ 15,000.00
					FLD. TRIPS BY PRV. CONTR	\$ 25,000.00
000005843	12/1/2016	0100	WENGER CORPORATION	600	NON CAPITALIZED EQUIP	\$ 5,685.97
000005844	12/1/2016	0100	WESS TRANSPORTATION	013	FLD. TRIPS BY PRV. CONTR	\$ 10,000.00
000005845	12/1/2016	0100	CAROLINA BIOLOGICAL SUPPLY CO	001	MATERIALS AND SUPPLIES□	\$ 1,418.26
				500	MATERIALS AND SUPPLIES□	\$ 1,418.28
000005846	12/1/2016	0100	COLLEGE BOARD	500	DUES AND MEMBERSHIPS	\$ 325.00
000005847	12/1/2016	0100	APPERSON	500	MATERIALS AND SUPPLIES□	\$ 212.40
000005848	12/1/2016	2519	ROESLING NAKAMURA	007	LAND IMPROVEMENTS	\$ 3,360.00
000005849	12/1/2016	0100	TRACE3, INC.	017	COMPUTER LICENSING	\$ 125,482.25
000005850	12/1/2016	0100	MISSION FEDERAL CREDIT UNION	500	MATERIALS AND SUPPLIES□	\$ 82.96
000005851	12/1/2016	0100	OXFORD UNIVERSITY PRESS	003	MATERIALS AND SUPPLIES□	\$ 870.27
000005852	12/2/2016	0100	AMAZON.COM	600	MATERIALS AND SUPPLIES□	\$ 55.65
000005853	12/2/2016	0100	AMAZON.COM	600	MATERIALS AND SUPPLIES□	\$ 97.43
000005854	12/2/2016	0100	AMAZON.COM	500	MATERIALS AND SUPPLIES□	\$ 78.94
000005855	12/2/2016	0100	FLINN SCIENTIFIC INC	600	MATERIALS AND SUPPLIES□	\$ 227.09
000005856	12/2/2016	0100	STAPLES ADVANTAGE	500	MATERIALS AND SUPPLIES□	\$ 29.13
000005857	12/2/2016	2519	ROESLING NAKAMURA	007	LAND IMPROVEMENTS	\$ 3,000.00
000005858	12/2/2016	0100	GOPHER SPORT	500	MATERIALS AND SUPPLIES□	\$ 4,546.69
000005859	12/2/2016	0100	AMAZON.COM	500	MATERIALS AND SUPPLIES□	\$ 824.68
000005860	12/2/2016	0100	BEACHSIDE MIRROR AND GLASS INC	600	MATERIALS AND SUPPLIES□	\$ 6,458.00
000005861	12/2/2016	0100	FRONTIER FENCE COMPANY INC	500	NON-CAPITALIZED IMPRVMENTS	\$ 1,401.00
000005862	12/2/2016	0100	RANCHO AUTO BODY	012	REPAIRS BY VENDORS	\$ 1,594.58

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000005863	12/2/2016	0100	BSN SPORTS, INC.,	012	REPAIRS BY VENDORS	\$ 2,723.76
000005864	12/5/2016	0100	MISSION FEDERAL CREDIT UNION	017	MATERIALS AND SUPPLIES□	\$ 589.57
				600	MATERIALS AND SUPPLIES□	\$ 589.56
000005865	12/5/2016	0100	URBAN TREE CARE, INC.	012	OTHER SERV.& OPER.EXP.	\$ 1,600.00
000005866	12/5/2016	0100	AMAZON.COM	600	MATERIALS AND SUPPLIES□	\$ 217.47
000005867	12/5/2016	0100	TCR SERVICES	500	MATERIALS AND SUPPLIES□	\$ 207.14
000005868	12/5/2016	0100	AFFORDABLE DRAIN SERVICE INC	012	REPAIRS BY VENDORS	\$ 15,000.00
000005869	12/5/2016	0100	ORANGE COUNTY DEPT OF ED	022	OTH TUIT-X COST/DEFIC PMTS-CTY	\$ 13,122.12
000005870	12/5/2016	0100	SOUTHWEST SCHOOL/OFFICE SUPPLY	500	MATERIALS AND SUPPLIES□	\$ 120.20
000005871	12/5/2016	0100	TCR SERVICES	500	MATERIALS AND SUPPLIES□	\$ 70.15
000005872	12/6/2016	0100	PERMA BOUND	001	BOOKS OTHER THAN TEXTBOOKS	\$ 10,187.86
000005873	12/6/2016	0100	COMMUNITY INTERVENTION INC	004	MATERIALS AND SUPPLIES□	\$ 216.00
000005874	12/6/2016	2518	CLASS LEASING LLC	007	NEW CONSTRUCTION	\$ 213,452.00
		2519	CLASS LEASING LLC	007	NEW CONSTRUCTION	\$ 213,452.00
000005875	12/6/2016	0100	CAROLINA BIOLOGICAL SUPPLY CO	500	MATERIALS AND SUPPLIES□	\$ 1,511.71
000005876	12/6/2016	0100	CAROLINA BIOLOGICAL SUPPLY CO	500	MATERIALS AND SUPPLIES□	\$ 1,353.27
000005877	12/6/2016	0100	APPERSON	500	MATERIALS AND SUPPLIES□	\$ 2,336.40
000005878	12/6/2016	0100	MISSION FEDERAL CREDIT UNION	500	MATERIALS AND SUPPLIES□	\$ 311.86
000005879	12/6/2016	0100	AMAZON.COM	600	MATERIALS AND SUPPLIES□	\$ 750.00
000005880	12/6/2016	0100	DIVERSE NETWORK ASSOCIATES	017	CONSULTANTS-COMPUTER	\$ 8,316.00
000005881	12/6/2016	0100	AMAZON.COM	500	MATERIALS AND SUPPLIES□	\$ 99.32
000005882	12/6/2016	0100	C D W G.COM	003	NON-CAPITALIZED TECH EQUIPMENT	\$ 8,722.40
000005883	12/6/2016	0100	LAW OFFICE OF MEAGAN NUNEZ	002	MEDIATION SETTLEMENTS	\$ 6,000.00
000005884	12/6/2016	0100	EAGLE SOFTWARE	500	CONFERENCE,WORKSHOP,SEM.	\$ 1,450.00
000005885	12/6/2016	0100	UNITED SITE SERVICES	018	OTHER SERV.& OPER.EXP.	\$ 7,605.45
000005886	12/7/2016	0100	AMAZON.COM	500	MATERIALS AND SUPPLIES□	\$ 27.08
000005887	12/7/2016	0100	MISSION FEDERAL CREDIT UNION	500	MATERIALS AND SUPPLIES□	\$ 134.99
000005888	12/7/2016	0100	ACE COOLERS INC	012	REPAIRS BY VENDORS	\$ 5,568.20
000005889	12/7/2016	0100	SSID #6440786324	002	MEDIATION SETTLEMENTS	\$ 19,500.00
000005890	12/7/2016	0100	PC & MACEXCHANGE	003	NON-CAPITALIZED TECH EQUIPMENT	\$ 1,455.84
000005891	12/7/2016	0100	EAGLE SOFTWARE	600	CONFERENCE,WORKSHOP,SEM.	\$ 1,500.00
000005892	12/7/2016	0100	STANDARD ELECTRONICS	018	REPAIRS BY VENDORS	\$ 10,575.00
000005894	12/7/2016	0100	COMM USA INC	018	MATERIALS AND SUPPLIES□	\$ 799.21
000005895	12/7/2016	0100	AMAZON.COM	600	MATERIALS AND SUPPLIES□	\$ 75.46
000005896	12/7/2016	0100	ELITE SHOW SERVICES INC.	018	OTHER SERV.& OPER.EXP.	\$ 3,095.00
000005897	12/7/2016	0100	AMAZON.COM	018	MATERIALS AND SUPPLIES□	\$ 15.02
000005898	12/7/2016	0100	AMAZON.COM	600	MATERIALS AND SUPPLIES□	\$ 75.99
000005899	12/7/2016	0100	TEAM SPORTS OF NORTH COUNTY	500	MATERIALS AND SUPPLIES□	\$ 675.00
000005900	12/7/2016	0100	SCHOOL NURSE SUPPLY COMPANY	500	MATERIALS AND SUPPLIES□	\$ 206.02
000005901	12/7/2016	0100	A O REED	012	REPAIRS BY VENDORS	\$ 952.25
000005902	12/7/2016	0100	AMAZON.COM	018	MATERIALS AND SUPPLIES□	\$ 91.78
000005903	12/8/2016	0100	ACCURATE LABEL DESIGNS	500	MATERIALS AND SUPPLIES□	\$ 282.79
000005904	12/8/2016	0100	AMAZON.COM	500	MATERIALS AND SUPPLIES□	\$ 1,018.66
000005905	12/9/2016	0100	C D W G.COM	600	NON-CAPITALIZED TECH EQUIPMENT	\$ 34,889.60
000005906	12/9/2016	0100	PC & MACEXCHANGE	600	NON-CAPITALIZED TECH EQUIPMENT	\$ 5,502.60
000005907	12/9/2016	0100	STAPLES ADVANTAGE	500	MATERIALS AND SUPPLIES□	\$ 1,015.20
000005908	12/9/2016	0100	EAGLE SOFTWARE	500	CONFERENCE,WORKSHOP,SEM.	\$ 1,600.00
000005909	12/9/2016	0100	A C S A	020	CONFERENCE,WORKSHOP,SEM.	\$ 439.00
000005910	12/9/2016	0100	AMAZON.COM	500	MATERIALS AND SUPPLIES□	\$ 1,381.21
000005911	12/9/2016	0100	ETA HAND2MIND	500	MATERIALS AND SUPPLIES□	\$ 79.44
000005912	12/9/2016	0100	COROVAN MOVING & STORAGE	012	OTHER SERV.& OPER.EXP.	\$ 738.61
000005913	12/12/2016	0100	ACCURATE LABEL DESIGNS	500	MATERIALS AND SUPPLIES□	\$ 333.71
000005914	12/12/2016	0100	MRC360 AKA MR COPY	500	DUPLICATING SUPPLIES	\$ 1,000.00
000005915	12/12/2016	0100	MRC360 AKA MR COPY	500	DUPLICATING SUPPLIES	\$ 933.25
000005916	12/12/2016	0100	MRC360 AKA MR COPY	500	MATERIALS AND SUPPLIES□	\$ 500.00
000005917	12/12/2016	0100	MISSION FEDERAL CREDIT UNION	500	MATERIALS AND SUPPLIES□	\$ 18.31
000005918	12/12/2016	0100	New Haven Youth & Family Services	002	OTHER CONTR-N.P.S.	\$ 5,578.95
000005919	12/12/2016	0100	New Haven Youth & Family Services	002	SUB/OTHER CONTR-NPA	\$ 1,400.00
					OTHER CONTR-N.P.A.	\$ 25,000.00
000005920	12/12/2016	0100	New Haven Youth & Family Services	002	OTHER CONTR-N.P.A.	\$ 1,064.52
000005921	12/12/2016	0100	BYROM-DAVEY, INC.	600	EQUIPMENT	\$ 25,000.00
		2519	BYROM-DAVEY, INC.	007	EQUIPMENT	\$ 4,900.00
000005922	12/13/2016	0100	BEACHSIDE MIRROR AND GLASS INC	012	REPAIRS BY VENDORS	\$ 386.00
000005923	12/13/2016	0100	AUTISM SPECTRUM	002	SUB/OTHER CONTR-NPA	\$ 5,023.75
					OTHER CONTR-N.P.A.	\$ 25,000.00
000005924	12/13/2016	0100	EAGLE SOFTWARE	500	CONFERENCE,WORKSHOP,SEM.	\$ 1,050.00
000005925	12/13/2016	0100	AUTISM SPECTRUM	002	OTHER CONTR-N.P.A.	\$ 15,410.40
000005926	12/13/2016	0100	AUTISM SPECTRUM	002	OTHER CONTR-N.P.A.	\$ 1,250.00
000005927	12/13/2016	0100	AUTISM SPECTRUM	002	SUB/OTHER CONTR-NPA	\$ 58,029.00
					OTHER CONTR-N.P.A.	\$ 25,000.00

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000005928	12/13/2016	0100	AUTISM SPECTRUM	002	OTHER CONTR-N.P.A.	\$ 5,000.00
000005929	12/13/2016	0100	AUTISM SPECTRUM	002	OTHER CONTR-N.P.A.	\$ 375.00
000005930	12/13/2016	0100	HOME DEPOT CREDIT SERVICES	500	MATERIALS AND SUPPLIES□	\$ 800.00
000005931	12/13/2016	0100	New Haven Youth & Family Services	002	OTHER CONTR-N.P.A.	\$ 7,096.77
000005932	12/13/2016	0100	SAN DIEGO COUNTY OFFICE OF EDUCATION	600	CONFERENCE,WORKSHOP,SEM.	\$ 198.00
000005933	12/13/2016	0100	New Haven Youth & Family Services	002	OTHER CONTR-N.P.A.	\$ 23,703.23
000005934	12/13/2016	0100	WRIPAC	016	CONFERENCE,WORKSHOP,SEM.	\$ 225.00
000005935	12/13/2016	0100	New Haven Youth & Family Services	002	OTHER CONTR-N.P.A.	\$ 3,827.53
000005936	12/13/2016	0100	New Haven Youth & Family Services	002	OTHER CONTR-N.P.A.	\$ 5,866.67
000005937	12/13/2016	0100	New Haven Youth & Family Services	002	SUB/OTHER CONTR-NPA	\$ 1,400.00
					OTHER CONTR-N.P.A.	\$ 25,000.00
000005938	12/13/2016	0100	COMM USA INC	500	REPAIRS BY VENDORS	\$ 240.00
000005939	12/13/2016	0100	New Haven Youth & Family Services	002	OTHER CONTR-N.P.A.	\$ 23,774.20
000005940	12/13/2016	0100	New Haven Youth & Family Services	002	OTHER CONTR-N.P.A.	\$ 2,103.01
000005941	12/13/2016	0100	New Haven Youth & Family Services	002	SUB/OTHER CONTR-NPA	\$ 1,400.00
					OTHER CONTR-N.P.A.	\$ 25,000.00
000005942	12/13/2016	0100	New Haven Youth & Family Services	002	OTHER CONTR-N.P.A.	\$ 1,419.35
000005943	12/13/2016	0100	New Haven Youth & Family Services	002	OTHER CONTR-N.P.A.	\$ 2,058.06
000005944	12/13/2016	0100	New Haven Youth & Family Services	002	OTHER CONTR-N.P.A.	\$ 18,167.74
000005945	12/13/2016	0100	New Haven Youth & Family Services	002	SUB/OTHER CONTR-NPA	\$ 1,400.00
					OTHER CONTR-N.P.A.	\$ 25,000.00
000005946	12/13/2016	0100	New Haven Youth & Family Services	002	OTHER CONTR-N.P.A.	\$ 21,486.67
000005947	12/14/2016	0100	COMMUNITY SCHOOL OF SD, THE	002	SUB/OTHER CONTR-NPS	\$ 35,270.00
					OTHER CONTR-N.P.S.	\$ 25,000.00
000005948	12/14/2016	0100	COMMUNITY SCHOOL OF SD, THE	002	SUB/OTHER CONTR-NPS	\$ 35,270.00
					OTHER CONTR-N.P.S.	\$ 25,000.00
000005949	12/14/2016	0100	COMMUNITY SCHOOL OF SD, THE	002	SUB/OTHER CONTR-NPS	\$ 19,758.00
					OTHER CONTR-N.P.S.	\$ 25,000.00
000005950	12/14/2016	0100	COMMUNITY SCHOOL OF SD, THE	002	SUB/OTHER CONTR-NPS	\$ 35,270.00
					OTHER CONTR-N.P.S.	\$ 25,000.00
000005951	12/14/2016	0100	OFFICE DEPOT, INC	022	PRINTING	\$ 1,657.57
000005952	12/15/2016	2139	BSN SPORTS, INC.,	007	EQUIPMENT	\$ 8,853.80
000005953	12/15/2016	2139	SUBSURFACE SURVEYS &	007	NEW CONSTRUCTION	\$ 7,200.00
000005954	12/15/2016	2139	SUBSURFACE SURVEYS &	007	NEW CONSTRUCTION	\$ 5,400.00
000005955	12/15/2016	2139	SUBSURFACE SURVEYS &	007	NEW CONSTRUCTION	\$ 1,350.00
000005956	12/15/2016	2139	SUBSURFACE SURVEYS &	007	NEW CONSTRUCTION	\$ 1,350.00
000005957	12/15/2016	0100	Chelsea Pest & Termite Control	012	PEST CONTROL	\$ 8,000.00
000005958	12/15/2016	0100	Chelsea Pest & Termite Control	012	PEST CONTROL	\$ 125.00
000005959	12/15/2016	0100	MERCURY DISPOSAL SYSTEM INC	018	HAZARDOUS WASTE DISPOSAL	\$ 4,000.00
000005960	12/15/2016	1500	A Z BUS SALES INC	013	REPAIRS-VEHICLES	\$ 99,834.00
000005961	12/16/2016	0100	CASBO	011	CONFERENCE,WORKSHOP,SEM.	\$ 580.00
000005962	12/16/2016	0100	Chelsea Pest & Termite Control	012	PEST CONTROL	\$ 9,930.00
000005963	12/16/2016	0100	ILLUMINATE EDUCATION, INC.	001	CONFERENCE,WORKSHOP,SEM.	\$ 798.00
000005964	12/16/2016	1300	ONE DAY SIGNS	014	MATERIALS AND SUPPLIES□	\$ 500.00
000005965	12/16/2016	0100	SCHOOL HEALTH CORPORATION	018	NON CAPITALIZED EQUIP	\$ 1,290.60
000005967	12/16/2016	0100	SAFETY GLASSES USA, INC.	003	MATERIALS AND SUPPLIES□	\$ 445.83
000005968	12/16/2016	0100	WORKABILITY REGION 4	002	CONFERENCE,WORKSHOP,SEM.	\$ 75.00
000005969	12/16/2016	0100	MATHESON TRI-GAS INC	003	MATERIALS AND SUPPLIES□	\$ 1,724.45
000005970	12/16/2016	0100	RIO GRANDE	003	MATERIALS AND SUPPLIES□	\$ 50.60
					NON CAPITALIZED EQUIP	\$ 1,790.59
000005971	12/16/2016	0100	C T B / MCGRAW-HILL	003	COMPUTER LICENSING	\$ 21,827.93
000005972	12/16/2016	0100	JOHNSTON INDUSTRIAL SUPPLY	003	MATERIALS AND SUPPLIES□	\$ 154.16
000005974	12/16/2016	0100	CASBO	600	CONFERENCE,WORKSHOP,SEM.	\$ 510.00
000005975	12/16/2016	0100	SAN DIEGO COUNTY OFFICE OF EDUCATION	020	CONFERENCE,WORKSHOP,SEM.	\$ 90.00
000005976	12/16/2016	0100	A C T	600	MATERIALS AND SUPPLIES□	\$ 5,928.00
000005977	12/16/2016	0100	U C S D EXTENSION	002	PROF/CONSULT./OPER EXP	\$ 500.00
000005978	12/16/2016	0100	FRONTIER FENCE COMPANY INC	012	REPAIRS BY VENDORS	\$ 525.00
000005979	12/16/2016	0100	QUEST INSTITUTE	600	MATERIALS AND SUPPLIES□	\$ 8,000.00
000005980	12/16/2016	0100	BANYAN TREE EDUCATIONAL SERVICES, INC.	002	SUB/OTHER CONTR-NPS	\$ 31,485.80
					OTHER CONTR-N.P.S.	\$ 25,000.00
					OTHER CONTR-N.P.A.	\$ 5,400.00
000005981	12/16/2016	0100	BANYAN TREE EDUCATIONAL SERVICES, INC.	002	SUB/OTHER CONTR-NPS	\$ 31,485.80
					OTHER CONTR-N.P.S.	\$ 25,000.00
					OTHER CONTR-N.P.A.	\$ 7,785.00
000005982	12/16/2016	0100	BANYAN TREE EDUCATIONAL SERVICES, INC.	002	SUB/OTHER CONTR-NPS	\$ 9,362.90
					OTHER CONTR-N.P.S.	\$ 25,000.00
000005983	12/16/2016	0100	BANYAN TREE EDUCATIONAL SERVICES, INC.	002	SUB/OTHER CONTR-NPS	\$ 31,485.80
					OTHER CONTR-N.P.S.	\$ 25,000.00
					OTHER CONTR-N.P.A.	\$ 4,050.00
000005984	12/19/2016	0100	MATCH POINT TENNIS COURTS, INC	012	OTHER SERV.& OPER.EXP.	\$ 7,000.00

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000005985	12/19/2016	0100	WINSTON SCHOOL OF SAN DIEGO	002	MEDIATION SETTLEMENTS	\$ 703.10
000005986	12/20/2016	2519	CONSULTING & INSPECTION SVCS	007	EQUIPMENT	\$ 4,112.00
000005987	12/20/2016	0100	BEACHSIDE MIRROR AND GLASS INC	012	REPAIRS BY VENDORS	\$ 397.48
000005988	1/3/2017	0100	BIO CORPORATION	500	MATERIALS AND SUPPLIES□	\$ 1,630.96
000005989	1/3/2017	0100	ULINE SHIPPING SUPPLIES	600	MATERIALS AND SUPPLIES□	\$ 2,092.53
000005990	1/3/2017	0100	AMAZON.COM	500	MATERIALS AND SUPPLIES□	\$ 64.75
000005991	1/3/2017	0100	XEROX CORPORATION	007	RENTS & LEASES	\$ 1,383.53
					COPIER OVERAGE CHGS	\$ 213.57
000005992	1/3/2017	0100	AMAZON.COM	500	MATERIALS AND SUPPLIES□	\$ 51.73
000005993	1/4/2017	0100	BANYAN TREE EDUCATIONAL SERVICES, INC.	002	OTHER CONTR-N.P.A.	\$ 1,440.00
000005994	1/4/2017	0100	AMAZON.COM	002	MATERIALS AND SUPPLIES□	\$ 763.12
000005995	1/4/2017	0100	SAN DIEGO CENTER FOR CHILDREN	002	PROF/CONSULT./OPER EXP	\$ 3,950.75
000005996	1/4/2017	0100	SIMPLEX -GRINNELL LP	012	REPAIRS BY VENDORS	\$ 730.97
000005997	1/4/2017	0100	VITAL SOUNDS LLC	002	MATERIALS AND SUPPLIES□	\$ 590.03
000005998	1/4/2017	0100	EAGLE SOFTWARE	004	COMPUTER LICENSING	\$ 50,904.00
000005999	1/4/2017	0100	MAXIM HEALTHCARE SERVICES INC	002	SUB/OTHER CONTR-NPA	\$ 12,240.00
					OTHER CONTR-N.P.A.	\$ 25,000.00
000006000	1/4/2017	0100	STAPLES ADVANTAGE	500	MATERIALS AND SUPPLIES□	\$ 107.56
000006001	1/4/2017	0100	A1 GOLF CARS, INC	500	REPAIRS BY VENDORS	\$ 993.76
000006002	1/5/2017	0100	AREY JONES ED SOLUTIONS	001	NON-CAPITALIZED TECH EQUIPMENT	\$ 1,399.93
000006003	1/5/2017	0100	C D W G.COM	017	NON-CAPITALIZED TECH EQUIPMENT	\$ 4,361.20
000006004	1/5/2017	0100	EN POINTE TECH SALES INC	017	COMPUTER LICENSING	\$ 24,004.55
000006005	1/5/2017	0100	AREY JONES ED SOLUTIONS	004	NON-CAPITALIZED TECH EQUIPMENT	\$ 4,199.78
000006006	1/5/2017	0100	EN POINTE TECH SALES INC	017	COMPUTER LICENSING	\$ 38,121.00
000006007	1/5/2017	0100	OCEANSIDE TRANSMISSION	013	REPAIRS-VEHICLES	\$ 225.10
000006008	1/5/2017	0100	VALENCIA'S	013	REPAIRS-VEHICLES	\$ 2,000.00
000006009	1/5/2017	0100	CENGAGE LEARNING	500	COMPUTER LICENSING	\$ 50.00
000006010	1/5/2017	0100	WAYNE GOSSETT FORD INC	013	REPAIRS-VEHICLES	\$ 11,562.56
000006011	1/5/2017	0100	MEDCO SUPPLY CO INC	500	MATERIALS AND SUPPLIES□	\$ 102.81
000006012	1/6/2017	0100	Laura Ross	004	PROF/CONSULT./OPER EXP	\$ 1,266.42
000006013	1/6/2017	0100	TOLEDO PHYSICAL EDUCATION SUPPLY	600	MATERIALS AND SUPPLIES□	\$ 209.28
000006014	1/6/2017	0100	STAPLES ADVANTAGE	500	MATERIALS AND SUPPLIES□	\$ 123.82
000006015	1/6/2017	0100	NASCO MODESTO	500	MATERIALS AND SUPPLIES□	\$ 43.48
000006016	1/6/2017	0100	AMAZON.COM	600	MATERIALS AND SUPPLIES□	\$ 350.08
000006017	1/9/2017	0100	PROJECT APPLESEED	003	DUES AND MEMBERSHIPS	\$ 50.00
000006018	1/9/2017	0100	TCR SERVICES	500	MATERIALS AND SUPPLIES□	\$ 35.50
000006019	1/9/2017	0100	MISSION FEDERAL CREDIT UNION	500	MATERIALS AND SUPPLIES□	\$ 60.62
000006020	1/9/2017	0100	STAPLES ADVANTAGE	600	MATERIALS AND SUPPLIES□	\$ 571.67
000006021	1/9/2017	0100	SCHOOL FIX	600	MATERIALS AND SUPPLIES□	\$ 1,397.15
000006023	1/9/2017	0100	TCR SERVICES	500	COMPUTER SUPPLIES	\$ 183.06
000006024	1/10/2017	0100	COLLEGE BOARD	600	DUES AND MEMBERSHIPS	\$ 325.00
000006025	1/10/2017	0100	AMAZON.COM	500	MATERIALS AND SUPPLIES□	\$ 300.62
000006026	1/10/2017	0100	REGENTS OF THE UNIV. OF CA.	001	CONFERENCE.WORKSHOP,SEM.	\$ 2,475.00
00004698A	12/5/2016	0100	SMART AND FINAL STORES CORP	018	MATERIALS AND SUPPLIES□	\$ 172.11
00005165A	12/5/2016	0100	SOUTHWEST SCHOOL/OFFICE SUPPLY	500	MATERIALS AND SUPPLIES□	\$ 80.14
00005815A	11/30/2016	0100	AMAZON.COM	018	NON-CAPITALIZED TECH EQUIPMENT	\$ 1,261.16
770016	12/9/2016	0100	TCR SERVICES	500	REPAIRS BY VENDORS	\$ 960.07
770017	12/1/2016	0100	STAPLES ADVANTAGE	018	MATERIALS AND SUPPLIES□	\$ 749.95
770019	1/10/2017	0100	VIRCO MANUFACTURING CORP	500	MATERIALS AND SUPPLIES□	\$ 1,185.03
Grand Total						\$2,645,436.53

NEW PURCHASE TOTAL	\$2,645,436.53
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CHANGE ORDERS

PO NBR	DATE	FUND	VENDOR	LOC	DESCRIPTION	AMOUNT
000005015	10/12/2016	0100	HOME DEPOT	003	MATERIALS AND SUPPLIES	\$ 225.00
000004451	11/7/2016	0100	PROCURETECH	017	COMPUTER SUPPLIES	\$ 10,000.00
000004875	11/14/2016	0100	SOL TRANSPORTATION	013	SPEC.ED.TRANSPORTATION	\$ 200,000.00
000004414	11/15/2016	0100	STAPLES ADVANTAGE	500	MATERIALS AND SUPPLIES	\$ 300.00
000005264	11/15/2016	0100	HOME DEPOT	600	MATERIALS AND SUPPLIES	\$ 500.00
000004573	11/17/2016	0100	STAPLES ADVANTAGE	000	MATERIALS AND SUPPLIES	\$ 150.00
000004986	11/17/2016	0100	SMART & FINAL	500	MATERIALS AND SUPPLIES	\$ 3,000.00
000005000	11/17/2016	0100	RALPHS	500	MATERIALS AND SUPPLIES	\$ 2,000.00
000000914	11/18/2016	2139	SVA ARCHITECTS	007	NEW CONSTRUCTION	\$ 735,000.00
000005191	11/18/2016	0100	SAROYAN LUMBER	500	MATERIALS AND SUPPLIES	\$ 2,500.00
000005757	11/22/2016	0100	SCHOOL SERVICES OF CALIFORNIA, INC.	100	CONFERENCE.WORKSHOP,SEM.	\$ 205.00
000002718	11/28/2016	2139	MCCARTHY BUILDING CO., INC.	007	NEW CONSTRUCTION	\$ 1,334,005.75
000005532	11/29/2016	0100	FAGEN, FRIEDMAN & FULFROST, LLP.	100	LEGAL EXP-BUSINESS	\$ 26,000.00
000004474	11/30/2016	0100	FREEFORM	500	MATERIALS AND SUPPLIES	\$ 1,125.00
000005261	12/2/2016	0100	STAPLES	500	MATERIALS AND SUPPLIES	\$ 1,000.00

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PO REPORT NOVEMBER 29, 2016 THROUGH JANUARY 10, 2017

PO NBR	DATE	FUND	VENDOR	LOC	DESCRIPTION	AMOUNT
0000004457	12/5/2016	0100	BLICK ART SUPPLY	500	MATERIALS AND SUPPLIES	\$ 1,063.00
0000005840	12/9/2016	0100	LA CLASS TRANSPORTATION, LLC	100	FLD. TRIPS BY PRV. CONTR	\$ 15,000.00
0000003826	12/12/2016	2139	SIEMENS INDUSTRY, INC.	00	IMPROVEMENT	\$ (24,503.00)
0000004507	12/13/2016	2139	TWINING	007	IMPROVEMENT	\$ 1,520.00
242717	12/13/2016	2139	TWINING	007	NEW CONSTRUCTION	\$ 3,175.00
0000004472	12/15/2016	0100	OGGI'S PIZZA	001	REFRESHMENTS	\$ 500.00

CHANGE ORDER TOTAL	\$ 2,312,765.75
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REPORT TOTAL	\$ 4,958,202.28
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Individual Membership Listings
For the Period of November 29, 2016 through January 10, 2017

<u>Staff Member Name</u>	<u>Organization Name</u>	<u>Amount</u>
Randa Fast	College Board PSAT/NMSQT	\$325.00
Robert Coppo	College Board PSAT/NMSQT	\$325.00

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WARRANT REPORT FROM 11/29/16 THROUGH 01/09/17

WARRANT NBR	DATE	VENDOR	FUND	DESCRIPTION	AMOUNT
14191960	11/29/2016	SYNCB/AMAZON	0100	Materials And Supplies	\$ 5,811.29
14191963	11/29/2016	C D W G.COM	2139	Equipment	\$ 22,209.90
14191964	11/29/2016	LEUCADIA PIZZERIA	0100	Refreshments	\$ 28.10
14191965	11/29/2016	ERIC NEUBAUER	0100	Conference,Workshop,Sem.	\$ 670.12
14191966	11/29/2016	PACIFIC BACKFLOW, INC	0100	Other Serv.& Oper.Exp.	\$ 1,110.00
14191967	11/29/2016	PROCURETECH	0100	Computer Supplies	\$ 187.17
14191968	11/29/2016	SIMPLEX GRINNELL LP	0100	Repairs & Maintenance	\$ 597.32
14191969	11/29/2016	STAPLES ADVANTAGE	0100	Materials And Supplies	\$ 77.31
				Office Supplies	\$ 60.71
14191970	11/29/2016	TCR SERVICES	0100	Materials And Supplies	\$ 170.48
14192485	11/30/2016	ANTHEM DENTAL	6717	Retiree Vendor Pmts	\$ 196.64
14192486	11/30/2016	KAISER	0100	Health & Welfare Benefits, cer	\$ 989.96
			6717	Retiree Vendor Pmts	\$ 1,979.92
14192487	11/30/2016	UC Regents	0100	Fees - Business, Admission,Etc	\$ 178.00
14192488	11/30/2016	LUNA GRILL	0100	Refreshments	\$ 144.72
14192489	11/30/2016	SMC CURRICULUM	0100	Conference,Workshop,Sem.	\$ 538.00
14192490	11/30/2016	ADORAMA CAMERA INC	0100	Materials And Supplies	\$ 8,456.25
14192491	11/30/2016	AMANDA J. GRETSCH, INC.	0100	Professional/Consult Svs	\$ 4,937.50
14192492	11/30/2016	SPCA - NORTHERN CALIFORNIA	0100	Conference,Workshop,Sem.	\$ 1,425.00
14192493	11/30/2016	CA AIR COMPRESSOR	0100	Repairs & Maintenance	\$ 949.16
14192494	11/30/2016	CHEVRON & TEXACO BUSINESS	0100	Fuel	\$ 518.62
				Late fees	\$ 78.59
14192495	11/30/2016	COUNTY OF SAN DIEGO	1300	Fees - Business, Admission,Etc	\$ 309.00
14192496	11/30/2016	COX COMMUNICATIONS	0100	Communications-Telephone	\$ 398.28
14192497	11/30/2016	FEDEX	0100	Communications-Postage	\$ 16.31
14192498	11/30/2016	GOLDFIELD STAGE & COMPANY	0100	Fld. Trips By Prv. Contr	\$ 7,775.50
14192499	11/30/2016	MCMaster-CARR SUPPLY CO.	0100	Materials And Supplies	\$ 37.62
14192500	11/30/2016	MISSION LINEN SUPPLY	0100	Other Serv.& Oper.Exp.	\$ 155.14
14192501	11/30/2016	MOBILE MODULAR MANAGEMENT CORP	2139	New Construction	\$ 10,540.76
14192502	11/30/2016	PACIFIC BACKFLOW, INC	0100	Other Serv.& Oper.Exp.	\$ 120.00
14192503	11/30/2016	PRO-ED	0100	Materials And Supplies	\$ 751.69
14192504	11/30/2016	RANCHO SANTA FE SEC SYSTEMS	0100	Other Serv.& Oper.Exp.	\$ 400.00
14192505	11/30/2016	SAN DIEGO CITY TREASURER	0100	Sewer Charges	\$ 289.25
				Water	\$ 4,248.00
14192506	11/30/2016	SAN DIEGUITO WATER DISTRICT	0100	Water	\$ 177.83
14192507	11/30/2016	SUNDANCE STAGE LINES INC	0100	Fld. Trips By Prv. Contr	\$ 5,453.61
14192508	11/30/2016	TOP OF THE BAGEL	1300	Purchases Food	\$ 74.89
14192509	11/30/2016	TWINING, INC.	2139	Improvements	\$ 3,740.00
				New Construction	\$ 4,591.90
14193106	12/1/2016	SMC CURRICULUM	0100	Conference,Workshop,Sem.	\$ 269.00
14193107	12/1/2016	MALLORY SAFETY & SUPPLY	0100	Materials And Supplies	\$ 252.45
14193108	12/1/2016	COSA FOUNDATION	0100	Conference,Workshop,Sem.	\$ 245.00
14193109	12/1/2016	BIO RAD LABORATORIES	0100	Materials And Supplies	\$ 1,180.00
14193110	12/1/2016	BLICK ART MATERIALS	0100	Materials And Supplies	\$ 1,402.49
14193111	12/1/2016	CASBO	0100	Conference,Workshop,Sem.	\$ 870.00
14193112	12/1/2016	MARIAM, RICK	1300	Mileage	\$ 462.78
14193113	12/1/2016	PITSCO	0100	Materials And Supplies	\$ 258.75
14193114	12/1/2016	PAR, INC	0100	Materials And Supplies	\$ 10,168.42
14193115	12/1/2016	RANCHO SANTA FE SEC SYSTEMS	0100	Repairs & Maintenance	\$ -
				Security Guard Contract	\$ 481.16
14193116	12/1/2016	RIO GRANDE	0100	Materials And Supplies	\$ 204.55
14193117	12/1/2016	SAN DIEGO COUNTY OFFICE OF EDUCATION	0100	Conference,Workshop,Sem.	\$ 65.00
14193118	12/1/2016	SCHOOL HEALTH CORPORATION	0100	Materials And Supplies	\$ 27.58
14193119	12/1/2016	T E R I INC	0100	Other Contr-N.P.S.	\$ 38,034.57
14193120	12/1/2016	UNITED PARCEL SERVICE	0100	Communications-Postage	\$ 115.44
14193698	12/2/2016	TIFFANY HAZLEWOOD	0100	Mileage	\$ 327.78
14193699	12/2/2016	AT&T	0100	Communications-Telephone	\$ 2,938.59
14193700	12/2/2016	CALIFORNIA GEOLOGICAL SURVEY	2139	New Construction	\$ 3,600.00

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WARRANT REPORT FROM 11/29/16 THROUGH 01/09/17

WARRANT NBR	DATE	VENDOR	FUND	DESCRIPTION	AMOUNT
14193701	12/2/2016	CALIFORNIA GEOLOGICAL SURVEY	2139	New Construction	\$ 3,600.00
14193702	12/2/2016	DIVISION OF THE STATE ARCHITECT	2139	New Construction	\$ 164,762.00
14193703	12/2/2016	DIVISION OF THE STATE ARCHITECT	2139	New Construction	\$ 500.00
14193704	12/2/2016	DIVISION OF THE STATE ARCHITECT	2139	New Construction	\$ 140,749.35
14193705	12/2/2016	DIVISION OF THE STATE ARCHITECT	2139	New Construction	\$ 500.00
14193706	12/2/2016	ENCINITAS, CITY OF	2139	New Construction	\$ 17,410.00
14193707	12/2/2016	SPEED FARRIS	0100	Conference,Workshop,Sem.	\$ 21.49
14193708	12/2/2016	MICHAEL GROVE	0100	Mileage	\$ 375.84
14193709	12/2/2016	LEE ANN HOWE	0100	Conference,Workshop,Sem.	\$ 18.36
14193710	12/2/2016	CAROLYN LEE	0100	Conference,Workshop,Sem.	\$ 46.81
14193711	12/2/2016	NIKKO ENTERPRISE	1300	Purchases Food	\$ 2,154.00
14193712	12/2/2016	NOVA SERVICES	2519	Equipment	\$ 4,650.75
14193713	12/2/2016	OFFICE DEPOT, INC	0100	Materials And Supplies	\$ 30.74
14193714	12/2/2016	PROCURETECH	0100	Computer Supplies	\$ 220.82
14193715	12/2/2016	RANCHO SANTA FE SEC SYSTEMS	0100	Other Serv.& Oper.Exp.	\$ 330.00
14193716	12/2/2016	SAN DIEGO COUNTY OFFICE OF EDUCATION	0100	Conference,Workshop,Sem.	\$ 155.00
14193717	12/2/2016	RUSSELL THORNTON	0100	Mileage	\$ 98.28
14193718	12/2/2016	TRIMARK ASSOCIATES, INC.	0100	Data Processing Contract	\$ 150.00
14193719	12/2/2016	AMERICAN EXPRESS	0100	Communications-Telephone	\$ 1,046.50
14193720	12/2/2016	WAXIE SANITARY SUPPLY	0100	Custodial Materials	\$ 121.13
14194277	12/5/2016	Elisa Rimbach	0100	Mileage	\$ 106.92
14194278	12/5/2016	PC & MAC EXCHANGE	0100	Non-Capitalized Tech Equipment	\$ 1,447.92
14194279	12/5/2016	SAWSTOP	0100	Materials And Supplies	\$ 727.31
14194280	12/5/2016	AREY JONES ED SOLUTIONS	0100	Non-Capitalized Tech Equipment	\$ 64,759.69
14194281	12/5/2016	C D W G.COM	0100	Non-Capitalized Tech Equipment	\$ 1,881.31
14194282	12/5/2016	C I F	0100	Dues - Cif	\$ 430.00
14194283	12/5/2016	CA DEPT OF EDUCATION	1300	Purchases Food	\$ 312.00
14194284	12/5/2016	TCG ADMINISTRATORS/CALSTRS	0100	Professional/Consult Svs	\$ 612.00
14194285	12/5/2016	COSTCO CARLSBAD	0100	Materials And Supplies	\$ 315.51
14194286	12/5/2016	FEDEX	0100	Communications-Postage	\$ 24.57
14194287	12/5/2016	GOOD SOURCE SOLUTIONS INC	1300	Purchases Food	\$ 2,141.61
14194288	12/5/2016	NATL BALSA COMPANY	0100	Materials And Supplies	\$ 1,155.00
14194289	12/5/2016	PROJECT LEAD THE WAY, INC	0100	Non-Capitalized Equipment	\$ 6,782.40
14194290	12/5/2016	SAN DIEGO CITY TREASURER	0100	Sewer Charges	\$ 3,090.98
				Water	\$ 6,924.76
14194291	12/5/2016	SAN DIEGO RESTAURANT SUPPLY	1300	Non-Capitalized Equipment	\$ 4,526.28
14194292	12/5/2016	SOUTHWEST SCHOOL/OFFICE SUPPLY	0100	Materials And Supplies	\$ 40.07
14194293	12/5/2016	STAPLES ADVANTAGE	0100	Materials And Supplies	\$ 187.44
			1300	Office Supplies	\$ 24.17
14194294	12/5/2016	SUN DIEGO CHARTER COMPANY	0100	Fld. Trips By Prv. Contr	\$ 558.92
14194295	12/5/2016	AMERICAN EXPRESS	0100	Other Serv.& Oper.Exp.	\$ 10,325.00
14194296	12/5/2016	U S POSTAL SERVICE	0100	Communications-Postage	\$ 10,000.00
14194297	12/5/2016	MEREDITH WADLEY AMSBAUGH	0100	Mileage	\$ 56.16
14194298	12/5/2016	XEROX CORPORATION	0100	Copy Charges	\$ 792.93
				Rents & Leases	\$ 1,203.30
			1300	Copy Charges	\$ 56.19
				Rents & Leases	\$ 227.07
14194926	12/6/2016	SYNCB/AMAZON	0100	Materials And Supplies	\$ 7,769.15
				Non-Capitalized Tech Equipment	\$ 4,619.77
14194929	12/6/2016	AREY JONES ED SOLUTIONS	2139	Equipment	\$ 6,487.81
14194930	12/6/2016	BALFOUR BEATTY CONSTRUCTION,	2139	New Construction	\$ 814,478.75
14194931	12/6/2016	BERT'S OFFICE TRAILERS	0100	Rents & Leases	\$ 144.72
14194932	12/6/2016	ERICKSON-HALL CONSTRUCTION CO	2139	Improvements	\$ 682,438.17
				New Construction	\$ 77,954.27
14194933	12/6/2016	FREDRICKS ELECTRIC INC	2519	Improvements	\$ 12,872.00
14194934	12/6/2016	FREDRICKS ELECTRIC INC	2518	Non-Capitalized Imprvmnts	\$ 4,130.00
14194935	12/6/2016	LATITUDE 33 PLANNING AND	2139	Improvements	\$ 9,576.14
14194936	12/6/2016	MOBILE MODULAR MANAGEMENT CORP	2519	Rents & Leases	\$ 1,065.00

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WARRANT REPORT FROM 11/29/16 THROUGH 01/09/17

WARRANT NBR	DATE	VENDOR	FUND	DESCRIPTION	AMOUNT
14194937	12/6/2016	NVLS PROFESSIONAL SERVICES LLC	0100	Consultants-Computer	\$ 6,325.00
14194938	12/6/2016	PALOMAR REPROGRAPHICS, INC.	0100	Printing	\$ 293.01
14194939	12/6/2016	PROCURETECH	0100	Computer Supplies	\$ 643.73
				Non-Capitalized Tech Equipment	\$ 783.00
14194940	12/6/2016	REGENTS BANK	2139	New Construction	\$ 1,998.83
14194941	12/6/2016	REGENTS BANK	2139	Improvements	\$ 35,917.80
14194942	12/6/2016	ROESLING NAKAMURA	2519	Land Improvements	\$ 5,802.00
14194943	12/6/2016	ROESLING NAKAMURA	2139	Improvements	\$ 7,725.70
				New Construction	\$ 19,998.25
14194944	12/6/2016	SMART AND FINAL STORES CORP	0100	Materials And Supplies	\$ 1,492.33
14194945	12/6/2016	AMERICAN EXPRESS	0100	Communications-Telephone	\$ 2,171.58
14194946	12/6/2016	SSID #5018539432	0100	Pay In Lieu Of Transp>	\$ 148.65
14194947	12/6/2016	CRAIG J. WILLIAMS	0100	Conference,Workshop,Sem.	\$ 1,049.50
14195550	12/7/2016	JAYME CAMBRA	0100	Conference,Workshop,Sem.	\$ 323.87
14195551	12/7/2016	ELLEN DICRISTINA	0100	Conference,Workshop,Sem.	\$ 235.48
14195552	12/7/2016	A CHILDREN'S GARDEN LLC	0100	All Other Local Revenue	\$ 57.00
14195553	12/7/2016	ADVANCED CHEMICAL TRANSPORT	0100	Hazardous Waste Disposal	\$ 63.08
14195554	12/7/2016	AFFORDABLE DRAIN SERVICE INC	0100	Repairs & Maintenance	\$ 13,957.25
14195556	12/7/2016	APPERSON	0100	Materials And Supplies	\$ 226.62
14195557	12/7/2016	RICHARD AYALA	0100	Mileage	\$ 78.84
14195558	12/7/2016	JOY BISCHKE	0100	Mileage	\$ 224.10
14195559	12/7/2016	AMY BRIGGS	0100	Conference,Workshop,Sem.	\$ 698.20
14195560	12/7/2016	GILLIAN BRITTAN	0100	Conference,Workshop,Sem.	\$ 99.95
14195561	12/7/2016	COLLEGE BOARD	0100	Dues And Memberships	\$ 325.00
14195562	12/7/2016	CONCEPTS SCHOOL & OFFICE FURNISHINGS	0100	Materials And Supplies	\$ 98.00
14195563	12/7/2016	CHERYL COOPER	0100	Mileage	\$ 36.18
14195564	12/7/2016	COX COMMUNICATIONS	0100	Communications-Telephone	\$ 360.20
14195565	12/7/2016	MICHAEL COY	0100	Mileage	\$ 940.14
14195566	12/7/2016	DAWN SIGN PRESS	0100	Textbooks	\$ 229.78
14195567	12/7/2016	KELLY DUNN	0100	Mileage	\$ 562.14
14195568	12/7/2016	EARL WARREN MIDDLE SCHOOL ASB	1300	Other Serv.& Oper.Exp.	\$ 307.50
14195569	12/7/2016	EDUCATIONAL DATA SYSTEMS, INC.	0100	Materials And Supplies	\$ 596.26
14195570	12/7/2016	TIFFANY M. FINDELL	0100	Mileage	\$ 129.06
14195571	12/7/2016	SCOTT FROESE	0100	Mileage	\$ 68.04
14195572	12/7/2016	HORIZON LIGHTING INC	0100	Repairs & Maintenance	\$ 1,000.00
14195573	12/7/2016	HEATHER LUTZ	0100	Mileage	\$ 132.84
14195574	12/7/2016	JENNIFER MCCLUAN	0100	Conference,Workshop,Sem.	\$ 25.92
				Mileage	\$ 61.02
14195575	12/7/2016	MCMaster-CARR SUPPLY CO.	0100	Materials And Supplies	\$ 57.73
14195576	12/7/2016	NO CTY STUDENT TRANSPORTATION	0100	Fld. Trips By Prv. Contr	\$ 458.55
14195577	12/7/2016	OLIVENHAIN MUNICIPAL WATER DST	0100	Gas & Electric	\$ 244.14
				Water	\$ 14,775.71
14195578	12/7/2016	ORANGE COUNTY DEPT OF ED	0100	Oth Tuit-X Cost/Defic Pmnts-Cty	\$ 13,122.12
14195579	12/7/2016	PALOMAR REPROGRAPHICS, INC.	0100	Printing	\$ 167.43
14195580	12/7/2016	THE PATON GROUP	0100	Materials And Supplies	\$ 1,189.80
14195581	12/7/2016	PETERSON, TINA	0100	Materials And Supplies	\$ 270.00
14195582	12/7/2016	LAURA ROMANO	0100	Legal Exp-Business	\$ 2,193.75
14195583	12/7/2016	SANTA FE IRRIGATION DISTRICT	0100	Water	\$ 823.91
14195584	12/7/2016	SCHOOL FACILITY CONSULTANTS	2519	Professional/Consult Svs	\$ 371.25
14195585	12/7/2016	SMART AND FINAL STORES CORP	0100	Materials And Supplies	\$ 606.25
				Refreshments	\$ 319.62
14195586	12/7/2016	URBAN TREE CARE, INC.	0100	Other Serv.& Oper.Exp.	\$ 1,600.00
14196321	12/8/2016	SPICE WAY, THE	1300	Purchases Food	\$ 107.50
14196322	12/8/2016	BEACHSIDE MIRROR AND GLASS INC	0100	Materials And Supplies	\$ 6,458.00
14196323	12/8/2016	LISA ELLIOTT	0100	Mileage	\$ 27.54
14196324	12/8/2016	CRAIG GRIESEMER	0100	Conference,Workshop,Sem.	\$ 190.00
14196326	12/8/2016	B AND H PHOTO-VIDEO	0100	Materials And Supplies	\$ 732.31
14196327	12/8/2016	COMMUNITY INTERVENTION INC	0100	Materials And Supplies	\$ 200.00

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WARRANT REPORT FROM 11/29/16 THROUGH 01/09/17

WARRANT NBR	DATE	VENDOR	FUND	DESCRIPTION	AMOUNT
14196328	12/8/2016	MARIA VERONICA BURCIAGA	0100	Mileage	\$ 141.48
14196329	12/8/2016	ERIC DILL	0100	Conference,Workshop,Sem.	\$ 1,682.28
14196330	12/8/2016	IPROMOTEU	0100	Materials And Supplies	\$ 444.99
14196331	12/8/2016	DUNN EDWARDS CORP	0100	Bldg.-Repair Materials	\$ 532.64
14196332	12/8/2016	EDCO DISPOSAL CORPORATION	0100	Rubbish Disposal	\$ 6,388.66
14196333	12/8/2016	ERIC'S MEDICAL SUPPLY	0100	Materials And Supplies	\$ 108.00
14196334	12/8/2016	ESCHOOL SOLUTIONS INC.	0100	Computer Licensing	\$ 7,203.10
14196335	12/8/2016	CORELOGIC SOLUTIONS, LLC	0100	Computer Licensing	\$ 190.30
14196336	12/8/2016	FLINN SCIENTIFIC INC	0100	Materials And Supplies	\$ 317.35
14196337	12/8/2016	GOLDFIELD STAGE & COMPANY	0100	Fld. Trips By Prv. Contr	\$ 6,508.54
14196338	12/8/2016	HOLLANDIA DAIRY	1300	Purchases Food	\$ 5,226.04
14196339	12/8/2016	HORIZON LIGHTING INC	0100	Repairs & Maintenance	\$ 3,306.90
14196340	12/8/2016	INTERPRETERS UNLIMITED	0100	Professional/Consult Svs	\$ 400.00
14196341	12/8/2016	LAW OFFICE OF MEAGAN NUNEZ	0100	Mediation Settlements	\$ 6,000.00
14196342	12/8/2016	LLOYD PEST CONTROL	1300	Other Serv.& Oper.Exp.	\$ 403.00
14196343	12/8/2016	NIKKO ENTERPRISE	1300	Purchases Food	\$ 747.00
14196344	12/8/2016	S AND S BAKERY INC	1300	Purchases Food	\$ 3,523.16
14196345	12/8/2016	SAN DIEGO CENTER FOR CHILDREN	0100	Mental Health Svcs	\$ 2,913.00
				Other Contr-N.P.S.	\$ 3,963.75
				Sub/Room & Board	\$ 9,182.00
14196346	12/8/2016	SEASIDE HEATING AND AIR COND	0100	Repairs & Maintenance	\$ 11,680.00
14196347	12/8/2016	SO-CAL DOMINOIDS	1300	Purchases Food	\$ 11,766.85
14196348	12/8/2016	SUNRISE PRODUCE	1300	Purchases Food	\$ 1,643.23
14196349	12/8/2016	TOP OF THE BAGEL	1300	Purchases Food	\$ 566.06
14196350	12/8/2016	AMERICAN EXPRESS	0100	Other Serv.& Oper.Exp.	\$ 845.05
14196351	12/8/2016	URBAN TREE CARE, INC.	0100	Other Serv.& Oper.Exp.	\$ 285.00
14196352	12/8/2016	AMERICAN EXPRESS	0100	Materials And Supplies	\$ 550.93
14196353	12/8/2016	WILLIAMS SCOTSMAN, INC.	2139	New Construction	\$ 1,812.00
14197088	12/9/2016	La Class Transportation, LLC	0100	Fld. Trips By Prv. Contr	\$ 4,497.24
14197089	12/9/2016	SSID #4182057810	0100	Pay In Lieu Of Transp>	\$ 317.52
14197090	12/9/2016	Tenancingo, LLC	1300	Purchases Food	\$ 9,064.00
14197091	12/9/2016	CRYSTAL BEJARANO	0100	Conference,Workshop,Sem.	\$ 154.86
14197092	12/9/2016	Lara Rhoads	0100	Conference,Workshop,Sem.	\$ 1,550.00
14197093	12/9/2016	ALTERNATIVE TEACHING STRATEGY CTR	0100	Mediation Settlements	\$ 17,245.00
14197094	12/9/2016	CA DEPT OF EDUCATION	1300	Purchases Food	\$ 109.20
14197095	12/9/2016	HOME DEPOT CREDIT SERVICES	0100	Bldg.-Repair Materials	\$ 4,529.87
				Materials And Supplies	\$ 1,242.47
14197097	12/9/2016	AMERICAN EXPRESS	0100	Hazardous Waste Disposal	\$ 470.88
14197098	12/9/2016	SIMPLEX GRINNELL LP	2139	Equipment Replacement	\$ 3,940.00
14197099	12/9/2016	SMART AND FINAL STORES CORP	0100	Materials And Supplies	\$ 128.12
14197100	12/9/2016	SOCO GROUP, INC.	0100	Fuel	\$ 22,637.54
14197101	12/9/2016	AMERICAN EXPRESS	0100	Non-Capitalized Equipment	\$ 538.92
14197102	12/9/2016	ALBERTSONS SAFEWAY	0100	Materials And Supplies	\$ 439.55
14197103	12/9/2016	WARD'S SCIENCE	0100	Materials And Supplies	\$ 103.36
14197104	12/9/2016	SAN DIEGO FRICTION PRODUCTS	0100	Materials-Vehicle Parts	\$ 1,995.57
14197855	12/12/2016	OXFORD UNIVERSITY PRESS	0100	Materials And Supplies	\$ 263.65
14197856	12/12/2016	San Diego Union Tribune, LLC	2518	Land Improvements	\$ 217.10
14197857	12/12/2016	SITEONE LANDSCAPE SUPPLY	0100	Grounds Materials	\$ 565.05
14197858	12/12/2016	TOTAL ONLINE PROTECTION LLC	0100	Repairs & Maintenance	\$ 13,134.70
14197859	12/12/2016	ACT	0100	Fees - Business, Admission,Etc	\$ 250.00
14197860	12/12/2016	A O REED	0100	Repairs & Maintenance	\$ 952.25
14197861	12/12/2016	A&R FOOD DISTRIBUTORS	1300	Purchases Food	\$ 35,834.68
14197862	12/12/2016	A-Z BUS SALES, INC. - COLTON	0100	Materials-Vehicle Parts	\$ 363.68
14197863	12/12/2016	ADVANTAGE A PAYCHEX COMPANY	0100	Other Serv.& Oper.Exp.	\$ 284.80
14197864	12/12/2016	BLICK ART MATERIALS	0100	Materials And Supplies	\$ 3,186.52
14197865	12/12/2016	CART MART INC	0100	Materials-Vehicle Parts	\$ 23.48
14197866	12/12/2016	SPARKLETTS	0100	Materials And Supplies	\$ 398.54
14197867	12/12/2016	DIVERSE NETWORK ASSOCIATES	0100	Consultants-Computer	\$ 8,316.00

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WARRANT NBR	DATE	VENDOR	FUND	DESCRIPTION	AMOUNT
14197868	12/12/2016	ELITE SHOW SERVICES INC.	0100	Other Serv.& Oper.Exp.	\$ 3,095.00
14197869	12/12/2016	ENCINITAS FORD	0100	Materials-Vehicle Parts	\$ 271.62
14197870	12/12/2016	FRONTIER FENCE COMPANY INC	0100	Non-Capitalized Imprvmnts	\$ 1,401.00
14197871	12/12/2016	INTERSTATE BATTERY	0100	Materials-Vehicle Parts	\$ 517.95
				Other Transport.Supplies	\$ 75.06
14197872	12/12/2016	MISSION LINEN SUPPLY	0100	Other Serv.& Oper.Exp.	\$ 281.61
14197873	12/12/2016	NCTD	0100	Fees - Business, Admission,Etc	\$ 1,602.00
14197874	12/12/2016	OPTIMUM FLOOR CARE	0100	Repairs & Maintenance	\$ 597.88
14197875	12/12/2016	P AND R PAPER SUPPLY CO.	1300	Purchases Supplies	\$ 4,914.93
14197876	12/12/2016	PICK UP STIX CATERING	1300	Purchases Food	\$ 6,719.25
14197877	12/12/2016	PRO-ED	0100	Computer Software	\$ 2,175.80
14197878	12/12/2016	PROCURETECH	0100	Computer Supplies	\$ 196.16
14197879	12/12/2016	SAN DIEGO SCENIC TOURS, INC.	0100	Fld. Trips By Prv. Contr	\$ 3,765.03
14197880	12/12/2016	SAROYAN LUMBER	0100	Materials And Supplies	\$ 2,014.32
14197881	12/12/2016	TCR SERVICES	0100	Materials And Supplies	\$ 197.53
14197882	12/12/2016	TOXGUARD FLUID TECHNOLOGY	0100	Materials-Vehicle Parts	\$ 289.89
14197883	12/12/2016	TURF STAR INC	0100	Materials-Vehicle Parts	\$ 38.17
14197884	12/12/2016	WAXIE SANITARY SUPPLY	0100	Materials And Supplies	\$ 194.24
14197885	12/12/2016	WESELOH CHEVROLET CO	0100	Materials-Vehicle Parts	\$ 183.79
14197886	12/12/2016	SAN DIEGO FRICTION PRODUCTS	0100	Materials-Vehicle Parts	\$ 1,746.65
14198660	12/13/2016	IIRP	0100	Materials And Supplies	\$ 937.08
14198661	12/13/2016	TECHNICAL SAFETY SERVICES	0100	Other Serv.& Oper.Exp.	\$ 1,667.50
14198662	12/13/2016	A1 GOLF CARS, INC	0100	Repairs & Maintenance	\$ 302.64
14198663	12/13/2016	A-Z BUS SALES, INC. - COLTON	0100	Materials-Vehicle Parts	\$ 69.77
14198664	12/13/2016	AMERICAN CHEMICAL	0100	Custodial Materials	\$ 2,114.42
14198665	12/13/2016	AREY JONES ED SOLUTIONS	0100	Non-Capitalized Tech Equipment	\$ 1,041.96
14198666	12/13/2016	ATLAS PUMPING SERVICES	0100	Repairs & Maintenance	\$ 1,975.00
14198667	12/13/2016	BLUE COAST CONSULTING	2139	Improvements	\$ 13,005.00
				New Construction	\$ 13,178.40
14198668	12/13/2016	DOOR SERVICE & REPAIR, INC.	0100	Repairs & Maintenance	\$ 8,939.00
14198669	12/13/2016	FEDEX	0100	Communications-Postage	\$ 25.75
14198670	12/13/2016	FLINN SCIENTIFIC INC	0100	Materials And Supplies	\$ 118.42
14198671	12/13/2016	FREE FORM CLAY & SUPPLY	0100	Materials And Supplies	\$ 1,524.61
14198672	12/13/2016	GEOCON INCORPORATED	2139	New Construction	\$ 2,472.50
14198673	12/13/2016	GOPHER SPORT	0100	Materials And Supplies	\$ 178.09
14198674	12/13/2016	HARCOURT OUTLINES	0100	Materials And Supplies	\$ 273.72
14198675	12/13/2016	INTERSTATE BATTERY	0100	Materials-Vehicle Parts	\$ 567.69
14198676	12/13/2016	LAWNMOWERS PLUS INC	0100	Repairs & Maintenance	\$ 116.32
14198677	12/13/2016	LIONAKIS	2139	New Construction	\$ 125,952.00
14198678	12/13/2016	MISSION LINEN SUPPLY	0100	Other Serv.& Oper.Exp.	\$ 54.78
14198679	12/13/2016	NAPA AUTO PARTS	0100	Materials-Vehicle Parts	\$ 2,770.93
				Other Transport.Supplies	\$ 11.86
14198680	12/13/2016	NEW MANAGEMENT, INC.	0100	Materials And Supplies	\$ 186.45
14198681	12/13/2016	NINYO & MOORE	2139	Improvements	\$ 561.00
				New Construction	\$ 28,554.00
14198682	12/13/2016	DELORES PERLEY REVOLVING CASH	0100	Bank Charges	\$ 75.90
				Materials And Supplies	\$ 237.36
				Spec Ed Student Stipends	\$ 2,795.00
				Teacher Sal-Regular	\$ 5,667.93
14198683	12/13/2016	RALPHS CUSTOMER CHARGES	0100	Materials And Supplies	\$ 443.63
				Refreshments	\$ 49.69
14198684	12/13/2016	STAPLES ADVANTAGE	0100	Duplicating Supplies	\$ 390.96
				Materials And Supplies	\$ 1,737.40
				Office Supplies	\$ 208.28
14198685	12/13/2016	SVA ARCHITECTS, INC.	2139	New Construction	\$ 156,800.00
14198686	12/13/2016	TCR SERVICES	0100	Repairs & Maintenance	\$ 888.95
14198687	12/13/2016	SHADE STRUCTURES, INC.	0100	Land Improvements	\$ 8,772.00
			2519	Land Improvements	\$ 6,023.00

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WARRANT NBR	DATE	VENDOR	FUND	DESCRIPTION	AMOUNT
14198688	12/13/2016	AMERICAN EXPRESS	0100	Other Serv.& Oper.Exp.	\$ 728.55
				Rents & Leases	\$ 1,738.42
			2519	New Construction	\$ 3,154.50
14198689	12/13/2016	AMERICAN EXPRESS	0100	Other Transport.Supplies	\$ -
				Rents & Leases	\$ 295.05
14198690	12/13/2016	WESTBERG & WHITE, INC.	2139	New Construction	\$ 24,988.43
14199597	12/14/2016	HOFMAN PLANNING & ENGINEERING	2139	New Construction	\$ 765.00
14199598	12/14/2016	PC & MAC EXCHANGE	2139	Equipment	\$ 2,796.84
14199599	12/14/2016	APPERSON	0100	Materials And Supplies	\$ 2,336.40
14199600	12/14/2016	CA DEPT OF EDUCATION	1300	Purchases Food	\$ 137.80
14199601	12/14/2016	TCG ADMINISTRATORS/CALSTRS	0100	Professional/Consult Svs	\$ 618.00
14199602	12/14/2016	DIEGUENO MIDDLE SCHOOL ASB	1300	Other Serv.& Oper.Exp.	\$ 580.00
14199603	12/14/2016	HAWTHORNE LIFT SYSTEMS	0100	Repairs & Maintenance	\$ 814.92
14199604	12/14/2016	MCLOGAN SUPPLY CO	0100	Materials And Supplies	\$ 1,255.76
14199605	12/14/2016	NAPA AUTO PARTS	0100	Materials And Supplies	\$ 42.07
14199606	12/14/2016	PROCURETECH	0100	Computer Supplies	\$ 1,483.61
14199607	12/14/2016	RANCHO SANTA FE SEC SYSTEMS	0100	Other Serv.& Oper.Exp.	\$ 800.00
14199608	12/14/2016	SCHOOL SERVICES OF CALIFORNIA, INC.	0100	Professional/Consult Svs	\$ 295.00
14199609	12/14/2016	XEROX CORPORATION	0100	Copy Charges	\$ 5,223.00
				Duplicating Supplies	\$ 329.66
				Rents & Leases	\$ 10,195.70
14200328	12/15/2016	ALEXIS HILLENBRAND	0100	Conference,Workshop,Sem.	\$ 27.43
14200329	12/15/2016	TIFFANY HAZLEWOOD	0100	Mileage	\$ 193.32
14200330	12/15/2016	Harbottle Law Group	0100	Legal Expense	\$ 4,547.18
14200331	12/15/2016	MARY COURTNEY	0100	Mileage	\$ 59.94
14200332	12/15/2016	LISA ELLIOTT	0100	Mileage	\$ 12.96
14200333	12/15/2016	LUCAS LUWA	1300	Food Service Sales Tp	\$ 96.00
14200334	12/15/2016	BRENDA KAKEHASHI	1300	Food Service Sales Sda	\$ 11.50
14200335	12/15/2016	MICHELE JAFFEE	1300	Food Service Sales Cca	\$ 402.25
14200336	12/15/2016	SORAYA BOUZIDA	1300	Food Service Sales Tp	\$ 80.10
14200337	12/15/2016	WRIPAC	0100	Conference,Workshop,Sem.	\$ 225.00
14200338	12/15/2016	CHUCK ADAMS	0100	Mileage	\$ 97.20
14200339	12/15/2016	JOHN ADDLEMAN	0100	Mileage	\$ 598.71
14200340	12/15/2016	SYNCB/AMAZON	2139	Equipment	\$ 682.23
14200341	12/15/2016	AUTISM SPECTRUM	0100	Other Contr-N.P.A.	\$ 41,461.65
14200343	12/15/2016	BLICK ART MATERIALS	0100	Materials And Supplies	\$ 692.89
14200344	12/15/2016	CHEVRON & TEXACO BUSINESS	0100	Fuel	\$ 71.10
				Late fees	\$ 86.58
14200345	12/15/2016	CHICK-FIL-A	0100	Refreshments	\$ 136.08
14200346	12/15/2016	CHERYL COOPER	0100	Mileage	\$ 45.36
14200347	12/15/2016	VICKI DE JESUS	0100	Conference,Workshop,Sem.	\$ 133.40
14200348	12/15/2016	DIANE DEKKER	0100	Conference,Workshop,Sem.	\$ 256.34
14200349	12/15/2016	JEFF GERMANO	0100	Conference,Workshop,Sem.	\$ 506.38
14200350	12/15/2016	LEUCADIA PIZZERIA	0100	Refreshments	\$ 27.57
14200351	12/15/2016	LAURA MCCORMICK	0100	Conference,Workshop,Sem.	\$ 486.96
14200352	12/15/2016	MODULAR SPACE CORPORATION	2519	New Construction	\$ 1,034.82
14200353	12/15/2016	NOVA SERVICES	2139	New Construction	\$ 17,953.22
14200354	12/15/2016	RACHEL PAGE	0100	Mileage	\$ 258.66
14200355	12/15/2016	SAN DIEGO GAS & ELECTRIC CO	0100	Compressed Natrl Gas (Cng)	\$ 849.37
				Gas & Electric	\$ 116,833.56
14200356	12/15/2016	SAN DIEGUITO WATER DISTRICT	0100	Water	\$ 4,344.49
14200357	12/15/2016	SOL TRANSPORTATION, INC.	0100	Spec.Ed.Transportation	\$ 23,495.50
14200358	12/15/2016	SPRINGSTEAD, AMY	0100	Conference,Workshop,Sem.	\$ 7.56
14200359	12/15/2016	WESTBERG & WHITE, INC.	2139	New Construction	\$ 89,892.00
14200360	12/15/2016	WOOD, KAITLIN	0100	Mileage	\$ 44.82
14200361	12/15/2016	JUAN MANUEL ZAPATA	0100	Mileage	\$ 380.16
14201135	12/16/2016	TK1SC INC	2139	New Construction	\$ 990.00
14201136	12/16/2016	ANTHEM BLUE CROSS	6717	Retiree Vendor Pmts	\$ 89.92

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14201137	12/16/2016	VEBA KAISER	0100	Health & Welfare Benefits, cer	\$ 543.00
				Health & Welfare Benefits, cla	\$ 1,086.00
			6717	Retiree Vendor Pmts	\$ 13,123.00
14201138	12/16/2016	VEBA - UNITED HEALTH CARE	6717	Retiree Vendor Pmts	\$ 13,109.00
14201139	12/16/2016	DELTA DENTAL INSURANCE CO.	0100	Health & Welfare Benefits, cla	\$ 27.59
			6717	Retiree Vendor Pmts	\$ 155.89
14201140	12/16/2016	FBC DENTAL	0100	Health & Welfare Benefits, cla	\$ 60.21
			6717	Retiree Vendor Pmts	\$ 1,097.63
14201141	12/16/2016	ANTHEM DENTAL	0100	Health & Welfare Benefits, cer	\$ 49.16
			6717	Retiree Vendor Pmts	\$ 1,024.52
14201142	12/16/2016	ANTHEM BC	0100	Health & Welfare Benefits, cer	\$ 761.72
			6717	Retiree Vendor Pmts	\$ 24,849.51
14201143	12/16/2016	KAISER	6717	Retiree Vendor Pmts	\$ 5,355.90
14201144	12/16/2016	PC & MAC EXCHANGE	0100	Non-Capitalized Tech Equipment	\$ 1,447.92
14201145	12/16/2016	SITEONE LANDSCAPE SUPPLY	0100	Grounds Materials	\$ 250.06
14201146	12/16/2016	MIE BUSKIRK	0100	Mileage	\$ 119.34
14201147	12/16/2016	NORMA MAGNA	1300	Materials And Supplies	\$ 29.35
14201148	12/16/2016	OLCAY BOZ	1300	Food Service Sales Cca	\$ 66.50
14201149	12/16/2016	AT&T	0100	Communications-Telephone	\$ 50.89
14201150	12/16/2016	AT&T LONG DISTANCE	0100	Communications-Telephone	\$ 15.87
14201151	12/16/2016	GILLIAN BRITTAN	0100	Mileage	\$ 52.38
14201152	12/16/2016	CAROL CLEMONS	0100	Mileage	\$ 88.51
14201153	12/16/2016	COMMUNITY SCHOOL OF SD, THE	0100	Other Contr-N.P.S.	\$ 65,723.00
14201154	12/16/2016	MRC360 AKA MR COPY	0100	Duplicating Supplies	\$ 890.20
14201155	12/16/2016	RACHEL PAGE	0100	Mileage	\$ 361.80
14201156	12/16/2016	PRIORITY NEOPOST	0100	Materials And Supplies	\$ 269.16
14201157	12/16/2016	SAN DIEGO CITY TREASURER	0100	Sewer Charges	\$ 2,630.88
				Water	\$ 7,085.70
14201158	12/16/2016	SCHOOL SPECIALTY, INC.	0100	Materials And Supplies	\$ 73.76
14201159	12/16/2016	SEASIDE HEATING AND AIR COND	0100	Repairs & Maintenance	\$ 7,335.00
14201160	12/16/2016	SHELL CAR WASH & EXPRESS LUBE	0100	Gasoline Supplies	\$ 218.94
14201161	12/16/2016	SHELL	1300	Fuel	\$ 72.22
14201162	12/16/2016	STATE INDUSTRIAL PRODUCTS	0100	Other Serv. & Oper.Exp.	\$ 1,890.00
14201163	12/16/2016	T E R I INC	0100	Other Contr-N.P.S.	\$ 33,681.87
				Sub/Other Contr-Nps	\$ 795.51
14201164	12/16/2016	TCR SERVICES	0100	Materials And Supplies	\$ 70.15
14201165	12/16/2016	TEAM SPORTS OF NORTH COUNTY	0100	Materials And Supplies	\$ 675.00
14201166	12/16/2016	TOP OF THE BAGEL	1300	Purchases Food	\$ 35.94
14201167	12/16/2016	WAXIE SANITARY SUPPLY	0100	Custodial Materials	\$ 101.30
14201973	12/19/2016	M A Engineers Inc.	2139	New Construction	\$ 1,400.00
14201974	12/19/2016	MARTHA HUTCHINSON	0100	Refreshments	\$ 91.81
14201975	12/19/2016	ANNA WEIRATHER	0100	Mileage	\$ 137.16
14201976	12/19/2016	NATIONAL PETROLEUM INC.	0100	Materials-Vehicle Parts	\$ 954.14
14201977	12/19/2016	UNITED TIRE CENTERS, LLC	0100	Repairs-Vehicles	\$ -
				Tires	\$ 2,478.43
14201978	12/19/2016	Daily Journal Corporation	0100	Advertising	\$ 176.70
14201979	12/19/2016	PC & MAC EXCHANGE	0100	Non-Capitalized Tech Equipment	\$ 5,494.68
14201980	12/19/2016	SITEONE LANDSCAPE SUPPLY	0100	Grounds Materials	\$ 29.81
14201981	12/19/2016	ACE COOLERS INC	0100	Repairs & Maintenance	\$ 5,568.20
14201982	12/19/2016	Debra Oakes	0100	Abatements-Matls & Supplies	\$ 10.00
14201983	12/19/2016	Gloria Slezak	1300	Food Service Sales Lcc	\$ 246.25
14201984	12/19/2016	AMERICAN EXPRESS	0100	Conference,Workshop,Sem.	\$ 1,267.48
14201985	12/19/2016	AREY JONES ED SOLUTIONS	0100	Non-Capitalized Tech Equipment	\$ 10,439.76
14201986	12/19/2016	CASBO	0100	Conference,Workshop,Sem.	\$ 580.00
14201987	12/19/2016	C D W G.COM	0100	Non-Capitalized Tech Equipment	\$ 8,722.40
14201988	12/19/2016	COROVAN MOVING & STORAGE	0100	Other Serv. & Oper.Exp.	\$ 600.26
14201989	12/19/2016	CONSULTING & INSPECTION SVCS	2139	New Construction	\$ 31,972.00
14201990	12/19/2016	ERIC DILL	0100	Conference,Workshop,Sem.	\$ 1,722.22

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14201991	12/19/2016	Sandra English	0100	Mileage	\$ 33.48
14201992	12/19/2016	ERICKSON-HALL CONSTRUCTION CO	2139	Improvements	\$ 578,311.12
				New Construction	\$ 141,873.05
14201993	12/19/2016	FREDRICKS ELECTRIC INC	2139	Equipment Replacement	\$ 7,470.00
14201994	12/19/2016	BETH HERGESHEIMER	0100	Conference,Workshop,Sem.	\$ 171.05
14201995	12/19/2016	ILLUMINATE EDUCATION, INC.	0100	Conference,Workshop,Sem.	\$ 798.00
14201996	12/19/2016	MISSION FEDERAL CREDIT UNION	0100	Bldg.-Repair Materials	\$ 12,276.09
				Books Other Than Textbooks	\$ 87.24
				Custodial Materials	\$ 1,385.72
				Grounds Materials	\$ 5,869.34
				Materials And Supplies	\$ 1,602.28
				Rents & Leases	\$ 398.60
				Repairs & Maintenance	\$ 384.00
			1300	Materials And Supplies	\$ 1,654.50
14201997	12/19/2016	New Haven Youth & Family Services	0100	Other Contr-N.P.A.	\$ 92,967.75
				Other Contr-N.P.S.	\$ 3,433.20
14202001	12/19/2016	RANCHO SANTA FE SEC SYSTEMS	0100	Other Serv.& Oper.Exp.	\$ 400.00
				Security Guard Contract	\$ 281.21
14202002	12/19/2016	REGENTS BANK	2139	New Construction	\$ 1,254.16
14202003	12/19/2016	REGENTS BANK	2139	Improvements	\$ 30,437.42
14202004	12/19/2016	JOANN SCHULTZ	0100	Conference,Workshop,Sem.	\$ 1,187.68
14202005	12/19/2016	STANDARD ELECTRONICS	0100	Repairs & Maintenance	\$ 10,575.00
14202006	12/19/2016	STAPLES ADVANTAGE	0100	Accts Rec Collections	\$ (252.53)
				Materials And Supplies	\$ 1,186.64
				Office Supplies	\$ 246.14
14202008	12/19/2016	TCR SERVICES	0100	Materials And Supplies	\$ 388.48
14202009	12/19/2016	BRENT THORNE	0100	Athletic Post-Season Travel	\$ 1,018.05
14202010	12/19/2016	UNITED PARCEL SERVICE	0100	Communications-Postage	\$ 77.69
14202011	12/19/2016	WAXIE SANITARY SUPPLY	0100	Custodial Materials	\$ 377.92
14202608	12/20/2016	GEOCON INCORPORATED	2139	New Construction	\$ 8,848.97
14202609	12/20/2016	PALOMAR REPROGRAPHICS, INC.	2139	New Construction	\$ 46.14
14203700	12/22/2016	US BANK NATIONAL ASSOC.	2139	New Construction	\$ 60,747.38
14203701	12/22/2016	BYROM-DAVEY, INC.	0100	Equipment	\$ 22,162.00
			2519	Equipment	\$ 4,343.00
14203702	12/22/2016	ERICKSON-HALL CONSTRUCTION CO	2139	New Construction	\$ 802,982.05
14203703	12/22/2016	MCCARTHY BUILDING COMPANY, INC	2139	New Construction	\$ 187,308.41
14203704	12/22/2016	JOHN SALAZAR	0100	Conference,Workshop,Sem.	\$ 1,102.96
14204411	1/4/2017	UNITED TIRE CENTERS, LLC	0100	Repairs-Vehicles	\$ 60.00
				Tires	\$ 3,250.68
14204412	1/4/2017	SITEONE LANDSCAPE SUPPLY	0100	Grounds Materials	\$ 47.47
14204413	1/4/2017	SYNCB/AMAZON	0100	Materials And Supplies	\$ 2,387.01
				Non-Capitalized Tech Equipment	\$ 875.00
14204415	1/4/2017	PROCURETECH	0100	Computer Supplies	\$ 1,616.54
14204416	1/4/2017	SAN DIEGO COUNTY OFFICE OF EDUCATION	0100	Conference,Workshop,Sem.	\$ 30.00
14204417	1/4/2017	SCHOOL NURSE SUPPLY COMPANY	0100	Materials And Supplies	\$ 28.87
14204418	1/4/2017	AMERICAN EXPRESS	0100	Communications-Telephone	\$ 2,178.21
14204419	1/4/2017	WAXIE SANITARY SUPPLY	0100	Custodial Materials	\$ 225.50
14205082	1/5/2017	JULIE GOLDBERG	0100	Mileage	\$ 132.30
14205083	1/5/2017	Elisa Rimbach	0100	Mileage	\$ 16.20
14205084	1/5/2017	TIFFANY HAZLEWOOD	0100	Mileage	\$ 306.18
14205085	1/5/2017	WORKABILITY REGION 4	0100	Conference,Workshop,Sem.	\$ 75.00
14205086	1/5/2017	LINDA COLLINS	0100	Mileage	\$ 19.44
14205087	1/5/2017	CURT ERALES	0100	Conference,Workshop,Sem.	\$ 546.18
14205088	1/5/2017	JOE MCCORMICK	0100	Conference,Workshop,Sem.	\$ 31.00
14205089	1/5/2017	SEAN KEENAN	0100	Conference,Workshop,Sem.	\$ 245.00
14205090	1/5/2017	SHANNON MORGAN	1300	Food Service Sales Sda	\$ 44.50
14205091	1/5/2017	MARY JO GARRISON	1300	Food Sales Pacific Trails	\$ 40.75
14205092	1/5/2017	COREEN BAKER	1300	Food Service Sales Lcc	\$ 15.50

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14205092	42740	COREEN BAKER	1300	Food Service Sales Tp	\$ 59.75
14205093	1/5/2017	A C T	0100	Materials And Supplies	\$ 5,928.00
14205094	1/5/2017	RICHARD AYALA	0100	Mileage	\$ 82.08
14205095	1/5/2017	JOY BISCHKE	0100	Mileage	\$ 132.84
14205096	1/5/2017	MARIA VERONICA BURCIAGA	0100	Mileage	\$ 118.80
14205097	1/5/2017	ELIZABETH DARGAN	0100	Mileage	\$ 203.04
14205098	1/5/2017	ERIC DILL	0100	Materials And Supplies	\$ 11.00
				Mileage	\$ 273.24
14205099	1/5/2017	TIFFANY M. FINDELL	0100	Mileage	\$ 30.78
14205100	1/5/2017	DOUG SCOTT GILBERT	0100	Mileage	\$ 232.20
14205101	1/5/2017	HERMAN, AMY	0100	Conference,Workshop,Sem.	\$ 1,186.78
14205102	1/5/2017	JULIA JOHNSON	0100	Mileage	\$ 69.12
14205103	1/5/2017	MCCARTHY BUILDING COMPANY, INC	2139	New Construction	\$ 2,102,366.44
14205104	1/5/2017	JENNIFER MCCLUAN	0100	Mileage	\$ 76.14
14205105	1/5/2017	NIKKO ENTERPRISE	1300	Purchases Food	\$ 750.00
14205106	1/5/2017	OLIVENHAIN MUNICIPAL WATER DST	0100	Water	\$ 1,540.30
14205107	1/5/2017	PALOMAR REPROGRAPHICS, INC.	2139	New Construction	\$ 29.35
14205108	1/5/2017	PETERSON, TINA	0100	Mileage	\$ 147.96
14205109	1/5/2017	RANCHO SANTA FE SEC SYSTEMS	0100	Repairs & Maintenance	\$ -
				Security Guard Contract	\$ 1,120.00
14205110	1/5/2017	SAN DIEGO CITY TREASURER	0100	Sewer Charges	\$ 2,452.88
				Water	\$ 7,067.32
14205111	1/5/2017	SAN DIEGO FITNESS SERVICES	0100	Materials And Supplies	\$ 78.00
				Repairs & Maintenance	\$ 117.00
14205112	1/5/2017	SAN DIEGUITO WATER DISTRICT	0100	Water	\$ 7,783.80
14205113	1/5/2017	SANTA FE IRRIGATION DISTRICT	0100	Water	\$ 1,992.45
14205114	1/5/2017	SCHOOL HEALTH CORPORATION	0100	Non-Capitalized Equipment	\$ 1,290.60
14205115	1/5/2017	SIEMENS INDUSTRY, INC.	2139	Improvements	\$ 132,378.53
14205116	1/5/2017	SMART AND FINAL STORES CORP	0100	Materials And Supplies	\$ 525.46
				Refreshments	\$ 10.56
14205117	1/5/2017	TRIMARK ASSOCIATES, INC.	0100	Data Processing Contract	\$ 150.00
14205670	1/6/2017	SITEONE LANDSCAPE SUPPLY	0100	Grounds Materials	\$ 426.10
14205671	1/6/2017	ONE DAY SIGNS	1300	Materials And Supplies	\$ 478.22
14205672	1/6/2017	SYNCB/AMAZON	0100	Materials And Supplies	\$ 622.91
14205673	1/6/2017	COMM USA INC	0100	Materials And Supplies	\$ 1,813.13
14205674	1/6/2017	COUNTY OF SAN DIEGO	1300	Fees - Business, Admission,Etc	\$ 1,236.00
14205675	1/6/2017	FEDEX	0100	Communications-Postage	\$ 51.50
14205676	1/6/2017	MATCH POINT TENNIS COURTS, INC	0100	Other Serv.& Oper.Exp.	\$ 2,135.00
14205677	1/6/2017	NIKKO ENTERPRISE	1300	Purchases Food	\$ 750.00
14205678	1/6/2017	RALPHS CUSTOMER CHARGES	0100	Materials And Supplies	\$ 214.95
				Refreshments	\$ 50.55
14205679	1/6/2017	ROESLING NAKAMURA	2139	Improvements	\$ 6,076.00
				New Construction	\$ 27,760.00
14205680	1/6/2017	AMERICAN EXPRESS	0100	Hazardous Waste Disposal	\$ 251.86
14205681	1/6/2017	SAN DIEGO FITNESS SERVICES	0100	Materials And Supplies	\$ 38.08
				Repairs & Maintenance	\$ 57.12
14205682	1/6/2017	SMART AND FINAL STORES CORP	0100	Materials And Supplies	\$ 25.98
14205683	1/6/2017	TWINING, INC.	2139	New Construction	\$ 5,924.60
14206159	1/9/2017	BEACHSIDE MIRROR AND GLASS INC	0100	Repairs & Maintenance	\$ 783.48
14206160	1/9/2017	QUEST INSTITUTE	0100	Materials And Supplies	\$ 2,000.00
14206161	1/9/2017	ETA HAND2MIND	0100	Materials And Supplies	\$ 71.50
14206162	1/9/2017	Laura Ross	0100	Professional/Consult Svcs	\$ 1,266.42
14206163	1/9/2017	BLUE COAST CONSULTING	2139	Improvements	\$ 14,952.40
				New Construction	\$ 14,218.80
14206164	1/9/2017	GALE/CENGAGE LEARNING	0100	Computer Licensing	\$ 50.00
14206165	1/9/2017	THE COLLEGE BOARD	0100	Conference,Workshop,Sem.	\$ 380.00
14206166	1/9/2017	CONSULTING & INSPECTION SVCS	2519	Equipment	\$ 2,252.00
14206167	1/9/2017	LINKEDIN CORPORATION	0100	Computer Licensing	\$ 3,400.00

ITEM 15F

WARRANT REPORT FROM 11/29/16 THROUGH 01/09/17

WARRANT NBR	DATE	VENDOR	FUND	DESCRIPTION	AMOUNT
14206168	1/9/2017	NINYO & MOORE	2139	New Construction	\$ 35,822.00
14206169	1/9/2017	NOVA SERVICES	2139	New Construction	\$ 18,432.71
14206170	1/9/2017	OAK CREST MIDDLE SCHOOL ASB	1300	Other Serv. & Oper. Exp.	\$ 277.50
14206171	1/9/2017	OCEANSIDE TRANSMISSION	0100	Repairs-Vehicles	\$ 225.10
14206172	1/9/2017	PICK UP STIX CATERING	1300	Purchases Food	\$ 4,549.25
14206173	1/9/2017	PROCURETECH	0100	Computer Supplies	\$ 160.38
14206174	1/9/2017	RANCHO SANTA FE SEC SYSTEMS	0100	Other Serv. & Oper. Exp.	\$ 800.00
				Security Guard Contract	\$ 97.50
14206175	1/9/2017	Rehab United	0100	Professional/Consult Svs	\$ 41,250.00
14206176	1/9/2017	S AND S BAKERY INC	1300	Purchases Food	\$ 2,580.99
14206177	1/9/2017	SAN DIEGO COUNTY OFFICE OF EDUCATION	0100	Conference, Workshop, Sem.	\$ 25.00
14206178	1/9/2017	SCHOOL FACILITY CONSULTANTS	2519	Professional/Consult Svs	\$ 855.00
14206179	1/9/2017	SCHOOL NURSE SUPPLY COMPANY	0100	Materials And Supplies	\$ 206.02
14206180	1/9/2017	SHELL CAR WASH & EXPRESS LUBE	0100	Gasoline Supplies	\$ 189.87
14206181	1/9/2017	SILVER QUILL LLC	0100	Books Other Than Textbooks	\$ 280.00
14206182	1/9/2017	SIMPLEX GRINNELL LP	0100	Repairs & Maintenance	\$ 475.96
14206183	1/9/2017	SOUTHWEST SCHOOL/OFFICE SUPPLY	0100	Materials And Supplies	\$ 80.14
14206184	1/9/2017	SUNRISE PRODUCE	1300	Purchases Food	\$ 627.61
14206185	1/9/2017	SVA ARCHITECTS, INC.	2139	New Construction	\$ 162,030.20
14206186	1/9/2017	TCR SERVICES	0100	Materials And Supplies	\$ 157.52
14206187	1/9/2017	TOP OF THE BAGEL	1300	Purchases Food	\$ 305.49
14206188	1/9/2017	TWINING, INC.	2139	Improvements	\$ 2,150.00
				New Construction	\$ 1,852.30
14206189	1/9/2017	22ND DIST AGRICULTURAL ASSN	0100	Rents & Leases	\$ 17,881.25
14206190	1/9/2017	VALENCIA'S	0100	Repairs-Vehicles	\$ 475.00
14206191	1/9/2017	AMERICAN EXPRESS	0100	Communications-Telephone	\$ 1,056.50

Report Total

\$ 8,286,435.08

ITEM 15F

RCF REPORT FROM 11/29/16 THROUGH 01/09/17

CK NBR	DATE	NAME/VENDOR	DESCRIPTION	AMOUNT
N/A	11/30/2016	BANK SERVICE CHARGE	NOVEMBER 2016 BANK SERVICE CHARGE	25.46
N/A	12/31/2016	BANK SERVICE CHARGE	DECEMBER 2016 BANK SERVICE CHARGE	25.33
11415	12/02/2016	BETHANY BRITT	PETTY CASH REIMBURSEMENT	56.78
11416	12/02/2016	CAROLYN WONG	PETTY CASH REIMBURSEMENT	59.49
11417	12/02/2016	MARIANNE RATHER	PETTY CASH REIBURSEMENT	73.86
11418	12/05/2016	RUTH MAGNUSON	PAYROLL: NOVEMBER 2016	5,667.93
11419	12/09/2016	SAN DIEGUITO UHSD	TPP, WORKABILITY, BANK FEE	4,784.45
11420	12/09/2016	RYLAND WICKMAN	PETTY CASH REIMBURSEMENT	72.15
11421	12/09/2016	CURTIS FILLMORE	PETTY CASH REIMBURSEMENT	44.63
11422	12/13/2016	RILEY LEWIS	PAYROLL: NOVEMBER 2016	465.49
11423	12/13/2016	BRIAN CRIST	PAYROLL: NOVEMBER 2016	64.64
11424	12/16/2016	ROBERT PARRINGTON	PAYROLL: DECEMBER 2016	2,800.00
11425	12/16/2016	CAROLYN WONG	PETTY CASH REIMBURSEMENT	56.63
11426	12/16/2016	CATHY BURNHAM	PETTY CASH REIMBURSEMENT	20.24

Report Total

14,217.08

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: January 6, 2017

BOARD MEETING DATE: January 19, 2017

PREPARED BY: John Addleman, Exec. Director Planning Services

SUBMITTED BY: Eric R. Dill, Interim Superintendent

SUBJECT: APPROVAL / RATIFICATION OF
AGREEMENTS / FACILITIES PLANNING &
CONSTRUCTION

EXECUTIVE SUMMARY

The attached Proposition AA report summarizes four (4) agreements:

An agreement with TK1SC Collaborative, to provide building commissioning services for the second classroom building at Pacific Trails Middle School.

An agreement with Bissiri Studio, for architectural/engineering services for Division of State Architect (DSA) certification of the restroom facility at Sunset High School.

An agreement with Class Leasing, LLC, to lease (3) relocatable classroom buildings for use as interim housing during construction of the Oak Crest Middle School Science Classroom Quad. As you will recall, in an action taken on May 12, 2016, the board approved adopting the Savanna School District's cooperative bid and award of contract to Class Leasing, LLC, in order to secure and/or maintain, Division of State Architect (DSA) approved relocatable classroom buildings. This agreement is priced based on that adopted bid and affords the District a best value opportunity for procuring the necessary buildings.

An agreement with Fredricks Electric, Inc., to provide and install fiber optics and data cabling at San Dieguito High School Academy Math & Science Classroom Building, with pricing based on the unit price contract previously awarded to Fredricks Electric, Inc.

RECOMMENDATION:

It is recommended that the Board approve and/or ratify the professional services contracts and authorize Douglas B. Gilbert, Delores L. Perley, or Eric R. Dill to execute the agreements, as noted in the attached supplement.

FUNDING SOURCE:

As noted on the attached chart.

ITEM 15G

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

**PROPOSITION AA – AGREEMENTS
FACILITIES PLANNING & CONSTRUCTION****Board Meeting Date: 01-19-17**

<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>
01/20/17 – Completion	TK1SC Collaborative	To provide building commissioning services for the 2 nd classroom building at Pacific Trails Middle School.	Building Fund Prop 39 – Fund 21-39	\$29,900.00 plus reimbursable expenses
01/20/17 – Completion	Bissiri Studio	To provide architectural/engineering services for Division of State Architect (DSA) certification of the restroom facility at Sunset High School.	Capital Facilities Fund 25-19	\$68,750.00 plus reimbursable expenses
01/20/17 – 08/19/18	Class Leasing, LLC	To lease (3) relocatable classroom buildings for use as interim housing during construction of the Oak Crest Middle School Science Classroom Quad.	Building Fund Prop 39 – Fund 21-39	\$310,353.61
01/20/17 – Completion	Fredricks Electric, Inc.	To provide and install fiber optics and data cabling at San Dieguito High School Academy Math & Science Classroom Building.	Building Fund Prop 39 – Fund 21-39	\$50,709.30

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: January 6, 2017

BOARD MEETING DATE: January 19, 2017

PREPARED BY: John Addleman, Exec. Director Planning Services

SUBMITTED BY: Eric R. Dill, Interim Superintendent

SUBJECT: APPROVAL / RATIFICATION OF AMENDMENTS
TO PROFESSIONAL SERVICES CONTRACTS /
FACILITIES PLANNING & CONSTRUCTION

EXECUTIVE SUMMARY

The attached Professional Services Report/Proposition AA summarizes amendments to four (4) existing contracts.

An agreement with Lionakis, for architectural/engineering services at Pacific Trails Middle School increasing the amount to allow for building commissioning.

An agreement with SVA Architects, Inc., for architectural/engineering services at San Dieguito High School Academy increasing the amount to allow for new footings at Mustang sign.

An agreement with Westberg & White, Inc., for architectural/engineering services at Canyon Crest Academy increasing the amount to allow for specialty sub-consultants and revised lay-down area.

An agreement with Mobile Modular Corporation for lease of a 30x32 relocatable building at Oak Crest Middle School as temporary Administration Offices, increasing the amount to allow for additional interior walls, doors and foundation materials.

RECOMMENDATION:

It is recommended that the Board approve and/or ratify the amendments to professional services contracts, and authorize Douglas B. Gilbert, Delores L. Perley or Eric R. Dill to execute the amendments to agreements, as noted in the attached supplement.

FUNDING SOURCE:

As noted on the attached chart.

ITEM 15H

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT**FACILITIES PLANNING & CONSTRUCTION – AMENDMENTS****Board Meeting Date: 01-19-17**

<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>
11/15/13 – Completion	Lionakis	To amend contract CA2014-17 for architectural/engineering services at Pacific Trails Middle School.	Building Fund Prop 39 – Fund 21-39	Additional \$29,900.00 for a new total of \$1,113,300.00
12/9/16 – Completion	SVA Architects, Inc.	To amend contract CA2017-18 for architectural/engineering services at San Dieguito High School Academy.	Capital Facilities Fund 25-18	Additional \$1,800.00 for a new total of \$17,800.00
06/05/15 – Completion	Westberg & White, Inc.	To amend contract CA2015-55 for architectural/engineering services at Canyon Crest Academy.	Building Fund Prop 39 – Fund 21-39	Additional \$4,000.00 for a new total of \$907,666.00
12/9/16 – 04/30/18	Mobile Modular Corporation	To amend contract CA2017-22 for lease of a 30x32 relocatable building at Oak Crest Middle School as temporary Administration Offices.	Capital Facilities Fund 25-19, General Fund 01-00 and Risk Management Joint Powers Authority	Additional \$13,574.40 for a new total of \$42,096.40

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: January 6, 2017

BOARD MEETING DATE: January 19, 2017

PREPARED BY: John Addleman, Exec. Dir. of Planning Services

SUBMITTED BY: Eric R. Dill
Interim Superintendent

SUBJECT: ADOPTION OF RESOLUTION / REPORT ON
STATUTORY SCHOOL FEES AND
FINDINGS 2015-2016

EXECUTIVE SUMMARY

Government Code Section 66006 provides that all school districts shall make available to the public certain information and shall adopt described findings relative to statutory school fees collected, pursuant to Government Code Sections 53080 *et seq.* and 65995 *et seq.*, and Mitigation Payments collectively. The described information and findings relate to Reportable Fees (Fund 25-19) received, expended or to be expended in connection with school facilities to accommodate additional students from new development if funded or partially funded with Reportable Fees. Reportable Fees have not been levied, collected or imposed for general revenue purposes.

The following Annual and Five Year Reports for fiscal year 2015-2016 include the information the District intends to review and adopt in accordance with Government Code Section 66006. These reports were made available to the public on December 8, 2016. No comments were received during the public review period.

RECOMMENDATION:

It is recommended that the Board adopt the resolution regarding statutory school fees and report for fiscal year 2015-2016, and the findings in compliance with Government Code sections 66006 and 66001, as shown in the attached supplements.

FUNDING SOURCE:

Not applicable.

**RESOLUTION OF THE BOARD OF TRUSTEES OF THE
SAN DIEGUITO UNION HIGH SCHOOL DISTRICT RELATING TO
INFORMATION MADE AVAILABLE TO THE PUBLIC IN
THE FORM OF A STATUTORY SCHOOL FEES AND
MITIGATION PAYMENTS (“REPORTABLE FEES”)
REPORT FOR FISCAL YEAR 2015-2016
 (“REPORTABLE FEES REPORT”), AND FINDINGS THEREON, IN
COMPLIANCE WITH GOVERNMENT CODE SECTIONS 66006 AND 66001**

WHEREAS, San Dieguito Union High School District (“District”) has received and expended Reportable Fees in connection with school facilities (“School Facilities”) of the District for new development and these funds have been deposited in a capital facilities account as provided by Section 66006 (a) of the Government Code; and

WHEREAS, in accordance with Section 66006 (a) of the Government Code, the District has established and maintained a separate capital facilities account and maintained such capital facilities account in a manner to avoid any commingling of the Reportable Fees with other revenues and funds of the District, except for temporary investments, and has expended those Reportable Fees collected for the sole purpose for which they were collected; and

WHEREAS, Section 66006 (b)(1) of the Government Code provides that the District shall make available to the public within one hundred eighty (180) days after the last day of each fiscal year the following information in the form of a Reportable Fees Report:

- (A) A brief description of the type of Reportable Fee in the account.
- (B) The amount of the Reportable Fees.
- (C) The beginning and ending balance of the account.
- (D) The amount of the Reportable Fees collected and the interest earned.
- (E) An identification of each project (“Project”) of the District on which Reportable Fees were expended and the amount of the expenditures on each project, including the total percentage of the cost of the Project that was funded with Reportable Fees.

ITEM 16

- (F) An identification of an approximate date by which the construction of a Project will commence if the District determines that sufficient funds have been collected to complete financing on an incomplete Project, as identified in paragraph (2) of subdivision (a) of Section 66001, and the Project remains incomplete.
- (G) A description of each interfund transfer or loan made from the account, including the Project on which the transferred or loaned Reportable Fees will be expended, and, in the case of an interfund loan, the date on which the loan will be repaid, and the rate of interest that the account will receive on the loan.
- (H) The amount of refunds made pursuant to subdivision (e) of Section 66001 and any allocations pursuant to subdivision (f) of Section 66001; and

WHEREAS, Section 66001 (d) of the Government Code provides that for the fifth fiscal year following the first deposit into the account, and every five years thereafter, the District shall make all of the following findings with respect to that portion of the account remaining unexpended, whether committed or uncommitted:

- (1) Identification of the purpose to which the Reportable Fees are to be put.
- (2) Demonstration of a reasonable relationship between the Reportable Fees and the purpose for which they are charged.
- (3) Identification of all sources and amounts of funding anticipated to complete financing of the Projects of the District.
- (4) Designation of the approximate dates on which the funding referred to in paragraph (3) is expected to be deposited into the appropriate account; and

WHEREAS, when findings are required by Section 66001 (d) of the Government Code, they shall be made in connection with the information required by Section 66006 of the Government Code; and

WHEREAS, Section 66006 (b)(2) of the Government Code requires the Board of Trustees (“Board”) to review the information made available to the public at a regularly scheduled public meeting and any other relevant information including, but not limited to, that certain Reportable Fees Report prepared for District entitled “SAN DIEGUITO UNION HIGH SCHOOL DISTRICT ANNUAL AND FIVE YEAR REPORTS FOR FISCAL YEAR 2015-2016 IN COMPLIANCE WITH GOVERNMENT CODE SECTIONS 66006 AND 66001” (“REPORTABLE FEES REPORT”) not less than fifteen (15) days after this Reportable Fees Report is made available to the public; and

WHEREAS, the District has complied with all of the foregoing provisions.

NOW, THEREFORE, ON BEHALF OF THE DISTRICT IT IS HEREBY RESOLVED, DETERMINED AND ORDERED AS FOLLOWS:

Section 1. That pursuant to Government Code Sections 66001 (d) and 66006 (b)(1) and (2), the District has made available to the public the requisite information and proposed findings concerning collection and expenditure of Reportable Fees related to School Facilities for new development within the District.

Section 2. That the Board of the District at a public meeting has reviewed the following information pursuant to Government Code Section 66006 (b)(1) as is required by Government Code Section 66006(b)(2):

- (A) A brief description of the type of Reportable Fee in the account.
- (B) The amount of the Reportable Fee.
- (C) The beginning and ending balance of the account.
- (D) The amount of Reportable Fees collected and the interest earned.

- (E) An identification of each Project on which Reportable Fees were expended and the amount of the expenditures on each Project, including the total percentage of the cost of the Project that was funded with Reportable Fees.
- (F) An identification of an approximate date by which the construction of the Project will commence if the District determines that sufficient funds have been collected to complete financing on an incomplete Project, as identified in paragraph (2) of subdivision (a) of Section 66001, and the Project remains incomplete.
- (G) A description of each interfund transfer or loan made from the account, including the Project on which the transferred or loaned Reportable Fees will be expended, and, in the case of an interfund loan, the date on which the loan will be repaid, and the rate of interest that the account will receive on the loan.
- (H) The amount of refunds made pursuant to subdivision (e) of Section 66001 and any allocations pursuant to subdivision (f) of Section 66001; and

Section 3. That the Board of the District at a public meeting has reviewed the proposed findings as required by Government Code Section 66001 (d):

- (1) Identification of the purpose to which the Reportable Fees are to be put.
- (2) Demonstration of a reasonable relationship between the Reportable Fees and the purpose for which they are charged.
- (3) Identification of all sources and amount of funding anticipated to complete financing of Projects of the District.
- (4) Designation of the approximate dates on which the funding referred to in paragraph (3) is expected to be deposited into the appropriate account.

Section 4. That the Board of the District hereby determines that all Reportable Fees, collections and expenditures have been received, deposited, invested and expended in compliance with the relevant sections of the Government Code and all other applicable laws.

Section 5. That the Board of the District hereby determines that no refunds and allocations of Reportable Fees, as required by Government Code Section 66001, are deemed payable at this time.

Section 6. That the Board of the District hereby determines that the District is in compliance with Government Code Section 66000 *et seq.* relative to receipt, deposit, investment, expenditure or refund of Reportable Fees received and expended relative to School Facilities for new development.

ADOPTED, SIGNED AND APPROVED, this 19th day of January, 2017.

BOARD OF TRUSTEES OF THE
SAN DIEGUITO UNION HIGH
SCHOOL DISTRICT

By: _____
President of the Board of Trustees of the
San Dieguito Union High School District

ATTEST:

By: _____
Clerk of the Board of Trustees of the
San Dieguito Union High School District

ITEM 16

STATE OF CALIFORNIA)
) ss.
COUNTY OF SAN DIEGO)

I, Beth Hergesheimer, Clerk of the Board of Trustees of the San Dieguito Union High School District, do hereby, certify that the foregoing Resolution was duly adopted by the Board of Trustees of said District at a meeting of said Board held on the 19th day of January, 2017, by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

By: _____
Clerk of the Board of Trustees of the
San Dieguito Union High School District

STATE OF CALIFORNIA)
) ss.
COUNTY OF SAN DIEGO)

I, Amy Herman, President of the Board of Trustees of the San Dieguito Union High School District, do hereby certify that the foregoing is a full, true and correct copy of the Resolution of said Board and that the same has not been amended or repealed.

Date: January 19, 2017

By: _____
President of the Board of Trustees of the
San Dieguito Union High School District

**SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
ANNUAL AND FIVE YEAR REPORTS
FOR FISCAL YEAR 2015-2016
IN COMPLIANCE WITH
GOVERNMENT CODE SECTIONS 66006 AND 66001**

Government Code Sections 66006 and 66001 provide that the San Dieguito Union High School District (“District”) shall make available to the public certain information and adopt described findings relative to statutory school fees (“Statutory School Fees”) collected pursuant to Government Code Sections 53080 et seq and 65995 et seq., Senate Bill 201 fees (“SB 201 Fees”) collected also pursuant to Government Code Section 65970 et seq., and Mitigation Payments collectively (“Reportable Fees”). The described information and findings relate to Reportable Fees received, expended or to be expended in connection with school facilities (“School Facilities”) to accommodate additional students from new development if funded or partially funded with Reportable Fees. The Reportable Fees do not include special tax proceeds, letters of credit, bonds, or other instruments to secure payment of Reportable Fees at a future date. The Reportable Fees have not been levied, collected, or imposed for general revenue purposes.

The following Annual and Five-Year Reports include the information and proposed findings the District intends to review and adopt in accordance with Government Code Sections 66006 and 66001.

I.

INFORMATION MADE AVAILABLE PURSUANT TO GOVERNMENT CODE SECTION 66006 FOR FISCAL YEAR 2015-2016:

1. In accordance with Government Code Section 66006(b)(1) and (2), the District provides the following information for fiscal year 2014-2015:

A. DESCRIPTION OF THE TYPE OF FEES IN THE ACCOUNT OF THE DISTRICT:

The Reportable Fees of the District for fiscal year 2015-2016 consist of Statutory School Fees.

B. AMOUNT OF THE REPORTABLE FEES:

The Statutory School Fee amounts for fiscal year 2015–2016 are set forth in Schedule A which is incorporated herein. These Statutory School Fee amounts were previously adopted on behalf of the District by the Board of Trustees (“Board”) of the District. The Statutory School Fee amounts only partially mitigate the impacts to the District caused by new residential development because the Statutory School Fees do not adequately fund School Facility needs resulting from additional development within the District.

C. BEGINNING AND ENDING BALANCE OF ACCOUNT :

	Reportable Fees
Beginning Balance (7/01/15)	\$1,378,735.24
Ending Balance (6/30/16)	\$1,461,535.16

D. AMOUNT OF THE REPORTABLE FEES COLLECTED AND INTEREST EARNED:

Amount of Reportable Fees Collected	Amount of Interest Earned
\$875,298.17	\$6,915.42

E. IDENTIFICATION OF EACH PROJECT OF THE DISTRICT ON WHICH STATUTORY SCHOOL FEES WERE EXPENDED AND THE AMOUNT OF THE EXPENDITURES ON EACH PROJECT OF THE DISTRICT, INCLUDING THE TOTAL PERCENTAGE OF THE COST OF THE PROJECT OF THE DISTRICT THAT WAS FUNDED WITH STATUTORY SCHOOL FEES: ITEM 16

The foregoing information¹ is set forth in Schedule B, which are incorporated herein.

F. IDENTIFICATION OF AN APPROXIMATE DATE BY WHICH THE CONSTRUCTION OF PROJECT(S) OF THE DISTRICT WILL COMMENCE IF THE DISTRICT DETERMINES THAT SUFFICIENT FUNDS HAVE BEEN COLLECTED TO COMPLETE FINANCING ON AN INCOMPLETE PROJECT OF THE DISTRICT, AS IDENTIFIED IN PARAGRAPH (2) OF SUBDIVISION (A) OF SECTION 66001, AND THE PROJECT OF THE DISTRICT REMAINS INCOMPLETE:

The District determined that it had sufficient funds to initiate construction of the following in fiscal year 2014-2015:

San Dieguito High School Academy – Math & Science Building

The District determined that it had sufficient funds to initiate construction of the following in fiscal year 2015-2016:

Canyon Crest Academy – Theater Rigging Improvements

Diegueno Middle School – Shade Structure

Earl Warren Middle School – Construction (including Adult Transition Program)

Torrey Pines High School – Parking Lot Improvements

G. DESCRIPTION OF EACH INTERFUND TRANSFER OR LOAN MADE FROM THE ACCOUNT INCLUDING PROJECT(S) OF THE DISTRICT ON WHICH THE TRANSFERRED OR LOANED STATUTORY SCHOOL FEES WILL BE EXPENDED, AND, IN THE CASE OF AN INTERFUND LOAN, THE DATE ON WHICH THE LOAN WILL BE REPAYED, AND THE RATE OF INTEREST THAT THE ACCOUNT WILL RECEIVE ON THE LOAN:

Funds to Which Statutory School Fees Are Loaned	Amount	Date Loan To Be Repaid	Rate of Interest
N/A			

H. THE AMOUNT OF REFUNDS MADE OR REVENUES ALLOCATED FOR OTHER PURPOSES IF THE ADMINISTRATIVE COSTS OF REFUNDING UNEXPENDED REVENUES EXCEED THE AMOUNT TO BE REFUNDED:

No refunds of Reportable Fees were made in fiscal year 2015-2016, and no refunds are required under applicable law.

¹ The information will also include any Statutory School Fees spent for administrative costs associated with the adoption, collection, and reporting of the Statutory School Fees.

SCHEDULE A.

Statutory School Fees:

Residential Development \$1.32 per square foot of habitable living space should development reside in Rancho Santa Fe Elementary School District. \$1.83 per square foot of habitable living space all other areas.

Commercial/Industrial
Development \$.21 per square foot of covered and enclosed space should development reside in Rancho Santa Fe Elementary School District. \$.29 per square foot of covered and enclosed space all other areas.

SCHEDULE B.

Improvement	Amount Expended	Percent Funded
Site Improvements	\$ 39,755.00	100%
New Construction/Building Improvements	\$ 487,373.56	100%
Consultants/Studies/Demographics	\$ 72,036.38	100%
Legal/Legal Advertising	\$ 863.12	100%
Furniture & Equipment	\$ 77,847.85	100%
Interim Housing	\$ 46,834.56	100%
Administrative Costs (including 13/14 & 14/15)	\$ 74,703.20	100%
Total	\$ 799,413.67	

II. FIVE YEAR REPORT

In accordance with Government Code Section 66001, the District provides the following information with respect to that portion of the account or sub-account(s) remaining unexpended, whether committed or uncommitted:

A. IDENTIFICATION OF THE PURPOSE TO WHICH THE REPORTABLE FEES ARE TO BE PUT

The purpose of the Reportable Fees imposed and collected on new residential and commercial/industrial development within the District during fiscal year 2015-2016 was to fund the additional grade 7-12 School Facilities required to serve the grade 7-12 Project Students generated by new development within the District. Specifically, the Reportable Fees will be used for the construction and/or acquisition of additional School Facilities, improvements to existing School Facilities to add additional classrooms, sustainability, and technology, as well as acquiring and installing additional portable classrooms to accommodate Project Students.

B. DEMONSTRATION OF A REASONABLE RELATIONSHIP BETWEEN THE REPORTABLE FEES AND THE PURPOSES FOR WHICH THEY ARE CHARGED

There is a roughly proportional, reasonable relationship between the new development upon which the Reportable Fees are charged and the need for additional School Facilities by reason of the fact that additional students will be generated by additional development within the District and the District does not have student capacity in its existing School Facilities to accommodate these new students. Furthermore, the Reportable Fees charged on new development will be used to fund School Facilities that will be used to serve the students generated from new development and the Reportable Fees do not exceed the costs of providing such School Facilities for new students.

C. IDENTIFICATION OF ALL SOURCES AND AMOUNTS OF FUNDING ANTICIPATED TO COMPLETE FINANCING OF THE SCHOOL FACILITIES THE DISTRICT HAS IDENTIFIED IN THE DISTRICT'S REPORTS

Schedule C lists the proposed funding sources for all pending School Facility projects, as presently identified by the District:

D. IDENTIFICATION OF THE APPROXIMATE DATES ON WHICH THE FUNDING REFERRED TO IN SECTION C IS EXPECTED TO BE DEPOSITED INTO THE APPROPRIATE ACCOUNT OR FUND

Schedule D lists the approximate dates on which the funds are expected to be available for the School Facility Projects presently identified by the District

ITEM 16

Schedule C - IDENTIFICATION OF ALL SOURCES AND AMOUNTS OF FUNDING ANTICIPATED TO COMPLETE FINANCING OF THE SCHOOL FACILITIES THE DISTRICT HAS IDENTIFIED IN THE DISTRICT'S REPORTS5-Year Report (2015-2016)
Schedule C 15-16

Project	Est. Cost	State School	Mello Roos	NCW	Reportable	Prop AA/Other
		Bldg. Program ³			Fees	
Canyon Crest Academy						
B Bldg - Physics	\$14,734,790	N/A	\$3,282,934	N/A	unknown	\$11,451,856
2011 Facilities Action Plan ¹	\$3,784,899 ²	unknown	unknown	unknown	unknown	\$3,784,899
Performing Arts Center Imp./Rigging	\$300,000	N/A	unknown	N/A	\$300,000	N/A
Carmel Valley Middle School						
Music Classroom, Drama and PAC	\$6,354,727	unknown	unknown	5,586,098	unknown	\$768,629
2011 Facilities Action Plan ¹	\$125,000	unknown	unknown	unknown	unknown	unknown
Diegueno Middle School						
New Classroom Bldg/Shade Structure	\$8,943,874	unknown	unknown	N/A	\$30,000	\$8,913,874
2011 Facilities Action Plan ¹	\$13,261,567 ²	\$4,250,210 ³	unknown	N/A	unknown	\$13,261,567
Earl Warren Middle School						
New Campus	\$43,561,850	\$3,368,057 ³	\$754,410	N/A	\$21,505	\$42,785,935
La Costa Canyon High School						
HVAC, 800/900 Renovations	\$2,118,968	N/A	unknown	N/A	unknown	\$2,118,968
2011 Facilities Action Plan ¹	\$27,191,017 ²	unknown	unknown	N/A	unknown	\$27,191,017
La Costa Valley School Site						
2011 Facilities Action Plan ¹	\$6,835,296 ²	N/A	unknown	N/A	unknown	\$6,835,296
Oak Crest Middle School						
Media Center, Street and Drainage	\$4,831,722	N/A	unknown	N/A	unknown	\$4,831,722
New Science Classroom Bldg/Admin Reconstruction	\$10,782,331	N/A	unknown	N/A	unknown	\$10,782,331
2011 Facilities Action Plan ¹	\$11,927,485 ²	\$1,213,978 ³	unknown	N/A	unknown	\$11,927,485
Pacific Trails MS						
Second Classroom Bldg	\$18,668,162	\$3,970,191 ³	unknown	N/A	unknown	\$18,668,162
San Dieguito Academy						
Math & Science Bldg	\$18,232,621	N/A	unknown	N/A	\$202,201	\$18,030,420
Art, English, Science Building	\$24,536,348	N/A	unknown	N/A	unknown	\$24,536,348
2011 Facilities Action Plan ¹	\$24,120,694 ²	\$4,054,533 ³	unknown	N/A	unknown	\$24,120,694
Sunset High School						
2011 Facilities Action Plan ¹	\$10,739,437	\$830,281 ³	unknown	N/A	unknown	\$10,739,437
Torrey Pines High School						
Bldg B/Front Entry	\$23,261,004	N/A	\$84,031	N/A	unknown	\$23,176,973
Performing Arts Complex/Parking Lot	\$20,002,488	unknown	unknown	unknown	unknown	\$20,002,488
2011 Facilities Action Plan ¹	\$28,478,534	11,817,687 ³	unknown	unknown	unknown	\$28,478,534
Districtwide – Perimeter Security¹						
Transportation Facility Imp. ¹	\$13,172,670	N/A	unknown	N/A	unknown	N/A
Maintenance Mod. & Expansion¹						
	\$2,210,237	N/A	unknown	N/A	unknown	N/A
Districtwide – Tech Infrastructure						
2015-2017 Tech Infra Imp.	\$11,272,482	N/A	N/A	N/A	\$18,955	\$11,253,527
2011 Facilities Action Plan – Tech. ¹	\$5,859,814	N/A	unknown	N/A	unknown	\$5,859,814
TOTAL	\$355,308,017	\$29,504,937	\$4,121,375	\$5,586,098	\$572,661	\$329,519,976

(1) Projects in preliminary planning with no known completion date for financing. Where noted, Facility Action Plans reflect multiple projects consisting of new construction, classroom modernization, infrastructure improvements. Plans are available for review in the Planning and Construction Department.

(2) Revised to reflect estimated amount remaining after 2013 Prop AA Bond funding. Future phases subject to availability of Prop AA funding.

(3) At this time, State Funding is not available for the projects identified. Should State Funding become available, the amounts reflected will be used to help reduce funding from Prop AA funding in part.

Schedule D - IDENTIFICATION OF THE APPROXIMATE DATES ON WHICH THE FUNDING REFERRED TO IN SECTION C IS EXPECTED TO BE DEPOSITED INTO THE APPROPRIATE ACCOUNT OR FUND

5-Year Report (2015-2016)
Schedule D 15-16

Project	State School	Mello Roos	NCW	Reportable	Prop AA/Other
	Bldg. Program			Fees	
Canyon Crest Academy					
B Bldg - Physics	N/A	16/17	N/A	unknown	15/16
2011 Facilities Action Plan*	unknown	unknown	unknown	unknown	unknown
Performing Arts Center Imp.	N/A	unknown	N/A	14/15	N/A
Carmel Valley Middle School					
Music Classroom, Drama and PAC	N/A	unknown	16/17	unknown	16/17
2011 Facilities Action Plan*	N/A	unknown	unknown	unknown	unknown
Diegueno Middle School					
New Classroom Bldg/Shade Structure	N/A	unknown	N/A	16/17	16/17
2011 Facilities Action Plan*	unknown	unknown	N/A	unknown	unknown
Earl Warren Middle School					
New Campus	unknown	unknown	N/A	14/15	14/15
La Costa Canyon High School					
HVAC, 800/900 Renovations	N/A	unknown	N/A	unknown	14/15
2011 Facilities Action Plan*	unknown	unknown	N/A	unknown	unknown
La Costa Valley School Site					
2011 Facilities Action Plan*	N/A	unknown	N/A	unknown	unknown
Oak Crest Middle School					
Media Center, Street and Drainage	N/A	unknown	N/A	unknown	14/15
New Science Classroom Bldg/Admin Reconstruction	N/A	unknown	N/A	unknown	16/17
2011 Facilities Action Plan*	unknown	unknown	N/A	unknown	unknown
Pacific Trails MS					
Second Classroom Bldg	unknown	unknown	N/A	unknown	16/17
San Dieguito Academy					
Math & Science Bldg	N/A	13/14	N/A	12/13-15/16	12/13
Art, English, Social Science Bldg	N/A	unknown	N/A	unknown	16/17
2011 Facilities Action Plan*	unknown	unknown	N/A	unknown	unknown
Sunset High School					
2011 Facilities Action Plan*	unknown	unknown	N/A	unknown	unknown
Torrey Pines High School					
Bldg B/Front Entry	N/A	unknown	N/A	unknown	14/15
Performing Arts Complex/Parking Lot	N/A	unknown	N/A	unknown	16/17
2011 Facilities Action Plan*	unknown	unknown	unknown	unknown	unknown
Districtwide – Perimeter Security⁷					
Transportation Facility Imp.*	unknown	unknown	N/A	unknown	N/A
Maintenance Mod. & Expansion *	unknown	unknown	N/A	unknown	N/A
Districtwide – Tech Infrastructure					
2015-2017 Tech Infra Imp.	N/A	N/A	N/A	15/16	14/15
2011 Facilities Action Plan – Tech.*	N/A	unknown	N/A	unknown	unknown

(*) Projects in preliminary planning with no known completion date for financing.

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: January 5, 2017

BOARD MEETING DATE: January 19, 2017

PREPARED BY: Delores Perley, Chief Financial Officer

SUBMITTED BY: Eric R. Dill,
Interim Superintendent

SUBJECT: ACCEPTANCE OF THE 2015-16 ANNUAL
AUDIT REPORT

EXECUTIVE SUMMARY

The District entered into an agreement for the annual audit of all funds with Wilkinson, Hadley, King, & Co. LLP – Certified Public Accountants. The audit has been completed in accordance with state law. Wilkinson, Hadley, King, & Co. LLP now present the audit report for your review and acceptance. Copies have been forwarded to the County Superintendent and the California Department of Education within the time frame required by law.

Findings and recommendations are noted on pages 89 through 94 of the audit report. Each exception requires a response from the district (LEA's response) and is included in the audit report as the last paragraph of each exception.

The following exception was noted:

Page 91, Finding 2016-001 (30000)

The auditors discovered that a sampling of the Associated Student Body (ASB) deposits at Pacific Trails Middle School (PTMS) had inadequate backup support for the amounts collected. They also determined the point of sale system was not being fully utilized to document deposits. The District has discussed these findings and proper procedures with the school. Since PTMS was a new site in 2015-16, additional training has been provided by district staff. With the addition of students and staff in 2016-17, some of the ASB duties have been reassigned to new staff. Staff will also attend ASB training by California Association of School Business Officials (CASBO) in February. The District also performs internal audits and regularly reviews ASB transactions for compliance with sound accounting practices.

This finding had no financial impact on the General Fund. Although the deposits did lack complete backup documentation, the deposits were recorded correctly and no inappropriate use of funds was discovered by the auditors or the district.

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Wilkinson, Hadley, King & Co. LLP will conduct the audit of Proposition AA funds in January according to Proposition 39 requirements. The results of that audit will be presented to the Board of Trustees and the Independent Citizens Oversight Committee.

RECOMMENDATION:

It is recommended that the Board accept the 2015-16 annual audit of the San Dieguito Union High School District, as prepared by Wilkinson, Hadley, King, & Co. LLP, as shown in the attached supplement.

FUNDING SOURCE:

Not applicable.

**SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
COUNTY OF SAN DIEGO
ENCINITAS, CALIFORNIA**

ANNUAL FINANCIAL REPORT

JUNE 30, 2016

**Wilkinson Hadley King & Co. LLP
CPA's and Advisors
218 W. Douglas Ave
El Cajon, CA 92020**

Introductory Section

San Dieguito Union High School District
Audit Report
For The Year Ended June 30, 2016

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San Dieguito Union High School District
Audit Report
For The Year Ended June 30, 2016

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Financial Section



P. Robert Wilkinson, CPA
Brian K. Hadley, CPA

Aubrey W. King, CPA
Kevin A. Sproul, CPA

Independent Auditor's Report

To the Board of Trustees
San Dieguito Union High School District
Encinitas, California

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the San Dieguito Union High School District ("the District") as of and for the year ended June 30, 2016, and the related notes to the financial statements, which collectively comprise the District's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the District's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of San Dieguito Union High School District as of June 30, 2016, and the respective changes in financial position, and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Emphasis of Matter*Change in Accounting Principles*

As described in Note A to the financial statements, in 2016, San Dieguito Union High School District adopted new accounting guidance, Governmental Accounting Standards Board Statement No. 72, *Fair Value*. Our opinion is not modified with respect to this matter.

As described in Note A to the financial statements, in 2016, San Dieguito Union High School District adopted new accounting guidance, Governmental Accounting Standards Board Statement No. 73, *Accounting and Financial Reporting for Pensions and Related Assets That Are Not Within the Scope of GASB Statement 68, and Amendments to Certain Provisions of GASB Statements 67 and 68*. Our opinion is not modified with respect to this matter.

As described in Note A to the financial statements, in 2016, San Dieguito Union High School District adopted new accounting guidance, Governmental Accounting Standards Board Statement No. 76, *Hierarchy of GAAP*. Our opinion is not modified with respect to this matter.

Other Matters*Required Supplementary Information*

Accounting principles generally accepted in the United States of America require that the Management's Discussion and Analysis, budgetary comparison information, schedule of funding progress for OPEB benefits, schedule of the District's proportionate share of the net pension liability and schedule of District pension contributions identified as Required Supplementary Information in the table of contents be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the Required Supplementary Information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the San Dieguito Union High School District's basic financial statements. The combining financial statements are presented for purposes of additional analysis and are not required parts of the basic financial statements. The schedule of expenditures of federal awards is presented for purposes of additional analysis as required by Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, Subpart F -- Audit Requirements (Uniform Guidance) and is also not a required part of the basic financial statements. The accompanying other supplementary information is presented for purposes of additional analysis as required by the State's audit guide, *2015-16 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* prescribed in Title 5, *California Code of Regulations*, Section 19810 and is also not a required part of the basic financial statements.

ITEM 17

The combining financial statements and other supplementary information and the schedule of expenditures of federal awards are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combining financial statements and other supplementary information and the schedule of expenditures of federal awards are fairly stated in all material respects in relation to the basic financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 9, 2016 on our consideration of San Dieguito Union High School District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering San Dieguito Union High School District's internal control over financial reporting and compliance.

Wilkinson Hadley King & Co., LLP

El Cajon, California
December 9, 2016

**SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS
For the Fiscal Year Ended June 30, 2016
(Unaudited)**

This section of San Dieguito Union High School District's (District) annual financial report presents management's discussion and analysis of the District's financial performance during the year ending June 30, 2016. The intent of this discussion and analysis is to look at the District's financial performance as a whole. Readers should also review the financial statements and notes to the basic financial statements included in the audit report to enhance their understanding of the District's financial performance.

OVERVIEW OF THE FINANCIAL STATEMENTS

This discussion and analysis is intended to serve as an introduction to the District's basic financial statements. The District's basic financial statements comprise three components: 1) government-wide financial statements; 2) fund financial statements; and 3) notes to the financial statements. The statements are organized so the reader can understand the District as a complex financial entity. The statements then proceed to provide an increasingly detailed look at specific financial activities.

The Statement of Net Position and Statement of Activities provide information about the activities of the whole district, presenting both an aggregate view of the District's finances and a longer-term view of those finances. Fund financial statements provide the next level of detail.

FINANCIAL HIGHLIGHTS

Key financial highlights for 2016 are as follows:

- Total governmental fund net position is \$15,628,167, after the total net pension liability of \$102,114,490
- The state wide average for the cost of living adjustment was 1.02%

Government-wide financial statements

The *government-wide financial statements* are designed to provide readers with a broad overview of the District's finances, in a manner similar to a private-sector business.

The *statement of net position* presents information on all of the assets and liabilities of the District, with the difference between the two reported as net position. Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position of the District is improving or deteriorating.

The *statement of activities* presents information showing how the net position of the District changed during the most recent fiscal year. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows.

Thus, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods (e.g., uncollected taxes and earned but unused vacation leave).

Fund financial statements

A *fund* is a group of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. The District, like other state and local governments, uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements. All of the funds of the District can be divided into two categories: governmental funds and proprietary funds.

- **Governmental funds.** *Governmental funds* are used to account for essentially the same functions reported as *governmental activities* in the government-wide financial statements. However, unlike the government-wide financial statements, governmental fund financial statements focus on near-term inflows and outflows of spendable resources, as well as on balances of spendable resources available at the end of the fiscal year. Such information may be useful in evaluating the government's near-term financing requirements. Because the focus of governmental funds is narrower than that of the government-wide financial statements, it is useful to compare the information presented for *governmental funds* with similar information presented for *governmental activities* in the government-wide financial statements. By doing so, readers may better understand the long-term impact of the government's near-term financing decisions. Both the governmental fund balance sheet and the governmental fund statement of revenues, expenditures, and changes in fund balances provide a reconciliation to facilitate this comparison between governmental funds and governmental activities.

The District maintains eleven individual governmental funds. Information is presented separately in the governmental fund balance sheet and in the governmental fund statement of revenues, expenditures, and changes in fund balances for the general fund and the building fund, each of which are considered to be major funds. Data from the other nine governmental funds are combined into a single, aggregated presentation. Individual data for each of these non-major funds is provided in the form of combining statements elsewhere in this report.

The District adopts an annual appropriated budget for its general fund. A budgetary comparison statement has been provided for the general fund to demonstrate compliance with this budget.

- **Proprietary funds.** The District maintains one proprietary fund type, an internal service fund.

Internal service funds are an accounting device used to accumulate and allocate costs internally among the District's various functions. The District uses three internal service funds to account for services provided to all the other funds of the District: Insurance premium reduction fund, other post-employment benefits fund and deductible insurance loss fund. The internal service funds have been included within *governmental activities* in the government-wide financial statements. The three internal service funds are combined into a single, aggregated presentation in the proprietary fund financial statements.

Government-wide Financial Analysis

As noted earlier, net position may serve over time as a useful indicator of a government's financial position. In the case of the District, assets exceeded liabilities by \$15.6 million at the close of the most recent fiscal year, after the net pension liability of \$102.1 million.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
2015-16 NET POSITION
(In Millions of Dollars)

	Governmental Activities		2015-16 % of Total	Total % Change over 14-15
	2014-15	2015-16		
Current and Other Assets	221.7	164.7	33%	-25.7%
Capital Assets	290.3	337.4	67%	16.2%
Total Assets	\$ 512.0	\$ 502.1		-1.9%
Deferred Outflows of Resources	6.7	13.5	3%	
Long Term Debt Outstanding	462.0	465.1	95%	0.7%
Other Liabilities	24.3	25.7	5%	5.8%
Total Liabilities	\$ 486.3	\$ 490.8		0.9%
Deferred Inflows of Resources	23.9	9.1	2%	
<u>Net Position</u>				
Net Investment in Capital Assets	48.1	103.8	665%	115.8%
Restricted	187.7	129.2	828%	-31.2%
Unrestricted	-227.3	-217.4		
Total Net Position	\$ 8.5	\$ 15.6		83.5%

Governmental activities. The key elements of the District's net position for the year ended June 30, 2016 are as follows:

	Governmental Activities		% of Total	% change
	2014-2015	2015-2016		
<u>Revenues</u>				
Program revenues				
Charges for services	2,059,334	2,201,164	1.43%	6.9%
Operating grants and contributions	15,433,697	16,406,855	10.62%	6.3%
Capital grants and contributions	4,301	1,253	0.00%	-70.9%
General revenues				
Property taxes	108,377,344	115,555,946	74.81%	6.6%
Federal and state aid not restricted to specific purposes	7,555,995	13,612,236	8.81%	80.2%
Interest and investment earnings	703,330	1,217,101	0.79%	73.0%
Interagency revenues	105,420	85,668	0.06%	-18.7%
Miscellaneous	5,589,858	5,386,613	3.49%	-3.6%
Total revenues	<u>\$ 139,829,279</u>	<u>\$ 154,466,836</u>	<u>100.00%</u>	<u>10.5%</u>
<u>Expenditures by Function</u>				
Governmental activities				
Instruction	73,977,840	81,450,808	49.36%	10.1%
Instruction-related services	12,493,371	14,785,937	8.96%	18.4%
Pupil Services	15,358,696	17,121,377	10.38%	11.5%
General Administration	6,205,054	6,604,559	4.00%	6.4%
Plant Services	18,903,350	24,969,629	15.13%	32.1%
Ancillary Services	2,552,148	2,757,335	1.67%	8.0%
Enterprise Activities	753,610	1,208,314	0.73%	60.3%
Interest on long-term debt	11,033,016	15,121,205	9.16%	37.1%
Other outgo	690,648	1,001,947	0.61%	45.1%
Depreciation (unallocated)	-	-	-	-
	<u>\$ 141,967,733</u>	<u>\$ 165,021,111</u>	<u>100.00%</u>	<u>16.2%</u>
Increase (decrease) in net position	<u>\$ (2,138,454)</u>	<u>\$ (10,554,275)</u>		
Net position - beginning (restated due to accounting regulation changes - Note O, Net Pension Liability)	<u>\$ 10,633,920</u>	<u>\$ 26,182,442</u>		
Net position - ending	<u>\$ 8,495,466</u>	<u>\$ 15,628,167</u>		

- **Property Tax:** Increase of \$7.2 Mil (6.6%) – due to an increase in property taxes as well as the collection of taxes for debt service on the 2012 voter-approved General Obligation Bond.
- **Federal and State Aid:** Increase of \$6.1 Mil (+80.2%) – due to an increase in one-time mandated cost reimbursement funds.
- **Interest and Investment Earnings:** Increase of \$514K (73.0%) from interest earned in the Capital Project Funds.

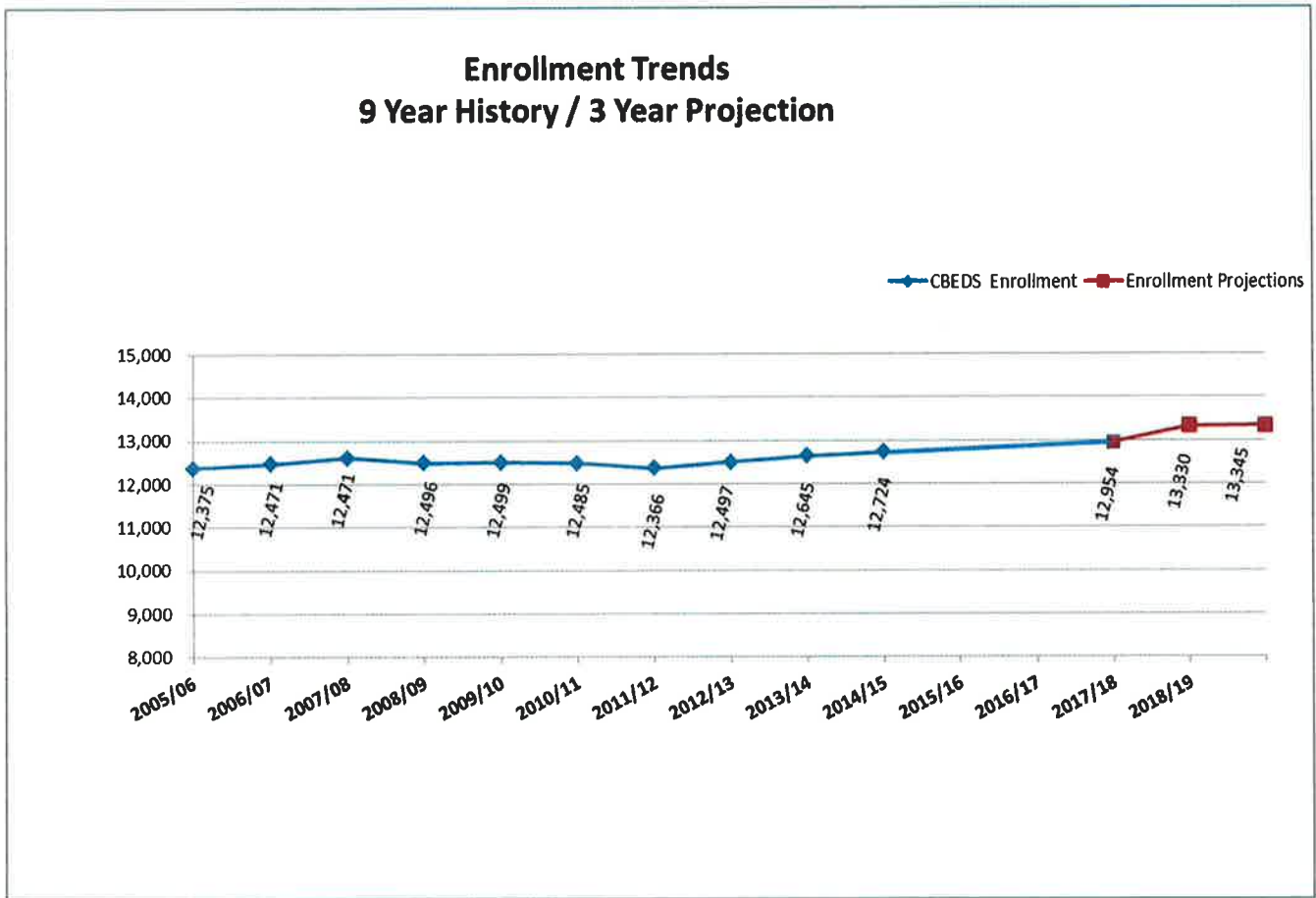
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- The District was classified as a “Basic Aid” district, until 2014/15. This means the local property taxes collected exceed the funded Local Control Funding Formula (LCFF) entitlement provided by the state. The District became a Basic Aid district in 2008/09 following state funding cuts to the revenue limit. In 2014/15, the district switched to an LCFF funded district, when the LCFF entitlement exceeded the property tax collected in the district. In 2015/16, the state funded approximately 91% of the LCFF Target.
- The District remains funded through the Local Control Funding Formula (LCFF) for the 2016/17 year. LCFF entitlements are based primarily on average daily attendance (ADA) and other appropriations. If a student is in attendance a full 180 days, the state awards the District one ADA. The state guarantees that if local taxes do not provide money equal to the funded LCFF it will make up the difference with state funding.

Enrollment, Enrollment Projections, and ADA

School Year	CBEDS Enrollment	Enrollment Projections	P2 ADA
2004/05	11,926		11,525
2005/06	12,190		11,731
2006/07	12,375		11,950
2007/08	12,471		12,027
2008/09	12,606		11,882
2009/10	12,496		12,150
2010/11	12,499		11,989
2011/12	12,485		12,019
2012/13	12,366		11,832
2013/14	12,497		12,034
2014/15	12,645		12,119
2015/16	12,724		12,210
2016/17*		12,954	
2017/18*		13,330	
2018/19*		13,345	

*estimated



Financial Analysis of the District’s Funds

As noted earlier, the District uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements.

Governmental funds. The focus of the District’s *governmental funds* is to provide information on near-term inflows, outflows, and balances of spendable resources. Such information is useful in assessing the District’s financing requirements. As the District completed the year, its governmental funds reported a combined fund balance of \$154.8 million; a decrease of \$55.1 million over the previous year due primarily to the depletion of general obligation bond funds, as scheduled, on voter authorized projects. A third issuance of general obligation bonds is scheduled in early 2016-17. The general fund had a fund balance increase of approximately \$4.3 million due to additional property tax, other revenue received at the end of the fiscal year and unspent grants that will carry-over to 2016-17. In addition, the following expenditures should be noted:

- General fund salaries totaled \$79.1 million while the associated employee benefits of retirement, social security, Medicare, insurance (medical, dental, life, and accident), workers’ compensation, and unemployment added \$25.3 million to arrive at 84% of total general fund expenditures.

Governmental funds report the differences between their assets and liabilities as fund balance, which is divided into non-spendable, restricted, designated, assigned and unassigned portions. Non-spendable amounts represent items such as inventory and revolving cash. Restricted fund balances are those associated with restricted funding sources. Designated and assigned portions of the District's fund balances indicate the amounts that are not available for appropriation, but are reserved for District determined purposes. Fund balances of debt service, capital projects, and other governmental funds are restricted by state law to be spent for the purpose of the fund and are not available for spending at the District's discretion. The \$25.7 million fund balance of the general fund is primarily designated for the following purposes:

Reserve for economic uncertainty. As required by state law, the District has established an unassigned reserve within the unrestricted general fund. This reserve is required to be at least 3% of general fund expenditures set aside for contingencies or possible reductions in state funding and is not to be used in the negotiation or settlement of contract salaries.

In addition, the District's Board of Trustees requires a minimum reserve of 4.5%, as well as a Basic Aid Reserve. As of June 2016, the \$16.9 million held in reserve meets the combined 7.5% requirement. The maintenance of a sufficient reserve is a key credit consideration in garnering excellent short-term and long-term bond ratings.

Non-Spendable reserve for revolving cash fund. The District maintains a \$30,000 revolving cash fund for expediting emergency and small purchase reimbursement to employees. In addition, the District maintains a Purchasing Card fund to provide a timely alternative for needed purchases. The cash fund to cover the card purchases is \$145,000; increasing the total reserve for revolving funds to \$175,000.

Non-Spendable reserve for stores inventories. Two departments, purchasing and nutrition services maintain perpetual inventories to expedite and reduce cost through volume purchasing. The total valuation as of June 30, 2016 was \$43,116.

General Fund Budgetary Highlights

During the year, the Board revised the District's budget. Budget amendments were to reflect changes in programs and related funding. The most significant differences may be summarized as follows:

- The difference between the original budget and the actual expenditures was an increase of \$10.5 million or 8.0% in total general fund expenditures. This increase was in several categories, but most of the increase was in salaries and benefits due to the approval of new bargaining unit contracts which included a salary schedule increase.
- During the year, actual revenue received exceeded original budgetary estimates by \$8.6 million, or 6%, to account for carryover balances, increases in LCFF funding, as well as increases in federal and state revenues and local donations.
- Variances primarily result from expenditure-driven federal and state grants that are included in the budgets at their full amounts.

Such grants are recognized as revenue when the qualifying expenditures have been incurred and all other grant requirements have been met; unspent grant amounts are carried forward and included in the succeeding year's budget. Therefore, actual grant revenues and expenditures are normally less than the original budget amounts.

Capital Asset and Debt Administration

Capital Assets: The State School Facilities Fund (Fund 35-00) is used to account for the costs incurred in acquiring and improving sites, constructing and remodeling facilities, and procuring equipment necessary for providing educational programs for all students within the District.

The Capital Facilities Fund 25-18 consists of school facilities impact fees that assure school facilities and services will be available to meet the needs of residents of new developments. Capital Facilities Fund 25-19 contains fees imposed and collected on new residential and commercial/industrial development within the District to fund additional school facilities required to serve additional grade 7-12 students generated by the new development. The fees are used for construction and/or acquisition of additional school facilities, remodeling existing school facilities to add additional classrooms and technology, and acquiring and installing additional portable classrooms to accommodate an increase in student population.

The Building Fund – Proposition 39 (Fund 21-39) was established by the board on February 7, 2013. On November 6, 2012, the voters of the San Dieguito Union High School District community voted to approve Proposition AA to authorize the District to issue up to \$449 million of general obligation bonds to finance certain specified capital projects and facilities. In April 2013, the district issued the first series of those bonds, in the amount of \$160 million to fund projects. The second series of those bonds were issued in April 2015, in the amount of \$117 million. The district website provides ongoing updates on Proposition AA Bond projects.

The completed capital projects in 2015-2016 included the following: completion of Pacific Trails Middle School, opened Fall, 2015; field improvements for La Costa Canyon High School, Canyon Crest Academy, and La Costa Valley sites; interim housing for Earl Warren Middle School; and network infrastructure improvements throughout the District. Capital funds were used for many other projects throughout the district, to be completed in 2016-2017 or subsequent years.

Capital assets at June 30, 2015 and 2016 are outlined below:

	<u>June 30, 2015</u>	<u>June 30, 2016</u>	<u>Total Change</u>
Land	\$ 54,522,725	\$ 66,592,151	\$ 12,069,426
Improvement of Sites	42,898,945	68,774,434	25,875,489
Buildings	187,663,812	230,101,477	42,437,665
Equipment	18,007,395	20,082,660	2,075,265
Work in Progress	87,336,486	66,187,607	(21,148,879)
Accumulated depreciation	<u>(100,114,281)</u>	<u>(114,291,143)</u>	<u>(14,176,862)</u>
Total Capital Assets	<u>\$ 290,315,082</u>	<u>\$ 337,447,186</u>	<u>\$ 47,132,104</u>

Debt Administration: In August 2006, the District issued through the San Dieguito Public Facilities Authority the 2006 Revenue Refunding Bonds (the “Original Bonds”) to prepay and annul the outstanding 1998 and 2004 Revenue Bonds.

In connection with a conversion of interest on the Original Bonds from an auction rate to a long term rate on May 18, 2008, the Authority completed a remarketing of Series 2006A and 2006B bonds, and a third series of remarketed Original Bonds, 2006C, for the purpose of providing funds, along with other monies available to the Authority, to purchase the outstanding Original Bonds, pursuant to the provisions of the Indenture. The outstanding Original Bonds were required to be tendered in connection with the conversion of interest on the Original Bonds from an auction rate to a long term rate.

The 2006 Bonds have been remarketed in the aggregate principal amount of \$89,130,000, and will mature on August 1, 2041, subject to redemption prior to maturity.

Interest on the bonds is payable semiannually each February 1 and August 1, and bear rates of 4% - 7%.

The 2006 Bonds are insured by a financial guaranty insurance policy by Ambac Assurance Corporation.

The Series 2006A bonds are rated AAA (A underlying) by Standard & Poor’s and Aaa (A3 underlying) by Moody’s. The Series 2006B subordinate bonds are rated AAA (A- underlying). The Series 2006C super subordinate bonds are non-rated. The San Dieguito Public Facilities Authority assumes all debt service responsibility for the revenue bonds consistent with California law.

The San Dieguito Union High School District is not obligated for any debt repayment in the event of default.

On November 6, 2012, the voters of the San Dieguito Union High School District community voted to approve Proposition AA to authorize the District to issue up to \$449 million of general obligation bonds to finance certain specified capital projects and facilities. In April 2013, the district issued the first series of those bonds, in the amount of \$160 million to fund projects. The second series of those bonds were issued in April 2015, in the amount of \$117 million. The District currently has \$274.0 million outstanding in general obligation bonds, as of June 30, 2016. The district plans to issue a third series of bonds in early 2016-2017.

Requests for Information

This financial report is designed to provide our citizens, taxpayers, investors, and creditors with a general overview of the San Dieguito Union High School District’s finances. Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to the Office of the Associate Superintendent of Business Services, San Dieguito Union High School District, 710 Encinitas Blvd., Encinitas, CA 92024.

Basic Financial Statements

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

STATEMENT OF NET POSITION

JUNE 30, 2016

	Governmental Activities
ASSETS:	
Cash	\$ 159,177,875
Receivables	5,126,169
Stores	43,116
Prepaid Expenses	349,156
Capital Assets:	
Land	66,592,151
Improvements	68,774,434
Buildings	230,101,477
Equipment	20,082,660
Work in Progress	66,187,607
Less Accumulated Depreciation	(114,291,143)
Total Assets	<u>502,143,502</u>
DEFERRED OUTFLOWS OF RESOURCES	13,466,274
LIABILITIES:	
Accounts Payable	13,689,030
Unearned Revenue	961,046
Long-Term Liabilities:	
Due Within One Year	11,077,371
Due in More Than One Year	465,130,201
Total Liabilities	<u>490,857,648</u>
DEFERRED INFLOWS OF RESOURCES	9,123,961
NET POSITION	
Net Investment in Capital Assets	103,845,663
Restricted for:	
Capital Projects	106,486,488
Debt Service	19,556,450
Educational Programs	2,289,704
Other Purposes (expendable)	253,636
Other Purposes (nonexpendable)	567,584
Unrestricted	(217,371,358)
Total Net Position	<u>\$ 15,628,167</u>

The accompanying notes are an integral part of this statement.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICTSTATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2016

Functions	Expenses	Program Revenues			Net (Expense) Revenue and Changes in Net Position
		Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions	
Governmental Activities:					Governmental Activities
Instruction	\$ 81,450,808	\$ 277,509	\$ 11,995,536	\$ 1,253	\$ (69,176,510)
Instruction-Related Services:					
Instructional Supervision and Administration	4,349,242	4,799	1,772,955	-	(2,571,488)
Instructional Library, Media and Technology	1,184,362	-	10,641	-	(1,173,721)
School Site Administration	9,252,333	18,891	411,451	-	(8,821,991)
Pupil Services:					
Home-to-School Transportation	5,154,520	-	4,648	-	(5,149,872)
Food Services	2,696,532	1,802,169	441,791	-	(452,572)
All Other Pupil Services	9,270,325	2,017	1,135,415	-	(8,132,893)
General Administration:					
Centralized Data Processing	1,374,189	-	-	-	(1,374,189)
All Other General Administration	5,230,370	89,984	319,640	-	(4,820,746)
Plant Services	24,969,629	3,173	13,144	-	(24,953,312)
Ancillary Services	2,757,335	-	25,039	-	(2,732,296)
Enterprise Activities	1,208,314	-	-	-	(1,208,314)
Interest on Long-Term Debt	15,121,205	-	-	-	(15,121,205)
Other Outgo	1,001,947	2,622	276,595	-	(722,730)
Total Expenses	\$ 165,021,111	\$ 2,201,164	\$ 16,406,855	\$ 1,253	\$ (146,411,839)

General Revenues:

Taxes and Subventions:

Taxes Levied for General Purposes	93,665,578
Taxes Levied for Debt Service	13,253,233
Taxes Levied for Other Specific Purposes	8,637,135
Federal and State Aid Not Restricted to Specific Programs	13,612,236
Interest and Investment Earnings	1,217,101
Interagency Revenues	85,668
Miscellaneous	5,386,613

Total General Revenues

\$ 135,857,564

Change in Net Position

(10,554,275)

Net Position Beginning-Restated (Note O)

26,182,442

Net Position Ending

\$ 15,628,167

The accompanying notes are an integral part of this statement.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

BALANCE SHEET - GOVERNMENTAL FUNDS

JUNE 30, 2016

	General Fund	Building Fund	Other Governmental Funds	Total Governmental Funds
ASSETS:				
Cash in County Treasury	\$ 27,421,136	\$ 99,212,064	\$ 16,013,448	\$ 142,646,648
Cash on Hand and in Banks	241	-	8,705,935	8,706,176
Cash in Revolving Fund	175,312	-	-	175,312
Cash with a Fiscal Agent/Trustee	-	-	7,127,237	7,127,237
Accounts Receivable	4,321,407	153,402	630,623	5,105,432
Due from Other Funds	1,033,507	-	2,259	1,035,766
Stores Inventories	16	-	43,100	43,116
Prepaid Expenditures	5,174	-	343,982	349,156
Total Assets	<u>32,956,793</u>	<u>99,365,466</u>	<u>32,866,584</u>	<u>165,188,843</u>
LIABILITIES AND FUND BALANCE:				
Liabilities:				
Accounts Payable	\$ 3,281,323	\$ 4,040,172	\$ 392,569	\$ 7,714,064
Due to Other Funds	678,572	770,413	241,017	1,690,002
Unearned Revenue	856,824	-	104,223	961,047
Total Liabilities	<u>4,816,719</u>	<u>4,810,585</u>	<u>737,809</u>	<u>10,365,113</u>
Fund Balance:				
Nonspendable Fund Balances:				
Revolving Cash	175,312	-	-	175,312
Stores Inventories	16	-	43,100	43,116
Prepaid Items	5,174	-	343,982	349,156
Restricted Fund Balances	2,289,704	-	147,804	2,437,508
Assigned Fund Balances	6,292,031	94,554,881	30,006,673	130,853,585
Unassigned:				
Reserve for Economic Uncertainty	16,898,265	-	-	16,898,265
Other Unassigned	2,479,572	-	-	2,479,572
Unassigned, reported in nonmajor:				
Debt Service Funds	-	-	1,587,216	1,587,216
Total Fund Balance	<u>28,140,074</u>	<u>94,554,881</u>	<u>32,128,775</u>	<u>154,823,730</u>
Total Liabilities and Fund Balances	<u>\$ 32,956,793</u>	<u>\$ 99,365,466</u>	<u>\$ 32,866,584</u>	<u>\$ 165,188,843</u>

The accompanying notes are an integral part of this statement.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
 RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET
 TO THE STATEMENT OF NET POSITION
 JUNE 30, 2016

Fund balances, governmental funds		\$ 154,823,730
<p>Amounts reported for assets and liabilities for governmental activities in the statement of net position are different from amounts reported in governmental funds because:</p>		
<p>Capital assets: In governmental funds, only current assets are reported. In the statement of net position, all assets are reported, including capital assets and accumulated depreciation.</p>		
Capital assets relating to governmental activities, at historical cost:	451,738,329	
Accumulated depreciation:	<u>(114,291,143)</u>	
	Net:	337,447,186
<p>Unmatured interest on long-term debt: In governmental funds, interest on long-term debt is not recognized until the period in which it matures and is paid. In the government-wide statement of activities, it is recognized in the period that it is incurred. The additional liability for unmaturing interest owing at the end of the period was:</p>		
		(5,964,966)
<p>Long-term liabilities: In governmental funds, only current liabilities are reported. In the statement of net position, all liabilities, including long-term liabilities, are reported. Long-term liabilities relating to governmental activities consist of:</p>		
General obligation bonds payable	274,037,050	
State school building loans payable	1,516,523	
Compensated absences payable	1,549,348	
Lease revenue bonds payable	12,456,712	
Net pension liability	102,114,490	
Other general long-term debt	<u>73,950,908</u>	
	Total:	(465,625,031)
<p>Deferred outflows and inflows of resources relating to pensions: In governmental funds, deferred outflows and inflows of resources relating to pensions are not reported because they are applicable to future periods. In the statement of net position, deferred outflows and inflows of resources relating to pensions are reported.</p>		
Deferred outflows of resources relating to pensions		13,466,274
Deferred inflows of resources relating to pensions		(9,123,961)
<p>Internal service funds: Internal service funds are used to conduct certain activities for which costs are charged to other funds on a full cost-recovery basis. Because internal service funds are presumed to operate for the benefit of governmental activities, assets and liabilities of internal service funds are reported with governmental activities in the statement of net position. Net position for internal service funds are:</p>		
		<u>(9,395,065)</u>
Total net position, governmental activities		<u>\$ 15,628,167</u>

The accompanying notes are an integral part of this statement.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES
IN FUND BALANCES - GOVERNMENTAL FUNDS
FOR THE YEAR ENDED JUNE 30, 2016

	General Fund	Building Fund	Other Governmental Funds	Total Governmental Funds
Revenues:				
LCFF Sources:				
State Apportionment or State Aid	\$ 811,386	\$ -	\$ -	\$ 811,386
Education Protection Account Funds	2,443,494	-	-	2,443,494
Local Sources	93,665,578	-	-	93,665,578
Federal Revenue	4,432,599	-	492,122	4,924,721
Other State Revenue	16,257,334	9,377	196,022	16,462,733
Other Local Revenue	9,643,955	1,128,480	25,386,493	36,158,928
Total Revenues	<u>127,254,346</u>	<u>1,137,857</u>	<u>26,074,637</u>	<u>154,466,840</u>
Expenditures:				
Instruction	74,205,409	-	258,371	74,463,780
Instruction - Related Services	13,495,915	-	275,799	13,771,714
Pupil Services	13,386,094	-	2,568,744	15,954,838
Ancillary Services	2,692,285	-	-	2,692,285
General Administration	5,847,097	-	221,043	6,068,140
Plant Services	11,573,679	59,950,976	2,227,533	73,752,188
Other Outgo	927,214	74,733	-	1,001,947
Debt Service:				
Principal	765,585	-	7,908,040	8,673,625
Interest	822,221	-	13,081,539	13,903,760
Total Expenditures	<u>123,715,499</u>	<u>60,025,709</u>	<u>26,541,069</u>	<u>210,282,277</u>
Excess (Deficiency) of Revenues Over (Under) Expenditures	<u>3,538,847</u>	<u>(58,887,852)</u>	<u>(466,432)</u>	<u>(55,815,437)</u>
Other Financing Sources (Uses):				
Transfers In	765,589	-	5,735,524	6,501,113
Transfers Out	(30,000)	(765,589)	(5,735,524)	(6,531,113)
Other Sources	-	-	777,308	777,308
Total Other Financing Sources (Uses)	<u>735,589</u>	<u>(765,589)</u>	<u>777,308</u>	<u>747,308</u>
Net Change in Fund Balance	4,274,436	(59,653,441)	310,876	(55,068,129)
Fund Balance, July 1	23,865,638	154,208,322	31,817,899	209,891,859
Fund Balance, June 30	<u>\$ 28,140,074</u>	<u>\$ 94,554,881</u>	<u>\$ 32,128,775</u>	<u>\$ 154,823,730</u>

The accompanying notes are an integral part of this statement.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCES OF GOVERNMENTAL FUNDS
TO THE STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2016

Total change in fund balances, governmental funds \$ (55,068,129)

Amounts reported for governmental activities in the statement of activities are different from amounts reported in governmental funds because:

Capital outlay: In governmental funds, the costs of capital assets are reported as expenditures in the period when the assets are acquired. In the statement of activities, costs of capital assets are allocated over their estimated useful lives as depreciation expense. The difference between capital outlay expenditures and depreciation expense for the period is:

Expenditures for capital outlay:	61,308,966	
Depreciation expense:	<u>(14,176,862)</u>	
Net:		47,132,104

Debt service: In governmental funds, repayments of long-term debt are reported as expenditures. In the government-wide statements, repayments of long-term debt are reported as reductions of liabilities. Expenditures for repayment of the principal portion of long-term debt were: 8,673,625

Debt proceeds: In governmental funds, proceeds from debt are recognized as Other Financing Sources. In the government-wide statements, proceeds from debt are reported as increases to liabilities. Amounts recognized in governmental funds as proceeds from debt, net of issue premium or discount, were: (777,308)

Unmatured interest on long-term debt: In governmental funds, interest on long-term debt is recognized in the period that it becomes due. In the government-wide statement of activities, it is recognized in the period that it is incurred. Unmatured interest owing at the end of the period, less matured interest paid during the period but owing from the prior period, was: (1,760,902)

Compensated absences: In governmental funds, compensated absences are measured by the amounts paid during the period. In the statement of activities, compensated absences are measured by the amounts earned. The difference between compensated absences paid and compensated absences earned was: (286,758)

Pensions: In government funds, pension costs are recognized when employer contributions are made. In the statement of activities, pension costs are recognized on the accrual basis. This year, the difference between accrual-basis pension costs and actual employer contributions was: (7,832,045)

Amortization of debt issue premium or discount: In governmental funds, if debt is issued at a premium or at a discount, the premium or discount is recognized as an Other Financing Source or an Other Financing Use in the period it is incurred. In the government-wide statements, the premium or discount is amortized as interest over the life of the debt. Amortization of premium or discount for the period is: 543,452

Internal Service Funds: Internal service funds are used to conduct certain activities for which costs are charged to other funds on a full cost-recovery basis. Because internal service funds are presumed to benefit governmental activities, internal service activities are reported as governmental in the statement of activities. The net increase or decrease in internal service funds was: (1,178,314)

Change in net position of governmental activities \$ (10,554,275)

The accompanying notes are an integral part of this statement.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

STATEMENT OF NET POSITION

INTERNAL SERVICE FUND

JUNE 30, 2016

	Nonmajor Internal Service Fund	Self-Insurance Fund
ASSETS:		
Current Assets:		
Cash in County Treasury	\$ 522,502	
Accounts Receivable	20,738	
Due from Other Funds	699,236	
Total Current Assets	<u>1,242,476</u>	
Total Assets	<u>1,242,476</u>	
LIABILITIES:		
Current Liabilities:		
Accounts Payable	\$ 10,000	
Due to Other Funds	45,000	
Total Current Liabilities	<u>55,000</u>	
Noncurrent Liabilities:		
Other Postemployment Benefits	10,582,541	
Total Noncurrent Liabilities	<u>10,582,541</u>	
Total Liabilities	<u>10,637,541</u>	
NET POSITION:		
Unrestricted (Deficit)	(9,395,065)	
Total Net Position	<u>\$ (9,395,065)</u>	

The accompanying notes are an integral part of this statement.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICTSTATEMENT OF REVENUES, EXPENSES, AND CHANGES
IN FUND NET POSITION - INTERNAL SERVICE FUND
FOR THE YEAR ENDED JUNE 30, 2016

	Nonmajor Internal Service Fund
	Self-Insurance Fund
Operating Revenues:	
Local Revenue	\$ 869,014
Total Revenues	<u>869,014</u>
Operating Expenses:	
Services and Other Operating Expenses	<u>2,077,327</u>
Total Expenses	<u>2,077,327</u>
Income (Loss) before Contributions and Transfers	(1,208,313)
Interfund Transfers In	<u>30,000</u>
Change in Net Position	<u>(1,178,313)</u>
Total Net Position - Beginning	(8,216,752)
Total Net Position - Ending	<u>\$ (9,395,065)</u>

The accompanying notes are an integral part of this statement.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

STATEMENT OF CASH FLOWS

PROPRIETARY FUNDS

FOR THE YEAR ENDED JUNE 30, 2016

	Nonmajor Internal Service Fund
	Self-Insurance Fund
Cash Flows from Operating Activities:	
Cash Received from Customers	\$ 866,576
Cash Payments to Other Suppliers for Goods and Services	(1,079,192)
Net Cash Provided (Used) by Operating Activities	<u>(212,616)</u>
Cash Flows from Investing Activities:	
Interest and Dividends on Investments	3,558
Net Cash Provided (Used) for Investing Activities	<u>3,558</u>
Net Increase (Decrease) in Cash and Cash Equivalents	(209,058)
Cash and Cash Equivalents at Beginning of Year	731,560
Cash and Cash Equivalents at End of Year	<u>\$ 522,502</u>
Reconciliation of Operating Income to Net Cash Provided by Operating Activities:	
Operating Income (Loss)	\$ (1,178,314)
Change in Assets and Liabilities:	
Decrease (Increase) in Receivables	1,122
Decrease (Increase) in Due From Other Funds	(521,178)
Increase (Decrease) in Payables	10,000
Increase (Decrease) in Due to Other Funds	45,000
Increase (Decrease) in Net OPEB Obligation	1,434,312
Total Adjustments	<u>969,256</u>
Net Cash Provided (Used) by Operating Activities	<u>\$ (209,058)</u>

The accompanying notes are an integral part of this statement.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

STATEMENT OF FIDUCIARY NET POSITION

FIDUCIARY FUNDS

JUNE 30, 2016

	Agency Fund
	Student Body Fund
ASSETS:	
Cash on Hand and in Banks	\$ 1,706,892
Total Assets	<u>1,706,892</u>
LIABILITIES:	
Due to Student Groups	\$ 1,706,892
Total Liabilities	<u>1,706,892</u>
NET POSITION:	
Total Net Position	<u>\$ -</u>

The accompanying notes are an integral part of this statement.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2016

A. Summary of Significant Accounting Policies

San Dieguito Union High School District (District) accounts for its financial transactions in accordance with the policies and procedures of the Department of Education's "California School Accounting Manual". The accounting policies of the District conform to accounting principles generally accepted in the United States of America (GAAP) as prescribed by the Governmental Accounting Standards Board (GASB) and the American Institute of Certified Public Accountants (AICPA).

1. Reporting Entity

The District's combined financial statements include the accounts of all its operations. The District evaluated whether any other entity should be included in these financial statements. The criteria for including organizations as component units within the District's reporting entity, as set forth in GASB Statement No. 14, "The Financial Reporting Entity," include whether:

- the organization is legally separate (can sue and be sued in its name)
- the District holds the corporate powers of the organization
- the District appoints a voting majority of the organization's board
- the District is able to impose its will on the organization
- the organization has the potential to impose a financial benefit/burden on the District
- there is fiscal dependency by the organization on the District

The District also evaluated each legally separate, tax-exempt organization whose resources are used principally to provide support to the District to determine if its omission from the reporting entity would result in financial statements which are misleading or incomplete. GASB Statement No. 14 requires inclusion of such an organization as a component unit when: 1) The economic resources received or held by the organization are entirely or almost entirely for the direct benefit of the District, its component units or its constituents; and 2) The District or its component units is entitled to, or has the ability to otherwise access, a majority of the economic resources received or held by the organization; and 3) Such economic resources are significant to the District.

Based on these criteria, the District has one component unit, the San Dieguito Public Facilities Financing Authority. This component unit is shown as a blended component unit in the accompanying financial statements. Additionally, the District is not a component unit of any other reporting entity as defined by the GASB Statement.

2. Basis of Presentation, Basis of Accounting**a. Basis of Presentation**

Government-wide Statements: The statement of net position and the statement of activities include the financial activities of the overall government, except for fiduciary activities. Eliminations have been made to minimize the double-counting of internal activities. Governmental activities generally are financed through taxes, intergovernmental revenues, and other nonexchange transactions.

The statement of activities presents a comparison between direct expenses and program revenues for each function of the District's governmental activities. Direct expenses are those that are specifically associated with a program or function and, therefore, are clearly identifiable to a particular function. The District does not allocate indirect expenses in the statement of activities. Program revenues include (a) fees, fines, and charges paid by the recipients of goods or services offered by the programs and (b) grants and contributions that are restricted to meeting the operational or capital requirements of a particular program. Revenues that are not classified as program revenues, including all taxes, are presented as general revenues.

Fund Financial Statements: The fund financial statements provide information about the District's funds, with separate statements presented for each fund category. The emphasis of fund financial statements is on major governmental funds, each displayed in a separate column. All remaining governmental funds are aggregated and reported as nonmajor funds.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2016

Proprietary fund operating revenues, such as charges for services, result from exchange transactions associated with the principal activity of the fund. Exchange transactions are those in which each party receives and gives up essentially equal values. Nonoperating revenues, such as subsidies and investment earnings, result from nonexchange transactions or ancillary activities.

The District reports the following major governmental funds:

General Fund. This is the District's primary operating fund. It accounts for all financial resources of the District except those required to be accounted for in another fund.

Building Fund. This fund accounts for the acquisition of major governmental capital facilities and buildings from the sale of bond proceeds.

In addition, the District reports the following fund types:

Special Revenue Funds: These funds are used to account for the proceeds of specific revenue sources that are legally restricted to expenditures for specific purposes.

Capital Projects Funds: These funds account for the acquisition and/or construction of all major governmental general fixed assets.

Debt Service Funds. These funds account for the accumulation of resources for, and the payment of general long-term debt principal, interest, and related costs.

Internal Service Funds: These funds are used to account for revenues and expenses related to services provided to parties inside the District. These funds facilitate distribution of support costs to the users of support services on a cost-reimbursement basis. Because the principal users of the internal services are the District's governmental activities, this fund type is included in the "Governmental Activities" column of the government-wide financial statements.

Agency Funds: These funds are used to report student activity funds and other resources held in a purely custodial capacity (assets equal liabilities). Agency funds typically involve only the receipt, temporary investment, and remittance of fiduciary resources to individuals, private organizations, or other governments

Fiduciary funds are reported in the fiduciary fund financial statements. However, because their assets are held in a trustee or agent capacity and are therefore not available to support District programs, these funds are not included in the government-wide statements.

b. Measurement Focus, Basis of Accounting

Government-wide, Proprietary, and Fiduciary Fund Financial Statements: These financial statements are reported using the economic resources measurement focus. The government-wide and proprietary fund financial statements are reported using the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded at the time liabilities are incurred, regardless of when the related cash flows take place. Nonexchange transactions, in which the District gives (or receives) value without directly receiving (or giving) equal value in exchange, include property taxes, grants, entitlements, and donations. On an accrual basis, revenue from property taxes is recognized in the fiscal year for which the taxes are levied. Revenue from grants, entitlements, and donations is recognized in the fiscal year in which all eligibility requirements have been satisfied.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2016

Governmental Fund Financial Statements: Governmental funds are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Under this method, revenues are recognized when measurable and available. The District considers all revenues reported in the governmental funds to be available if the revenues are collected within sixty days after year-end. Revenues from local sources consist primarily of property taxes. Property tax revenues and revenues received from the State are recognized under the susceptible-to-accrual concept. Miscellaneous revenues are recorded as revenue when received in cash because they are generally not measurable until actually received. Investment earnings are recorded as earned, since they are both measurable and available. Expenditures are recorded when the related fund liability is incurred, except for principal and interest on general long-term debt, claims and judgments, and compensated absences, which are recognized as expenditures to the extent they have matured. General capital asset acquisitions are reported as expenditures in governmental funds. Proceeds of general long-term debt and acquisitions under capital leases are reported as other financing sources.

When the District incurs an expenditure or expense for which both restricted and unrestricted resources may be used, it is the District's policy to use restricted resources first, then unrestricted resources.

Under GASB Statement No. 20, "Accounting and Financial Reporting for Proprietary Funds and Other Governmental Entities That Use Proprietary Fund Accounting," all proprietary funds will continue to follow Financial Accounting Standards Board ("FASB") standards issued on or before November 30, 1989. However, from that date forward, proprietary funds will have the option of either 1) choosing not to apply future FASB standards (including amendments of earlier pronouncements), or 2) continuing to follow new FASB pronouncements unless they conflict with GASB guidance. The District has chosen not to apply future FASB standards.

3. Encumbrances

Encumbrance accounting is used in all budgeted funds to reserve portions of applicable appropriations for which commitments have been made. Encumbrances are recorded for purchase orders, contracts, and other commitments when they are written. Encumbrances are liquidated when the commitments are paid. All encumbrances are liquidated as of June 30.

4. Budgets and Budgetary Accounting

Annual budgets are adopted on a basis consistent with generally accepted accounting principles for all governmental funds. By state law, the District's governing board must adopt a final budget no later than July 1. A public hearing must be conducted to receive comments prior to adoption. The District's governing board satisfied these requirements.

These budgets are revised by the District's governing board and district superintendent during the year to give consideration to unanticipated income and expenditures.

Formal budgetary integration was used as a management control device during the year for all budgeted funds. The District employs budget control by minor object and by individual appropriation accounts. Expenditures cannot legally exceed appropriations by major object code.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2016

5. Revenues and Expenses

a. Revenues - Exchange and Non-Exchange

Revenue resulting from exchange transactions, in which each party gives and receives essentially equal value, is recorded on the accrual basis when the exchange takes place. On a modified accrual basis, revenue is recorded in the fiscal year in which the resources are measurable and become available. Available means that the resources will be collected within the current year or expected to be collected soon enough thereafter, to be used to pay liabilities of the current fiscal year. Generally, available is defined as collectible within 60 days. However, to achieve comparability of reporting among California districts and so as to not distort normal revenue patterns, with specific respect to reimbursement grants and corrections to State-aid apportionments, the California Department of Education has defined available for districts as collectible within one year. The following revenue sources are considered to be both measurable and available at fiscal year-end: State apportionments, interest, certain grants, and other local sources.

Non-exchange transactions are transactions in which the District receives value without directly giving equal value in return, including property taxes, certain grants, entitlements, and donations. Revenue from property taxes is recognized in the fiscal year in which the taxes are received. Revenue from certain grants, entitlements, and donations is recognized in the fiscal year in which all eligibility requirements have been satisfied. Eligibility requirements include time and purpose restrictions. On a modified accrual basis, revenue from non-exchange transactions must also be available before it can be recognized.

b. Expenses/Expenditures

On the accrual basis of accounting, expenses are recognized at the time they are incurred. The measurement focus of governmental fund accounting is on decreases in net financial resources (expenditures) rather than expenses. Expenditures are generally recognized in the accounting period in which the related fund liability is incurred, if measurable, and typically paid within 90 days. Principal and interest on long-term obligations, which has not matured, are recognized when paid in the governmental funds as expenditures. Allocations of costs, such as depreciation and amortization, are not recognized in the governmental funds but are recognized in the government-wide financial statements.

6. Assets, Liabilities, and Equity

a. Deposits and Investments

Cash balances held in banks and in revolving funds are insured to \$250,000 by the Federal Depository Insurance Corporation. All cash held by the financial institutions is fully insured or collateralized. For purposes of the statement of cash flows, highly liquid investments are considered to be cash equivalents if they have a maturity of three months or less when purchased.

In accordance with Education Code Section 41001, the District maintains substantially all its cash in the San Diego County Treasury. The county pools these funds with those of other districts in the county and invests the cash. These pooled funds are carried at cost, which approximates market value. Interest earned is deposited quarterly into participating funds, except for the Tax Override Funds, in which interest earned is credited to the general fund. Any investment losses are proportionately shared by all funds in the pool.

The county is authorized to deposit cash and invest excess funds by California Government Code Section 53648 et seq. The funds maintained by the county are either secured by federal depository insurance or are collateralized.

Information regarding the amount of dollars invested in derivatives with San Diego County Treasury was not available.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2016

b. Stores Inventories and Prepaid Expenditures

Inventories are recorded using the purchases method in that the cost is recorded as an expenditure at the time individual inventory items are purchased. These inventories are immaterial and have been omitted from these statements.

The District has the option of reporting an expenditure in governmental funds for prepaid items either when purchased or during the benefiting period. The District has chosen to report the expenditure when incurred.

c. Capital Assets

Purchased or constructed capital assets are reported at cost or estimated historical cost. Donated fixed assets are recorded at their estimated fair value at the date of the donation. The cost of normal maintenance and repairs that do not add to the value of the asset or materially extend assets' lives are not capitalized. A capitalization threshold of \$5,000 is used.

Capital assets are being depreciated using the straight-line method over the following estimated useful lives:

<u>Asset Class</u>	<u>Estimated Useful Lives</u>
Infrastructure	30
Buildings	50
Building Improvements	20
Vehicles	5-15
Office Equipment	5-15
Computer Equipment	5-15

d. Receivable and Payable Balances

The District believes that sufficient detail of receivable and payable balances is provided in the financial statements to avoid the obscuring of significant components by aggregation. Therefore, no disclosure is provided which disaggregates those balances.

There are no significant receivables which are not scheduled for collection within one year of year end.

d. Compensated Absences

Accumulated unpaid employee vacation benefits are recognized as liabilities of the District. The current portion of the liabilities is recognized in the general fund at year end.

Accumulated sick leave benefits are not recognized as liabilities of the District. The District's policy is to record sick leave as an operating expense in the period taken since such benefits do not vest nor is payment probable; however, unused sick leave is added to the creditable service period for calculation of retirement benefits when the employee retires.

e. Unearned Revenue

Unearned revenue arises when potential revenue does not meet both the "measurable" and "available" criteria for recognition in the current period or when resources are received by the District prior to the incurrence of qualifying expenditures. In subsequent periods, when both revenue recognition criteria are met, or when the District has a legal claim to the resources, the liability for unearned revenue is removed from the balance sheet and revenue is recognized.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2016

f. Interfund Activity

Interfund activity results from loans, services provided, reimbursements or transfers between funds. Loans are reported as interfund receivables and payables as appropriate and are subject to elimination upon consolidation. Services provided, deemed to be at market or near market rates, are treated as revenues and expenditures or expenses. Reimbursements occur when one fund incurs a cost, charges the appropriate benefiting fund and reduces its related cost as a reimbursement. All other interfund transactions are treated as transfers. Transfers In and Transfers Out are netted and presented as a single "Transfers" line on the government-wide statement of activities. Similarly, interfund receivables and payables are netted and presented as a single "Internal Balances" line of the government-wide statement of net position.

g. Property Taxes

Secured property taxes attach as an enforceable lien on property as of March 1. Taxes are payable in two installments on November 15 and March 15. Unsecured property taxes are payable in one installment on or before August 31. The County of San Diego bills and collects the taxes for the District.

h. Fund Balances - Governmental Funds

Fund balances of the governmental funds are classified as follows:

Nonspendable Fund Balance - represents amounts that cannot be spent because they are either not in spendable form (such as inventory or prepaid insurance) or legally required to remain intact (such as notes receivable or principal of a permanent fund).

Restricted Fund Balance - represents amounts that are constrained by external parties, constitutional provisions or enabling legislation.

Committed Fund Balance - represents amounts that can only be used for a specific purpose because of a formal action by the District's . Committed amounts cannot be used for any other purpose unless the removes those constraints by taking the same type of formal action. Committed fund balance amounts may be used for other purposes with appropriate due process by the . Commitments are typically done through adoption and amendment of the budget. Committed fund balance amounts differ from restricted balances in that the constraints on their use do not come from outside parties, constitutional provisions, or enabling legislation.

Assigned Fund Balance - represents amounts which the District intends to use for a specific purpose, but that do not meet the criteria to be classified as restricted or committed. Intent may be stipulated by the or by an official or body to which the delegates the authority. Specific amounts that are not restricted or committed in a special revenue, capital projects, debt service or permanent fund are assigned for purposes in accordance with the nature of their fund type or the fund's primary purpose. Assignments within the general fund conveys that the intended use of those amounts is for a specific purpose that is narrower than the general purposes of the District itself.

Unassigned Fund Balance - represents amounts which are unconstrained in that they may be spent for any purpose. Only the general fund reports a positive unassigned fund balance. Other governmental funds might report a negative balance in this classification because of overspending for specific purposes for which amounts had been restricted, committed or assigned.

When an expenditure is incurred for a purpose for which both restricted and unrestricted fund balance is available, the District considers restricted funds to have been spent first. When an expenditure is incurred for which committed, assigned, or unassigned fund balances are available, the District considers amounts to have been spent first out of committed funds, then assigned funds, and finally unassigned funds.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2016

i. Minimum Fund Balance

The District is committed to maintaining a prudent level of financial resources to protect against the need to reduce the service levels because of temporary revenue shortfalls or unpredicted expenses. The District minimum fund balance policy requires a reserve for economic uncertainties, consisting of unassigned amounts equal to 4.5% of general fund operating expenses and other financing uses. This reserve may be increased from time to time in order to address specific anticipated revenue shortfalls.

7. Deferred Inflows and Deferred Outflows of Resources

Deferred outflows of resources is a consumption of net assets or net position that is applicable to a future reporting period. Deferred inflows of resources is an acquisition of net assets or net position that is applicable to a future reporting period. Deferred outflows of resources and deferred inflows of resources are recorded in accordance with GASB Statement numbers 63 and 65.

8. GASB 54 Fund Presentation

Consistent with fund reporting requirements established by GASB Statement No. 54, Fund 17 (Special Reserve Fund for Other Than Capital Outlay) is merged with the General Fund for purposes of presentation in the audit report.

9. Pensions

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, pension expense, information about the fiduciary net position of the CalPERS Schools Pool Cost-Sharing Multiple-Employer Plan (CalPERS Plan) and CalSTRS Schools Pool Cost-Sharing Multiple Employer Plan (CalSTRS Plan), and additions to/deductions from the CalPERS Plan and CalSTRS Plan's fiduciary net positions have been determined on the same basis as they are reported by the CalPERS Financial Office and CalSTRS Financial Office. For this purpose, benefit payments (including refunds of employee contributions) are recognized when currently due and payable in accordance with the benefit terms. Investments are reported at fair value.

GASB 68 requires that the reported results must pertain to liability and asset information within certain defined time frames. For this report, the following time frames are used:

Valuation Date (VD)	June 30, 2014
Measurement Date (MD)	June 30, 2015
Measurement Period (MP)	July 1, 2014 to June 30, 2015

10. Use of Estimates

The preparation of financial statements in conformity with GAAP requires the use of management's estimates. Actual results could differ from those estimates.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2016

11. Fair Value Measurements

The District categorizes its fair value measurements within the fair value hierarchy established by generally accepted accounting principles as defined by Governmental Accounting Standards Board (GASB) Statement No. 72. The hierarchy is based on the valuation inputs used to measure the fair value of the asset. The hierarchy is detailed as follows:

- Level 1 Inputs: Quoted prices (unadjusted) in active markets for identical assets or liabilities that a government can access at the measurement date.
- Level 2 Inputs: Inputs other than quoted prices included within Level 1 that are observable for an asset or liability, either directly or indirectly.
- Level 3 Inputs: Unobservable inputs for an asset or liability.

For the current fiscal year the District did not have any recurring or nonrecurring fair value measurements.

12. Change in Accounting Policies

In February 2015 the Governmental Accounting Standards Board (GASB) issued Statement No. 72 Fair Value Measurement and Application. This statement addresses accounting and financial reporting issues related to fair value measurements. The definition of fair value is the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date. This Statement provides guidance for determining a fair value measurement for financial reporting purposes. This Statement also provides guidance for applying fair value to certain investments and disclosures related to all fair value measurements. The District has implemented the guidance under GASB Statement No. 72 into their accounting policies effective for the fiscal year ending June 30, 2016.

In June 2015 the Governmental Accounting Standards Board (GASB) issued Statement No. 76 The Hierarchy of Generally Accepted Accounting Principles for State and Local Governments. The objective of this Statement is to identify - in the context of the current governmental financial reporting environment - the hierarchy of generally accepted accounting principles (GAAP). The "GAAP hierarchy" consists of the sources of accounting principles used to prepare financial statements of state and local governmental entities in conformity with GAAP and the framework for selecting those principles. This Statement reduces the GAAP hierarchy to two categories of authoritative GAAP and addresses the use of authoritative and nonauthoritative literature in the event that the accounting treatment for a transaction or other event is not specified within a source of authoritative GAAP. This Statement supersedes Statement No. 55, The Hierarchy of Generally Accepted Accounting Principles for State and Local Governments. The District has implemented the guidance under GASB Statement No. 76 into their accounting policies effective for the fiscal year ending June 30, 2016.

In June 2015 the Governmental Accounting Standards Board (GASB) issued Statement No. 73 Accounting and Financial Reporting for Pensions and Related Assets That Are Not Within the Scope of GASB Statement 68, and Amendments to Certain Provisions of GASB Statements 67 and 68. The objective of this Statement is to improve the usefulness of information about pensions included in the general purpose external financial reports of state and local governments for making decisions and assessing accountability. This Statement results from a comprehensive review of the effectiveness of existing standards of accounting and financial reporting for all postemployment benefits with regard to providing decision-useful information, supporting assessments of accountability and interperiod equity, and creating additional transparency.

This Statement establishes requirements for defined benefit pensions that are not within the scope of Statement No. 68, Accounting and Financial Reporting for Pensions, as well as for assets accumulated for purposes of providing those pensions. In addition, it establishes requirements for defined contribution pensions that are not within the scope of Statement 68. It also amends certain provisions of Statement No. 67, Financial Reporting for Pension Plans, and Statement 68 for pension plans and pensions that are within their respective scopes.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2016

The requirements of this Statement extend the approach to accounting and financial reporting established in Statement 68 to all pensions, with modifications as necessary to reflect that for accounting and financial reporting purposes, any assets accumulated for pensions that are provided through pension plans that are not administered through trusts that meet the criteria specified in Statement 68 should not be considered pension plan assets. It also requires that information similar to that required by Statement 68 be included in notes to financial statements and required supplementary information by all similarly situated employers and nonemployer contributing entities.

This Statement also clarifies the application of certain provisions of Statement 67 and 68 with regard to the following issues:

1. Information that is required to be presented as notes to the 10-year schedules of required supplementary information about investment-related factors that significantly affect trends in the amounts reported.
2. Accounting and financial reporting for separately financed specific liabilities of individual employers and nonemployer contributing entities for defined benefit pensions.
3. Timing of employer recognition of revenue for the support of nonemployer contributing entities not in a special funding situation.

The District has adopted the provisions of GASB Statement No. 73 effective for the year ending June 30, 2016.

B. Compliance and Accountability**1. Finance-Related Legal and Contractual Provisions**

In accordance with GASB Statement No. 38, "Certain Financial Statement Note Disclosures," violations of finance-related legal and contractual provisions, if any, are reported below, along with actions taken to address such violations.

<u>Violation</u>	<u>Action Taken</u>
None reported	Not applicable

2. Deficit Fund Balance or Fund Net Position of Individual Funds

Following are funds having deficit fund balances or fund net position at year end, if any, along with remarks which address such deficits:

<u>Fund Name</u>	<u>Deficit Amount</u>
Self Insurance Fund	\$ 9,395,065

Remarks

Consistent with the requirements in GASB Statement No. 45 the district has recorded the liability for Other Post Employment Benefits; however, the district has elected not to fund the liability at this time as a result of the volatile economy and state budget.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2016

C. Cash and Investments1. Cash in County Treasury:

In accordance with Education Code Section 41001, the District maintains substantially all of its cash in the San Diego County Treasury as part of the common investment pool (\$143,169,150 as of June 30, 2016). The fair value of the District's portion of this pool as of that date, as provided by the pool sponsor, was \$143,169,150. Assumptions made in determining the fair value of the pooled investment portfolios are available from the County Treasurer.

The District is considered to be an involuntary participant in an external investment pool as the District is required to deposit all receipts and collections of monies with their County Treasurer (Education Code Section 41001). The fair value of the District's investments in the pool is reported in the accounting financial statements as amounts based upon the District's pro-rata share of the fair value provided by the County Treasurer for the entire portfolio (in relation to the amortized cost of the portfolio). The balance available for withdrawal is based on the accounting records maintained by the County Treasurer, which is recorded on the amortized cost basis

The San Diego County Treasury is not registered with the Securities and Exchange Commission (SEC) as an investment company; however, the County Treasury acts in accordance with investment policies monitored by a Treasury Oversight Committee consisting of members appointed by participants in the investment pool and up to five members of the public having expertise, or an academic background in, public finance. In addition, the County Treasury is audited annually by an independent auditor.

2. Cash on Hand, in Banks, and in Revolving Fund

Cash balances on hand and in banks (\$10,413,068 as of June 30, 2016) and in the revolving fund (\$175,312) are insured up to \$250,000 by the Federal Depository Insurance Corporation. All cash held by the financial institution is fully insured or collateralized.

3. Investments:

The District's investments at June 30, 2016 are shown below.

<u>Investment or Investment Type</u>	<u>Amount Reported</u>	<u>Fair Value</u>
Money Market Funds	\$ 6,372,736	\$ 6,372,736
US Treasury Bond	754,501	754,501
Total Investments	<u>\$ 7,127,237</u>	<u>\$ 7,127,237</u>

4. Investments Authorized by the California Government Code and the District's Investment Policy

The table below identifies the investment types that are authorized for the District by the California Government Code (or the District's investment policy, where more restrictive). The table also identifies certain provisions of the California Government Code (or the District's investment policy where more restrictive) that address interest rate risk, credit risk, and concentration of credit risk. This table does not address investments of debt proceeds held by bond trustee that are governed by the provisions of debt agreements of the District, rather than the general provisions of the California Government Code or the District's investment policy.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2016

Authorized Investment Type	Maximum Remaining Maturity	Maximum Percentage of Portfolio	Maximum Investment in One Issuer
Local Agency Bonds, Notes, Warrants	5 Years	None	None
Registered State Bonds, Notes, Warrants	5 Years	None	None
U.S. Treasury Obligations	5 Years	None	None
U.S. Agency Securities	5 Years	None	None
Banker's Acceptance	180 Days	40%	30%
Commercial Paper	270 Days	25%	10%
Negotiable Certificates of Deposit	5 Years	30%	None
Repurchase Agreements	1 Year	None	None
Reverse Repurchase Agreements	92 Days	20% of Base	None
Medium-Term Corporate Notes	5 Years	30%	None
Mutual Funds	N/A	20%	10%
Money Market Mutual Funds	N/A	20%	10%
Mortgage Pass-Through Securities	5 Years	20%	None
County Pooled Investment Funds	N/A	None	None
Local Agency Investment Fund	N/A	None	None
Joint Powers Authority Pools	N/A	None	None

5. Analysis of Specific Deposit and Investment Risks

GASB Statement No. 40 requires a determination as to whether the District was exposed to the following specific investment risks at year end and if so, the reporting of certain related disclosures:

a. Credit Risk

Credit risk is the risk that an issuer or other counterparty to an investment will not fulfill its obligations. The county is restricted by Government Code Section 53635 pursuant to Section 53601 to invest only in time deposits, U.S. government securities, state registered warrants, notes or bonds, State Treasurer's investment pool, bankers' acceptances, commercial paper, negotiable certificates of deposit, and repurchase or reverse repurchase agreements. The ratings of securities by nationally recognized rating agencies are designed to give an indication of credit risk. The San Diego County Investment Pool is rated AAAf/S1 by Standard & Poors. At year end the District was not exposed to credit risk.

b. Custodial Credit Risk

Deposits are exposed to custodial credit risk if they are not covered by depository insurance and the deposits are uncollateralized, collateralized with securities held by the pledging financial institution, or collateralized with securities held by the pledging financial institution's trust department or agent but not in the District's name. The California Government Code and the District's investment policy do not contain legal or policy requirements that would limit the exposure to custodial credit risk for deposits, other than the following provision for deposits: The California Government code requires that a financial institution secure deposits made by state or local governmental units by pledging securities in an undivided collateral pool held by a depository regulated under state law (unless so waived by the governmental unit). The market value of the pledged securities in the collateral pool must equal at least 110% of the total amount deposited by the public agencies. California law also allows financial institutions to secure deposits by pledging first trust deed mortgage notes having a value of 150% of the secured public deposits.

Investment securities are exposed to custodial credit risk if the securities are uninsured, are not registered in the name of the government, and are held by either the counterparty or the counterparty's trust department or agent but not in the District's name.

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As of June 30, 2016, the District's bank balances (including revolving cash) of \$10,588,380 was not exposed to custodial credit risk.

c. Concentration of Credit Risk

This risk is the risk of loss attributed to the magnitude of a government's investment in a single issuer.

The investment policy of the District contains no limitations on the amount that can be invested in any one issuer beyond the amount stipulated by the California Government Code. Investments in any one issuer that represent five percent or more of the total investments are either an external investment pool and are therefore exempt. As such, the District was not exposed to concentration of credit risk.

d. Interest Rate Risk

This is the risk that changes in interest rates will adversely affect the fair value of an investment. Generally, the longer the maturity of an investment, the greater the sensitivity of its fair value to changes in market interest rates. The District manages its exposure to interest rate risk by investing in the county pool.

e. Foreign Currency Risk

This is the risk that exchange rates will adversely affect the fair value of an investment. At year end, the District was not exposed to foreign currency risk.

6. Investment Accounting Policy

The District is required by GASB Statement No. 31 to disclose its policy for determining which investments, if any, are reported at amortized cost. The District's general policy is to report money market investments and short-term participating interest-earning investment contracts at amortized cost and to report nonparticipating interest-earning investment contracts using a cost-based measure. However, if the fair value of an investment is significantly affected by the impairment of the credit standing of the issuer or by other factors, it is reported at fair value. All other investments are reported at fair value unless a legal contract exists which guarantees a higher value. The term "short-term" refers to investments which have a remaining term of one year or less at time of purchase. The term "nonparticipating" means that the investment's value does not vary with market interest rate changes. Nonnegotiable certificates of deposit are examples of nonparticipating interest-earning investment contracts.

The District's investments in external investment pools are reported in conformity with GASB Statement No. 77 unless the pool is 2a7-like, in which case they are reported at share value. A 2a7-like pool is one which is not registered with the Securities and Exchange Commission ("SEC") as an investment company, but nevertheless has a policy that it will, and does, operate in a manner consistent with the SEC's Rule 2a7 of the Investment Company Act of 1940.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2016

D. Accounts Receivable

Accounts receivable at June 30, 2016 consisted of:

	Major Governmental Funds		Nonmajor Governmental Funds	Total Governmental Funds	Self Insurance Fund
	General Fund	Building Fund			
Federal Government:					
Federal programs	\$ 1,840,515	\$ -	\$ 146,150	\$ 1,986,665	\$ -
State Government:					
Special education	68,081	-	-	68,081	-
Lottery	1,390,750	-	-	1,390,750	-
Other state programs	306,383	-	2,560	308,943	-
Local Sources:					
ROP funding	34,162	-	-	34,162	-
Interest	56,613	153,320	3,652	213,585	780
Other local sources	624,903	82	478,261	1,103,246	19,958
Totals	\$ 4,321,407	\$ 153,402	\$ 630,623	\$ 5,105,432	\$ 20,738

All accounts are considered to be collectible. As such, no allowance for doubtful accounts has been established.

E. Capital Assets

Capital asset activity for the year ended June 30, 2016, was as follows:

	Beginning Balances	Increases	Decreases	Ending Balances
Governmental activities:				
Capital assets not being depreciated:				
Land	\$ 54,522,725	\$ 12,069,426	\$ -	\$ 66,592,151
Work in progress	87,336,486	-	21,148,879	66,187,607
Total capital assets not being depreciated	141,859,211	12,069,426	21,148,879	132,779,758
Capital assets being depreciated:				
Buildings	187,663,812	42,437,665	-	230,101,477
Improvements	42,898,945	25,875,489	-	68,774,434
Equipment	18,007,395	2,075,265	-	20,082,660
Total capital assets being depreciated	248,570,152	70,388,419	-	318,958,571
Less accumulated depreciation for:				
Buildings	(69,411,495)	(9,386,887)	-	(78,798,382)
Improvements	(18,619,158)	(3,806,763)	-	(22,425,921)
Equipment	(12,083,628)	(983,212)	-	(13,066,840)
Total accumulated depreciation	(100,114,281)	(14,176,862)	-	(114,291,143)
Total capital assets being depreciated, net	148,455,871	56,211,557	-	204,667,428
Governmental activities capital assets, net	\$ 290,315,082	\$ 68,280,983	\$ 21,148,879	\$ 337,447,186

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Depreciation was charged to functions as follows:

Instruction	\$ 1,928,820
Instruction-Related Services	763
Pupil Services	238,583
Ancillary Services	1,455
General Administration	165,230
Plant Services	11,842,011
	<u>\$ 14,176,862</u>

F. Interfund Balances and Activities

1. Due To and From Other Funds

Balances due to and due from other funds at June 30, 2016, consisted of the following:

<u>Due To Fund</u>	<u>Due From Fund</u>	<u>Amount</u>	<u>Purpose</u>
General Fund	Building Fund	\$ 765,589	Solar debt payments
General Fund	Cafeteria Fund	118,492	Indirect cost reimbursement
General Fund	Adult Education Fund	104,425	Indirect cost reimbursement
General Fund	Self Insurance Fund	45,000	Health and welfare benefits
Cafeteria Fund	General Fund	2,260	Expense reimbursement
Self Insurance Fund	General Fund	676,312	OPEB contribution
Self Insurance Fund	Adult Education Fund	1,864	OPEB contribution
Self Insurance Fund	Cafeteria Fund	14,466	OPEB contribution
Self Insurance Fund	Capital Facilities Fund	1,770	OPEB contribution
Self Insurance Fund	Building Fund	4,824	OPEB contribution
	Total	<u>\$ 1,735,002</u>	

All amounts due are scheduled to be repaid within one year.

2. Transfers To and From Other Funds

Transfers to and from other funds at June 30, 2016, consisted of the following:

<u>Transfers From</u>	<u>Transfers To</u>	<u>Amount</u>	<u>Reason</u>
General Fund	Self Insurance Fund	\$ 30,000	Insurance reimbursement
Building Fund	General Fund	765,589	Prop 39 debt service
Component Units Fund (49)	Component Units Fund (52)	5,735,524	Debt service
	Total	<u>\$ 6,531,113</u>	

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2016

G. Accounts Payable

Accounts payable at June 30, 2016 consisted of:

	<u>Major Governmental Funds</u>			<u>Total Governmental Funds</u>	<u>Self Insurance Fund</u>
	<u>General Fund</u>	<u>Building Fund</u>	<u>Nonmajor Governmental Funds</u>		
Vendor payables	\$ 1,584,927	\$ 4,032,973	\$ 39,856	\$ 5,657,756	\$ 10,000
Payroll and related benefits	372,926	294	342,254	715,474	-
Pension related benefits	779,010	6,905	10,459	496,374	-
LCFF state aid	544,460	-	-	544,460	-
Totals	<u>\$ 3,281,323</u>	<u>\$ 4,040,172</u>	<u>\$ 392,569</u>	<u>\$ 7,714,064</u>	<u>\$ 10,000</u>

H. Short-Term Debt Activity

The District accounts for short-term debts for maintenance purposes through the General Fund. The proceeds from loans are shown in the financial statements as Other Resources.

In September 2015, the District entered into the County of San Diego and San Diego County School Districts 2015 Pooled Tax and Revenue Anticipation Notes (TRANS) in the amount of \$11,875,000. The notes matured on June 30, 2016 and bore an interest rate of 2.00%. The notes were sold to supplement the District's cash flows.

<u>Description</u>	<u>Beginning Balance</u>	<u>Issued</u>	<u>Redeemed</u>	<u>Ending Balance</u>
Tax anticipation notes	\$ -	\$ 11,875,000	\$ 11,875,000	\$ -

I. Deferred Inflows of Resources

In accordance with GASB Statement No. 68 & 71, payments received subsequent to the net pension liability measurement date are recorded as deferred inflows of resources.

A summary of the deferred inflows of resources as of June 30, 2016 is as follows:

<u>Description</u>	<u>Issue Date</u>	<u>Amortization Term</u>	<u>Balance July 1, 2015</u>	<u>Additions</u>	<u>Current Year Amortization</u>	<u>Balance June 30, 2016</u>
Pension related	06/30/2015	Varies	\$ 5,773,873	\$ 5,991,945	\$ 2,641,857	\$ 9,123,961
Total Deferred Inflows of Resources			<u>\$ 5,773,873</u>	<u>\$ 5,991,945</u>	<u>\$ 2,641,857</u>	<u>\$ 9,123,961</u>

Future amortization of deferred inflows of resources is as follows:

<u>Year Ending June 30</u>	<u>Pension Related</u>
2017	\$ 2,641,857
2018	2,641,857
2019	2,641,857
2020	1,198,390
Total	<u>\$ 9,123,961</u>

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SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2016

J. Deferred Outflows of Resources

In accordance with GASB Statement No. 68 & 71, payments made subsequent to the net pension liability measurement date are recorded as deferred outflows of resources.

A summary of the deferred outflows of resources as of June 30, 2016 is as follows:

<u>Description</u>	<u>Issue Date</u>	<u>Amortization Term</u>	<u>Balance July 1, 2015</u>	<u>Additions</u>	<u>Current Year Amortization</u>	<u>Balance June 30, 2016</u>
Pension related	06/30/2015	Varies	\$ 6,803,699	\$ 14,674,247	\$ 8,011,672	\$ 13,466,274
Total Deferred Outflows of Resources			<u>\$ 6,803,699</u>	<u>\$ 14,674,247</u>	<u>\$ 8,011,672</u>	<u>\$ 13,466,274</u>

Future amortization of deferred outflows of resources is as follows:

<u>Year Ending June 30</u>	<u>Pension Related</u>
2017	\$ 9,842,355
2018	1,207,973
2019	1,207,973
2020	1,207,973
Total	<u>\$ 13,466,274</u>

K. Long-Term Obligations

1. Long-Term Obligation Activity

Long-term obligations include debt and other long-term liabilities. Changes in long-term obligations for the year ended June 30, 2016, are as follows:

	<u>Beginning Balance</u>	<u>Increases</u>	<u>Decreases</u>	<u>Ending Balance</u>	<u>Amounts Due Within One Year</u>
<u>Governmental activities:</u>					
General obligation bonds	\$ 266,795,000	\$ -	\$ 5,535,000	\$ 261,260,000	\$ 7,010,000
Unamortized discount	(686,770)	-	(28,615)	(658,155)	-
Unamortized premium	14,011,023	-	575,818	13,435,205	-
Special tax bonds	77,270,000	-	2,135,000	75,135,000	2,215,000
Unamortized discount	(1,229,634)	-	(45,542)	(1,184,092)	-
Lease revenue bonds	12,730,000	-	-	12,730,000	-
Unamortized discount	(300,617)	-	(27,329)	(273,288)	-
Net pension liability	90,969,958	40,571,398	29,426,866	102,114,490	-
Net OPEB obligation	9,148,229	3,060,356	1,626,044	10,582,541	-
Compensated absences	1,262,590	286,758	-	1,549,348	1,549,348
State loan payable	1,811,960	-	295,437	1,516,523	303,023
Total governmental activities	<u>\$ 471,781,739</u>	<u>\$ 43,918,512</u>	<u>\$ 39,492,679</u>	<u>\$ 476,207,572</u>	<u>\$ 11,077,371</u>

* Other long-term liabilities

The funds typically used to liquidate other long-term liabilities in the past are as follows:

<u>Liability</u>	<u>Activity Type</u>	<u>Fund</u>
Compensated absences	Governmental	General

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2016

2. Debt Service Requirements

Debt service requirements on long-term debt, net of unamortized discount, unamortized premium, net pension liability, and net OPEB obligation at June 30, 2016 are as follows:

Year Ending June 30,	Governmental Activities		
	Principal	Interest	Total
2017	\$ 11,077,371	\$ 14,826,194	\$ 25,903,565
2018	6,115,805	14,652,982	20,768,787
2019	5,748,786	14,435,128	20,183,914
2020	4,136,973	14,236,419	18,373,392
2021	4,591,936	14,056,829	18,648,765
2022-2026	31,215,000	66,490,287	97,705,287
2027-2031	75,300,000	52,685,756	127,985,756
2032-2036	97,725,000	34,542,787	132,267,787
2037-2041	115,765,000	11,195,763	126,960,763
2042-2046	515,000	12,875	527,875
Totals	<u>\$ 352,190,871</u>	<u>\$ 237,135,020</u>	<u>\$ 589,325,891</u>

3. General Obligation Bonds

General obligation bonds at June 30, 2016 consisted of the following:

	Date of Issue	Interest Rate	Maturity Date	Amount of Original Issue
2012 Series A-1 Taxable	4/10/2013	0.46%	8/1/2014	\$ 2,320,000
2012 Series A-2 Tax-Exempt	4/10/2013	1.00-5.00%	8/1/2038	157,680,000
2012 Series B-1 Taxable	4/15/2015	0.60%	8/1/2016	\$ 7,010,000
2012 Series B-2 Tax-Exempt	4/15/2015	3.00-4.50%	8/1/2040	110,030,000
Total GO Bonds				<u>\$ 277,040,000</u>

	Beginning Balance	Increases	Decreases	Ending Balance
2012 Series A-2 Tax-Exempt	\$ 149,755,000	\$ -	\$ 5,535,000	\$ 144,220,000
2012 Series B-1 Taxable	7,010,000	-	-	7,010,000
2012 Series B-2 Tax-Exempt	110,030,000	-	-	110,030,000
Unamortized Discount	(686,770)	-	(28,615)	(658,155)
Unamortized Premium	14,011,023	-	575,818	13,435,205
Total GO Bonds	<u>\$ 280,119,253</u>	<u>\$ -</u>	<u>\$ 6,082,203</u>	<u>\$ 274,037,050</u>

The annual requirements to amortize the bonds outstanding at June 30, 2016 are as follows:

Year Ending June 30,	Principal	Interest	Total
2017	\$ 7,010,000	\$ 10,404,480	\$ 17,414,480
2018	3,500,000	10,330,950	13,830,950
2019	3,035,000	10,217,750	13,252,750
2020	1,320,000	10,130,650	11,450,650
2021	1,745,000	10,069,350	11,814,350
2022-2026	16,480,000	48,501,050	64,981,050
2027-2031	44,065,000	41,955,725	86,020,725
2032-2036	77,445,000	29,679,787	107,124,787
2037-2041	106,660,000	10,130,588	116,790,588
Totals	<u>\$ 261,260,000</u>	<u>\$ 181,420,330</u>	<u>\$ 442,680,330</u>

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2016

4. 2015 General Obligation Bonds

In April 2015, the District issued \$7,010,000 taxable, 2012 Election, Series B-1, General Obligation Bonds and \$110,030,000 tax-exempt, 2012 Election, Series B-2, General Obligation Bonds. The issue consisted of \$61,050,000 of current interest bonds with interest rates ranging from .60% to 4.50% with annual maturities from August 2016 through August 2036 and \$55,990,000 in a term bond with an interest rate of 4.00% with an annual maturity date of February 1, 2040. Interest on the bonds accrues from the date of delivery and is payable semiannually on February 1 and August 1 of each year, commencing February 1, 2016. The bonds were authorized at an election of the registered voters held on November 6, 2012 at which 55% or more of the persons voting on the proposition voted to authorize the issuance and sale of the bonds in order to finance specific construction, acquisition and modernization projects approved by the voters including lease payments with respect to such facilities in addition to purchasing the San Dieguito Public Facilities Authority's interest in and pay and prepay lease payments due on the Torrey Pines High School Projects.

5. Special Tax Bonds

Special tax bonds at June 30, 2016 consisted of the following:

	Date of Issue	Interest Rate	Maturity Date	Amount of Original Issue
2008 Special Tax Bonds	05/13/2008	4.00-5.00%	08/01/2041	\$ 89,130,000
	Beginning Balance	Increases	Decreases	Ending Balance
2008 Special Tax Bonds	\$ 77,270,000	\$ -	\$ 2,135,000	\$ 75,135,000
Unamortized Discount	(1,229,634)	-	(45,542)	(1,184,092)
Total Special Tax Bonds	<u>\$ 76,040,366</u>	<u>\$ -</u>	<u>\$ 2,089,458</u>	<u>\$ 73,950,908</u>

The annual requirements to amortize the bonds outstanding at June 30, 2016 are as follows:

Year Ending June 30,	Principal	Interest	Total
2017	\$ 2,215,000	\$ 3,558,524	\$ 5,773,524
2018	2,305,000	3,466,624	5,771,624
2019	2,395,000	3,369,951	5,764,951
2020	2,490,000	3,266,529	5,756,529
2021	2,590,000	3,156,636	5,746,636
2022-2026	14,735,000	13,878,084	28,613,084
2027-2031	18,505,000	9,907,800	28,412,800
2032-2036	20,280,000	4,863,000	25,143,000
2037-2041	9,105,000	1,065,175	10,170,175
2042-2046	515,000	12,875	527,875
Totals	<u>\$ 75,135,000</u>	<u>\$ 46,545,198</u>	<u>\$ 121,680,198</u>

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2016

6. Lease Revenue Bonds

Lease revenue bonds at June 30, 2016 consisted of the following:

	Date of Issue	Interest Rate	Maturity Date	Amount of Original Issue
Lease Revenue Series 2010A	05/10/2010	6.46%	05/01/2027	\$ 13,015,000
	Beginning Balance	Increases	Decreases	Ending Balance
Lease Revenue Series 2010A	\$ 12,730,000	\$ -	\$ -	\$ 12,730,000
Unamortized Discount	(300,617)	-	(27,329)	(273,288)
Total Lease Revenue Bonds	\$ 12,429,383	\$ -	\$ (27,329)	\$ 12,456,712

The annual requirements to amortize the bonds outstanding at June 30, 2016 are as follows:

Year Ending June 30,	Principal	Interest	Total
2017	\$ -	\$ 822,231	\$ 822,231
2018	-	822,231	822,231
2019	-	822,231	822,231
2020	-	822,231	822,231
2021	-	822,231	822,231
2022-2026	-	4,111,153	4,111,153
2027-2031	12,730,000	822,231	13,552,231
Totals	\$ 12,730,000	\$ 9,044,539	\$ 21,774,539

In May 2010, the District entered into a facility lease agreement with the San Dieguito Public Facilities Authority to execute and deliver Lease Revenue Bonds, Series 2010A (Qualified School Construction Bonds - Direct Subsidy) in the amount of \$13,015,000 with an interest rate of 6.46% for various capital projects and public school improvements. Through the facility lease, the District is obligated to make semi-annual base revenue payments to a principal account beginning April 2011 and continuing through April 2027. An annual base rental deposit to the principal account of \$2,005,030 is due in 2011 with remaining base rental deposits of \$1,606,227 due annually thereafter through April 2027. Interest on the lease revenue bonds is to be paid annually from the principal account beginning May 2011 with the remaining principal balance of \$12,730,000 on the bonds due at the maturity date of May 1, 2027. Interest is subsidized by the Internal Revenue Service annually.

7. Bond Premium

Bond premium arises when the market rate of interest is higher than the stated interest rate on the bond. Generally Accepted Accounting Principles (GAAP) require that the premium increase the face value of the bond and then amortize the premium over the life of the bond.

The following bonds were issued at a premium resulting in an effective interest rate as follows:

	2013 Series A	2015 Series A
Total Interest Payments on Bond	\$ 113,607,493	\$ 88,265,753
Less Bond Premium	(8,336,717)	(6,379,386)
Net Interest Payments	105,270,776	81,886,367
Par amount of Bonds	\$ 160,000,000	\$ 117,040,000
Periods	25	25
Effective Interest Rate	2.630%	2.790%

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2016

8. Bond Discount

Bond discount arises when the market rate of interest is lower than the stated interest rate on the debt. Generally Accepted Accounting Principles (GAAP) require that the discount decrease the face value of the debt and then amortize the discount over the life of the debt.

Discounts issued on the debt resulted in an effective interest rate as follows:

	2013 Series A Bonds	2010 Series A Bonds	2008 Special Tax Bonds
Total Interest Payments on Bond	\$ 113,607,493	\$ 14,269,845	\$ 76,647,411
Add Discount	744,000	437,262	1,548,428
Net Interest Payments	<u>114,351,493</u>	<u>14,707,107</u>	<u>78,195,839</u>
Par amount of Bonds	\$ 160,000,000	\$ 13,015,000	\$ 89,130,000
Periods	25	17	34
Effective Interest Rate	2.850%	6.640%	2.580%

9. State School Building Loan

Effective December 10, 2008 the district entered into a loan agreement with the California Office of School Construction for a loan of \$3,000,000 bearing an interest rate of 2.568%. The loan is to be repaid in ten equal annual installments commencing July 1, 2011. The loan was made as a part of the Career Technical Education Facilities Program in accordance with School Facility Program Regulation Section 1859.194. Future payment requirements are as follows:

<u>Year Ending June 30,</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2017	\$ 303,023	\$ 40,959	\$ 343,982
2018	310,805	33,177	343,982
2019	318,786	25,196	343,982
2020	326,973	17,009	343,982
2021	256,936	8,612	265,548
Totals	<u>\$ 1,516,523</u>	<u>\$ 124,953</u>	<u>\$ 1,641,476</u>

L. Joint Ventures (Joint Powers Agreements)

The District participates in one joint powers agreement (JPA) entity, the San Diego County Schools Risk Management (SDCSRM). The relationship between the District and the JPA is such that the JPA is not a component unit of the District.

The JPA arranges for and provides for various types of insurances for its member districts as requested. The JPA is governed by a board consisting of a representative from each member district. The board controls the operations of the JPA, including selection of management and approval of operating budgets, independent of any influence by the member districts beyond their representation on the board. Each member district pays a premium commensurate with the level of coverage requested and shares surpluses and deficits proportionate to their participation in the JPA.

Financial information on the District's share of the SDCSRM JPA for the year ended June 30, 2016 was not available at the time this report was issued. The information can be obtained by contacting the JPA directly.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2016

M. Pension Plans

1. General Information About the Pension Plans

a. Plan Descriptions

Qualified employees are covered under multiple-employer defined benefit pension plans maintained by agencies of the State of California. Certificated employees are members of the California State Teachers Retirement System (CalSTRS) and classified employees are members of the California Public Employees' Retirement System (CalPERS). Benefit provisions under the Plans are established by State statute and Local Government resolution. Support by the State for the CalSTRS plan is such that the plan has a special funding situation as defined by GASB Statement No. 68. CalSTRS and CalPERS issue publicly available reports that include a full description of the pension plans regarding benefit provisions, assumptions and membership information that can be found on their respective websites.

b. Benefits Provided

CalSTRS and CalPERS provide service retirement and disability benefits, annual cost of living adjustments and death benefits to plan members. Benefits are based on years of credited service, equal to one year of full-time employment. Members with five years of total service are eligible to retire at age 62 for normal benefits or at age 55 with statutorily reduced benefits. Employees hired prior to January 1, 2013 are eligible to retire at age 60 for normal benefits or at age 55 with statutorily reduced benefits. All members are eligible for non-duty disability benefits after 10 years of service. All members are eligible for death benefits after one year of total service.

The Plans' provisions and benefits in effect at June 30, 2016 are summarized as follows:

	CalSTRS	
	Before Jan. 1, 2013	On or After Jan. 1, 2013
Hire Date	Jan. 1, 2013	Jan. 1, 2013
Benefit Formula	2% at 60	2% at 62
Benefit Vesting Schedule	5 Years	5 Years
Benefit Payments	Monthly for Life	Monthly for Life
Retirement Age	50-62	55-67
Monthly benefits, as a % of eligible compensation	1.1 - 2.4%	1.0 - 2.4%*
Required employee contribution rates (at June 30, 2015)	8.150%	8.150%
Required employer contribution rates (at June 30, 2015)	8.880%	8.880%
Required state contribution rates (at June 30, 2016)	5.679%	5.679%
Required employee contribution rates (at June 30, 2016)	9.200%	8.560%**
Required employer contribution rates	10.73%	10.73%
Required state contribution rates	7.126%	7.126%

*Amounts are limited to 120% of Social Security Wage Base.

**The rate imposed on CalSTRS 2% at 62 members is based on the normal cost of benefits.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2016

	CalPERS	
	Before Jan. 1, 2013	On or After Jan. 1, 2013
Hire Date	Jan. 1, 2013	Jan. 1, 2013
Benefit Formula	2% at 55	2% at 62
Benefit Vesting Schedule	5 Years	5 Years
Benefit Payments	Monthly for Life	Monthly for Life
Retirement Age	50-62	52-67
Monthly benefits, as a % of eligible compensation	1.1 - 2.5%	1.0 - 2.5%*
Required employee contribution rates (at June 30, 2015)	7.000%	6.000%
Required employer contribution rates (at June 30, 2015)	11.771%	11.771%
Required employee contribution rates (at June 30, 2016)	7.000%	6.000%
Required employer contribution rates (at June 30, 2016)	11.847%	11.847%

*Amounts are limited to 120% of Social Security Wage Base.

c. Contributions - CalPERS

Section 20814(c) of the California Public Employees' Retirement Law requires that the employer contribution rates for all public employers be determined on an annual basis by the actuary and shall be effective on the July 1 following notice of a change in the rate. The CalPERS Board retains the authority to amend contribution rates. The total plan contributions are determined through CalPERS' annual actuarial valuation process. The actuarially determined rate is the estimated amount necessary to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. The employer is required to contribute the difference between the actuarially determined rate and the contribution rate of employees. For the measurement period ended June 30, 2015 (measurement date), the average active employee contribution rate is 6.974% of annual pay, and the employer's contribution rate is 11.771% of annual payroll. For the fiscal year ending June 30, 2016, the average active employee contribution rate is 6.974%, and the employer's contribution rate is 11.847%.

d. Contributions - CalSTRS

For the measurement period ended June 30, 2015 (measurement date), Section 22950 of the California Education code requires members to contribute monthly to the system 8.15% of the creditable compensation upon which members' contributions under this part are based. In addition the employer required rates established by the CalSTRS Board have been established at 8.88% of creditable compensation. Rates are defined in Section 22950.5 through measurement period ending June 30, 2021. Beginning in the fiscal year 2021-22 and for each fiscal year thereafter, the CalSTRS Board has the authority to increase or decrease percentages paid specific to reflect the contribution required to eliminate by June 30, 2046, the remaining unfunded actuarial obligation with respect to service credited to members before July 1, 2014, as determined by the Board based upon a recommendation from its actuary. For the fiscal year ended June 30, 2016 required employee rate is 9.20% if the employee started before January 1, 2013 and 8.56% if the employee started on or after January 1, 2013. For the fiscal year ended June 30, 2016 the required employer contribution rate is 10.730%.

e. On Behalf Payments

Consistent with Section 22955.1 of the California Education Code, the State of California makes contributions to CalSTRS on behalf of employees working for the District. For the measurement period ended June 30, 2015 (measurement date) the State contributed 5.678848% of salaries creditable to CalSTRS. For the fiscal year ended June 30, 2016 the State contribution rate was 7.126% of salaries creditable to CalSTRS. Under accounting principles generally accepted in the United States of America, these amounts are to be reported as revenues and expenditures. Accordingly, these amounts have been recorded in these financial statements. On behalf payments have been excluded from the calculation of available reserves, and have not been included in the budgeted amounts reported in the General Fund Budgetary Comparison Schedule.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2016

f. Contributions Recognized

For the year ended June 30, 2016, the contributions recognized as part of pension expense for each Plan were as follows:

	CalSTRS	CalPERS	Total
Contributions - Employer	\$ 4,883,343	\$ 1,140,144	\$ 6,023,487
Contributions - Employee	4,908,890	1,894,809	6,803,699
Contributions - State On Behalf Payments	3,075,827	-	3,075,827
Total Pension Expense	<u>\$ 12,868,060</u>	<u>\$ 3,034,953</u>	<u>\$ 15,903,013</u>

g. Pension Expense

For the year ended June 30, 2016, pension expense consisted of:

	CalSTRS	CalPERS	Total
Change in Net Pension Liability	\$ 6,558,715	\$ 4,585,817	\$ 11,144,532
Change in Contributions Made Subsequent to Measurement Date	(1,537,131)	(293,550)	(1,830,681)
Change in Difference Between Actual & Expected Experience	(15,693)	(1,311,916)	(1,327,609)
Change in Assumptions	-	1,410,424	1,410,424
Changes in Proportionate Shares	3,102,929	254,288	3,357,217
Net Difference Between Projected & Actual Earnings	21,373	(4,943,211)	(4,921,838)
Total Pension Expense	<u>\$ 8,130,193</u>	<u>\$ (298,148)</u>	<u>\$ 7,832,045</u>

2. Pension Liabilities, Pension Expenses and Deferred Outflows/Inflows of Resources Related to Pensions

As of June 30, 2016, the District reported net pension liabilities for its proportionate shares of the net pension liability of each plan as follows:

	Proportionate Share of Net Pension Liability
CalSTRS	\$ 80,778,045
CalPERS	21,336,445
Total Net Pension Liability	<u>\$ 102,114,490</u>

The District's net pension liability for each Plan is measured as the proportionate share of the net pension liability. The net pension liability of each of the Plans is measured as of June 30, 2014, and the total pension liability for each Plan used to calculate the net pension liability was determined by an actuarial valuation as of June 30, 2013 rolled forward to June 30, 2014 using standard update procedures. The District's proportion of the net pension liability was based on a projection of the District's long-term share of contributions to the pension plans relative to the projected contributions of all participating employers, actuarially determined. Although a valid comparison of the District's proportion at June 30, 2014 to its proportion at June 30, 2013 is not available in the first year of implementation of GASB Statement No. 68, that disclosure will be available in subsequent years.

The District's proportionate share of the net pension liability for each Plan as of June 30, 2014 and 2015 was as follows:

	CalSTRS			CalPERS
	District's Proportionate Share	State's Proportionate Share	Total for District Employees	
Proportion - June 30, 2014	0.1263%	0.0804%	0.2067%	0.1476%
Proportion - June 30, 2015	0.1196%	0.0750%	0.1946%	0.1448%
Change - Increase (Decrease)	<u>-0.0067%</u>	<u>-0.0054%</u>	<u>-0.0121%</u>	<u>-0.0028%</u>

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
NOTES TO THE FINANCIAL STATEMENTS
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For the year ended June 30, 2016, the District recognized pension expense of \$7,832,045.

At June 30, 2016, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Pension contributions subsequent to measurement date	\$ 8,634,380	\$ -
Differences between actual and expected experience	1,327,609	-
Changes in assumptions	-	(1,410,424)
Change in employer's proportion and differences between the employer's contributions and the employer's proportionate share of contributions	-	(3,357,217)
Net difference between projected and actual earnings on plan investments	<u>3,504,285</u>	<u>(4,356,320)</u>
Total	<u>\$ 13,466,274</u>	<u>\$ (9,123,961)</u>

\$8,624,380 reported as deferred outflows of resources related to contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2016. The other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized as pension expense as follows:

Year Ended June 30	Deferred Outflows	Deferred Inflows	Net Effect on Expenses
2017	\$ 1,207,973	\$ (2,641,857)	\$ (1,433,884)
2018	1,207,973	(2,641,857)	(1,433,884)
2019	1,207,973	(2,641,857)	(1,433,884)
2020	1,207,975	(1,198,390)	9,585
Total	<u>\$ 4,831,894</u>	<u>\$ (9,123,961)</u>	<u>\$ (4,292,067)</u>

a. Actuarial Assumptions

The total pension liabilities in the June 30, 2014 actuarial valuations were determined using the following actuarial assumptions:

Valuation Date	CalSTRS		CalPERS	
	June 30, 2014	June 30, 2015	June 30, 2014	June 30, 2015
Measurement Date	Entry Age - Normal Cost Method for both CalSTRS & CalPERS			
Actuarial Cost Method				
Actuarial Assumptions:				
Discount Rate	7.60%		7.65%	
Inflation	3.00%		2.75%	
Payroll Growth	3.75%		3.00%	
Projected Salary Increase	0.05%-5.6% (1)		3.20%-10.80% (1)	
Investment Rate of Return	7.6% (2)		7.65% (2)	
Mortality	.013%-0.435% (3)		0.00125-0.45905 (3)	

- (1) Depending on age, service and type of employment
(2) Net of pension plan investment expenses, including inflation
(3) Industry standard published by the Society of Actuaries

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
NOTES TO THE FINANCIAL STATEMENTS
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b. Discount Rate

The discount rate used to measure the total pension liability was 7.60% for CalSTRS and 7.65% for CalPERS. The projection of cash flows used to determine the discount rate assumed the contributions from plan members, employers, and state contributing agencies will be made at statutory contribution rates. To determine whether the District bond rate should be used in the calculation of a discount rate for each plan, CalSTRS and CalPERS stress tested plans that would most likely result in a discount rate that would be different from the actuarially assumed discount rate. Based on the testing, none of the tested plans run out of assets. Therefore, the current 7.60% and 7.65% discount rates are adequate and the use of the District bond rate calculation is not necessary. The long-term expected discount rate of 7.60% and 7.65% will be applied to all plans in the CalSTRS and CalPERS retirement funds. The stress test results are presented in a detailed report that can be obtained from the CalPERS and CalSTRS websites.

According to Paragraph 30 of GASB Statement No. 68, the long-term discount rate should be determined without reduction for pension plan administrative expense. The investment return assumption used in the accounting valuations is net of administrative expenses. Administrative expenses are assumed to be 15 basis points. Using this lower discount rate has resulted in a slightly higher Total Pension Liability and Net Pension Liability. CalSTRS and CalPERS checked the materiality threshold for the difference in calculation and did not find it to be a material difference.

CalSTRS and CalPERS are scheduled to review all actuarial assumptions as part of their regular Asset Liability Management (ALM) review cycle that is scheduled to be completed in February 2018. Any changes to the discount rate will require board action and proper stakeholder outreach. For these reasons, CalSTRS and CalPERS expect to continue using a discount rate net of administrative expenses for GASB 67 and GASB 68 calculations through at least the 2017-18 fiscal year. CalSTRS and CalPERS will continue to check the materiality of the difference in calculation until such time as they have changed their methodology.

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class.

In determining the long-term expected rate of return, CalSTRS and CalPERS took into account both short-term and long-term market return expectations as well as the expected pension fund cash flows. Using historical returns of all the funds' asset classes, expected compound returns were calculated over the short-term (first 10 years) and long-term (11-60 years) using a building-block approach. Using the expected nominal returns for both short-term and long-term, the present value of benefits was calculated for each fund. The expected rate of return was set by calculating the single equivalent expected return that arrived at the same present value of benefits for cash flows as the one calculated using both short-term and long-term returns. The expected rate of return was then set equivalent to the single equivalent rate calculated above and rounded down to the nearest quarter of one percent.

The table below reflects the long-term expected real rate of return by asset class. The rate of return was calculated using the capital market assumptions applied to determine the discount rate and asset allocation. These rates of return are net of administrative expenses.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2016

CalSTRS

Asset Class	Allocation 06/30/15	Long Term Expected Return*
Global Equity	57.40%	4.50%
Private Equity	10.10%	6.20%
Real Estate	12.70%	4.35%
Inflation Sensitive	0.80%	3.20%
Fixed Income	15.70%	0.20%
Absolute Return	1.50%	-
Liquidity	1.80%	-

*10 year geometric average used for long term expected real rate of return

CalPERS

Asset Class	Strategic Allocation	Real Return (Years 1-10)(1)	Real Return (Years 11+)(2)
Global Equity	53.80%	5.25%	5.71%
Global Fixed Income	17.60%	0.99%	2.43%
Inflation Sensitive	5.20%	0.45%	3.36%
Private Equity	9.60%	6.83%	6.95%
Real Estate	10.50%	4.50%	5.13%
Absolute Return	0.40%	-	-
Plan Level	0.40%	-	-
Liquidity	2.50%	-0.55%	-1.05%

(1) An expected inflation of 2.5% used for this period

(2) An expected inflation of 3.0% used for this period

c. Sensitivity to Proportionate Share of the Net Pension Liability to Changes in the Discount Rate

The following represents the District's proportionate share of the net pension liability for each Plan, calculated using the discount rate for each Plan, as well as what the District's proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1 percentage point lower or 1 percentage point higher than the current rate:

	CalSTRS	CalPERS
1% Decrease	6.60%	6.65%
Net Pension Liability	\$ 121,602,085	\$ 34,726,846
Current Discount Rate	7.60%	7.65%
Net Pension Liability	\$ 80,778,045	\$ 21,336,445
1% Increase	8.60%	8.65%
Net Pension Liability	\$ 46,405,549	\$ 10,201,437

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2016

d. Total Pension Liability, Pension Plan Fiduciary Net Position and Net Pension Liability

CalSTRS

	Increase (Decrease)				
	Total Pension Liability (a)	Plan Fiduciary Net Position (b)	Net Pension Liability (a) - (b)	State's Share of Net Pension Liability (c)	District's Share of Net Pension Liability (a) - (b) - (c)
Balance at June 30, 2015 (Previously Reported)	\$ 514,513,866	\$ 393,721,385	\$ 120,792,481	\$ 47,009,542	\$ 73,782,939
Adjustment for CalSTRS Audit Adjustments	-	(315,035)	315,035	(121,356)	436,391
Balance at June 30, 2015 (As Adjusted)	<u>514,513,866</u>	<u>393,406,350</u>	<u>121,107,516</u>	<u>46,888,186</u>	<u>74,219,330</u>
Changes for the year:					
Change in proportionate share	(30,188,590)	(23,101,211)	(7,087,379)	(3,208,717)	(3,878,661)
Service cost	10,810,743	-	10,810,743	4,164,452	6,646,291
Interest	36,105,859	-	36,105,859	13,908,491	22,197,368
Differences between expected and actual experience	(2,552,861)	-	(2,552,861)	(983,398)	(1,569,463)
Contributions:					
Employer	-	4,908,890	(4,908,890)	(2,007,134)	(2,901,756)
Employee	-	4,883,343	(4,883,343)	(1,881,133)	(3,002,210)
State On Behalf	-	3,075,827	(3,075,827)	(1,068,693)	(2,007,134)
Net investment income	-	14,810,570	(14,810,570)	(5,705,243)	(9,105,328)
Other income	-	7,657	(7,657)	(2,949)	(4,707)
Benefit payments, including refunds of employee contributions	(24,447,916)	(24,447,916)	-	-	-
Administrative expenses	-	(299,804)	299,804	115,489	184,315
Net Changes	<u>(10,272,764)</u>	<u>(20,162,644)</u>	<u>9,889,980</u>	<u>3,331,165</u>	<u>6,558,715</u>
Balance at June 30, 2016	<u>\$ 504,241,102</u>	<u>\$ 37,243,706</u>	<u>\$ 130,997,396</u>	<u>\$ 50,219,350</u>	<u>\$ 80,778,045</u>

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2016

CalPERS

	Increase (Decrease)		
	Total Pension Liability (a)	Plan Fiduciary Net Position (b)	Net Pension Liability (a) - (b)
Balance at June 30, 2015 (Previously Reported)	\$ 100,766,692	\$ 84,016,064	\$ 16,750,628
Changes for the year:			
Adjustment for Change in Proportionate Share	(1,912,147)	(1,594,287)	(317,860)
Service cost	2,352,196	-	2,352,196
Interest	7,458,325	-	7,458,325
Differences between expected and actual experience	1,639,895	-	1,639,895
Changes in assumptions	(1,763,030)	-	(1,763,030)
Contributions - Employer	-	1,894,809	(1,894,809)
Contributions - Employee	-	1,140,144	(1,140,144)
Net plan to plan resource movement	-	(187)	187
Net investment income	-	1,841,764	(1,841,764)
Benefit payments, including refunds of employee contributions	(4,826,119)	(4,826,119)	-
Administrative expenses	-	(92,821)	92,821
Net Changes	<u>2,949,120</u>	<u>(1,636,697)</u>	<u>4,585,817</u>
Balance at June 30, 2016	<u>\$ 103,715,812</u>	<u>\$ 82,379,367</u>	<u>\$ 21,336,445</u>

Detailed information about each pension plan's fiduciary net position is available in the separately issued CalSTRS and CalPERS financial reports.

N. Postemployment Benefits Other Than Pension Benefits

Plan Description

The San Dieguito Union School District (District) administers a single-employer healthcare plan (Plan). The plan provides medical benefits to eligible retirees and their eligible dependents to age 65. Eligibility for retiree health benefits requires retirement from the District with at least 10 years of eligible service. The District's contribution for medical coverage is 100% of the cost for retiree only medical coverage up to a maximum based on the highest employee only medical premium in effect in the year of retirement. The retiree is responsible for any cost above the maximum or for cost associated with the election of dependent medical coverage and/or dental coverage. Membership of the plan consists of approximately 824 eligible active employees and 78 eligible retirees. The District does not provide any retiree health benefits beyond age 65 or after a period of 10 years, if earlier.

Contribution Information

The contribution requirements of Plan members and the District are established and amended by the District and the Teachers Association (SDFA) and the local California School Employees Association (CSEA). The required contribution is based on projected pay-as-you-go financing requirements. For fiscal year 2015-16, the District contributed \$1,010,285 to the Plan, all of which was used for current premiums.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

NOTES TO THE FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2016

Annual OPEB Cost and Net OPEB Obligation

The District's annual other post employment benefit (OPEB) cost (expense) is calculated based on the annual required contribution of the employer (ARC), an amount actuarially determined in accordance with the parameters of GASB Statement No. 45. The ARC represents a level of funding that, if paid on an ongoing basis, is projected to cover normal cost each year and amortize any unfunded actuarial accrued liabilities (UAAL) (or funding excess) over a period not to exceed thirty years. The following table shows the components of the District's annual OPEB cost of the year, the amount actually contributed to the plan and changes in the District's net obligation to the Plan:

Annual required contribution	\$ 3,007,662
Interest on net OPEB obligation	52,694
Adjustment to annual required contribution	<u>(615,759)</u>
Annual OPEB cost (expense)	2,444,597
Contribution made	<u>(1,010,285)</u>
Increase in net OPEB obligation	1,434,312
Net OPEB obligation, beginning of year	9,148,229
Net OPEB obligation, end of year	<u>\$ 10,582,541</u>

The annual OPEB cost, the percentage of annual OPEB cost contributed to the Plan, and the net OPEB obligation for the years ended June 30, 2014, 2015, and 2016 are as follows:

Year Ended June 30,	Annual OPEB Cost	Percentage Contributed	Net OPEB Obligation
2014	\$ 1,936,682	\$ 40.06%	\$ 8,084,913
2015	1,802,625	41.01%	9,148,229
2016	2,444,597	58.67%	10,582,541

Funding Status and Funding Progress

Actuarial valuations of an ongoing plan involve estimates of the value of reported amounts and assumptions about the probability of occurrence of events far into the future. Examples include assumptions about future employment, mortality, and the healthcare cost trend. Amounts determined regarding the funded status of the plan and the annual required contributions of the employer are subject to continual revision as actual results are compared with past expectations and new estimates are made about the future. The schedule of funding progress, presented as required supplementary information following the notes to the financial statements, presents multiyear trend information about whether the actuarial value of plan assets is increasing or decreasing over time relative to the actuarial accrued liabilities for benefits.

Actuarial Methods and Assumptions

Projections of benefits for financial reporting purposes are based on the substantive plan (the Plan as understood by the employer and the Plan members) and include the types of benefits provided at the time of each valuation and the historical pattern of sharing benefit costs between the employer and Plan members to that point. The actuarial methods and assumptions used include techniques that are designed to reduce the effects of short-term volatility in actuarial accrued liabilities and the actuarial value of assets, consistent with the long-term perspective of the calculations.

In the June 30, 2015 actuarial valuation, the actuarial cost method used was Projected Unit Credit with service prorate. Under this method, the Actuarial Accrued Liability is the present value of projected benefits multiplied by the ratio of benefit service as of the valuation date to the projected benefit service at retirement, termination, disability or death. The Normal Cost for a plan year is the expected increase in the Accrued Liability during the plan year. All employees eligible as of the measurement date in accordance with the provisions of the Plan listed in the data provided by the Employer were included in the valuation.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
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Medical cost trend rates ranged from an initial rate of 7.0% reduced to a rate of 5.0% after six years. The UAAL is being amortized at a level dollar method with the remaining amortization period at June 30, 2016 of 22 years. The actuarial value of assets was not determined in this actuarial valuation; however, any assets of the plan to be determined will be on a market basis.

O. Adjustment to Beginning Net Position

With the implementation of GASB Statement No 68 & 71 the District relied upon information provided by CalSTRS and CalPERS in order to calculate their proportion of the net pension liability, deferred outflows of resources - pension related, and deferred inflows of resources - pension related. Proportionate share was determined based on the calculated proportionate share provided by CalSTRS and CalPERS. During the current year the district calculated proportionate share by taking contributions to the CalSTRS and CalPERS plans and dividing by plan total contributions. The result was a small change to proportionate share based on rounding variances in the proportionate share. Additionally, CalSTRS auditors made audit adjustments to CalSTRS records which affected beginning net position for the District and is also being adjusted.

Net Position, Beginning (As Originally Stated)	\$ 8,495,471
Adjustments for:	
Net Pension Liability Corrections	(560,439)
Deferred Outflows of Resources - Pension Related Corrections	124,466
Deferred Inflows of Resources - Pension Related Corrections	<u>18,122,944</u>
Net Position, Beginning (As Restated)	<u>\$ 26,182,442</u>

P. Components of Ending Fund Balance

As of June 30, 2016 ending fund balance consisted of the following:

	Major Governmental Funds		Nonmajor Governmental Funds	Total Governmental Funds	Self Insurance Fund
	General Fund	Building Fund			
Nonspendable Fund Balances					
Revolving Cash	\$ 175,312	\$ -	\$ -	\$ 175,312	\$ -
Stores Inventories	16	-	43,100	43,116	-
Prepaid Items	5,174	-	343,982	349,156	-
Restricted Fund Balances					
Capital Projects		-	18,933	18,933	-
Child Nutrition Program		-	128,871	128,871	-
Educational Programs	2,289,704	-	-	2,289,704	-
Committed Fund Balances					
Deferred Maintenance		-	3,179	3,179	-
Assigned Fund Balances					
Capital Projects		94,554,881	17,648,198	112,203,079	-
Pupil Transportation Equipment		-	121,586	121,586	-
Debt Service		-	13,820,926	13,820,926	-
Educational Programs	6,292,031	-	-	6,292,031	-
Unassigned Fund Balances					
For Economic Uncertainty	19,377,837	-	-	19,377,837	-
Unappropriated		-	-	-	(9,395,065)
Total Fund Balance	<u>\$ 28,140,074</u>	<u>\$ 94,554,881</u>	<u>\$ 32,128,775</u>	<u>\$ 154,823,730</u>	<u>\$ (9,395,065)</u>

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2016

Q. Construction Commitments

As of June 30, 2016 the District had the following commitments with respect to unfinished capital projects:

Construction in Process:	Commitment	*Expected Date of Final Completion	Percentage Complete
Canyon Crest Academy Building B	\$ 12,522,578	08/21/2017	4%
Earl Warren Middle School New Campus	41,960,350	08/21/2017	38%
La Costa Canyon High School Phase 2 HVAC	1,712,150	11/28/2016	15%
Oak Crest Middle School Drainage and Media Center Improvements	4,906,091	12/02/2016	76%
San Dieguito Academy Math and Science Building	18,884,112	08/21/2017	28%
TPHS Building B - Phase1	21,341,908	01/06/2017	64%

* Expected date of final completion subject to change

R. Commitments and Contingencies

Litigation

The District is involved in various litigation. In the opinion of management and legal counsel, the disposition of all litigation pending will not have a material effect on the financial statements.

State and Federal Allowances, Awards, and Grants

The District has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate expenditure disallowances under terms of the grants, it is believed that any required reimbursement will not be material.

S. Subsequent Events

Tax Revenue Anticipation Notes

In August 2016, the District entered into the County of San Diego and San Diego County School Districts 2016 Pooled Tax and Revenue Anticipation Notes (TRANS) in the amount of \$9,590,000. The notes mature on June 30, 2017 and bear an interest rate of 3.00%. The notes were sold to supplement the District's cash flows.

2015 General Obligation Bonds

In July 2016 the District issued \$62,000,000 2012 Election, Series C-1 and Series C-2, General Obligation Bonds in order to finance the repair and renovation of school facilities, increase student access to technology, improve energy efficiency, and reduce overall borrowing costs for the District.

New Accounting Pronouncements

GASB Statement No. 74

In June 2015, the Governmental Accounting Standards Board (GASB) issued Statement No. 74, Financial Reporting for Postemployment Benefit Plans Other Than Pension Plans. The objective of this Statement is to improve the usefulness of information about postemployment benefits other than pensions (other postemployment benefits or OPEB) included in the general purpose external financial reports of state and local governmental OPEB plans for making decisions and assessing accountability. This Statement results from a comprehensive review of the effectiveness of existing standards of accounting and financial reporting for all postemployment benefits (pensions and OPEB) with regard to providing decision-useful information, supporting assessments of accountability and interperiod equity, and creating additional transparency.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2016

This Statement replaces Statements No. 43, Financial Reporting for Postemployment Benefit Plans Other Than Pension Plans, as amended, and No. 57, OPEB Measurements by Agent Employers and Agent Multiple-Employer Plans. It also includes requirements for defined contribution OPEB plans that replace the requirements for those OPEB plans in Statement No. 25, Financial Reporting for Defined Benefit Pension Plans and Note Disclosures for Defined Contribution Plans, as amended, Statement 43, and Statement No. 50, Pension Disclosures.

The District has adopted the provisions of GASB Statement No. 74 effective for the 2016-17 fiscal year.

GASB Statement No. 77

In August 2015, the Governmental Accounting Standards Board issued Statement No. 77, Tax Abatement Disclosures. Financial statements prepared by state and local governments in conformity with generally accepted accounting principles provide citizens and taxpayers, legislative and oversight bodies, municipal bond analysts, and others with information they need to evaluate the financial health of governments, make decisions, and assess accountability. This information is intended, among other things, to assist these users of financial statements in assessing (1) whether a government's current-year revenues were sufficient to pay for current-year services (known as interperiod equity), (2) whether a government complied with finance-related legal and contractual obligations, (3) where a government's financial resources come from and how it uses them, and (4) a government's financial position and economic condition and how they have changed over time.

Financial statement users need information about certain limitations on a government's ability to raise resources. This includes limitations on revenue-raising capacity resulting from government programs that use tax abatements to induce behavior by individuals and entities that is beneficial to the government or its citizens. Tax abatements are widely used by state and local governments, particularly to encourage economic development. For financial reporting purposes, this Statement defines a tax abatement as resulting from an agreement between a government and an individual or entity in which the government promises to forgo tax revenues and the individual or entity promises to subsequently take a specific action that contributes to economic development or otherwise benefits the government or its citizens.

Although many governments offer tax abatements and provide information to the public about them, they do not always provide the information necessary to assess how tax abatements affect their financial position and results of operations, including their ability to raise resources in the future. This Statement requires disclosure of tax abatement information about (1) a reporting government's own tax abatement agreements and (2) those that are entered into by other governments and that reduce the reporting government's tax revenues.

This Statement requires governments that enter into tax abatement agreements to disclose the following information about the agreements:

Brief descriptive information, such as the tax being abated, the authority under which tax abatements are provided, eligibility criteria, the mechanism by which taxes are abated, provisions for recapturing abated taxes, and the types of commitments made by tax abatement recipients.

The gross dollar amount of taxes abated during the period.

Commitments made by a government, other than to abate taxes, as a part of a tax abatement agreement.

Governments should organize those disclosures by major tax abatement program and may disclose information for individual tax abatement agreements within those programs.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2016

Tax abatement agreements of other governments should be organized by the government that entered into the tax abatement agreement and the specific tax being abated. Governments may disclose information for individual tax abatement agreements of other governments within the specific tax being abated. For those tax abatement agreements, a reporting government should disclose:

The names of the governments that entered into the agreements

The specific taxes being abated

The gross dollar amount of taxes abated during the period

The District has adopted the provisions of GASB Statement No. 77 effective for the 2016-17 fiscal year.

GASB Statement No. 78

In December 2015 the Governmental Accounting Standards Board (GASB) issued Statement No. 78 Pensions Provided through Certain Multiple-Employer Defined Benefit Pension Plans. The objective of this Statement is to address a practice issue regarding the scope and applicability of Statement No. 68, Accounting and Financial Reporting for Pensions. This issue is associated with pensions provided through certain multiple-employer defined benefit pension plans and to state or local governmental employers whose employees are provided with such pensions.

Prior to the issuance of this Statement, the requirements of Statement 68 applied to the financial statements of all state and local governmental employers whose employees are provided with pensions through pension plans that are administered through trusts that meet the criteria in paragraph 4 of that Statement.

This Statement amends the scope and applicability of Statement 68 to exclude pensions provided to employees of state or local governmental employers through a cost-sharing multiple-employer defined benefit pension plan that (1) is not a state or local governmental pension plan, (2) is used to provide defined benefit pensions both to employees of state or local governmental employers and to employees of employers that are not state or local governmental employers, and (3) has no predominant state or local governmental employer (either individually or collectively with other state or local governmental employers that provide pensions through the pension plan). This Statement establishes requirements for recognition and measurement of pension expense, expenditures, and liabilities; note disclosures; and required supplementary information for pensions that have the characteristics described above.

The District has adopted the provisions of GASB Statement No. 78 effective for the 2016-17 fiscal year.

GASB Statement No. 79

In December 2015 the Governmental Accounting Standards Board (GASB) issued Statement No. 79 Certain External Investment Pools and Pool Participants This Statement addresses accounting and financial reporting for certain external investment pools and pool participants. Specifically, it establishes criteria for an external investment pool to qualify for making the election to measure all of its investments at amortized cost for financial reporting purposes. An external investment pool qualifies for that reporting if it meets all of the applicable criteria established in this Statement. The specific criteria address (1) how the external investment pool transacts with participants; (2) requirements for portfolio maturity, quality, diversification, and liquidity; and (3) calculation and requirements of a shadow price. Significant noncompliance prevents the external investment pool from measuring all of its investments at amortized cost for financial reporting purposes. Professional judgment is required to determine if instances of noncompliance with the criteria established by this Statement during the reporting period, individually or in the aggregate, were significant.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
NOTES TO THE FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2016

If an external investment pool does not meet the criteria established by this Statement, that pool should apply the provisions in paragraph 16 of Statement No. 31, Accounting and Financial Reporting for Certain Investments and for External Investment Pools, as amended. If an external investment pool meets the criteria in this Statement and measures all of its investments at amortized cost, the pool's participants also should measure their investments in that external investment pool at amortized cost for financial reporting purposes. If an external investment pool does not meet the criteria in this Statement, the pool's participants should measure their investments in that pool at fair value, as provided in paragraph 11 of Statement 31, as amended.

This Statement establishes additional note disclosure requirements for qualifying external investment pools that measure all of their investments at amortized cost for financial reporting purposes and for governments that participate in those pools. Those disclosures for both the qualifying external investment pools and their participants include information about any limitations or restrictions on participant withdrawals.

The District has adopted the provisions of GASB Statement No. 79 effective for the 2016-17 fiscal year.

GASB Statement No. 80

In January 2016 the Governmental Accounting Standards Board (GASB) issued Statement No. 80 Blending Requirements for Certain Component Units—an amendment of GASB Statement No. 14. The objective of this Statement is to improve financial reporting by clarifying the financial statement presentation requirements for certain component units. This Statement amends the blending requirements established in paragraph 53 of Statement No. 14, The Financial Reporting Entity, as amended.

This Statement amends the blending requirements for the financial statement presentation of component units of all state and local governments. The additional criterion requires blending of a component unit incorporated as a not-for-profit corporation in which the primary government is the sole corporate member. The additional criterion does not apply to component units included in the financial reporting entity pursuant to the provisions of Statement No. 39, Determining Whether Certain Organizations Are Component Units.

The District has adopted the provisions of GASB Statement No. 80 effective for the 2016-17 fiscal year.

Required Supplementary Information

Required supplementary information includes financial information and disclosures required by the Governmental Accounting Standards Board but not considered a part of the basic financial statements.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT**EXHIBIT B-1**
ITEM 17GENERAL FUND
BUDGETARY COMPARISON SCHEDULE
FOR THE YEAR ENDED JUNE 30, 2016

	Budgeted Amounts		Actual	Variance with Final Budget Positive (Negative)
	Original	Final		
Revenues:				
LCFF Sources:				
State Apportionment or State Aid	\$ 3,169,516	\$ 811,386	\$ 811,386	\$ -
Education Protection Account Funds	2,410,200	2,443,494	2,443,494	-
Local Sources	90,275,708	93,649,556	93,665,578	16,022
Federal Revenue	4,186,807	4,531,311	4,432,599	(98,712)
Other State Revenue	11,639,094	17,724,419	16,257,334	(1,467,085)
Other Local Revenue	6,984,790	8,591,824	9,629,735	1,037,911
Total Revenues	<u>118,666,115</u>	<u>127,751,990</u>	<u>127,240,126</u>	<u>(511,864)</u>
Expenditures:				
Current:				
Certificated Salaries	52,905,537	59,918,150	60,281,440	(363,290)
Classified Salaries	17,181,422	19,189,046	18,777,917	411,129
Employee Benefits	24,725,267	26,477,393	25,228,363	1,249,030
Books And Supplies	3,057,707	6,807,559	4,339,746	2,467,813
Services And Other Operating Expenditures	13,142,438	14,124,566	12,912,232	1,212,334
Other Outgo	760,000	747,802	695,266	52,536
Direct Support/Indirect Costs	(156,000)	(160,308)	(133,692)	(26,616)
Capital Outlay	20,600	47,200	26,421	20,779
Debt Service:				
Principal	765,588	765,588	765,585	3
Interest	840,936	840,936	822,221	18,715
Total Expenditures	<u>113,243,495</u>	<u>128,757,932</u>	<u>123,715,499</u>	<u>5,042,433</u>
Excess (Deficiency) of Revenues Over (Under) Expenditures	<u>5,422,620</u>	<u>(1,005,942)</u>	<u>3,524,627</u>	<u>4,530,569</u>
Other Financing Sources (Uses):				
Transfers In	(765,589)	765,589	765,589	-
Transfers Out	(530,000)	(30,000)	(30,000)	-
Total Other Financing Sources (Uses)	<u>(1,295,589)</u>	<u>735,589</u>	<u>735,589</u>	<u>-</u>
Net Change in Fund Balance	<u>4,127,031</u>	<u>(270,353)</u>	<u>4,260,216</u>	<u>4,530,569</u>
Fund Balance, July 1	<u>21,400,286</u>	<u>21,400,286</u>	<u>21,400,286</u>	<u>-</u>
Fund Balance, June 30	<u>\$ 25,527,317</u>	<u>\$ 21,129,933</u>	<u>\$ 25,660,502</u>	<u>\$ 4,530,569</u>

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

REQUIRED SUPPLEMENTARY INFORMATION

SCHEDULE OF FUNDING PROGRESS-OTHER POST EMPLOYMENT BENEFITS

YEAR ENDED JUNE 30, 2016

Actuarial Valuation Date	Actuarial Value of Assets (a)	Actuarial Accrued Liability (AAL) - Entry Age (b)	Unfunded AAL (UAAL) (b-a)	Funded Ratio (a/b)	Covered Payroll (c)	UAAL as a Percentage of Covered Payroll ((b-a)/c)
6/30/09	\$ -	\$ 13,005,147	\$ 13,005,147	-	\$ 71,991,005	18.1%
6/30/11	-	15,210,567	15,210,567	-	60,639,000	25.1%
6/30/13	-	16,153,467	16,153,467	-	51,334,000	31.5%
6/30/15	-	26,746,596	26,746,596	-	51,854,000	51.6%

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
 SCHEDULE OF THE DISTRICT'S PROPORTIONATE
 SHARE OF THE NET PENSION LIABILITY
 CALIFORNIA STATE TEACHERS RETIREMENT SYSTEM (CALSTRS)
 LAST TEN FISCAL YEARS *

	Fiscal Year									
	2016	2015	2014	2013	2012	2011	2010	2009	2008	2007
District's proportion of the net pension liability (asset)	0.01196%	0.01263%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
District's proportionate share of the net pension liability (asset)	\$ 80,778,045	74,219,330	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
State's proportionate share of the net pension liability (asset) associated with the District	\$ 50,219,350	\$ 46,888,186	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Total share of net pension liability (asset) associated with the District	\$ 130,997,395	\$ 121,107,516	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
District's covered-employee payroll	\$ 60,074,753	55,280,293	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
District's proportionate share of the net pension liability (asset) as a percentage of its covered-employee payroll	134.46%	134.26%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Plan fiduciary net position as a percentage of the total pension liability	74.02%	76.52%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

* This schedule is presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is compiled, this schedule provides the information only for those years for which information is available.

N/A - 2014-15 was the first year of implementation and as such years previous to implementation are not presented in this schedule.

Notes to Schedule:

- 1) Benefit changes: In 2015 and 2016 there were no changes to the benefits.
- 2) Changes in assumptions: In 2015, there were no changes to assumptions. In 2016 the discount rate was changed from 7.5% to 7.65% to correct for an adjustment to exclude administrative expenses.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
SCHEDULE OF DISTRICT CONTRIBUTIONS
CALIFORNIA STATE TEACHERS RETIREMENT SYSTEM (CALSTRS)
LAST TEN FISCAL YEARS *

	Fiscal Year									
	2016	2015	2014	2013	2012	2011	2010	2009	2008	2007
Contractually required contribution	\$ 6,446,021	4,908,890	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Contributions in relation to the contractually required contribution	(6,446,021)	(4,908,890)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Contribution deficiency (excess)	\$ -	-	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
District's covered-employee payroll	\$ 60,074,753	55,280,293	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Contributions as a percentage of covered-employee payroll	10.73%	8.88%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

* This schedule is presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is compiled, this schedule provides the information for those years for which information is available.

N/A - 2014-15 fiscal year was the first year of implementation and as such years previous to implementation are not presented in this schedule.

Notes to Schedule

For the measurement period ended June 30, 2014 and June 30, 2015 (the measurement dates), the total pension liability was determined by rolling forward the June 30, 2013 and June 30, 2014 total pension liability. The June 30, 2014 and the June 30, 2015 total pension liabilities were based on the following actuarial methods and assumptions:

Actuarial Cost Method	Entry Age Normal in accordance with the requirements of GASB Statement No. 68	
Actuarial Assumptions		
Valuation Date	06/30/14	06/30/15
Experience Study	07/01/96 - 06/30/10	07/01/97 - 06/30/11
Discount Rate	7.50%	7.65%
Inflation	2.75%	2.75%
Wage Growth (Average)	3.00%	3.00%
Post Retirement Increase	2.00% Simple	2.00-2.75%

The mortality table used was developed based on CalPERS specific data. The table includes 20 years of mortality improvements using Society of Actuaries Scale BB. For more details on this table, please refer to the 2013 and 2014 experience study reports available on the CalPERS website.

All other actuarial assumptions used in the valuations were based on the results of actuarial experience studies for periods noted above, including updates to salary increase, mortality and retirement rates. Further details of the Experience Studies can be found at CalPERS' website.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
 SCHEDULE OF THE DISTRICT'S PROPORTIONATE
 SHARE OF THE NET PENSION LIABILITY
 CALIFORNIA PUBLIC EMPLOYEES RETIREMENT SYSTEM (CALPERS)
 LAST TEN FISCAL YEARS *

	Fiscal Year									
	2016	2015	2014	2013	2012	2011	2010	2009	2008	2007
District's proportion of the net pension liability (asset)	0.01448%	0.1476%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
District's proportionate share of the net pension liability (asset)	\$ 21,336,445	16,750,628	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
District's covered-employee payroll	\$ 18,471,841	16,097,264	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
District's proportionate share of the net pension liability (asset) as a percentage of its covered-employee payroll	132.55%	107.97%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Plan fiduciary net position as a percentage of the total pension liability	79.43%	83.38%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

* This schedule is presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is compiled, this schedule provides the information only for those years for which information is available.

N/A - 2014-15 was the first year of implementation and as such, years previous to implementation are not presented in this schedule.

Notes to Schedule:

- 1) Benefit changes: In 2015 there were no changes to the benefits.
- 2) Changes in assumptions: In 2015, amounts reported as changes in assumptions resulted primarily from adjustments to expected retirement ages of general employees.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
SCHEDULE OF DISTRICT CONTRIBUTIONS
CALIFORNIA PUBLIC EMPLOYEES RETIREMENT SYSTEM (CALPERS)
LAST TEN FISCAL YEARS *

	Fiscal Year									
	2016	2015	2014	2013	2012	2011	2010	2009	2008	2007
Contractually required contribution	\$ 2,188,359	1,894,809	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Contributions in relation to the contractually required contribution	(2,188,359)	(1,894,809)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Contribution deficiency (excess)	\$ -	-	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
District's covered-employee payroll	\$ 18,471,841	16,097,264	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Contributions as a percentage of covered-employee payroll	11.847%	11.771%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

* This schedule is presented to illustrate the requirement to show information for 10 years. However, until a full 10-year trend is compiled, this schedule provides the information for those years for which information is available.

N/A - 2014-15 fiscal year was the first year of implementation and as such, years previous to implementation are not presented in this schedule.

Notes to Schedule

For the measurement period ended June 30, 2014 (the measurement date), the total pension liability was determined by rolling forward the June 30, 2013 total pension liability. The June 30, 2013 and the June 30, 2014 total pension liabilities were based on the following actuarial methods and assumptions:

Actuarial Cost Method	Entry Age Normal in accordance with the requirements of GASB Statement No. 68
Actuarial Assumptions	
Discount Rate	7.50%
Inflation	2.75%
Salary Increases	Varies by Entry Age and Service
Investment Rate of Return	7.5% Net of Pension Plan Investment and Administrative Expenses; includes inflation
Mortality Rate Table	Derived using CalPERS Membership Data for all funds
Post Retirement Increase	Contract COLA up to 2.00% until purchasing power protection allowance floor on purchasing power applies, 2.75% thereafter

The mortality table used was developed based on CalPERS specific data. The table includes 20 years of mortality improvements using Society of Actuaries Scale BB. For more details on this table, please refer to the 2014 experience study report.

All other actuarial assumptions used in the June 30, 2013 valuation were based on the results of an actuarial experience study for the period from 1997 to 2011, including updates to salary increase, mortality and retirement rates. Further details of the Experience Study can be found at CalPERS' website.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
 NOTES TO REQUIRED SUPPLEMENTARY INFORMATION
 FOR THE YEAR ENDED JUNE 30, 2016

ITEM 17

Budgetary Comparison Schedule - General Fund

As described in Note A to these financial statements, for purposes of reporting in conformity with GASB Statement No. 54, the District's Special Reserve Fund for Other than Capital Outlay (Fund 17) was included with the General Fund. The Budgetary Comparison Schedule included in the Required Supplementary Information is based on the legally adopted budget for the General Fund only.

General Fund - Fund Financial Statements Ending Fund Balance	\$	28,140,074
Less Fund 17 Fund Balance		<u>(2,479,572)</u>
General Fund - Budgetary Comparison Schedule Ending Fund Balance	\$	<u>25,660,502</u>
General Fund - Fund Financial Statements Net Change in Fund Balance	\$	4,274,436
Change in Fund Balance attributed to Fund 17		<u>(14,220)</u>
General Fund - Budgetary Comparison Schedule Change in Fund Balance	\$	<u>4,260,216</u>

Excess of Expenditures Over Appropriations

As of June 30, 2016, expenditures exceeded appropriations in individual budgeted funds as follows:

<u>Appropriations Category</u>	<u>Excess Expenditures</u>	<u>Reason for Excess Expenditures</u>
General Fund:		
Certificated Salaries \$	363,290	Unexpected increase in salaries for the year
Direct Support Costs	26,616	Unexpected increase in costs for the year

Combining Statements and Budget Comparisons as Supplementary Information

This supplementary information includes financial statements and schedules not required by the Governmental Accounting Standards Board, nor a part of the basic financial statements, but are presented for purposes of additional analysis.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICTCOMBINING BALANCE SHEET
NONMAJOR GOVERNMENTAL FUNDS
JUNE 30, 2016

	Special Revenue Funds	Debt Service Funds	Capital Projects Funds	Total Nonmajor Governmental Funds (See Exhibit A-3)
ASSETS:				
Cash in County Treasury	\$ 456,078	\$ 13,820,926	\$ 1,736,444	\$ 16,013,448
Cash on Hand and in Banks	15,885	-	8,690,050	8,705,935
Cash with a Fiscal Agent/Trustee	-	-	7,127,237	7,127,237
Accounts Receivable	151,911	-	478,712	630,623
Due from Other Funds	2,259	-	-	2,259
Stores Inventories	43,100	-	-	43,100
Prepaid Expenditures	-	-	343,982	343,982
Total Assets	<u>669,233</u>	<u>13,820,926</u>	<u>18,376,425</u>	<u>32,866,584</u>
LIABILITIES AND FUND BALANCE:				
Liabilities:				
Accounts Payable	\$ 29,027	\$ -	\$ 363,542	\$ 392,569
Due to Other Funds	239,247	-	1,770	241,017
Unearned Revenue	104,223	-	-	104,223
Total Liabilities	<u>372,497</u>	<u>-</u>	<u>365,312</u>	<u>737,809</u>
Fund Balance:				
Nonspendable Fund Balances:				
Stores Inventories	43,100	-	-	43,100
Prepaid Items	-	-	343,982	343,982
Restricted Fund Balances	128,871	-	18,933	147,804
Assigned Fund Balances	124,765	12,233,710	17,648,198	30,006,673
Unassigned:				
Unassigned, reported in nonmajor:				
Debt Service Funds	-	1,587,216	-	1,587,216
Total Fund Balance	<u>296,736</u>	<u>13,820,926</u>	<u>18,011,113</u>	<u>32,128,775</u>
Total Liabilities and Fund Balances	<u>\$ 669,233</u>	<u>\$ 13,820,926</u>	<u>\$ 18,376,425</u>	<u>\$ 32,866,584</u>

SAN DIEGUITO UNION HIGH SCHOOL DISTRICTCOMBINING STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCES
NONMAJOR GOVERNMENTAL FUNDS
FOR THE YEAR ENDED JUNE 30, 2016

	Special Revenue Funds	Debt Service Funds	Capital Projects Funds	Total Nonmajor Governmental Funds (See Exhibit A-5)
Revenues:				
Federal Revenue	\$ 492,122	\$ -	\$ -	\$ 492,122
Other State Revenue	134,217	61,223	582	196,022
Other Local Revenue	2,271,649	13,249,901	9,864,943	25,386,493
Total Revenues	<u>2,897,988</u>	<u>13,311,124</u>	<u>9,865,525</u>	<u>26,074,637</u>
Expenditures:				
Instruction	258,371	-	-	258,371
Instruction - Related Services	275,799	-	-	275,799
Pupil Services	2,568,744	-	-	2,568,744
General Administration	133,692	-	87,351	221,043
Plant Services	-	-	2,227,533	2,227,533
Debt Service:				
Principal	-	7,620,000	288,040	7,908,040
Interest	-	13,025,597	55,942	13,081,539
Total Expenditures	<u>3,236,606</u>	<u>20,645,597</u>	<u>2,658,866</u>	<u>26,541,069</u>
Excess (Deficiency) of Revenues Over (Under) Expenditures	<u>(338,618)</u>	<u>(7,334,473)</u>	<u>7,206,659</u>	<u>(466,432)</u>
Other Financing Sources (Uses):				
Transfers In	-	5,735,524	-	5,735,524
Transfers Out	-	-	(5,735,524)	(5,735,524)
Other Sources	-	11,733	765,575	777,308
Total Other Financing Sources (Uses)	<u>-</u>	<u>5,747,257</u>	<u>(4,969,949)</u>	<u>777,308</u>
Net Change in Fund Balance	<u>(338,618)</u>	<u>(1,587,216)</u>	<u>2,236,710</u>	<u>310,876</u>
Fund Balance, July 1	635,354	15,408,142	15,774,403	31,817,899
Fund Balance, June 30	<u>\$ 296,736</u>	<u>\$ 13,820,926</u>	<u>\$ 18,011,113</u>	<u>\$ 32,128,775</u>

SAN DIEGUITO UNION HIGH SCHOOL DISTRICTCOMBINING BALANCE SHEET
NONMAJOR SPECIAL REVENUE FUNDS
JUNE 30, 2016

	Adult Education Fund	Cafeteria Fund
	<u> </u>	<u> </u>
ASSETS:		
Cash in County Treasury	\$ 24,302	\$ 307,190
Cash on Hand and in Banks	28	15,857
Accounts Receivable	88,754	62,978
Due from Other Funds	-	2,259
Stores Inventories	-	43,100
Total Assets	<u>113,084</u>	<u>431,384</u>
LIABILITIES AND FUND BALANCE:		
Liabilities:		
Accounts Payable	\$ 6,795	\$ 22,232
Due to Other Funds	106,289	132,958
Unearned Revenue	-	104,223
Total Liabilities	<u>113,084</u>	<u>259,413</u>
Fund Balance:		
Nonspendable Fund Balances:		
Stores Inventories	-	43,100
Restricted Fund Balances	-	128,871
Assigned Fund Balances	-	-
Total Fund Balance	<u>-</u>	<u>171,971</u>
Total Liabilities and Fund Balances	<u>\$ 113,084</u>	<u>\$ 431,384</u>

EXHIBIT C-3

ITEM 17

Deferred Maintenance Fund	Pupil Transportation Equipment	Total Nonmajor Special Revenue Funds (See Exhibit C-1)
\$ 3,174	\$ 121,412	\$ 456,078
-	-	15,885
5	174	151,911
-	-	2,259
-	-	43,100
<u>3,179</u>	<u>121,586</u>	<u>669,233</u>
\$ -	\$ -	\$ 29,027
-	-	239,247
-	-	104,223
<u>-</u>	<u>-</u>	<u>372,497</u>
-	-	43,100
-	-	128,871
3,179	121,586	124,765
<u>3,179</u>	<u>121,586</u>	<u>296,736</u>
\$ 3,179	\$ 121,586	\$ 669,233

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

COMBINING STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCES
NONMAJOR SPECIAL REVENUE FUNDS
FOR THE YEAR ENDED JUNE 30, 2016

	Adult Education Fund	Cafeteria Fund
Revenues:		
Federal Revenue	\$ 114,928	\$ 377,194
Other State Revenue	104,263	29,954
Other Local Revenue	333,591	1,937,342
Total Revenues	<u>552,782</u>	<u>2,344,490</u>
Expenditures:		
Instruction	258,371	-
Instruction - Related Services	275,799	-
Pupil Services	-	2,568,744
General Administration	18,612	115,080
Total Expenditures	<u>552,782</u>	<u>2,683,824</u>
Excess (Deficiency) of Revenues Over (Under) Expenditures	<u>-</u>	<u>(339,334)</u>
Net Change in Fund Balance	-	(339,334)
Fund Balance, July 1	-	511,305
Fund Balance, June 30	<u>\$ -</u>	<u>\$ 171,971</u>

EXHIBIT C-4

ITEM 17

Deferred Maintenance Fund	Pupil Transportation Equipment	Total Nonmajor Special Revenue Funds (See Exhibit C-2)
\$ -	\$ -	\$ 492,122
-	-	134,217
18	698	2,271,649
<u>18</u>	<u>698</u>	<u>2,897,988</u>
-	-	258,371
-	-	275,799
-	-	2,568,744
-	-	133,692
<u>-</u>	<u>-</u>	<u>3,236,606</u>
18	698	(338,618)
18	698	(338,618)
3,161	120,888	635,354
<u>\$ 3,179</u>	<u>\$ 121,586</u>	<u>\$ 296,736</u>

SAN DIEGUITO UNION HIGH SCHOOL DISTRICTCOMBINING BALANCE SHEET
NONMAJOR DEBT SERVICE FUNDS
JUNE 30, 2016

	Bond Interest & Redemption	Blended Component Unit	Total Nonmajor Debt Service Funds (See Exhibit C-1)
ASSETS:			
Cash in County Treasury	\$ 13,820,926	\$ -	\$ 13,820,926
Total Assets	<u>13,820,926</u>	<u>-</u>	<u>13,820,926</u>
LIABILITIES AND FUND BALANCE:			
Liabilities:			
Total Liabilities	<u>-</u>	<u>-</u>	<u>-</u>
Fund Balance:			
Assigned Fund Balances	\$ 12,233,710	\$ -	\$ 12,233,710
Unassigned:			
Unassigned, reported in nonmajor:			
Debt Service Funds	<u>1,587,216</u>	<u>-</u>	<u>1,587,216</u>
Total Fund Balance	<u>13,820,926</u>	<u>-</u>	<u>13,820,926</u>
Total Liabilities and Fund Balances	<u>\$ 13,820,926</u>	<u>\$ -</u>	<u>\$ 13,820,926</u>

SAN DIEGUITO UNION HIGH SCHOOL DISTRICTCOMBINING STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCES
NONMAJOR DEBT SERVICE FUNDS
FOR THE YEAR ENDED JUNE 30, 2016

	Bond Interest & Redemption	Blended Component Unit	Total Nonmajor Debt Service Funds (See Exhibit C-2)
Revenues:			
Other State Revenue	\$ 61,223	\$ -	\$ 61,223
Other Local Revenue	13,249,901	-	13,249,901
Total Revenues	<u>13,311,124</u>	<u>-</u>	<u>13,311,124</u>
Expenditures:			
Debt Service:			
Principal	5,535,000	2,085,000	7,620,000
Interest	9,375,073	3,650,524	13,025,597
Total Expenditures	<u>14,910,073</u>	<u>5,735,524</u>	<u>20,645,597</u>
Excess (Deficiency) of Revenues Over (Under) Expenditures	<u>(1,598,949)</u>	<u>(5,735,524)</u>	<u>(7,334,473)</u>
Other Financing Sources (Uses):			
Transfers In	-	5,735,524	5,735,524
Other Sources	11,733	-	11,733
Total Other Financing Sources (Uses)	<u>11,733</u>	<u>5,735,524</u>	<u>5,747,257</u>
Net Change in Fund Balance	(1,587,216)	-	(1,587,216)
Fund Balance, July 1	15,408,142	-	15,408,142
Fund Balance, June 30	<u>\$ 13,820,926</u>	<u>\$ -</u>	<u>\$ 13,820,926</u>

SAN DIEGUITO UNION HIGH SCHOOL DISTRICTCOMBINING BALANCE SHEET
NONMAJOR CAPITAL PROJECTS FUNDS
JUNE 30, 2016

	Capital Facilities Fund	County School Facilities Fund
ASSETS:		
Cash in County Treasury	\$ 1,690,435	\$ 18,901
Cash on Hand and in Banks	-	-
Cash with a Fiscal Agent/Trustee	-	-
Accounts Receivable	386,066	32
Prepaid Expenditures	343,982	-
Total Assets	<u>2,420,483</u>	<u>18,933</u>
LIABILITIES AND FUND BALANCE:		
Liabilities:		
Accounts Payable	\$ 38,618	\$ -
Due to Other Funds	1,770	-
Total Liabilities	<u>40,388</u>	<u>-</u>
Fund Balance:		
Nonspendable Fund Balances:		
Prepaid Items	343,982	-
Restricted Fund Balances	-	18,933
Assigned Fund Balances	2,036,113	-
Total Fund Balance	<u>2,380,095</u>	<u>18,933</u>
Total Liabilities and Fund Balances	<u>\$ 2,420,483</u>	<u>\$ 18,933</u>

EXHIBIT C-7

ITEM 17

Special Reserve for Capital Outlay Fund	Capital Projects Fund For Blended Component Units	Total Nonmajor Capital Projects Funds (See Exhibit C-1)
\$ 27,108	\$ -	\$ 1,736,444
-	8,690,050	8,690,050
-	7,127,237	7,127,237
39	92,575	478,712
-	-	343,982
<u>27,147</u>	<u>15,909,862</u>	<u>18,376,425</u>
\$ -	\$ 324,924	\$ 363,542
-	-	1,770
<u>-</u>	<u>324,924</u>	<u>365,312</u>
-	-	343,982
-	-	18,933
27,147	15,584,938	17,648,198
<u>27,147</u>	<u>15,584,938</u>	<u>18,011,113</u>
\$ 27,147	\$ 15,909,862	\$ 18,376,425

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

COMBINING STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCES
NONMAJOR CAPITAL PROJECTS FUNDS
FOR THE YEAR ENDED JUNE 30, 2016

	Capital Facilities Fund	County School Facilities Fund
Revenues:		
Other State Revenue	\$ 582	\$ -
Other Local Revenue	1,237,543	1,254
Total Revenues	<u>1,238,125</u>	<u>1,254</u>
Expenditures:		
General Administration	87,351	-
Plant Services	776,780	1,020,880
Debt Service:		
Principal	288,040	-
Interest	55,942	-
Total Expenditures	<u>1,208,113</u>	<u>1,020,880</u>
Excess (Deficiency) of Revenues Over (Under) Expenditures	<u>30,012</u>	<u>(1,019,626)</u>
Other Financing Sources (Uses):		
Transfers Out	-	-
Other Sources	-	-
Total Other Financing Sources (Uses)	<u>-</u>	<u>-</u>
Net Change in Fund Balance	30,012	(1,019,626)
Fund Balance, July 1	2,350,083	1,038,559
Fund Balance, June 30	<u>\$ 2,380,095</u>	<u>\$ 18,933</u>

EXHIBIT C-8

ITEM 17

Special Reserve for Capital Outlay Fund	Capital Projects Fund For Blended Component Units	Total Nonmajor Capital Projects Funds (See Exhibit C-2)
\$ -	\$ -	\$ 582
<u>156</u>	<u>8,625,990</u>	<u>9,864,943</u>
<u>156</u>	<u>8,625,990</u>	<u>9,865,525</u>
-	-	87,351
-	429,873	2,227,533
-	-	288,040
-	-	55,942
<u>-</u>	<u>429,873</u>	<u>2,658,866</u>
<u>156</u>	<u>8,196,117</u>	<u>7,206,659</u>
-	(5,735,524)	(5,735,524)
-	765,575	765,575
<u>-</u>	<u>(4,969,949)</u>	<u>(4,969,949)</u>
156	3,226,168	2,236,710
26,991	12,358,770	15,774,403
<u>\$ 27,147</u>	<u>\$ 15,584,938</u>	<u>\$ 18,011,113</u>

Other Supplementary Information

This section includes financial information and disclosures not required by the Governmental Accounting Standards Board and not considered a part of the basic financial statements. It may, however, include information which is required by other entities.

Supplementary Information Section

SAN DIEGUITO UNION HIGH SCHOOL DISTRICTLOCAL EDUCATION AGENCY
ORGANIZATION STRUCTURE
JUNE 30, 2016

ITEM 17

The San Dieguito Union School District was established in 1936 and is comprised of an area of approximately 85 square miles in San Diego County. There were no changes in the boundaries of the district during the current fiscal year. The district is currently operating five comprehensive middle schools for grades seven through eight, four comprehensive high schools for grades nine through twelve, and one continuation high school. The district also operates an adult education program.

<u>Governing Board</u>		
<u>Name</u>	<u>Office</u>	<u>Term and Term Expiration</u>
Beth Hergesheimer	President	Four Year Term Expires December 2016
Joyce Dalessandro	Vice President	Four Year Term Expires December 2016
Amy Herman	Clerk	Four Year Term Expires December 2018
John Salazar	Trustee	Four Year Term Expires December 2018
Maureen "Mo" Muir	Trustee	Four Year Term Expires December 2018

<u>Administration</u>
Rick Schmitt Superintendent
Eric R. Dill Associate Superintendent Business Services
Michael Grove, Ed. D. Associate Superintendent Educational Services
Mark Miller Associate Superintendent Administrative Services
Torrie Norton Associate Superintendent Human Resources

SAN DIEGUITO UNION HIGH SCHOOL DISTRICTSCHEDULE OF AVERAGE DAILY ATTENDANCE
YEAR ENDED JUNE 30, 2016**TABLE D-1** ITEM 17

	Second Period Report		Annual Report	
	Original	Revised	Original	Revised
Grades 7 and 8:				
Regular ADA	3,839.57	N/A	3,837.24	N/A
Extended Year Special Education	3.77	N/A	3.77	N/A
Nonpublic, Nonsectarian Schools	13.42	N/A	13.07	N/A
Extended Year - Nonpublic	2.00	N/A	2.00	N/A
Grades 7 and 8 Totals	<u>3,858.76</u>	<u>N/A</u>	<u>3,856.08</u>	<u>N/A</u>
Grades 9-12:				
Regular ADA	8,308.53	N/A	8,253.38	N/A
Extended Year Special Education	8.02	N/A	8.02	N/A
Nonpublic, Nonsectarian Schools	29.67	N/A	27.93	N/A
Extended Year - Nonpublic	5.78	N/A	5.78	N/A
Grades 9-12 Totals	<u>8,352.00</u>	<u>N/A</u>	<u>8,295.11</u>	<u>N/A</u>
ADA Totals	<u>12,210.76</u>	<u>N/A</u>	<u>12,151.19</u>	<u>N/A</u>

N/A - There were no audit findings which resulted in necessary revisions to attendance.

Average daily attendance is a measurement of the number of pupils attending classes of the district or charter school. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to school districts and charter schools. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICTSCHEDULE OF INSTRUCTIONAL TIME
YEAR ENDED JUNE 30, 2016TABLE D-2
ITEM 17

<u>Grade Level</u>	<u>Ed. Code 46207 Minutes Requirement</u>	<u>2015-16 Actual Minutes</u>	<u>Number of Days Traditional Calendar</u>	<u>Number of Days Multitrack Calendar</u>	<u>Status</u>
Grade 7	54,000	60,020	180	-	Complied
Grade 8	54,000	60,020	180	-	Complied
Grade 9	64,800	65,082	180	-	Complied
Grade 10	64,800	65,082	180	-	Complied
Grade 11	64,800	65,082	180	-	Complied
Grade 12	64,800	65,082	180	-	Complied

School districts and charter schools must maintain their instructional minutes as defined in Education Code Section 46207. This schedule is required of all districts, including basic aid districts.

The District has received incentive funding for increasing instructional time as provided by the Incentives for Longer Instructional Day. This schedule presents information on the amount of instruction time offered by the District and whether the District complied with the provisions of Education Code Sections 46200 through 46206. The District met or exceeded its target funding.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
SCHEDULE OF FINANCIAL TRENDS AND ANALYSIS
YEAR ENDED JUNE 30, 2016

TABLE D-3
ITEM 17

General Fund	Budget 2017 (See Note 1)	2016	2015	2014
Revenues and other financial sources	\$ 128,956,796	\$ 128,005,715	\$ 115,167,696	\$ 112,931,797
Expenditures, other uses and transfers out	135,641,077	123,745,499	113,371,198	107,525,778
Change in fund balance (deficit)	(6,684,281)	4,260,216	1,796,498	5,406,019
Ending fund balance	\$ 18,976,221	\$ 25,660,502	\$ 21,400,286	\$ 19,603,788
Available reserves (See Note 2)	\$ 16,930,517	\$ 23,190,296	\$ 19,723,539	\$ 16,691,747
Available reserves as a percentage of total outgo (See Note 3)	12.5%	18.7%	17.9%	15.5%
Total long-term debt (See Note 5)	\$ 465,130,201	\$ 476,207,572	\$ 471,221,300	\$ 269,064,042
Average daily attendance at P-2	12,459	12,211	12,119	12,034

This schedule discloses the district's financial trends by displaying past years' data along with current year budget information. These financial trend disclosures are used to evaluate the district's ability to continue as a going concern for a reasonable period of time.

The general fund balance has increased by \$11,462,732 over the past three years. The fiscal year 2016-17 budget projects a decrease of \$6,684,281. For a district of this size, the State recommends available reserves of at least 3% of total general fund expenditures, transfers out and other uses (total outgo).

Total long-term debt has increased by \$203,121,693 over the past three years.

Average daily attendance has increased by 379 over the past three years.

Notes:

- 1 Budget 2017 is included for analytical purposes only and has not been subjected to audit.
- 2 Available reserves consist of all assigned fund balances, unassigned fund balances, and all funds reserved for economic uncertainties contained within the General Fund.
- 3 GASB Statement No. 54 requires the inclusion of the Special Reserve Fund for Other Than Capital Outlay (Fund 17) with the General Fund for reporting purposes only. This schedule has been prepared without the inclusion of Fund 17.
- 4 On behalf payments of \$4,026,833, \$3,063,998, and \$2,940,777, have been excluded from the calculation of available reserves for the fiscal years ending June 30, 2016, 2015, and 2014.
- 5 As a result of implementation of GASB Statement No. 68, long term liabilities for the year ended June 30, 2015 include net pension liabilities which were not previously accounted for. As such, total long term debt for the years ended June 30, 2015 and June 30, 2016 are not comparable to previous years represented in this table.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICTRECONCILIATION OF ANNUAL FINANCIAL AND BUDGET
REPORT WITH AUDITED FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2016**TABLE D-4** ITEM 17

	General Fund	Special Reserve Fund for Other Than Capital Outlay (Fund 17)
June 30, 2016, annual financial and budget report fund balances	\$ 25,660,502	\$ 2,479,572
Adjustments and reclassifications:		
Increasing (decreasing) the fund balance:		
Inclusion for reporting purposes under GASB 54	2,479,572	(2,479,572)
Net adjustments and reclassifications	2,479,572	(2,479,572)
June 30, 2016, audited financial statement fund balances	\$ 28,140,074	\$ -
	Schedule of Long-Term Debt	
June 30, 2016 annual financial and budget report total liabilities	\$ 526,426,923	
Adjustments and reclassifications:		
Increase (decrease) in total liabilities:		
Net pension liability overstatement	(50,219,351)	
Net adjustments and reclassifications	(50,219,351)	
June 30, 2016 audited financial statement total liabilities	\$ 476,207,572	

This schedule provides the information necessary to reconcile the fund balances of all funds and the total liabilities balance of the general long-term debt account group as reported on the SACS report to the audited financial statements. Funds that required no adjustment are not presented.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
SCHEDULE OF CHARTER SCHOOLS
YEAR ENDED JUNE 30, 2016

TABLE D-5 ITEM 17

No charter schools are chartered by San Dieguito Union High School District.

<u>Charter Schools</u>	<u>Included In Audit?</u>
None	N/A

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2016

TABLE D-6
ITEM 17

Federal Grantor/ Pass-Through Grantor/ Program or Cluster Title	Federal CFDA Number	Pass- Through Entity Identifying Number	Passed Through to Subrecipients	Federal Expenditures
CHILD NUTRITION CLUSTER:				
<u>U. S. Department of Agriculture</u>				
Passed Through State Department of Education:				
Needy Breakfast Program	10.553	13525	\$ -	\$ 98,309
School Breakfast Program	10.553	13526	-	9,237
National School Lunch Section 4	10.555	13391	-	49,571
Commodities	10.555	13396	-	102,971
National School Lunch Section 11	10.555	13396	-	227,236
Total Passed Through State Department of Education			-	487,324
Total U. S. Department of Agriculture			-	487,324
Total Child Nutrition Cluster			-	487,324
SPECIAL EDUCATION (IDEA) CLUSTER:				
<u>U. S. Department of Education</u>				
Passed Through State Department of Education:				
Special Education Private Schools	84.027	10115	-	191,069
Special Education Early Intervention	84.027	10119	-	84,170
Special Education	84.027	13379	-	1,745,883
Special Education Mental Health	84.027	14468	-	140,814
Total Passed Through State Department of Education			-	2,161,936
Total U. S. Department of Education			-	2,161,936
Total Special Education (IDEA) Cluster			-	2,161,936
OTHER PROGRAMS:				
<u>U. S. Department of Education</u>				
Passed Through State Department of Education:				
Adult Education	84.002	13977	-	114,929
Title I Part A	84.010	14109	-	1,013,973
Vocational Education	84.048	13924	-	136,263
Workability	84.158	10006	-	193,963
Advanced Placement Testing	84.330	14363	-	20,336
Title III Limited English Proficiency	84.365	10084	-	29,484
Title III Immigrant Education	84.365	15146	-	12,302
Title II Teacher Quality	84.367	14341	-	189,699
Title II Administrator	84.367	14344	-	3,120
Total Passed Through State Department of Education			-	1,714,069
Total U. S. Department of Education			-	1,714,069
TOTAL EXPENDITURES OF FEDERAL AWARDS			\$ -	\$ 4,363,329

The accompanying notes are an integral part of this schedule.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
 NOTES TO THE SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
 FOR THE YEAR ENDED JUNE 30, 2016

Basis of Presentation

The accompanying schedule of expenditures of federal awards includes the federal grant activity of San Dieguito Union High School District and is presented on the modified accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of 2CFR 200.502 Basis for Determining Federal Awards Expended and 2CFR 200.510(b) Schedule of Expenditures of Federal Awards. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the general purpose financial statements.

Indirect Cost Rate

Indirect costs were calculated in accordance with 2 CFR §200.412 Direct and Indirect Costs. The District used an indirect cost rate of 4.48% based on the rate approved by the California Department of Education for each program which did not have a pre-defined allowable indirect cost rate. The District did not elect to use the 10% de minimis cost rate as covered in 2 CFR §200.414 Indirect Costs. The following programs are restricted to a lower indirect cost rate and therefore the District used the lower indirect cost rate for these programs:

<u>Program</u>	<u>CFDA #</u>	<u>Allowable Indirect Cost Rate</u>
Title III LEP	84.365	1.85%

Schoolwide Program

The District operates a "schoolwide program" at various sites. Using federal funding, schoolwide programs are designed to upgrade an entire educational program within a school for all students, rather than limiting services to certain targeted students. The following federal program amounts were expended by the District in it's schoolwide program:

<u>Program</u>	<u>CFDA #</u>	<u>Amount Expended</u>
Title I-Part A	84.010	\$754,892

Other Independent Auditor's Reports

P. Robert Wilkinson, CPA
Brian K. Hadley, CPA



Aubrey W. King, CPA
Kevin A. Sproul, CPA

Independent Auditor's Report on Internal Control over Financial Reporting and On Compliance and Other Matters Based on an Audit of Financial Statements Performed In Accordance With Government Auditing Standards

Board of Trustees
San Dieguito Union High School District
Encinitas, California

Members of the Board of Trustees:

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of San Dieguito Union High School District, as of and for the year ended June 30, 2016, and the related notes to the financial statements, which collectively comprise San Dieguito Union High School District's basic financial statements, and have issued our report thereon dated December 9, 2016.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the San Dieguito Union High School District's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the San Dieguito Union High School District's internal control. Accordingly, we do not express an opinion on the effectiveness of the San Dieguito Union High School District's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that were not identified. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified. We did identify certain deficiencies in internal control, described in the accompanying schedule of findings and questioned costs as item 2016-001, that we consider to be significant deficiencies.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the San Dieguito Union High School District's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

San Dieguito Union High School District's Response to Findings

San Dieguito Union High School District's response to the findings identified in our audit is described in the accompanying schedule of findings and questioned costs. San Dieguito Union High School District's response was not subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on it.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Wilkinson Hadley King & Co., LLP

El Cajon, California
December 9, 2016

P. Robert Wilkinson, CPA
Brian K. Hadley, CPA



Aubrey W. King, CPA
Kevin A. Sproul, CPA

Independent Auditor's Report on Compliance for Each Major Program and on Internal Control Over Compliance Required by the Uniform Guidance

Board of Trustees
San Dieguito Union High School District
Encinitas, California

Members of the Board of Trustees:

Report on Compliance for Each Major Federal Program

We have audited the San Dieguito Union High School District's compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of the San Dieguito Union High School District's major federal programs for the year ended June 30, 2016. San Dieguito Union High School District's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of San Dieguito Union High School District's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the San Dieguito Union High School District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the San Dieguito Union High School District's compliance.

Opinion on Each Major Federal Program

In our opinion, the San Dieguito Union High School District complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2016.

Report on Internal Control Over Compliance

Management of the San Dieguito Union High School District is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the San Dieguito Union High School District's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the San Dieguito Union High School District's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we considered to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Wilkinson Hadley King & Co., LLP

El Cajon, California
December 9, 2016



P. Robert Wilkinson, CPA
Brian K. Hadley, CPA

Aubrey W. King, CPA
Kevin A. Sproul, CPA

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Independent Auditor's Report on State Compliance

Board of Trustees
San Dieguito Union High School District
Encinitas, California

Members of the Board of Trustees:

Report on State Compliance

We have audited the District's compliance with the types of compliance requirements described in the *2015-16 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations*, Section 19810 that could have a direct and material effect on each of the District's state programs identified below for the fiscal year ended June 30, 2016.

Management's Responsibility for State Compliance

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its state programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each applicable program as identified in the State's audit guide, *2015-16 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* prescribed in Title 5, *California Code of Regulations*, Section 19810. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and the State's audit guide, *2015-16 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations*, Section 19810. Those standards and audit guide require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the compliance requirements referred to above that could have a direct and material effect on the state programs noted below occurred. An audit includes examining, on a test basis, evidence about the District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of the District's compliance with those requirements.

In connection with the audit referred to above, we selected and tested transactions and records to determine the District's compliance with the state laws and regulations applicable to the following items:

<u>Compliance Requirements</u>	<u>Procedures in Audit Guide Performed?</u>
--------------------------------	---

**LOCAL EDUCATION AGENCIES
OTHER THAN CHARTER SCHOOLS:**

Attendance Accounting:	
Attendance Reporting	Yes
Teacher Certification and Misassignments	Yes
Kindergarten Continuance	N/A
Independent Study	N/A
Continuation Education	Yes

ITEM 17

Instructional Time	Yes
Instructional Materials.....	Yes
Ratio of Administrative Employees to Teachers	Yes
Classroom Teacher Salaries	Yes
Early Retirement Incentive	N/A
GANN Limit Calculation	Yes
School Accountability Report Card	Yes
Juvenile Court Schools	N/A
Middle or Early College High Schools	N/A
K-3 Grade Span Adjustment	N/A
Transportation Maintenance of Effort	Yes

SCHOOL DISTRICTS, COUNTY OFFICES OF EDUCATION, AND CHARTER SCHOOLS:

Educator Effectiveness	Yes
California Clean Energy Jobs Act	Yes
After School Education and Safety Program:	
After School	N/A
Before School	N/A
General Requirements	N/A
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Course Based	N/A
Immunizations	Yes

CHARTER SCHOOLS:

Attendance	N/A
Mode of Instruction	N/A
Nonclassroom-Based Instruction/Independent Study	N/A
Determination of Funding for Nonclassroom-Based Instruction	N/A
Annual Instructional Minutes - Classroom Based	N/A
Charter School Facility Grant Program	N/A

The term "N/A" is used above to mean either the District did not offer the program during the current fiscal year or the program applies to a different type of local education agency.

Opinion on State Compliance

In our opinion, San Dieguito Union High School District complied, in all material respects, with the compliance requirements referred to above that are applicable to the statutory requirements listed in the schedule above for the year ended June 30, 2016.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of compliance and the results of that testing, and not to provide an opinion of the effectiveness of the entity's internal control or on compliance outside of the items tested as noted above. This report is an integral part of an audit performed in accordance with the *2015-16 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* prescribed in Title 5, *California Code of Regulations*, Section 19810 in considering the entity's compliance. Accordingly, this communication is not suitable for any other purpose.

Wilkinson Hadley King & Co., LLP

El Cajon, California
December 9, 2016

Findings and Recommendations Section

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2016

A. Summary of Auditor's Results

1. Financial Statements

Type of auditor's report issued: Unmodified

Internal control over financial reporting:

One or more material weaknesses identified? Yes X No

One or more significant deficiencies identified that are not considered to be material weaknesses? X Yes None Reported

Noncompliance material to financial statements noted? Yes X No

2. Federal Awards

Internal control over major programs:

One or more material weaknesses identified? Yes X No

One or more significant deficiencies identified that are not considered to be material weaknesses? Yes X None Reported

Type of auditor's report issued on compliance for major programs: Unmodified

Any audit findings disclosed that are required to be reported in accordance with section 510(a) of Circular A-133? Yes X No

Identification of major programs:

<u>CFDA Number(s)</u>	<u>Name of Federal Program or Cluster</u>
84.010	Title I, Part A
84.367	Title II Cluster

Dollar threshold used to distinguish between type A and type B programs: \$750,000

Auditee qualified as low-risk auditee? X Yes No

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2016

3. State Awards

Any audit findings disclosed that are required to be reported in accordance with Standards and Procedures for Audits of California K-12 Local Education Agencies?

Yes No

Type of auditor's report issued on compliance for state programs:

Unmodified

B. Financial Statement Findings

Finding 2016-001 (30000)
Student Body Funds

Criteria or Specific Requirement

Determine if internal controls are in place over the student body funds that will ensure all student body receipts collected are properly documented and deposited timely as a procedure to safeguard assets of the student body accounts.

Condition

In our review of the receipts and deposits at Pacific Trails Middle School, we noted five out of six deposits had inadequate support for the cash collected as no cash transmittal forms or other support for the deposits were available. The point of sale system is not being utilized properly and effectively for the collection and documentation of individual sales and fundraiser receipts. Also sales of merchandise do not have proper support documentation such as cash transmittal forms.

Questioned Costs

None

Context

In order to detect errors and deter fraud, internal controls must be established over the deposits of student body funds.

Effect

The student body deposits and funds at Pacific Trails Middle School are exposed to significant risk of error and fraud as the proper internal controls are not in place to detect errors and deter fraud.

Cause

The new school site opened in the current year and it appears that insufficient training and understanding of the point of sale system and required internal controls over deposits was evident.

Recommendation

Provide inservice training on the point of sale system to the individuals involved in daily student body account operations, including clerks and advisors. Ensure all individual student sales are processed and receipted through the point of sale system and establish procedures to utilize a proper cash transmittal form for all other group fundraiser and event sales. All other outside fundraiser and event sales should have proper support in the form of a cash transmittal completed and signed by the individual collecting the funds with an additional verification signature by the individual receiving the funds for subsequent deposit. All outside fundraiser and event sales should also be posted to the point of sale system upon receipt.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2016

LEA's Response

The District regularly meets with the ASB Finance Secretaries in addition to frequent e-mail contact with tips and suggestions for best Student Body practices. Past meetings have discussed proper authorization for payment as well as appropriate cash handling procedures, including chain of custody and cash transmittal signatures. The District will continue to monitor activities and procedures with site visits and regular audits from the internal business staff. In addition, transactions are regularly reviewed by finance department staff, utilizing the district wide software. Pacific Trails Middle School is entering their second school year, adding more students as well as staff. The ASB Finance duties will transition to new staff. The District will provide additional training and site visits as well as several staff from Pacific Trails Middle School will attend the CASBO ASB training in the 2016/17 year.

C. Federal Award Findings and Questioned Costs

NONE

D. State Award Findings and Questioned Costs

NONE

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2016

<u>Finding/Recommendation</u>	<u>Current Status</u>	<u>Management's Explanation If Not Implemented</u>
<p>Finding 2015-001 Attendance</p> <p>Teachers at Canyon Crest Academy were not verifying attendance on a timely basis for month seven. Several teachers were listed on the daily missing attendance recap sheets and manual rosters were attached as verification of daily attendance; however, these rosters were not being printed and verified on a timely basis.</p> <p>Implement procedures to ensure that daily period attendance not entered electronically daily by individual teachers has signed and dated manual class rosters that are approved timely and within one week after the end of the attendance period.</p>	<p>Implemented</p>	

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
CORRECTIVE ACTION PLAN
FOR THE YEAR ENDED JUNE 30, 2016

Fiscal Year	Finding Number	Finding and Corrective Action Plan	
2016	001	Finding:	Insufficient internal controls over the supporting documentation required for the receipts and deposits of the Pacific Trails Middle School student body fund and the point of sale system is not being utilized properly and effectively for the documentation of individual sales and fundraiser revenues.
		Questioned Costs:	None
		Status:	Complete
		Corrective Action:	Inservice training in the point of sale system was provided to the student body clerk to ensure that individual sales and receipts will be recorded properly in the software. In addition, cash transmittal forms have been implemented to ensure that receipts and deposits are properly documented in future periods.
		Completion Date:	September 2, 2016

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: December 9, 2016

BOARD MEETING DATE: January 19, 2017

PREPARED BY: Mark G. Miller, Associate Superintendent of Administrative Services

SUBMITTED BY: Eric Dill, Interim Superintendent

SUBJECT: **ADOPTION OF NEW / REVISED / DELETED BOARD POLICIES ff L/ 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
	3513.3	Tobacco-Free Schools	New to align with CSBA recommendations
	3513.3 AR-1	Tobacco-Free Schools	New to align with CSBA recommendations
5111.3	5112.1	Exemptions from Attendance	Revised to align with CSBA recommendations
5111.3/AR-1	5112.1/AR-1	Exemptions from Attendance	Revised to align with CSBA recommendations
5112.2		Exclusions from Attendance	Revised to align with CSBA recommendations
5112.2/AR-1		Exclusions from Attendance	Revised to align with CSBA recommendations

RECOMMENDATION:

It is recommended that the Board adopt the following proposed new/revised Board Policies, as shown in the attached supplements:

- A. BP & AR #3513.3, TOBACCO-FREE SCHOOLS (NEW)
- B. BP & AR #5112.1, EXEMPTIONS FROM ATTENDANCE (REVISED)
- C. BP & AR #5112.2, EXCLUSIONS FROM ATTENDANCE (REVISED)

FUNDING SOURCE:

Not applicable

Business and Non-instructional Operations

3513.3

TOBACCO-FREE SCHOOLS

The Governing Board recognizes that smoking and other uses of tobacco and nicotine products constitute a serious public health hazard and are inconsistent with district goals to provide a healthy environment for students and staff.

The Board prohibits smoking and/or the use of tobacco products at any time in district-owned or leased buildings, on district property, and in district vehicles.

These prohibitions apply to all employees, students, and visitors at any school-sponsored instructional program, activity, or athletic event held on or off district property. Any written joint use agreement governing community use of district facilities or grounds shall include notice of the district's tobacco-free schools policy and consequences for violations of the policy.

Smoking means inhaling, exhaling, burning, or carrying of any lighted or heated cigar, cigarette, pipe, tobacco, or plant product intended for inhalation, whether natural or synthetic, in any manner or form, and includes the use of an electronic smoking device that creates aerosol or vapor or of any oral smoking device for the purpose of circumventing the prohibition of smoking.

Tobacco products include:

1. Any product containing, made, or derived from tobacco or nicotine that is intended for human consumption, whether smoked, heated, chewed, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, including, but not limited to, cigarettes, cigars, little cigars, chewing tobacco, pipe tobacco, or snuff
2. An electronic device that delivers nicotine or other vaporized liquids to the person inhaling from the device, including, but not limited to, an electronic cigarette, cigar, pipe, or hookah
3. Any component, part, or accessory of a tobacco product, whether or not sold separately

This policy does not prohibit the use or possession of prescription products and other cessation aids that have been approved by the U.S. Department of Health and Human Services, Food and Drug Administration, such as nicotine patch or gum.

Smoking or use of any tobacco-related product or disposal of any tobacco-related waste is prohibited within 25 feet of any playground, except on a public sidewalk located within 25 feet of the playground. In addition, any form of intimidation, threat, or retaliation against a person for attempting to enforce this policy is prohibited.

Business and Non-instructional Operations

3513.3

LEGAL REFERENCE:

EDUCATION CODE

48900 Grounds for suspension/expulsion
48901 Prohibition against tobacco use by students

BUSINESS AND PROFESSIONS CODE

22950.5 Stop Tobacco Access to Kids Enforcement Act; definitions

HEALTH AND SAFETY CODE

39002 Control of air pollution from nonvehicular sources
104350-104495 Tobacco use prevention, especially:
104495 Prohibition of smoking and tobacco waste on playgrounds
104559 Tobacco use prohibition
119405 Unlawful to sell or furnish electronic cigarettes to minors

LABOR CODE

3300 Employer, definition
6304 Safe and healthful workplace
6404.5 Occupational safety and health; use of tobacco products

UNITED STATES CODE, TITLE 20

6083 Nonsmoking policy for children's services
7111-7122 Student Support and Academic Enrichment Grants

CODE OF FEDERAL REGULATIONS, TITLE 21

1140.1-1140.34 Unlawful sale of cigarettes and smokeless tobacco to minors

PUBLIC EMPLOYMENT AND RELATIONS BOARD RULINGS

Eureka Teachers Assn. v. Eureka City School District (1992) PERB Order #955 (16 PERC 23168)
CSEA #506 and Associated Teachers of Metropolitan Riverside v. Riverside Unified School District (1989)
PERB Order #750 (13 PERC 20147)

MANAGEMENT RESOURCES:

WEB SITES

California Department of Education, Alcohol, Tobacco and Other Drug Prevention:
<http://www.cde.ca.gov/ls/he/at>
California Department of Education, Tobacco-Free School District Certification:
<http://www.cde.ca.gov/ls/he/at/tobaccofreecert.asp>
California Department of Public Health, Tobacco Control: <http://www.cdph.ca.gov/programs/tobacco>
Occupational Safety and Health Standards Board: <http://www.dir.ca.gov/OSHSB/oshsb.html>
U.S. Environmental Protection Agency: <http://www.epa.gov>

Business and Non-instructional Operations

3513.3 / AR-1

TOBACCO-FREE SCHOOLS

NOTIFICATIONS

Information about the district's tobacco-free schools policy and enforcement procedures shall be communicated clearly to employees, parents/guardians, students, and the community.

The Superintendent or designee may disseminate this information through annual written notifications, district and school web sites, student and parent handbooks, and/or other appropriate methods of communication.

The Superintendent or designee shall ensure that signs stating "Tobacco use is prohibited" and "Smoking and the use of e-cigarettes is prohibited on campus" are prominently displayed at all entrances to school property.

ENFORCEMENT/DISCIPLINE

Any employee or student who violates the district's tobacco-free schools policy shall be asked to refrain from smoking and shall be subject to disciplinary action as appropriate.

Any other person who violates the district's policy on tobacco-free schools shall be informed of the district's policy and asked to refrain from smoking. If the person fails to comply with this request, the Superintendent or designee may:

1. Direct the person to leave school property
2. Request local law enforcement assistance in removing the person from school premises
3. If the person repeatedly violates the tobacco-free schools policy, prohibit him/her from entering district property for a specified period of time

The Superintendent or designee shall not be required to physically eject a nonemployee who is smoking or to request that the nonemployee refrain from smoking under circumstances involving a risk of physical harm to the district or any employee.

STUDENTS

5111.3 5112.1

EXEMPTIONS FROM ATTENDANCE

~~The Board of Trustees may grant exemptions from compulsory attendance to students as allowed by law and in the best interest of the student. Parents/guardians of students granted exemptions shall not incur penalties for violations of the compulsory attendance laws.~~

~~Exemptions shall not be used to remove students who are disciplinary problems. Suspension, expulsion, transfer to alternative programs and other administrative measures shall be used with these students.~~

~~If a pupil is unable to profit from the school situation because of a physical or mental condition, damage may result to the pupil if he/she is compelled to continue to attend school. If he/she is totally unable to benefit intellectually, emotionally, socially or physically, a release from the situation may improve the well-being of the child, the home, and the school. Every effort should be made to achieve a satisfactory adjustment before the decision to exempt from compulsory education is made.~~

~~The California Education Code provides for exemption from compulsory education as follows:~~

~~*"Section 48221—Physical or Mental Condition. Children whose physical or mental condition is such as to prevent, or render inadvisable, attendance at school or application to study, shall be exempted, and the Board of Trustees of the school district shall require satisfactory evidence of the condition to be furnished."*~~

PARTIAL-DAY ATTENDANCE

~~If a pupil is deemed unable to benefit from a full-day school program because of physical or mental-emotional condition, partial day attendance may be instituted at the discretion of the principal to relieve stress on both the child and the classroom.~~

LEGAL REFERENCES

EDUCATION CODE

~~46113 ————— Minimum School Day for Grades Four through Eight~~

~~48200 – 48204 Persons Included (Compulsory Education Law)~~

~~48210 – 48212 Persons Excluded (Compulsory Education Law)~~

~~48220 – 48232 Pupils Exempt (Compulsory Education Law)~~

~~48410 ————— Persons Exempted from Continuation Classes~~

LABOR CODE

~~1394 ————— Employment of Minors~~

EXEMPTIONS FROM ATTENDANCE

Each student between the ages of 6 and 18 shall be subject to compulsory full-time education.

However, the Superintendent or designee may grant exemptions from compulsory attendance to a student as allowed by law and in the best interest of the student. Exemptions shall not be used to remove a student from the school for disciplinary purposes. As needed, the Superintendent or designee may require a student or his/her parent/guardian to submit written documentation that the student fulfills one of the conditions specified in law and administrative regulation for which exemption is authorized.

STUDENTS

5111.3 5112.1

LEGAL REFERENCE:

EDUCATION CODE

33190	Affidavit by persons conducting private school instruction
46100-46147	Minimum school day
46170	Minimum school day, continuation education
48200-48341	Compulsory education law
48400-48454	Compulsory continuation education
48800-48802	Attendance at community college
49110-49119	Permits to work
49130-49135	Permits to work full time

LABOR CODE

1285-1312	Employment of minors
1390-1399	Employment of minors

CODE OF REGULATIONS, TITLE 5

11522 Parental consent for exemption based on high school proficiency certificate

UNITED STATES CODE, TITLE 20

1681-1688 Title IX, discrimination

UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act of 1973

CODE OF FEDERAL REGULATIONS, TITLE 34

106.40 Marital or parental status

COURT DECISIONS

Thomas v. Atascadero Unified School District, (1987) 662 F.Supp. 342

MANAGEMENT RESOURCES:

WEB SITES

California Department of Education, Attendance Improvement: <http://www.cde.ca.gov/ls/ai/>

STUDENTS

~~5111.3~~ 5112.1/ AR-1

EXEMPTIONS FROM ATTENDANCE

~~Requests for exemption from compulsory full-time attendance must include satisfactory evidence of conditions upon which an exemption can be legally justified.~~

~~Children who fall into the following classes may be exempted:~~

- ~~1. Children whose physical or mental condition is such as to prevent or make inadvisable attendance at school or application to study. Satisfactory evidence of the condition shall be required, such as a statement attesting to the condition from a qualified medical practitioner. (Education Code 48221)~~
- ~~2. Children who are being instructed in a private full-time school. The attendance supervisor or designee shall verify that the private school complies with Education Code 33190 before such exemptions are valid. (Education Codes 48222, 48223)~~
- ~~3. Children who are being instructed by a tutor who holds a valid state credential for the grade taught. The instruction shall consist of study and recitation for at least three (3) hours a day for one hundred seventy-five (175) days of each calendar year. (Education Code 48224)~~
- ~~4. Children holding work permits shall be exempted from full-time attendance, but must attend part-time classes. (Education Code 48230)~~
- ~~5. Students between the ages of twelve (12) and eighteen (18) who enter a school attendance area from another state within ten (10) days of the end of the school term shall be exempted for the remainder of the term. (Education Code 48213)~~
- ~~6. Students who have graduated from a public or private high school maintaining a four (4) year course above the eighth grade. (Education Code 48410)~~
- ~~7. Students who have successfully demonstrated proficiency equal or great than standards established by the State Department of Education and have verified approval submitted by their parent/guardian. (Education Code 48410)~~

EXEMPTIONS FROM REGULAR EDUCATION PROGRAM

A student may be exempted from full-time attendance in the district's regular education program if he/she:

1. Is being instructed in a private full-time school and the Superintendent or designee verifies that the private school has filed an affidavit pursuant to Education Code 33190.
2. Is being instructed by a private tutor who holds a valid state credential for the grade taught, provided that the instruction consists of study and recitation for at least three hours a day for 175 days of each calendar year.
3. Holds a work permit to work temporarily in the entertainment or allied industries.
4. Holds a work permit and attends part-time classes.

STUDENTS

~~5111.3~~ 5112.1/AR-1

5. Is between the ages of 12 and 18 and enters a school attendance area from another state within 10 days of the end of the school term, with the exemption applicable for the remainder of the term.
6. Is at least age 15 and is taking a leave of absence for up to one semester for the purpose of supervised travel, study, training, or work not available to the student under another educational option.
7. Attends a community college as a special full-time student on the grounds that he/she would benefit from advanced scholastic or vocational work.

EXEMPTIONS FROM CONTINUATION EDUCATION

A student who would otherwise be subject to compulsory continuation education pursuant to Education Code 48400 or 48402 may be exempted if he/she:

1. Has graduated from a public high school maintaining a four-year course above grade 8 or has had an equal amount of education in a private school or from a private tutor.
1. In the case of a private school, the exemption shall be granted only if the Superintendent or designee has verified that the private school has filed an affidavit pursuant to Education Code 33190.
2. Has successfully demonstrated proficiency equal to or greater than standards established by the California Department of Education and has verified approval submitted by his/her parent/guardian.
3. Is attending a public or private full-time day school or satisfactory part-time classes maintained by other agencies.
4. Is attending adult school for not less than four hours per calendar week.
5. Is attending a regional occupational program or center pursuant to Education Code 48432.
6. Is disqualified because of his/her physical or mental condition or because of personal services that must be rendered to his/her dependents.
7. Is between the ages of 12 and 18 and enters a school attendance area from another state within 10 days of the end of the school term, with the exemption applicable for the remainder of the term pursuant to Education Code 48231.

STUDENTS

~~5111.3~~ 5112.1/AR-1

In addition, a student who is between the ages of 16 and 18 may be exempted from continuation education if he/she is taking a leave of absence for up to two semesters for the purpose of supervised travel, study, training, or work not available to the student under another educational option.

STUDENTS

5112.2

EXCLUSIONS FROM ATTENDANCE

The Board of Trustees believes that regular attendance plays a key role in the success a student achieves in school. The Board recognizes its responsibility under the law to ensure that students attend school on a regular basis. Each person between the ages of 6 and 18 years of age is subject to compulsory full-time education unless exempted by law. Exceptions permitted by law include exemption from attendance or exclusion from school.

The Board abides by all state attendance laws and uses any legal means to correct the problems of excessive absence or truancy.

Absence from school shall be allowed only for health reasons, family emergencies and justifiable personal reasons, as permitted by law and Board Policy and specified in administrative regulations.

LEGAL REFERENCES

EDUCATION CODE

- 48210 – ~~48214~~ 48216 Persons Excluded
- 49076 Access to Records by Persons without Written Consent or Under Judicial Order
- 49408 Information of Use in Emergencies
- 49451 Parent's Refusal to Consent

HEALTH AND SAFETY CODE

- ~~320 – 324.5~~ Child Health and Disability Prevention Program
- ~~3118~~ Exclusion of Persons from School
- ~~3380 – 3390~~ Immunization Against Communicable Diseases

- 120230 Exclusion of persons from school
- 120325-120380 Educational and child care facility immunization requirements
- 121475-121520 Tuberculosis tests for students
- 124025-124110 Child Health and Disability Prevention Program

CODE OF REGULATIONS, TITLE 5

- 202 Exclusion of students with a contagious disease

CODE OF REGULATIONS, TITLE 17

- 6055 Exclusion for failure to obtain required immunizations

MANAGEMENT RESOURCES:

CSBA PUBLICATIONS

Recent Legislation on Vaccines: SB 277, Fact Sheet, August 2015

STUDENTS

5112.2

WEB SITES

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

California Department of Public Health, Immunization Branch:
<http://www.cdph.ca.gov/programs/immunize>

California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

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

STUDENTS

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EXCLUSIONS FROM ATTENDANCE

The Superintendent or designee ~~may exclude any student who does not present evidence of immunization from certain infectious diseases as required by law unless the parent/guardian requests, in a written statement, exemption from the requirement on the basis of the physical condition of the student or conflict with the religious beliefs of the parent/guardian.~~ shall ensure that each child entering a district school at any grade level adheres to district admission requirements and enrollment procedures.

MANDATORY EXCLUSIONS

The Superintendent or designee shall not unconditionally admit any student to an elementary or secondary school, preschool, or child care and development program for the first time, nor, after July 1, 2016, admit or advance any student to grade 7 unless the student has been fully immunized in accordance with Health and Safety Code 120335 and BP/AR 5141.31 - Immunizations or is exempted by law.

If a conditionally admitted student has not received required immunizations within 10 days after his/her parent/guardian has been notified of the need to do so, the student shall be excluded until he/she provides written evidence that he/she has received the vaccines due at that time.

The Superintendent or designee shall not admit a student who is reasonably suspected of having active tuberculosis. He/she shall be denied admission until the local health officer or licensed medical practitioner informs the district, in writing, that the student is no longer at risk of developing or transmitting the disease.

~~A child reasonably suspected of having active tuberculosis may be excluded from school pursuant to Health and Safety Codes 3402, 3404 and 3406.~~

The Superintendent or designee shall exclude a student who is infected with any contagious or infectious disease. The student shall be permitted to return to school when a medical provider informs the Superintendent or designee in writing that he/she is satisfied that the contagious or infectious disease no longer exists.

~~Any student who resides where any contagious, infectious or communicable disease subject to quarantine exists, or has recently existed, shall not be permitted to attend school without written permission of the health officer.~~

The Superintendent or designee ~~may~~ shall exclude ~~children~~ a student who resides where any contagious, infectious, or communicable disease subject to quarantine exists or has recently existed and who is subject to strict isolation or quarantine of contacts, unless written permission of the health officer is provided. ~~of filthy or vicious habits, or children suffering from contagious or infectious diseases. Before excluding a student for such reasons, the Superintendent or designee shall send a notice to the parent/guardian of the student. The notice shall contain the following statements:~~

PERMISSIVE EXCLUSIONS

A student may be excluded from attendance at a district school under either of the following circumstances:

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1. If there is good cause to believe that the student has been exposed to any disease stated in Health and Safety Code 120335 and his/her documentation of immunization does not show proof of immunization against that disease, the student may be temporarily excluded from the school until the local health officer is satisfied that the student is no longer at risk of developing or transmitting the disease.
2. If the student has not had the health screening specified in Health and Safety Code 124040 before or within the first 90 days of attending first grade, he/she may be excluded for up to five days unless the parent/guardian has presented a waiver or the district has exempted the student from this requirement in accordance with law.

- ~~1. A statement of the facts leading to a decision to propose exclusion.~~
- ~~2. A statement that the parent/guardian has a right to meet with the Board to discuss the proposed exclusion.~~
- ~~3. A statement that at any such meeting the parent/guardian shall have an opportunity to:
 - ~~a. Inspect all documents on which the District is basing its decision to propose exclusion.~~
 - ~~b. Challenge any evidence and confront and question any witness presented by the Board.~~
 - ~~c. Present oral and documentary evidence on the student's behalf, including witnesses.~~
 - ~~d. Have one or more representatives present at the meeting.~~~~
- ~~4. A statement that the decision to exclude the student is subject to periodic review and the procedures for such periodic review.~~

NOTIFICATIONS TO PARENTS/GUARDIANS

The Superintendent or designee may exclude a student without prior notice to the parent/guardian if the student is excluded for any of the following reasons ~~is not required to send prior notice of exclusion to the parent/guardian if the student is excluded because:~~

1. He/she resides in an area subject to quarantine.
pursuant to Health and safety Code 120230
2. He/she is exempt from a medical examination but suffers from a contagious or infectious disease pursuant to Education Code 49451.7
3. ~~It is determined~~The Superintendent or designee determines that the presence of the student would constitute a clear and present danger to the ~~life,~~ safety or health of students or school personnel.

However, in such cases, the Superintendent or designee shall send a notice to the student's parent/guardian stating the facts leading to the exclusion, prior to excluding the student from attendance.~~as soon as reasonably possible after the exclusion.~~

APPEALS FROM EXCLUSION

Upon exclusion of his/her child, a parent/guardian may meet with the Superintendent or designee

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to discuss the exclusion. If the parent/guardian disagrees with the decision of the Superintendent or designee to exclude his/her child, he/she may appeal the decision to the Governing Board.

The parent/guardian shall have an opportunity to inspect all documents upon which the district is basing its decision, to challenge any evidence and question any witness presented by the district, to present oral and documentary evidence on the student's behalf, and to have one or more representatives present at the meeting.

~~The Board shall, at least annually, review its decision to exclude students pursuant to Education Code~~

~~48211. The Superintendent or designee shall report to the Board at least annually on the status of each such excluded student.~~

LEGAL REFERENCES

EDUCATION CODE

48210-48216 Persons excluded

49076 Access to records by persons without written consent or under judicial order

49408 Information of use in emergencies

49451 Parent's refusal to consent

HEALTH AND SAFETY CODE

120230 Exclusion of persons from school

120325-120380 Educational and child care facility immunization requirements

121475-121520 Tuberculosis tests for students

124025-124110 Child Health and Disability Prevention Program

CODE OF REGULATIONS, TITLE 5

202 Exclusion of students with a contagious disease

CODE OF REGULATIONS, TITLE 17

6055 Exclusion for failure to obtain required immunizations

MANAGEMENT RESOURCES:

CSBA PUBLICATIONS

Recent Legislation on Vaccines: SB 277, Fact Sheet, August 2015

WEB SITES

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

California Department of Public Health, Immunization Branch:
<http://www.cdph.ca.gov/programs/immunize>

California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

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

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: December 9, 2016

BOARD MEETING DATE: January 19, 2017

PREPARED BY: Mark Miller,
Associate Superintendent, Administrative Services

SUBMITTED BY: Eric Dill
Interim Superintendent

SUBJECT: COLLEGE READINESS BLOCK GRANT PLAN
APPROVAL

EXECUTIVE SUMMARY

The District has received \$117,515 in one-time state grant funding. This College Readiness Block Grant funding targets high school students, particularly unduplicated students, to provide additional supports to increase the number who enroll at institutions of higher education and complete an undergraduate degree within four years. Funding through a state apportionment is provided to districts serving unduplicated students in grades 9-12 and was calculated based on enrollment during the 2015-2016 school year. The funding is required to be spent by June 30, 2019. This item presents proposed expenditures for comment and public input. The College Readiness Block Grant plan was submitted as information on December 8, 2016.

RECOMMENDATION:

It is recommended that the Board approve the College Readiness Block Grant, as shown in the attached supplements.

FUNDING SOURCE:

Not applicable.

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Purpose of College Block Grant (CBG)

The College Readiness Block Grant is established for the purposes of providing California's high school pupils, particularly unduplicated pupils, additional supports to increase the number who enroll at institutions of higher education and complete an undergraduate degree within four years.

- Funds were allocated from State apportionment based on 2015-2016 unduplicated student counts in grades 9-12
- \$117,515 to be expended by June 30, 2019
- Plan to enhance college readiness, access and matriculation to higher education in alignment with LCAP

Proposed College Block Grant expenditures for SDUHSD

Supplemental service(s) provided by CBG:	Alignment to the LCAP	Year 1 (16-17)	Year 2 (17-18)	Year 3 (18-19)	Means to assess impact
College preparation exam test fee reimbursement (Advanced Placement, PSAT and PreACT)	LCAP Goal 3: All district graduates will be college and career ready Actions/Services: Identify students who are not enrolled but could be successful in AP/Honors courses. Provide an opportunity for all students to take a college preparation exam	\$20,000	\$20,000	\$20,000	For unduplicated students: AP enrollment AP tests taken AP tests passed Number of PSAT, PreACT participants SAT/ACT average scores
Transportation and supervision costs for students/families to attend college visits and college fair (family visits)	LCAP Goal 3: College and Career Readiness Actions/Services: Provide College Readiness courses for students who need additional support in college preparation and college readiness skills	\$10,000	\$10,000	\$10,000	Student and parent survey results from participants of college visits and/or college fair Number of student and parent participants
Parent workshops on topics related to college admissions and financial aid	LCAP Goal 3: College and Career Readiness	\$4,800	\$4,800	\$4,800	Parent attendance at workshops

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	<p>LCAP Goal 4: School Climate and Culture</p> <p>Actions/Services: Provide parent trainings on a variety of parent involvement topics</p>				
Materials and resources to support college planning and guidance	<p>LCAP Goal 3: College and Career Readiness</p> <p>Actions/Services: Provide opportunities for all students to meet A-G requirements to be eligible for college using college and career planning programs</p>	\$500	\$500	\$500	Number of 4/6 year plans for unduplicated students Internal graduation and UC readiness rate for unduplicated pupils (pre-CALPADS certification)
Professional development for counselors and teachers on best practices to support unduplicated students matriculation to higher education	<p>LCAP Goal 3: College and Career Readiness</p> <p>Actions/Services: Provide professional development and training for counselors and teachers (CTE course pathways, differentiated instruction, implementation of standards)</p>	\$3,871	\$3,871	\$3,871	Number of counselors and teachers who participated in targeted professional development opportunities Internal graduation and UC readiness rate for unduplicated pupils (pre-CALPADS certification)

Next Steps...

- Dec. 8, 2016- Board Meeting for first read
- Jan. 1, 2017- Preliminary Plan submitted to CA Dept of Education
- Jan. 19, 2017- Board Meeting for approval

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: December 2, 2016

BOARD MEETING DATE: January 19, 2017

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

SUBMITTED BY: Eric R. Dill
Interim Superintendent

SUBJECT: 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 include school goals, activities and expenditures for improving the academic performance of all students. 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.

*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.

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 programs. The SPSA must also describe how the site is utilizing these state and federal categorical funds to directly support these goals.

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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 within 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 multiyear 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 2017 through January 2018. In many cases, certain targets are implemented over multiple years.

RECOMMENDATION

It is recommended that the Board approve the individual school site's Single Plan for Student Achievement for the period of January 2017 through December 2017, 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

School: Canyon Crest Academy
District: San Dieguito Union High
School District
County-District School
(CDS) Code): 37-68346-0106328
Principal: Brett Killeen
Date of this revision: September 28, 2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Brett Killeen
Position: Principal
Telephone Number: 858 350 0253
Address: 5951 Village Center Loop Rd
San Diego, CA 92130
E-mail Address: brett.killeen@sduhsd.net

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

A. School Site Information Canyon Crest Academy

Vision Statement:

Canyon Crest Academy (CCA) is a learning community based on the values of shared responsibility and mutual respect among 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 Statement:

Canyon Crest Academy, a professional learning community, challenges and inspires students to discover their passions and pursue their goals throughout high school and beyond.

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

Canyon Crest Academy (CCA) is a comprehensive high school in its thirteenth 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 Advanced Placement (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 utilizing 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

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the art technology systems, i.e. wireless environments, fiber optics, school intra-net, document cameras, Chromebook carts, and digital projectors. 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.

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.

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.

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 Career Technical Education (CTE) structure.

In addition to these specialized programs, CCA also offers additional programs under the 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.

B. School and Student Performance Data

See Appendix A for multi-year student performance data tables

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

92% of students who took the CAASPP ELA assessment met or exceeded standards.

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80% of students who took the CAASPP Math assessments met or exceeded standards. Some students are still earning Ds and Fs and we need to establish goals and action steps to reduce these numbers.

91% of the AP exams taken earned a 3 or higher. As more students continue to take more rigorous courses and exams, including AP, we want to maintain our pass percentage.

Our Average Daily Attendance Percentage for 2015/2016 was: _____ Students need to be in school to be successful, so strategies will need to be developed to improve attendance for specific students who have attendance problems.

Though the Healthy Kids Survey was administered two years ago, the school is approximately 600 students larger now, and it's a different cohort of students. This year, we are administering the Healthy Kids Survey, and we will establish baseline goals.

Our suspension rate in the 2014/2015 year was: 1.0%, and our school had about 2,000 students at the time, meaning there were approximately 20 suspensions that school year. We will establish action steps this year, including developing capacity regarding restorative practices, to reduce the suspension rate.

We aim to have more students CSU/UC eligible, so an action step will be established to improve on our percentage of eligible students.

Though we have a 1 year Career Technical Education (CTE) requirement for graduation, we will create an action step related to developing career pathways.

Because the majority of our students met or exceeded standards in the CAASPP assessments and other assessments, our focus needs to be on those who did not meet standards, and any subgroup students who did not meet or exceed standards, including Special Education. There is a small group of students who did not meet or exceed standards in subgroups, though the subgroups may be too small numerically to qualify as a subgroup. As a result, we need to focus on capturing and supporting individual students who are not proficient.

Goals and Action Steps will address 3 main domains: 1. Student Achievement, Support, and Intervention, 2. Safety, School Connectedness, Balance, and Wellness, and 3. Instruction and Professional Development.

C. Involvement Process

Involvement Process:
How was the SSC and site leadership involved in development of the plan?
The School Site Council made recommendations that were then vetted by the Department Chairs, Cabinet Leaders, Administration, and the whole staff. All constituents know that it is a "living document," and when substantive changes are made, the SSC must approve those changes.

**D. Summary of Progress Made on Goals
Canyon Crest Academy**

School Goal 1 (Description of 2015-16 School Goal)

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.

LCAP Priority Area:

State Priority:

- 1- Basic Services
- 2- Implementation of State Standard
- 4- Pupil Achievement
- 7- Course Access

Targeted Pupil Subgroup(s):

All students

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

CAASPP results improved. On the English test there was an improvement of seven percentage points from 85 to 92 percent of students meeting or exceeding standards. On the math test there was an improvement of five percentage points from 75 to 80 percent of students meeting or exceeding standards. Advanced Placement pass rate improved from 88 to 91 percent of students who received a score of 3 or higher.

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

There was improvement on standardized test scores. As far as intervention strategies to support access for all students, adding extra support did not occur.

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

While the improvement in standardized scores did occur, the goal has not been met due to the fact that support classes were not implemented.

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

In 2016-17 support classes will be added to the master schedule to support general education students. A closer look at the intervention process will be a part of the SPSA moving forward.

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<p>School Goal 2 (Description of 2015-16 School Goal) 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.</p> <p>LCAP Priority Area: State Priority: 1- Basic Services 3- Parent Involvement 5- Pupil Engagement 6- School Climate</p> <p>Targeted Pupil Subgroup(s): All students</p>	
<p>A. Measurable Outcomes: List Specific data that was reviewed toward meeting this goal. Show growth/decline using data. Graduation rates remained consistent at 99% from 2014-15 to 2015-16. Average Daily Attendance was 96.7% in 2015-16.</p>	<p>B. Summary of Progress: Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data) School safety was maintained during the 2015-16 school year. In accordance with this goal school connectedness was a focus. There was a Field Day centered on student wellness and a "Wellness Week" to reinforce important concepts with students.</p>
<p>C. Relevance: Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D. The campus was safe and secure, but this part of the goal is ongoing. Wellness goals for our students are also ongoing.</p>	
<p>D. What changes, if any, will be made as a result of reviewing measurable outcomes? Based on the summary of progress, how will the actions/services change moving forward? Adjustments have been made to the Field Day activities and wellness week approach.</p>	

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School Goal 3 (Description of 2015-16 School Goal)

Align curriculum, develop instructional practices, and provide professional development to support the transition to California State 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.

LCAP Priority Area:

- LCAP state priorities
- 1: Basics
- 2: Implementation of State Standards
- 4: Pupil achievement
- 7: Course Access

Targeted Pupil Subgroup(s):

All students

A. Measurable Outcomes: List Specific data that was reviewed toward meeting this goal. Show growth/decline using data.
9 PLC meetings were provided to teachers for time to develop their instructional practices. Teachers were also provided professional development days to work with their department and/or course alike teachers within the district. Most departments were given two to five PD days over the course of the year. Two extra chromebook carts were added during the course of the 2015-16 school year.

B. Summary of Progress: Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data)
Implementing the new PLC process supported the transition to California State Standards, Next Generation Science Standards and 21st Century Learning skills. More work is needed in this area.

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

This goal has not been fully met. Will continue into 2016-17.

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

More time will be added for PLC meetings in 2016-17.

E. Planned Improvements in Student Performance

The School Site Council has analyzed the student performance data of all student groups and has considered the effectiveness of key elements of instructional programs. As a result, it has adopted the following school goals, related actions, and expenditures to increase outcomes for underperforming students.

<p>LCAP Goal: (paste aligned SDUHSD LCAP goal from SDUHSD 16-19 Board approved LCAP)</p> <p>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 subgroup including English Learners, low income pupils and pupils identified as special education.</p> <p>School Goal 1 (Description of 2016-17 measurable School Goal, aligned to WASC Action Plan goals)</p> <p>Improve student achievement, based upon grades and assessments, including CAASPP English/Language Arts and Math standardized tests, Advanced Placement exams, and course-alike formative assessments to determine which students may benefit from academic intervention strategies to improve proficiency.</p> <p>LCAP Priority Area:</p> <p>State Priority: 1- Basic Services 2- Implementation of State Standard 4- Pupil Achievement 7- Course Access</p> <p>Targeted Pupil Subgroup(s):</p> <p>All students</p>	
<p>Rationale: What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.</p> <p>Based upon the CAASPP results, the number of students who meet or exceed standards on this test is impressive, but every year there is need for improvement, and some students are not meeting or exceeding standards. We need to continue to develop systems to identify struggling students as early as possible to offer academic supports to enable them to be proficient.</p> <p>In terms of academic progress in classes, we want to continue to focus on and reduce the number of students who are receiving Ds and Fs in academic courses.</p> <p>At progress reporting periods, the D/F list has fluctuated between 10.31% and 12.04%.</p> <p>The quarterly D/F list has fluctuated between 5.35% and 7.39% (2015-2016 school year)</p>	<p>Growth Targets: Expected annual measurable outcomes.</p> <ol style="list-style-type: none"> 1. CAASPP English/Language Arts = 93% meet or exceed standards. 2. CAASPP Math = 82% meet or exceed standards. 3. CAASPP ELA Spec. Ed. = 80% meet or exceed standards. 4. CAASPP Math Spec. Ed. = 55% meet or exceed standards. 5. CAASPP RFEP will score at same percentage meeting or exceeding standards as all students. 6. Students on the D/F List = 5% or less 7. AP Pass Percentage = 92%

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

Continue to address struggling students and non-statistically significant subgroups for increased use and refinement of the intervention sequence. Include additional training and resources to design remediation. Develop and implement a schoolwide process for identifying and supporting struggling or disconnected students. Address the issue of free periods created when students drop a class-how can we better serve those students and encourage their success? Additional course offerings available for students who elect to drop courses-remediation and support opportunities available.

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

Using data, we will identify students who need academic support. Our Student Support Team (SST) is our mechanism for collaboratively determining what resources students may need to be successful. The team looks at interventions and tiers of support. Using LCAP funding, we have added support classes in literacy and math to help students who are struggling.

Actions/Tasks (describe specifically what will occur at the site to meet this goal)	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1. Identify students not realizing academic potential based upon test scores. Identify students not realizing academic potential based upon grades. Utilizing the SST process, and the CCA Intervention Sequence, identify academic and non-academic interventions to support these students. CCA Intervention Sequence: Level 1 (Classroom Support) Check if the student has IEP/504 Plan in in Aeries and ensure that you are providing the accommodations on the document. If you have questions about the accommodations, contact counselor (504) or case manager (IEP). Review student testing results/records (i.e. SBAC, CELDT, CST available from prior years) Check the Intervention Screen in Aeries to see any previous strategies implemented Review criteria on Student Profile Chart (below) to determine potential level of intervention Student-Teacher Individual Conference Teacher provides classroom intervention(s). Some examples: Provide support materials to student – templates, skeleton notes, copies of notes, etc. Seating change Pair with peer Check for understanding and prompt student Suggest/provide before or after school help/tutoring Allow for short breaks Progressive discipline/referrals Parent-Teacher contact (phone/email)	Admin., Counseling	Academic Intervention Sections, two per term, one for math (Math Support), and one for English (Academic Lit). Approximately \$60,000 in teacher salary. Extra hours for teachers to supervise tutoring for any student who needs it after school and other support for students = \$4,832 Total of 125 hours.	For students who are supported by the CCA Intervention Sequence, we will look at their grades and test scores to see if the intervention support was helpful.	Fall/Spring 2016-17 quarterly progress checks

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	<p>Document classroom interventions in Aeries</p> <p>Level 2 (Collaboration) Teacher consults with alpha-counselor, case manager (if student has IEP), and alpha-Assistant Principal Level changes implemented as needed Consult with Dept. Chair and collaborate with fellow teachers (SPED Dept. also has resources) Share and implement best practices and additional strategies Refer to school-sponsored tutoring, teacher office hours and/or Peer Advisory Club Suggest weekly progress report Parent-Student-Teacher conference Teacher assigns necessary discipline consequences (i.e. referral to AP, detention, Saturday School)</p> <p>Level 3 (Intervention- Meets Criteria of "Struggling Student") Multi/Inter-disciplinary teacher collaboration Implement strategies across all subjects Teacher continues to assign discipline consequences, as necessary Suggest remedial classes if necessary Parent-Counselor-Teacher-Student-Admin conference Place on Academic/Behavior/Attendance (SART) Contract</p> <p>Level 4 (Intensive Intervention- Meets Criteria of "At Risk Student"; prior strategies unsuccessful) Parent-Counselor-Teacher-Student-Admin conference SARB (Student Attendance Review Board) Refer to READI Assign contract violation consequences Post-suspension conference and/or Post-suspension IEP meeting (for SPED students) Refer student to Sunset/North Coast (process handled by the students alpha-counselor and AP) Consider referral to Student Study Team (SST) A 504 plan may be developed as a result of the SST team decision Assessment may be recommended, and if the student qualifies for special education, an IEP will be developed.</p>				
2.	<p>Identify and address the needs of the "middle learner," including placing some students in more challenging courses, such as honors or advanced placement. Middle Learners at CCA are students who are in the 2.0 - 2.75 GPA range.</p>	Admin., Counseling, Teachers	no cost	Test Data, Grades, Course enrollment data, AP exam results	Spring 2016-17 quarterly progress checks
3.	<p>Implement appropriate academic strategies to identify and encourage all students to meet A-G requirements for college eligibility and career readiness. Counselors meet with students to develop 4 year plans.</p>	Admin., Counseling, College & Career Counseling Staff,	\$2000.00 for Field Trips (Foundation funded) to local	A-G CSU/UC Eligibility Data	Ongoing

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	Counselors give presentations to students on A-G requirements and hold evening events for parents. College visits are coordinated. Counselors conduct transcript audits.	Teachers	campuses		
4.	Assess and evaluate the effectiveness of the academic intervention strategies being used.	Admin.	no cost	Student grades and test scores	Fall/Spring 2016-17 quarterly progress checks
5.	Provide professional development for staff to successfully implement uniform intervention strategies and California state curriculum through PLCs, Late Start Collaboration, conference training, and/or districtwide professional development.	Admin.	Dept., Site, District \$24,160 for PLC support	Struggling student grades and test scores improvement	monthly through regular Late Start meetings
Progress Monitoring Report (Mid-Year)			Date of progress update:		
Growth Targets: What indicators have been reviewed to assess progress to meet the annual goal? Summary of analysis.			Summary of progress: Describe how the strategy has or has not been effective in achieving the desired outcomes?		

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LCAP Goal: (paste aligned SDUHSD LCAP goal from SDUHSD 16-19 Board approved LCAP)

SDUHSD LCAP Goal#3: Increase the level of “school connectedness” and "sense of safety" of pupils, staff and parents.

School Goal 2 (Description of 2016-17 measurable School Goal, aligned to WASC Action Plan goals)

Develop and implement a comprehensive plan to ensure a safe, orderly, and secure learning environment for all students and staff with emphasis on staff and student connectedness to the school community, attendance, and graduation rates.

LCAP Priority Area:

State Priority:

- 1- Basic Services
- 3- Parent Involvement
- 5- Pupil Engagement
- 6- School Climate

Targeted Pupil Subgroup(s):

All students

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

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, including staff relations, within our school community by creating programs that address and monitor the social/emotional safety, attendance, and well-being of our student body while maintaining a secure learning environment for all shareholders. As our school grows, we need to ensure that our culture that is characterized by a safe, orderly, secure, and connected environment continues. Data included the Healthy Kids Survey and WASC Self-Study. Because our school is growing significantly, we will need to establish baseline growth targets after conducting the Healthy Kids Survey this year.

Growth Targets: Expected annual measurable outcomes.

- Healthy Kids Survey results will be analyzed, looking for improvement in areas related to wellness.
- Extra-curricular and Club participation rates
- ASB participation and programming
- PALs participation and programming
- Attendance Data ()
- Suspension / Expulsion Data ()
- Student and Staff Surveys

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

Develop a collegial relationship between parents / teachers / administration through a variety of communication avenues to promote positive relationships. Ensure for a secure campus.

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

Ensure for many forms of communication between students, staff, and community. Ensure for safety through infrastructure and training, such as drills. Ensure for wellness, balance, school connectedness via programming throughout the year. Emphasize the importance of attendance to perform well in school. Learn about and implement restorative practices to reduce suspensions and expulsions.

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Actions/Tasks (describe specifically what will occur at the site to meet this goal)		Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Continue to implement and develop programs and/or resources that promote student connectedness to the school community, including tours, principal coffees, and wellness programs.	Admin., PALs Coordinator, ASB Director, Wellness Committee	District allocation for teaching sections for PALs and ASB. Site funds	Surveys	ongoing
2.	Continue to provide a multi-tiered system of support targeted programs designed to meet the specific needs of CCA students (ex: Attendance, students facing academic pressure, mental health awareness, student transitions, etc.). Utilize addition of a social worker on campus to support these students.	Admin., Teachers, Social Worker, Counseling	District funded position for Social Worker	Healthy Kids Survey Attendance data	ongoing
3.	Develop, implement, and review site safety plan to ensure a secure learning environment for all students and staff. Utilize new staff resources, such as 2nd Campus Supervisor. Continue training and drills related to ensuring for a safe campus.	Admin.	District funded position for campus supervisor	Surveys	Ongoing, quarterly evacuation drills, annual review of CCA emergency plan
4.	Participate in Training for Restorative Practices Model. Restorative Practice is a means by which student behaviors are improved in a non-punitive manner.	Admin.	no cost	Reduction in suspension and expulsions	ongoing
5.	Implement strategies to encourage staff connectivity, such as weekly communications, Raven Roundtable, New Raven (Teachers) Lunches, and other networking opportunities.	Admin.	no cost	Staff Surveys	ongoing
Progress Monitoring Report (Mid-Year)		Date of progress update:			
Growth Targets: What indicators have been reviewed to assess progress to meet the annual goal? Summary of analysis.		Summary of progress: Describe how the strategy has or has not been effective in achieving the desired outcomes?			

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LCAP Goal: (paste aligned SDUHSD LCAP goal from SDUHSD 16-19 Board approved LCAP)

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.

School Goal 3 (Description of 2016-17 measurable School Goal, aligned to WASC Action Plan goals)

Align curriculum, develop instructional practices, and provide professional development to support the transition to California State 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.

LCAP Priority Area:

- LCAP state priorities
- 1: Basics
- 2: Implementation of State Standards
- 4: Pupil achievement
- 7: Course Access

Targeted Pupil Subgroup(s):

All students

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

The transition to Common Core and the assessments is still in progress. Additionally, the NGSS is new, and we are just beginning to transition to these science standards. In addition to a college-readiness culture, our students need to have a better understanding and awareness of career readiness. Early Assessment Program data shows that 69% are College Ready in English/Language Arts and 53% are College Ready in Math. EAP data is based upon students who "exceed the standard." Meeting the standard is "conditional" readiness.

Teachers consistently report a need for more time to professionally collaborate with one another regarding curriculum, instruction, and assessment.

The WASC Self-Study identified a few key areas of growth for this goal, which are noted below.

The percentage of students who are currently A-G CSU/UC eligible is 88.5%.

The Single Plan for Student Achievement

Growth Targets: Expected annual measurable outcomes.

1. There are 19 late start days incorporated into the work year calendar, along with 3 District/Site Professional Development Days. There are also funds set aside for District Departmental Collaboration in English, math, social studies, science, visual and performing arts, and world language to facilitate collaboration and articulation.
2. 72% EAP Readiness in E/LA
3. 56% EAP Readiness in Math
4. Teacher feedback via survey results that show an increase in experimentation with new instructional strategies.
5. A-G CSU/UC eligible percentage will increase to 90%.
6. Special Education students: 80% will meet or exceeded standards on the CAASPP ELA test, and 55% will meet or exceeded standards on the CAASPP Math.

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Updated for 2016-17: Focus on Special Education students. 76% met or exceeded standards on the CAASPP ELA test, and 53% met or exceeded standards on the CAASPP Math test.

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

Need additional training and resources to maintain a technologically rich learning environment - both instruction and facilities. Lack of funding inhibits the progression of technology in the classroom - how can we share resources more efficiently? Courses are in need of updated materials and texts that support our shift to common core standards. Improve connections / articulation with middle schools, especially in the areas of math, world language, and the arts.

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

Teachers will have time and resources to collaborate to ensure that students are proficient and college and career ready. Subject area teams, through PLCs, will evaluate and revise Essential Learning Outcomes and common assessments aligned with Common Core and 21st century Learning Skills.

Actions/Tasks (describe specifically what will occur at the site to meet this goal)		Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Provide release time and utilize Late Start PLC time to enable teachers to engage in professional development in all subject areas around: 1. Transition to Standards and appropriate instructional strategies 2. 21st century skills (collaboration, critical thinking, creativity, and communication) and appropriate instructional strategies 3. NGSS 4. College and Career Readiness (CCR) ‘Anchor’ Standards 5. Formative Assessments to Identify Students' Needs and Inform Instructional Practice	District & Site Admin.	District funded Achievement Funds	Student achievement will improve as per goal #1 in the SPSA.	Ongoing
2.	Continue to work closely with Prop AA Bond Committee to ensure adequate technological infrastructure to support instructional resource, in addition to updating replacement equipment using non-capitalized tech. equipment funds.	District and site admin.	\$34,800 in non- capitalized tech. equipment budget. Foundation budget to be determined for chromebooks and carts.	Number of devices	Ongoing
3.	Increase student access to Career Technical Education (CTE) courses, work/internship placements, and pathway opportunities. We hold elective fairs to promote our offerings, and new courses are sometimes part of a pilot. If there is sufficient interest, based upon student tallies, we may be able to offer the course in the master schedule. Perkins funds	Admin. / District CTE Leadership, Counseling	Perkins funding for 1 section of Engineering Pathway	Enrollment data in CTE	Ongoing

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	were used to support the investment and launching of Principles of Engineering.				
Progress Monitoring Report (Mid-Year)			Date of progress update:		
Growth Targets: What indicators have been reviewed to assess progress to meet the annual goal? Summary of analysis.			Summary of progress: Describe how the strategy has or has not been effective in achieving the desired outcomes?		

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D. School Site Council Membership Canyon Crest Academy

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




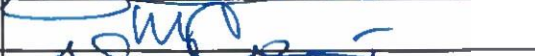








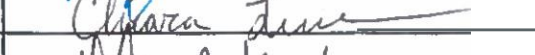
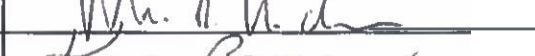
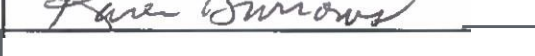
Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Brett Killeen	X				
Mark Caton				X	
Lance Clifner				X	
Glen Ragins				X	
Mary Christensen				X	
Sam Cummings		X			
Ed Gerstin		X			
Mark Van Over		X			
Chiara Luna		X			
Gretchen Schultz		X			
Karen Burrows			X		
Bernard Steinberger			X		
Melody Li					X
Julia Yang					X
Shawdi Sani					X
Rachel Fu					X
Numbers of members of each category	1	5	2	4	4

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).

Canyon Crest Academy Site Council

November 15, 2016

SPSA 2016-17

NAME	SIGNATURE
Alan Ragins	
Mary Christensen	
Sam Cummings	
Maxx Carter	
Gretchen Schultz	
Ed Gerstin	
Shawdi Sani	
Melody Li	
Rachel Fu	
Brett Killeen	
Bernard Steinberg	
Julia Yang	
Chiara Luna	
Mark Van Over	
Karen Burrows	

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**Form F. Budget 2016-17
Canyon Crest Academy**

State/Federal Categorical Program	Allocation
Site LCFF Supplemental Funding - Site Formative/Achievement Funds	\$24,160.00
Site LCFF Supplemental Funding - Site Tutoring Funds	\$4,832.00
Site LCFF Supplemental Funding – District Funded Sections (non-formula)	\$\$72,600.00
Title I Funds	\$0.00
Total	\$1,015,692.00

Appendix A. Student Performance Data

Section 1: Enrollment

Table 1.1 Site enrollment trends with subgroup breakdown

	2015-16		2014-15		2013-14		2012-13	
	#	%	#	%	#	%	#	%
Total enrollment	2,255	-	1,987	-	1,867	-	1,857	-
Number & Percent of English Learners	15	0.7%	22	1.1%	13	0.7%	33	1.8%
Number & Percent of Long Term English Learners	*	*%	*	*%	*	*%	*	*%
Number & Percent of Redesignated Fluent English Proficient students	208	9.2%	142	7.1%	91	4.9%	85	4.6%
Number & Percent of students who are Socio-Economically Disadvantaged	70	3.1%	72	3.6%	59	3.2%	55	2.9%
Number & Percent of Special Education students	160	7.1%	164	8.2%	166	8.9%	166	8.9%

Source:

Total enrollment, English Learner enrollment, Socio-Economically Disadvantaged enrollment, Special Education enrollment:

California Longitudinal Pupil Achievement Data System. Report. 1.1 Enrollment - Primary Status by Subgroup. (Fall 1)

Long Term English Lerner Enrollment, Redesignated Fluent English Proficient enrollment:

Aeries Student Information System data. Analytics dashboards: LTEL, RFEP (retrieved 8/23/16)

In order to protect student privacy, an asterisk () will be displayed instead of a number where 10 or fewer students are represented.

Section 2: Student Achievement Indicators**Table 2.1 Percent of students tested who scored in the Standard Met to Standard Exceeded range in ELA**

11 th grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
15-16	463	92	92	90	*	76	95
14-15	406	85	85	88	*	53	65

Source:

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

CAASPP Results (All Students)**English Language Arts/Literacy**

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	419	482	406	463	405	463	96.9	96.1
All Grades	419	482	406	463	405	463	96.9	96.1

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2683.8	2707.8	59	69	26	23	11	6	4	2
All Grades	N/A	N/A	59	69	26	23	11	6	4	2

Reading Demonstrating understanding of literary and non-fictional texts							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 11	61	70	34	27	5	3	
All Grades	61	70	34	27	5	3	

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	66	72	28	24	5	4
All Grades	66	72	28	24	5	4

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	40	53	52	45	7	2
All Grades	40	53	52	45	7	2

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	61	73	35	25	4	2
All Grades	61	73	35	25	4	2

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Data Source

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

III School and Student Performance Data**Table 2.2 Percent of students tested who scored in the Standard Met and Exceeded range in Math**

11 th grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
15-16	463	80	79	78	*	53	75
14-15	401	75	72	88	*	25	41

Source:

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

15-16 CAASPP Results (All Students)**Mathematics**

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	419	482	401	461	400	461	95.7	95.6
All Grades	419	482	401	461	400	461	95.7	95.6

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2696.4	2714.7	50	53	25	27	12	13	12	7
All Grades	N/A	N/A	50	53	25	27	12	13	12	7

Concepts & Procedures							
Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 11	65	69	23	23	12	8	
All Grades	65	69	23	23	12	8	

Problem Solving & Modeling/Data Analysis						
Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	50	50	36	41	14	8
All Grades	50	50	36	41	14	8

Communicating Reasoning						
Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	53	58	39	38	8	4
All Grades	53	58	39	38	8	4

Data Source

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

Section 3: School Climate Indicators

Table 3.1 Truancy rates

	2014-15	2013-14	2012-13	2011-12
Truancy rate	52.47%	54.55%	14.37%	11.9%

Source:

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

Table 3.2 Chronic absenteeism rates by subgroup

	All Students	English Learners	Socioeconomically disadvantaged	Special Education
15-16	4.1	*	*	10.6
14-15	4.9	0	*	12.2
13-14	4.9	0	*	10.3

Source:

Aeries Student Information System data. Analytics dashboards: Attendance% (retrieved 9/28/16)

In order to protect student privacy, an asterisk () will be displayed instead of a number where 10 or fewer students are represented.

Table 3.3 Discipline data

	2014-15	2013-14	2012-13	2011-12
Number of students suspended	20	15	15	14
Suspension rate	1.0%	0.8%	0.8%	0.7%
Number of students expelled	1	2	2	0
Expulsion rate	0.0%	0.1%	0.1%	0.0%

Source:

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

Table 3.4 Cohort dropout rate by subgroup

	2014-15	2013-14	2012-13	2011-12
All Students	0.0%	0.2%	0.4%	0.0%

Source:

CALPADS report 1.9 Completers and Dropouts - Count

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Table 3.5 Student connectedness survey results (CHKS or Site Climate Survey). Percent of students who disagree with target statements.

	*2015-16	**2014-2015	**2012-2013	**2010-2011
Feel safe at school	n/a	2	3.1	4.1
Adult who cares about me	n/a	4	5.8	27.4
Feel like part of my school.	n/a	8	8.1	10.2
Teachers at school treat students fairly	n/a	8	6.5	6.9
I do things at school that make a difference	n/a	18	16.9	53.0
<i>insert statements from internal survey:</i>				
<i>insert statements from internal survey:</i>				
<i>insert statements from internal survey:</i>				
<i>insert statements from internal survey:</i>				

Source:
*Site Climate Survey results
**CHKS results

Section 4: Progress Monitoring of English Learners

Table 4.1 English Learner enrollment

	English Learners (number & % of total enrollment)		Percent of ELs who are LTELs	Percent of ELs who qualify for Special Education
	Number	%		
15-16	15	0.7%	*	*
14-15	22	1.1%	*	*
13-14	13	0.7%	*	*

Source:

English Learner enrollment:

California Longitudinal Pupil Achievement Data System. Report. 1.1 Enrollment - Primary Status by Subgroup. (Fall 1)

Percent of ELs who are LTELs, Percent of ELs who qualify for Special Education:

Aeries Student Information System data.

In order to protect student privacy, an asterisk () will be displayed instead of a number where 10 or fewer students are represented.

California English Language Development (CELDT) Data

Table 4.2 CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
9	50	67	25	33	22	75	17	0			11			0	
10	29	60		71	40			0			0			0	
11		100	25		0	75		0			0			0	
12		0			0			0			0			0	
Total	38	75	20	54	20	70	8	0	10		5			0	

Data Source

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

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

Table 4.3 Percent of students who made progress learning English as measured by CELDT

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	13	20	10

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Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	13	20	10
Number Met	--	19	--
Percent Met	--	95.0%	--
NCLB Target	59.0	60.5	62.0%
Met Target	--	Yes	--

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	10	3	15	5	5	5
Number Met	--	--	14	--	--	--
Percent Met	--	--	93.3%	--	--	--
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	--	--	Yes	--	--	--

Source:

California Department of Education Data Reporting Office. 2014-15 Title III Accountability Reports Local Educational Agency (LEA) Level Data, School-level Data. Retrieved from <http://www.cde.ca.gov/ta/ac/t3/t3reports.asp>**Table 4.4 Percent of students who made progress learning English as measured by LAS Links Assessment (Fall to Spring administration comparison results)**

	2015-16	2014-15	2013-14	2012-13
Percent of students who attained proficiency	*	*	*	**
Percent of students who increased one proficiency	*	*	*	**

Source:

LAS Links Assessment results for those students who participated in both the fall and spring administration and received valid Overall scores.

**In order to protect student privacy, an asterisk (*) will be displayed instead of a number where 10 or fewer students are represented.

**LAS Links Assessment was not administered

Table 4.5 Reclassification Rate

	2015-16	2014-15	2013-14	2012-13
Number and percentage of students Redesignated Fluent English Proficient	15 (68.2%)	0 (0.0%)	8 (47.1%)	2 (33.3%)

Source:

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/>

Section 5: College and Career Readiness Indicators

Table 5.1 Early Assessment Program (EAP) ELA results by subgroup

	All Students			English Learners			Socioeconomically disadvantaged			Special Education		
	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready
15-16	69	23	8	*	*	*	65	30	5	52	24	24
14-15	59	26	15	*	*	*	24	41	35	22	31	47

Source:

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

In order to protect student privacy, an asterisk () will be displayed instead of a number where 10 or fewer students are represented.

Table 5.2 Early Assessment Program (EAP) math results by subgroup

	All Students			English Learners			Socioeconomically disadvantaged			Special Education		
	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready
15-16	53	27	20	*	*	*	50	25	25	24	29	47
14-15	50	25	25	*	*	*	12	29	59	14	11	75

Source:

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

In order to protect student privacy, an asterisk () will be displayed instead of a number where 10 or fewer students are represented.

Table 5.3 Advanced Placement Exam results

	2015-16	2014-15	2013-14	2012-13
Percent of exams with a score of 3+ (passing)	91%	87%	88%	87%
Number of tests taken	2,494	1,955	1,942	2,040
Number of testers	958	705	748	812
Average number of tests per student	2.6	2.8	2.6	2.5

Source:

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

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Table 5.4 College Entrance Exam results

		2015-16	2014-15	2013-14	2012-13
SAT	Number and Percent of Seniors tested	*	328/75%	384/81%	362/80%
	Mean Score : Critical Reading	624	611	627	619
	Mean Score : Math	640	626	647	626
	Mean Score: Writing	628	611	630	617
ACT	Number and Percent of Seniors tested	*	265/61%	276/58%	256/56%
	Average Score : English	28.8	28.3	29.2	27.5
	Average Score : Math	28.6	27.9	28.8	27.6
	Average Score: Reading	28.5	27.9	28.4	27.4
	Average Score: Science	27.7	26.9	27.5	26.1
	Average Score: Composite	28.5	27.9	28.6	27.3

Source:

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

Table 5.5 UC/CSU eligibility rates by subgroup

	All students	English Learner	Socioeconomically disadvantaged	Special Education
14-15	88.5 %	*	80.0 %	*
13-14	92.4 %	*	77.8 %	*
12-13	87.8 %	*	76.9 %	*

Source:

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

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

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Table 5.6 Cohort graduation rates by subgroup

	All students	English Learner	Socioeconomically disadvantaged	Special Education
14-15	99.3%	100%	100%	97.7%
13-14	99.8%	100%	100%	98.1%
12-13	99.3%	100%	100%	100%

Source:

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



The Single Plan for Student Achievement

School: Carmel Valley Middle School
District: San Dieguito Union High
School District
County-District School
(CDS) Code): 37-68346-6117352
Principal: Cara Dolnik
Date of this revision: 12/3/2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students.

For additional information on school programs and how you may become involved locally, 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

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

A. School Site Information 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 17th year of excellence in education. CVMS currently serves approximately 1,175 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 collaborate 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.

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

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 48% White, 35% Asian, 11% Hispanic or Latino, 0.4% Black or African American, 5% Two or More Races, and 0.3% 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 and intervention 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 class, sheltered history class, 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 Study Skills support elective, English Study Skills support elective, Math A and B Essentials classes, Bobcat Connections, Academic Power Hour, reteach opportunities through PAW and HIRE time, and online reteach using teacher developed lessons or videos or other teaching tools.

All students have access to English 7 and 8 Honors, and 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, a high school level course, 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) All Special Education teachers work with designated core subject teacher to provide support while collaborating and communicating expectations for students with a disability.
- 3) Offering Special Education courses (Fundamentals) in the areas of Math and ELA as well as Reading intervention programs to specific students in need.
- 4) A school psychologist and speech therapist provide Designated Instructional Services to students with special needs as specified in their IEP.
- 5) All teachers receive on-going training in strategies to assist special needs students.
- 6) Students with moderate to severe disabilities can enroll in our Transitional Alternative Program (TAP) which focuses on

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functional academics and life skills.

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 within 3rd or 4th period class 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 and Next Generation Science 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 transition to and thrive in middle school, 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, monthly Coffee with the Principal meetings, Parent Information Nights throughout the year, PTSA parent organization membership or board participation, 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.

B. School and Student Performance Data

See Appendix A for multi-year student performance data tables

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

In 2015-16, students scored well above the state and county averages in both ELA and Math. For 7th graders, 88% Met or Exceeded Standards in ELA and 87% Met or Exceeded Standards in Math. For 8th graders, 87% Met or Exceeded Standards in ELA and 80% Met or Exceeded Standards in Math. When looking more closely at scores from 7th graders in 2014-15 to 8th graders in 2015-16, 17.8% of students increased at least one Performance Level in ELA and 12.7% increased at least one Performance Level in Math. The analysis of subgroups shows that the scores for students with disabilities went down 1% in ELA, which indicates most students scored similar in both years but went up 3% in Math from one year to the next. The EL scores declined 18% in ELA and declined 5% in math. For our EL students, there were different students who tested from year to year. In 2014-15 on the CELDT test, 6% of 7th grade EL students scored Level 1 or 2 and 75% of 7th grade EL students scored Level 3 or 4. In 2015-16, 14% of 7th grade EL students scored Level 1 or 2 and 50% of 7th grade EL students scored Level 3 or 4. The difference in student proficiency level with more students scoring Level 1 or 2 in 2015-16 explains the decline in SBAC score with this subgroup. In contrast

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the Reclassified students increased by 2% in ELA and declined by 2% in Math, and overall scored a higher percentage than English Only students. For students scoring Exceeded or Met Standards from the overall scores in 2014-15 compared to 2015-16, scores increased by 3% for all students in ELA and 3% for all students in Math. Since CVMS is in declining enrollment due to the addition of a middle school in its boundary area, the demographics of the school has changed over the last two years. The 2016-17 SBAC scores and other performance data will serve as a baseline for the school moving forward with more consistent demographic and enrollment data. The data shows there was an overall increase in student performance from 2014-15 to 2015-16, which indicates the supports started in 2015-16 need to continue for continued improvement in 2016-17.

In analyzing additional data from CELDT tests for English Learner groups, 81.8% of students showed growth in their English Language Development scores, and 43.6% of students in EL instruction for less than 5 years attained English proficiency while 54.5% of students in EL instruction for 5 or more years attained English proficiency. Students who took the LAS Links Assessment also showed growth with 29% attaining proficiency and 35% increasing one proficiency from Fall to Spring administration comparison. In 2014-15, there were 10% of EL students redesignated as Fluent English Proficient while there were 26.9% in 2015-16, showing a significant increase in the number of students reclassified from one year to the next. Continuing the supports for English Learners in 2016-17 is a priority.

For students in Special Education, additional data from those receiving reading intervention shows all students receiving targeted intervention through Read 180, System 44 or Read Naturally programs in 2015-16 increased their lexile performance, some with significant gains. There is still a need for continued use of the reading intervention programs with students identified as scoring below grade level in reading.

School climate indicators showed positive data analysis. The overall attendance rate according to CBEDS data for 2015-16 at CVMS was 97.24%. The number of students suspended in 2015-16 was about 17, which is about 1.2% of the student population. Student survey data was not available for 2015-16, but the 2014-15 Healthy Kids Survey indicated 97% of students felt safe at school, and 93% felt there was an adult at school who cared about them. 90% of students felt like they were a part of the school as well. These are positive indicators of student connectedness. The goal for student connectedness will be to maintain students feeling of safety and well being, and to increase the percentage of students who feel like they are part of the school by 5%.

C. Involvement Process

Involvement Process:

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

During the 2015-16 school year, the SSC worked with the Principal to analyze current goals and to develop goals for the school based on perceived student needs for 2016-17 at meetings on April 8, 2016 and May 9, 2016. Input was also taken from the Department Chair leaders as to the overall goals as well as the action plan for each goal at meetings on March 7, 2016 and April 18, 2016.

**D. Summary of Progress Made on 2015-16 Goals
Carmel Valley Middle School**

School Goal 1 (Description of 2015-16 School Goal)

Increase teacher collaboration to continue implementation of state content standards, and increase 21st Century Learning Skills and student achievement.

LCAP Priority Area:

State Priority: 1: Basics 2: Implementation of State Standards, State Standards 4: Pupil Achievement 7: Course Access

Targeted Pupil Subgroup(s):

All Students

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

ELO's from each PLC group, common formative assessments and results, participation documentation from PLC groups, SBAC general results, PLC group survey results

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

Teachers increased collaboration time with use of the Late Start Days implemented in 2015-16 which allowed for 1.5 hours of collaboration time 16 times a year for 24 hours of collaboration time. PLC groups also took Release Days for collaborative work throughout the year. Groups attended district-wide professional development days throughout the year. PLC groups are now established on campus and they have created ELO's, common formative assessments, and a timeline for implementation for the current school year. All PLC groups kept notes of meetings in a designated electronic PLC folder to which administrators have access. Every staff member on campus is a part of a PLC including Math, English, Science, Social Science, World Languages, PE, and Electives. Administrators also walked around during PLC time to check in on groups and to support groups as needed. Survey results show teachers felt 100% of PLC groups developed ELO's, 70% of PLCs developed at least four common formative assessments and 89% administered at least one. 70% of PLC groups analyzed and discussed results of the common formative assessment while only 53% determined reteach/intervention strategies. 93% of teachers reported their PLC group met during Late Start Collaboration time, but only 40% reported taking at least one Release Day for collaboration. Overall, 82% of teachers reported their PLC group made progress in 2015-16. The district TOSA's for Educational Technology met with PLC groups to support technology use for instruction and assessment. The use of Chromebooks increased with the addition of 150 chromebooks for a total of 300 during the 2015-16 school year, making technology use for students in the classroom more accessible. Teachers review CAASPP data in their PLCs along with other data from in-class formative assessments. In 2015-16, 88% of 7th graders Met or Exceeded Standards in ELA and 87% Met or Exceeded Standards in Math. For 8th graders, 87% Met or Exceeded Standards in ELA and 80% Met or Exceeded Standards in Math.

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

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Yes, teacher collaboration increased and designated time was used to address implementation of state content standards and increase 21st Century Learning Skills and student achievement.

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

Teachers now have established PLC groups in each content area. For 2016-17, PLC groups will continue using the formative process to implement state content standards and assess student achievement. There will be additional technological resources on campus for student access which allows teachers to implement more use of technology in lessons.

School Goal 2 (Description of 2015-16 School Goal)

All students will achieve at or above grade level in ELA and math.

LCAP Priority Area:

State Priority 1:Basics, 2:Implementation of State Standards, 4: Pupil Performance, 7: Course Access

Targeted Pupil Subgroup(s):

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.

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

SBAC results in ELA and Math, Pupil Performance on teacher created SBAC practice tests, Assessments for students enrolled in identified intervention programs, CELDT data, reading intervention data, D/F Lists

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

In 2015-16, students scored above the state and county averages in both ELA and Math. For 7th graders, 88% Met or Exceeded Standards in ELA and 87% Met or Exceeded Standards in Math. For 8th graders, 87% Met or Exceeded Standards in ELA and 80% Met or Exceeded Standards in Math. When looking more closely at scores from 7th graders in 2014-15 to 8th graders in 2015-16, 17.8% of students increased at least one Performance Level in ELA and 12.7% increased at least one Performance Level in Math. The analysis of subgroups shows that the scores for students with disabilities went down 1% in ELA, which indicates most students scored similar in both years but went up 3% in Math from one year to the next. The EL scores declined 18% in ELA and declined 5% in math. For our EL students, there were different students who tested from year to year, and there were more students at level 1 and 2 in 2015-16 than in 2014-15 which would explain the decline. In contrast the Reclassified students increased by 2% in ELA and declined by 2% in Math, and overall scored a higher percentage than English Only students. In analyzing additional data from CELDT tests for English Learner groups, 81.8% of students showed growth in their English Language Development scores, and 43.6% of students in EL instruction for less than 5 years attained English proficiency while 54.5% of students in EL instruction for 5 or more years attained English proficiency. Students who took the LAS Links Assessment also showed growth with 29% attaining proficiency and 35% increasing one proficiency from Fall to Spring administration comparison. In 2014-15, there were 10% of EL students redesignated as Fluent English Proficient while there were 26.9% in 2015-16, showing a significant increase in the number of students reclassified from one year to the next. Continuing the supports for English Learners in 2016-17 is a priority. For students in Special Education, additional data from those receiving reading intervention shows all students receiving targeted intervention through Read 180, System 44 or Read Naturally programs in 2015-16 increased their lexile performance, some with significant gains. There is still a need for continued use of the reading intervention programs with students identified as scoring below grade level in reading. The D/F list was reviewed each grading period by counselors, administrators, and the I-Team. Counselors met with all students who had more than one D or F as indicated on their grade report. Counselors reached out to teachers and parents to discuss supports for specific students, and recommended interventions including Bobcat Connections, Math

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Skills class, Reading Intervention, Study Skills class, Academic Power Hour or specific subject tutoring by teachers. For students who continued with multiple D or F grades on subsequent lists, counselors referred students to the I-Team for further intervention determination. If students on the lists are EL or on an IEP, counselors worked with the EL Lead or case manager for supports.

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

Based on the evidence, the goal has not been met as "All students" did not achieve at or above grade level in ELA and mathematics.

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

In reviewing measurable outcomes, the first change will be to create a more realistic goal centered around student achievement. Next, the focus will remain on subgroups who are scoring below the school average including students in the EL program, students in special education programs, and students who are economically disadvantaged.

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School Goal 3 (Description of 2015-16 School Goal)

Increase the level of student connectedness and overall safety of pupils, staff, and parents.

LCAP Priority Area:

State Priorities 1: Basic, 3: Parent Involvement, 5: Pupil Engagement, and 6: School Climate

Targeted Pupil Subgroup(s):

All students

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

CA Healthy Kids Survey, Attendance data, Pupil Suspension rate, student participation in school activities, List of Parent involved activities

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

School climate indicators showed positive data analysis. The overall attendance rate according to CBEDS data for 2015-16 at CVMS was 97.24%. The number of students suspended in 2015-16 was about 17, which is about 1.2% of the student population. Student survey data was not available for 2015-16, but the 2014-15 Healthy Kids Survey indicated 97% of students felt safe at school, and 93% felt there was an adult at school who cared about them. 90% of students felt like they were a part of the school as well. These are positive indicators of student connectedness. The weekly schedule was changed to incorporate time each week for students to receive more academic support as well as to allow for time for students to participate in activities during the school day. This time, called PAW, allowed for students to participate in ASB activities such as Welcome Week, Red Ribbon Week, Act of Kindness Week, Spirit Week and the Talent Show without missing class time. There were 30 clubs on campus that met during lunch as well as Math League and Science Olympiad that offered opportunities for students to participate in extra-curricular activities. Through the local Boys & Girls Club, students also had an opportunity to participate in athletics with other students from CVMS. The number of Assembly Days decreased from 14 to 6 from 2013-14 to 2014-15, which allowed for strategic planning of each Assembly for students to make it more relevant. Academic Power Hour averaged 25 students per session with two teachers and multiple high school volunteer tutors. Counselors pushed in to classes to directly address students about topics such as career interest and inventory, high school preparedness, and planning for your future. The Safety committee which had representatives from the school community including an administrator, classified staff, certificated staff, and parents met bi-monthly to develop a comprehensive safety plan for the school. Teachers also used PAW time to review safety procedures with students and there were all school drills conducted for student safety. Working with the PTSA, there were monthly Parent Information Nights covering various topics including CyberSafety, Raising a Teenager in a Digital World, Book Club discussion, E-Cigarette Information, High School and Beyond, Screenagers movie, and Parent Information for incoming 7th graders. Some were well attended with 150-200 parents some were not with only 20-30 parents. There were multiple opportunities for parent volunteers from weekly opportunities in the office and at lunch to other school events such as Spirit Week, school dances, and promotion. Overall parents logged 2,132 hours of volunteer time

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through PTSA in the 2015-16 school year.

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

Yes, there was increased student connectedness through a change in the bell schedule and increased opportunities for students to participate.

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

In 2016-17, the school will have more strategically planned opportunities for students and parents to be connected, and data will be collected from the Healthy Kids Survey to gauge students' connectedness. Data will also be collected from a Parent Climate survey to gauge parent's attitudes toward school climate and outreach.

E. Planned Improvements in Student Performance

The School Site Council has analyzed the student performance data of all student groups and has considered the effectiveness of key elements of instructional programs. As a result, it has adopted the following school goals, related actions, and expenditures to increase outcomes for underperforming students.

LCAP Goal: (paste aligned SDUHSD LCAP goal from SDUHSD 16-19 Board approved LCAP)

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

School Goal 1 (Description of 2016-17 measurable School Goal, aligned to WASC Action Plan goals)

Continue teacher collaboration to implement state content standards, increase 21st Century Learning Skills and student learning.

LCAP Priority Area:

1, 2, 4, 7

Targeted Pupil Subgroup(s):

All students

<p>Rationale: What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.</p> <p>Teachers now have established PLC groups in each content area. For 2016-17, PLC groups will continue using the formative process to implement state content standards and assess student achievement. There will be additional technological resources on campus for student access which allows teachers to implement more use of technology in lessons. Survey results show teachers felt 100% of PLC groups developed ELO's, 70% of PLCs developed at least four common formative assessments and 89% administered at least one. 70% of PLC groups analyzed and discussed results of the common formative assessment while only 53% determined reteach/intervention strategies. 93% of teachers reported their PLC group met during Late Start Collaboration time, but only 40% reported taking at least one Release Day for collaboration. Overall, 82% of teachers reported their PLC group made progress in 2015-16.</p>	<p>Growth Targets: Expected annual measurable outcomes.</p> <p>On PLC Teacher Survey:</p> <ul style="list-style-type: none"> • 100% of PLCs develop at least four common formative assessments • 100% of PLCs administer at least four common formative assessments • 100% of PLCs analyze and discuss student learning based on the common formative assessments • 100% of teachers determine reteach/intervention strategies • 75% of teachers take at least one Release Day for collaboration • 100% of teachers report their PLC group make progress in 2016-17
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Strategy: (briefly describe the overall plan to address the identified need)

Administration will provide allotted time and supports for teachers to complete formative process cycle for all ELO's in the PLC groups. Teachers will be given release days as needed to collaborate as well, and support from PD opportunities and district support personnel will be used.

	Actions/Tasks (describe specifically what will occur at the site to meet this goal)	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Utilize the Professional Learning Community process with course alike groups. PLC groups meet during Late Start Collaboration Days and	a-f. Teachers, PLC groups	• Late Start Collaboration Time	• Site PLC teacher survey results	a-f. Ongoing g. October 2016, May

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	<p>release days as needed to:</p> <p>a. Evaluate alignment to state content standards, review and revise Essential Learning Outcomes. Groups use release days as needed to analyze student learning.</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. Administer common formative assessments to students on agreed upon timeline.</p> <p>e. Analyze and discuss student learning based on the common formative assessments.</p> <p>f. Determine intervention, re-teach, and enrichment opportunities for students and 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.</p>	<p>g. Principal, teachers</p>	<p>is no cost.</p> <ul style="list-style-type: none"> Release Days total cost up to \$8,000 - each teacher (32 total) in each PLC gets up to 2 release days (\$125 X 32 X 2). 	<ul style="list-style-type: none"> Development of ELO's, CFA's and timelines Participation documentation from on-going PLC meetings 	<p>2017</p>
<p>2.</p>	<p>Provide Professional Development opportunities on collaboration and implementation of state content standards and research based instructional practices.</p> <p>a. During staff meetings and Late Start days, provide Professional Development and support for PLC groups</p> <p>b. Utilize district TOSAs for on site PD related to state content standards implementation and assessment.</p>	<p>a. Administrators, teachers</p> <p>b. Administrators, district TOSAs</p>	<ul style="list-style-type: none"> Release Days for individual teacher costs about \$125 per person. Hourly cost per teacher is about \$35 per hour. 	<ul style="list-style-type: none"> Evidence of Professional Development implemented Survey from PLC groups on needs for PD Participation documentation from on-going PLC groups 	<p>Ongoing</p>
<p>Progress Monitoring Report (Mid-Year)</p>		<p>Date of progress update:</p>			
<p>Growth Targets: What indicators have been reviewed to assess progress to meet the annual goal? Summary of analysis.</p>		<p>Summary of progress: Describe how the strategy has or has not been effective in achieving the desired outcomes?</p>			

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LCAP Goal: (paste aligned SDUHSD LCAP goal from SDUHSD 16-19 Board approved LCAP)

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

Goal #2 All English Learner (EL) pupils will receive instruction and curriculum that includes designated and integrated English language development across all core content areas. Within five (5) years of instruction in SDUHSD, all English learner pupils will meet the criteria to be reclassified as Redesignated Fluent English Proficient (RFEP).

School Goal 2 (Description of 2016-17 measurable School Goal, aligned to WASC Action Plan goals)

To maintain current student achievement for all students and focus on increasing achievement in targeted subgroup areas.

LCAP Priority Area:

1, 2, 4, 7, 8

Targeted Pupil Subgroup(s):

Students scoring below grade level, specific subgroups include English Learners, students in Special Education, and students in intervention/essentials classes.

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

On CAASPP 2015-16:

7th graders

- 88% Met or Exceeded Standards in ELA
- 87% Met or Exceeded Standards in Math

8th graders

- 87% Met or Exceeded Standards in ELA
- 80% Met or Exceeded Standards in Math

Analysis showed with 7th graders in 2014-15 to 8th graders in 2015-16, 17.8% of students increased at least one Performance Level in ELA and 12.7% increased at least one Performance Level in Math.

Subgroup data:

EL students:

- 7th graders who Met or Exceeded Standard in ELA is 25%
- 8th graders who Met or Exceeded Standard in ELA is 32%
- 7th graders who Met or Exceeded Standard in Math is 67%
- 8th graders who Met or Exceeded Standard in Math is 59%

Students in Special Education:

- 7th graders who Met or Exceeded Standard in ELA is 47%

Growth Targets: Expected annual measurable outcomes.

CAASPP data:

7th graders

- 88% Meet or Exceed Standards in ELA
- 87% Meet or Exceed Standards in Math

8th graders

- 87% Meet or Exceed Standards in ELA
- 80% Meet or Exceed Standards in Math

Subgroup data - goal is to increase by 5% in each:

EL students:

- 7th graders who Meet or Exceed Standard in ELA to 30%
- 8th graders who Meet or Exceed Standard in ELA to 37%
- 7th graders who Meet or Exceed Standard in Math to 72%
- 8th graders who Meet or Exceed Standard in Math to 64%

Students in Special Education:

- 7th graders who Meet or Exceed Standard in ELA is 52%
- 8th graders who Meet or Exceed Standard in ELA is 44%
- 7th graders who Meet or Exceed Standard in Math is 46%
- 8th graders who Meet or Exceed Standard in Math is 35%

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- 8th graders who Met or Exceeded Standard in ELA is 39%
- 7th graders who Met or Exceeded Standard in Math is 41%
- 8th graders who Met or Exceeded Standard in Math is 30%

Socioeconomically disadvantaged students:

- 7th graders who Met or Exceeded Standard in ELA is 51%
- 8th graders who Met or Exceeded Standard in ELA is 61%
- 7th graders who Met or Exceeded Standard in Math is 50%
- 8th graders who Met or Exceeded Standard in Math is 56%

Socioeconomically disadvantaged students:

- 7th graders who Met or Exceeded Standard in ELA is 56%
- 8th graders who Met or Exceeded Standard in ELA is 66%
- 7th graders who Met or Exceeded Standard in Math is 55%
- 8th graders who Met or Exceeded Standard in Math is 61%

The analysis of subgroups shows that the scores for students with disabilities went down 1% in ELA, which indicates most students scored similar in both years but went up 3% in Math from one year to the next. The EL scores declined 18% in ELA and declined 5% in math. For our EL students, there were different students who tested from year to year, and there were more students at level 1 and 2 in 2015-16 than in 2014-15 which would explain the decline. In contrast the Reclassified students increased by 2% in ELA and declined by 2% in Math, and overall scored a higher percentage than English Only students.

In analyzing additional data from CELDT tests for English Learner groups, 81.8% of students showed growth in their English Language Development scores, and 43.6% of students in EL instruction for less than 5 years attained English proficiency while 54.5% of students in EL instruction for 5 or more years attained English proficiency. Students who took the LAS Links Assessment also showed growth with 29% attaining proficiency and 35% increasing one proficiency from Fall to Spring administration comparison. In 2014-15, there were 10% of EL students redesignated as Fluent English Proficient while there were 26.9% in 2015-16, showing a significant increase in the number of students reclassified from one year to the next.

There is a significant gap in all subgroups from the overall student population. Supports for each of these groups needs to continue to increase student achievement and decrease the achievement gap.

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

	Actions/Tasks (describe specifically what will occur at the site to meet this goal)	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Use SBAC assessment results in ELA and math to identify areas to revise or supplement curriculum. a. Utilize late start collaboration time and provide release days for teacher	a. Administrators, Teachers b. Teachers	extra hours for teachers @ 15 teachers for 6 hours =	SBAC results 2017	a. October 2016 b. Identify by October 2016, add/revise

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	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.		\$4000		ongoing
2.	Develop and maintain a system to track effectiveness of interventions for students performing below grade level. a. iTeam (Counselors, Administrator, School Psychologist, Special Ed Dept Chair, Social Worker) meet weekly to review student data including grades, assessment results, teacher reports, attendance, and parent input to determine general education interventions and level of support needed. b. Use established criteria with counselors to identify students who could benefit from Study Skills (general education) classes - grade in Math and/or English, MDTP entrance test, SBAC score from 6th grade, parent or teacher reports, SRI lexile scores, I-Team recommendation. 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 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.	a. iTeam members, Assistant Principal b. Counselors c. Counselors d. Counselors, teachers e. Counselors, teachers f. iTeam members, Assistant Principal, counselors	.4 FTE Study Skills teachers	<ul style="list-style-type: none"> D/F list comparisons throughout year SBAC MDTP entrance tests Progress of students in Study Skills, grades & assessments Intervention records 	Ongoing
3.	Support implementation of ELD standards to support EL students in ELA and math classes. a. EL Lead will collaborate with specific teachers of EL students to support implementation of standards in ELA and math curriculum. b. EL Lead will meet with administrators and counselors twice a year to review student progress on district EL monitoring documents. Progress will be shared with department chairs or teacher leaders. c. EL Lead meets quarterly with site EL team to support EL students in Sheltered classes and across other core areas. d. EL Lead meets with students to review Reclassification criteria and academic progress.	a. EL Coordinator, teachers b. EL Coordinator, administrators c. EL Coordinator, Sheltered subject area teachers	.2 ELD Lead Teacher FTE	<ul style="list-style-type: none"> Student CELDT scores Assessments given within EL classes Student performance data including grades, assessments, and SBAC scores District EL monitoring documents 	a. September 2016 b. September 2016, May 2016 c. Ongoing
4.	For students with disabilities, increase access to general ed curriculum while implementing targeted specific support for students. a. Continue Reading Intervention programs for students scoring below grade level lexile with Read 180, System 44 and Read Naturally in Academic Support classes, English Fundamental classes, and TAP Reading Intervention class. Special Education teachers will continue	a. Special Education teachers, District Reading Intervention Coordinator	No cost	<ul style="list-style-type: none"> SRI scores Student progress in Essentials classes including assessments on ALEKS program 	Ongoing

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	<p>training and support for these programs to implement in their classes. b. All Special Education teachers work with designated core subject teacher to provide support while collaborating and communicating expectations for students with a disability. c. Continue Team Taught Int Math A Essentials and Int Math B Essentials courses to support students below grade level in math.</p>				
<p>Progress Monitoring Report (Mid-Year)</p>		<p>Date of progress update:</p>			
<p>Growth Targets: What indicators have been reviewed to assess progress to meet the annual goal? Summary of analysis.</p>		<p>Summary of progress: Describe how the strategy has or has not been effective in achieving the desired outcomes?</p>			

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<p>LCAP Goal: (paste aligned SDUHSD LCAP goal from SDUHSD 16-19 Board approved LCAP)</p> <p>Goal #4 Increase the level of “school connectedness” and "sense of safety" of pupils, staff and parents.</p> <p>School Goal 3 (Description of 2016-17 measurable School Goal, aligned to WASC Action Plan goals)</p> <p>Increase the level of student connectedness and overall safety of pupils, staff and parents.</p> <p>LCAP Priority Area:</p> <p>3, 4, 5, 7, 8</p> <p>Targeted Pupil Subgroup(s):</p> <p>All students</p>	
<p>Rationale: What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.</p> <p>Student survey data was not available for 2015-16, but the 2014-15 Healthy Kids Survey indicated 97% of students felt safe at school, and 93% felt there was an adult at school who cared about them. 90% of students felt like they were a part of the school as well. These are positive indicators of student connectedness.</p>	<p>Growth Targets: Expected annual measurable outcomes.</p> <p>The goal for student connectedness will be to maintain students feeling of safety and well being, and to increase the percentage of students who feel like they are part of the school by 5% on the Healthy Kids Survey. Data will be collected through parent survey to create a baseline for perceived parent connectedness to school.</p>
<p>Strategy: (briefly describe the overall plan to address the identified need)</p> <p>Focus on student opportunities for participation in school related activities both in and out of the classroom. Establish a baseline through student and parent surveys for longitudinal comparison of perceived opinion of student and parent connectedness.</p>	

	Actions/Tasks (describe specifically what will occur at the site to meet this goal)	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	<p>Continue programs and implement more 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. Utilize 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. Offer a variety of student-led clubs to encourage students to get involved in at least one activity on campus.</p> <p>d. Administrators collaborate with counselors and ASB advisor to conduct assemblies based on student needs and safety such as Bully Prevention, Anti-drug & alcohol, Cybersafety, Career Fair 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. Administrators, counselors, ASB advisor</p> <p>b. Teachers, Administrators</p> <p>c. Teachers as Club Advisers</p> <p>d. Administrators, counselors, ASB advisor</p>	<p>e. Tutoring needs are \$46.00 per teacher hour @ 32 weeks - \$5888 total. Site Tutoring Achievement support funds from district will fund part and site budget will fund the remaining amount.</p>	<ul style="list-style-type: none"> • Participation in student activities, number of activities • Data on number of clubs and extra curricular activities offered for students • Survey on student participation in clubs • Participation in Academic Power 	<p>a. August 2016</p> <p>b - c Ongoing</p> <p>d. August/September 2016</p> <p>e. Ongoing</p>

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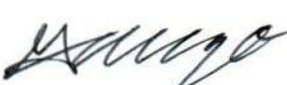

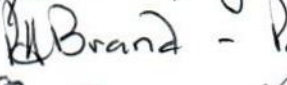




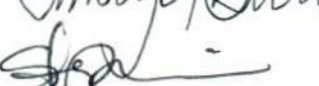
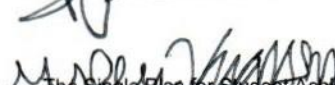

	f. Begin to connect students to school through early college and career readiness inventories through Naviance and six year school plans.			Hour	
2.	Review safety plan with staff, students and parents and provide appropriate communication and support regarding school safety procedures. a. Review safety plan with safety committee quarterly and send updates during year to all staff through email and staff meetings. b. Use PAW time to review safety plan with students. c. Share safety plan with parents through website, and discuss plan as part of Coffee with the Principal series.	a. Administrators, Safety Committee b. Teachers, Administrators c. Administrators	None	<ul style="list-style-type: none"> Participation in Safety Drills throughout year Feedback from Safety Committee 	Ongoing
3.	Increase Parent Participation through support programs and volunteer opportunities. 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. b. Encourage parents to volunteer for school activities including Parent Orientation, dances, movie nights, Spirit Week activities, Science Olympiad and Math League, and other opportunities throughout the year.	a. Administrators b. Administrators	b. None	<ul style="list-style-type: none"> Number of Parent Information Nights Attendance at Parent Information Nights Number of Parent Volunteers 	Ongoing
Progress Monitoring Report (Mid-Year)			Date of progress update:		
Growth Targets: What indicators have been reviewed to assess progress to meet the annual goal? Summary of analysis.			Summary of progress: Describe how the strategy has or has not been effective in achieving the desired outcomes?		



D. 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	X				
Renee Cody		X			
Lori Meyer		X			
Kim Bullock		X			
Scott Dreschel		X			
Pamela Brand			X		
Ryan Clairmont					X
Bailey Grennan					X
Molly Umansky					X
Jake Noble					X
Stephen Applebaum				X	
Kyle Peng				X	
Gloria Limas An				X	
Cindy Burns				X	
Numbers of members of each category	1	4	1	4	4

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).

 - Gina Marzo
 - Lori Meyer
 - Pamela Brand
 - Kyle Peng
 - Stephen Applebaum
 - Kim Bullock
 - Cindy Burns
 - Stephanie Kowack
 - Molly Umansky
 - Jake Noble

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**Form F. Budget 2016-17
Carmel Valley Middle School**

State/Federal Categorical Program	Allocation
Site LCFF Supplemental Funding - Site Formative/Achievement Funds	\$11,750.00
Site LCFF Supplemental Funding - Site Tutoring Funds	\$2,350.00
Site LCFF Supplemental Funding – District Funded Sections (non-formula)	\$96,000.00
Title I Funds	\$0.00
Total	\$110,100.00

Appendix A. Student Performance Data

Section 1: Enrollment

Table 1.1 Site enrollment trends with subgroup breakdown

	2015-16		2014-15		2013-14		2012-13	
	#	%	#	%	#	%	#	%
Total enrollment	1,361	-	1,535	-	1,520	-	1,499	-
Number & Percent of English Learners	71	5.2%	78	5.1%	59	3.9%	47	3.1%
Number & Percent of Long Term English Learners	*	*%	16	1.0%	11	0.7%	11	0.7%
Number & Percent of Redesignated Fluent English Proficient students	196	14.4%	229	15.0%	188	12.4%	120	8.0%
Number & Percent of students who are Socio-Economically Disadvantaged	70	5.1%	76	4.9%	50	3.3%	71	4.7%
Number & Percent of Special Education students	112	8.2%	118	7.7%	112	7.4%	129	8.6%

Source:

Total enrollment, English Learner enrollment, Socio-Economically Disadvantaged enrollment, Special Education enrollment:

California Longitudinal Pupil Achievement Data System. Report. 1.1 Enrollment - Primary Status by Subgroup. (Fall 1)

Long Term English Lerner Enrollment, Redesignated Fluent English Proficient enrollment:

Aeries Student Information System data. Analytics dashboards: LTEL, RFEP (retrieved 8/23/16)

In order to protect student privacy, an asterisk () will be displayed instead of a number where 10 or fewer students are represented.

Section 2: Student Achievement Indicators

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

8 th grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
15-16	781	84%	84%	88%	32%	39%	61%
14-15	783	83%	83%	89%	50%	50%	57%
7 th grade							
15-16	580	88%	91%	92%	25%	47%	51%
14-15	731	83%	81%	88%	44%	37%	60%

Source:

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

CAASPP Results (All Students)**English Language Arts/Literacy**

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	748	590	731	580	721	577	97.7	98.3
Grade 8	805	796	783	781	779	779	97.3	98.1
All Grades	1553	1386	1514	1361	1500	1356	97.5	98.2

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	2627.4	2645.5	44	55	38	33	11	7	6	5
Grade 8	2643.7	2648.4	41	49	41	35	13	11	4	6
All Grades	N/A	N/A	43	51	39	34	12	9	5	6

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	50	60	40	33	9	7
Grade 8	54	58	38	32	8	10
All Grades	52	59	39	32	9	9

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	62	68	32	28	5	4
Grade 8	60	64	35	29	5	7
All Grades	61	66	34	29	5	6

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	29	39	64	59	7	2
Grade 8	35	37	60	59	6	4
All Grades	32	38	62	59	6	3

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Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	56	64	39	33	6	3
Grade 8	51	53	44	40	6	6
All Grades	53	58	41	37	6	5

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

III School and Student Performance Data

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

8 th grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
15-16	779	80%	78%	84%	59%	30%	56%
14-15	782	80%	75%	90%	70%	38%	56%
7 th grade							
15-16	579	87%	85%	88%	67%	41%	50%
14-15	734	80%	78%	87%	64%	30%	51%

Source:

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

CAASPP Results (All Students)**Mathematics**

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	748	590	734	579	727	575	98.1	98.1
Grade 8	805	796	782	776	777	774	97.1	97.5
All Grades	1553	1386	1516	1355	1504	1349	97.6	97.8

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	2641.9	2664.3	58	67	22	20	12	9	7	4
Grade 8	2667.8	2674.8	58	64	22	16	13	11	7	9
All Grades	N/A	N/A	58	65	22	18	13	10	7	7

Concepts & Procedures Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 7	69	75	20	18	10	7	
Grade 8	67	69	23	20	10	11	
All Grades	68	72	22	19	10	9	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	58	69	33	25	9	6
Grade 8	59	61	34	32	6	7
All Grades	59	65	33	29	8	7

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	57	70	39	27	4	3
Grade 8	52	61	41	32	7	7
All Grades	55	65	40	30	6	5

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Data Source

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

Section 3: School Climate Indicators

Table 3.1 Truancy rates

	2014-15	2013-14	2012-13	2011-12
Truancy rate	28.88%	24.86%	0.26%	0.7%

Source:

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

Table 3.2 Chronic absenteeism rates by subgroup

	All Students	English Learners	Socioeconomically disadvantaged	Special Education
15-16	3.0%	11.0%	7.8%	5.3%
14-15	2.6%	13.7%	8.9%	3.6%
13-14	3.6%	0.0%	9.0%	4.5%

Source:

Aeries Student Information System data. Analytics dashboards: Attendance% (retrieved 10/11/2016)

Table 3.3 Discipline data

	2014-15	2013-14	2012-13	2011-12
Number of students suspended	23	29	29	38
Suspension rate	1.5%	1.8%	1.9%	2.5%
Number of students expelled	0	0	0	0
Expulsion rate	0.00%	0.0%	0.0%	0.0%

Source:

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

Table 3.4 Cohort dropout rate by subgroup

	2014-15	2013-14	2012-13	2011-12
All Students	0%	0%	0%	0%

Source:

CALPADS report 1.9 Completers and Dropouts - Count

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Table 3.5 Student connectedness survey results (CHKS or Site Climate Survey). Percent of students who disagree with target statements.

	*2015-16	**2014-2015	**2012-2013	**2010-2011
Feel safe at school	n/a	3.3	6.5	n/a
Adult who cares about me	n/a	7.1	7.3	5.1
Feel like part of my school.	n/a	10.4	8.2	7.6
Teachers at school treat students fairly	n/a	14	9.5	11.8
I do things at school that make a difference	n/a	17.8	16.3	n/a
<i>insert statements from internal survey:</i>				
<i>insert statements from internal survey:</i>				
<i>insert statements from internal survey:</i>				
<i>insert statements from internal survey:</i>				

Source:
*Site Climate Survey results
**CHKS results

Section 4: Progress Monitoring of English Learners

Table 4.1 English Learner enrollment

	English Learners (number & % of total enrollment)		Percent of ELs who are LTELs	Percent of ELs who qualify for Special Education
15-16	71	5.2%	15.5%	12.7%
14-15	78	5.1%	19.2%	8.9%
13-14	59	3.9%	18.6%	10.2%

Source:

English Learner enrollment:

California Longitudinal Pupil Achievement Data System. Report. 1.1 Enrollment - Primary Status by Subgroup. (Fall 1)

Percent of ELs who are LTELs, Percent of ELs who qualify for Special Education:

Aeries Student Information System data.

California English Language Development (CELDT) Data

Table 4. 2 2014-15 CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
7	50	19	36	33	44	21	17	31	29		0	7		6	7
8	27	31	33	53	62	43	20	0	7		7	13		0	3
Total	39	27	34	42	56	36	18	11	14		4	11		2	5

Data Source

California Department of Education Data Reporting Office. California English Language Development Test (CELDT).

Retrieved from <http://dq.cde.ca.gov/dataquest/>

Table 4.3 Percent of students who made progress learning English as measured by CELDT

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	33	45	44
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	33	45	44
Number Met	31	42	36
Percent Met	93.9%	93.3%	81.8%
NCLB Target	59.0	60.5	62.0%

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Met Target	Yes	Yes	Yes
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AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	42	8	56	11	55	11
Number Met	20	--	30	7	24	6
Percent Met	47.6%	--	53.6%	63.6%	43.6%	54.5%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	--	Yes	Yes	Yes	Yes

Source:

California Department of Education Data Reporting Office. 2014-15 Title III Accountability Reports Local Educational Agency (LEA) Level Data, School-level Data. Retrieved from <http://www.cde.ca.gov/ta/ac/t3/t3reports.asp>

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Table 4.4 Percent of students who made progress learning English as measured by LAS Links Assessment (Fall to Spring administration comparison results)

	2015-16	2014-15	2013-14	2012-13
Percent of students who attained proficiency	29%	*	*	**
Percent of students who increased one proficiency	35%	*	*	**

Source:

LAS Links Assessment results for those students who participated in both the fall and spring administration and received valid scores.

In order to protect student privacy, an asterisk () will be displayed instead of a number where 10 or fewer students are represented.

**LAS Links Assessment was not administered

Table 4.5 Reclassification Rate

	2015-16	2014-15	2013-14	2012-13
Number and percentage of students Redesignated Fluent English Proficient	21 (26.9%)	6 (10.0%)	10 (17.2%)	14 (20.0%)

Source:

California Department of Education Data Reporting Office. Number and Percent of Students Redesignated to FEP.

Retrieved from <http://dq.cde.ca.gov/dataquest/>



The Single Plan for Student Achievement

School: Diegueño Middle School
District: San Dieguito Union High
School District
County-District School
(CDS) Code): 37-68346-610479
Principal: Jeff Copeland
Date of this revision: 9/27/16

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Jeff Copeland
Position: Principal
Telephone Number: (760) 944-1892, ext. 6641
Address: 2150 Village Park Way
Encinitas, CA 92024
E-mail Address: jeffrey.copeland@sduhsd.net

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

A. School Site Information 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, all 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.

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

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 and student-centered learning environment, as well as exposure to 21st Century technological skills. At Diegueño Middle School, we inspire, engage and provide students choice and flexibility through servicing nearly 400 students during zero period.

Our English Language Arts teachers work collaboratively as our curriculum transitions to meet the requirements of the California 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 an array of group-work assignments, which often include a student-directed culminating task that utilizes technology and requires creativity and cooperation. Teachers also include regular formative assessments to determine student understanding and to determine which students may need additional instruction in order to master the standard(s) being taught.

Our Math department continues its multi-year transition to the California State Standards, having fully implemented them last 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. Our math classes are collaborative and student-centered with an expectation towards high-quality work. 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 will continue throughout this current school year (2016-17) for each of our math teachers.

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 formative and summative assessments, coupled with re-

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teaching strategies to meet the needs of our students who have not yet mastered understanding of the standards, are utilized to ensure equitable learning for all students.

As our Science Department continues its transition to the Next Generation Science Standards (NGSS), our teachers regularly incorporate critical-thinking opportunities into the topics, activities, readings, labs and experiments in which students engage. Students are being taught to read informational text critically, draw conclusions and give evidence to support their hypothesis. Science students are exposed to graphs, charts, images and asked to identify the patterns found in the data. Our science teachers continue to design lesson plans around the 5-E Model (engage, explore, explain, elaborate & evaluate).

The science department attended district in-service sessions on California State Standards in 2014-15 and 2015-16, and this school year, they will continue to work collaboratively on creating California State Standard 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 and then determine which students may need to be re-taught certain concepts.

Our school site continues to work to improve in ensuring that we are providing our special-education students with the appropriate services and accommodations. Last school year, the Special Education department created a survey in which our general-education teachers had an opportunity to share their concerns, comments and ideas about how our special-education students are being served in the general-education environment. At our August 2016 staff in-service, our Special Education teachers reviewed the results with the staff and communicated a plan as to how best address their concerns and to most appropriately serve our students.

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 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 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 (four days/week) to regularly connect with students and assist students who are missing classwork, who need to make up an assessment, or who are scoring below proficient on assessments or who are not demonstrating mastery of the standards. Staff members continually discuss ideas as to how to most efficiently and appropriately serve students during CAT as well as how to make stronger connections and inspire students, in general. 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).

During this school year, we will be focusing on creating student autonomy in and outside of the classroom as well as creating a sense of belonging in each of our students. The ultimate goal is for each of our students to become a more engaged member of our student body; this includes both academic and social-emotional engagement. Of course, a more engaged student is likely a more successful, content and positive student. Our plan this year includes implementing the "Hope Survey," which should offer us specific data as to what areas our students may need assistance in feeling more secure, welcome and a viable and integral part of our school community.

School accountability and student resources are available on Diegueño'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. Students, parents and community can sign up for our weekly "E-Option." Additionally, important information and reminders about Diegueño and our upcoming events can be found on our Facebook and Twitter pages. During the 2016-17 school year, we will be focusing on regularly communicating information/reminders to our school community through our Remind 101 accounts; we will be actively working to encourage all staff, students and parents to join.

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

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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. This current school year, we will be focusing on increasing educational opportunities for our parents to receive information regarding how to best meet the social-emotional, intellectual and physical needs of their middle-school child. We will be partnering with Oakcrest Middle School in order to reach as many of our parents as possible.

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 positive character into the students' 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. Last school year, we updated our "Child Find" process so that we can more efficiently and effectively "catch" students who need additional academic and/or social-emotional support. We also use the main tentacles of a program called "Character Counts," which allows us to recognize students doing the right thing, and reward them for appropriate choices.

Our vision is driven by the importance of student and staff connectedness, continual improvement, and celebrating diversity. We gather information from multiple sources, such as the Healthy Kids Survey (every-other school year) and the Hope Survey (annually), to help us make educated, data-driven decisions on policy and procedures. Last year, we also developed a campus-wide Wellness Committee, comprised of certificated and classified staff, students and parents. This committee has been assigned the task of creating continuous school-wide wellness opportunities and activities for students and staff that will increase student/staff connectedness and school spirit, while also addressing a variety of wellness issues/concerns that are specific towards the needs of our site. This committee, armed with the results of our Hope Survey, will work closely with our staff, students and parents in order to create an even higher level of engagement and acceptance on our campus.

B. School and Student Performance Data

See Appendix A for multi-year student performance data tables

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

All of our current goals should have some baseline data here. Can be redundant to what is the rationale for our goals--transfer this info. Put in some brag points. What also, as evidenced by data we looked at, are areas where DNO is succeeding.

We considered multiple measures when looking at student achievement, in particular: SBAC results, the D/F list, and work done in our site's Professional Learning Communities (PLCs). Diegueno students did show improved performance on the SBAC assessments from spring 2015 to spring 2016. There is still room for improvement on this assessment. For example, the 2015-16 SBAC results revealed that 24% of all students either nearly met or did not meet the standard in ELA. While we aim to improve learning for all students, we are also focusing on the achievement gap between the performance of ALL students, and the performance of students in our significant subgroups. For example, 68% of all students meet or exceeded the standard in math; however, only approximately 47% of our RFEP met or exceeded the standard in math, and only approximately 33% of our students with disabilities met or exceeded the standard in math. The 2015-16 SBAC results revealed that only 43% of our low-income 8th grade students either met or exceeded the standard in

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ELA. Not all students are earning passing grades in all of their classes. Approximately 14% of our student body were included on the D/F list that was generated in October 2016. Teachers at Diegueno work in course-alike groups and have determined common Essential Learning Outcomes and have developed Common Formative Assessments tied to those. However, none of the 13 site PLC teams developed measurable, agreed-upon goals to provide big-picture guidance for their work for the 2015-16 school year.

Diegueno's second goal for the 2016-17 school year is to increase the level of "school connectedness" and "sense of safety" of pupils, staff and parents. Examination of data from the CA Healthy Kids Survey, truancy rates, expulsion rates, and chronic absenteeism rates pointed to the need for this goal.

Our third goal seeks to address the needs of our English Language Learners (EL) and our students who have been Reclassified Fluent English Proficient (RFEP). Both groups demonstrate a gap in achievement on the Smarter Balanced Assessments as compared to all students.

In support of our district's goal that all students will be college and career ready, our fourth goal states that all Diegueno students will be introduced to college and career options and pathways. Naviance data indicates that 90% of our students do not have active Naviance accounts. This, combined with our D/F rate leads us to continue to focus on college and career readiness.

C. Involvement Process

Involvement Process:

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

The Diegueno Leadership team was involved with reviewing multi-year data, and contributed to the development of our school's plan. The plan was presented to the leadership team at their November 9, 2016 meeting for further comments. A draft of the plan was discussed with the School Site Council (SSC) on October 27, 2016, and that group's input was included in the plan. A second draft for feedback was presented when the SSC met to approve the plan on November 15, 2016.

**D. Summary of Progress Made on 2015-16 Goals
Diegueño Middle School**

School Goal 1 (Description of 2015-16 School Goal)

All students will achieve at or above grade level in ELA and Math.

LCAP Priority Area:

- 1: Basics
- 2: Implementation of State Standards
- 4: Pupil achievement
- 7: Course Access

Targeted Pupil Subgroup(s):

All students performing below grade level in ELA and Math, focus on low socio-economic, special education and EL students.

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

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

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

Based on reclassification rates, 76% of our EL students are LTELs. Looking at the SBAC, there is a 57 percentage point achievement gap on the ELA SBAC from EL students as compared to all students. While that gap has narrowed by 19 points from 14-15 to 15-16, there is still a significant gap in achievement. RFEP students under performed all students on the ELA SBAC, with a 27 point gap in 14-15 and a 20 point gap in 15-16. The achievement gap in mathematics is also significant: in the 14-15 school year, no EL students scored in the met or exceeded range on the SBAC. This increased to 4% in 15-16.

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

We have continued this goal for the 2016-17 school year. After careful examination of data, there is still room for growth here. We have seen improvements from 2015-16 to 2016-17, but our goal is continued growth.

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

We are examining data pertaining to our RFEP students more closely in our 2016-17 plan to give us a clearer indication of academic growth among our EL students. Interventions have been added (after school tutoring, for example) and expanded upon: group and individual meetings with ALL students on the D/F list and invitations to intervention classes.

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School Goal 3 (Description of 2015-16 School Goal)

Increase staff collaboration and connection around teaching and learning.

LCAP Priority Area:

LCAP state priorities

- 1: Basics
- 2: Implementation of State Standards
- 4: Pupil achievement
- 7: Course Access

Targeted Pupil Subgroup(s):

All students, and English Learners, in particular.

A. Measurable Outcomes: List Specific data that was reviewed toward meeting this goal. Show growth/decline using data.
Based on 2015 SBAC data review:
* 32% of 7th grade students and 38% of 8th gradestudents 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
Scholastic Reading Inventory (SRI) data review:
* 77 seventh-grade students did not score at grade level on the SRI issued in Fall 2015
Other data review:
* Common Formative Assessments
* Summative Assessment

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

Diegueno MS students demonstrated improvement on the Smarter Balanced Assessment, certain subgroups in particular. 22% of EL students met or exceeded the standards on the SBAC in 2015-16, a marked increase from 0% in 2014-15. Likewise, low income students showed improvement, with students meeting or exceeding the standards up from 32% in 2014-15 to 50% in 2015-16.

C. Relevance: Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D.
The desired end result of this goal to increase staff collaboration is increased student achievement. This goal has not yet been met, so it will continue in the 2016-17 plan, in Goal 1 of the SPSA.

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

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We will continue our work in PLCs to support increased student achievement, with our focus shifting to the implementation of Common Formative Assessments. The addition of the Instructional Leadership Team supports this goal, in particular.

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<p>School Goal 4 (Description of 2015-16 School Goal)</p> <p>All students will be prepared to enroll in college and career ready courses in high school.</p> <p>LCAP Priority Area:</p> <p>State Priority: 4- Pupil Achievement 5- Pupil Engagement 7- Course Access 8- Other Pupil Outcomes</p> <p>Targeted Pupil Subgroup(s):</p> <p>All students</p>	
<p>A. Measurable Outcomes: List Specific data that was reviewed toward meeting this goal. Show growth/decline using data.</p> <p>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:</p> <p>Course enrollment data Naviance data Grade reports Pupil 6 year plans</p>	<p>B. Summary of Progress: Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data)</p> <p>Diegueno still has students who are enrolled in below grade level classes and not meeting or exceeding the standard on the SBAC. In addition, Naviance use data indicates that very few students accessed this software platform in the 2015-16 school year. That only 10% of our students have Naviance accounts indicates that, as a site, we should undertake a more systematic approach to exposing our students to this valuable career planning tool. Reducing the number of students on the D/F list is a priority for us since it is an in-house measure of how well students are learning in their classes. Furthermore, students on the D/F list may also be frequently absent, or otherwise disconnected from school. Ensuring that our D/F rate decreases means increased learning, and school connectedness. Counselors continue their outreach to promote College and Career readiness, both at Diegueno MS and with our feeder elementary schools.</p>
<p>C. Relevance: Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D.</p> <p>This goal continues to be a focus for Diegueno in the 2016-17 SPSA.</p>	
<p>D. What changes, if any, will be made as a result of reviewing measurable outcomes? Based on the summary of progress, how will the actions/services change moving forward?</p> <p>We will create a student profile to illustrate our definition of college and career readiness (with input from department chairs, administration, and counselor), and students performing below grade level will have increased contact with their counselor. Counselors will meet with all students to develop a 6-year plan, as well as to learn about high school course offerings.</p>	

E. Planned Improvements in Student Performance

The School Site Council has analyzed the student performance data of all student groups and has considered the effectiveness of key elements of instructional programs. As a result, it has adopted the following school goals, related actions, and expenditures to increase outcomes for underperforming students.

<p>LCAP Goal: (paste aligned SDUHSD LCAP goal from SDUHSD 16-19 Board approved LCAP)</p> <p>Annual increase in student achievement for all students in English language arts and math with focus on accelerating student learning outcomes for targeting subgroups including English learners, low income pupils and pupils as identified as special education.</p> <p>School Goal 1 (Description of 2016-17 measurable School Goal, aligned to WASC Action Plan goals)</p> <p>All students will achieve at or above grade level in ELA and Math</p> <p>LCAP Priority Area:</p> <p>Improving Student Achievement and Outcomes</p> <p>Targeted Pupil Subgroup(s):</p> <p>English Language Learners, Low Income Students and SPED Students</p>	
<p>Rationale: What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.</p> <p>a. The 2015-16 SBAC results revealed that 24% of all students either nearly met or did not meet the standard in ELA</p> <p>b. The 2015-16 SBAC results revealed that only 43% of our low-income 8th grade students either met or exceeded the standard in ELA</p> <p>c. The 2015-16 SBAC results revealed that 68% of all students met or exceeded the standard in math; however, only approximately 47% of our RFEP met or exceeded the standard in math</p> <p>d. The 2015-16 SBAC results revealed that only approximately 33% of our students with disabilities met or exceeded the standard in math</p> <p>e. 140 students (approximately 14% of our student body) were included on the D/F list that was generated in October 2016; of that number, 25 (18%) were Title 1 students</p> <p>f) None of the 13 site PLC teams developed measurable, agreed-upon goals for the 2015-16 school year</p> <p>g) None of the 13 site PLC teams, at the conclusion of the 2015-16 school year, demonstrated specific, measurable growth as a result of agreed-upon</p>	<p>Growth Targets: Expected annual measurable outcomes.</p> <p>a. The 2016-17 SBAC results will reveal that the percentage of all students who will have either nearly met or have not meet the standard in ELA will not exceed 20%</p> <p>b. The 2016-17 SBAC results will reveal that at least 48% of our low-income 8th grade students will have either met or exceeded the standard in ELA</p> <p>c. The 2016-17 SBAC results will reveal that at least 73% of all students will have met or exceeded the standard in math; also, at least 50% of our RFEP will have met or exceeded the standard in math</p> <p>d. The 2016-17 SBAC results will reveal that at least 40% students with disabilities will have met or exceeded the standard in math</p> <p>e. No more than 110 students will be included on the D/F list that will be generated in June 2017; of that number, no more than 15 will be Title 1 students</p> <p>f) Each English, math, history and World Language PLC team will develop one measurable, agreed-upon SMART goal for the 2016-17 school year</p> <p>g) Each English, math, history and World Language PLC team will demonstrate specific, measurable evidence as to whether or not it reached its growth targets as written in its SMART goal</p>

goals

The analysis of subgroups shows that 32% of our students with disabilities scored in the "Standard Met" or "Exceeded" range in ELA on the 2016 SBAC. Although this is up 9% from the 2015 assessment, this falls well short of the 78% for our students without disabilities. In math, 33% students with disabilities scored in the "Standard Met" or "Exceeded" range in ELA on the 2016 SBAC. Although this is up 11% from the 2015 assessment, this is short of the 72% for our students without disabilities. In 2015, zero percent of our English Learner students scored in the "Standard Met" or "Exceeded" range in ELA. In 2016, 22% of our EL students scored in the "Standard Met" range in ELA; however, zero percent scored in the "Exceeded" range, compared to 33% for all students. In math in 2015, zero percent of our EL students scored in the "Standard Met" or "Exceeded" range. In 2016 in math, zero percent of our EL students scored in the "Standard Met" range (compared to 25% for all students), and 4% scored in the "Exceeded" range, compared to 49% for all students. For our EL students, different students have tested from year to year, and there were more students at levels 3 & 4 in 2015-16 than in 2014-15, which may explain the slight increase in both ELA and math. However, there is still a significant gap between our EL population and all students. Also, in 2014-15, there were 30.6% of EL students re-designated as Fluent English Proficient while there were 48.0% in 2015-16, showing a significant increase in the number of students reclassified from one year to the next. Also, we did have a significant increase from 2014-15 to 2015-16 in the percentage of Economically Disadvantaged students who scored in the "Standard Met" or "Exceeded" range in ELA (32% to 50% respectively); however, this is still significantly below all students (76%). In math, the percentage of Economically Disadvantaged students who scored in the "Standard Met" or "Exceeded" range increased from 29% to 42% from 2015 to 2016; however, this is still significantly below the percentage for all students (74%). There is a significant gap in all subgroups from the overall student population. Supports for each of these groups needs to continue to increase student achievement and decrease the achievement gap.

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

To identify students in need early, and then offer a system of intervention (both during the school day and outside of it) to increase student achievement

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<p>Actions/Tasks (describe specifically what will occur at the site to meet this goal)</p>	<p>Person(s) Responsible</p>	<p>Cost and Funding Source</p>	<p>Means to assess improvement</p>	<p>Timeline</p>
<p>Utilize Title I, School-Day Intervention, Extended School-Day Intervention, and Academic Tutoring to increase student proficiency in ELA and Math. Intervention Programs</p> <p>Title I Intervention:</p> <p>a) Title I Coordinator, Counselor and Principal/Assistant Principal will meet and review SBAC results, current D/F list and first-quarter grades in ELA and math for current 7th and 8th grade students. b) 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. c) Title I Coordinator will inform teachers, parents and identified students about the Title I Extended School-Day Intervention and encourage enrollment to identified students. d) Title I Coordinator will record data on the students offered participation in ESDI/SIP and evaluate the percentage of those who enrolled in either program.</p> <p>School-Day:</p> <p>e) Create and implement a school-wide System of Intervention to target students who are not meeting proficiency on common-formative assessments (CFA's) i. Students who do not demonstrate proficiency on CFA's will attend CAT intervention/Re-teach sessions f) Offer a Study Skills section designed to support at-risk students and that focuses on developing organization skills, teaching test preparation strategies, helping students understand how they learn, and working on individual goals as determined by the intervention coordinator and the students' teachers. g) Offer two sections of the Read 180 reading intervention course to support students who did not meet proficiency on the two Scholastic Reading Inventory assessments issued during first three weeks of the school year h) Offer a section of College Readiness to develop organizational and study skills in order to prepare students for high school and college, to support students in core subject areas through collaboration with peers and tutors, and to provide enrichment and motivational activities that make college attainable for all students i) Offer two sections of Math A Essentials, a remediation-focused course which will have an individualized remediation component, as well as cover essential Math A standards.</p>	<p>a) Title I Coordinator b) Principal c) Title I Coordinator d) Title I Coordinator e) Principal f) Principal g) Principal h) Principal i) Principal j) Title I Coordinator k) Title I Coordinator l) Principal m) Head Counselor</p>	<p>a. .20 FTE Title I Coordinator, \$25,000</p> <p>b) No cost c. No cost d. No. cost e. No cost</p> <p>f. .20 Title 1 FTE for Study Skills teacher, \$25,00</p> <p>g. .20 Intervention Non-Formula section, \$25,000 (other section a site formula expenditure)</p> <p>h. 20 Intervention Non-Formula section, \$25,000</p> <p>i. 20 Intervention Non-Formula section, \$25,000 (other section a site formula expenditure)</p> <p>h) ESD program costs: English Intervention: 1.5 hrs./week x 12 weeks = 18hrs. x 2 teachers = 36 hours @ \$42 per hour = \$1,512 (Title 1 Funding Source)</p> <p>Math Intervention: 1.5 hrs./week x 18 weeks = 27hrs. x 2 teachers = 54 hours @\$42 per hour = \$2,268 (Title 1 Funding Source)</p>	<p>a) 2017 SBAC results b) 2017 SBAC results c) 2017 SBAC results, quarterly D/F list and SRI results d) 2017 SBAC results, quarterly D/F list and SRI results e) Subsequent CFA's and/or summative assessments f) 2017 SBAC results, quarterly D/F list and SRI results g) SRI results h) 2017 SBAC results, quarterly D/F list and SRI results i) 2017 SBAC results, quarterly D/F list and SRI results j) Quarterly D/F lists k) Pre/Post assessments taken during intervention courses l) Quarterly D/F lists m) Quarterly D/F lists; 2017 SBAC results</p>	<p>a) First 10 weeks of school, outreach to feeder schools March-May of previous school year. b) Fall 2016 & Spring 2017 c) Fall 2016 d) Fall 2016 & Spring 2017 e) Fall 2016 & Spring 2017 f) Fall 2016 & Spring 2017 g) Fall 2016 & Spring 2017 h) Fall 2016 & Spring 2017 i) Fall 2016 & Spring 2017 j) Fall 2016 & Spring 2017 k) Fall 2016 & Spring 2017 l) Fall 2016 & Spring 2017 m) Fall 2016 & Spring 2017</p>

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	<p>Extended-School Day/Academic Tutoring:</p> <p>j) Offer math, writing/English and reading targeted interventions based on D/F list and teacher feedback</p> <p>k) Pre and post assessment will be administered during Extended School-Day interventions based on identified student need to measure effectiveness of target interventions.</p> <p>l) Offer Extended School-Day tutoring twice/week for one hour; students to receive support in all four core subject areas; all students invited</p> <p>m) Part-time counselor to provide services exclusively to Title 1 students and their parents</p>		<p>i) No cost</p> <p>j) 4 teacher hours/week @ \$42/hour for 27 hours = \$4,500 (\$2,004 of total to be paid through district tutoring fund)</p> <p>k).20 Title 1 FTE, Counselor, \$25,000</p>		
2.	<p>Utilize baseline pupil performance SBAC assessment results in ELA and Math to identify areas to revise or augment curriculum.</p> <p>a.) Use Instructional Leadership Team and late-start days 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>	Principal	<p>a. None</p> <p>b. None</p>	<p>a. CFA's; summative assessments; quarterly D/F lists and 2017 SBAC results</p> <p>b. CFA's; summative assessments; quarterly D/F lists and 2017 SBAC results</p>	<p>a. Fall 2016</p> <p>b. Identify common standards that were not met-first quarter, add/revise curriculum and instruction-ongoing</p>
3.	<p>Develop and maintain an articulated system to track effectiveness of interventions for students performing below grade level.</p> <p>Intervention Team Tasks:</p> <p>a. iTeam (Two Counselors, Title I Coordinator, School Psych. & Administrator) will meet bi-monthly to review student data including grades, assessment results, teacher feedback forms and parent input to determine level of intervention needed.</p> <p>b) iTeam will communicate with families and support teachers related to effectiveness of identified interventions</p> <p>Counseling Tasks:</p> <p>c) Counselors to identify students who could benefit from Study Skills (general education) course.</p> <p>d. Counselors 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>e) Counseling and Administration to develop an intervention evening ("Cougar Conference") to address the students and parents on the D/F list in October and a follow-up session in November to provide appropriate support and guidance.</p> <p>f) Counselor will work with each student to develop an action plan to</p>	<p>a) Principal</p> <p>b) Principal</p> <p>c > h) Head Counselor</p> <p>i) Study Skills Teacher</p> <p>j) Read 180 teachers</p>	<p>a) None</p> <p>b) None</p> <p>c) None</p> <p>d) None</p> <p>e) 5 teachers for 2 hours/each; 10 total hours @ \$42 = \$420 ; Refreshments = \$100</p> <p>f) None</p> <p>g) None</p> <p>h) None</p> <p>i) None</p> <p>j) None</p>	<p>a) Quarterly D/F lists</p> <p>b) Quarterly D/F lists</p> <p>c) Quarterly D/F lists</p> <p>d) Quarterly D/F lists</p> <p>e) Quarterly D/F lists</p> <p>f) Quarterly D/F lists</p> <p>g) Quarterly D/F lists</p> <p>h) 2017 SBAC results and quarterly D/F lists</p> <p>i) Quarterly D/F lists</p> <p>j) SRI results and quarterly D/F lists</p>	<p>a) Ongoing</p> <p>b) Ongoing</p> <p>c) Before start of school year</p> <p>d) Fall 2016</p> <p>e) Fall 2016</p> <p>f) Fall 2016 & Spring 2017</p> <p>g) Ongoing</p> <p>h) Fall 2016</p> <p>i) Ongoing</p> <p>j) Ongoing</p>

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	<p>address concerns g) Counselor will track meetings and team agreed-upon interventions through the intervention screen on Aeries h) Counselors will meet with 7th & 8th grade math essentials students to develop a 6-year plan</p> <p>General-Education Teacher Tasks:</p> <p>i) Study Skills teacher will monitor and track progress of students, collaborate with general education teachers, and communicate with families to help support student progress. j) Read 180 teachers will monitor and track progress of students, collaborate with general education teachers, and communicate with families to help support student progress.</p>				
4.	<p>Each English, history, math and World Language PLC team will create one measurable SMART goal that will support the school-wide goal of improving student achievement; also, continue to train all staff on development and enhancement of PLCs</p> <p>a. Three math teachers, a Special Education teacher, and the principal to attend Solution Tree "PLC at Work" Institute in Long Beach in September b. Creation of Instructional Leadership Team; each team to consist of one member of each PLC team, in addition to other instructional leaders on campus c. Instructional Leadership Team to meet monthly for remainder of the school year; will examine steps needed to be taken to enhance PLC model d. Regular PLC training at late starts, including having each PLC team complete a "current reality" survey and will develop a measurable SMART goal at October 2016 late-start PD session e. Each PLC team will reflect upon and then - if necessary - revise its SMART Goal in February 2017 f. Regular administrative check-ins with each PLC team during the 11 late-start sessions that will be devoted strictly to PLC team work g. Each PLC team to complete minutes from each PLC team meeting and then submit them to administration within five school days h. Direction to Department Chairs and PLC leads on PLC process. i. Examples of progress within the PLC groups to be shared with staff</p>	a) > i) Principal	a) \$6,500 (Title 1 Funding Source) b) 10 teachers for monthly meeting (for 7 months); 1 hour per teacher (10 hours per month) = 70 hours @42/hour = \$2,940 (Principal's Site Budget Funding Source) c) > i) No cost	a) > i) 2017 SBAC results, CFA performance and D/F lists	a) Fall 2016 b) Fall 2016 c) Ongoing d) Ongoing e) February 2017 f) Ongoing g) Ongoing h) Ongoing l) Spring 2017
5.	<p>Enhance our CAT schedule to include opportunities for immediate intervention/re-teach as a result of CFA data</p> <p>a. Develop school-wide strategy that allows teachers flexibility to re-teach concepts when students do not demonstrate proficiency within a CFA b. Administration and counseling works together to supervise classrooms</p>	Principal	a. No cost b. No cost	a. CFA results b. CFA results	a. Organize Fall 2016; Implement Spring 2017 b. Spring 2017

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	in order to allow teachers the ability to provide intervention/re-teach opportunities				
Progress Monitoring Report (Mid-Year)			Date of progress update:		
Growth Targets: What indicators have been reviewed to assess progress to meet the annual goal? Summary of analysis.			Summary of progress: Describe how the strategy has or has not been effective in achieving the desired outcomes?		

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LCAP Goal: (paste aligned SDUHSD LCAP goal from SDUHSD 16-19 Board approved LCAP)

Increase the level of “school connectedness” and "sense of safety" of pupils, staff and parents.

School Goal 2 (Description of 2016-17 measurable School Goal, aligned to WASC Action Plan goals)

Increase the percentage of our students feeling connected and safe on campus

LCAP Priority Area:

School Climate

Targeted Pupil Subgroup(s):

English Language Learners, Low Income Students and SPED Students

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

- a. 2015 Healthy Kids Survey revealed that 10% of student respondents stated that they did not feel as if they are a "part of the school"
- b. 2015 Healthy Kids Survey revealed that 32% of student respondents stated that "not at all true" or "a little true" when asked whether they believe a "teacher or other adult cares about me"
- c. The number of students suspended increased from 12 during the 2013-14 school year to 19 during the 2014-15 year; the suspension rate also increased from 1.4% to 1.9% during the same time frame.
- d. The 2013-14 truancy rate for all students was 26.7% and in 2014-15 it was 24.3%
- e. The chronic absenteeism rate in 2015-16 for English Learner students was 11.8%; for Socioeconomically Disadvantaged students it was 8.8%, and for SPED students it was 9.3%

The increase in the number of our students suspended (and the overall suspension rate) from 2012-13 to 2013-14 is a concern. With the inclusion of the various alternates to suspension (such as In-School Suspension, Friday Night School, completing the district's "Making Decisions Unit," etc.), it is a concern that the number of students who were suspended increased. The chronic absenteeism rate for our EL students, Socioeconomically

Growth Targets: Expected annual measurable outcomes.

- a. No more than 5% of the student respondents on the 2017 Healthy Kids Survey will state that they do not feel as if they are a "part of the school"
- b. No more than 20% of student respondents on the 2017 Healthy Kids Survey will state that "not at all true" or "a little true" when asked whether they believe a "teacher or other adult cares about me"
- c. The suspension rate during the 2016-17 school year will decrease to no more than 1.%, and the number of students suspended during the school year will drop by at least 30%
- d. The truancy rate during the 2016-17 school year will drop to no more than 20%
- e. The chronic absenteeism rate will drop in 2016-17 by at least 3% for English Learner students, Socioeconomically Disadvantaged students, and SPED students

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Disadvantaged students and our SPED students has increased, slightly, for all three subgroups during the past school year or two. Additionally, the truancy rate for all students has increased between 2014-15 and 2015-16, despite an increase in the amount of parent communication from the school site. Also, the Healthy Kids Survey data from 2015 shows that a significant percentage (almost one-third) of our students either do not believe, or question whether, an adult on this campus cares about them, and another 10% (approximately 90 students) stated that they do not feel as if they are a "part of the school." This is a significant concern for us and what they we are actively addressing during this current school year.

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

Will use results from Healthy Kids Survey to discover specific areas of concern (as it relates to school culture, absenteeism, and discipline) and then to address these areas through a variety of student, staff and parent Wellness opportunities

Actions/Tasks (describe specifically what will occur at the site to meet this goal)		Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Site administration will analyze 2016-17 Healthy Kids Survey data to determine next steps to promote positive school culture and feelings of connectedness	Assistant Principal	No cost	School Climate Survey	Data to be shared with site Leadership Team in Spring 2017; Leadership Team will then analyze results
2.	Use 2016-17 Healthy Kids Survey data to create a School Climate Survey for all students that measures student perspective on safety and connection to Diegueno, to determine success of 2016-17 site Wellness strategy, and to create next steps to support goal of safe, valued, and connected students. The School Climate Survey will be completed by June 2017.	Assistant Principal	No cost	School Climate Survey	Principal and AP will work alongside site Leadership Team during Spring 2017 to develop internal survey; survey to be administered to 8th grade students in Fall 2017
3.	Develop programs dedicated to supporting student safety and connections a. Week of Welcome b. Revolution's anti-bullying assembly c. Family Nights, including on-campus activities for families once/semester d. Cyberspace Education for students and parents e. READI Education night for parents f. Spirit Day g. Safety Committee	Principal	a. No cost b. No cost c. No cost (some ASB expense involved) d. \$1,300 (ASB/PTSA expense) e. No cost f. No cost (some ASB expense involved) g. No cost h. No cost	School Climate Survey	a. September 2016 b. September 2016 c. 4 times a year; on-campus Family Nights in Dec. 2016 and April 2017 d. October 2016 student and parent symposiums e. November 2016 f. March 2017

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	<p>h. We-Tip and other targeted safety and reporting outreach to students i. Formation of DNO student clubs (with staff advisors) j. Red Ribbon Week k. Zombie Jog-a-thon l. Kindness Week m. "PAWS" before you post. n. Continuation of site Wellness Committee (monthly meetings) o. Weekly Pragmatics Group for students with disabilities p. Counseling Groups for students struggling with grief q. Training for counseling student aides to assist those who are struggling with student connections</p>		<p>l. No cost j. No cost (some ASB expense involved) k. No cost (some ASB expense involved) l. No cost (some ASB expense involved) m. No cost n. No cost o. No cost p. No cost q. No cost</p>		<p>g. ongoing h. ongoing i. Fall 2016 & Spring 2017 j.. October 2016 k. October 2016 l. February 2017 m. ongoing n. ongoing o. ongoing/weekly p. Begin Fall 2016 q. Begin Fall 2016</p>
4.	<p>Continuing to Introduce Restorative Practices</p> <p>a. Additional training for teachers: Six site members to attend the San Diego County Office of Education training in December 2016, in addition to the six site staff members who have already attended this same training</p> <p>b. Implementation with students: Teachers who attend this year's training will implement at least one RP session either during instructional time or during CAT time during the 2016-17 school year, in addition to the teachers who are currently implementing RP session in their classroom</p> <p>c. Communication with families: Site administration to communicate with our parents during "Coffee with the Principal" sessions and PTSA meetings during the course of this school year</p>	Principal	<p>a. No cost b. No cost c. No cost</p>	School Climate Survey	<p>a. August 2016 In-Service b. Educate students and implement as soon as AP can be trained c. Via principal's messages, e-option, and social media beginning in Fall, reinforcing throughout year at quarterly principal's coffees and other parent-education nights</p>
5.	<p>Accountability for Attendance</p> <p>a) Site Administration implementing a new tardy policy b) Site Administration meeting with students and parents who are demonstrating attendance/punctuality concerns c) Site Social Worker meeting with students who are demonstrating a high rate of absenteeism and/or punctuality concerns d) Site Administration ensuring that students demonstrating attendance/punctuality concerns are being placed on a site Behavior Contract as an initial intervention before proceeding to SART Contract</p>	Assistant Principal	a > d. no cost		a > d. ongoing
Progress Monitoring Report (Mid-Year)		Date of progress update:			
Growth Targets: What indicators have been reviewed to assess progress to meet the		Summary of progress: Describe how the strategy has or has not been effective in			

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annual goal? Summary of analysis.	achieving the desired outcomes?
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<p>LCAP Goal: (paste aligned SDUHSD LCAP goal from SDUHSD 16-19 Board approved LCAP)</p> <p>All English Learner (EL) pupils will receive instruction and curriculum that includes designated and integrated English language development across all core content areas. Within five (5) years of instruction in SDUHSD, all English learner pupils will meet the criteria to be reclassified as Redesignated Fluent English Proficient (RFEP).</p>	
<p>School Goal 3 (Description of 2016-17 measurable School Goal, aligned to WASC Action Plan goals)</p> <p>Implement strategies to increase reclassification of all ELs.</p> <p>LCAP Priority Area: Student Achievement Targeted Pupil Subgroup(s): English Language Learners</p>	
<p>Rationale: What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.</p> <p>Based on reclassification rates, 76% of our EL students are LTELs. Looking at the SBAC, there is a 57 percentage point achievement gap on the ELA SBAC from EL students as compared to all students. While that gap has narrowed by 19 points from 14-15 to 15-16, there is still a significant gap in achievement. RFEP students under performed all students on the ELA SBAC, with a 27 point gap in 14-15 and a 20 point gap in 15-16. The achievement gap in mathematics is also significant: in the 14015 school year, no EL students scored in the met or exceeded range on the SBAC. This increased to 4% in 15-16</p>	<p>Growth Targets: Expected annual measurable outcomes.</p> <p>Increase reclassification rates for LTELs by 5% Increase the number of EL students in the met or exceeded range on the SBAC. Reduce the number of EL students on the D/F list by 5%</p>
<p>Strategy: (briefly describe the overall plan to address the identified need)</p> <p>Will ensure that all teachers are providing appropriate support for EL learners to access their curriculum, and EL Lead and part-time counselor will work together to ensure that EL students are receiving appropriate (school-day and after-school) interventions, when necessary.</p>	

<p>Actions/Tasks (describe specifically what will occur at the site to meet this goal)</p>	<p>Person(s) Responsible</p>	<p>Cost and Funding Source</p>	<p>Means to assess improvement</p>	<p>Timeline</p>
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1.	<p>Teachers will implement ELD strategies as provided by district ELD Professional Development</p> <p>a. Teachers will discuss how to implement specific ELD strategies during regular PLC team collaboration</p> <p>b. Some PLC teams will have the opportunity to create a measurable SMART goal that centers around an increase of achievement for our EL students</p>	Principal	<p>a. No cost</p> <p>b. No cost</p>	<p>a. Quarterly D/F list; 2017 SBAC results</p> <p>b. Quarterly D/F list; 2017 SBAC results</p>	<p>a. Ongoing</p> <p>b. Fall 2016</p>
2.	<p>EL Lead and Part-Time (Title 1) Counselor will ensure that appropriate interventions are offered for EL students</p> <p>a. All EL students with a D or F in mathematics or English on fifth-week D/F list will be invited to attend bi-weekly after-school math and/or English interventions</p> <p>b. Parents will be contacted as part of the invitation to after-school math and/or English interventions</p> <p>c. Intervention students to complete pre and post assessment in order to track effectiveness of program</p> <p>d. Progress of intervention students to be monitored by part-time counselor</p>	EL Lead	<p>a. No cost</p> <p>b. No cost</p> <p>c. No cost</p> <p>d. .20 FTE, Part-Time Counselor, \$25,000 (Title 1 funding source)</p>	<p>a. Quarterly D/F list; 2017 SBAC results</p> <p>b. Quarterly D/F list; 2017 SBAC results</p> <p>c. Quarterly D/F list; 2017 SBAC results</p> <p>d. Quarterly D/F list</p>	<p>a. Ongoing</p> <p>b. Ongoing</p> <p>c. Ongoing</p> <p>d. Ongoing</p>
3.	<p>Continue to develop and revise common course Common Formative Assessments (CFA's) in order to identify EL students who have not reached proficiency on CFA's</p> <p>a. Integrate Illuminate CFA's into departmental measures</p> <p>b. Encourage PLC teams to utilize district PLC release time - in addition to site PLC time - to create, revise and analyze results of CFA's</p>	Principal	<p>a. No cost</p> <p>b. No cost</p>	<p>a. Quarterly D/F list</p> <p>b. Quarterly D/F list; 2017 SBAC results</p>	<p>a. Ongoing</p> <p>b. Ongoing</p>
Progress Monitoring Report (Mid-Year)		Date of progress update:			
Growth Targets: What indicators have been reviewed to assess progress to meet the annual goal? Summary of analysis.		Summary of progress: Describe how the strategy has or has not been effective in achieving the desired outcomes?			

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<p>LCAP Goal: (paste aligned SDUHSD LCAP goal from SDUHSD 16-19 Board approved LCAP)</p> <p>All district graduates will be college and career ready.</p> <p>School Goal 4 (Description of 2016-17 measurable School Goal, aligned to WASC Action Plan goals)</p> <p>All students will be introduced to college and career options and pathways.</p> <p>LCAP Priority Area:</p> <p>Student Engagement</p> <p>Targeted Pupil Subgroup(s):</p> <p>English Language Learners, Low Income Students and SPED Students</p>	
<p>Rationale: What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.</p> <p>a. 148 students (approximately 15% of our student body) were on final D/F list in November 2016.</p> <p>b. 39 students (approximately 26% of the total on the D/F list in November 2016) were Special Education students.</p> <p>c. Naviance data indicates that very few Special Education students were exposed to Naviance career exploration during the 2015-16 school year. In fact, only 8 7th grade, and 34 8th grade students took the Career Key and only 23 students did the Career Cluster. 90% of Diegueno students do not have Naviance accounts.</p> <p>Analysis: That only 10% of our students have Naviance accounts indicates that, as a site, we should undertake a more systematic approach to exposing our students to this valuable career planning tool. Reducing the number of students on the D/F list is a priority for us since it is an in-house measure of how well students are learning in their classes. Furthermore, students on the D/F list may also be frequently absent, or otherwise disconnected from school. Ensuring that our D/F rate decreases means increased learning, and school connectedness.</p>	<p>Growth Targets: Expected annual measurable outcomes.</p> <p>a. No more than 10% of the student boy will be on the final D/F list in June 2017.</p> <p>b. No more than 20% of the total number of students on the D/F list in June 2017 will be Special Education students.</p> <p>b. All students will be exposed to Naviance career exploration during the 2016-17 school year. During their history classes, students will participate in Naviance activities with the support of their counselors. This will be measured by the Naviance report through Career Key and Cluster Finder.</p>
<p>Strategy: (briefly describe the overall plan to address the identified need)</p> <p>All students will be exposed to high school graduation and college entrance requirements</p>	

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Actions/Tasks (describe specifically what will occur at the site to meet this goal)	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1. Counselor Tasks: a) Counselors expose all students to Naviance career exploration and career-goal pathways b) Counselors hold 8th grade course-selection presentations, including electives, honors offerings and which HS classes count for A-G c) Counselors present in classes re: preparing for HS including diploma requirements, class placement and introduction to college requirements d) Students performing below grade level in math will meet with their counselor to develop six-year plan e) All Title 1 students meet with part-time counselor to develop achievement plan for this school year f) Counselors collaborate with HS counselors to present A-G information to 8th grade parents Administrative Tasks: g) Administration, along with counseling support, present at all six of our feeder elementary schools to advise re: course choices, including honors and college prep English and Math h) Administration and Counselors, along with English & Math department representatives, present information regarding course choices, including honors and college prep choices to our incoming 6th-grade families i) Collaborate with Special Education teachers to determine most effective teaching strategies and pedagogy for Academic Support classes	a - e > Head Counselor g - i > Principal	a. None b. None c. None d. None e. None f. None g. None h. None i. None	a. Naviance completion b. Course-selection (proper placement) c. Course-selection (proper placement) d. Quarterly D/F list; 2017 SBAC results e. Course-selection (proper placement) f. Course-selection (proper placement) g. Course-selection (proper placement) h. Course-selection (proper placement) i. Quarterly D/F list; 2017 SBAC results	a. November 2016 b. Spring 2017 c. Spring 2017 d. Fall 2016 e. Spring 2017 f. Spring 2017 g. Spring 2017 h. Spring 2017 i. Fall 2016
2. Create a student profile to illustrate our definition of college and career readiness (with input from department chairs, administration, and counselor)	Head Counselor	None	Quarterly D/F list; 2017 SBAC results	Spring 2017
Progress Monitoring Report (Mid-Year)		Date of progress update:		
Growth Targets: What indicators have been reviewed to assess progress to meet the annual goal? Summary of analysis.		Summary of progress: Describe how the strategy has or has not been effective in achieving the desired outcomes?		

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D. School Site Council Membership Diegueño 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
Jeffrey Copeland	X				
Guen Butler			X		
Brett Williams		X			
David Jaffe				X	
Jill Thomas				X	
Amy Flicker				X	
Lauren Lakin					
Landon Block					X
Brandon Feffer					X
					X
Numbers of members of each category	1	1	1	3	3

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



DIEGUENO MIDDLE SCHOOL

2150 Village Park Way

(760) 944-1892 Ext. 6604

Encinitas, CA 92024

"A California Distinguished School"

Jeff Copeland, Principal • Guen Butler, Assistant Principal • Laura Martin, Counselor



Diegueno Middle School Site Council Approval of 2016-2017

Co: lq:trebe115iye Safe & b'FYq F: ee Scl•ools Plarr

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Printed Name

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Lawreny Lakin

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4. Landon Block

Sasha Block

5. Jill Thomas

Jill Thomas

6. amy flicker

[Signature]

7. Jeff Copeland

Jeff Copeland

8. guen Butler

Guen Butler

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**Form F. Budget 2015-2016
Diegueño Middle School**

State/Federal Categorical Program	Allocation
Site LCFF Supplemental Funding - Site Formative/Achievement Funds	\$13,000.00
Site LCFF Supplemental Funding - Site Tutoring Funds	\$2004.00
Site LCFF Supplemental Funding – District Funded Sections (non-formula)	\$72,000.00
Title I Funds	\$118,144.00
Total	\$205,148.00

Appendix A. Student Performance Data

Section 1: Enrollment

Table 1.1 Site enrollment trends with subgroup breakdown

	2015-16		2014-15		2013-14		2012-13	
	#	%	#	%	#	%	#	%
Total enrollment	993	-	949	-	859	-	817	-
Number & Percent of English Learners	21	2.1%	25	2.6%	49	5.7%	59	7.2%
Number & Percent of Long Term English Learners	*	*%	*	*%	24	2.8%	46	5.6%
Number & Percent of Redesignated Fluent English Proficient students	60	6.0%	77	8.1%	72	8.4%	40	4.9%
Number & Percent of students who are Socio-Economically Disadvantaged	81	8.2%	73	7.7%	95	11.1%	120	14.7%
Number & Percent of Special Education students	124	12.5%	116	12.2%	95	11.1%	91	11.1%

Source:

Total enrollment, English Learner enrollment, Socio-Economically Disadvantaged enrollment, Special Education enrollment:

California Longitudinal Pupil Achievement Data System. Report. 1.1 Enrollment - Primary Status by Subgroup. (Fall 1)

Long Term English Lerner Enrollment, Redesignated Fluent English Proficient enrollment:

Aeries Student Information System data. Analytics dashboards: LTEL, RFEP (retrieved 8/23/16)

In order to protect student privacy, an asterisk () will be displayed instead of a number where 10 or fewer students are represented.

Section 2: Student Achievement Indicators

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

8 th grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
15-16	454	73%	76%	45%	*	29%	43%
14-15	471	75%	78%	55%	0%	19%	26%
7 th grade							
15-16	515	81%	81%	72%	53%	37%	56%
14-15	462	72%	76%	41%	*	27%	39%

Source:

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

CAASPP Results (All Students)**English Language Arts/Literacy**

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	473	524	462	515	451	512	97.7	98.3
Grade 8	483	467	471	454	464	454	97.5	97.2
All Grades	956	991	933	969	915	966	97.6	97.8

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	2593.6	2614.5	27	37	44	43	18	13	9	7
Grade 8	2608.9	2615.1	27	29	45	44	16	19	10	8
All Grades	N/A	N/A	27	33	45	43	17	16	10	7

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	35	48	51	44	14	8
Grade 8	39	45	45	43	16	12
All Grades	37	46	48	44	15	10

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	47	51	44	42	9	7
Grade 8	46	43	42	46	11	10
All Grades	46	47	43	44	10	9

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	25	28	64	66	10	6
Grade 8	22	26	66	67	12	7
All Grades	24	27	65	66	11	6

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Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	39	51	54	43	7	6
Grade 8	39	39	49	49	12	12
All Grades	39	45	51	46	9	9

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

III School and Student Performance Data

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

8 th grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
15-16	455	73%	70%	46%	*	26%	33%
14-15	467	62%	66%	41%	0%	18%	16%
7 th grade							
15-16	514	80%	84%	62%	0%	37%	49%
14-15	458	68%	76%	49%	*	25%	43%

Source:

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

CAASPP Results (All Students)**Mathematics**

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	473	523	458	514	454	513	96.8	98.3
Grade 8	483	467	467	455	462	454	96.7	97.4
All Grades	956	990	925	969	916	967	96.8	97.9

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	2611.6	2633.4	42	53	25	27	22	14	10	6
Grade 8	2609.4	2631.4	37	45	24	22	20	20	18	13
All Grades	N/A	N/A	40	49	24	25	21	17	14	9

Concepts & Procedures Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 7	52	64	33	26	15	11	
Grade 8	42	51	36	32	21	17	
All Grades	47	58	35	29	18	14	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	46	57	40	37	14	7
Grade 8	45	47	43	42	12	11
All Grades	46	52	41	39	13	9

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	46	61	48	34	6	5
Grade 8	32	44	48	45	19	11
All Grades	39	53	48	39	13	8

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Data Source

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

Section 3: School Climate Indicators

Table 3.1 Truancy rates

	2014-15	2013-14	2012-13	2011-12
Truancy rate	24.31%	26.73%	0.59%	1.9%

Source:

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

Table 3.2 Chronic absenteeism rates by subgroup

	All Students	English Learners	Socioeconomically disadvantaged	Special Education
15-16	4.7%	0.0%	8.8%	9.3%
14-15	3.9%	0.0%	5.1%	10.2%
13-14	4.4%	3.7%	7.0%	6.0%

Source:

Aeries Student Information System data. Analytics dashboards: Attendance% (retrieved 10/4/16)

Table 3.3 Discipline data

	2014-15	2013-14	2012-13	2011-12
Number of students suspended	19	12	15	19
Suspension rate	1.9%	1.4%	1.8%	2.2%
Number of students expelled	1	0	1	1
Expulsion rate	0.1%	0.0%	0.1%	0.1%

Source:

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

Table 3.4 Cohort dropout rate by subgroup

	2014-15	2013-14	2012-13	2011-12
All Students	0%	0%	0%	0%

Source:

CALPADS report 1.9 Completers and Dropouts - Count

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Table 3.5 Student connectedness survey results (CHKS or Site Climate Survey). Percent of students who disagree with target statements.

	*2015-16	**2014-2015	**2012-2013	**2010-2011
Feel safe at school	n/a	4.82	8.04	7.35
Adult who cares about me	n/a	7.26	8.98	6.29
Feel like part of my school.	n/a	9.99	9.57	8.65
Teachers at school treat students fairly	n/a	18.81	17.42	23.27
I do things at school that make a difference	n/a	16.11	19.11	n/a
<i>insert statements from internal survey:</i>				
<i>insert statements from internal survey:</i>				
<i>insert statements from internal survey:</i>				
<i>insert statements from internal survey:</i>				

Source:
*Site Climate Survey results
**CHKS results

Section 4: Progress Monitoring of English Learners

Table 4.1 English Learner enrollment

	English Learners (number & % of total enrollment)		Percent of ELs who are LTELs	Percent of ELs who qualify for Special Education
15-16	21	2.1%	*	*
14-15	25	2.6%	*	*
13-14	49	5.7%	49%	28.6%

Source:

English Learner enrollment:

California Longitudinal Pupil Achievement Data System. Report. 1.1 Enrollment - Primary Status by Subgroup. (Fall 1)

Percent of ELs who are LTELs, Percent of ELs who qualify for Special Education:

Aeries Student Information System data.

In order to protect student privacy, an asterisk () will be displayed instead of a number where 10 or fewer students are represented.

California English Language Development (CELDT) Data

Table 4.2 2014-15 CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
7	11	0	7	44	63	60	33	25	27	11	0	7		13	
8	21	31	25	43	46	13	29	23	25	7	0			0	38
Total	17	19	13	43	52	43	30	24	26	9	0	4		5	13

Data Source

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

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

Table 4.3 Percent of students who made progress learning English as measured by CELDT

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	46	21	23
Percent with Prior Year Data	100.0%	100%	100.0%

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Number in Cohort	46	21	23
Number Met	31	15	13
Percent Met	67.4%	71.4%	56.5%
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	No

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AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	4	44	8	18	7	16
Number Met	--	25	--	11	--	10
Percent Met	--	56.8%	--	61.1%	--	62.5%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	--	Yes	--	Yes	--	Yes

Source:

California Department of Education Data Reporting Office. 2014-15 Title III Accountability Reports Local Educational Agency (LEA) Level Data, School-level Data. Retrieved from <http://www.cde.ca.gov/ta/ac/t3/t3reports.asp>

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Table 4.4 Percent of students who made progress learning English as measured by LAS Links Assessment (Fall to Spring administration comparison results)

	2015-16	2014-15	2013-14	2012-13
Percent of students who attained proficiency	25%	*	*	**
Percent of students who increased one proficiency	25%	*	*	**

Source:

LAS Links Assessment results for those students who participated in both the fall and spring administration and received valid scores.

In order to protect student privacy, an asterisk () will be displayed instead of a number where 10 or fewer students are represented.

**LAS Links Assessment was not administered

Table 4.5 Reclassification Rate

	2015-16	2014-15	2013-14	2012-13
Number and percentage of students Redesignated Fluent English Proficient	12 (48.0%)	15 (30.6%)	6 (10.7%)	5 (12.2%)

Source:

California Department of Education Data Reporting Office. Number and Percent of Students Redesignated to FEP.

Retrieved from <http://dq.cde.ca.gov/dataquest/>



The Single Plan for Student Achievement

School: Earl Warren Middle School
District: San Dieguito Union High School District
County-District School (CDS) Code: 37-68346-6061998
Principal: Adam Camacho
Date of this revision: 1/5/2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students.

For additional information on school programs and how you may become involved locally, 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

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

A. School Site Information 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.

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

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 lifestyle marked by wellness and balance.

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 an integrated approach to honors, college preparatory, and essentials curriculum for math students in grades seven and eight. All math teachers have collaborated to develop the pacing time in order to maintain consistency of instruction. In addition, common formative and summative assessment have been developed by our district's math teachers. 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, and Math B Essentials. Successful instruction of standards-based curriculum is evident, for example, 76% of our students have either met or exceeded standards in 2016. Math interventions 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

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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 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.

B. School and Student Performance Data

See Appendix A for multi-year student performance data tables

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

1. Increase math and literacy scores on SBAC.
2. Decrease the number of Ds and Fs.
3. Increase the positive scores on Healthy Kids Survey results.
4. Connect students with each other, the school, and with information to make school relevant.

C. Involvement Process

Involvement Process:

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

The EWMS Leadership Team, comprised of department chairs and coordinators, analyzed data trends from SBAC scores, attendance, enrollment, HKS, and grade reports. The team then read, edited, and re-worked the four goals and action steps.

The EWMS SSC, comprised of parents, students, teachers, administrators, and other school personnel, team read, edited, and commented on the four goals and action steps.

**D. Summary of Progress Made on 2015-2016 Goals
Earl Warren Middle School**

<p>School Goal 1 (Description of 2015-16 School Goal) EWMS will increase the percentage of students scoring "Standard Met" and "Standard Exceeded" by 5% across all subgroups as measured by the CAASPP ELA and math assessments.</p> <p>LCAP Priority Area: 1,2,4,7</p> <p>Targeted Pupil Subgroup(s): ALL (SES, ELL, SPED)</p>	
<p>A. Measurable Outcomes: List Specific data that was reviewed toward meeting this goal. Show growth/decline using data. Our team reviewed SBAC data from the 2015/2016 assessments. In the 7th grade for ELA, while the SES subgroup grew by 15%, the rest of the subgroups declined. In the 7th grade for math, the SPED subgroup increased by 3%, while other subgroups declined. In the 8th grade for ELA, while the SES subgroup grew by 18%, other subgroups declined. In the 8th grade for math, the SES subgroup grew by 8%, while other subgroups declined. For both 7th and 8th grade, the ELL data is not significant enough to measure growth.</p>	<p>B. Summary of Progress: Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data) It is important to note that our subgroup numbers are small due to declining enrollment over the last two years. However, we believe that our collaborative efforts between our PLC teams, interventions team, and SPED team are continuing to make a positive impact in terms of student achievement and performance.</p>
<p>C. Relevance: Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D. This goal has not been met. While some subgroups saw growth, other subgroups declined.</p>	
<p>D. What changes, if any, will be made as a result of reviewing measurable outcomes? Based on the summary of progress, how will the actions/services change moving forward? We have added intervention support services during Academic Practice Time (APT) which is held daily to include use of technology resources to assist subgroup populations. Push-in and pull-out services by intervention specialists will increase in frequency.</p>	

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<p>School Goal 2 (Description of 2015-16 School Goal)</p> <p>All students will be prepared to enroll in college and career ready courses in high school.</p> <p>LCAP Priority Area:</p> <p>4,5,7,8</p> <p>Targeted Pupil Subgroup(s):</p> <p>ALL</p>	
<p>A. Measurable Outcomes: List Specific data that was reviewed toward meeting this goal. Show growth/decline using data.</p> <p>Our leadership and student services team has reviewed closely our course enrollment, six-year plans, and Naviance data. Our progress in this area reflects an addition of a CTE pathways elective (STEM Explorations) that hosts 6% of our student population. Additionally, 100% of our student body developed an individual six-year articulation plan.</p>	<p>B. Summary of Progress: Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data)</p> <p>Seeking input from our learning community and ultimately implementing a new, relevant elective this year was crucial to partially meeting our college and career readiness goal. Aligning the new elective to our high school pathways was key.</p> <p>We need to continue to explore and provide interest and aptitude/inventory surveys for our students.</p>
<p>C. Relevance: Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D.</p> <p>While we've determined that we've made some progress in this goal, it will remain an important goal as there's much still to strive for.</p>	
<p>D. What changes, if any, will be made as a result of reviewing measurable outcomes? Based on the summary of progress, how will the actions/services change moving forward?</p> <p>We will initiate a student/parent needs survey which will help guide the development of our College and Career guidance lessons.</p>	

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<p>School Goal 3 (Description of 2015-16 School Goal) Increase student connectedness and sense of safety for all EWMS students.</p> <p>LCAP Priority Area: 1,3,5,6</p> <p>Targeted Pupil Subgroup(s): ALL (SES, ELL)</p>	
<p>A. Measurable Outcomes: List Specific data that was reviewed toward meeting this goal. Show growth/decline using data. By comparing results from the 2012/2013 Healthy Kids Survey to the same survey given in the 2014/2015 school year. As for students who feel part of the school, we increased the percentage by 7%; As for students who feel that an adult cares about them, we increased the percentage by 17%.</p>	<p>B. Summary of Progress: Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data) By measuring these goals each year, our Leadership Team was aware of the push to connect more students and provide trusted adults for all students. We did not, however, do enough systematically to support our students.</p>
<p>C. Relevance: Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D. EWMS did not meet the 10% growth mark for both parts of the goal.</p>	
<p>D. What changes, if any, will be made as a result of reviewing measurable outcomes? Based on the summary of progress, how will the actions/services change moving forward? We will implement homeroom wellness activities to continue to develop our social and emotional support of students. In APT (homeroom classes), students will take leadership roles in school activities.</p>	

E. Planned Improvements in Student Performance

The School Site Council has analyzed the student performance data of all student groups and has considered the effectiveness of key elements of instructional programs. As a result, it has adopted the following school goals, related actions, and expenditures to increase outcomes for underperforming students.

<p>LCAP Goal: (paste aligned SDUHSD LCAP goal from SDUHSD 16-19 Board approved LCAP)</p> <p>Goal #1 Annual increase in student achievement for all students in English Language Arts and Math with focus on accelerating student learning outcomes for target subgroups including English Learners, low income pupils and pupils performing below grade level. Goal #2 All English Learner (EL) pupils will receive instruction and curriculum that includes designated and integrated English language development across all core content areas. Within five (5) years of instruction in SDUHSD, all English learner pupils will meet the criteria to be reclassified as Redesignated Fluent English Proficient (RFEP).</p> <p>School Goal 1 (Description of 2016-17 measurable School Goal, aligned to WASC Action Plan goals) Based on SBAC cohort data in literacy and math, EWMS will increase the number of students, from all sub-groups, who score at the "Standard Met" and "Standard Exceeded" by 5%.</p> <p>LCAP Priority Area: 1, 2, 4, 7, 8</p> <p>Targeted Pupil Subgroup(s): ALL (SES, ELL, SPED)</p>	
<p>Rationale: What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary. Tracking cohort data from the 14-15 and 15-16 SBAC assessments, we saw most subgroups grow. We feel that tracking cohort data, as opposed to year-to-year results, gives us a more accurate picture of how students achieve after two years of instruction at EWMS. From 14-15 to the 15-16 school year, most groups grew by 5%, and we feel this is an achievable, yet challenging, goal.</p>	<p>Growth Targets: Expected annual measurable outcomes. 5% growth across all subgroups when looking at cohort data (as opposed to year-to-year results).</p>
<p>Strategy: (briefly describe the overall plan to address the identified need) We will rely on the PLC process</p>	

Actions/Tasks (describe specifically what will occur at the site to meet this goal)		Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
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	Administration, Leadership Team, Interventions Team, and Dept. PLC Teams.	\$61,000 (0.8 FTE) Title I Coordinator, College Readiness section, (2) Math Skills sections	Common formative assessments, SRI, MDTP, SBAC	1-6 Ongoing during 2016-17 1. Spring 2015, August

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	<p>results, CELDT data, LAS Links results, grade reports to identify at-risk students.</p> <p>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.</p> <p>3. Identified students are enrolled in targeted support courses or programs including: Read 180, Math Skills, Math Essentials, College Readiness.</p> <p>4. Intervention team reviews student progress during weekly SST consult meetings.</p> <p>5. Teachers review student progress quarterly: SRI results, grade reports, teacher feedback, attendance data, individual meetings with students and parents.</p> <p>6. Based on review of student data, counseling staff will make necessary changes in intervention placement and class schedule.</p>				<p>2015 and ongoing as needed</p> <p>2. Spring 2015, August 2015 and ongoing as needed</p> <p>3. Spring 2015, August 2015 and ongoing as needed</p> <p>4. ongoing weekly</p> <p>5. quarterly</p> <p>6. ongoing</p>
2.	<p>Develop targeted academic support programs for significant subgroups who are performing below grade level.</p> <p>1. Develop and offer after school academic support programs and Academic Practice Time (APT) support programs during the school day.</p> <p>2. Thursday Academic Support- reading specialist and math teacher provide tutoring, study skills and organizational support.</p> <p>3. APT- identify and develop targeted short term interventions</p> <p>4. Administrators and teachers will develop student and parent survey to assess perception of after school and APT support programs.</p> <p>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.</p> <p>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.</p>	Administration, Leadership Team, and Interventions Team	<p>2. 2 teachers for 2 hours @\$34.45 for 36 weeks= \$4,960</p> <p>6. 5 hours weekly \$42 per hour for 27 weeks= \$5,670</p>	Common formative assessments, SRI, MDTP, SBAC	<p>1-6</p> <p>Ongoing during 2016-17</p> <p>1. ongoing</p> <p>2. ongoing</p> <p>3. ongoing</p> <p>4. Fall 2015</p> <p>5. Early Spring 2016</p> <p>6. ongoing</p>
3.	<p>Utilize teacher created illuminate standard- based interim assessments to monitor student progress on mastery of ELA content standards.</p> <p>1. Administrators will work with Read 180 teacher to establish a protocol and process for using the interim assessments.</p> <p>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.</p> <p>3. Teacher will administer target interim assessment to students, analyze assessment results and re-teach skills as needed.</p>	Administration, Leadership Team, Interventions Team, and Dept. PLC Teams.	no cost	Common formative assessments, SRI, MDTP, SBAC	<p>1. Fall 2015</p> <p>2. Spring 2016</p> <p>3. Spring 2015 and ongoing</p>
4.	<p>Utilize the Professional Learning Community process to increase teacher collaboration and implementation of data-driven instructional strategies in the classroom:</p> <p>1. Utilizing late start days, Teachers will collaborate to identify and</p>	Administration, Leadership Team, Interventions Team, and Dept. PLC Teams.	<p>1. no cost</p> <p>2. \$25,000</p> <p>3. \$1,300 sub days for teachers to attend PDs</p>	#2 \$25k -WHAT'S THE SOURCE? TI \$\$ Common formative	ongoing

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	<p>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.</p>		<p>Offer 2 release days for all teachers, 32 teachers @ \$95 per day= \$6,000</p>	<p>assessments, SRI, MDTP, SBAC</p>	
<p>Progress Monitoring Report (Mid-Year)</p>			<p>Date of progress update:</p>		
<p>Growth Targets: What indicators have been reviewed to assess progress to meet the annual goal? Summary of analysis.</p>			<p>Summary of progress: Describe how the strategy has or has not been effective in achieving the desired outcomes?</p>		

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LCAP Goal: (paste aligned SDUHSD LCAP goal from SDUHSD 16-19 Board approved LCAP)
 Goal #1 Annual increase in student achievement for all students in English Language Arts and Math with focus on accelerating student learning outcomes for target subgroups including English Learners, low income pupils and pupils performing below grade level.
 Goal #3 All district graduates will be college and career ready.

School Goal 2 (Description of 2016-17 measurable School Goal, aligned to WASC Action Plan goals)
 All students will be prepared to enroll in college and career ready courses in high school.

LCAP Priority Area:
 1, 2, 4, 7

Targeted Pupil Subgroup(s):
 ALL

<p>Rationale: What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary. Recognizing that non of our elective offerings have reflected the CTE pathways to our district's high schools, and due to the increased need to reflect industry requirements, the action steps below target this goal.</p>	<p>Growth Targets: Expected annual measurable outcomes. At the end of the 2016-17 school year we will complete 100% of student 6-year plans. In addition, we will enroll 6% of our student body into our new STEM Explorations elective with the goal of growing that to 12% for the 2017-18 school year.</p>
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Strategy: (briefly describe the overall plan to address the identified need)

#	Actions/Tasks (describe specifically what will occur at the site to meet this goal)	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	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.	Administration, Counselor	no cost	# of meetings	August/September 2015
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	Administration, Counselor	extra hours for counselor to plan and participate in after	Survey, Student participation rates	ongoing

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	<p>Grade Course Selection, Naviance, etc.</p> <p>2. Counselor will record College and Career guidance lessons for students in the intervention screen in Aeries.</p> <p>3. Principal and Counselor will develop a student survey to assess students' understanding of guidance lesson topics</p> <p>4. Principal and counselor will review student survey results</p> <p>5. Student feedback will be used to develop or adjust future college and career related guidance lessons</p> <p>6. Counselor will share and explain SDUHSD Naviance scope and sequence with all students</p> <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.</p> <p>b. Counselor will monitor student progress on Naviance activities and meet with students as needed for support.</p>		<p>school parent and student events</p> <p>25 hours @ \$42 per hour= \$1,050</p>		
3.	<p>Counselor will hold a parent meeting in the spring to cover high school readiness and college and career planning topics.</p> <p>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.</p> <p>2. Counselor and Principal will review parent participation rates and survey results and inform future parent information sessions and workshops.</p>	<p>Administration, Counselor</p>	<p>extra hours for counselor to plan and participate in after school parent and student events for targeted subgroups</p> <p>10 hours @ \$42 per hour= \$420</p>	# of meetings	Spring 2016
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.</p> <p>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.</p> <p>2. Counselor will share 6 year plans with parents and hold parents meetings as needed</p> <p>3. Counselor will record student 6 year planning meetings in the intervention screen in Aeries.</p> <p>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>Administration, Counselor</p>	<p>no cost</p>	# of meetings	ongoing

Progress Monitoring Report (Mid-Year)	Date of progress update:
Growth Targets: What indicators have been reviewed to assess progress to meet the annual goal? Summary of analysis.	Summary of progress: Describe how the strategy has or has not been effective in achieving the desired outcomes?

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LCAP Goal: (paste aligned SDUHSD LCAP goal from SDUHSD 16-19 Board approved LCAP)
 Goal #4: Increase the level of “school connectedness” and "sense of safety" of pupils, staff and parents.
School Goal 3 (Description of 2016-17 measurable School Goal, aligned to WASC Action Plan goals)
 Based on Healthy Kids Survey data, EWMS will increase the number of students who feel part of the school, who feel that an adult cares about them, and who feel safe by 10%.
LCAP Priority Area:
 3, 4, 5, 7, 8
Targeted Pupil Subgroup(s):
 ALL

<p>Rationale: What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.</p> <p>Using data from the 2014/2015 Healthy Kids Survey, we still have nearly 35% of our students who do not feel part of the school, nearly 24% of our students who do not feel that an adult cares about them, and approximately 28% of students who do not feel safe at school. Although all of these numbers improved from the 2014/2015 to the 2015/2016 school year, we feel that by completing the action steps below, we should be able to drastically reduce these numbers.</p>	<p>Growth Targets: Expected annual measurable outcomes.</p> <p>Healthy Kids Survey _</p> <p>When students answered about being part of the school, 33% of our students answered in the lower 3 of 5 responses; Our annual growth target will be to reduce this to 23%. When students answered about whether an adult on campus cares about them, 24% answered in the lower 2 of 4 responses; Our annual growth target will be to reduce this to 14%. When students answered about how safe they felt at school, 28% answered in the lower 3 of 5 responses; Our annual growth target will be to reduce this to 18%.</p>
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Strategy: (briefly describe the overall plan to address the identified need)

Actions/Tasks (describe specifically what will occur at the site to meet this goal)		Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	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.	Administrators, Leadership Team	No cost	Parent/Community Survey	Fall 2016
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.	Administrators, Leadership Team, APT teachers,	No Cost		Ongoing 2016-17
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	Administrators, Leadership Team, Interventions Team	approximately \$7,000 for materials and program development		Ongoing 2016-17

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	needs assessment within this collaborations, a determination of supplemental instructional materials and programming will be made.				
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.	Administrators, Counselor, PTSA (Guest Speakers)	approximately \$5,000 for guest speakers, translator, materials, child care, transportation (if needed)		Ongoing 2016-17
5.	Administrators and staff will review manage attendance records closely by monitoring daily attendance reports, monthly apportionment reports, and SARB process	Administrators, Leadership Team	No Cost		Ongoing
Progress Monitoring Report (Mid-Year)			Date of progress update:		
Growth Targets: What indicators have been reviewed to assess progress to meet the annual goal? Summary of analysis.			Summary of progress: Describe how the strategy has or has not been effective in achieving the desired outcomes?		

D. 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			X		
Taylor Lowe		X			
Connor Nesseler		X			
Robert Parrington		X			
Diane Dekker		X			
Beth Munce				X	
Joshua Cox					X
Sofia Vitale					X
Adam Camacho	X				
Erika Niedernhofer				X	
Roberta Blank			X		
Numbers of members of each category	1	4	2	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).

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**Form F. Budget 2016-17
Earl Warren Middle School**

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 (non-formula)	\$80,000.00
Title I Funds	\$115,563.00
Total	\$206,600.00

Appendix A. Student Performance Data

Section 1: Enrollment

Table 1.1 Site enrollment trends with subgroup breakdown

	2015-16		2014-15		2013-14		2012-13	
	#	%	#	%	#	%	#	%
Total enrollment	595	-	720	-	703	-	693	-
Number & Percent of English Learners	26	4.4%	23	3.5%	31	4.4%	29	4.2%
Number & Percent of Long Term English Learners	13	2.2%	12	1.7%	22	3.1%	20	2.9%
Number & Percent of Redesignated Fluent English Proficient students	48	8.1%	46	6.4%	30	4.2%	32	4.6%
Number & Percent of students who are Socio-Economically Disadvantaged	74	12.4%	61	8.5%	61	8.7%	73	10.5%
Number & Percent of Special Education students	83	14.0%	79	11.0%	92	13.1%	98	14.1%

Source:

Total enrollment, English Learner enrollment, Socio-Economically Disadvantaged enrollment, Special Education enrollment:

California Longitudinal Pupil Achievement Data System. Report. 1.1 Enrollment - Primary Status by Subgroup. (Fall 1)

Long Term English Lerner Enrollment, Redesignated Fluent English Proficient enrollment:

Aeries Student Information System data. Analytics dashboards: LTEL, RFEP (retrieved 8/23/16)

Section 2: Student Achievement Indicators

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

8 th grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
15-16	338	74%	77%	55%	*	38%	54%
14-15	350	85%	89%	71%	13%	41%	36%
7 th grade							
15-16	258	76%	84%	65%	10%	37%	41%
14-15	351	78%	81%	56%	*	44%	26%

Source:

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

CAASPP Results (All Students)**English Language Arts/Literacy**

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	364	263	351	258	350	258	96.4	98.1
Grade 8	356	341	350	338	349	338	98.3	99.1
All Grades	720	604	701	596	699	596	97.4	98.7

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	2609.2	2609.8	33	35	45	41	16	16	5	8
Grade 8	2631.3	2618.6	30	29	55	45	9	20	5	7
All Grades	N/A	N/A	32	32	50	44	13	18	5	7

Reading Demonstrating understanding of literary and non-fictional texts							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 7	41	42	49	47	9	10	
Grade 8	51	43	42	42	7	14	
All Grades	46	43	46	44	8	13	

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	52	52	41	40	7	9
Grade 8	47	45	48	46	5	9
All Grades	50	48	44	43	6	9

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	24	34	70	58	6	7
Grade 8	34	32	61	62	5	6
All Grades	29	33	66	61	5	6

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Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	45	47	49	44	6	9
Grade 8	40	45	53	46	7	9
All Grades	43	46	51	45	6	9

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

III School and Student Performance Data

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

8 th grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
15-16	336	72%	74%	55%	*	23%	28%
14-15	351	67%	71%	50%	20%	24%	20%
7 th grade							
15-16	256	71%	75%	65%	10%	31%	30%
14-15	352	72%	73%	57%	*	28%	32%

Source:

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

CAASPP Results (All Students)**Mathematics**

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	364	263	352	256	351	256	96.7	97.3
Grade 8	356	341	351	336	351	336	98.6	98.5
All Grades	720	604	703	592	702	592	97.6	98

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	2607.2	2614.6	38	50	34	21	19	16	9	13
Grade 8	2629.7	2635.9	42	46	25	26	25	18	9	11
All Grades	N/A	N/A	40	47	29	24	22	17	9	12

Concepts & Procedures Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 7	52	58	34	24	15	18	
Grade 8	50	52	36	32	14	15	
All Grades	51	55	35	29	15	16	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	44	49	46	38	9	14
Grade 8	44	45	47	46	9	9
All Grades	44	47	47	42	9	11

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	40	57	57	32	3	11
Grade 8	40	43	50	47	10	10
All Grades	40	49	53	41	7	10

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Data Source

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

Section 3: School Climate Indicators

Table 3.1 Truancy rates

	2014-15	2013-14	2012-13	2011-12
Truancy rate	41.99%	34.76%	5.85%	8.8%

Source:

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

Table 3.2 Chronic absenteeism rates by subgroup

	All Students	English Learners	Socioeconomically disadvantaged	Special Education
15-16	6.3%	0.0%	9.5%	13.9%
14-15	4.3%	0.0%	3.4%	8.9%
13-14	6.7%	7.2%	12%	6.7%

Source:

Aeries Student Information System data. Analytics dashboards: Attendance% (retrieved 10/13/2016)

Table 3.3 Discipline data

	2014-15	2013-14	2012-13	2011-12
Number of students suspended	16	26	19	13
Suspension rate	2.2%	3.5%	2.6%	1.8%
Number of students expelled	1	0	0	0
Expulsion rate	0.1%	0%	0%	0%

Source:

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

Table 3.4 Cohort dropout rate by subgroup

	2014-15	2013-14	2012-13	2011-12
All Students	0%	0%	0%	0%

Source:

CALPADS report 1.9 Completers and Dropouts - Count

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Table 3.5 Student connectedness survey results (CHKS or Site Climate Survey). Percent of students who disagree with target statements.

	*2015-16	**2014-2015	**2012-2013	**2010-2011
Feel safe at school	n/a	3.5	6.3	n/a
Adult who cares about me	n/a	5.2	6.5	6.3
Feel like part of my school.	n/a	10.5	8.8	10.8
Teachers at school treat students fairly	n/a	10.7	13.9	15.1
I do things at school that make a difference	n/a	16.2	20	n/a
<i>insert statements from internal survey:</i>				
<i>insert statements from internal survey:</i>				
<i>insert statements from internal survey:</i>				
<i>insert statements from internal survey:</i>				

Source:
*Site Climate Survey results
**CHKS results

Section 4: Progress Monitoring of English Learners

Table 4.1 English Learner enrollment

	English Learners (number & % of total enrollment)		Percent of ELs who are LTELs	Percent of ELs who qualify for Special Education
15-16	26	4.4%	65.4%	30.7%
14-15	23	3.5%	47.8%	34.8%
13-14	31	4.4%	71%	32.3%

Source:

English Learner enrollment:

California Longitudinal Pupil Achievement Data System. Report. 1.1 Enrollment - Primary Status by Subgroup. (Fall 1)

Percent of ELs who are LTELs, Percent of ELs who qualify for Special Education:

Aeries Student Information System data.

California English Language Development (CELDT) Data

Table 4. 2 2014-15 CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
7	21	17	53	36	17	26	29	67	16	14	0	5		0	
8	29	19	17	43	31	67	14	31	17	14	6			13	
Total	24	18	44	38	27	36	24	41	16	14	5	4		9	

Data Source

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

Table 4.3 Percent of students who made progress learning English as measured by CELDT

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	21	22	25
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	21	22	25
Number Met	--	13	25
Percent Met	--	59.1%	100.0%
NCLB Target	59.0	60.5	62.0%

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Met Target	--	No	Yes
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AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	7	20	8	17	6	22
Number Met	--	--	--	8	--	18
Percent Met	--	--	--	47.1%	--	81.8%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	--	--	--	No	--	Yes

Source:

California Department of Education Data Reporting Office. 2014-15 Title III Accountability Reports Local Educational Agency (LEA) Level Data, School-level Data. Retrieved from <http://www.cde.ca.gov/ta/ac/t3/t3reports.asp>

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Table 4.4 Percent of students who made progress learning English as measured by LAS Links Assessment (Fall to Spring administration comparison results)

	2015-16	2014-15	2013-14	2012-13
Percent of students who attained proficiency	11%	*	*	**
Percent of students who increased one proficiency	33%	*	*	**

Source:

LAS Links Assessment results for those students who participated in both the fall and spring administration and received valid scores.

In order to protect student privacy, an asterisk () will be displayed instead of a number where 10 or fewer students are represented.

**LAS Links Assessment was not administered

Table 4.5 Reclassification Rate

	2015-16	2014-15	2013-14	2012-13
Number and percentage of students Redesignated Fluent English Proficient	5 (20.8%)	2 (6.5%)	2 (7.7%)	8 (20.0%)

Source:

California Department of Education Data Reporting Office. Number and Percent of Students Redesignated to FEP.

Retrieved from <http://dq.cde.ca.gov/dataquest/>



The Single Plan for Student Achievement

School: La Costa Canyon High School
District: San Dieguito Union High School District
County-District School (CDS) Code): 37-68346-3731007
Principal: Bryan Marcus
Date of this revision: 12/1/2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Bryan Marcus
Position: Principal
Telephone Number: (760) 436-6136 x6000
Address: 1 Maverick Way
Carlsbad, CA 92009
E-mail Address: bryan.marcus@sduhsd.net

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

A. School Site Information La Costa Canyon High School

Vision Statement:

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 Statement:

An inclusive and energetic learning community, LCC prepares students to be 21st century innovators, driven learners, creative leaders, and exemplary citizens.

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

La Costa Canyon High School (LCC) is a student-centered educational community located in south Carlsbad. Current enrollment is approximately 1900 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 13,000 sq. ft. media center, audio-visual technology facilities, music performance classrooms, architecture/engineering lab, a two-story gymnasium with capacity to seat 2,200, and a newly renovated 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. LCC is committed to addressing the California Core Standards, as well as Expected Schoolwide Learning Results (ESLRs). In addition, teachers campus-wide participate in Professional Learning Communities to establish common assessments that are consistent in academic departments. These common assessments allow for meaningful discourse among staff regarding student needs. 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. In the past couple of years, we have worked to provide additional supports for students new to United States, or with limited English proficiency. Our "Newcomer Academy" allows additional Math and ELA support courses for students who are new to learning English. 21 different AP courses are offered, and over 700 students took an AP exam last year. In addition to a robust AP program, LCC is currently in the Candidacy phase of the International Baccalaureate program, with the plan of beginning a Diploma Programme during the '18-'19 school year.

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 80 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 district, The Maverick Brigade. LCC recognizes the increasingly important role community service plays in education and personal growth. Large numbers of students are involved in service projects that are curriculum and community-oriented, and student-based.

B. School and Student Performance Data

See Appendix A for multi-year student performance data tables

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

The primary sources of data that have instructed the work of the School Site Council and site leadership decisions pertaining to SPSA have been the California Assessment of Student Performance and Progress (CAASPP) - including Early Assessment Program (EAP), California English Language Development Test (CELDT), California Healthy Kids Survey (CHKS), internal survey data, D/F lists, tardy/truancy statistics, and UC/CSU eligibility rates. As a result of extensive data analysis, specific areas of need have been identified pertaining to improvement in English/Language Arts (ELA) and Math, increasing College and Career Readiness for all students, and continuing work to expand student connectedness campus-wide.

While the school demonstrated marked improvement in ELA and Math - as evidenced by 2016 CAASPP data, there is still significant room for improvement for the overall population and, particularly, our English Learner (EL) and Special Education (SPED) subgroups. 69% of students scored in the "Standard Met" or "Standard Exceeded" in ELA, up 8% from the previous year. In Math, the improvement was 2% and now stands at 56%. 10% more Reclassified Fluent English Proficient (RFEP) students in "Standard Met" (SE) or "Standard Exceeded" (SM) in ELA (50% to 60%). Perhaps the most substantial growth was RFEP students in Math, who went from 25% SE/SM in 2015 to 40% in 2016. Our English Learner population did not demonstrate significant growth in ELA or Math. 0% of English Learners scored in SM or SE in ELA and 5% did so in Math. Our Special Education student population had 23% of students in SM or SE, which is up from 11% from the previous year. This data supports our #1 goal to demonstrate improvement in ELA and Math campus-wide, while targeting EL and SPED subgroups.

Based on internal survey data, 7.9% of students indicated that they do not regularly feel safe on campus. CHKS results show that 15% of students do not feel like they are a part of LCC, and 24% of students feel as though they do not do things that make a difference at their school. LCC's truancy rate is 65.9% and chronic absenteeism stands at 7.8%. This data supports goal #2: Increase the level of "school connectedness" and sense of safety of pupils, staff, and parents.

Based on 2015-16 EAP data for ELA, 26% of all students are considered college ready, while 0% of English Learners and 5% of SPED students are college ready. In Math, 26% of all students are college ready, while 0% of English Learners and 3% of SPED students are college ready. In addition, our overall UC/CSU eligibility rate for students was 75.4% and 0% for EL students. The cohort graduation rate is 95.6% for all students, 71.9% for EL students, and 79.4% for SPED students. This data supports goal #3: All LCCHS graduates will be college and career ready.

C. Involvement Process**Involvement Process:**

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

A draft of data from the '15-'16 school year - including CAASPP, AP, and CELDT scores - was brought to the School Site Council at the first meeting of the year in September. Along with this data, the SSC revisited goals from the '15-'16 SPSA and considered the need to revise goals, or create new goals if necessary. Site leadership meets monthly to review student data and draw connections with district LCAP goals. A draft of the SPSA was submitted to the SSC council in October for review and feedback. Extensive revisions were made in

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late-October to incorporate more data points and specific goal targets.

**D. Summary of Progress Made on 2015-16 Goals
La Costa Canyon High School**

<p>School Goal 1 (Description of 2015-16 School Goal) Annual increase in student achievement in ELA and Math for all students, with a focus on English Language learners.</p> <p>LCAP Priority Area: Annual increase in student achievement for all students in English Language Arts and Math with focus on outcomes for target subgroups including English Learners.</p> <p>Targeted Pupil Subgroup(s): English Learners; Special Education population</p>	
<p>A. Measurable Outcomes: List Specific data that was reviewed toward meeting this goal. Show growth/decline using data. Initial 2016 CAASPP data reflects growth in both English Language Arts (ELA) and Math for all students at LCC. The average CAASPP Math score increased 9 points at LCC, and the average ELA score increased 21 points. Both of those are beyond the average improvements district-wide.</p>	<p>B. Summary of Progress: Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data) District funded sections seem to have a significant impact on overall achievement in ELA and Math, as well as the achievement of students in the Hispanic/Latino subgroup. Additional support classes in English, Math, and English Language Development classes all seem to have benefited this subgroup of students, while the overall population certainly benefited from the substantial use of tutoring funds on Math.</p>
<p>C. Relevance: Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D. While significant growth took place in the overall population, and the hispanic/latino subgroup, LCC still trails our peers around the district. LCC needs to continue to demonstrate growth overall, with the hispanic/latino subgroup, as well as our special education subgroup that did not see much movement between 14-15 and 15-16.</p>	
<p>D. What changes, if any, will be made as a result of reviewing measurable outcomes? Based on the summary of progress, how will the actions/services change moving forward? Site tutoring funds are going to be allocated more directly to math interventions moving forward. Instead of running tutoring after school for all subjects, as was done last year, a more substantial tutoring session will take place on Tuesdays for 4 hours, and will be staffed by math teachers. Additional tutoring funds will be used in a more targeted way with other subjects. For example, LCC will be implementing Saturday "Wellness" Days prior to finals and AP tests. These days will be an opportunity for students to review material with teachers present, and hopefully avoid "cramming." This targeted tutoring is intended to increase the number of students attending tutoring sessions. Teachers will also be able to set up tutoring session prior to major exams that will happen in their classrooms, instead of the Learning Commons. Achievement funds were not consistently utilized in an effective manner. This year, formative/assessment funds will be used to further the PLC process. Teachers have developed common assessments and are taking time to review student results and develop re-teaching strategies.</p>	

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<p>School Goal 2 (Description of 2015-16 School Goal)</p> <p>Increase the level of school connectedness and sense of safety of pupils, staff, and parents at LCCHS.</p> <p>LCAP Priority Area:</p> <p>SDUHSD LCAP Goal #3: Increase the level of "school connectedness" and "sense of safety" of pupils, staff, and parents.</p> <p>Targeted Pupil Subgroup(s):</p> <p>All students</p>	
<p>A. Measurable Outcomes: List Specific data that was reviewed toward meeting this goal. Show growth/decline using data.</p> <p>In the 2015 California Healthy Kids Survey (CHKS), 15% of students marked that they did not feel like they are a part of the school. In our internal survey in 2016, 7.9% of students indicated that they do not consistently feel safe on campus. Only 2% of students felt unsafe on campus in 2015, so this indicates a decline in student safety - a major concern. Perhaps most concerning from the 2015 CHKS is that 25% of students felt as though they did not do something that makes a difference at school.</p>	<p>B. Summary of Progress: Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data)</p> <p>Reviewed CHKS data with site team and Leadership students. Student forum did not materialize during '15-'16 school year. Incorporation of AP Wellness Day to help students connect with teachers more informally, and provide comfortable, safe environments for study.</p>
<p>C. Relevance: Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D.</p>	
<p>D. What changes, if any, will be made as a result of reviewing measurable outcomes? Based on the summary of progress, how will the actions/services change moving forward?</p> <p>1. Mav Voices - student led forum began in September of 2016. This is the first time all LCC students have had the opportunity to share insights regarding school culture and activities. These meetings occur monthly, and feedback from students is acted upon by administration, who provides feedback at the following meeting. 2. Revision of Leadership course / Expanded course offerings - students expressed frustration with the Leadership class doing chores for ASB. As a result, an entirely separate curriculum for the course has been developed to ensure less overlap with ASB. These students are tasked with finding more ways to involve all students in meaningful activities on campus 3. Wellness Days - While the AP Wellness Day was a success, it was only directed at AP students. We have added a Wellness Day for all students to get additional tutoring on a Saturday prior to finals, as well as "Maverick Opportunity Days" that are a more proactive approach to Saturday Schools. Admin and counseling analyzed D/F data and invited struggling students and parents for Saturdays to give parents additional support with AERIES and to ask questions of counselors. Students will get targeted tutoring after meeting with their teachers on the prior Friday.</p>	

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<p>School Goal 3 (Description of 2015-16 School Goal) All LCCHS graduates will be college and career ready.</p> <p>LCAP Priority Area: SDUHSD LCAP Goal #4: All district graduates will be college and career ready.</p> <p>Targeted Pupil Subgroup(s): All students</p>	
<p>A. Measurable Outcomes: List Specific data that was reviewed toward meeting this goal. Show growth/decline using data. According to Early Assessment Program (EAP) data, LCC went from 39% of students considered "not ready" for college in English in 2014-15 to 31% in 2015-16. In Math, the growth was less marked, but 2% more students were considered "college ready" than the previous year. The Hispanic/Latino achievement gap shrunk 8% in ELA, with the overall population still growing 8% overall. In Math, the Hispanic/Latino achievement gap shrunk 13%, while the overall population showed 2% growth. LCC continues to hover around 72% UC/CSU eligibility among graduating seniors.</p>	<p>B. Summary of Progress: Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data) Site tutoring funds were used to support students in improving all subjects; however, the funds spent on English and Social Science tutoring was not utilized as successfully as math and science. By offering a different subject every day after school, some subjects had large crowds, while others had very little use. District funded sections for ELA, ELD, and Math seem to have provided meaningful support for targeted subgroups as well as the overall population.</p>
<p>C. Relevance: Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D.</p>	
<p>D. What changes, if any, will be made as a result of reviewing measurable outcomes? Based on the summary of progress, how will the actions/services change moving forward? Tutoring will be much more targeted this year. Tuesday night tutoring will be math-focused. Wellness Days will create much more structured tutoring opportunities, as opposed to the open forum of after school tutoring. In addition, LCC has increased the number of non-formula ELD sections to provide additional support to our EL students. English learners continued to struggle on CAASPP exams. With an additional teacher, and division of ELD levels, more targeted support for college and career readiness will be in place.</p>	

E. Planned Improvements in Student Performance

The School Site Council has analyzed the student performance data of all student groups and has considered the effectiveness of key elements of instructional programs. As a result, it has adopted the following school goals, related actions, and expenditures to increase outcomes for underperforming students.

<p>LCAP Goal: (paste aligned SDUHSD LCAP goal from SDUHSD 16-19 Board approved LCAP)</p> <p>SDUHSD LCAP Goal #1: Annual increase in student achievement for all students in English/Language Arts and math with focus on outcomes for targets subgroups including English Learners.</p> <p>School Goal 1 (Description of 2016-17 measurable School Goal, aligned to WASC Action Plan goals)</p> <p>Annual increase in student achievement in ELA and Math for all students.</p> <p>LCAP Priority Area:</p> <p>LCAP State Priorities 1: Basics 2: Implementation of State Standards 4: Pupil Achievement 7: Course Access</p> <p>Targeted Pupil Subgroup(s):</p> <p>All students, with focus on English Learners and Special Education</p>	
<p>Rationale: What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.</p> <p>While the school demonstrated marked improvement in ELA and Math - as evidenced by 2016 CAASPP data, there is still significant room for improvement for the overall population and, particularly, our English Learner (EL) and Special Education (SPED) subgroups. 69% of students scored in the "Standard Met" or "Standard Exceeded" in ELA, up 8% from the previous year. In Math, the improvement was 2% and now stands at 56%. 10% more Reclassified Fluent English Proficient (RFEP) students in "Standard Met" (SE) or "Standard Exceeded" (SM) in ELA (50% to 60%). Perhaps the most substantial growth was RFEP students in Math, who went from 25% SE/SM in 2015 to 40% in 2016. Our English Learner population did not demonstrate significant growth in ELA or Math. 0% of English Learners scored in SM or SE in ELA and 5% did so in Math. Our Special Education student population had 23% of students in SM or SE, which is up from 11% from the previous year. This data supports our #1 goal to demonstrate improvement in ELA and Math campus-wide, while targeting EL and SPED subgroups.</p> <p>School-wide critical area/s for follow up addressed: How does this goal align to one of the identified "critical areas for follow up" from the most recent WASC visiting committee report?</p>	<p>Growth Targets: Expected annual measurable outcomes.</p> <p>A 5% increase for all students in Standard Exceeded/Standard Met for both ELA and Math</p> <p>A 5% increase for SPED students in SE/SM for both ELA and Math</p> <p>A 5% increase for EL students in SE/SM for both ELA and Math</p>

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This goal aligns with "critical areas for follow-up" goal #2 from the 2011 WASC VC report. This goal discusses the need for, "rigorous and relevant curriculum for all students at all levels."

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

Through strategic course offerings, Professional Learning Communities, and common assessments, all students will experience meaningful literacy instruction across curricular courses. In addition, students with additional needs - such as EL and SPED students - will receive targeted interventions in ESP time, and in additional support classes.

Actions/Tasks (describe specifically what will occur at the site to meet this goal)		Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Targeted tutoring on Tuesday nights directed specifically toward Math. Learning Commons will be staffed by a math teacher every Tuesday until 7:30pm. In addition, the Math department will take turns offering tutoring hours in their classrooms regularly after school. Math teachers will advertise availability to their classes.	Math department	\$5,000 yearly (1 teacher / 4 hours / 1 day a week) Site Tutoring Funds	tracking numbers of students attending; D/F lists in Math classes; CAASPP results in Math	August 2016 - June 2017
2.	Wellness Days with tutoring in preparation for finals for students.	Admin	\$2,800 (10 teachers / 4 hours / 2 times per year)	Attendance at Wellness Days; D/F lists in Math and ELA; AP results	January, prior to finals and May, prior to AP exams
3.	Two sections of Integrated Math I Readiness which is targeted at students who are below grade level in math. This course will help to prepare students for Integrated Math I to keep them on the course for UC/CSU eligibility.	Teacher	\$30,000 District Funded sections	CAASPP Math data for all students	August 2016 - June 2017
4.	Two sections of ELD support. These sections are focused on providing additional support to our Newcomers, and our LTEL population that continues to struggle with redesignation. In addition to CELDT prep, students will have extra tutoring support for their other Math and ELA courses.	Teachers	\$60,000 District Funded Sections	CAASPP ELA data for EL students; CELDT redesignation	August 2016 - June 2017
5.	One section of EL Lead. This teacher functions as a "case manager" of sorts to support our EL population. The teacher is a liaison between other teachers - particularly ELA and Math - and the EL students who often struggle with self-advocacy. The teacher works with other teachers to ensure supports are in place to help prepare these students for the opportunity for re-designation.	Teacher	\$30,000 District Funded Sections	D/F rates for EL population in Math and ELA;	Year long
Progress Monitoring Report (Mid-Year)			Date of progress update:		
Growth Targets: What indicators have been reviewed to assess progress to meet the annual goal? Summary of analysis.			Summary of progress: Describe how the strategy has or has not been effective in achieving the desired outcomes?		

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LCAP Goal: (paste aligned SDUHSD LCAP goal from SDUHSD 16-19 Board approved LCAP)

SDUHSD LCAP Goal #3: Increase the level of "school connectedness" and "sense of safety" of pupils, staff, and parents.

School Goal 2 (Description of 2016-17 measurable School Goal, aligned to WASC Action Plan goals)

Increase the level of school connections and sense of safety of pupils, staff, and parents at LCC.

LCAP Priority Area:

State Priority:

- 1-Basic Services
- 3-Parent Involvement
- 5-Pupil Engagement
- 6- School Climate

Targeted Pupil Subgroup(s):

All students - particularly fostering connections for underrepresented populations such as EL and SED.

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

Based on internal survey data, 7.9% of students indicated that they do not regularly feel safe on campus. CHKS results show that 15% of students do not feel like they are a part of LCC, and 24% of students feel as though they do not do things that make a difference at their school. LCC's truancy rate is 65.9% and chronic absenteeism stands at 7.8%. 29 students were suspended out of school in 2015-16

Growth Targets: Expected annual measurable outcomes.

A 5% decrease in the number of students who do not feel like they are a part of LCC

A 5% decrease in the number of students who feel as though they do not do things that make a difference at LCC.

A 10% decrease in the number of students suspended out of school

A 5% decrease in the truancy and chronic absenteeism rates

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

4. "The school needs to continue to find ways to foster ways to foster a culture of inclusion, so that all sub-groups are represented equally."

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

Utilize Mav Opportunity Days, Tuesday Night tutoring, and our Leadership course to expand connectedness around campus.

	Actions/Tasks (describe specifically what will occur at the site to meet this goal)	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Wellness Days - includes Saturday before finals as well as Saturday prior	admin	\$2,240 - Site Tutoring	D/F lists; CHKS data	January 2017 and May

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	to AP tests beginning. An opportunity for students to improve academically, but also bond in a low-stress setting.		Funds	indicating more students feeling a part of the school	2017
2.	One section of Leadership (in addition to ASB options) - as measured by enrollment numbers and end-of-semester attitudinal survey	admin	\$30,000 - District Funded section	Attitudinal survey of Leadership students, and students across campus	First survey in October 2016; Second survey in June 2017
3.	Tuesday Night Tutoring	admin	\$5,000 yearly - site tutoring funds	D/F lists; attendance at tutoring	October 2016 through June 2017
4.	At-risk activity with staff - leading to Mav Opportunity Days. Staff worked collaboratively through Google Docs to identify at-risk students. Admin and counselors called students in, communicated with parents, and offered Saturday "opportunity" day to catch up on work and get tutoring from staff, as well as parent support with AERIES.	admin / teachers	N/A	D/F lists; CHKS	December 2016 - May 2017
5.	Increase in number of assemblies and on-campus activities to give more students an opportunity to connect with their peers in a safe environment	admin/ASB	N/A	CHKS	All school year
Progress Monitoring Report (Mid-Year)			Date of progress update:		
Growth Targets: What indicators have been reviewed to assess progress to meet the annual goal? Summary of analysis.			Summary of progress: Describe how the strategy has or has not been effective in achieving the desired outcomes?		

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LCAP Goal: (paste aligned SDUHSD LCAP goal from SDUHSD 16-19 Board approved LCAP)

SDUHSD LCAP Goal #4: All district graduates will be college and career ready.

School Goal 3 (Description of 2016-17 measurable School Goal, aligned to WASC Action Plan goals)

All LCCHS graduates will be college and career ready.

LCAP Priority Area:

State Priority:

4-Pupil Achievement

5-Pupil Engagement

7-Course Access

8- Other Pupil Outcomes

Targeted Pupil Subgroup(s):

All students, with focus on English Learners

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

Based on 2015-16 EAP data for ELA, 26% of all students are considered college ready, while 0% of English Learners and 5% of SPED students are college ready. In Math, 26% of all students are college ready, while 0% of English Learners and 3% of SPED students are college ready. In addition, our overall UC/CSU eligibility rate for students was 75.4% and 0% for EL students. The cohort graduation rate is 95.6% for all students, 71.9% for EL students, and 79.4% for SPED students.

Growth Targets: Expected annual measurable outcomes.

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

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

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

Increase UC/CSU eligibility rates for EL and SPED students

Increase cohort graduation rates for EL and SPED students

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

2. "There is a need to increase ongoing rigorous and relevant curriculum for all students at all levels."

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

At-risk student interventions; use of ESP to improve test preparation; additional course offerings through 7-period bell schedule to lead to more UC/CSU eligible students.

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Actions/Tasks (describe specifically what will occur at the site to meet this goal)		Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Teacher release to supplement teacher PLC work (District Writing Assessment, etc.) Common assessments	admin	\$11,200 - Formative Achievement Funds	2016 EAP data	Year-long
2.	Counselors lead grade-level presentations on A-G requirements to ensure student understanding, as well as evening activities to support parents - particularly targeting EL population to assist in 4-year planning	counselors	N/A	UC/CSU eligibility rates; cohort graduation rates	Year-long
3.	Targeted Tuesday after school tutoring focused on Math	math department	\$5,000 yearly	2016 EAP Math data	Year-long
4.	Maverick Opportunity Days (Saturday) based off of at-risk document created by staff.	admin/staff	\$2,800	EAP data	Year-long
5.	One section of AVID I. This additional section of AVID allows for smaller class sizes for targeted support of ninth graders, who are most vulnerable to struggle with the transition to high school. These students gain support from tutors and specific strategies to keep them on track for a four-year university.	staff	\$30,000 district funded section	D/F Lists; % of students meeting A-G requirements for UC/CSU	Year-long
Progress Monitoring Report (Mid-Year)		Date of progress update:			
Growth Targets: What indicators have been reviewed to assess progress to meet the annual goal? Summary of analysis.		Summary of progress: Describe how the strategy has or has not been effective in achieving the desired outcomes?			

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D. School Site Council Membership La Costa Canyon High 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
Debra Dubs			X		
Bryan Marcus	X				
Julie Hnatek				X	
Justin Conn			X		
Katie Stapko		X			
Korri Ball				X	
Scott Geier					X
Rian Silcox					X
Karlie McGillis					X
Taj Goldsmith					X
Karl Eppel				X	
Casey Rector		X			
Stephanie Rosson-Niess				X	
Reno Medina			X		
Annie Files				X	
Bonnie Kramer				X	
Christina Holland		X			
Lizzy McNally		X			
Lindsey Geissler		X			
Monica Cordova			X		
Emily Medrano					X
Numbers of members of each category	1	5	4	6	5

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).



MA ICKS

La Costa Canyon High School

One Maverick Way
Carlsbad, CA 92009
Tel: (760) 436-6136
Fax: (760) 943-3539
Web: www.lcchs.com

Principal
Brian Marcus

San
Diego

Union High School District

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

Interim Superintendent
Eric R. Dill

VII. School Site Council Membership
La Costa Canyon High School
2016-2017

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
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Number of members of each category	J_	3		L1	3



MAVERICKS

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2016-2017

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Number of members of each category				I	

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**Form F. Budget 2015-16
La Costa Canyon High School**

State/Federal Categorical Program	Allocation
Site LCFF Supplemental Funding - Site Formative/Achievement Funds	\$11,200.00
Site LCFF Supplemental Funding - Site Tutoring Funds	\$10,040.00
Site LCFF Supplemental Funding – District Funded Sections (non-formula)	\$210,000.00
Title I Funds	\$0.00
Total	\$231,240.00

Appendix A. Student Performance Data

Section 1: Enrollment

Table 1.1 Site enrollment trends with subgroup breakdown

	2015-16		2014-15		2013-14		2012-13	
	#	%	#	%	#	%	#	%
Total enrollment	1,894	-	2,008	-	2,067	-	2,134	-
Number & Percent of English Learners	98	5.2%	103	5.1%	100	4.8%	71	3.3%
Number & Percent of Long Term English Learners	41	2.2%	54	2.6%	67	3.2%	62	2.9%
Number & Percent of Redesignated Fluent English Proficient students	85	4.5%	91	4.5%	93	4.5%	117	5.5%
Number & Percent of students who are Socio-Economically Disadvantaged	183	9.7%	197	9.8%	227	11%	282	13.2%
Number & Percent of Special Education students	275	14.5%	279	13.7%	271	13.1%	293	13.7%

Source:

Total enrollment, English Learner enrollment, Socio-Economically Disadvantaged enrollment, Special Education enrollment:

California Longitudinal Pupil Achievement Data System. Report. 1.1 Enrollment - Primary Status by Subgroup. (Fall 1)

Long Term English Lerner Enrollment, Redesignated Fluent English Proficient enrollment:

Aeries Student Information System data. Analytics dashboards: LTEL, RFEP (retrieved 8/23/16)

Section 2: Student Achievement Indicators

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

11 th grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
15-16	456	69	73	50	0	23	32
14-15	450	61	64	40	13	11	28

Source:

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

CAASPP Results (All Students)**English Language Arts/Literacy**

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	474	471	455	458	450	457	96.0	97.2
All Grades	474	471	455	458	450	457	96.0	97.2

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2602.1	2624.1	25	33	36	36	21	20	17	11
All Grades	N/A	N/A	25	33	36	36	21	20	17	11

Reading Demonstrating understanding of literary and non-fictional texts							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 11	36	39	47	47	17	14	
All Grades	36	39	47	47	17	14	

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	32	42	46	43	20	16
All Grades	32	42	46	43	20	16

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	21	26	60	63	18	10
All Grades	21	26	60	63	18	10

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	36	41	48	50	16	9
All Grades	36	41	48	50	16	9

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Data Source

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

III School and Student Performance Data**Table 2.2 Percent of students tested who scored in the Standard Met and Exceeded range in Math**

11 th grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
15-16	457	56	59	40	5	8	16
14-15	456	54	57	25	6	7	14

Source:

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

15-16 CAASPP Results (All Students)**Mathematics**

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	474	471	456	457	454	456	96.2	97
All Grades	474	471	456	457	454	456	96.2	97

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2623.7	2632.1	24	26	30	30	22	24	24	20
All Grades	N/A	N/A	24	26	30	30	22	24	24	20

Concepts & Procedures							
Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 11	41	42	34	33	26	25	
All Grades	41	42	34	33	26	25	

Problem Solving & Modeling/Data Analysis						
Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	25	27	55	52	20	21
All Grades	25	27	55	52	20	21

Communicating Reasoning						
Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	29	32	54	55	17	13
All Grades	29	32	54	55	17	13

Data Source

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

Section 3: School Climate Indicators

Table 3.1 Truancy rates

	2014-15	2013-14	2012-13	2011-12
Truancy rate	65.91%	58.29%	15.99%	20.4%

Source:

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

Table 3.2 Chronic absenteeism rates by subgroup

	All Students	English Learners	Socioeconomically disadvantaged	Special Education
15-16	7.8%	15.6%	12.1%	15.0%
14-15	7.7%	18.8%	16.0%	19.1%
13-14	7.2%	14.8%	12.7%	18.5%

Source:

Aeries Student Information System data. Analytics dashboards: Attendance% (retrieved 10/11/16)

Table 3.3 Discipline data

	2014-15	2013-14	2012-13	2011-12
Number of students suspended	29	26	61	56
Suspension rate	1.4%	1.2%	2.7%	2.3%
Number of students expelled	0	1	3	3
Expulsion rate	0.0%	0.0%	0.1%	0.1%

Source:

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

Table 3.4 Cohort dropout rate by subgroup

	2014-15	2013-14	2012-13	2011-12
All Students	2.5%	2.1%	1.3%	2.1%

Source:

CALPADS report 1.9 Completers and Dropouts - Count

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Table 3.5 Student connectedness survey results (CHKS or Site Climate Survey). Percent of students who disagree with target statements.

	*2015-16	**2014-2015	**2012-2013	**2010-2011
Feel safe at school	8	4	5	8
Adult who cares about me	11	8	6	30
Feel like part of my school.	15	15	15	15
Teachers at school treat students fairly	7	14	13	16
I do things at school that make a difference	24	24	21	57
<i>insert statements from internal survey: n/a</i>				
<i>insert statements from internal survey: n/a</i>				
<i>insert statements from internal survey: n/a</i>				
<i>insert statements from internal survey: n/a</i>				

Source:
 *Site Climate Survey results
 **CHKS results

Section 4: Progress Monitoring of English Learners

Table 4.1 English Learner enrollment

	English Learners (number & % of total enrollment)		Percent of ELs who are LTELs		Percent of ELs who qualify for Special Education	
	Number	%	Number	%	Number	%
15-16	98	5.2%	47.6%		39.8%	
14-15	103	5.1%	51.4%		41.7%	
13-14	100	4.8%	65%		45%	

Source:

English Learner enrollment:

California Longitudinal Pupil Achievement Data System. Report. 1.1 Enrollment - Primary Status by Subgroup. (Fall 1)

Percent of ELs who are LTELs, Percent of ELs who qualify for Special Education:

Aeries Student Information System data.

California English Language Development (CELDT) Data

Table 4. 2 CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
9	9	4	9	27	19	27	41	42	36	18	23		5	12	27
10	14	17	13	29	42	42	43	13	17	7	25	13	7	4	17
11	24	20	11	35	13	11	18	13	44	6	13	22	18	40	11
12	10	16	6	30	47	25	45	5	6	15	11	25		21	38
Total	14	13	10	30	31	28	37	20	25	12	19	16	7	17	22

Data Source

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

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

Table 4.3 Percent of students who made progress learning English as measured by CELDT

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	73	84	69
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	73	84	69

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Number Met	39	44	37
Percent Met	53.4%	52.4%	53.6%
NCLB Target	59.0	60.5	62.0%
Met Target	No	No	No

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	25	56	36	57	40	43
Number Met	--	27	7	26	3	20
Percent Met	--	48.2%	19.4%	45.6%	7.5%	46.5%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	--	No	No	No	No	No

Source:

California Department of Education Data Reporting Office. 2014-15 Title III Accountability Reports Local Educational Agency (LEA) Level Data, School-level Data. Retrieved from <http://www.cde.ca.gov/ta/ac/t3/t3reports.asp>**Table 4.4 Percent of students who made progress learning English as measured by LAS Links Assessment (Fall to Spring administration comparison results)**

	2015-16	2014-15	2013-14	2012-13
Percent of students who attained proficiency	12.5%	15.6%	*	**
Percent of students who increased one proficiency	23.2%	34.4%	*	**

Source:

LAS Links Assessment results for those students who participated in both the fall and spring administration and received valid scores.

In order to protect student privacy, an asterisk () will be displayed instead of a number where 10 or fewer students are represented.

**LAS Links Assessment was not administered

Table 4.5 Reclassification Rate

	2015-16	2014-15	2013-14	2012-13
Number and percentage of students Redesignated Fluent English Proficient	13 (12.4%)	7 (6.9%)	8 (7.2%)	15 (10.9%)

Source:

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

Section 5: College and Career Readiness Indicators

Table 5.1 Early Assessment Program (EAP) ELA results by subgroup

	All Students			English Learners			Socioeconomically disadvantaged			Special Education		
	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready
15-16	33	36	31	0	0	100	8	24	68	5	18	77
14-15	25	36	39	0	13	87	5	23	72	0	11	89

Source:

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

Table 5.2 Early Assessment Program (EAP) math results by subgroup

	All Students			English Learners			Socioeconomically disadvantaged			Special Education		
	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready
15-16	26	30	44	0	5	95	10	6	84	3	5	92
14-15	24	30	46	0	6	94	7	7	86	0	7	93

Source:

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

Table 5.3 Advanced Placement Exam results

	2015-16	2014-15	2013-14	2012-13
Percent of exams with a score of 3+ (passing)	75%	73%	75%	68%
Number of tests taken	1,344	1,722	1,409	1,507
Number of testers	591	721	642	716
Average number of tests per student	2.3	2.4	2.2	2.1

Source:

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

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Table 5.4 College Entrance Exam results

		2015-16	2014-15	2013-14	2012-13
SAT	Number and Percent of Seniors tested	*	357/66%	302/63%	356/67%
	Mean Score : Critical Reading	*	542	552	523
	Mean Score : Math	*	674	573	557
	Mean Score: Writing	*	542	553	527
ACT	Number and Percent of Seniors tested	*	307/57%	271/57%	289/55%
	Average Score : English	*	25.7	25.6	24.6
	Average Score : Math	*	26.1	25.9	25.4
	Average Score: Reading	*	25.7	25.4	24.5
	Average Score: Science	*	25	24.7	24
	Average Score: Composite	*	25.8	25.6	24.8

Source:

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

Table 5.5 UC/CSU eligibility rates by subgroup

	All students	English Learner	Socioeconomically disadvantaged	Special Education
14-15	75.4 %	0.0 %	51.8 %	*
13-14	72.1 %	0.0 %	31.7 %	*
12-13	68.0 %	4.3 %	41.7 %	*

Source:

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

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Table 5.6 Cohort graduation rates by subgroup

	All students	English Learner	Socioeconomically disadvantaged	Special Education
14-15	95.6	71.9	88.2	79.4
13-14	97.0	72.0	87.3	85.7
12-13	97.5	87.2	94.7	86.2

Source:

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



The Single Plan for Student Achievement

School: Oak Crest Middle School
District: San Dieguito Union High School District
County-District School (CDS) Code): 37-68346-6059737
Principal: Ben Taylor
Date of this revision: September 2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students.

For additional information on school programs and how you may become involved locally, 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

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

A. School Site Information Oak Crest Middle School

Vision Statement:

Oak Crest Middle School will become a "Schools to Watch" middle school by the 2018-2019 school year.

Value Statements

Oak Crest Middle School Believes....

- that a caring atmosphere allows all students, parents, and staff to feel valued, welcomed, and safe.
- that focusing on the needs of all students results in maximizing their academic, social, and emotional growth.
- that professionalism, including collaboration, of all members of the school community leads to a positive learning environment.
- the diversity of our school community strengthens all aspects of school life.
- that all students will be challenged to meet high standards with the expectation of academic excellence.

Mission Statement:

Oak Crest Middle School's dynamic staff provides all students with high-quality, innovative instruction in a safe, supportive environment with challenging curriculum to prepare for future academic success. We provide our students opportunities for academic, physical, and social growth by setting high academic and behavioral expectations with tiered support systems.

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

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. OCMS ensures students are supported both socially and emotionally by participating in Rachel's Challenge, by developing and implementing homeroom activities, and celebrating character each month.

We offer a language arts program that is aligned with the California State Standards (CSS). 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 CSS 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

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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 State 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.

Our social science program is aligned with the California Social Studies Framework which includes literacy standards outlined in the California State Standards. While 7th graders will be studying world history and the 8th graders US History, both will be developing critical thinking and problem solving skills in order to be better prepared for career, college and civic life.

Oak Crest offers a wide range of academic supports for our English language learner (EL) 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. For Long-Term English Learners (LTEL), we offer an academic literacy class geared toward vocabulary acquisition and reading skills.

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 special-day 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 students with special needs 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 for those interested students.

We 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 utilize the Character Counts curriculum to help our students develop traits such as responsibility and compassion. We positively reinforce the students' good habits via our Crest Coin program - students are given tokens, gift certificates for local restaurants, and other prizes for good deeds and actions. Finally, we recognize academic and character achievement on a quarterly basis with movie nights, pancake breakfasts, and other celebrations.

Beyond the school day, Oak Crest benefits from an active Parent Foundation. This group, supported by donations from over half of the parent population, helps support academic and enrichment programs such as Rachel's Challenge, Lego robotics, and math technology.

B. School and Student Performance Data

See Appendix A for multi-year student performance data tables

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

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After analyzing state test scores, Healthy Kids survey results, attendance data, and internal grade data, we identified the following as target/priority areas:

1. Increase math and literacy scores on SBAC.

Tracking data from the 14-15 and 15-16 SBAC assessments, we saw some success. For example, overall in literacy, we grew by 8%, and most subgroups grew by 5% or more except for student with disabilities. This subgroup only grew at a 4% rate. In math, however, we failed to show a 5% increase in any subgroup. In fact, two subgroups, Hispanic and English Learners lost ground. For this coming year, to better measure how Oak Crest affects student achievement, we are basing our goals on cohort data as a way to analyze how similar students grow from year-to-year. Although we will be judged by the state on how we perform from year-to-year, comparing different sets of students against each other does not give us as clear a picture as cohort data. We feel that tracking cohort data, as opposed to year-to-year results, gives us a more accurate picture of how students achieve after two years of instruction at OCMS. As an example, from the 14-15 to 15-16 school year, our percent of proficiency grew 1% in math. However, from a cohort perspective, 7th grade students grew 3% while our 8th grade cohort dropped by -8%.

2. Increase the positive scores on Healthy Kids Survey results.

Using data from the 2014/2015 Healthy Kids Survey, and data from a comparable internal survey during the 2015/2016 school year, we still have nearly 35% of our students who do not feel part of the school, nearly 24% of our students who do not feel that an adult cares about them, and approximately 28% of students who do not feel safe at school. Although all of these numbers improved from the 2014/2015 to the 2015/2016 school year, we feel this area necessitates a goal and action steps.

3. OCMS will increase the number of college and career readiness activities and events.

Although OCMS does not have much quantitative data to support this goal, to make the curriculum more relevant and connect students with their future, we would like to focus on career and college connections. During the 2016/2017 school year, students will use a career navigation program that will inform us of the events and activities we need to provide to support them. From this data, we will establish a baseline number and continue to improve each year.

C. Involvement Process

Involvement Process:

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

The OCMS Leadership Team, comprised of department chairs and coordinators, analyzed data trends from SBAC scores, attendance, enrollment, HKS, and grade reports. The team then read, edited, and re-worked the three goals and action steps. During leadership meetings in August, September, and October of 2016, our team gave input on the feasibility of achievement goals, action steps to increase connectedness scores, and decided on departmental responsibilities to accomplish the goals.

The OCMS School Site Council, comprised of parents, students, teachers, administrators, and other school personnel, team commented on the three goals and action steps. To give the team time to read, edit, and understand the document, we used Google Docs and converted the plan so our team could question, comment, and highlight portions to be modified. During the last week of September and the first week of October, we discussed, digitally, aspects of our plan and how to make it stronger. This process allowed the team to communicate openly and ask and answer questions over two weeks. On November 2, our team met to address any last questions or concerns and to sign the plan. In the spring, as new data arrives, our team will reflect on the current goals and begin to revise them for the following year.

**D. Summary of Progress Made on 2015-2016 Goals
Oak Crest Middle School**

<p>School Goal 1 (Description of 2015-16 School Goal) OCMS will increase the percentage of students scoring "Standard Met" and "Standard Exceeded" by 5% across all subgroups as measured by the CAASPP literacy assessment.</p> <p>LCAP Priority Area: 4 and 5</p> <p>Targeted Pupil Subgroup(s): SES, ELL, SPED</p>	
<p>A. Measurable Outcomes: List Specific data that was reviewed toward meeting this goal. Show growth/decline using data. Our team reviewed SBAC data from the 2015/2016 assessments. All subgroups grew above the 5% mark except for our "Students with Disability" group. They grew at a 4% rate.</p>	<p>B. Summary of Progress: Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data) The focus on PLCs, we believe, helped propel most of our subgroups to meet the achievement goal. We feel that our SPED department needs to be a vital part of our ELA and Math PLC teams this year to help bridge this achievement gap.</p>
<p>C. Relevance: Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D. Because we were looking for growth in all subgroups, and one of our subgroups did not grow, we did not meet this goal.</p>	
<p>D. What changes, if any, will be made as a result of reviewing measurable outcomes? Based on the summary of progress, how will the actions/services change moving forward? We have instituted an additional Read 180 class specifically to support SPED students. We have also bolstered our support of our academic support classes by providing additional technology resources to help with Read 180 programs. These new action steps specifically target subgroups, namely students with disabilities, who did not grow as robustly as the total population of students at Oak Crest MS.</p>	

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<p>School Goal 2 (Description of 2015-16 School Goal) OCMS will increase the percentage of students scoring "Standard Met" and "Standard Exceeded" by 5% across all subgroups as measured by the CAASPP mathematics assessment.</p> <p>LCAP Priority Area: 1, 2, 4, 7</p> <p>Targeted Pupil Subgroup(s): SES, ELL, SPED</p>	
<p>A. Measurable Outcomes: List Specific data that was reviewed toward meeting this goal. Show growth/decline using data.</p> <p>Our team reviewed SBAC data from the 2015/2016 assessments. No subgroups met the 5% growth expectation. Overall, we grew by 1% in mathematics. As for sub groups, proficiency for students with disabilities and low income students remained the same. English Learners nearly made the 5% growth target and achieved a 4% increase in proficiency.</p>	<p>B. Summary of Progress: Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data)</p> <p>Our actions were ineffective as it pertains to achieving a 5% growth rate. Math will continue, however, to work in PLC teams to analyze data, formulate common grading procedures, and offer math support to all our students.</p>
<p>C. Relevance: Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D.</p> <p>No, we did not meet the goal of a 5% growth rate in SBAC math scores.</p>	
<p>D. What changes, if any, will be made as a result of reviewing measurable outcomes? Based on the summary of progress, how will the actions/services change moving forward?</p> <p>In order to increase student proficiency across all subgroups by 5% in math, we have added licenses to a differentiated math program entitled ALEKS. We have purchased site licenses for a math support program called FASST math. We have added a math case manager to review, support, and inspire students in the math essentials classes. Finally, we added an extra math support class to help students whose English language acquisition may need support as they learn math.</p>	

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<p>School Goal 3 (Description of 2015-16 School Goal)</p> <p>OCMS will increase the number of students who feel part of the school and who feel that an adult cares about them by 10%.</p> <p>LCAP Priority Area:</p> <p>1, 3, 5, 6</p> <p>Targeted Pupil Subgroup(s):</p> <p>All</p>	
<p>A. Measurable Outcomes: List Specific data that was reviewed toward meeting this goal. Show growth/decline using data.</p> <p>By comparing results from the 2014/2015 Healthy Kids Survey with a similar internal survey given at the end of the 2015/2016 school year, we achieved mixed results. As for students who feel part of the school, we increased the percentage by 7%; As for students who feel that an adult cares about them, we increased the percentage by 17%.</p>	<p>B. Summary of Progress: Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data)</p> <p>By measuring these goals each year, our Leadership Team was aware of the push to connect more students and provide trusted adults for all students. We did not, however, do enough systematically to support our students.</p>
<p>C. Relevance: Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D.</p> <p>OCMS did not meet the 10% growth mark for both parts of the goal.</p>	
<p>D. What changes, if any, will be made as a result of reviewing measurable outcomes? Based on the summary of progress, how will the actions/services change moving forward?</p> <p>We will implement homeroom and anti-bullying/character program to bolster our social and emotional support of students. In homeroom, Homeroom Ambassadors will take leadership roles in school activities.</p>	

E. Planned Improvements in Student Performance

The School Site Council has analyzed the student performance data of all student groups and has considered the effectiveness of key elements of instructional programs. As a result, it has adopted the following school goals, related actions, and expenditures to increase outcomes for underperforming students.

<p>LCAP Goal: (paste aligned SDUHSD LCAP goal from SDUHSD 16-19 Board approved LCAP)</p> <p>Goal #1 Annual increase in student achievement for all students in English Language Arts and Math with focus on accelerating student learning outcomes for target subgroups including English Learners, low income pupils and pupils performing below grade level.</p> <p>Goal #2 All English Learner (EL) pupils will receive instruction and curriculum that includes designated and integrated English language development across all core content areas. Within five (5) years of instruction in SDUHSD, all English learner pupils will meet the criteria to be reclassified as Redesignated Fluent English Proficient (RFEP).</p>	
<p>School Goal 1 (Description of 2016-17 measurable School Goal, aligned to WASC Action Plan goals)</p> <p>Based on cohort data (measuring progress of the same students from 6th to 7th and 7th to 8th grade), OCMS will increase achievement in both literacy and math.</p>	
<p>LCAP Priority Area:</p> <p>2, 4, 7, and 8</p>	
<p>Targeted Pupil Subgroup(s):</p> <p>SES, SPED, ELL</p>	
<p>Rationale: What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.</p> <p>Tracking data from the 14-15 and 15-16 SBAC assessments, we saw some success. For example, overall in literacy, we grew by 8%, and most subgroups grew by 5% or more except for student with disabilities. This subgroup only grew at a 4% rate. In math, however, we failed to show a 5% increase in any subgroup. In fact, two subgroups, Hispanic and English Learners lost ground. For this coming year, to better measure how Oak Crest affects student achievement, we are basing our goals on cohort data as a way to analyze how similar students grow from year-to-year. Although we will be judged by the state on how we perform from year-to-year, comparing different sets of students against each other does not give us as clear of a picture as cohort data. We feel that tracking cohort data, as opposed to year-to-year results, gives us a more accurate picture of how students achieve after two years of instruction at OCMS. As an example, from the 14-15 to 15-16 school year, our percent of proficiency grew 1% in math. However, from a cohort perspective, 7th grade students grew 3% while our 8th grade cohort dropped by -8%. This more specific data allows us to target interventions</p>	<p>Growth Targets: Expected annual measurable outcomes.</p> <p>Based on SBAC cohort data, OCMS will attain a 5% gain in proficiency scores (moving students to score a standard met and standard exceeded). Cohort data will be analyzed across all sub-groups. For example, we will analyze how current 7th grade English Learner students grow from their 6th grade year to the end of the 7th grade year.</p> <p>In addition, based on grade/report card data, OCMS will decrease the number of Ds and Fs by 20% (total numbers of Ds or Fs, not number of students earning a D or F) at the end of both the first and second semesters. .</p>

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more effectively.

Tracking grade/report card data, during the 2015/2016 school year, students earned 242 Ds or Fs at the end first semester; At the conclusion of the second semester, students earned 274 Ds or Fs. From approximately 4,536 grades recorded at the end of the first semester, OCMS students earned 242 Ds or Fs for a percentage of 5.3%. From approximately 4,536 grades recorded at the end of the second semester, OCMS students earned 274 Ds or Fs for a percentage of 6%.

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

	Actions/Tasks (describe specifically what will occur at the site to meet this goal)	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	OCMS will continue to implement Professional Learning Communities/Teams: Teachers will collaborate to identify and address essential learning outcomes, build common assessments and align them to SBAC, analyze data, and offer opportunities for remediation and enrichment to ensure student learning. Teachers will utilize late start days for PLC work.	Administration; Leadership Team; PLC Teams	\$21,000 Professional Learning Communities conference and other professional development opportunities (Title 1).	Track data from content-area PLC teams and progress on Common Formative Assessments.	Ongoing during 2016/2017
2.	<p>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 utilize case managers for support class students; 3) offer targeted remediation sessions before or after school for struggling students; 4) continue to use research-proven data sources to place students (SRI, MDTP, SBAC, CFAs).</p> <p>Title 1 Sections (6 sections): We will run two sections of Academic Lab to focus on students who need organizational/execute function support overall. We will run two sections of Math Skills to support students who are struggling in Math A and Math B (grade level math). Two case managers will consult with students, support intervention teachers, track data, and work with families to help improve achievement.</p> <p>LCAP Sections (5 sections): Our English-Learner lead teacher will track data, assess, and support EL students in the general education setting. In addition, we will offer an EL math support class for students with math and language acquisition. We will offer two sections of Read 180 to help support students who are</p>	Administration; Leadership Team; Support Teachers	\$15,000, After/Before School Tutoring \$150,000 1.2 FTE positions (Title 1) \$125,000 1.0 FTE positions (LCAP)	Track grade data; attendance data; SBAC data.	Ongoing during 2016/2017

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	reading significantly below grade level. For our two below-grade-level math classes (Essentials), a case manager will monitor, support, track and coach these students to help ensure success in math.				
3.	OCMS will collaborate with families and the community to support our learners: 1) Form a parent/community committee to enhance collaboration and support; 2) Utilize Title 1 monies to engage parents.	Administration; Leadership Team	\$1,750 parent education courses/speakers (Title 1) \$350 Project Appleseed (Title 1)	Measure parent involvement opportunities, communications, and surveys.	Ongoing during 2016/2017
4.	OCMS will utilize research-proven programs to support learners (i.e FFAST math, ALEKS, and BrainPop); OCMS will utilize the latest strategies and data-driven learning practices to enact positive change; OCMS will utilize proven technology to support diverse learners; OCMS Counseling will attend professional development sessions on ways to support diverse learners socially and emotionally to impact academics.	Administration; Counseling	\$25,000 for programs and professional development opportunities (Title 1)	Common formative assessments; SRI; MDTP; SBAC	Ongoing during 2016/2017
5.	OCMS will implement "Practice Time" during the last 15 minutes of each block period. A chime will ring 15 minutes prior to each block period ending. Teachers may use this time to ensure students understand the new content, remediate lessons for those who don't understand, and provide formative feedback to students.	Administration; Leadership Team; PLC Teams	NA	Common formative assessments; SRI; MDTP; SBAC	Ongoing during 2016/2017
Progress Monitoring Report (Mid-Year)			Date of progress update:		
Growth Targets: What indicators have been reviewed to assess progress to meet the annual goal? Summary of analysis.			Summary of progress: Describe how the strategy has or has not been effective in achieving the desired outcomes?		

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<p>LCAP Goal: (paste aligned SDUHSD LCAP goal from SDUHSD 16-19 Board approved LCAP)</p> <p>Goal #4 Increase the level of “school connectedness” and "sense of safety" of pupils, staff and parents.</p> <p>School Goal 3 (Description of 2016-17 measurable School Goal, aligned to WASC Action Plan goals)</p> <p>Based on Healthy Kids Survey data, OCMS will increase the number of students who feel part of the school, who feel that an adult cares about them, and who feel safe by 10%.</p> <p>LCAP Priority Area:</p> <p>3, 5, 6</p> <p>Targeted Pupil Subgroup(s):</p> <p>SES, EL, SPED</p>	
<p>Rationale: What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.</p> <p>Using data from the 2014/2015 Healthy Kids Survey, and data from a comparable internal survey during the 2015/2016 school year, we still have nearly 35% of our students who do not feel part of the school, nearly 24% of our students who do not feel that an adult cares about them, and approximately 28% of students who do not feel safe at school. Although all of these numbers improved from the 2014/2015 to the 2015/2016 school year, we feel that by completing the action steps below, we should be able to drastically reduce these numbers.</p>	<p>Growth Targets: Expected annual measurable outcomes.</p> <p>When students answered about being part of the school, 33% of our students answered in the lower 3 of 5 responses; Our annual growth target will be to reduce this to 23%. When students answered about whether an adult on campus cares about them, 24% answered in the lower 2 of 4 responses; Our annual growth target will be to reduce this to 14%. When students answered about how safe they felt at school, 28% answered in the lower 3 of 5 responses; Our annual growth target will be to reduce this to 18%.</p>
<p>Strategy: (briefly describe the overall plan to address the identified need)</p> <p>Using internal and external resources, OCMS will implement homeroom, wellness weeks, and a social-emotional program to address safety, connectedness, and student-to-teacher relationships.</p>	

<p>Actions/Tasks (describe specifically what will occur at the site to meet this goal)</p>		<p>Person(s) Responsible</p>	<p>Cost and Funding Source</p>	<p>Means to assess improvement</p>	<p>Timeline</p>
1.	<p>OCMS will establish homeroom periods from which students will participate in fun, engaging, and inclusive activities: 1) Elect homeroom ambassadors to distribute leadership opportunities; 2) In partnership with the ASB/Leadership Class, use homeroom periods and lunches for intramural sports, competitive games, and silly sports; 3) Create a Connectedness Committee to monitor and promote our homeroom and wellness week activities; 4) Utilize homeroom events, academic and character celebrations, and ASB events as ways to increase parent involvement.</p>	<p>Administration; Counseling; Leadership; Homeroom teachers</p>	<p>N/A N/A</p>	<p>Healthy Kids Survey; Parent/Stakeholder surveys; Discipline and attendance data</p>	<p>Ongoing 2016/2017 School year</p>

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2.	OCMS will utilize an anti-violence, anti-bullying program(s) and character development program.	Administration; Counseling; Leadership; Homeroom teachers	N/A	Healthy Kids Survey; Parent/Stakeholder surveys; Discipline and attendance data	Ongoing 2016/2017 School year
3.	OCMS administration and teachers will continue to implement restorative practices in support of our progressive discipline system. Students will still have consequences for behavior violations, but our administrative team and our teachers will also focus on repairing and restoring relationships broken by poor behavior.	Administration; Counseling; Leadership	N/A	Healthy Kids Survey; Parent/Stakeholder surveys; Discipline and attendance data	Ongoing 2016/2017 School year
4.	OCMS will monitor and track attendance and discipline data, and respond with both positive and negative consequences to poor behavior, chronic absenteeism, trancies, and tardies. Traditional disciplinary tactics will be used to deter tardies, absences, and poor behavior. To help motivate students, monthly awards will be given for student attendance goals.	Administration; Counseling; Leadership	N/A	Healthy Kids Survey; Parent/Stakeholder surveys; Discipline and attendance data	Ongoing 2016/2017 School year
5.	OCMS will sponsor events and initiatives that promote student safety: 1) OCMS will partner with district high schools to launch a Yellow Ribbon campaign to bring awareness to and support for mental health issues; 2) OCMS will partner with other middle schools in the district and community partners to inform parents of new trends in social media, and new trends in drugs and alcohol, including information about vape pens.	Administration; Counseling	N/A	Healthy Kids Survey; Parent/Stakeholder surveys; Discipline and attendance data	Ongoing 2016/2017 School year
Progress Monitoring Report (Mid-Year)			Date of progress update:		
Growth Targets: What indicators have been reviewed to assess progress to meet the annual goal? Summary of analysis.			Summary of progress: Describe how the strategy has or has not been effective in achieving the desired outcomes?		

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LCAP Goal: (paste aligned SDUHSD LCAP goal from SDUHSD 16-19 Board approved LCAP)
 Goal #3 All district graduates will be college and career ready.
School Goal 4 (Description of 2016-17 measurable School Goal, aligned to WASC Action Plan goals)
 OCMS will increase the number of college and career readiness activities and events.
LCAP Priority Area:
 3, 5, 6
Targeted Pupil Subgroup(s):
 SES, EL, SPED

<p>Rationale: What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.</p> <p>OCMS utilizes a college and career planning software to provide activities and programs that help students to identify their strengths as well as industry sectors and college majors that support their areas of interest. In the 15-16 school year, 29 students participated in the Career Key activity and 23 students accessed the Career Cluster activity. There is a need to increase access and participation in college and career planning activities for all students at OCMS. In order to make the curriculum more relevant and connect students with their future, we would like to focus on career and college connections. During the 2016/2017 school year, students will use a career navigation program that will inform us of the events and activities we need to provide to support them.</p>	<p>Growth Targets: Expected annual measurable outcomes.</p> <p>Increase the number of students who have accessed and completed target activities through career software (Career Key, Career Cluster) 95% of students will enroll and participate in career navigation program and complete a strengths explorer assessment. Establish baseline number of events/activities on campus that promote college/career/high school awareness Establish baseline number of events/activities on campus that include high school student presenters or participants OCMS student and parent survey results will indicate that provided college and career planning activities had a positive impact</p>
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Strategy: (briefly describe the overall plan to address the identified need)
 By the end of the 2016/2017 school year, we will measure how many students have used career software, how many events on campus included high school students, and how many events/activities we created to promote college/career/high school awareness. The 2016/2017 school year will provide data to establish a baseline for future goals. We will also conduct internal parent and student surveys to measure the effectiveness of our efforts.

	Actions/Tasks (describe specifically what will occur at the site to meet this goal)	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	OCMS will promote college awareness: 1) During homeroom, students will complete activities that expose them to post-secondary education; a.) in collaboration with OCMS counselor, teachers will support students while they participate in a career navigation program and complete a strengths explorer assessment. b.) Counselors and teachers will work with students on how to match their areas of strength with industry sectors and college majors.	Administration; Counselor, teachers	N/A	NAVIANCE usage data. STUDENT/PARENT SURVEY RESULTS to measure college and career awareness.	Ongoing throughout 2016/2017

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	2) OCMS will promote college shirt day and college pennants in each classroom to promote exposure to different colleges and create opportunities for students to discuss secondary education.				
2.	Based on career navigation program data, OCMS will solicit and promote guest speakers from the community with an emphasis on how to connect strengths with career options.	Administration; Leadership Team	N/A	Survey parents and students; track interest and enrollment in CTE courses and participation in CTE summer camps.	Ongoing throughout 2016/2017
3.	OCMS will plan and provide events that bring awareness and planning the high school course of study, thus maximizing post secondary options. 1.) OCMS admin, counselor and leadership team will collaborate with SDUHSD high school students to provide peer presenters and participants to increase student awareness and readiness for a high school course of study 2.) Counselor, teachers and admin will review student survey data, career interest results and parent input to develop courses to support students' post-secondary goals including CTE courses, electives and Honors courses.	Administration; Counselor, teachers	N/A	Survey parents and students; track interest and enrollment in CTE courses and participation in CTE summer camps.	Ongoing throughout 2016/2017
Progress Monitoring Report (Mid-Year)		Date of progress update:			
Growth Targets: What indicators have been reviewed to assess progress to meet the annual goal? Summary of analysis.		Summary of progress: Describe how the strategy has or has not been effective in achieving the desired outcomes?			

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D.School Site Council Membership
Oak Crest 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
Ben Taylor <i>tf/b...-/b-</i>	X				
Katie Friedrichs <i>"J. Bl....- ----</i>			X		
BevShone <i>D -</i>			X		
Michelle McNeff <i>M McNeff</i>		X			
Mariah Weibel/ <i>ILL. - J/</i>		X			
Mirandah Ollpht <i>..... Jh.....,</i>		X			
Kathryn Stevens <i>11m. tWi</i>		X			
Kary Pusi <i>hary Pusi</i>				X	
Heather Viott <i>.ML7 » H.:;J U...t.1C7t</i>				X	
Jenny Stackle <i>Jenny Stackle</i>				X	
Jake Carmean <i>%</i>					X
Delaney Farkas					X
Shayna Dumont <i>M l...f l.u "" v-</i>					X
Numbers of members of each category	1	4	2	3	3

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

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**Form F. Budget 2015-2016
Oak Crest Middle School**

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 (non-formula)	\$80,000.00
Title I Funds	\$270,976.00
Total	\$360,776.00

Appendix A. Student Performance Data

Section 1: Enrollment

Table 1.1 Site enrollment trends with subgroup breakdown

	2015-16		2014-15		2013-14		2012-13	
	#	%	#	%	#	%	#	%
Total enrollment	761	-	849	-	928	-	881	-
Number & Percent of English Learners	56	7.4%	50	5.9%	61	6.6%	86	9.8%
Number & Percent of Long Term English Learners	30	3.9%	27	3.1%	42	4.5%	56	6.4%
Number & Percent of Redesignated Fluent English Proficient students	25	3.3%	30	3.5%	42	4.5%	56	6.4%
Number & Percent of students who are Socio-Economically Disadvantaged	147	19.3%	149	17.6%	150	16.2%	158	18.0%
Number & Percent of Special Education students	100	13.1%	94	11.1%	97	10.5%	120	13.6%

Source:

Total enrollment, English Learner enrollment, Socio-Economically Disadvantaged enrollment, Special Education enrollment:

California Longitudinal Pupil Achievement Data System. Report. 1.1 Enrollment - Primary Status by Subgroup. (Fall 1)

Long Term English Lerner Enrollment, Redesignated Fluent English Proficient enrollment:

Aeries Student Information System data. Analytics dashboards: LTEL, RFEP (retrieved 8/23/16)

Section 2: Student Achievement Indicators

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

8 th grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
15-16	346	76	81	74	10	17	49
14-15	450	71	75	58	0	13	47
7 th grade							
15-16	365	79	84	79	15	26	52
14-15	355	69	75	58	12	24	37

Source:

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

CAASPP Results (All Students)**English Language Arts/Literacy**

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	364	371	355	365	353	365	97.5	98.4
Grade 8	481	380	450	346	449	346	93.6	91.1
All Grades	845	751	805	711	802	711	95.3	94.7

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	2593.6	2613.7	28	35	40	44	22	14	9	7
Grade 8	2606.9	2619.9	26	32	44	44	20	17	10	7
All Grades	N/A	N/A	27	34	42	44	21	16	9	7

Reading Demonstrating understanding of literary and non-fictional texts							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 7	36	44	48	47	17	9	
Grade 8	42	43	42	43	16	14	
All Grades	39	43	44	45	16	12	

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	48	52	41	42	11	6
Grade 8	41	49	47	44	12	7
All Grades	44	51	44	43	11	6

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	24	30	69	65	7	6
Grade 8	22	26	70	68	8	7
All Grades	23	28	69	66	8	6

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Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	43	47	48	47	9	6
Grade 8	36	40	54	52	10	8
All Grades	39	43	51	50	10	7

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

III School and Student Performance Data

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

8 th grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
15-16	350	59	65	49	0	13	23
14-15	449	65	68	53	0	24	37
7 th grade							
15-16	366	70	75	63	15	27	44
14-15	355	60	67	54	8	19	33

Source:

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

CAASPP Results (All Students)**Mathematics**

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	364	371	355	366	354	366	97.5	98.7
Grade 8	481	380	449	350	448	350	93.3	92.1
All Grades	845	751	804	716	802	716	95.1	95.3

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	2590.6	2610.3	36	40	24	30	25	21	15	10
Grade 8	2610.5	2602.3	32	38	33	21	23	21	12	21
All Grades	N/A	N/A	34	39	29	25	24	21	13	15

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	47	52	30	31	24	17
Grade 8	41	45	44	28	16	26
All Grades	43	49	38	30	19	22

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	37	41	47	46	17	13
Grade 8	36	37	51	45	13	18
All Grades	37	39	49	45	14	16

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	40	48	55	45	6	7
Grade 8	33	36	56	48	11	16
All Grades	36	42	55	47	9	11

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Data Source

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

Section 3: School Climate Indicators

Table 3.1 Truancy rates

	2014-15	2013-14	2012-13	2011-12
Truancy rate	37.98%	37.59%	6.15%	6.9%

Source:

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

Table 3.2 Chronic absenteeism rates by subgroup

	All Students	English Learners	Socioeconomically disadvantaged	Special Education
15-16	6.3	12.2	11.2	13.3
14-15	5.2	8.1	6.8	12.8
13-14	5.9	5.7	6.9	15.7

Source:

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

Table 3.3 Discipline data

	2014-15	2013-14	2012-13	2011-12
Number of students suspended	15	24	20	35
Suspension rate	1.70	2.5%	2.2%	4.0%
Number of students expelled	1	0	0	0
Expulsion rate	0.11	0%	0%	0%

Source:

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

Table 3.4 Cohort dropout rate by subgroup

	2014-15	2013-14	2012-13	2011-12
All Students	0%	0%	0%	0%

Source:

CALPADS report 1.9 Completers and Dropouts - Count

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Table 3.5 Student connectedness survey results (CHKS or Site Climate Survey). Percent of students who disagree with target statements.

	*2015-16	**2014-2015	**2012-2013	**2010-2011
Feel safe at school	28	4.7	14.5	n/a
Adult who cares about me	24	9.2	9.9	9.1
Feel like part of my school.	31	11.4	12.1	9.8
Teachers at school treat students fairly	7	19.8	19.3	18.9
I do things at school that make a difference	18	24.4	24.4	n/a
<i>insert statements from internal survey: n/a</i>				
<i>insert statements from internal survey: n/a</i>				
<i>insert statements from internal survey: n/a</i>				
<i>insert statements from internal survey: n/a</i>				

Source:

*Site Climate Survey results

**CHKS results

Section 4: Progress Monitoring of English Learners

Table 4.1 English Learner enrollment

	English Learners (number & % of total enrollment)		Percent of ELs who are LTELs	Percent of ELs who qualify for Special Education
15-16	56	7.4%	54	30
14-15	50	5.9%	54	34
13-14	61	6.6%	69	36

Source:

English Learner enrollment:

California Longitudinal Pupil Achievement Data System. Report. 1.1 Enrollment - Primary Status by Subgroup. (Fall 1)

Percent of ELs who are LTELs, Percent of ELs who qualify for Special Education:

Aeries Student Information System data.

California English Language Development (CELDT) Data

Table 4. 2 2014-15 CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
7	31	39	15	54	32	58	8	16	23	8	10	4		3	
8	14	13	22	43	44	52	29	6	13	6	6	4	9	31	9
Total	19	30	18	46	36	55	23	13	18	6	9	4	6	13	4

Data Source

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

Table 4.3 Percent of students who made progress learning English as measured by CELDT

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	48	47	49
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	48	47	49
Number Met	34	34	39
Percent Met	70.8%	72.3%	79.6%
NCLB Target	59.0	60.5	62.0%

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Met Target	Yes	Yes	Yes
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AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	10	42	10	42	5	46
Number Met	--	28	--	29	--	34
Percent Met	--	66.7%	--	69.0%	--	73.9%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	--	Yes	--	Yes	--	Yes

Source:

California Department of Education Data Reporting Office. 2014-15 Title III Accountability Reports Local Educational Agency (LEA) Level Data, School-level Data. Retrieved from <http://www.cde.ca.gov/ta/ac/t3/t3reports.asp>

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Table 4.4 Percent of students who made progress learning English as measured by LAS Links Assessment (Fall to Spring administration comparison results)

	2015-16	2014-15	2013-14	2012-13
Percent of students who attained proficiency	18.8%	54.5%	*	**
Percent of students who increased one proficiency	31.25%	63.6%	*	**

Source:

LAS Links Assessment results for those students who participated in both the fall and spring administration and received valid scores.

In order to protect student privacy, an asterisk () will be displayed instead of a number where 10 or fewer students are represented.

**LAS Links Assessment was not administered

Table 4.5 Reclassification Rate

	2015-16	2014-15	2013-14	2012-13
Number and percentage of students Redesignated Fluent English Proficient	13 (12.4%)	7 (11.7%)	11 (14.5%)	15 (24.6%)

Source:

California Department of Education Data Reporting Office. Number and Percent of Students Redesignated to FEP.

Retrieved from <http://dq.cde.ca.gov/dataquest/>



The Single Plan for Student Achievement

School: Pacific Trails Middle School
District: San Dieguito Union High
School District
County-District School
(CDS) Code): 37-68346-0131649
Principal: Mary Anne Nuskin
Date of this revision: September, 2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students.

For additional information on school programs and how you may become involved locally, 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.net

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

A. School Site Information 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:

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
- Shared Leadership

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

Pacific Trails Middle School (PTMS) 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. This year we reached preliminary capacity 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 period 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 their success in high school.

B. School and Student Performance Data

See Appendix A for multi-year student performance data tables

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

Various data sets, such as the School Climate survey, Smarter Balanced Assessment Consortium (SBAC) results, grade reports, and Math Diagnostic Test Project (MDTP), and the Scholastic Reading Inventory (SRI) were analysed to create this year's goals, which will focus on campus culture and safety, an increase in student achievement of all students in ELA, and math, and teacher collaboration to support student learning.

The 2015-16 Student School Climate Survey yielded positive results in many areas. For example, 85% of students report they feel safe at school, 86% of students enjoy attending PTMS, 82% of students report that PTMS is a supportive and inviting place to learn, and 95% of students report that at PTMS there is a teacher or

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some other adult that wants me to do my best. Although 70% of students report that they would tell a teacher if another student was bullying them, we are concerned that 48% of students would not try to stop bullying if they saw it happen (up-standers).

We are a new school with one year of baseline SBAC data for the first 7th grade class. No 8th graders were enrolled for our inaugural year. Although 89% of all students scored Standards Met or exceeded for ELA, only 43% of Students with Disability, 53% Low Income, and 57% Hispanic scored Standards Met or Standards Exceeded. For Math, 84% of all students scored Standards Met or Standards Exceed; however, 36% of Students with Disability and 47% of the students in the Low Income subgroup scored Standards Met or Exceeded. SBAC data along with grade data, Scholastic Reading Inventory (SRI), and Math Diagnostic Testing Project (MDTP) scores were used to identify students who would benefit from a math and/or reading intervention. Approximately 35 students are enrolled in the Homeroom Intervention called Reading Lab and receive prescribed computer based reading support/intervention with the Read 180 software. We have two sections of Math Essentials, which incorporates Assessment and Learning in Knowledge Spaces (ALEKS) software to support individual intervention needs. The 7th grade Math Essentials A class has 17 students enrolled and the 8th grade Math Essentials B class has 27 students enrolled.

This year student enrollment increased from 267 to 630 students; therefore, our staff size increased and the need for establishing Professional Learning Communities (PLC's) to support teaching and learning is necessary.

C. Involvement Process

Involvement Process:

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

First year progress/data was shared with the SSC, site leadership team, and all teachers. Draft goals were reviewed with the SSC and all teachers. Input from both groups was received.

**D. Summary of Progress Made on 2015-2016 Goals
Pacific Trails Middle School**

School Goal 1 (Description of 2015-16 School Goal)

Establish a campus culture that supports student connectedness and overall safety of students.

LCAP Priority Area:

State Priority:

- 1- Basic Services
- 3- Parent Involvement
- 5- Pupil Engagement
- 6- School Climate

Targeted Pupil Subgroup(s):

All students

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

Student Climate Survey was reviewed by staff, students, and parents. Baseline data showed that students have made positive connections with peers and staff. Survey data showed that students need more direction about how to be respectful to peers and be an up-stander when negative peer interactions are witnessed - 70% of students report that they would tell a teacher if another student was bullying them, we are concerned that 48% of students would not try to stop bullying if they saw it happen.

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

We developed the initial components of the PTMS wellness program, which included restorative practices, quarterly themes, and a Wellness Day. We utilized Homeroom for many of these activities. The school counselor was the lead on restorative practices and helped lead or co-facilitate proactive and restorative circles. Proactive circles typically happened in homeroom. Restorative circles were co-facilitated with the counselor and principal and used to restore peer to peer relations after a disciplinary situation. Restorative practices were also a topic of discussion/parent activity at a principal's coffee.

Wellness quarterly themes and activities were as follows:

1st quarter - social wellness: Wellness Week, restorative circles in homeroom, No Place for Hate kick off & pledge signing, random act of kindness activity, cyber safety assembly, receipt of digital certification through Common Sense Media

2nd quarter - physical wellness: Spirit Day, Mindful Movement, physical fitness lunch activities, walking challenge,

3rd quarter - intellectual wellness: California Wolf Center presentation with mascot/logo unveiling, Homeroom Challenges, Naviance Career Exploration, PI Day Celebration and games, Wellness Day

4th quarter - emotional wellness: Homeroom Ambassadors appointed, Homeroom Ambassador meetings & retreat, Homeroom Challenges, No Place for Hate Celebration Assembly (banner received)

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The safety plan was distributed to all staff and reviewed in a staff meeting. A school safety committee was established and met quarterly to review safety concerns (site and district), protocols, and drill feedback. All scheduled drills were executed.

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

Year one was a year of establishing our campus culture and the information above is baseline data.

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

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School Goal 2 (Description of 2015-16 School Goal)

Annual increase in student achievement in ELA and math for all students.

LCAP Priority Area:

State Priority:

- 1- Basic Services
- 2- Implementation of State Standards
- 4- Pupil Achievement
- 7- Course Access

Targeted Pupil Subgroup(s):

All students

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

SBAC data was reviewed by staff and baseline data was acquired: In math, 84% of all students scored standards met or standards exceeded and in English, 89% of all students scored standards met or standards exceeded.

However, significant subgroups in math, the score of standards met or exceeded was 36% for students with a disability and 47% for low income students. This was similar with the ELA scores, as the standards met or exceed was 57% for Hispanic, 43% for students with disabilities, and 53% for low income students.

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

All College Prep English students took the Scholastic Reading Inventory (SRI) and below grade level readers were identified. Approximately 20 students were supported during Homeroom two days per week with a reading intervention (aka Reading Lab). Read 180 software was used and a prescriptive level of reading practice was made available to each student in Reading Lab. To check progress a midyear, 3rd quarter, and end of year assessment was given to each student. Students were exited as growth targets were met. By end of year all students made growth and approximately 70% of total student met the grade level reading target. The students that did not make the grade level reading target were either identified as students with a disability, RFEP and/or EL.

Math Diagnostic Testing Project (MDTP) data was reviewed to determine students' Math course placement in Math Essentials. 93% of all students were enrolled in grade level or honors level math. A master schedule was developed to support students who need the Math Essentials class. In the spring, our counselor provided information about summer school opportunities to accelerate to college prep math in the fall.

A before school and after school homework club with teacher assistance was held twice per week - one morning and one afternoon. A sign-in/out roster was used to track student attendance. After reviewing the attendance logs at semester, the morning homework club was moved to the afternoon since sign in data showed low morning attendance. With this change, more students accessed the program.

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

Year one baseline data was established. We are progressing toward goal. More baseline data is needed with our increase in enrollment and the additional grade

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level?

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

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<p>School Goal 3 (Description of 2015-16 School Goal)</p> <p>All students will be prepared to enroll in college and career ready courses in high school.</p> <p>LCAP Priority Area:</p> <p>State Priority: 4- Pupil Achievement 5- Pupil Engagement 7- Course Access 8- Other Pupil Outcomes</p> <p>Targeted Pupil Subgroup(s):</p> <p>All students</p>	
<p>A. Measurable Outcomes: List Specific data that was reviewed toward meeting this goal. Show growth/decline using data.</p> <p>a. Math Diagnostic Testing Project (MDTP): data was reviewed to determine students' Math course placement in Math Essentials.</p> <p>b. Naviance Reports: All students created a Naviance account and took the career key inventory.</p> <p>c. Summer Bridge data for Math A Essentials to Math B Bridge Course: One out of 19 students enrolled in the summer bridge course.</p>	<p>B. Summary of Progress: Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data)</p> <p>a. 93% of our students were enrolled in a grade level math class.</p> <p>b. All students have a list of career interests and can continue to access Naviance for further career and college research. Parents were informed of this opportunity during a principal's coffee. Information was also shared via eoption (weekly parent communication).</p> <p>c. Although the one student advanced to Math B as a result of Summer Bridge, location was not accessible for some students. School sites received summer school dates mid to late April. Parents reported that summer vacations were planned and students were unavailable to attend.</p>
<p>C. Relevance: Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D.</p> <p>To get all students prepared to enroll in college and career ready courses in high school, there is still more work to do. Students and parents were given guidance and support to help students create a 6 year plan.</p>	
<p>D. What changes, if any, will be made as a result of reviewing measurable outcomes? Based on the summary of progress, how will the actions/services change moving forward?</p>	

E. Planned Improvements in Student Performance

The School Site Council has analyzed the student performance data of all student groups and has considered the effectiveness of key elements of instructional programs. As a result, it has adopted the following school goals, related actions, and expenditures to increase outcomes for underperforming students.

<p>LCAP Goal: (paste aligned SDUHSD LCAP goal from SDUHSD 16-19 Board approved LCAP) SDUHSD LCAP - Goal #4: Increase the level of "school connectedness" and "sense of safety" of pupils, staff and parents.</p>	
<p>School Goal 1 (Description of 2016-17 measurable School Goal, aligned to WASC Action Plan goals) Establish a campus that supports student connectedness and overall safety of students.</p>	
<p>LCAP Priority Area: State Priority: 1-Basic Services, 3-Parent Involvement, 5-Pupil Engagement, 6-School Climate</p>	
<p>Targeted Pupil Subgroup(s): All students</p>	
<p>Rationale: What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary. The 2015-16 Student School Climate Survey yielded positive results in many areas. For example, 85% of students report they feel safe at school, 86% of students enjoy attending PTMS, 82% of students report that PTMS is a supportive and inviting place to learn, and 95% of students report that at PTMS there is a "teacher or some other adult that wants me to do my best." Although 70% of students report that "they would tell a teacher if another student was bullying them," we are concerned that 48% of students "would not try to stop bullying if they saw it happen" (upstanders). We are a new school with only one year of baseline data the first 7th grade class. This year is the first year we have both 7th and 8th grade students, therefore more baseline data is needed in the areas of attendance, discipline, and student connectedness.</p>	<p>Growth Targets: Expected annual measurable outcomes. Baseline student data on school connectedness and safety will be established based on results from California Healthy Kids Survey to be administered in the 16-17 school year. Students' Wellness Day Survey reflects that the day was meaningful based on the day's theme. Attendance Data: Chronic absenteeism rate will remain below 6% for all students. Discipline Data: Suspension and expulsion data will be below 1%</p>
<p>Strategy: (briefly describe the overall plan to address the identified need) Establish a Wellness Committee, align the four areas of wellness (social, physical, intellectual, and emotional) to each quarter, implement activities/presentations during homeroom, implement restorative practices, and hold a spring Wellness Day.</p>	

<p>Actions/Tasks (describe specifically what will occur at the site to meet this goal)</p>	<p>Person(s) Responsible</p>	<p>Cost and Funding Source</p>	<p>Means to assess improvement</p>	<p>Timeline</p>
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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. Committee will plan a spring Wellness Day	Principal, Counselor, and Wellness Committee Chair	Admin Budget	Wellness Day post survey, Healthy Kids Survey	1. Fall 2016 2. Fall 2016 a. Fall 2016 b. Fall 2016 and ongoing c. Spring 2017
2.	Use the Homeroom period for Wellness activities and Restorative Circles 1. Counselor and Principal will provide an overview of Restorative Practices during August inservice 2. Counselor will implement Restorative Circle strategies with all homerooms 3. Counselor will work with teachers to co-facilitate Restorative Circle strategies in subject specific classes. 4. Principal will arrange a formal Restorative Practices training for a team of six PTMS teachers (1 from each subject area)	Principal and Counselor	no cost	Healthy Kids Survey	1. Fall 2016 2. Fall 2016 3. Fall 2016 and ongoing 4. 2016-17 school year
3.	Develop a comprehensive school safety plan 1. Establish a safety committee of certificated and classified school staff 2. Assistant Principal works with safety committee and district support to develop site safety plan 3. Assistant Principal will work with School Site Council to approve and adopt PTMS Safety Plan. 4. Utilize late start time to train staff on how to implement PTMS Safety Plan	Assistant Principal	no cost	Safety Committee meeting agenda and minutes	September 2016
4.	Earn a Digital Citizen Certification with Common Sense Media 1. Inform and train teachers about the Common Sense Media digital certification at the September late start meeting 2. Deliver Common Sense Media approved lessons in each subject area (math, science, social studies, English, and PE).	Principal, Assistant Principal, Counselor, and Subject Specific Teachers	no cost	Late Start Agenda, Lesson plans, and receipt of Common Sense Digital Citizenship Certification	1. Fall 2016 2. 1st quarter and ongoing
Progress Monitoring Report (Mid-Year)		Date of progress update:			
Growth Targets: What indicators have been reviewed to assess progress to meet the annual goal? Summary of analysis.		Summary of progress: Describe how the strategy has or has not been effective in achieving the desired outcomes?			

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<p>LCAP Goal: (paste aligned SDUHSD LCAP goal from SDUHSD 16-19 Board approved LCAP)</p> <p>SDUHSD LCAP Goal #1: Annual increase in student achievement for all students in English language arts and math with a focus on accelerating student learning outcomes for target subgroups including English Learners, low income pupil, and pupils identified as special education.</p> <p>School Goal 2 (Description of 2016-17 measurable School Goal, aligned to WASC Action Plan goals)</p> <p>Annual increase in student achievement in English Language Arts (ELA) and math for all students.</p> <p>LCAP Priority Area:</p> <p>State Priority: 1-Basic Services, 2-Implementation of State Standards, 4-Pupil Achievement, 7-Course Access</p> <p>Targeted Pupil Subgroup(s):</p> <p>All students</p>	
<p>Rationale: What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.</p> <p>We are a new school with one year of baseline data for the first 7th grade class. No 8th graders were enrolled for our inaugural year. Although 89% of all students scored Standards Met or exceeded for ELA, only 43% of Students with Disability, 53% Low Income, and 57% Hispanic scored Standards Met or Standards Exceeded. For Math, 84% of all students scored Standards Met or Standards Exceed; however, 36% of Students with Disability and 47% of the students in the Low Income subgroup scored Standards Met or Exceeded.</p> <p>SBAC data along with grade data, Scholastic Reading Inventory (SRI), and Math Diagnostic Testing Project (MDTP) scores were used to identify students who would benefit from a math and/or reading intervention. Approximately 35 students are enrolled in the Homeroom Intervention called Reading Lab and receive prescribed computer-based reading support/intervention with the Read 180 software. We have two sections of Math Essentials, which incorporates Assessment and Learning in Knowledge Spaces (ALEKS) software to support individual intervention needs. The 7th grade Math Essentials A class has 17 students enrolled and the 8th grade Math Essentials B class has 27 students enrolled.</p>	<p>Growth Targets: Expected annual measurable outcomes.</p> <p>SBAC data will maintain 84% of students scoring in the Standard Met or Standard Exceeded range in math. SBAC data will maintain 89% of students scoring in the Standard Met or Standard Exceeded range in ELA. These "all student" scores are reflective of the 7th grade only. This year we will establish a baseline for 8th grade.</p>
<p>Strategy: (briefly describe the overall plan to address the identified need)</p> <p>Create a flexible master schedule to support all students, create systems of support and interventions, teachers regularly meet in their Professional Learning Communities to review assessment data to drive instruction.</p>	

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	Actions/Tasks (describe specifically what will occur at the site to meet this goal)	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	<p>A flexible master schedule will be developed to allow students access to grade level appropriate courses</p> <ol style="list-style-type: none"> 1. Principal and counselor review student data (MDTP scores, grade data, SBAC, parent/teacher input) for appropriate course placement. 2. Integrated Math Essential courses offer target instruction by utilizing district-approved curriculum and ALEKS software to remediate identified learning gaps for students performing below grade level. 3. Effectiveness of interventions will be reviewed and evaluated based on course-specific grade and assessment data. 	Principal and Counselor	<p>1 Section of Integrated Math A Essentials - \$24,000</p> <p>1 Section of Integrated Math B Essentials - \$24,000 (Source Non-Formula)</p>	SBAC scores	<ol style="list-style-type: none"> 1. August 2016 2. August 2016 3. Spring 2017
2.	<p>PTMS will establish an after school homework/study hour to be implemented and staffed with PTMS teachers.</p> <ol style="list-style-type: none"> 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 after school sessions as needed. 3. Principal and counselor will review student survey results, grade reports and teacher feedback to measure effectiveness of program 4. Program will be evaluated and adjusted based on data review 	Principal	(2 teachers, 2x/week, 30 min sessions at approx \$35/hr) - \$1,246 (Tutoring Support Allocation)	SBAC scores, grade reports, student sign in/out attendance sheet	<ol style="list-style-type: none"> 1. Fall 2016 2. September 2016 3. Spring 2016 4. Spring 2016 5. Spring 2016
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 specialists 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 grade data and teacher feedback on effectiveness of current intervention plan 4. Adjustments will be made as necessary 	Principal and Intervention Coordinator	1 Section for Intervention Coordinator - \$24,000 (Source Non-Formula)	SBAC scores, grade report data	<ol style="list-style-type: none"> 1. Fall 2016 and ongoing 2. January 2016 3. Ongoing 4. Ongoing
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. 3. Student Scholastic Reading Inventory (SRI) data will be reviewed quarterly. 	Principal, Counselor, and Intervention Coordinator	no cost	SRI data	<ol style="list-style-type: none"> 1. September 2016 2. Ongoing 3. Quarterly
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 a minimum of four common formative assessments.</p>	Principal and Teachers	Funding needed to support subs and time cards for PLC work as needed - \$6,230 (PLC Support Allocation)	Common Formative Assessments, PLC agendas and minutes	End of 2016-17 school year

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Progress Monitoring Report (Mid-Year)	Date of progress update:
Growth Targets: What indicators have been reviewed to assess progress to meet the annual goal? Summary of analysis.	Summary of progress: Describe how the strategy has or has not been effective in achieving the desired outcomes?

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<p>LCAP Goal: (paste aligned SDUHSD LCAP goal from SDUHSD 16-19 Board approved LCAP)</p> <p>SDUHSD LCAP Goal #1: Annual increase in student achievement for all students in English language arts and math with a focus on accelerating student learning outcomes for target subgroups including English Learners, low income pupil, and pupils identified as special education.</p> <p>School Goal 3 (Description of 2016-17 measurable School Goal, aligned to WASC Action Plan goals)</p> <p>Increase teacher collaboration to implement state content standards and increase student learning.</p> <p>LCAP Priority Area:</p> <p>State Priority: 1-Basic Services, 2-Implementation of State Standards, 4-Pupil Achievement, 7-Course Access</p> <p>Targeted Pupil Subgroup(s):</p> <p>All students</p>	
<p>Rationale: What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.</p> <p>PTMS opened in 2015-16 and we are in year two. This year, student enrollment increased from 267 to 630 students; therefore, our staff size increased and the need for establishing PLC groups is necessary.</p>	<p>Growth Targets: Expected annual measurable outcomes.</p> <p>SBAC data will maintain 84% of students scoring in the Standard Met or Standard Exceeded range in math. SBAC data will maintain 89% of student scoring in the Standard Met or Standard Exceeded range in ELA. These "all student" scores are reflective of the 7th grade only. This year we will establish a baseline for 8th grade.</p>
<p>Strategy: (briefly describe the overall plan to address the identified need)</p> <p>PLC groups will meet a minimum of two times/month with a focus on and a commitment to the learning of all students using data to inform instruction and increase student achievement. All departments will have agreed upon ELO's, a minimum of four common formative assessments, and an assessment calendar.</p>	

	Actions/Tasks (describe specifically what will occur at the site to meet this goal)	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	<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> <ol style="list-style-type: none"> 1. Groups use release days as needed to analyze student learning. 2. Evaluate alignment of curriculum and assessments to state content standards, review and revise Essential Learning Outcomes. 3. Create common formative assessments (CFA's) that address specific ELO's and create an agreed upon timeline for administering CFA's to students. 4. Analyze and discuss student learning based on the common formative assessments. 5. Determine intervention and re-teach opportunities/strategies for students and discuss instructional best practices for continued student achievement. 6. Teachers take reflective survey to analyze PLC group progress through the process and achievement of group goals for the year. 	Principal, Assistant Principal, and teachers.	Sub costs for release days and collaboration days - \$6,230 (PLC Support Allocation)	PLC Survey, meet SBAC growth targets	<ol style="list-style-type: none"> 1. Fall 2016 and ongoing 2. September late start meeting 3. Fall 2016 and ongoing 4. Fall 2016 and ongoing 4. Fall 2016 and ongoing 5. Fall 2016 and ongoing 6. Second Semester 9. Fall 2016 and ongoing

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	7. PLC groups will post ELO's, agendas, and meeting minutes on the PTMS PLC website.				
2.	During late start meetings provide professional development opportunities for all teachers. Targeted PD topics include educational technology, intervention strategies, collaboration strategies, school climate, restorative practices, etc.	Principal and Assistant Principal	no cost	Grade reports, SBAC scores, CFA data	1. Starting August 2016 and ongoing 2. Starting August 2016 and ongoing
Progress Monitoring Report (Mid-Year)		Date of progress update:			
Growth Targets: What indicators have been reviewed to assess progress to meet the annual goal? Summary of analysis.		Summary of progress: Describe how the strategy has or has not been effective in achieving the desired outcomes?			

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**D. 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 Nusk n "7/W,..J/V-;/5- -..	X				
Lisa Curry		X			
Patricia Stor		X			
Cecily Wheeler		X			
Mona Healy			X		
Cathy Dewey				X	
Kathryn Freeman		X			
Ilene Schaffer				X	
Kristtn Gibson				X	
Grant Whitman					X
Carly Barry					X
Paul Zhang					X
Numbers of members of each category	1	4	1	3	3

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

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**Form F. Budget 2015-16
Pacific Trails Middle School**

State/Federal Categorical Program	Allocation
Site LCFF Supplemental Funding - Site Formative/Achievement Funds	\$6,230.00
Site LCFF Supplemental Funding - Site Tutoring Funds	\$1,246.00
Site LCFF Supplemental Funding – District Funded Sections (non-formula)	\$72,000
Title I Funds	\$0.00
Total	\$79,476.00

Appendix A. Student Performance Data

Section 1: Enrollment

Table 1.1 Site enrollment trends with subgroup breakdown

	2015-16		2014-15		2013-14		2012-13	
	#	%	#	%	#	%	#	%
Total enrollment	264	-	*	*	*	*	*	*
Number & Percent of English Learners	**	**%	*	*%	*	*%	*	*%
Number & Percent of Long Term English Learners	**	**%	*	*%	*	*%	*	*%
Number & Percent of Redesignated Fluent English Proficient students	36	13.6 %	*	*%	*	*%	*	*%
Number & Percent of students who are Socio-Economically Disadvantaged	12	4.5%	*	*%	*	*%	*	*%
Number & Percent of Special Education students	35	13.2 %	*	*%	*	*%	*	*%

Source:

Total enrollment, English Learner enrollment, Socio-Economically Disadvantaged enrollment, Special Education enrollment:

California Longitudinal Pupil Achievement Data System. Report. 1.1 Enrollment - Primary Status by Subgroup. (Fall 1)

Long Term English Lerner Enrollment, Redesignated Fluent English Proficient enrollment:

Aeries Student Information System data. Analytics dashboards: LTEL, RFEP (retrieved 8/23/16)

*no data; PTMS opened for enrollment in the 2015-2016 school year.

**In order to protect student privacy, an asterisk (*) will be displayed instead of a number where 10 or fewer students are represented.

Section 2: Student Achievement Indicators

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

8 th grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
15-16	*	*	*	*	*	*	*
14-15	*	*	*	*	*	*	*
7 th grade							
15-16	268	89%	91%	81%	*	43%	53%
14-15	*	*	*	*	*	*	*

Source:

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

*no data; PTMS opened for enrollment in the 2015-2016 school year.

CAASPP Results (All Students)**English Language Arts/Literacy**

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	*	271	*	268	*	268	*	98.9
Grade 8	*	*	*	*	*	*	*	*
All Grades	*	271	*	268	*	268	*	98.9

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	*	2642.8	*	53	*	36	*	6	*	4
Grade 8	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	*	53	*	36	*	6	*	4

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	*	57	*	36	*	7
Grade 8	*	*	*	*	*	*
All Grades	*	57	*	36	*	7

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	*	68	*	27	*	4
Grade 8	*	*	*	*	*	*
All Grades	*	68	*	27	*	4

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	*	37	*	59	*	4
Grade 8	*	*	*	*	*	*
All Grades	*	37	*	59	*	4

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Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7		66		30		4
All Grades		66		30		4

Data Source

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

*no data; PTMS opened for enrollment in the 2015-2016 school year.

III School and Student Performance Data

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

8 th grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
15-16	*	*	*	*	*	*	*
14-15	*	*	*	*	*	*	*
7 th grade							
15-16	268	84%	85%	84%	*	34%	47%
14-15	*	*	*	*	*	*	*

Source:

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

*no data; PTMS opened for enrollment in the 2015-2016 school year.

CAASPP Results (All Students)**Mathematics**

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	*	271	*	268	*	268	*	98.9
Grade 8	*		*	*	*	*	*	*
All Grades	*	271	*	268	*	268	*	98.9

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	*	2664.1	*	65	*	19	*	10	*	5
Grade 8	*	*	*	*	*	*	*	*	*	*
All Grades	N/A	N/A	*	65	*	19	*	10	*	5

Concepts & Procedures Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 7	*	73	*	18	*	9	
Grade 8	*		*	*	*	*	
All Grades	*	73	*	18	*	9	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	*	65	*	28	*	7
Grade 8	*	*	*	*	*	*
All Grades	*	65	*	28	*	7

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 7	*	71	*	24	*	6
Grade 8	*	*	*	*	*	*
All Grades	*	71	*	24	*	6

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Data Source

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

*no data; PTMS opened for enrollment in the 2015-2016 school year.

Section 3: School Climate Indicators

Table 3.1 Truancy rates

	2014-15	2013-14	2012-13	2011-12
Truancy rate	*	*	*	*

Source:

California Department of Education Data Reporting Office. Truancy Report. Retrieved from <http://dq.cde.ca.gov/dataquest/>
*no data; PTMS opened for enrollment in the 2015-2016 school year.

Table 3.2 Chronic absenteeism rates by subgroup

	All Students	English Learners	Socioeconomically disadvantaged	Special Education
15-16	*	*	*	*
14-15	*	*	*	*
13-14	*	*	*	*

Source:

Aeries Student Information System data. Analytics dashboards: Attendance% (retrieved __/__/__)
*no data; PTMS opened for enrollment in the 2015-2016 school year.

Table 3.3 Discipline data

	2014-15	2013-14	2012-13	2011-12
Number of students suspended	*	*	*	*
Suspension rate	*	*	*	*
Number of students expelled	*	*	*	*
Expulsion rate	*	*	*	*

Source:

California Department of Education Data Reporting Office. Suspension and Expulsion Report. Retrieved from <http://dq.cde.ca.gov/dataquest/>
*no data; PTMS opened for enrollment in the 2015-2016 school year.

Table 3.4 Cohort dropout rate by subgroup

	2014-15	2013-14	2012-13	2011-12
All Students	*	*	*	*

Source:

CALPADS report 1.9 Completers and Dropouts - Count

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Table 3.5 Student connectedness survey results (CHKS or Site Climate Survey). Percent of students who disagree with target statements.

	*2015-16	**2014-2015	**2012-2013	**2010-2011
Feel safe at school	n/a	n/a	n/a	n/a
Adult who cares about me	n/a	n/a	n/a	n/a
Feel like part of my school.	n/a	n/a	n/a	n/a
Teachers at school treat students fairly	n/a	n/a	n/a	n/a
I do things at school that make a difference	n/a	n/a	n/a	n/a
<i>insert statements from internal survey:</i>				
<i>insert statements from internal survey:</i>				
<i>insert statements from internal survey:</i>				
<i>insert statements from internal survey:</i>				

Source:
*Site Climate Survey results
**CHKS results

Section 4: Progress Monitoring of English Learners

Table 4.1 English Learner enrollment

	English Learners (number & % of total enrollment)		Percent of ELs who are LTELs	Percent of ELs who qualify for Special Education
15-16	**	**	**	**
14-15	*	*	*	*
13-14	*	*	*	*

Source:

English Learner enrollment:

California Longitudinal Pupil Achievement Data System. Report. 1.1 Enrollment - Primary Status by Subgroup. (Fall 1)

Percent of ELs who are LTELs, Percent of ELs who qualify for Special Education:

Aeries Student Information System data.

*no data; PTMS opened for enrollment in the 2015-2016 school year.

**In order to protect student privacy, an asterisk (*) will be displayed instead of a number where 10 or fewer students are represented.

California English Language Development (CELDT) Data

Table 4. 2 2014-15 CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
7	*	*		*	*	*	*	*		*	*		*	*	
8	*	*		*	*		*	*		*	*		*	*	
Total	*	*	50	*	*	50	*	*	0	*	*	0	*	*	0

Data Source

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

*no data; PTMS opened for enrollment in the 2015-2016 school year.

Table 4.3 Percent of students who made progress learning English as measured by CELDT

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	*	*	2
Percent with Prior Year Data	*	*	100.0%

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Number in Cohort	*	*	2
Number Met	*	*	--
Percent Met	*	*	--
NCLB Target	59.0	*	62.0%
Met Target	*	*	--

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AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	*	*	*	*	1	1
Number Met	*	*	*	*	--	--
Percent Met	*	*	*	*	--	--
NCLB Target	22.8	49.0	*	*	25.4%	52.8%
Met Target	*	*	*	*	--	--

Source:

California Department of Education Data Reporting Office. 2014-15 Title III Accountability Reports Local Educational Agency (LEA) Level Data, School-level Data. Retrieved from <http://www.cde.ca.gov/ta/ac/t3/t3reports.asp>

*no data; PTMS opened for enrollment in the 2015-2016 school year.

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Table 4.4 Percent of students who made progress learning English as measured by LAS Links Assessment (Fall to Spring administration comparison results)

	2015-16	2014-15	2013-14	2012-13
Percent of students who attained proficiency	**	*	*	*
Percent of students who increased one proficiency	**	*	*	*

Source:

*no data; PTMS opened for enrollment in the 2015-2016 school year.

**In order to protect student privacy, an asterisk (*) will be displayed instead of a number where 10 or fewer students are represented.

Table 4.5 Reclassification Rate

	2015-16	2014-15	2013-14	2012-13
Number and percentage of students Redesignated Fluent English Proficient	1 (0.0%)	*	*	*

Source:

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

*no data; PTMS opened for enrollment in the 2015-2016 school year.



The Single Plan for Student Achievement

School: San Dieguito High School
Academy
District: San Dieguito Union High
School District
County-District School
(CDS) Code): 37-68346-3737418
Principal: Bjorn Paige
Date of this revision: 12/12/16

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Bjorn Paige
Position: Principal
Telephone Number: (760) 753-1121
Address: 800 Santa Fe Drive
Encinitas, CA 92024
E-mail Address: bjorn.paige@sduhsd.net

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

A. School Site Information San Dieguito High School Academy

Vision Statement:

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

Mission Statement:

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

Career Preparation: San Dieguito Academy has made a serious commitment to career preparation. All students have multiple opportunities to explore career options, to learn about their interests and abilities, and to take advantage of the many exciting educational opportunities the Academy offers. All ninth graders take the Introduction to 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 SDA courses 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.

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

Community Surroundings

San Dieguito Academy is located in north San Diego County. All 9th through 12th grade students who are residents of the San Dieguito Union High School District may choose to attend their local school (Torrey Pines High School or La Costa Canyon High School) or San Dieguito High School Academy or Canyon Crest Academy. Students 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.

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

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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 numerous 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

SDA 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.

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.

B. School and Student Performance Data

See Appendix A for multi-year student performance data tables

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

A detailed evaluation of the performance data allowed the SSC and site leadership to identify specific areas of need, including increasing student connectedness campus-wide, increasing college and career readiness, continuing to implement strategies to increase reclassification of all ELs, and increasing student achievement in both math and ELA. These goals were derived by a thorough analysis of CAASPP scores, the Healthy Kids Survey, career readiness indicators, D/F lists, and EL data.

Based on CA Healthy Kids Survey results, 10% of students reported not feeling they are a part of the school, 22% students reported they do not feel that they do things that make a difference at the school. An analysis of this data reveals that SDHSA should seek to improve student connectedness. In 15-16, SDHSA had a truancy rate of 77.48% for all students. In addition, in 15-16, SDHA sent 185 SARB 1, 66 SARB 2, and 44 SARB 33 letters. This data supports our school goal #1 to increase student connectedness campus wide.

Based on 2015-2016 EAP results for math 36% of all students were college ready, 6% of EL students were college ready, 2% of low SES students were college ready, and 3% of SPED students were college ready. In addition, based on the 2015-2016 EAP ELA results, 54% of students were college ready, 0% of EL of students were college ready, 9% of low-SES were college ready, and 20% of SPED students were college ready. In addition, our 2014-2015 UC/CSU eligibility rates of all students was 70%, 0% for EL students, 54.4% for Low-SES students. Also, the cohort graduation rate is 99% for all students, 93.3% for EL students, and 96.1% for low-SES student. These subgroups (EL, low-SES, and SPED) are underrepresented in AP and Honors courses: .1% EL student was in AP and honors courses, 7% low-SES. This data supports our school goal #2: to to increase college and career readiness.

Based on CELDT, CAASP, LAS Links, D/F list, enrollment data, and reclassification rates, 59% of our EL students are LTELs. Based on the scores, 2% of EL students were college ready; based on the ELA results, only 1% of the EL students are college ready; 0% of students are UC/CSU eligible; .1% of ELs students are enrolled in AP or Honors courses; 25% of EL scored in the met or exceeded range on the CAASPP for both math and ELA. This data supports our school goal #3: Implement strategies to increase reclassification of all ELs.

For ELA, 68% of all students scored in the met or exceeded range on the CAASPP, 94% of RFEP scored in the met or exceeded range on the CAASPP, 25% of EL scored in the met or exceeded range on the CAASPP, 63% of SPED scored in the met or exceeded range on the CAASPP, and 67% of low-SES scored in the met or exceeded range on the CAASPP. For Math, 68% of all students scored in the met or exceeded range on the CAASPP, 30% of RFEP scored in the met or exceeded range on the CAASPP, 25% of EL scored in the met or exceeded range on the CAASPP, 26% of SPED scored in the met or exceeded range on the CAASPP, and 21% of low-SES scored in the met or exceeded range on the CAASPP. This data supports our school goal #4: Increase student scores on the CAASPP in ELA and math.

C. Involvement Process**Involvement Process:**

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

The SDA SSC meets three times throughout the year. The dates of these meetings are listed below:
November 7th

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January 9th

March 27th

All meetings begin at 3:30pm in the SDA Conference Center. The SSC continuously reviews the SPSA plan, focusing on the data driven goals, focused on specific areas of need, including increasing student connectedness campus-wide, increasing college and career readiness, increasing student achievement in both math and ELA, and continuing to implement strategies to increase reclassification of all EL students. The goals, funding, and actions are reviewed and agreed upon at the November SSC meeting. The SSC continues to be guided in its discussions and decision making via the approved SPSA document for the current school year.

The administrative team (Monday) and a larger cabinet team (Friday) meets weekly. The SPSA document, data, and focused goals have been discussed since the administrative team returned in July and continue to drive both the discussions and decisions made by site leadership.

**D. Summary of Progress Made on 2014-2015 Goals
San Dieguito High School Academy**

<p>School Goal 1 (Description of 2015-16 School Goal) Annual increase in student achievement in ELA and math for all students.</p> <p>LCAP Priority Area: English and Math</p> <p>Targeted Pupil Subgroup(s): All students with focus on English Language Learners and students who qualify for Special Education.</p>	
<p>A. Measurable Outcomes: List Specific data that was reviewed toward meeting this goal. Show growth/decline using data.</p> <p>D&F Rates for students, particularly for targeted subgroups, SBAC results, and Annual CELDT data</p>	<p>B. Summary of Progress: Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data)</p> <p>We investigated interventions for EL students, made a transition to a new EL Lead, and coordinated with district EL coordinators to raise awareness of new EL standards. With this year's SBAC, we established a baseline for EL students. Continued to monitor EL students on the D/F list. We used ASSP tutoring to support for students at-risk academically in core subject areas.</p>
<p>C. Relevance: Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D.</p>	
<p>D. What changes, if any, will be made as a result of reviewing measurable outcomes? Based on the summary of progress, how will the actions/services change moving forward?</p> <p>Use of intervention classes, tutoring, and staff collaboration to increase student achievement on the ELA and math CAASPP for all students.</p>	

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<p>School Goal 2 (Description of 2015-16 School Goal) All SDA graduates will be college and career ready.</p> <p>LCAP Priority Area: College and Career Readiness</p> <p>Targeted Pupil Subgroup(s): All students, with focus on English Learners, socio-economically disadvantaged students, and students who qualify for Special Education programs</p>	
<p>A. Measurable Outcomes: List Specific data that was reviewed toward meeting this goal. Show growth/decline using data. 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</p>	<p>B. Summary of Progress: Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data) Counselors used Naviance and student meetings to support students with meet A-G requirements. Use district agreed upon intervention code system in Aeries to track A-G completion. Review transcripts to identify common missing courses for underrepresented students not meeting A-G requirements.</p>
<p>C. Relevance: Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D.</p>	
<p>D. What changes, if any, will be made as a result of reviewing measurable outcomes? Based on the summary of progress, how will the actions/services change moving forward? Utilize site tutoring programs, district-wide and site based Professional Development (PD), math/English intervention classes, and AP Potential data to increase college and career readiness for all students.</p>	

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<p>School Goal 3 (Description of 2015-16 School Goal) Increase the level of school connectedness and sense of safety of pupils, staff, and parents at SDHSA. LCAP Priority Area: School Culture and Climate Targeted Pupil Subgroup(s): All students</p>	
<p>A. Measurable Outcomes: List Specific data that was reviewed toward meeting this goal. Show growth/decline using data. Suspension rates, expulsion rates, attendance data, discipline data, SDHSA student climate survey results, SDHSA teacher climate survey results</p>	<p>B. Summary of Progress: Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data) Reviewed CHKS data in areas that apply to goals. Continue to work with CommUnity Day student club and committee to enhance connectedness with students, staff parents. Continue to use our Homeroom time to meet the goals of connectedness and culture for students and staff.</p>
<p>C. Relevance: Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D.</p>	
<p>D. What changes, if any, will be made as a result of reviewing measurable outcomes? Based on the summary of progress, how will the actions/services change moving forward? Utilize attendance protocols, Link Crew activities, data analysis, and homeroom to increase student connectedness on campus.</p>	

E. Planned Improvements in Student Performance

The School Site Council has analyzed the student performance data of all student groups and has considered the effectiveness of key elements of instructional programs. As a result, it has adopted the following school goals, related actions, and expenditures to increase outcomes for underperforming students.

<p>LCAP Goal: (paste aligned SDUHSD LCAP goal from SDUHSD 16-19 Board approved LCAP)</p> <p>Goal #4 Increase the level of “school connectedness” and "sense of safety" of pupils, staff and parents.</p> <p>School Goal 1 (Description of 2016-17 measurable School Goal, aligned to WASC Action Plan goals)</p> <p>Increase student connectedness campus wide.</p> <p>LCAP Priority Area:</p> <p>Related State and/or Local Priorities: 3, 4, 5, 7, 8</p> <p>Targeted Pupil Subgroup(s):</p> <p>All students</p>	
<p>Rationale: What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.</p> <p>Based on CA Healthy Kids Survey results, 10% of students reported not feeling they are a part of the school, 22% students reported they do not feel that they do things that make a difference at the school. An analysis of this data reveals that SDHSA should seek to improve student connectedness. In 15-16, SDHSA had a truancy rate of 77.48% for all students. In addition, in 15-16, SDHA sent 185 SARB 1, 66 SARB 2, and 44 SARB 3 letters.</p>	<p>Growth Targets: Expected annual measurable outcomes.</p> <p>A 5% decrease from 2015-2016 attendance meetings, SART contracts, and SARB referrals</p> <p>A 5% decrease in number of students not feelings they are a part of the school according to the CHKS</p> <p>A 5% decrease in those students reporting they do things that make a difference in the school according to the CHKS</p> <p>A 5% decrease in the truancy rate for all students</p>
<p>School-wide critical area/s for follow up addressed: How does this goal align to one of the identified “critical areas for follow up” from the most recent WASC visiting committee report?</p> <p>6) Investigate goals and effectiveness of Homeroom 7) Utilize homeroom to include interventions, data chats, and college/career readiness:</p>	
<p>Strategy: (briefly describe the overall plan to address the identified need)</p> <p>Utilize attendance protocols, Link Crew activities, data analysis, and homeroom to increase student connectedness on campus.</p>	

	Actions/Tasks (describe specifically what will occur at the site to meet this goal)	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Regular attendance intervention meetings, including: <ul style="list-style-type: none"> • weekly meeting with attendance clerk and assistant principals to target students needing intervention support • student/admin. attendance intervention meetings 	Administration	N/A	Number of SART contracts and SARB referrals	Ongoing

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	<ul style="list-style-type: none"> student/admin./parent attendance/SART meeting 				
2.	<p>Continuation of the Link Crew program, a student transition program on campus, including:</p> <ul style="list-style-type: none"> freshmen orientation hosted by teacher coordinators and SDA Link Crew Student Leaders for all incoming freshmen two academic/social follow ups for freshmen students providing increased opportunities for freshmen students to connect with a positive peer at SDA coordinator training for two staff members leading the Link Crew program ongoing coordinator/leader meetings throughout the school year to best support the Link Crew program and student connectedness 	Link Crew Coordinator(s) & ASB Director	N/A	CHKS data	Spring 2017
3.	Meeting with Site Cabinet members to analyze CHKS data, as related to student connectedness and safety on campus, to evaluate the effectiveness of current programs and to determine the needs for additional interventions and/or support.	Cabinet Members	N/A	CHKS data	Spring 2017
4.	Utilize Homeroom for student connectedness activities (i.e. Homeroom Olympics and two extended Homerooms designated to Link Crew student support and connection activities)	Administrator	N/A	CHKS data	Ongoing
Progress Monitoring Report (Mid-Year)			Date of progress update:		
Growth Targets: What indicators have been reviewed to assess progress to meet the annual goal? Summary of analysis.			Summary of progress: Describe how the strategy has or has not been effective in achieving the desired outcomes?		

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LCAP Goal: (paste aligned SDUHSD LCAP goal from SDUHSD 16-19 Board approved LCAP)

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

School Goal 2 (Description of 2016-17 measurable School Goal, aligned to WASC Action Plan goals)

To increase college and career readiness.

LCAP Priority Area:

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

Targeted Pupil Subgroup(s):

All students

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

Based on 2015-2016 EAP results for math 36% of all students were college ready, 6% of EL students were college ready, 2% of low SES students were college ready, and 3% of SPED students were college ready. In addition, based on the 2015-2016 EAP ELA results, 54% of students were college ready, 0% of EL of students were college ready, 9% of low-SES were college ready, and 20% of SPED students were college ready. In addition, our 2014-2015 UC/CSU eligibility rates of all students was 70%, 0% for EL students, 54.4% for Low-SES students. Also, the cohort graduation rate is 99% for all students, 93.3% for EL students, and 96.1% for low-SES student. These subgroups (EL, low-SES, and SPED) are underrepresented in AP and Honors courses: .1% EL student was in AP and honors courses, 7% low-SES.

Growth Targets: Expected annual measurable outcomes.

5% increase in percentage of students who scored in the "College Ready" range in math and ELA as measured by EAP
 5% increase in percentage of EL students who scored in the "College Ready" range in math and ELA as measured by EAP
 5% increase in percentage of SPED students who scored in the "College Ready" range in math and ELA as measured by EAP
 5% increase in percentage of low-SES students who scored in the "College Ready" range in math and ELA as measured by EAP
 Increase AP and Honors enrollment for EL and Low-SES subgroups to more closely reflect the demographics of SDHSA
 Increase UC/CSU eligibility rates for EL and Low-SES
 Increase cohort graduation rates for EL and Low-SES

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

1) use of data to drive instruction

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

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

	Actions/Tasks (describe specifically what will occur at the site to meet this goal)	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Counselors will utilize Naviance and Aeries to track A-G completion rates, and provide interventions to students via classroom presentations and individual student meetings to complete 4-year plans.	Counselors	N/A	UC/CSU rates	Spring 2017

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2.	Meetings to analyze AP Potential data with cabinet to: <ul style="list-style-type: none"> • identify potential AP students with a focus on underrepresented sub-groups • counselors to schedule and hold student meetings to encourage AP course enrollment 	Cabinet Members	N/A	# of student meetings and enrollment data	Spring 2017
3.	After School Support Program (ASSP) tutoring opportunity/intervention for students referred by MRT team (admin., counselors, sped., school psychologist, gen. ed., and social worker)	MRT team members	\$5643/Site Tutoring Funds	UC/CSU rates and enrollment data	Spring 2017
Progress Monitoring Report (Mid-Year)		Date of progress update:			
Growth Targets: What indicators have been reviewed to assess progress to meet the annual goal? Summary of analysis.		Summary of progress: Describe how the strategy has or has not been effective in achieving the desired outcomes?			

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LCAP Goal: (paste aligned SDUHSD LCAP goal from SDUHSD 16-19 Board approved LCAP)
 Goal #2 All English Learner (EL) pupils will receive instruction and curriculum that includes designated and integrated English language development across all core content areas.
 Within five (5) years of instruction in SDUHSD, all English learner pupils will meet the criteria to be reclassified as Redesignated Fluent English Proficient (RFEP).

School Goal 3 (Description of 2016-17 measurable School Goal, aligned to WASC Action Plan goals)
 Implement strategies to increase reclassification of all ELs.

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

Targeted Pupil Subgroup(s):
 EL student population

<p>Rationale: What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary. Based on CELDT, CAASP, LAS Links, D/F list, enrollment data, and reclassification rates, 59% of our EL students are LTELs. Based on the scores, 2% of EL students were college ready; based on the ELA results, only 1% of the EL students are college ready; 0% of students are UC/CSU eligible; .1% of ELs students are enrolled in AP or Honors courses; 25% of EL scored in the met or exceeded range on the CAASPP for both math and ELA.</p>	<p>Growth Targets: Expected annual measurable outcomes. Increase reclassification rates for LTELs by 5% Increase the number of EL students in the met or exceeded range on the CAASPP Reduce the number of EL students on the D/F list by 5%</p>
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School-wide critical area/s for follow up addressed: How does this goal align to one of the identified “critical areas for follow up” from the most recent WASC visiting committee report?
 5) Increase focus on improving academic achievement: CSTs, API, AYP, AP, CAHSEE, CELDT:

Strategy: (briefly describe the overall plan to address the identified need)
 Using AVID courses and the AVID site team, intervention courses, and the EL site lead in order to increase reclassification of all ELs.

	Actions/Tasks (describe specifically what will occur at the site to meet this goal)	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Continue to offer the AVID program, focused on: <ul style="list-style-type: none"> • weekly tutorial for support in students' academic classes • focused on achieving passing grades in core academic classes 	Administration/Teachers	.33 FTE District LCAP Non-Formula Funding	Enrollment data, CAASP scores, UC/CSU rates, graduation rates	Ongoing
2.	Continue to implement English intervention classes, to provide targeted strategies for under-performing students:	Administration/Teachers	a) .33 FTE Academic Lit. \$\$	grades, SBAC ELA	Ongoing

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	<p>a) Academic Literature class: teachers and administrators review CELDT, LAS links, grades for placement in this intervention course b) Academic Literature teacher works with students to develop individualized learning plans to support specific learning targets, focused on both the development of academic skills and language acquisition c) Students exit Academic Literature course by passing the CELDT, LAS links, achieving passing grades, and achieving passing scores on the CAASPP assessments</p>				
3.	<p>EL Lead release to support:</p> <ul style="list-style-type: none"> • student academic/grade discussions • CELDT, LAS Links, and CAASPP assessment results • discuss reclassification criteria with students • EL accommodation strategies for academic core teachers • support in Academic Literature course • monitor progress of all EL students using the district monitoring document • separate meetings with students and meetings with staff for support 	EL Coordinator	.33 EL Lead Release Period \$\$	Reclassification rates	Ongoing
Progress Monitoring Report (Mid-Year)		Date of progress update:			
Growth Targets: What indicators have been reviewed to assess progress to meet the annual goal? Summary of analysis.		Summary of progress: Describe how the strategy has or has not been effective in achieving the desired outcomes?			

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LCAP Goal: (paste aligned SDUHSD LCAP goal from SDUHSD 16-19 Board approved LCAP)
 Goal #1 Annual increase in student achievement for all students in English Language Arts and Math with focus on accelerating student learning outcomes for target subgroups including English Learners, low income pupils and pupils performing below grade level.

School Goal 4 (Description of 2016-17 measurable School Goal, aligned to WASC Action Plan goals)
 Increase student scores on the CAASPP in ELA and math

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

Targeted Pupil Subgroup(s):
 All students

<p>Rationale: What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.</p> <p>For ELA, 68% of all students scored in the met or exceeded range on the CAASPP, 94% of RFEP scored in the met or exceeded range on the CAASPP, 25% of EL scored in the met or exceeded range on the CAASPP, 63% of SPED scored in the met or exceeded range on the CAASPP, and 67% of low-SES scored in the met or exceeded range on the CAASPP.</p> <p>For Math, 68% of all students scored in the met or exceeded range on the CAASPP, 30% of RFEP scored in the met or exceeded range on the CAASPP, 25% of EL scored in the met or exceeded range on the CAASPP, 26% of SPED scored in the met or exceeded range on the CAASPP, and 21% of low-SES scored in the met or exceeded range on the CAASPP.</p>	<p>Growth Targets: Expected annual measurable outcomes.</p> <p>5% increase in met or exceeded range on the CAASPP in ELA and magth Reduction in number of students on the D/F reports Increase in students in the met or exceeded range for the EL, RFEP, SPED, and low-SES subgroups on the CAASPP 5% decrease in the number of 11th and 12th students enrolled in below grade level math courses.</p>
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School-wide critical area/s for follow up addressed: How does this goal align to one of the identified “critical areas for follow up” from the most recent WASC visiting committee report?
 2) Strengthen PLC process

Strategy: (briefly describe the overall plan to address the identified need)
 Using intervention classes, tutoring, and staff collaboration to increase student achievement.

Actions/Tasks (describe specifically what will occur at the site to meet this goal)	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1. Implement math and English intervention classes, to provide targeted strategies for under-performing students: a)Academic Literature course:	Administrators/teachers	a) .33 FTE Academic Lit. b) .66 FTE math readiness	CELDT, LAS Links, grades, SBAC, enrollment data	Ongoing

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	<ul style="list-style-type: none"> • Identification: teachers and administrators review CELDT, LAS links, and grades for placement in this intervention course • Target: instruction is targeted at both language acquisition and and the development of academic skills • Exit: students are exited by reviewing reclassification requirements, including grades, CELDT, LAS links, and CAASPP results <p>b)Math readiness course:</p> <ul style="list-style-type: none"> • Identification: review of SBAC scores and D/F list for student placements • Target: instruction is targeted on bridging and reviewing math concepts to best support student success in IM1 • Exit: students are exited by reviewing grades 				
2.	<p>Continue to offer of after-school subject specific tutoring opportunities for all students.</p> <ul style="list-style-type: none"> • sign in sheets track attendance • tutoring provided by both SDA teachers and NHS students 	Teachers	N/A	Grades, D/F list	Ongoing
3.	<p>All teacher collaboration during late start/hour lunch PLC/staff collaboration time to review and analyze student achievement data in order to identify targeted interventions and best practices for underperforming student populations.</p>	Administrators/Teachers	District Staff Development Allocations	Common assessments	Ongoing
Progress Monitoring Report (Mid-Year)			Date of progress update:		
Growth Targets: What indicators have been reviewed to assess progress to meet the annual goal? Summary of analysis.			Summary of progress: Describe how the strategy has or has not been effective in achieving the desired outcomes?		

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D. School Site Council Membership San Dieguito High School Academy


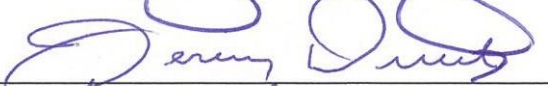

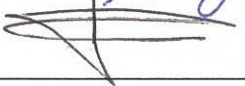
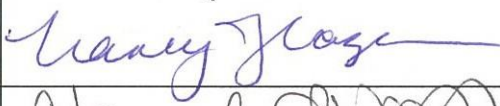
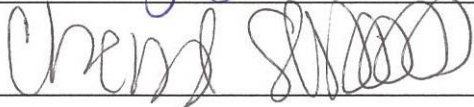


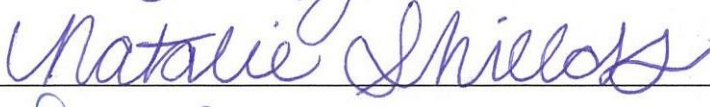

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Bjorn Paige	X				
Jeremy Wuertz		X			
Sean Floyd		X			
Curt Erales		X			
Nancy Lazerson				X	
Cheryl Shelhamer				X	
Rachel Hart				X	
Donn Boyd		X			
Gabi Gjata					X
Natalie Shields					X
Skyler McFarlane					X
April Llamas			X		
Numbers of members of each category	1	4	1	4	3

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

San Dieguito High School Academy School Site Council 2016-2017

Single Plan for Student Achievement 2016-2017

Bjorn Paige	
Jeremy Wuertz	
Sean Floyd	
Curt Erasles Nancy	
Lazerson Cheryl	
Shelhamer Rachel	
Hart	
Scott Jordon	
Gabi Gjata	
Natalie Shields	
Lois Delanty	
Skyler McFarlane	

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**Form F. Budget
San Dieguito High School Academy**

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 (non-formula)	\$143,000.00
Title I Funds	\$0.00
Total	\$172,643.00

Appendix A. Student Performance Data

Section 1: Enrollment

Table 1.1 Site enrollment trends with subgroup breakdown

	2015-16		2014-15		2013-14		2012-13	
	#	%	#	%	#	%	#	%
Total enrollment	1,828	-	1,635	-	1,607	-	1,598	-
Number & Percent of English Learners	54	3.0%	69	4.2%	62	3.8%	58	3.6%
Number & Percent of Long Term English Learners	31	1.7%	56	3.4%	55	3.4%	46	2.9%
Number & Percent of Redesignated Fluent English Proficient students	211	11.5%	168	10.3%	164	10.2%	159	9.9%
Number & Percent of students who are Socio-Economically Disadvantaged	252	13.8%	227	13.9%	233	14.5%	278	17.4%
Number & Percent of Special Education students	185	10.1%	167	10.2%	164	10.2%	144	9.0%

Source:

Total enrollment, English Learner enrollment, Socio-Economically Disadvantaged enrollment, Special Education enrollment:

California Longitudinal Pupil Achievement Data System. Report. 1.1 Enrollment - Primary Status by Subgroup. (Fall 1)

Long Term English Lerner Enrollment, Redesignated Fluent English Proficient enrollment:

Aeries Student Information System data. Analytics dashboards: LTEL, RFEP (retrieved 8/23/16)

Section 2: Student Achievement Indicators

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

11 th grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
15-16	386	88%	91%	94%	25%	63%	67%
14-15	372	79%	83%	63%	NA	50%	52%

Source:

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

CAASPP Results (All Students)**English Language Arts/Literacy**

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	382	406	372	386	366	384	97.4	95.1
All Grades	382	406	372	386	366	384	97.4	95.1

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2661.3	2680.8	49	54	28	35	15	9	6	2
All Grades	N/A	N/A	49	54	28	35	15	9	6	2

Reading Demonstrating understanding of literary and non-fictional texts							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 11	55	59	36	38	9	3	
All Grades	55	59	36	38	9	3	

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	55	63	34	33	9	4
All Grades	55	63	34	33	9	4

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	33	43	56	52	10	4
All Grades	33	43	56	52	10	4

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	57	58	37	40	5	2
All Grades	57	58	37	40	5	2

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Data Source

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

III School and Student Performance Data**Table 2.2 Percent of students tested who scored in the Standard Met and Exceeded range in Math**

11 th grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
15-16	385	68%	71%	30%	25%	26%	21%
14-15	369	58%	64%	23%	NA	18%	16%

Source:

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

15-16 CAASPP Results (All Students)**Mathematics**

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	382	406	369	385	365	383	96.6	94.8
All Grades	382	406	369	385	365	383	96.6	94.8

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2645.0	2664.1	32	36	25	28	21	22	21	14
All Grades	N/A	N/A	32	36	25	28	21	22	21	14

Concepts & Procedures							
Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 11	45	48	32	33	24	19	
All Grades	45	48	32	33	24	19	

Problem Solving & Modeling/Data Analysis						
Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	36	40	46	48	17	12
All Grades	36	40	46	48	17	12

Communicating Reasoning						
Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	39	45	47	43	15	11
All Grades	39	45	47	43	15	11

Data Source

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

Section 3: School Climate Indicators

Table 3.1 Truancy rates

	2014-15	2013-14	2012-13	2011-12
Truancy rate	77.48%	62.29%	19.83%	20.6%

Source:

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

Table 3.2 Chronic absenteeism rates by subgroup

	All Students	English Learners	Socioeconomically disadvantaged	Special Education
15-16	8.8%	12.8%	10.3%	14.7%
14-15	4.8%	8.8%	5.3%	4.6%
13-14	5.2%	1.8%	8.7%	6.4%

Source:

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

Table 3.3 Discipline data

	2014-15	2013-14	2012-13	2011-12
Number of students suspended	19	12	16	24
Suspension rate	1.2%	0.7%	1.0%	1.5%
Number of students expelled	0	0	1	3
Expulsion rate	0.00	0.0%	0.1%	0.2%

Source:

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

Table 3.4 Cohort dropout rate by subgroup

	2014-15	2013-14	2012-13	2011-12
All Students	0.3%	1.0%	1.0%	0.0%

Source:

CALPADS report 1.9 Completers and Dropouts - Count

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Table 3.5 Student connectedness survey results (CHKS or Site Climate Survey). Percent of students who disagree with target statements.

	*2015-16	**2014-2015	**2012-2013	**2010-2011
Feel safe at school	n/a	5%	8.6%	5.1%
Adult who cares about me	n/a	4%	4.3%	4.4%
Feel like part of my school.	n/a	10%	7.5%	7%
Teachers at school treat students fairly	n/a	10%	9.6%	7.3%
I do things at school that make a difference	n/a	22%	19.8%	15.9%
<i>insert statements from internal survey:</i>				
<i>insert statements from internal survey:</i>				
<i>insert statements from internal survey:</i>				
<i>insert statements from internal survey:</i>				

Source:

*Site Climate Survey results

**CHKS results

Section 4: Progress Monitoring of English Learners

Table 4.1 English Learner enrollment

	English Learners (number & % of total enrollment)		Percent of ELs who are LTELs	Percent of ELs who qualify for Special Education
	Number	%		
15-16	54	3.0%	59%	24%
14-15	69	4.2%	81%	36%
13-14	62	3.8%	87%	37%

Source:

English Learner enrollment:

California Longitudinal Pupil Achievement Data System. Report. 1.1 Enrollment - Primary Status by Subgroup. (Fall 1)

Percent of ELs who are LTELs, Percent of ELs who qualify for Special Education:

Aeries Student Information System data.

California English Language Development (CELDT) Data

Table 4.2 CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
9	14	27		41	54	***	32	15	***	14	4			0	
10		5	23	67	47	46	33	37	19		11	8		0	4
11	33	18	27	47	55	53	20	27	20		0			0	
12	31	23	14	69	62	57		15	29		0			0	
Total	19	19	22	53	54	50	23	23	22	5	4	4		0	2

Data Source

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

Table 4.3 Percent of students who made progress learning English as measured by CELDT

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	62	69	50
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	62	69	50
Number Met	44	50	37
Percent Met	71.0%	72.5%	74.0%

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NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	2	60	2	67	4	47
Number Met	--	39	--	44	--	35
Percent Met	--	65.0%	--	65.7%	--	74.5%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	--	Yes	--	Yes	--	Yes

Source:

California Department of Education Data Reporting Office. 2014-15 Title III Accountability Reports Local Educational Agency (LEA) Level Data, School-level Data. Retrieved from <http://www.cde.ca.gov/ta/ac/t3/t3reports.asp>**Table 4.4 Percent of students who made progress learning English as measured by LAS Links Assessment (Fall to Spring administration comparison results)**

	2015-16	2014-15	2013-14	2012-13
Percent of students who attained proficiency	12.2%	21.2%	*	**
Percent of students who increased one proficiency	29.3%	21.2%	*	**

Source:

LAS Links Assessment results for those students who participated in both the fall and spring administration and received valid scores.

In order to protect student privacy, an asterisk () will be displayed instead of a number where 10 or fewer students are represented.

**LAS Links Assessment was not administered

Table 4.5 Reclassification Rate

	2015-16	2014-15	2013-14	2012-13
Number and percentage of students Redesignated Fluent English Proficient	4 (5.8%)	3 (4.8%)	7 (12.1%)	4 (6.8%)

Source:

California Department of Education Data Reporting Office. Number and Percent of Students Redesignated to FEP.

Retrieved from <http://dq.cde.ca.gov/dataquest/>

Section 5: College and Career Readiness Indicators

Table 5.1 Early Assessment Program (EAP) ELA results by subgroup

	All Students			English Learners			Socioeconomically disadvantaged			Special Education		
	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready
15-16	54%	35%	11%	0%	25%	75%	9%	58%	32%	20%	43%	38%
14-15	50%	29%	22%	*	*	*	12%	40%	47%	11%	39%	50%

Source:

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

Table 5.2 Early Assessment Program (EAP) math results by subgroup

	All Students			English Learners			Socioeconomically disadvantaged			Special Education		
	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready
15-16	36%	28%	36%	6%	0%	94%	2%	19%	79%	3%	23%	75%
14-15	32%	26%	42%	*	*	*	5%	14%	81%	3%	15%	83%

Source:

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

Table 5.3 Advanced Placement Exam results

	2015-16	2014-15	2013-14	2012-13
Percent of exams with a score of 3+ (passing)	73%	74%	76%	73%
Number of tests taken	1236	1,091	1,118	1,122
Number of testers	527	476	477	502
Average number of tests per student	2.3	2.3	2.3	2.2

Source:

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

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Table 5.4 College Entrance Exam results

		2015-16	2014-15	2013-14	2012-13
SAT	Number and Percent of Seniors tested	*	240/70%	321/77%	276/71%
	Mean Score : Critical Reading	*	562	570	562
	Mean Score : Math	*	580	579	580
	Mean Score: Writing	*	553	566	553
ACT	Number and Percent of Seniors tested	*	183/54%	221/53%	155/40%
	Average Score : English	*	25.5	26.4	26
	Average Score : Math	*	25.4	25.6	25.9
	Average Score: Reading	*	25.6	26.4	26
	Average Score: Science	*	24.6	25.1	24.6
	Average Score: Composite	*	25.4	26	25.8

Source:

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

Table 5.5 UC/CSU eligibility rates by subgroup

	All students	English Learner	Socioeconomically disadvantaged	Special Education
14-15	70.1 %	0.0 %	54.4 %	*
13-14	73.3 %	8.3 %	60.0 %	*
12-13	67.5 %	11.1 %	41.5 %	*

Source:

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

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

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Table 5.6 Cohort graduation rates by subgroup

	All students	English Learner	Socioeconomically disadvantaged	Special Education
14-15	99.1%	93.3%	96.1%	91.9%
13-14	99.%	95.8%	98.8%	97.5%
12-13	98.45	90.5%	94.5%	92.3%

Source:

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



The Single Plan for Student Achievement

School: Sunset High School
District: San Dieguito Union High School District
County-District School (CDS) Code): 37-68346-3737384
Principal: Rick Ayala
Date of this revision: October 31, 2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Rick Ayala
Position: Principal
Telephone Number: (760) 753-3860
Address: 684 Requeza St.
Encinitas, CA 92024
E-mail Address: rick.ayala@sduhsd.net

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

A. School Site Information Sunset High School

Vision Statement:

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 Statement:

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.

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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.

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

Sunset High School is the continuation high school serving the San Dieguito Union High School District. As of this report, October 25, 2016, there are 132 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, Geography and Video Film. Students can also earn credit by working on the Yearbook staff or by participating in work experience. During the summer, Sunset students are provided the opportunity to earn elective credits through a program called "Having a Voice" that focuses on leadership skills through the empowerment of young people.

Sunset has a full-time Resource Specialist to assist students with special needs. Throughout the last few years, Sunset has had 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 6 weekly support groups. Sunset teachers, principal, social worker and counselor co-facilitate most of the groups on campus. Outside agencies are sometimes brought in to facilitate some groups, for example, we have had the district READI (Recovery Education Alcohol Drug Instruction) specialists run the sobriety group in the past. Types of groups include: General, Women's, 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

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continuation school students to attend only fifteen hours a week, Sunset's requirement is more stringent. The school day consists of four periods, and teachers are available an additional period 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 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 one-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 in 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 our 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.

B. School and Student Performance Data

See Appendix A for multi-year student performance data tables

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

Sunset relies on data to make informed decisions at the site. The data demonstrates how students are doing in regards to discipline, attendance, school climate, and student performance. Due to Sunset's small enrollment, certain populations, such as our English Learner (EL) population, make up such a small percentage of students that the numbers are not significant and therefore we are unable to make generalizations based on the data. Specifically; SBAC scores, UC/CSU eligibility rates, graduation rates, California Healthy Kids Survey (CHKS), truancy rates, are the sources of data used to guide our practice.

SBAC scores and graduation data allow us to track our students' academic achievement. Last year Sunset's SBAC scores show a 3% gain in ELA scores and a 4% gain in Math scores. Even with the improved scores, Sunset is 22% below the district average in ELA and 62% below the district average in Math. Through continued focus on both ELA and Math, Sunset plans to see continued gain in test scores and closing of the gap between our average and the district's average scores. Looking at graduation rates, only 10% of Sunset's seniors were UC/CSU eligible. The data coupled with teachers' concerns about students' lack of access to UC/CSU requirements makes this a priority area for Sunset.

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In addition to academic data we look at attendance data. 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. The mobility rate is a difficult issue to address, as students come and go from the school. Sunset's truancy rate is 96.3%, it is difficult to review this longitudinally because the way the data is calculated changed last year and therefore the data doesn't align with previous years. Knowing that 96.3% is extremely high and that improved attendance will have a correlated effect on student achievement and SBAC scores, truancy needs to be one of our goals. Sunset's tardy rate to 1st period is consistently the highest in the district. Sunset's strengths in regards to attendance are period 2-5 tardies and detecting period truanancies. 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 when a student has left without permission. Full-day truanancies, 1st period tardies, and excused absences are continuing struggles that we have at Sunset, therefore making attendance an important goal for this school year.

We also want to know how our students are feeling because we know this has a direct impact on their attendance and achievement. The California Healthy Kids Survey (CHKS) results provide us with data about students' connections and perceptions that is often difficult to calculate. We know that most of our students choose Sunset because they are not being successful at their home schools, but a few categories from the CHKS stood out, 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 Sunset's students feel disconnected to what is happening on campus.

The data highlights areas of need for the coming school year. Goals need to address ELA and math achievement, UC/CSU eligibility, attendance, and students' connections. Sunset High School continues to improve and these goals will help focus the staff on a path to greater success for all students.

C. Involvement Process

Involvement Process:

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

Sunset High School's SPSA was developed with input from numerous stakeholders. The principal and an English teacher wrote the plan through input from all ten of the staff members and the school site council. The ten staff members gave direct input on the sections of the report that impacts their practice, this occurred through individual meetings. As the report was put together, updates were given to the SSC and the staff at their meetings. The updates, were followed by time for the members to give feedback and therefore shape the plan as it was developed.

**D. Summary of Progress Made on 2015-2016 Goals
Sunset High School**

<p>School Goal 1 (Description of 2015-16 School Goal) To increase the number of courses completed and the graduation rate of students at Sunset High School.</p> <p>LCAP Priority Area: 4 - Pupil Achievement, 5 - Pupil Engagement, 7 - Course Access, 8 - Other Pupil Outcomes</p> <p>Targeted Pupil Subgroup(s): All Sunset Students</p>	
<p>A. Measurable Outcomes: List Specific data that was reviewed toward meeting this goal. Show growth/decline using data. In 2012-2013 an average of 7.76 semester classes were earned per student, in 2013-2014 an average of 7.17, in 2014-2015 the average fell to 6.27, and last year 2015-2016 the average increased slightly to 6.73.</p> <p>UC/CSU Eligibility rates All students 10%, 0% ELs, 0% Low SES EAP results show 13% College Ready in ELA (+2%) 2% College Ready in Math (-3%) Naviance 4% of Sunset students use Naviance</p>	<p>B. Summary of Progress: Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data)</p> <p>Even though the data reveals a slight increase in courses completed last year, the percentage has fallen from previous years, and therefore this is an area where Sunset needs to improve. An advisory period was put into our schedule for the first time last year. It allows students to meet with their advisors on Wednesdays during 3rd period, allowing for regular academic counseling and coaching. Since it was the first year with advisory, the period was not always used effectively, and often each advisor used it differently. Sunset teachers did meet with course alike teachers from other sites and this helped us to align our curriculum to the other sites, CA state standards, and the common core. Staff meetings were used to insure students were in the correct classes and moving towards their goals.</p>
<p>C. Relevance: Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D.</p>	
<p>D. What changes, if any, will be made as a result of reviewing measurable outcomes? Based on the summary of progress, how will the actions/services change moving forward? This year, more planned activities/interventions will be done during advisory period. For example, last year only 4% of Sunset's students accessed Naviance, this year we will use advisory periods to have all students access Naviance and learn to use this tool. Students often arrive at Sunset to late to get caught up, they need to arrive while there is still enough time for them to complete their courses in time to graduate.</p>	

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<p>School Goal 2 (Description of 2015-16 School Goal)</p> <p>To increase student performance in Math as evidenced by a yearly improvement in SBAC scores.</p> <p>LCAP Priority Area:</p> <p>1 – Basic Service, 2 – Implementation of State Standard, 4 – Pupil Achievement, 7 – Course Access</p> <p>Targeted Pupil Subgroup(s):</p> <p>All students enrolled in a math course.</p>	
<p>A. Measurable Outcomes: List Specific data that was reviewed toward meeting this goal. Show growth/decline using data.</p> <p>SBAC scores - 9% of Sunset students scored in the Standard Met/Exceeded range in math (+4% from 2015)</p>	<p>B. Summary of Progress: Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data)</p> <p>Building SBAC prep into math classes helped the students who were enrolled in math at that time. But, not all students are enrolled in math and not all students are enrolled in their grade level math course. Another math course, statistics, was developed to give students an option in their math sequence. Student skill levels are discussed at staff meetings, lunch meetings, and between the two math teachers.</p>
<p>C. Relevance: Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D.</p> <p>No, the 9% is still far below the SDUHSD 71%, San Diego County 44%, and California 37%.</p>	
<p>D. What changes, if any, will be made as a result of reviewing measurable outcomes? Based on the summary of progress, how will the actions/services change moving forward?</p> <p>Some SBAC prep will need to be done outside of the math classes, so all students in the grade level receive the preparation. Another math class will need to be created or revamped to allow students an option to get their three years of math.</p>	

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<p>School Goal 3 (Description of 2015-16 School Goal) Increase student performance in ELA as evidenced by a yearly improvement in SBAC scores. LCAP Priority Area: 1 – Basic Services, 2 – Implementation of State Standards, 4 – Pupil Achievement, 7 – Course Access Targeted Pupil Subgroup(s): All students enrolled in an ELA course.</p>	
<p>A. Measurable Outcomes: List Specific data that was reviewed toward meeting this goal. Show growth/decline using data.</p> <p>SBAC scores – 58% of Sunset students scored in the Standards Met/Exceeded range in ELA (+3% from 2015).</p>	<p>B. Summary of Progress: Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data)</p> <p>Similar to math, building SBAC prep into ELA classes helped the students who were enrolled in English at that time. But, not all students are enrolled in English and not all students are enrolled in their grade level English course. Student skill levels are discussed at staff meetings, lunch meetings, and between the two English teachers. There has been a push throughout other content areas to build reading and writing skills into their curriculums which supports the ELA program. The English teachers further aligned their courses to allow for greater consistency and building of skills from one class to the other.</p>
<p>C. Relevance: Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D.</p> <p>Yes and no, Sunset is still below the SDUHSD average of 71%, but has surpassed SD County 44% and California 37%.</p>	
<p>D. What changes, if any, will be made as a result of reviewing measurable outcomes? Based on the summary of progress, how will the actions/services change moving forward?</p> <p>Some SBAC prep will need to be done outside of English classes, so all students in the grade level receive the preparation. The social studies department will work to revamp curriculum to support the ELA standards and allow for more growth.</p>	

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<p>School Goal 4 (Description of 2015-16 School Goal) Increase students choosing to come to school by decreasing truancies and increasing the percentage of students who feel connected to Sunset.</p> <p>LCAP Priority Area: 1 – Basic Services, 3 – Parent Involvement, 5 – Pupil Engagement, 6 – School Climate</p> <p>Targeted Pupil Subgroup(s): All Students</p>	
<p>A. Measurable Outcomes: List Specific data that was reviewed toward meeting this goal. Show growth/decline using data.</p> <p>Sunsets truancy rate is 96.31% California Healthy Kids Survey results show I do things at school that make a difference, 53% disagree I feel safe in my school, 6% disagree Teachers at this school treat students fairly, 5% disagree</p>	<p>B. Summary of Progress: Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data)</p> <ol style="list-style-type: none"> 1) A survey was conducted with graduating seniors. The results indicate that students really like that they develop a relationship with their teachers and appreciate having an advisor to help them stay on track. Many students offered the suggestion to have more electives and more school activities. 2) Support groups are offered and many students connect through their support group. Some of the support groups were not as successful as others. The topics being covered in the group are often serious and could use a facilitator with a counseling/psychology background. 3) The new traditions helped to connect students to school, yet became redundant. 4) The advisee/advisor structure was strengthened by adding in a weekly period for meetings, this insured advisees would have time to see their advisors every week. 5) The principal reports about attendance and discipline at all of the weekly meetings.
<p>C. Relevance: Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D.</p>	
<p>D. What changes, if any, will be made as a result of reviewing measurable outcomes? Based on the summary of progress, how will the actions/services change moving forward?</p> <p>The senior survey will continue to be updated and improved to provide meaningful data to the school. Sunset will look into the option of bringing in additional help to run support groups. We will look to create new traditions and experiences where students feel like they make a difference at school. Attendance will have to be addressed to improve tardies and absences.</p>	

E. Planned Improvements in Student Performance

The School Site Council has analyzed the student performance data of all student groups and has considered the effectiveness of key elements of instructional programs. As a result, it has adopted the following school goals, related actions, and expenditures to increase outcomes for underperforming students.

<p>LCAP Goal: (paste aligned SDUHSD LCAP goal from SDUHSD 16-19 Board approved LCAP) All district graduates will be college and career ready.</p> <p>School Goal 1 (Description of 2016-17 measurable School Goal, aligned to WASC Action Plan goals) To increase the number of courses completed and the graduation rate of students at Sunset High School.</p> <p>LCAP Priority Area: 1, 2, 4, 7</p> <p>Targeted Pupil Subgroup(s): All Sunset Students.</p>	
<p>Rationale: What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary. In 2012-2013 an average of 7.76 semester classes were earned per student, in 2013-2014 an average of 7.17, in 2014-2015 the average fell to 6.27, and last year 2015-2016 the average increased slightly to 6.73.</p> <p>UC/CSU Eligibility rates All students 10%, 0% ELs, 0% Low SES EAP results show 13% College Ready in ELA (+2%) 2% College Ready in Math (-3%)</p>	<p>Growth Targets: Expected annual measurable outcomes.</p> <p>Sunset would like to see the number of classes completed increase to 7.73. The goal for the UC/CSU eligibility rates is to increase by 2%, making 12% of all graduating seniors UC/CSU eligible.</p>
<p>School-wide critical area/s for follow up addressed: How does this goal align to one of the identified “critical areas for follow up” from the most recent WASC visiting committee report? Goal #4 - Continue to improve student credit completion rates, especially for students struggling to get back on track for graduation. (e.g., students at and below the median credit accrual rate)</p>	
<p>Strategy: (briefly describe the overall plan to address the identified need) The majority of Sunset's population chooses Sunset because they are credit deficient, and we want to do everything in our power to help all students graduate. For this to happen students need to arrive at Sunset early enough in their high school career that there is still a chance for them to complete their courses. Once at Sunset, students need to have the support and resources need to graduate. This includes support from their advisors on goal setting, pacing, and course selection. Sunset hopes to expand their course offerings in order for students to meet the requirements for their college of choice.</p>	

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	Actions/Tasks (describe specifically what will occur at the site to meet this goal)	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Improve student advisement/student planning component to include specific tasks on specific days. a. Advisor will review student goals weekly and make adjustments as necessary. b. All students will access Naviance during advisement periods. c. All students will review their progress reports with their advisors. d. All students will make short term and long term goals.		Teacher collaboration during site prep days		ongoing
2.	Build in a new elective, Video Film, to provide students another college prep elective.		None		Summer 2016 during Master Schedule building
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 and provides students with the necessary background to be ready for college.		Teacher collaboration during department release days.		On-going
4.	Continue reviews of individual student progress at weekly staff meetings, adjust course enrollment on an as needed basis to ensure students meet their graduation goals.		None		Weekly, Tuesdays after school
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.		None		Ongoing
Progress Monitoring Report (Mid-Year)		Date of progress update:			
Growth Targets: What indicators have been reviewed to assess progress to meet the annual goal? Summary of analysis.		Summary of progress: Describe how the strategy has or has not been effective in achieving the desired outcomes?			

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LCAP Goal: (paste aligned SDUHSD LCAP goal from SDUHSD 16-19 Board approved LCAP)

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

School Goal 2 (Description of 2016-17 measurable School Goal, aligned to WASC Action Plan goals)

To increase student performance in Math as evidenced by a yearly improvement in SBAC scores.

LCAP Priority Area:

1, 2, 4, 7

Targeted Pupil Subgroup(s):

All students enrolled in a math course.

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

SBAC scores - 9% of Sunset students scored in the Standard Met/Exceeded range in math (+4% from 2015)

Growth Targets: Expected annual measurable outcomes.

An increase in 2% of Sunset students score in the Standard Met/Exceeded range in math.

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

1. Fully implement Common Core ELA and Math curriculum and supporting instruction, including providing student activities addressing peer collaboration, analytical reasoning, and cross-curricular critical reading, writing, speaking.
2. Make use of CCSS/SBAC aligned formative and summative assessments including items/tasks that address non-SBAC assessed content areas and grade levels.

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

Math teachers have been working on a complete overhaul and resequencing of the math courses. This process will continue this year as they finish working on Math 3. This process has allowed for common core standards and SBAC material to be embedded into the sequence of courses. Technology is a goal for this year, with more technology built into the math courses. The increase in technology will help with math scores both by allowing students to access more curriculum and in a different way, similar to what they find on the test. SBAC prep will also be done outside of the math classes with all test takers, to allow for all students to be able to access the test material and format.

	Actions/Tasks (describe specifically what will occur at the site to meet this goal)	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Math teachers will finish the creating and re-writing of Math 3 a. Teachers will insure the course is common core aligned. b. Teachers will build SBAC knowledge and skills into the course.		Extra hours (4) for the two math teachers = 8 hours @ \$43 per hour = \$344		Spring 2017

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2.	<p>Utilize students' SBAC assessment results in math 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. Teachers will implement curriculum and identify strategies to assist students in Math alignment with Common Core Standards and assessment.</p> <p>c. Teachers will create lessons to give to all students prior to SBAC, to provide all students preparation, especially those who are not currently enrolled in a math course.</p>		<p>Extra hours (4) for the two math teachers = 8 hours total @ \$43 per hour = \$344</p>		<p>On-going</p>
3.	<p>Incorporate technology into all math courses</p> <p>a. Teachers will review illuminate assessment results and make adjustments to instruction as needed.</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 inbed new technology to mirror technology used on the SBAC, insuring greater comfort while taking the test.</p>		<p>Extra hours (2) for the two math teachers = 4 hours total @ \$43 per hour = \$172</p>		<p>2015-2017 school year.</p>
4.	<p>Monitor student progress towards mastery of grade level math skills.</p> <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 math and discuss methods to increase student success.</p>		<p>None</p>		<p>On-going</p>
Progress Monitoring Report (Mid-Year)			Date of progress update:		
Growth Targets: What indicators have been reviewed to assess progress to meet the annual goal? Summary of analysis.			Summary of progress: Describe how the strategy has or has not been effective in achieving the desired outcomes?		

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LCAP Goal: (paste aligned SDUHSD LCAP goal from SDUHSD 16-19 Board approved LCAP)

Increase the level of “school connectedness” and "sense of safety" of pupils, staff and parents.

School Goal 3 (Description of 2016-17 measurable School Goal, aligned to WASC Action Plan goals)

Increase the number of students choosing to come to school by decreasing truanancies and increasing the percentage of students who feel connected to Sunset.

LCAP Priority Area:

3, 4, 5, 7, 8

Targeted Pupil Subgroup(s):

All Students

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

Sunsets truancy rate is 96.31%
California Healthy Kids Survey results show
I do things at school that make a difference, 53% disagree
I feel safe in my school, 6% disagree
Teachers at this school treat students fairly, 5% disagree

Growth Targets: Expected annual measurable outcomes.

Sunset's goal is to have a truancy rate below 95%. We also want more of our students feeling that they make a difference at our school, we would like to start by seeing a 5% decrease to 48% of our students who disagree with the statement, I do things at school that make a difference.

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

3. Improve student attendance, including daily attendance for students struggling with truancy, and first period tardies for students habitually arriving late.

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

Sunset houses many students who have been traditionally unsuccessful in school. Numerous students come to us with attendance and/or personal issues. We want to address absences and tardies and also get additional support for students who need emotional support. When students experience growth in these areas, we want incentives to be in place, where students receive short term recognition for the positive changes they are making.

Actions/Tasks (describe specifically what will occur at the site to meet this goal)		Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Improve the senior exit survey to measure growth in areas of need identified from the 2015 CHKS results. a. teachers and administrator will specifically address areas of need on the survey. b. teachers and counselor will collaborate during weekly staff meetings to improve the senior exit survey to assess growth in identified areas of need,		Teacher to write, give, and compile data from survey. Extra hours (3) for one teacher = 3 hours @ \$43 per hour = \$129		on-going

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	c. Sunset Senior Survey will be administered to seniors in the spring of each year. 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.				
2.	Hire a social worker to be on-site. a) To work with students individually who need greater emotional support. b) To run support group for students who have more serious concerns.		District Office		On-going
3.	Continue rewards luncheons, field trips, and assemblies to recognize students for their positive behavior, attendance and/or academic achievement. a) Create new incentives for students' positive behaviors		None		Quarterly throughout the school year.
4.	Principal and counselor will follow up on students who are chronically absent. a. Principal will work with counselor to develop a plan for attendance interventions, including phone calls, home visits, and the SARB process.		None		On-going
5.	Create and implement a detention system for tardies a. The detentions will be scheduled on set days every week b. Advisors will be responsible for running detentions with their advisees c. Principal will monitor the assigning and tracking of the tardies and detentions		None		On-going
Progress Monitoring Report (Mid-Year)		Date of progress update:			
Growth Targets: What indicators have been reviewed to assess progress to meet the annual goal? Summary of analysis.		Summary of progress: Describe how the strategy has or has not been effective in achieving the desired outcomes?			

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LCAP Goal: (paste aligned SDUHSD LCAP goal from SDUHSD 16-19 Board approved LCAP)
Annual increase in student achievement for all students in English Language Arts and Math with focus on accelerating student learning outcomes for target subgroups including English Learners, low income pupils and pupils performing below grade level.

School Goal 4 (Description of 2016-17 measurable School Goal, aligned to WASC Action Plan goals)
Increase student performance in ELA as evidenced by yearly improvements in SBAC scores.

LCAP Priority Area:
1, 2, 4, 7

Targeted Pupil Subgroup(s):
All students enrolled in an ELA course.

<p>Rationale: What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary. SBAC scores – 58% of Sunset students scored in the Standards Met/Exceeded range in ELA (+3% from 2015).</p> <p>School-wide critical area/s for follow up addressed: How does this goal align to one of the identified “critical areas for follow up” from the most recent WASC visiting committee report? 1. Fully implement Common Core ELA and Math curriculum and supporting instruction, including providing student activities addressing peer collaboration, analytical reasoning, and cross-curricular critical reading, writing, speaking. 2. Make use of CCSS/SBAC aligned formative and summative assessments including items/tasks that address non-SBAC assessed content areas and grade levels.</p>	<p>Growth Targets: Expected annual measurable outcomes. SBAC scores to improve 2%, therefore 60% of Sunset students scoring in the Standards Met/Exceeded range.</p>
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Strategy: (briefly describe the overall plan to address the identified need)
English teachers will work together to complete their course alignment with the common core standards. They will also use SBAC assessment results to make changes to their curriculum and instruction. SBAC practice will be given to students within English courses, through embedding practice within the curriculum. SBAC practice will also be provided as stand alone workshops, to reach students not currently enrolled in an English class. Social studies teachers will take an active role in connecting the ELA standards within their courses. This will provide extra practice on key skills with which students need extra practice. ELA skills and development will be monitored throughout the year during weekly advisement periods and staff meetings.

	Actions/Tasks (describe specifically what will occur at the site to meet this goal)	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Build SBAC prep into all English 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		Extra hours (4) for the two English teachers = 8 hours @ \$43 per hour = \$344		Spring 2016

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	<p>on the SBAC.</p> <p>c. Teachers will review illuminate assessment results and make adjustments to instruction as needed.</p>				
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. Teachers will implement curriculum and identify strategies to assist students in English in alignment with Common Core Standards and assessment.</p> <p>c. Teachers will create lessons to give to all students prior to SBAC, to provide all students preparation, especially those who are not currently enrolled in an English course.</p>		<p>Extra hours (4) for the two English teachers = 8 hours total @ \$43 per hour = \$344</p>		<p>On-going</p>
3.	<p>Monitor student progress towards mastery of grade level English skills.</p> <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>		<p>None</p>		<p>On-going</p>
4.	<p>Meet with Social Studies teachers to increase alignment and use of ELA standards within their courses.</p> <p>a. Social Studies teachers add language arts skills into their curriculum and instruction.</p>		<p>Extra hours (2) for the two history teachers = 4 hours total @ \$43 per hour = \$172</p>		<p>By the fall of 2017, social studies courses will include an increase in ELA skills.</p>
Progress Monitoring Report (Mid-Year)		Date of progress update:			
Growth Targets: What indicators have been reviewed to assess progress to meet the annual goal? Summary of analysis.		Summary of progress: Describe how the strategy has or has not been effective in achieving the desired outcomes?			

D. School Site Council Membership Sunset High 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
Rick Ayala	X				
Victoria Long			X		
Amy Souza		X			
Sara Balderas		X			
Kristen Stiles				X	
Mikenzie Bub					X
Paige Norris					X
Heidi Cruz					X
Numbers of members of each category	1	2	1	1	3

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

D.SchoolSite Council Membership
Sunset High School

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures or 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
Rick Ayala	X				
Victoria Long			X		
Amy Souza		X			
Sara Balderas		X			
Kristen Stiles				X	
Mikenzie Bub					X
Paige Norris					X
Heidi Cruz					X
Numbers of members of each category	1	2	1	1	3

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

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**Form F. Budget 2015-2016
Sunset High School**

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 (non-formula)	\$0.00
Title I Funds	\$0.00
Total	\$1,863.00

Appendix A. Student Performance Data

Section 1: Enrollment

Table 1.1 Site enrollment trends with subgroup breakdown

	2015-16		2014-15		2013-14		2012-13	
	#	%	#	%	#	%	#	%
Total enrollment	123	-	130	-	119	-	132	-
Number & Percent of English Learners	*	*%	*	*%	13	11.0%	15	11.4%
Number & Percent of Long Term English Learners	*	*%	*	*%	*	*%	*	*%
Number & Percent of Redesignated Fluent English Proficient students	*	*%	*	*%	*	*%	12	9.1%
Number & Percent of students who are Socio-Economically Disadvantaged	37	30.1%	41	31.5%	45	37.8%	63	47.8%
Number & Percent of Special Education students	23	18.7%	16	12.3%	17	14.3%	21	16.0%

Source:

Total enrollment, English Learner enrollment, Socio-Economically Disadvantaged enrollment, Special Education enrollment:

California Longitudinal Pupil Achievement Data System. Report. 1.1 Enrollment - Primary Status by Subgroup. (Fall 1)

Long Term English Lerner Enrollment, Redesignated Fluent English Proficient enrollment:

Aeries Student Information System data. Analytics dashboards: LTEL, RFEP (retrieved 8/23/16)

In order to protect student privacy, an asterisk () will be displayed instead of a number where 10 or fewer students are represented.

Section 2: Student Achievement Indicators

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

11 th grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
15-16	64	58	63	*	*	*	54
14-15	63	55	58	*	*	*	25

Source:

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

In order to protect student privacy, an asterisk () will be displayed instead of a number where 10 or fewer students are represented.

CAASPP Results (All Students)**English Language Arts/Literacy**

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	63	62	54	55	54	55	85.7	85.9
All Grades	63	62	54	55	54	55	85.7	85.9

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2582.1	2599.9	11	13	44	45	24	33	20	9
All Grades	N/A	N/A	11	13	44	45	24	33	20	9

Reading Demonstrating understanding of literary and non-fictional texts							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 11	33	27	46	60	20	13	
All Grades	33	27	46	60	20	13	

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	20	24	54	62	24	15
All Grades	20	24	54	62	24	15

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	13	11	67	82	20	7
All Grades	13	11	67	82	20	7

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	22	33	67	64	11	4
All Grades	22	33	67	64	11	4

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Data Source

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

III School and Student Performance Data**Table 2.2 Percent of students tested who scored in the Standard Met and Exceeded range in Math**

11 th grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
15-16	64	9	11	*	*	*	8
14-15	63	5	5	*	*	*	0

Source:

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

In order to protect student privacy, an asterisk () will be displayed instead of a number where 10 or fewer students are represented.

15-16 CAASPP Results (All Students)**Mathematics**

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	63	62	55	55	55	55	87.3	85.9
All Grades	63	62	55	55	55	55	87.3	85.9

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2507.3	2507.2	5	2	0	7	31	22	64	69
All Grades	N/A	N/A	5	2	0	7	31	22	64	69

Concepts & Procedures							
Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 11	5	4	22	22	73	75	
All Grades	5	4	22	22	73	75	

Problem Solving & Modeling/Data Analysis						
Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	5	4	53	49	42	47
All Grades	5	4	53	49	42	47

Communicating Reasoning						
Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	7	4	44	56	49	40
All Grades	7	4	44	56	49	40

Data Source

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

Section 3: School Climate Indicators

Table 3.1 Truancy rates

	2014-15	2013-14	2012-13	2011-12
Truancy rate	96.31%	36.71%	39.67%	34.1%

Source:

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

Table 3.2 Chronic absenteeism rates by subgroup

	All Students	English Learners	Socioeconomically disadvantaged	Special Education
15-16	57%	*	*	*
14-15	-	*	*	*
13-14	-	*	*	*

Source:

Aeries Student Information System data. Analytics dashboards: Attendance% (retrieved 10/13/2016/)

*Chronic absenteeism is not calculated by subgroup for SS

Table 3.3 Discipline data

	2014-15	2013-14	2012-13	2011-12
Number of students suspended	9	3	15	37
Suspension rate	4.6%	1.3%	6.2%	13.9%
Number of students expelled	1	1	0	0
Expulsion rate	0.46%	0.4%	0.0%	0.0%

Source:

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

Table 3.4 Cohort dropout rate by subgroup

	2014-15	2013-14	2012-13	2011-12
All Students	2.7%	1.8%	1.6%	2.1%

Source:

CALPADS report 1.9 Completers and Dropouts - Count

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Table 3.5 Student connectedness survey results (CHKS or Site Climate Survey). Percent of students who disagree with target statements.

	*2015-16	**2014-2015	**2012-2013	**2010-2011
Feel safe at school	n/a	6	3.8	12.2
Adult who cares about me	n/a	9	9.5	26.5
Feel like part of my school.	n/a	20	14.2	16.3
Teachers at school treat students fairly	n/a	5	5.7	147.3
I do things at school that make a difference	n/a	53	29.3	69.4
<i>insert statements from internal survey:</i>				
<i>insert statements from internal survey:</i>				
<i>insert statements from internal survey:</i>				
<i>insert statements from internal survey:</i>				

Source:
*Site Climate Survey results
**CHKS results

Section 4: Progress Monitoring of English Learners

Table 4.1 English Learner enrollment

	English Learners (number & % of total enrollment)		Percent of ELs who are LTELs	Percent of ELs who qualify for Special Education
15-16	*	*	*	*
14-15	*	*	*	*
13-14	13	11.0%	*	*

Source:

English Learner enrollment:

California Longitudinal Pupil Achievement Data System. Report. 1.1 Enrollment - Primary Status by Subgroup. (Fall 1)

Percent of ELs who are LTELs, Percent of ELs who qualify for Special Education:

Aeries Student Information System data.

In order to protect student privacy, an asterisk () will be displayed instead of a number where 10 or fewer students are represented.

California English Language Development (CELDT) Data

Table 4.2 CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
9		*			*			*			*			*	
10		*			*			*			*			*	
11	***	*		***	*	***		*			*			*	
12	33	50	100	33	50		22	0		11	0			0	
Total	33	44	80	42	44	20	17	11		8	0			0	

Data Source

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

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

Table 4.3 Percent of students who made progress learning English as measured by CELDT

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	12	9	5

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Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	12	9	5
Number Met	--	--	--
Percent Met	--	--	--
NCLB Target	59.0	60.5	62.0%
Met Target	--	--	--

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	0	12	0	10	0	5
Number Met	--	--	--	--	--	--
Percent Met	--	--	--	--	--	--
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	--	--	--	--	--	--

Source:

California Department of Education Data Reporting Office. 2014-15 Title III Accountability Reports Local Educational Agency (LEA) Level Data, School-level Data. Retrieved from <http://www.cde.ca.gov/ta/ac/t3/t3reports.asp>**Table 4.4 Percent of students who made progress learning English as measured by LAS Links Assessment (Fall to Spring administration comparison results)**

	2015-16	2014-15	2013-14	2012-13
Percent of students who attained proficiency	*	*	*	**
Percent of students who increased one proficiency	*	*	*	**

Source:

LAS Links Assessment results for those students who participated in both the fall and spring administration and received valid scores.

In order to protect student privacy, an asterisk () will be displayed instead of a number where 10 or fewer students are represented.

**LAS Links Assessment was not administered

Table 4.5 Reclassification Rate

	2015-16	2014-15	2013-14	2012-13
Number and percentage of students Redesignated Fluent English Proficient	4 (36.4%)	0 (0.0%)	1 (6.2%)	0 (0.0%)

Source:

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

Section 5: College and Career Readiness Indicators

Table 5.1 Early Assessment Program (EAP) ELA results by subgroup

	All Students			English Learners			Socioeconomically disadvantaged			Special Education		
	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready
15-16	13	56	42	*	*	*	8	46	46	*	*	*
14-15	11	44	44	*	*	*	0	25	75	*	*	*

Source:

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

Table 5.2 Early Assessment Program (EAP) math results by subgroup

	All Students			English Learners			Socioeconomically disadvantaged			Special Education		
	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready
15-16	2	7	91	*	*	*	8	0	92	*	*	*
14-15	5	0	95	*	*	*	0	0	100	*	*	*

Source:

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

Table 5.3 Advanced Placement Exam results

	2015-16	2014-15	2013-14	2012-13
Percent of exams with a score of 3+ (passing)	*	*	*	*
Number of tests taken	*	*	*	*
Number of testers	*	*	*	*
Average number of tests per student	*	*	*	*

Source:

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Table 5.4 College Entrance Exam results

		2015-16	2014-15	2013-14	2012-13
SAT	Number and Percent of Seniors tested	*	*	*	*
	Mean Score : Critical Reading	*	*	*	*
	Mean Score : Math	*	*	*	*
	Mean Score: Writing	*	*	*	*
ACT	Number and Percent of Seniors tested	*	*	*	*
	Average Score : English	*	*	*	*
	Average Score : Math	*	*	*	*
	Average Score: Reading	*	*	*	*
	Average Score: Science	*	*	*	*
	Average Score: Composite	*	*	*	*

Source:

Table 5.5 UC/CSU eligibility rates by subgroup

	All students	English Learner	Socioeconomically disadvantaged	Special Education
14-15	10.0 %	0.0 %	0.0 %	*
13-14	12.5 %	0.0 %	16.7 %	*
12-13	5.7 %	0.0 %	0.0 %	*

Source:

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

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

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Table 5.6 Cohort graduation rates by subgroup

	All students	English Learner	Socioeconomically disadvantaged	Special Education
14-15	96.0%	80.8%	86.8%	*
13-14	96.7%	85.1%	88.9%	*
12-13	97.2%	86.1%	90.3%	*

Source:

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

Sunset reports the SDUHSD Cohort Graduation Rate. Cohort Graduation Rates are not calculated by the California Department of Education Data Reporting Office for Sunset Continuation High School.



The Single Plan for Student Achievement

School: Torrey Pines High School
District: San Dieguito Union High
School District
County-District School
(CDS) Code: 37-68346-3730033
Principal: Robert Coppo
Date of this revision: 12/20/16

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Robert Coppo
Position: Principal
Telephone Number: (858) 755-0125
Address: 3710 Del Mar Heights Road
San Diego, CA 92130
E-mail Address: robert.coppo@sduhsd.net

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

A. School Site Information Torrey Pines High School

Vision Statement:

"Our vision is to be a dynamic community of lifelong learners who make significant contributions in our world."

Mission Statement:

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.

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

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 2016-2017 of 2,556 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 2016, 73% of the students met or exceeded UC requirements and 90% of the students planned on attending a four year school. In May 2016, 2,278 Advanced Placement Exams were administered, with a pass rate of 84%. Students at Torrey Pines consistently demonstrate high achievement on standardized tests, including SBAC, AP, ACT, and SAT exams. More than 60% 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

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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.

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.

B. School and Student Performance Data

See Appendix A for multi-year student performance data tables

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

With our subgroups (EL, SPED, low SES, and Hispanic students) still under-performing in comparison to the rest of the school population, in regards to AP class access, GPA, and other achievement measures, all of our goals include helping these parts of the TPHS student population.

C. Involvement Process

Involvement Process:

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

The site leadership was directly responsible for developing the plan and the School Site Council was used to

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advise and bring up questions regarding the plan

**D. Summary of Progress Made on 2015-2016 Goals
Torrey Pines High School**

School Goal 1 (Description of 2015-16 School Goal)

Increase student achievement especially with our student subgroups(EL, SPED, Low SES, and Hispanic/Latino students).

LCAP Priority Area:

Priority #2: Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners.

Priority #4: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program

Targeted Pupil Subgroup(s):

EL, SPED, Low SES, and Hispanic/Latino students

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

*Use of after school tutoring (especially math) has been much higher than in previous years with more tutoring days and more teachers being available

*Two sections of Academic Literacy were offered and were fully enrolled

*

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

More data needed to be collected to see if these actions brought about an increase in achievement in these students. Collaboration of teachers and staff regarding AP classes were not consistent and did not gather much, if any, data.

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

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

More directed and focused attention will be needed to gather data on these subgroups. Collaboration time during PLC time will be needed to both gather, analyze, and discuss the data seeing if student achievement is increasing, especially in regards to our subgroups.

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School Goal 2 (Description of 2015-16 School Goal)

Create a more effective PLC culture among the staff to better increase student achievement

LCAP Priority Area:

Priority #2: Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners.

Priority #4: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program

Priority #6: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness

Targeted Pupil Subgroup(s):

All students

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

- *increase in number of staff PD dates that revolved around PLCs
- *department meetings regarding PLC expectations
- *Creation of a new bell schedule that offers more consistent collaboration time

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

The PLC process has started to gain momentum at TPHS. There is still some resistance and difficulties in regards to implementing the consistent PD, holding departments accountable for the use of the time, and completing a complete PLC cycle. The implementation of a new bell schedule has created more consistent collaboration time, but the duration of this department time is limited (50 minutes) and restricts how much work can be done. Limited work was done in regards to the AP data.

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

Yes, the goal was met with the added push for the PLC culture at TPHS. The bell schedule allows for more frequent meeting times and the administration has created a structure that allows departments to follow and create documents as checkpoints to their progress.

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

Administration and department chairs needs to hold their departments accountable for using the PLC time for PLC. Also encouraging departments to use after school funding to continue the PLC work to help move the process forward and faster in order to help students.

ITEM 20

School Goal 3 (Description of 2015-16 School Goal)

To help all students be college and career ready.

LCAP Priority Area:

Priority #2: Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners.

Priority #4: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program

Priority #6: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness

Targeted Pupil Subgroup(s):

All Students

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

*An electronic newsletter was established and sent out weekly to all families and staff to help all constituents stay informed and on top of deadlines and requirements.

*two AVID classes were created and fully enrolled for the 2015-2016 school year. The 2016-2017 school year saw an increase in AVID students and three classes were fully enrolled.

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

The actions did not directly correlate with helping students be college and career ready. AVID's focus help steer its students to that goal, but at the schoolwide level, the actions were not geared to achieve the goal.

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

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

This goal will be revamped to be a Career Pathways goal and will focus solely on creating pathways for the career portion. Another goal will be focused on the academic achievement that will help students be college eligible/ready.

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<p>School Goal 4 (Description of 2015-16 School Goal) Create more student connection to the school and the staff.</p> <p>LCAP Priority Area: Priority #6: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness</p> <p>Targeted Pupil Subgroup(s): All Students</p>	
<p>A. Measurable Outcomes: List Specific data that was reviewed toward meeting this goal. Show growth/decline using data. *The Mentor Program has had the most number of teachers and mentees ever participate. *The attendance team(AP and secretaries) have created a plan where letters are sent for students with poor attendance *Weekly electronic newsletter had a section with attendance information</p>	<p>B. Summary of Progress: Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data) With no site-created survey on student connectedness, no data was analyzed to see if any changes in student perception of the school and its staff occurred. The mentor program helps a small number (~70 students) but that is less than 3% of the total school population.</p>
<p>C. Relevance: Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D.</p>	
<p>D. What changes, if any, will be made as a result of reviewing measurable outcomes? Based on the summary of progress, how will the actions/services change moving forward? With the healthy kids survey occurring in the 2016-2017 school year, it will give the baseline data the school needs to work from. Also creating programs that increase student-school connections (like Link Crew, Freshman academies, Sophomore PE games, etc). Also creating a more cohesive TPHS staff will also help foster the student-staff-school relationship.</p>	

E. Planned Improvements in Student Performance

The School Site Council has analyzed the student performance data of all student groups and has considered the effectiveness of key elements of instructional programs. As a result, it has adopted the following school goals, related actions, and expenditures to increase outcomes for underperforming students.

<p>LCAP Goal: (paste aligned SDUHSD LCAP goal from SDUHSD 16-19 Board approved LCAP)</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 performing below grade level.</p> <p>School Goal 1 (Description of 2016-17 measurable School Goal, aligned to WASC Action Plan goals)</p> <p>Increase all student achievement and to increase the success and access to more rigorous courses for our underachieving sub-groups</p> <p>LCAP Priority Area:</p> <p>LCAP priority #2 and #4</p> <p>Targeted Pupil Subgroup(s):</p> <p>All students with a focus on students who qualify for special education, Low Socio-Economic Status (SES), English Language Learners (EL), and are of Hispanic ethnicity.</p>	
<p>Rationale: What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.</p> <p>Historic data from the school/district of discrepancies in achievement of these sub-groups in graduation rates, AP/honors course enrollment, GPA, and the number of sub-group students on the D/F list.</p> <p>School-wide critical area/s for follow up addressed: How does this goal align to one of the identified “critical areas for follow up” from the most recent WASC visiting committee report?</p> <p>This aligns with the key areas of concern from the 2013 WASC visit: Curriculum - Increasing the rigor in the regular course offerings Counseling and guidance for struggling students to take advantage of options available to them to succeed (i.e. after school tutoring)</p> <p>Instruction - The school has not identified instructional best practices to support struggling students within the instructional day. Students have expressed concern with the lack of rigor of the non AP classes. EL students have expressed an interest in academic collaboration outside of their English Language Development centered schedules. There is a need to formalize the collaborative process among departments to more effectively inform instructional best practices and to identify and support student needs</p>	<p>Growth Targets: Expected annual measurable outcomes.</p> <p>Number of identified students on the D/F list on the 2nd semester progress report will be 5% lower than on the 1st semester progress report</p>
<p>Strategy: (briefly describe the overall plan to address the identified need)</p> <p>The plan is to identify struggling students in these sub-groups and then provide interventions and support for them.</p>	

Actions/Tasks (describe specifically what will occur at the site to meet this goal)	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
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1.	<p>Help facilitate the process to make AP/Honors enrollment more reflective of the overall student population</p> <p>a. Have counselors/registrar identify the Low SES, Hispanic, and SPED students and collect transcript information on each one</p> <p>b. Assistant principals and counselors analyze each identified student's record and identify students that could have been in AP/Honors classes</p> <p>c. Counselors and assistant principals will interview the potential AP/Honors students and ascertain why they are not taking an/more AP/Honors classes</p> <p>d. Counselors, administration, and teacher leaders create a process/intervention that will encourage enrollment of these subgroup of students into AP/Honors classes</p>	<p>a. Counselors and registrar</p> <p>b. Assistant principals and counselors</p> <p>c. Assistant principals and counselors</p> <p>d. Counselors, administration, and teachers</p>	none	<ul style="list-style-type: none"> • Creation of a list of students and documentation of interactions with those students. • Increase in subgroup population enrolled in AP/honors classes for 2017-2018 by 5% compared to 2016-2017 school year 	<p>a. 2nd Quarter of 2016-2017</p> <p>b. 3rd Quarter of 2016-2017</p> <p>c. 3rd Quarter of 2016-2017</p> <p>d. 4th Quarter of 2016-2017</p>
2.	<p>Provide release time for teachers to attend professional development opportunities with the intent of increasing student achievement for all students (ie PLC/department curriculum work after school).</p>	Teachers	<p>up to 308 hours @ \$38.89/hr = ~\$12,000</p> <p>Source: Site Formative/Achievement Funds</p>	Agendas/PLC work from PDs to demonstrate movement to help students	Throughout the 2016-2017 school year
3.	<p>Analyze baseline SBAC results to identify students who may benefit from additional academic support or enrichment opportunities.</p> <p>a. Administrators will create a team to analyze students' strengths and areas of need based on the SBAC results</p> <p>b. Staff team will create interventions to support students identified as performing below the expected grade level standard.</p>	<p>a. Administrators b. Administrators, counselors, teachers</p>	<p>25hrs @ \$38.39/hr (5 teachers at 5hrs) = ~\$1,000</p> <p>Source: Site Formative/Achievement Funds</p>	Intervention list of students who need support based on SBAC scores	<p>a. August 2016 school year</p> <p>b. 1st quarter 2016 school year</p>
4.	<p>Enroll students in two sections of Academic Literacy designed specifically to develop literacy skills for students who are identified as deficient in these skills.</p>	Administration and Teacher	0.4 FTE from Formula monies	-Academic Literacy enrollment numbers increase from the 2015-2016 school year	a. 2016-2017 school year
5.	<p>Provide tutoring in core academic subjects.</p>	Teachers and administration	<p>~10hrs/wk for 36 weeks = 360 hours x \$38.89/hr = \$14,000.40</p> <p>Source: Site Tutoring Funds</p>	Create a sign-in sheet for all after school tutoring opportunities to make a baseline of tutoring use	a. Sept 2016 - June 2017
Progress Monitoring Report (Mid-Year)			Date of progress update:		
Growth Targets: What indicators have been reviewed to assess progress to meet the annual goal? Summary of analysis.			Summary of progress: Describe how the strategy has or has not been effective in achieving the desired outcomes?		

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LCAP Goal: (paste aligned SDUHSD LCAP goal from SDUHSD 16-19 Board approved LCAP)

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

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

School Goal 2 (Description of 2016-17 measurable School Goal, aligned to WASC Action Plan goals)

Continue to develop the PLC process with all departments to foster more collaboration among staff/teachers that will help increase student achievement

LCAP Priority Area:

Priority #2: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners.

Priority #4: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program

Targeted Pupil Subgroup(s):

All students that includes students who qualify for special education, Low Socio-Economic Status (SES), English Language Learners (EL), and are of Hispanic ethnicity.

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

Research data shows student achievement increases in schools that have effective PLC routines in place for their staff.

Growth Targets: Expected annual measurable outcomes.

Increase in SBAC scores for 11th grade students by 5%

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

- Category B (Curriculum): Increasing the rigor in the regular course offerings
- Category C (Instruction): The school has not identified instructional best practices to support struggling students within the instructional day. Students have expressed concern with the lack of rigor of the non AP classes. There is a need to formalize the collaborative process among departments to more effectively inform instructional best practices and to identify and support student needs.

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

Help foster a PLC culture with dedicated time for department collaboration and implementation of the entire PLC process so that the teachers can identify effective teaching practices and implement them throughout the department.

Actions/Tasks (describe specifically what will occur at the site to meet this goal)	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
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1.	<p>Foster the implementation of the PLC process with each course-alike class</p> <p>a. Department members and administration attend course-alike class make a schedule for PLC meeting times (at least once a month)</p> <p>b. Department members and administration attend course-alike PLC meetings that take place at least once a month during late starts/release days/after-school</p> <p>c. Department chairs will collect course-alike meeting minutes from each PLC meeting and send to administration</p> <p>d. Department chairs and administration will create a PLC survey for each department for each of its member to fill out anonymously to help improve the PLC process.</p> <p>e. Administration and department chairs will give the PLC survey to the staff and the staff will take it.</p> <p>f. Administration and department chairs will dis-aggregate and analyze the data collected from the PLC surveys.</p>	<p>a. administration and department chair</p> <p>b. administration and department members</p> <p>c. administration and department members</p> <p>d. administration and department chairs</p> <p>e. administration and department members</p> <p>f. administration and department chairs</p>	<p>a. none</p> <p>b and f. up to 308 hours @\$38.89/hr = ~\$12,000 for after school meetings</p> <p>Source: Site Formative/Achievement Funds</p> <p>c. none</p> <p>d. none</p> <p>e. none</p>	<p>*Collection of department agendas/minutes</p> <p>*PLC survey results</p>	<p>a. September 2016</p> <p>b. Throughout the 2016-2017 school year</p> <p>c. Throughout the 2016-2017 school year</p> <p>d. March 2017</p> <p>e. April/May 2017</p> <p>f. May/June 2017</p>
2.	<p>Establish protocol for professional learning communities (PLC)</p> <p>a. Administration will work with department chairs to identify areas of needs and concerns by department.</p> <p>b. Departments will develop a shared vision for student achievement and the formative process work</p>	<p>a. Administration and department chairs</p> <p>b. Department members</p>	<p>none</p>	<p>*Creation of PLC needs for each department list</p> <p>*Document from each department that lists its shared vision for student achievement and the PLC process</p>	<p>a. June 2017</p> <p>b. June 2017</p>
3.	<p>Develop essential learning outcomes for implementation of department standards for each academic course</p>	<p>a. Department members</p>	<p>none</p>	<p>*Creation of an ELO list for each academic course</p>	<p>June 2017</p>
4.	<p>Evaluate the new bell schedule</p> <p>a. Have administration help in the process to create a new bell advisory team</p> <p>b. Have the bell advisory team create a survey for students/staff/parents regarding the new bell schedule</p> <p>c. Have the bell advisory team break down the survey results and create easy bulletpoints/infogram of the information from the survey.</p> <p>d. Administration will formulate a plan on the bell schedule based on the survey results</p>	<p>a. administration and school staff</p> <p>b. Bell advisory team</p> <p>c. Bell advisory team</p> <p>d. administration</p>	<p>a. none</p> <p>b-c. up to 50 hours @\$38.89/hr = \$1944.50 for after school meetings</p> <p>d. none</p>	<p>*Creation of the bell schedule survey and the data from the survey</p>	<p>a. January 2017</p> <p>b. March 2017</p> <p>c. April 2017</p> <p>d. May/June 2017</p>
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 2014-2016 school years</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</p>	<p>a. administration</p> <p>b. registrar</p> <p>c. administration</p> <p>d. administration and teachers</p>	<p>a-c. none</p> <p>d. up to 50 hours @\$38.89/hr = \$1944.50 for after school meetings</p>	<p>*Creation of an AP student report</p> <p>*Action plan to help students that are struggling as seen by the data analysis of the reports</p>	<p>a. 3rd quarter 2016-2017</p> <p>b. 3rd quarter 2016-2017</p> <p>c. 3rd quarter 2016-2017</p> <p>d. 4th quarter 2016-</p>

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	action plan to re-mediate any discrepancies				2017
Progress Monitoring Report (Mid-Year)			Date of progress update:		
Growth Targets: What indicators have been reviewed to assess progress to meet the annual goal? Summary of analysis.			Summary of progress: Describe how the strategy has or has not been effective in achieving the desired outcomes?		

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LCAP Goal: (paste aligned SDUHSD LCAP goal from SDUHSD 16-19 Board approved LCAP)

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

School Goal 3 (Description of 2016-17 measurable School Goal, aligned to WASC Action Plan goals)

Create Career and Technical Education (CTE) pathways that allow students to gain valuable experience and real-world experience in careers.

LCAP Priority Area:

Priority #4: Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program.

Targeted Pupil Subgroup(s):

All students that includes students who qualify for special education, Low Socio-Economic Status (SES), English Language Learners (EL), and are of Hispanic ethnicity.

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

With more and more students electing not to take AP classes, the rigor and opportunities for other programs arises.

Growth Targets: Expected annual measurable outcomes.

Have one complete CTE pathway that includes a capstone class and articulation with a community college/certification.

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

- Category B (Curriculum): Increasing the rigor in the regular course offerings

Category C (Instruction): The school has not identified instructional best practices to support struggling students within the instructional day. Students have expressed concern with the lack of rigor of the non AP classes. There is a need to formalize the collaborative process among departments to more effectively inform instructional best practices and to identify and support student needs.

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

Category E (School Culture): Develop a schedule that allows for access to more classes. Promote the full breadth of activities and student achievements.

	Actions/Tasks (describe specifically what will occur at the site to meet this goal)	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Department members/chair and administration will align current pathway classes to the industry sector expectation by having meetings with the current pathway teachers and meeting to change classes/curriculum to national and local community college curriculum.	Department members/chair and administration	up to 100hours @\$38.89/hr = ~\$4000 for after school meetings Source: Site	*Course listing/curriculum sheets that are aligned to industry/community college expectations	3rd - 4th quarter 2016-2017

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			Formative/Achievement		
2.	Market pathway classes to all students a. Using students/staff to advertise classes to incoming and current students b. Administration and teachers reach out to AP, SPED, Low SES, EL, and Hispanic students to encourage them to enroll in these classes	a. CTE teachers b. Administration and teachers	none	*Creation of advertisement (flyers, websites, etc) for CTE pathways *Schedule of talking to classes/individual students in regards to CTE classes	a. 3rd quarter 2016-2017 b. 3rd quarter 2016-2017
3.	Administrators and CTE teachers will connect CTE pathway courses with work based learning opportunities (ie. facility tours, guest speakers, etc)	Administrators, CTE teachers, Foundation representatives	none	*Creation of database of speakers and industry partners willing to support the CTE program	Throughout the 2016-2017 school year
4.	Administration and CTE teachers will articulate CTE course with community colleges so that students will receive certification after completing the capstone class.	Administration, CTE teachers, district officials	none	*Articulation/certification for CTE pathways documented with local community colleges	a. 2nd quarter b. Throughout the 2015-2016 school year
Progress Monitoring Report (Mid-Year)			Date of progress update:		
Growth Targets: What indicators have been reviewed to assess progress to meet the annual goal? Summary of analysis.			Summary of progress: Describe how the strategy has or has not been effective in achieving the desired outcomes?		

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<p>LCAP Goal: (paste aligned SDUHSD LCAP goal from SDUHSD 16-19 Board approved LCAP)</p> <p>Goal #4: Increase the level of “school connectedness” and "sense of safety" of pupils, staff and parents.</p> <p>School Goal 4 (Description of 2016-17 measurable School Goal, aligned to WASC Action Plan goals)</p> <p>Create a sense of connection and safety with the underclassmen, underrepresented, and new students.</p> <p>LCAP Priority Area:</p> <p>Priority #5: Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates.</p> <p>Priority #6: School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)</p> <p>Targeted Pupil Subgroup(s):</p> <p>All students that includes students who qualify for special education, Low Socio-Economic Status (SES), English Language Learners (EL), and are of Hispanic ethnicity.</p>	
<p>Rationale: What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.</p> <p>Data from the Healthy Kids Survey (2015), as well as suspension rates and attendance/discipline data show that some students are not connected or feel safe at TPHS</p>	<p>Growth Targets: Expected annual measurable outcomes.</p> <p>Increase in connectedness/safety feeling at TPHS by 5% as shown by the Healthy Kids Survey administration 2017</p> <p>Decrease truancy rates by 5% for 2016-2017 as compared to the year before</p>
<p>School-wide critical area/s for follow up addressed: How does this goal align to one of the identified “critical areas for follow up” from the most recent WASC visiting committee report?</p> <p>Category E (School Culture): Continue to build programs and policies that would help alleviate high levels of stress on students and build skills that promote self awareness/advocacy/boundaries. Promote the full breadth of activities and student achievements.</p>	
<p>Strategy: (briefly describe the overall plan to address the identified need)</p> <p>Create surveys to gather data on student safety and connectedness that will help drive action plans to increase both things at TPHS. Also to create systems to improve schoolwide attendance.</p>	

	Actions/Tasks (describe specifically what will occur at the site to meet this goal)	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
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 works in conjunction with 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	a. administrators and teachers b. administrators and teachers c. administrators and support staff d. administrators and	a, b, d - up to 100hours @ \$38.89/hr = ~\$4000 for after school meetings Source: Site Formative/Achievement	Data collected from survey and action steps created	a. Third Quarter of 2016-2017 school year. b. Third Quarter of 2016-2017 school year c. Third Quarter of 2016-2017 school year d. Fourth Quarter of

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	trends d. Develop action steps based on survey data	teachers	c. none		2016-2017 school year
2.	Create and facilitate student-teacher connections a. Promote and increase participation in the Mentor Program by 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	a. administration and teachers b. administration	a. none b. none	Documentation of a 5% teacher increase in participation in the Mentor Program *Creation of the google document for teachers to fill in	a. Third Quarter 2016-2017 b. January/February 2017
3.	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	a. administration and support staff b. administration and teachers c. administration and teachers d. administration and support staff e. administration and support staff f. administration	None	*creation of policy, lists, newsletter and	a. Throughout the 2016-2017 school year b. First Quarter of 2016-2017 c. August 2017 d. August 2017 e. February 2017 f. Every week throughout the 2016-2017 starting Third quarter
Progress Monitoring Report (Mid-Year)			Date of progress update:		
Growth Targets: What indicators have been reviewed to assess progress to meet the annual goal? Summary of analysis.			Summary of progress: Describe how the strategy has or has not been effective in achieving the desired outcomes?		

D. School Site Council Membership Torrey Pines High 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
Robert Coppo	X				
Vidalia Resendes			X		
Michael Santos			X		
Roxzana Sudo		X			
Vivianna Alvarado Gomez		X			
Nicole Price			X		
Joanne Day			X		
Matt Livingston		X		X	
Doreen Hom				X	
Kimberly Kirkpatrick				X	
Diana Li				X	
Rosalind Solo				X	
Sajani Patel				X	
Nina Budano					X
Michelle Buhai					X
Charles Livingston					X
Bailee Monjazer					X
Georgia Schugar					X
Atakah Anbar					X
Numbers of members of each category	1	3	4	6	6

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).

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**Form F. Budget 2016-2017
Torrey Pines High School**

State/Federal Categorical Program	Allocation
Site LCFF Supplemental Funding - Site Formative/Achievement Funds	\$25,680.00
Site LCFF Supplemental Funding - Site Tutoring Funds	\$5,136.00
Site LCFF Supplemental Funding – District Funded Sections (non-formula)	\$192,000.00
Title I Funds	\$0.00
Total	\$222,816.00

Appendix A. Student Performance Data

Section 1: Enrollment

Table 1.1 Site enrollment trends with subgroup breakdown

	2015-16		2014-15		2013-14		2012-13	
	#	%	#	%	#	%	#	%
Total enrollment	2,602	-	2,753	-	2,740	-	2,653	-
Number & Percent of English Learners	131	5.0%	156	5.7%	143	5.2%	131	4.9%
Number & Percent of Long Term English Learners	25	1.0%	26	0.9%	37	1.4%	35	1.3%
Number & Percent of Redesignated Fluent English Proficient students	257	9.9%	237	8.6%	232	8.5%	210	8.0%
Number & Percent of students who are Socio-Economically Disadvantaged	166	6.4%	172	6.3%	185	6.8%	199	7.5%
Number & Percent of Special Education students	261	10.0%	273	9.9%	273	10.0%	256	9.6%

Source:

Total enrollment, English Learner enrollment, Socio-Economically Disadvantaged enrollment, Special Education enrollment:

California Longitudinal Pupil Achievement Data System. Report. 1.1 Enrollment - Primary Status by Subgroup. (Fall 1)

Long Term English Lerner Enrollment, Redesignated Fluent English Proficient enrollment:

Aeries Student Information System data. Analytics dashboards: LTEL, RFEP (retrieved 8/23/16)

Section 2: Student Achievement Indicators

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

11 th grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
15-16	698	79%	78%	82%	32%	76%	52%
14-15	677	84%	83%	72%	34%	53%	66%

Source:

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

CAASPP Results (All Students)**English Language Arts/Literacy**

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	695	717	677	698	674	698	97.4	97.5
All Grades	695	717	677	698	674	698	97.4	97.5

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2671.7	2660.3	51	46	33	33	11	15	5	6
All Grades	N/A	N/A	51	46	33	33	11	15	5	6

Reading Demonstrating understanding of literary and non-fictional texts							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 11	58	49	35	42	7	9	
All Grades	58	49	35	42	7	9	

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	64	57	31	34	5	9
All Grades	64	57	31	34	5	9

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	34	38	59	55	6	7
All Grades	34	38	59	55	6	7

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	49	53	46	40	5	7
All Grades	49	53	46	40	5	7

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Data Source

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

III School and Student Performance Data**Table 2.2 Percent of students tested who scored in the Standard Met and Exceeded range in Math**

11 th grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
15-16	716	62%	58%	80%	34%	5%	34%
14-15	695	70%	67%	65%	54%	20%	41%

Source:

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

15-16 CAASPP Results (All Students)**Mathematics**

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	695	717	680	700	680	700	97.8	97.8
All Grades	695	717	680	700	680	700	97.8	97.8

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2684.8	2660.9	42	38	28	24	19	19	11	19
All Grades	N/A	N/A	42	38	28	24	19	19	11	19

Concepts & Procedures							
Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 11	54	52	33	25	13	22	
All Grades	54	52	33	25	13	22	

Problem Solving & Modeling/Data Analysis						
Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	43	38	49	46	8	16
All Grades	43	38	49	46	8	16

Communicating Reasoning						
Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	44	44	46	44	9	12
All Grades	44	44	46	44	9	12

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

Section 3: School Climate Indicators

Table 3.1 Truancy rates

	2014-15	2013-14	2012-13	2011-12
Truancy rate	64.10%	55.12%	18.45%	22.4%

Source:

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

Table 3.2 Chronic absenteeism rates by subgroup

	All Students	English Learners	Socioeconomically disadvantaged	Special Education
15-16	10.6%	12.8%	17.1%	21.5%
14-15	10%	7.4%	14.5%	18.4%
13-14	8.2%	8.2%	10.7%	16.2%

Source:

Aeries Student Information System data. Analytics dashboards: Attendance% (retrieved 10/13/2016)

Table 3.3 Discipline data

	2014-15	2013-14	2012-13	2011-12
Number of students suspended	28	26	40	52
Suspension rate	0.97	0.9%	1.4%	1.8%
Number of students expelled	3	0	0	6
Expulsion rate	0.10	0.0%	0.0%	0.2%

Source:

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

Table 3.4 Cohort dropout rate by subgroup

	2014-15	2013-14	2012-13	2011-12
All Students	1.5%	1.0%	0.8%	1.6%

Source:

CALPADS report 1.9 Completers and Dropouts - Count

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Table 3.5 Student connectedness survey results (CHKS or Site Climate Survey). Percent of students who disagree with target statements.

	*2015-16	**2014-2015	**2012-2013	**2010-2011
Feel safe at school	N/A	7.0	4.5	4.9
Adult who cares about me	N/A	8.0	6.1	28.4
Feel like part of my school.	N/A	13.0	12.6	13.2
Teachers at school treat students fairly	N/A	15.0	13.0	11.3
I do things at school that make a difference	N/A	23.0	17.8	50.2
<i>insert statements from internal survey:</i>				
<i>insert statements from internal survey:</i>				
<i>insert statements from internal survey:</i>				
<i>insert statements from internal survey:</i>				

Source:
 *Site Climate Survey results
 **CHKS results

Section 4: Progress Monitoring of English Learners

Table 4.1 English Learner enrollment

	English Learners (number & % of total enrollment)		Percent of ELs who are LTELs	Percent of ELs who qualify for Special Education
	Number	%		
15-16	131	5.0	23.7%	16.0%
14-15	156	5.7	16.0%	12.2%
13-14	143	5.5	24.5%	17.5%

Source:

English Learner enrollment:

California Longitudinal Pupil Achievement Data System. Report. 1.1 Enrollment - Primary Status by Subgroup. (Fall 1)

Percent of ELs who are LTELs, Percent of ELs who qualify for Special Education:

Aeries Student Information System data.

California English Language Development (CELDT) Data

Table 4.2 CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
9	17	5	29	45	40	42	21	45	25	14	5	4	3	5	
10	10	15	17	53	50	35	23	24	43	13	9	4		3	
11	33	29	24	47	39	48	20	23	17		6	10		3	
12	31	30	19	50	48	56	19	17	25		4			0	
Total	20	20	23	49	44	45	21	26	27	9	6	5	1	3	

Data Source

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

Table 4.3 Percent of students who made progress learning English as measured by CELDT

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	90	108	92
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	90	108	92
Number Met	75	93	75
Percent Met	83.3%	86.1%	81.5%

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NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	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	79	42	95	34	84	29
Number Met	30	30	46	22	45	17
Percent Met	38.0%	71.4%	48.4%	64.7%	53.6%	58.6%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	Yes	Yes	Yes	Yes	Yes

Source:

California Department of Education Data Reporting Office. 2014-15 Title III Accountability Reports Local Educational Agency (LEA) Level Data, School-level Data. Retrieved from <http://www.cde.ca.gov/ta/ac/t3/t3reports.asp>**Table 4.4 Percent of students who made progress learning English as measured by LAS Links Assessment (Fall to Spring administration comparison results)**

	2015-16	2014-15	2013-14	2012-13
Percent of students who attained proficiency	20.3%	36.4%	*	**
Percent of students who increased one proficiency	33.8%	48.5%	*	**

Source:

LAS Links Assessment results for those students who participated in both the fall and spring administration and received valid scores.

In order to protect student privacy, an asterisk () will be displayed instead of a number where 10 or fewer students are represented.

**LAS Links Assessment was not administered

Table 4.5 Reclassification Rate

	2015-16	2014-15	2013-14	2012-13
Number and percentage of students Redesignated Fluent English Proficient	50 (32.3%)	21 (15.2%)	25 (20.2%)	42 (30.4%) 42 (30.4%)

Source:

California Department of Education Data Reporting Office. Number and Percent of Students Redesignated to FEP.

Retrieved from <http://dq.cde.ca.gov/dataquest/>

Section 5: College and Career Readiness Indicators

Table 5.1 Early Assessment Program (EAP) ELA results by subgroup

	All Students			English Learners			Socioeconomically disadvantaged			Special Education		
	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready
15-16	46	33	21	7	25	67	19	33	48	3	23	74
14-15	51	33	16	3	31	66	28	38	36	13	24	62

Source:

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

Table 5.2 Early Assessment Program (EAP) math results by subgroup

	All Students			English Learners			Socioeconomically disadvantaged			Special Education		
	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready
15-16	38	25	38	17	17	66	15	19	67	0	5	95
14-15	42	28	30	20	34	46	17	24	59	2	18	44

Source:

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

Table 5.3 Advanced Placement Exam results

	2015-16	2014-15	2013-14	2012-13
Percent of exams with a score of 3+ (passing)	84%	85%	86%	83%
Number of tests taken	2,278	2,642	2,713	2,465
Number of testers	979	1,117	1,134	1,076
Average number of tests per student	2.3	2.4	2.4	2.3

Source:

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

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Table 5.4 College Entrance Exam results

		2015-16	2014-15	2013-14	2012-13
SAT	Number and Percent of Seniors tested	*	492/68%	413/67%	451/73%
	Mean Score : Critical Reading	*	612	606	602
	Mean Score : Math	*	639	636	640
	Mean Score: Writing	*	617	616	618
ACT	Number and Percent of Seniors tested	*	376/52%	300/49%	313/50%
	Average Score : English	*	27.8	27.3	26.8
	Average Score : Math	*	27.5	27.7	27.3
	Average Score: Reading	*	27.6	26.8	26.3
	Average Score: Science	*	26.9	26.4	25.7
	Average Score: Composite	*	27.6	27.2	26.6

Source:

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

Table 5.5 UC/CSU eligibility rates by subgroup

	All students	English Learner	Socioeconomically disadvantaged	Special Education
14-15	97.5%	87.2%	88.2%	81.4%
13-14	95.9%	90.9%	91.6%	74.3%
12-13	97.7%	94.3%	93.0%	80.7%

Source:

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

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Table 5.6 Cohort graduation rates by subgroup

	All students	English Learner	Socioeconomically disadvantaged	Special Education
14-15	74.3%	11.1%	39.5%	*
13-14	75.3%	17.6%	38.1%	*
12-13	77.5%	26.7%	38.7%	*

Source:

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

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

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: January 12, 2017

BOARD MEETING DATE: January 19, 2017

PREPARED AND SUBMITTED BY: Amy Herman,
Board President

SUBJECT: APPOINTMENT OF SUPERINTENDENT AND APPROVAL OF EMPLOYMENT CONTRACT, EFFECTIVE JANUARY 1, 2017, AND ENDING DECEMBER 31, 2019

.....

EXECUTIVE SUMMARY

The Board of Trustees recommends the appointment of Mr. Eric Dill as Superintendent of the San Dieguito Union High School District, effective January 1, 2017. Mr. Dill has served as interim superintendent since July 1, 2016, following the departure of previous superintendent, Rick Schmitt.

The Board of Trustees extended the tentative offer of employment to Mr. Dill following a discussion in December, subject to mutual acceptance of an employment contract, and the contract negotiations and drafting concluded in early January.

The terms of the contract are essentially similar to the salary and benefits earned by Mr. Schmitt in the 2015-16 school year. This contract does not include the salary increase Mr. Schmitt would have been entitled to earn in the current school year.

The term of the contract will be from January 1, 2017 through December 31, 2019 with an annual salary of \$235,400, plus longevity increments consistent with those earned by other district managers and classified employees. There are no other contractual stipends (such as for education, cell phone, automobile, etc.) or automatic salary increases. Mr. Dill's health benefits will be paid by the district, as with prior superintendents.

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RECOMMENDATION:

It is recommended that the Board appoint Eric R. Dill as Superintendent of the San Dieguito Union High School District, effective January 1, 2017, and approve the Employment Contract with Eric R. Dill, for the term commencing January 1, 2017 through December 31, 2019, in the annual salary amount of \$235,400.00 plus longevity benefits in accordance with the Management Salary Schedule, BP #4341.1, Attachment A, and district paid fringe benefits, to be expended from the General Fund 01-00, as shown in the attached supplement.

FUNDING SOURCE:

General Fund

/js

**CONTRACT FOR EMPLOYMENT OF SUPERINTENDENT
BETWEEN
THE SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
AND
ERIC DILL**

THIS AGREEMENT is hereby made and entered into this 19th day of January, 2017, by and between the BOARD OF EDUCATION ("Board") of SAN DIEGUITO UNION HIGH SCHOOL DISTRICT ("District") and Eric Dill ("Superintendent" or "Eric Dill").

NOW, THEREFORE, it is hereby agreed as follows:

1. Superintendent, Chief Executive Officer, and Secretary for the Board:

Eric Dill is hereby employed as the District's Superintendent. Mr. Dill also shall be the Chief Executive Officer of the District and shall serve as Secretary to the Board. By accepting this employment, Mr. Dill agrees to devote his full time, best efforts and abilities to performing the duties and responsibilities as provided herein or as assigned to the Superintendent from time to time by the Board.

2. Terms of Employment:

The term of this Agreement shall be three (3) years, commencing on January 1, 2017, and continuing through December 31, 2019.

3. General Terms and Conditions of Employment:

This Agreement is subject to all applicable laws of the State of California, and the rules and regulations of the California State Board of Education and the District. Said laws, rules and regulations are hereby made a part of the terms and conditions of this Agreement as though herein set forth.

4. Powers and Duties:

The Superintendent shall perform all of the powers and duties of a Superintendent of Schools in accordance with the laws, rules and regulations set forth above. All powers and duties legally delegated to the Superintendent are to be executed in accordance with the policies and regulations adopted by the Board. Acts which require ratification by the Board shall be referred to the Board at the earliest opportunity.

The Superintendent's duties and functions shall include the following:

A. The Superintendent shall be delegated all powers and duties necessary for efficient management and administration of the District to the full extent permitted by law. The Superintendent shall have the authority to organize and arrange the administrative and supervisory staff, including instruction, business, and operational affairs, which in his best judgment best serves the District. The responsibility for selection, placement, and transfer of existing personnel shall be vested in the Superintendent. Employment of new personnel will be recommended by the Superintendent subject to approval by the Board. In the event the Board does not approve the Superintendent's personnel recommendations, the Superintendent shall submit an alternative recommendation.

B. Working generally with the Board, District personnel, parents and the public, assist in the effort to develop short- and long-range District goals with criteria for determining effective achievement and evaluating outcomes, which may be incorporated into the goals and objectives of the District's strategic plan.

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C. Represent the interests of the Board and the District in day-to-day contact with parents, other citizens, community and governmental agencies.

D. Provide leadership, guidelines and direction to ensure that policies related to curriculum, instruction, pupil personnel services, personnel, budget and business affairs are carried out.

E. Report regularly to the Board information regarding student learning and an analysis of student achievement and test scores.

F. Review all policies adopted by the Board and make appropriate recommendations to the Board for additions, deletions or modifications.

G. Evaluate employees directly accountable to the Superintendent and oversee the evaluation of other employees as defined by California law and Board policy. Pursuant to Education Code section 35029, the Board hereby waives any credential requirement applicable to the Superintendent position while Mr. Dill is serving as the District's Superintendent, including that set forth in Education Code section 35028.

H. Provide leadership and direction in planning and financing school facilities.

I. Advise the Board and make recommendations regarding possible sources of funds which may be available to implement present or contemplated District programs.

J. Endeavor to maintain and improve the Superintendent's professional competency including reading appropriate periodicals and joining and/or participating in appropriate professional associations and their activities.

K. Establish and maintain an effective community relations program including effective relationships with the media.

L. Communicate openly, systematically and in a timely manner to the Board, staff and the community, and promptly inform the Board of critical issues or incidents.

M. Provide educational leadership to ensure quality teaching and learning.

N. In addition, the Superintendent shall perform all other duties and functions as assigned or required by the Board.

O. Serve as liaison to the Board with respect to all matters of employer-employee relations and make recommendations to the Board concerning those matters.

P. Unless unavoidably detained, or otherwise directed by the Board, attend all regular, special and executive session meetings of the Board.

5. Board-Superintendent Relations:

The Superintendent shall work with the Board in developing and maintaining a spirit of cooperation and teamwork. The Board shall be responsible for formulating and adopting policy and for taking action on matters which, by law, require Board action. Administrative responsibility and commensurate authority for administering the school system will be delegated by the Board as the Board deems appropriate to the Superintendent. The Board shall provide the Superintendent with periodic opportunities to discuss Board-Superintendent relationships as they relate to the Board's productivity and the effectiveness of the Superintendent's leadership. It is agreed that the Board, individually and collectively, generally will refer promptly to the Superintendent for study and

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recommendation, criticism, complaints and suggestions brought to the attention of the Board or any member thereof.

The Board recognizes that it is a collective body and each Board member recognizes that his/her power as a Board member is derived from the collective deliberation and action of the Board as a whole in a duly constituted meeting. Individual Board members will not give direction to the Superintendent or any staff member regarding the management of the District or the solution of specific problems.

The Board shall hold the Superintendent accountable to manage the District consistent with Board-approved policies, which establish the Board's expectations. It is through Board Policy and official Board action that the Board gives direction to the Superintendent.

The Superintendent will be held responsible for establishing programs and services (after Board review) and for managing the District to meet the Board's expected outcomes, including the provision of data from which the Board can evaluate the District's achievements. Thus, the Board by exercising its governance and policy-making role can be assured that it determines what it is the District should accomplish and whether, in fact, the District is accomplishing it.

6. Evaluations:

A. The Board and the Superintendent shall agree upon a written evaluation format which shall be used during the Term.

B. On or before November 1 of each year, the Superintendent shall submit to the Board an analysis of District needs and recommendations for priority goals and tasks to be addressed by the Superintendent. These priority goals and tasks shall be reduced to writing and will be among the criteria by which the Superintendent is evaluated pursuant to this Article. The Board and Superintendent shall confer regarding these priority goals and tasks and agree upon the criteria and procedures to be used for the Superintendent's formal evaluation. Either or both parties may seek and retain the aid of a qualified impartial facilitator agreeable to both parties to endeavor to reach agreement upon the criteria to be used for the formal evaluation.

C. The Superintendent shall provide the Board with a mid-year progress report summarizing his progress toward meeting the goals and tasks developed pursuant to this Article. The Board shall conduct an informal progress assessment of the Superintendent on or before December 31 each year.

D. The Board shall conduct a formal written evaluation of the Superintendent, which shall be completed by July 31 of each year, unless another date is mutually agreed upon by the Board and the Superintendent. A copy of the written evaluation shall be delivered to the Superintendent within twenty (20) days of its completion. The Superintendent shall have the right to make a written response to the evaluation. Within 30 days of the Board's delivery of the written evaluation, the Board and the Superintendent shall meet to discuss the formal evaluation. The Board shall also devote a portion, or all, of one meeting at least annually to a discussion of the working relationship between the Superintendent and the Board.

E. If the Board concludes that the Superintendent's performance is unsatisfactory, the Board shall identify in writing specific areas where improvement is required, provide written recommendations for improvement, and notify the Superintendent that another evaluation will be conducted within six months. Such written recommendations and specifications for improvement shall be provided within 30 days of the date of the evaluation.

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F. An evaluation shall be deemed to be "satisfactory" if a majority of Board members have rated the Superintendent's performance as satisfactory in individual evaluations prepared by such Board members.

G. At least once a year, the parties shall meet to discuss possible modification to this Article.

7. Compensation:

A. Effective January 1, 2017, the Superintendent shall receive an annual salary of \$235,400 and longevity benefits in accordance with the Management Salary Schedule set forth in Attachment A to Board Policy 4341.1. This salary is commensurate with the Superintendent's current experience and education. The Superintendent shall be paid in twelve (12) approximately equal monthly installments.

B. Any adjustments in salary during the term of this Agreement must be mutually agreed to in writing, shall take the form of a written amendment hereto, and shall not operate as a termination or increase of the term of this Agreement.

8. Professional Schedule, Fringe Benefits and Sick Leave:

A. The Superintendent is a full-time management employee and shall be required to render twelve (12) months of full and regular service to the District during each annual period covered by this Agreement. When the Superintendent determines to be absent for five (5) or more consecutive days off of work, he shall give notice in advance to the Board President. The Superintendent shall also be entitled to take all paid holidays provided other District management employees.

B. Except as provided herein, the Superintendent shall be entitled to receive all fringe benefits, including group health and welfare benefits, which are provided to the District's certificated management employees. In lieu of receiving the District Health Credit to supplement medical costs, all medical benefits for the Superintendent and his family shall be fully paid for by the District. The Superintendent shall be eligible to receive District-sponsored management health and welfare benefits upon retirement through the age of Medicare eligibility, pursuant to Board Policy 4343. In no event shall the retiree benefits vesting schedule applicable to the Superintendent be more advantageous to that available to certificated bargaining unit members.

C. During each annual period covered by this Agreement, the Superintendent shall be entitled to 24 days of vacation, which shall accrue at a rate of two days per month of service. Each school year, the Superintendent may use his current year's vacation entitlement in advance of its actual accrual; however, should the Superintendent's employment terminate for any reason before that used vacation has accrued, the compensation previously paid to him on account of the use of un-accrued vacation will be deducted from his final paycheck. The Board prefers that the Superintendent take his allotted annual vacation days; however, it is recognized that there may be unforeseen circumstances that may inhibit the Superintendent from taking all vacation days during the school year. Therefore, for the duration of this Agreement, unused and unpaid vacation days may be allowed to accrue up to a maximum of forty-eight (48) days. Once the maximum of forty-eight (48) accrued vacation days has accrued, then further accrual of vacation days will cease until accumulated vacation is used so as to reduce the number of unused accumulated days below forty-eight (48). At that time, vacation accrual will recommence, until a maximum accrual of forty-eight (48) days is again reached.

D. The Superintendent shall be credited annually with twelve (12) days of earned sick leave. Sick leave shall be accrued and accumulated as provided by the Education Code and Board rules and regulations.

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E. The Superintendent shall report to the Board, in writing on an annual basis, his use of sick leave and vacation days.

F. The Superintendent will pay his (employee) share of PERS and the District will pay its (employer) share of PERS.

9. Expenses:

A. The District shall pay the Superintendent for all actual and necessary travel and other District and school business-related expenses incurred by him in the conduct of his duties on behalf of the District.

B. The District encourages the Superintendent to participate in professional and community organizations and activities. The District shall pay the Superintendent's annual professional membership dues in ACSA (Association of California School Administrators), or other similar statewide organization, AASA (American Academy of School Administrators), or other state or national organization. In addition, the District shall pay the Superintendent's annual membership dues in other professional and community service organizations as may be approved by the Board in a total amount not to exceed Seven Hundred Fifty Dollars (\$750) while he is rendering services under this Agreement.

C. The Superintendent is expected to attend appropriate professional meetings at the local, county, state and national levels. Approval of the Board shall be obtained when the Superintendent attends conferences outside the State of California, and all actual and necessary expenses of attendance shall be paid by the District. In case of an emergency attendance requirement, the Board President will be notified and the expenses will be submitted for ratification at the next appropriate Board meeting.

D. The Superintendent may engage in outside professional activities, including consulting, speaking, writing and participating in professional associations related to education, provided said activities do not interfere with the Superintendent's duties. Days spent on such endeavors shall not be counted as working days by the Superintendent. Prior to engaging in such outside professional activities, the Superintendent shall provide notice to the Board President.

10. Physical Examination:

The Superintendent agrees to have an annual physical examination as requested by the Board. Any expense beyond that paid by District insurance will be borne by the District. The physician's report of the Superintendent's physical examination shall be filed with the President of the Board, or the President's designee, and be treated as confidential information by the Board. At the discretion of the Board, the Board shall be advised in writing by the examining physician of the current physical fitness of the Superintendent to perform his duties. The Superintendent agrees to execute any necessary documents to release this information to the Board.

11. Termination:

A. The Board may elect to terminate the Agreement prior to its expiration without cause upon forty-five (45) days written notice to the Superintendent. In such an event and in acknowledgement of the difficulty or impossibility of calculating damages to the Superintendent as a result of such termination, the parties agree that in the event of the Superintendent's termination other than for cause (as set forth in paragraph C below), the liquidated amount of damages owed by the Board shall be the base salary, as set forth in section 7 above, remaining to be paid during the full term of this Agreement, up to a maximum of twelve (12) months. No additional sick leave shall accumulate after the date of termination. The salary payment of the severance package shall be paid within thirty (30) days from the date of termination. In the event Superintendent agrees to be

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reassigned to another position in the District upon termination of this Agreement, the above liquidated severance package shall be offset by Superintendent's salary in the new position. The parties agree that this provision, and subdivision (B), below, meet the requirements governing maximum cash settlements as set forth in Government Code sections 53260, et seq.

Notwithstanding any other provision of this Agreement to the contrary, if the Board believes, and subsequently confirms through an independent audit, that the Superintendent has engaged in fraud, misappropriation of funds, or other illegal fiscal practices, then the Board may terminate the Superintendent and the Superintendent shall not be entitled to the cash, salary payments, health benefits or other non-cash settlement as set forth above. This provision, and subdivision (B), below, are intended to implement the requirements of Government Code section 53260(b). The provisions of Government Code section 53260 are incorporated into this Agreement by this reference.

B. In the event of a termination without cause, the Superintendent shall continue to receive health and welfare benefits (medical only) for the full remaining term of this Agreement, up to a maximum of twelve (12) months. No other fringe benefits, including but not limited to travel or mileage reimbursement (Section 9.A) and the professional membership dues (section 9.B) shall be earned, accrued, or paid after the date of termination.

C. The Governing Board may elect to terminate the Superintendent's Agreement for cause at any time. For the purposes of this Agreement, "cause" shall exist if Superintendent: (1) acts in bad faith to the detriment of the District; (2) refuses or fails to act in accordance with a specific provision of this Agreement or direction or order of a majority of the Board; (3) exhibits misconduct or dishonesty in regard to his employment; (4) is convicted of a crime involving dishonesty, breach of trust, or physical or emotional harm to any person; (5) is unable to perform any of the essential functions of his position; or (6) fails to receive a satisfactory or better rating by a majority of Board members in any annual formal Board evaluation. The existence of such cause shall constitute a material breach of this Agreement and shall extinguish all rights and duties hereunder. In the event such cause exists, the Governing Board shall give the Superintendent (a) written notice of the proposed action and the reasons therefor; (b) a reasonably detailed account of the charges and the materials upon which the proposed action is based; (c) notice of the right to respond orally or in writing to the Board; and (d) the right to a meeting with the Board. Any request for a meeting shall be filed by the Superintendent with the presiding officer of the Board within ten (10) days after service of the notice of proposed action. The meeting, if requested, shall be held in closed session at the next regular or special Board meeting, and in no event more than thirty-five (35) days after service of the notice of proposed action. The Superintendent and the Board shall each have the right to be represented by counsel at their own expense. The Superintendent shall have a reasonable opportunity to respond to all matters raised in the charges. The meeting shall be conducted by the Board and shall not be an evidentiary hearing and neither party shall have the opportunity to call witnesses. After the meeting, the Board shall issue a decision in the form of a resolution either rescinding or confirming the charges and specifying the action to be taken. The Superintendent shall be notified in writing within five (5) days of the decision. The decision of the Board shall be final. The Superintendent's meeting with the Board shall be deemed to satisfy the Superintendent's entitlement to due process of law and shall be the Superintendent's exclusive right to any conference or hearing otherwise required by law. The Superintendent waives any other rights that may be applicable to this termination for cause proceeding with the understanding that completion of this hearing exhausts the Superintendent's administrative remedies.

D. The District and Superintendent agree that the payment provided under Section 11.A of this Agreement shall constitute the exclusive and sole remedy of any kind for any termination of his employment and the Superintendent agrees and covenants not to assert or pursue any other remedies of any kind, whether they be administrative, at law or in equity, with respect to any termination of his employment. Specifically, upon acceptance of payment under 11.A, the

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Superintendent agrees to waive and release the District from any claims and/or causes of action against the District or Board in any way related to his employment by the Board, including but not limited to claims or actions under this Agreement.

E. Upon written evaluation by a licensed physician designated by the Board indicating the inability of the Superintendent to perform any of the essential functions of the position, with or without reasonable accommodation, this Agreement may be terminated by the Board upon written notice to the Superintendent and after providing a reasonable opportunity to respond. The Board may, in its sole discretion, allow the Superintendent to continue in employment until expiration of current and accumulated sick leave and differential leave, but upon receipt of the written evaluation specified above, may immediately assign another employee the duties of Superintendent.

12. Notice of Interview in Search:

In all cases the Superintendent immediately shall notify the Board of Education upon being informed that he has been selected to interview for a position with another employer.

13. Waiver:

No waiver of any breach of any term or provision of this Agreement shall be construed to be, nor shall it be, a waiver of any other breach of this Agreement. No waiver shall be binding unless in writing and signed by the party waiving the breach.

14. Modification:

This Agreement may not be amended or modified other than by a written agreement executed by the Superintendent and approved and signed by the Board.

15. Complete Agreement:

This instrument constitutes and contains the entire agreement and understanding between the parties concerning the Superintendent's employment with the District. This instrument supersedes and replaces all prior negotiations and all agreements proposed or otherwise, whether written or oral, concerning the subject matter hereof. This is an integrated document.

16. Governing Law:

This Agreement is subject to all applicable laws of the State of California, to the rules and regulations of the State Board of Education, and to the lawful rules and regulations of the San Dieguito Union High School District Board of Education. By this reference, the laws, rules, regulations, and policies are hereby made a part of this Agreement as though set forth in full at this point. In the event of a conflict of provisions, the laws of the State of California and the terms of this Agreement take precedence over any inconsistent provisions found in the policies and regulations of the Board of the District.

17. Construction:

Each party has cooperated in the drafting and preparation of this Agreement. Hence, in any construction to be made of this Agreement, the same shall not be construed against any party on the basis that the party was the drafter. The captions of this Agreement are not part of the provisions hereof and shall have no force or effect.

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18. Communications:

All notices, requests, demands and other communications hereunder shall be in writing and shall be deemed to have been duly given if delivered or if mailed by registered or certified mail, postage prepared, addressed to the Superintendent and/or Board of Education at 710 Encinitas Blvd., Encinitas, CA 92024. Either party may change the address at which notice shall be given by written notice given in the above manner.

19. Execution:

This Agreement may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument. Photographic copies of such signed counterparts may be used in lieu of the originals for any purpose.

20. Legal Counsel:

The Superintendent and the Board each recognize that in entering into this Agreement, the parties have relied upon the advice of their own attorneys, who are attorneys of their own choice, and that the terms of this Agreement have been completely read and explained to them by their attorneys, and that those terms are fully understood and voluntarily accepted by them.

21. Savings Clause:

If any provision of this Agreement or the application thereof is held invalid, the invalidity shall not affect the other provisions or applications of the Agreement which can be given effect without the invalid provisions or applications and the provisions of this Agreement are declared to be severable.

IN WITNESS THEREOF, the parties hereto have duly approved and executed this Agreement on the day and year above written.

Date: _____

BOARD OF EDUCATION OF THE
SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

Amy Herman, President

Joyce Dalessandro, Vice-President

Beth Hergesheimer, Clerk

Maureen Muir, Trustee

John Salazar, Trustee

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I hereby accept this offer of employment and agree to perform faithfully the duties and responsibilities of Superintendent of the San Dieguito Union High School District and Chief Executive Officer of the Board of Education.

Date of Acceptance: _____

Eric Dill

00168-00004/3315605.5

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: January 12, 2017

BOARD MEETING DATE: January 19, 2017

**PREPARED &
SUBMITTED BY:** Eric Dill, Superintendent

SUBJECT: FUTURE USE OF LA COSTA VALLEY SITE

EXECUTIVE SUMMARY

Staff will make a presentation at the Board meeting and the Board will hold a discussion on the future use of the La Costa Valley site.

RECOMMENDATION:

This item is being presented to the Board for discussion.

FUNDING SOURCE:

N/A

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: January 12, 2017

BOARD MEETING DATE: January 19, 2017

PREPARED BY: John Addleman, Exec. Director Planning Services

SUBMITTED BY: Eric R. Dill, Interim Superintendent

SUBJECT: APPROVAL OF TERMINATION FOR
CONVENIENCE / LEASE-LEASEBACK

EXECUTIVE SUMMARY

In an action taken on December 8, 2016, the Board adopted resolutions approving and authorizing the execution of Site Lease, Sublease Agreement and Construction Services Agreement for the Lease-Leaseback Agreements (the "Agreements") for construction of the following projects:

1. Torrey Pines High School Phase 3 New Performing Arts Center and Culinary Arts Classroom Modernization and Parking Lot Improvements with McCarthy Building Companies, Inc.;
2. 2nd Classroom Building at Pacific Trails Middle School with C.W. Driver, LLC
3. New Arts and Social Sciences Classroom Building and Culinary Arts Classroom Modernization at San Dieguito High School Academy with Erickson-Hall Construction Company;
4. Science Classroom Quad, Crest Hall and Site Improvements at Oak Crest Middle School with Erickson-Hall Construction Company.

To date, no funds have been expended in connection with the Agreements and District Staff is desirous of terminating said contracts in accordance with Section 11(b) of the Construction Services Agreements, Termination For Convenience. Termination under this section automatically terminates the corresponding Site Lease and Sublease Agreements. Since the Agreements allow for termination for convenience and no funds have been expended by the District to date on the Agreements, we recommend that rather than rescinding the Agreements, the board exercise its prerogative to terminate the Agreements for convenience pursuant to section 11 (b) of the Agreements and pursue an alternative contract delivery method not involving lease-leaseback.

Each of the four projects will remain on the same schedule to begin this summer, following traditional bids which are expected to be awarded in the Spring.

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RECOMMENDATION:

It is recommended that the Board approve terminating for convenience, the Lease/Leaseback contracts in accordance with Section 11(b) of those certain Construction Services Agreements entered into on December 9, 2016, authorize Douglas B. Gilbert, Delores L. Perley, or Eric R. Dill to execute the Notices of Termination, and Notice of Termination shall be issued on the following projects:

- A. Notice to Terminate Construction Services Agreement for the Lease-Leaseback Agreement with McCarthy Building Company for the construction of the Torrey Pines High School Phase 3 New Performing Arts Center, Culinary Arts Classroom Modernization and Parking Lot Improvements.
- B. Notice to Terminate Construction Services Agreement for the Lease-Leaseback Agreement with C.W. Driver, LLC, for construction of the 2nd Classroom Building at Pacific Trails Middle School.
- C. Notice to Terminate Construction Services Agreement for the Lease-Leaseback Agreement with Erickson-Hall Construction Company for construction of the New Arts and Social Sciences Classroom Building and Culinary Arts Classroom Modernization at San Dieguito High School Academy.
- D. Notice to Terminate Construction Services Agreement for the Lease-Leaseback Agreement with Erickson-Hall Construction Company for construction of the Science Classroom Quad, Crest Hall and Site Improvements at Oak Crest Middle School.

FUNDING SOURCE:

N/A

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: January 4, 2017

BOARD MEETING DATE: January 19, 2017

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

SUBMITTED BY: Eric Dill, Interim Superintendent

SUBJECT: UNIFORM COMPLAINT QUARTERLY REPORT,
2ND QUARTER, 2016-17

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.

Attached is the report for the second quarter, 2016-17, from October through December, 2016.

RECOMMENDATION:

It is recommended that the Board review and accept the attached Uniform Complaint Report for the second quarter, 2016-17, from October through December, 2016, as shown in the attached supplement.

FUNDING SOURCE:

Not applicable.

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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, 2016 through December, 2016

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
TOTAL	0	0	0

Submitted by: Michael Grove, Ed.D.
(Print Full Name)

Associate Superintendent
(Title)

Signature: 

Date: January 4, 2017