



Union High School District

**BOARD OF TRUSTEES
REGULAR BOARD MEETING**

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

Superintendent
Eric R. Dill

**THURSDAY, JUNE 7, 2018
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 discussion or 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, JUNE 7, 2018
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 #2018-085SD)
 - 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.*
 - Superintendent Search
 - C. NEGOTIATIONS / EMPLOYEE ORGANIZATIONS
To conference with Labor Negotiators, pursuant to Government Code section 54957.8.
Agency Negotiators: Superintendent and Associate Superintendents (4)
Employee Organizations: San Dieguito Faculty Association / California School Employees Association

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
 - C. RECOGNITION OF STUDENT BOARD REPRESENTATIVE ISAAC GELMAN, TORREY PINES HS
- 4. REPORT OUT OF CLOSED SESSION / ACTION
 - A. REPORT OUT OF CLOSED SESSION
 - B. STUDENT DISCIPLINE / EXPULSIONS/SUSPENDED EXPULSIONS/READMITS ACTION
Consideration/action of student discipline of the following: Case #2018-085SD.
 - Roll Call / Board Members only
- 5. APPROVAL OF AGENDA
Motion by _____, second by _____, to approve the agenda of June 7, 2018, Regular Board Meeting of the San Dieguito Union High School District, as presented.
- 6. APPROVAL OF MINUTES (3) / MAY 10, 2018 BOARD WORKSHOP & REGULAR MEETING & MAY 29, 2018 SPECIAL BOARD MEETING

Motion by _____, second by _____, to approve the minutes (3) of the May 10, 2018 Board Workshop & Regular Meeting, and the May 29, 2018 Special Meeting, as shown in the attached supplements.

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

- 7. STUDENT UPDATES.....NONE DURING SUMMER BREAK
- 8. REPORTS AND UPDATES
 - A. BOARD OF TRUSTEES..... BOARD OF TRUSTEES
 - B. SUPERINTENDENT ERIC DILL, SUPERINTENDENT
- 9. SCHOOL/DEPARTMENT/DISTRICT UPDATES NONE SCHEDULED
- 10. PUBLIC COMMENTS

In accordance with the Brown Act, unless placed on the published agenda, no discussion or action may be taken by the Board of Trustees on non-agenda items; however, the Board may 1) acknowledge receipt of the information; 2) refer the matter to staff for further study; or 3) refer the matter to a future agenda. (See *Board Agenda Cover Sheet for further information on public comments.*)

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.
- C. APPROVAL OF CALIFORNIA INTERSCHOLASTIC FEDERATION (CIF) SAN DIEGO SECTION, CONTINUATION OF MEMBERSHIP AGREEMENT & AUTHORIZATION OF DESIGNATION OF SCHOOL REPRESENTATIVES TO LEAGUES / 2018-19
 - Approve the California Interscholastic Federation (CIF) Continuation Membership Agreement, and authorize the designation of CIF school representatives to leagues, for the 2018-19 school year, 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, Tina Douglas, or Eric R. Dill to execute the agreements:
 - 1. Alliant International University, for practicum students, student teachers and teacher interns and intern school psychologists, during the period July 1, 2018 through July 1, 2022, at no cost to the District.

13. EDUCATIONAL SERVICES**A. APPROVAL/RATIFICATION OF AGREEMENTS**

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

1. Partnerships for International Research and Education (PIRE) Grant CESE Study, for teacher participation to help evaluate the impact of project-based instructional units in chemistry and physics in a larger scale-up initiative, during the period July 1, 2018 through June 30, 2020, with the grant to provide a \$1,500.00 stipend to participating teachers, at no cost to the District.

B. APPROVAL/RATIFICATION OF AMENDMENT TO AGREEMENTS

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

1. SMC Curriculum, amending the agreement to add a secondary Mathematics professional consultation date, on December 14, 2017, in the additional amount of \$1,000.00, with no other changes to the contract, to be expended from the General Fund/Unrestricted 01-00.

14. ADMINISTRATIVE SERVICES**A. APPROVAL/RATIFICATION OF AGREEMENTS**

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

1. City of Encinitas for use of the Encinitas Community Center for the Adult Transition Program Graduation ceremony, on June 12, 2018, in the amount of \$390.00, to be expended from the General Fund/Restricted 01-00.
2. Edgenuity, Inc. to provide 50 concurrent user Virtual Classroom and Web Administrator licenses for 21 courses and one on-site professional development day and 250 Concurrent User Licenses for HEALTH only, during the period August 1, 2018 through July 31, 2019, in an amount not to exceed \$90,000.00 plus applicable tax and shipping, to be expended from the General Fund/Unrestricted 01-00.
3. San Diego County Superintendent of Schools, to provide the San Diego County Office of Education Schools Librarian to serve as the credentialed "librarian of record", as stipulated in the California Education Code, sections 18100-18103, 18176, and 44868, and provide librarian of record services and Board of Education approved book lists, in an amount not to exceed \$4,557.70, during the period July 1, 2018 through June 30, 2019, to be expended from the General Fund/Unrestricted 01-00.
4. Illuminate Education, Inc., to provide Fluence NGSS Bundle Education Intelligence Platform (EIP) for data-informed decision making to improve student achievement, including assessment building and administration, data visualization, MTSS support, reporting and analysis, during the period July 1, 2018 through June 30, 2020, in the amount of \$1.50 per student based on District wide enrollment numbers determined annually, 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, Tina Douglas, or Eric R. Dill to execute the agreements:

1. Edgenuity, Inc., amending the agreement to increase the number of licenses to include 50 additional active licenses for summer school 2018, during the period June 10, 2018 through July 2, 2018, in the additional amount of \$1,000.00, with no other changes to the contract, to be expended from the General Fund/Unrestricted 01-00.

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, Tina Douglas or Eric R. Dill to execute all pertinent documents:

1. Alternative Teaching Strategy Center (NPS), to provide one-to-one educational & behavior related services and consultation for students with autism, during the period July 1, 2018 through June 30, 2019, at the rates shown in the attachment, to be expended from the General Fund/Restricted 01-00.
2. Bethany Elise Jenkins, dba Pacifica Residential Care/Mt. Helix Home Care, to provide transportation services for an adult special education student to/from group home and to/from NPS educational day setting, during the period March 12, 2018 through June 30, 2018, to be reimbursed at the standard IRS mileage rate, 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 School & Student Services to execute the agreements:

1. Student Case No. 2018-082 PS, for special education related services through June 30, 2021, in the amount of \$3,150.00.
2. Student Case No. 2018-086 PS, for special education related services through June 30, 2018, in the amount of \$26,000.00.
3. Student Case No. 2018-087 PS, for special education related services through June 30, 2018, in the amount of \$18,000.00.
4. Student Case No. 2018-088 PS, for special education related services through December 31, 2020, in the amount of \$16,900.00.

F. DESTRUCTION OF SPECIAL EDUCATION RECORDS

Approve the classification of Special Education records for SDUHSD Special Education students who graduated in 2013 as Class 3 (Special Education Records) disposable, and approve the destruction of such records, as shown in the attached supplement.

PUPIL SERVICES**G. APPROVAL/RATIFICATION OF AGREEMENTS**

(None Submitted)

H. APPROVAL/RATIFICATION OF AMENDMENTS TO AGREEMENTS

(None Submitted)

15. BUSINESS SERVICES**BUSINESS****A. APPROVAL/RATIFICATION OF AGREEMENTS**

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

1. Dannis Woliver Kelley, a professional corporation, to provide general legal services as requested, during the period June 27, 2018 through June 30, 2019 and then continuing until either party terminates with 30-day written notice, at the rates shown on the attachment, to be expended from the General Fund/Unrestricted 01-00.
2. Intelligent Technologies and Services, Inc., dba Facilities Protection Systems (FPS), to provide preventative maintenance on the fire prevention system at Earl Warren Middle School Network Operations Center (NOC), during the period July 1, 2018 through June 30, 2019, in an amount not to exceed \$2,000.00, to be expended from the General Fund/Unrestricted 01-00.
3. NvLS Professional Services, LLC, to provide E-rate consultation services, during the period July 1, 2018 through June 30, 2019, in an amount not to exceed \$12,650.00, plus \$150.00 per hour for Category Two services, to be expended from the General Fund/Unrestricted 01-00.
4. Solar Care, Inc., to provide window tinting throughout the District, during the period July 1, 2018 through June 30, 2019, in an amount not to exceed \$10,000.00, to be expended from the General Fund/Unrestricted 01-00.

B. APPROVAL/RATIFICATION OF AMENDMENT TO AGREEMENTS

(None Submitted)

C. AWARD/RATIFICATION OF CONTRACTS

(None Submitted)

D. APPROVAL OF CHANGE ORDERS

(None Submitted)

E. ACCEPTANCE OF CONSTRUCTION PROJECTS

(None Submitted)

F. APPROVAL OF BUSINESS REPORTS

Approve the following business reports:

1. Purchase Orders
2. Change Orders
3. Purchasing Orders Increase/Decrease
4. Membership Listing (None Submitted)
5. Warrants
6. Revolving Cash Fund

FACILITIES PLANNING & CONSTRUCTION

G. APPROVAL/RATIFICATION OF AGREEMENTS

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

1. Ruhnau Clarke Architects, for architectural/engineering services for Facilities Department Tenant Improvements, during the period June 8, 2018 through completion, in an amount not to exceed \$95,602.00, plus reimbursable expenses, to be expended from Other Building Fund 21-09.
2. Corovan Moving & Storage to provide crews to move furniture and boxes at Diegueno Middle School in preparation for summer construction, during the period June 21, 2018 through completion, in an amount not to exceed \$9,352.59, to be expended from Building Fund Prop 39 – Fund 21-39.

3. Corovan Moving & Storage to provide crews to move furniture and boxes at Oak Crest Middle School to the newly completed science classroom building, during the period June 21, 2018 through completion, in an amount not to exceed \$9,352.59, to be expended from Building Fund Prop 39 – Fund 21-39.
4. Subsurface Surveys & Associates, Inc., to provide geophysical survey services district wide, during the period May 1, 2018 through April 30, 2019, on a time and materials basis at the prices established in the proposal, to be expended from the fund to which the project is charged.
5. Bob's Crane Services, to crane storage containers in place at Carmel Valley Middle School Music Classroom Building Project, during the period June 8, 2018 through August 31, 2018, in the amount not to exceed \$706.20 plus allowance for fuel charges and overage as per the proposal, to be expended from Building Fund Prop 39 – Fund 21-39.
6. Western Environmental & Safety Technologies, Inc., for environmental consulting services district wide, during the period July 1, 2018 through June 30, 2019, renewing annually until terminated with 30 day's advance notice, at the rates established in the attached agreement, to be expended from the fund to which the project is charged.
7. School Facility Consultants, to provide services for state funding of new school construction and modernization projects district wide, the federal stimulus funding application process and funding through the implementation of Proposition 39 – Clean Energy Act, during the period July 1, 2018 through June 30, 2019, in an amount not to exceed \$30,000.00, to be expended from Capital Facilities Fund 25-19.

H. APPROVAL/RATIFICATION OF AMENDMENT TO AGREEMENTS

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

1. Colbi Technologies, Inc., to amend contract CA2017-47 to provide prequalification software and client support services district wide, during the period June 9, 2018 through June 8, 2019, renewing annually until terminated with 30 days' advance notice, in an annual amount not to exceed \$20,500.00, to be expended from the fund to which the project is charged.
2. The Hartford, to amend contract CA2017-51, extending the builder's risk insurance policy for the Carmel Valley Middle School Music Classroom Building Project through the revised completion date of August 31, 2018, increasing the amount by \$3,420.00 for a new total of \$13,950.00, to be expended from Building Fund Prop 39 – Funds 21-39 and North City West School Facilities Financing Authority.
3. John Sergio Fisher & Associates, to amend contract CA2016-05 for architectural/engineering services at Carmel Valley Middle School, increasing the amount by \$1,650.00 for a new total of \$436,755.00, to be expended from Building Fund Prop 39 – Fund 21-39 and/or Other Building Fund 21-09.
4. Lionakis, to amend contract CA2016-10 for architectural/engineering services at Pacific Trails Middle School 2nd Classroom Building Project, increasing the amount by \$5,000.00 for a new total of \$1,088,400.00, to be expended from Building Fund Prop 39 – Fund 21-39 and reimbursed by Standard Drywall, Inc.

I. AWARD/RATIFICATION OF CONTRACTS

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

1. Blue Pacific Engineering & Construction, Canyon Crest Academy B Building Landscape & Pathway Enhancements Project CB2018-14R, during the period June 8, 2018 through August 10, 2018, in an amount not to exceed \$164,000.00, to be expended from Building Fund Prop 39 – Fund 21-39.
2. Telliard Construction, District Office Tenant Improvements Project CB2018-15R, during the period June 8, 2018 through August 3, 2018, in an amount not to exceed \$163,859.00, to be expended from Capital Facilities Fund 25-19.

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

DISCUSSION / ACTION ITEMS(ITEM 16 - 24)

16. ADOPTION OF SPECIAL EDUCATION STRATEGIC PLAN

Motion by _____, second by _____, to adopt the Special Education Strategic Plan, as shown in the attached supplement.

17. REVIEW OF 2018-2021 DISTRICT LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

This item is being submitted for review and public hearing, and will be resubmitted for action on June 21, 2018.

- PUBLIC HEARING
 - Open Public Hearing
 - Call for Public Comment
 - Close Hearing

18. REVIEW OF 2018-19 DISTRICT PROPOSED BUDGET / GENERAL FUND & SPECIAL FUNDS

This item is being submitted for review and public hearing, and will be resubmitted for action on June 21, 2018.

- PUBLIC HEARING
 - Open Public Hearing
 - Call for Public Comment
 - Close Hearing

19. ADOPTION OF RESOLUTION REGARDING RECEIPT AND EXPENDITURE OF 2018-19 EDUCATION PROTECTION ACCOUNT (EPA) FUNDING

Motion by _____, second by _____, to adopt the resolution regarding receipt and expenditure of 2018-19 Education Protection Account (EPA) funds, as shown in the attached supplement.

- Roll Call

20. UPDATE & APPROVAL OF CONTINUANCE OF TORREY PINES HS EMERGENCY REPAIR ELEVATOR PROJECT

Motion by _____, second by _____, to approve continuing the Torrey Pines High School emergency repair elevator project with Guardian Elevator Mechanical Services Inc.

21. ADOPTION OF DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Motion by _____, second by _____, to adopt the Declaration of Need for Fully Qualified Educators, as shown in the attached supplement.

22. ADOPTION OF PROPOSED NEW BOARD POLICY (1) / EDUCATIONAL SERVICES

Motion by _____, second by _____, to adopt the proposed new Board Policy, as shown in the attached supplements and as follows:

- A. BP# 6171, TITLE I PROGRAMS (NEW)

23. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE / ADOPTION OF RECOMMENDED SUSPENSION (SIX DAYS WITHOUT PAY) FOR CLASSIFIED EMPLOYEE JULIAN TELESNIKOV INCLUDING THE RECOMMENDED WRITTEN DIRECTIVES – HEARD IN OPEN SESSION PURSUANT TO MR. TELESNIKOV’S REQUEST (GOV’T CODE SECTION 54957)

Motion by _____, second by _____, to adopt the recommended suspension (six days without pay) for classified employee Julian Telesnikov including the recommended written directives.

24. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE / ADOPTION OF RECOMMENDED SUSPENSION (EIGHT DAYS WITHOUT PAY) FOR CLASSIFIED EMPLOYEE JOSE CASTRELLON INCLUDING THE RECOMMENDED WRITTEN DIRECTIVES – HEARD IN OPEN SESSION PURSUANT TO MR. CASTRELLON’S REQUEST (GOV’T CODE SECTION 54957)

Motion by _____, second by _____, to adopt the recommended suspension (eight days without pay) for classified employee Jose Castellon including the recommended written directives.

INFORMATION ITEMS..... (ITEMS 25 - 36)

25. PROPOSED NEW BOARD POLICIES (2) / BUSINESS SERVICES

- A. BP #3517, FACILITIES INSPECTION (NEW)
- B. AR #3517, FACILITIES INSPECTION (NEW)

This item is being submitted for first read and will be resubmitted for action on June 21, 2018.

26. PROPOSED REVISED BOARD POLICIES (2) / EDUCATIONAL SERVICES

- A. BP# 0410, NONDISCRIMINATION IN DISTRICT PROGRAMS (REVISED)
- B. E #0420.41 EXHIBIT, CHARTER SCHOOL OVERSIGHT (REVISED)

This item is being submitted for first read and will be resubmitted for action on June 21, 2018.

27. PROPOSED NEW / REVISED / DELETED BOARD POLICIES (18) / ADMINISTRATIVE SERVICES

- A. BP #4116.6, TOBACCO FREE SCHOOLS / SMOKING (DELETED)
- B. AR #4116.6 AR-1, TOBACCO FREE SCHOOLS / SMOKING (DELETED)
- C. BP #4213, TOBACCO (DELETED)
- D. AR #4213 AR-1, TOBACCO (DELETED)
- E. BP #5111, ADMISSION (REVISED)
- F. BP #5111.1, DISTRICT RESIDENCY (REVISED)
- G. AR #5111.1 AR-1, DISTRICT RESIDENCY (REVISED)
- H. BP #5125, STUDENT RECORDS (REVISED)
- I. AR #5125 AR-1, STUDENT RECORDS (REVISED)
- J. BP #5125.1, RELEASE OF DIRECTORY INFORMATION (REVISED)
- K. AR #5125.1 AR-1, RELEASE OF DIRECTORY INFORMATION (REVISED)
- L. E #5125.1 EXHIBIT, RELEASE OF DIRECTORY INFORMATION (NEW)
- M. BP #5131.2, BULLYING (REVISED)
- N. BP #5145.13, RESPONSE TO IMMIGRATION (NEW)
- O. AR #5145.13 AR-1, RESPONSE TO IMMIGRATION (NEW)
- P. BP #5145.3, NONDISCRIMINATION / HARASSMENT (REVISED)
- Q. AR #5145.3 AR-1, NONDISCRIMINATION / HARASSMENT (REVISED)
- R. BP #5145.9, HATE-MOTIVATED BEHAVIOR (NEW)

This item is being submitted for first read and will be resubmitted for action on June 21, 2018.

28. SCHOOL START TIMES

This item is being submitted as information only.

29. BUSINESS SERVICES UPDATE.....TINA DOUGLAS, ASSOCIATE SUPERINTENDENT
30. EDUCATIONAL SERVICES UPDATE.....MIKE GROVE, ED.D, ASSOCIATE SUPERINTENDENT
31. HUMAN RESOURCES UPDATECINDY FRAZEE, ASSOCIATE SUPERINTENDENT
32. ADMINISTRATIVE SERVICES UPDATE MARK MILLER, ASSOCIATE SUPERINTENDENT
33. FUTURE AGENDA ITEMS
34. **ADJOURNMENT TO CLOSED SESSION** (AS NECESSARY)
- A. STUDENT DISCIPLINE / EXPULSIONS/SUSPENDED EXPULSIONS/READMITS
To consider and/or deliberate on student discipline matters. (Case #2018-085SD)
- 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.*
- Superintendent Search
- C. NEGOTIATIONS / EMPLOYEE ORGANIZATIONS
To conference with Labor Negotiators, pursuant to Government Code section 54957.8.
Agency Negotiators: Superintendent and Associate Superintendents (4)
Employee Organizations: San Dieguito Faculty Association / California School Employees Association
35. REPORT FROM CLOSED SESSION (AS NECESSARY)
36. ADJOURNMENT

The next regularly scheduled Board Meeting is scheduled on [Thursday, June 21, 2018, 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
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Superintendent
Eric R. Dill



Union High School District

MINUTES

**SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
BOARD OF TRUSTEES
BUDGET BOARD WORKSHOP**

**THURSDAY, MAY 10, 2018
4:30 PM**

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

The Governing Board of the San Dieguito Union High School District held a Budget Board Workshop on Thursday, May 10, 2018, at the above location.

Attendance / Board:

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

Attendance / District Management:

Eric Dill, Superintendent
Mike Grove, Ed.D., Associate Superintendent, Educational Services
Cindy Frazee, Associate Superintendent, Human Resources
Mark Miller, Ed.D., Associate Superintendent, Administrative Services
Tina Douglas, Associate Superintendent, Business Services
Delores Perley, Chief Financial Officer
Joann Schultz, Executive Assistant, Business Services / Recording Secretary

1. CALL TO ORDER

President Hergesheimer called the meeting to order at 4:30 PM. Ms. Schultz read the board meeting protocol.

2. PUBLIC COMMENTS

Nancy Ciepley commented on the lack of a Theater Technician at La Costa Canyon HS and requested that one be added; Wendy Gumb made comments and asked questions regarding basic aid, the gap, foundations' spending plan, and requested the Board to consider a forensic audit of foundation funds.

INFORMATION ITEMS

3. 2018-19 BUDGET PLANNING UPDATE

Ms. Douglas, Ms. Perley and Mr. Miller made a presentation that included an update on the California School Dashboard, Local Control and Accountability Plan (LCAP), Local Control Funding Formula (LCFF), District Enrollment/ADA, District LCFF Funding, Revenue and Expenditure History, Second Interim Multi-Year Project, 2018-19 Budget Options and Next Steps, as presented.

The Board held a discussion and expressed an interest in the following priorities to be included in the 2018-19 budget as the budget permits: additional counselor/social workers depending on need, and additional campus supervision.

4. ADJOURNMENT

The meeting was adjourned at 6:05 p.m.

Joyce Dalessandro, Board Clerk

Date

Eric Dill, Superintendent

Date

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

Superintendent
Eric R. Dill



Union High School District

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

MAY 10, 2018

THURSDAY, MAY 10, 2018
6:30 PM

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

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

1. CALL TO ORDER..... 6:06 PM

President Hergesheimer called the meeting to order at 6:06 p.m.

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

No public comments were presented.

2. CLOSED SESSION 6:07 PM

Board Members convened to Closed Session at 6:07 p.m. to discuss the following:

A. 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.*

B. REAL PROPERTY NEGOTIATIONS

To conference with real property negotiators, pursuant to Government Code Section 54956.8:

Property: Approximately 28.3 acre portion of 255-273-08-00

Agency Negotiators: Tina Douglas, Associate Superintendent, Business and/or Eric Dill, Superintendent

Negotiating Parties: City of Carlsbad

Under negotiation: Instructions pertaining to price, terms of payment, and delivery

C. NEGOTIATIONS / EMPLOYEE ORGANIZATIONS

To conference with Labor Negotiators, pursuant to Government Code Section 54957.8.

Agency Negotiators: Superintendent and Associate Superintendents (4)

Employee Organizations: San Dieguito Faculty Association / California School Employees Association

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

Jack Hargis, Canyon Crest Academy (*Absent after item #17A*)
Scott Geier, La Costa Canyon High School (*Absent after item #17A*)
Gabi Glener, San Dieguito High School Academy (*Absent after item #16*)
Sarah Trigg, Sunset High School (*Absent after item #16*)
Isaac Gelman, Torrey Pines High School (*Absent*)

DISTRICT ADMINISTRATORS / STAFF

Eric Dill, Superintendent
Tina Douglas, Associate Superintendent, Business Services
Cindy Frazee, Associate Superintendent, Human Resources
Mike Grove, Ed.D., Associate Superintendent, Educational Services
Mark Miller, Associate Superintendent, Administrative Services
Mary Anne Nuskin, Principal, Carmel Valley Middle School
Dan Love, Director, Maintenance, Operations & Transportation
Joann Schultz, Executive Assistant to the Superintendent / Recording Secretary

3. RECONVENE REGULAR MEETING / CALL TO ORDER

- A. The regular meeting of the Board of Trustees was called to order at 6:31 p.m. 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

There was nothing to report.

5. APPROVAL OF AGENDA

Motion by Ms. Herman, seconded by Mr. Salazar, to approve the agenda of May 10, 2018, Regular Board meeting of the San Dieguito Union High School District, as presented, except for Items #11B, Field Trips, #12A, Personnel Reports, #15G4-5, Agreements / San Diego Gas & Electric Co. & #15H1-5, Amendment to Agreements were pulled from the Consent Agenda, and Item #21 was tabled. ADVISORY VOTE Ayes: Geier, Glener, Hargis, Trigg; Noes: None; Abstain: None; Absent: Gelman. BOARD Ayes: Dalessandro, Hergesheimer, Herman, Muir, Salazar; Noes: None; Abstain: None.

Motion unanimously carried.

6. APPROVAL OF MINUTES / APRIL 19, 2018 REGULAR MEETING

PUBLIC COMMENTS: Steven McDowell commented on his request for the April 19, 2018 board meeting audio and requested that the audio be made available after the meeting is held.

Motion by Ms. Herman, seconded by Ms. Dalessandro, to approve the minutes of the April 19, 2018 Regular Meeting, as presented. ADVISORY VOTE Ayes: Geier, Glener, Hargis, Trigg; Noes: None; Abstain: None; Absent: Gelman. BOARD Ayes: Dalessandro, Hergesheimer, Herman, Muir, Salazar; Noes: None; Abstain: None.

Motion unanimously carried.

NON-ACTION ITEMS(ITEMS 7 - 10)

7. STUDENT RECOGNITION & UPDATES

- A. STUDENT RECOGNITIONERIC DILL, SUPERINTENDENT
Mr. Dill presented each student with a certificate of appreciation on behalf of the District and Board of Trustees.
- B. STUDENT BOARD UPDATES..... STUDENT BOARD REPRESENTATIVES
Students gave updates on events and highlights at their schools. Jack Hargis introduced Melody Li who will be the Canyon Crest Academy student board representative next year.

8. REPORTS AND UPDATES..... STUDENT BOARD / BOARD OF TRUSTEES / SUPERINTENDENT

A. BOARD OF TRUSTEES

All five Board members attended the Board Workshop held prior to the meeting.

Ms. Dalessandro attended the Parent Site Representative Council meeting, the SDUHSD College Night & Fair, the VPA Strategic Planning Committee meeting, the San Diego High Schools Culinary Arts Master Chefs competition where the San Dieguito HS Academy (SDA)

Team won first place, and the Torrey Pines HS (TPHS) Players production of "The Merry Wives of Windsor".

Ms. Herman attended the College Night & Fair, the VPA Strategic Planning meeting, the La Costa Canyon HS (LCC) production of "Les Miserables", the TPHS Players production of "The Merry Wives of Windsor", visited Pacific Trails MS, and commented on Mr. Salazar's request to change attendance at graduation/promotion ceremonies to schools in his trustee areas.

Ms. Muir attended the College Night & Fair, asked Mr. Dill to contact Supervisor Kristin Gaspar regarding a grant for the College Night & Fair that the district has not received, United North County Night, attended the LCC production of "Les Miserables", and after attending the Budget Workshop reported that the district is going to subsidize a Theater Technician at LCC and they talked about adding more counselors, the district will be picking up pool fees, and discussed transportation bus routes.

Mr. Salazar reported that nothing was resolved at the budget workshop.

Ms. Hergesheimer attended the Parent Site Representative Site Council meeting, the College Night & Fair, "Le Miserables" production at LCC, the Honoring Our Own Awards Ceremony, and requested that all Board members visit the school sites next year and asked staff to coordinate the schedule.

B. SUPERINTENDENT'S REPORTS, BRIEFINGS, LEGISLATIVE UPDATES..... ERIC DILL, SUPERINTENDENT

Mr. Dill reported that the San Diego County Taxpayers Association has notified the district that we are a finalist for a Golden Watchdog Award in partnership with the Solana Beach School District for saving taxpayer dollars for the joint use of the temporary relocatable buildings at Earl Warren MS while Earl Warren MS and Skyline Elementary were under construction.

9. LCAP PRIORITIES & SCHOOL / DEPARTMENT / DISTRICT UPDATES

A. STORM WATER POLLUTION PREVENTION PROGRAM (SWPPP)..... DAN LOVE, DIRECTOR, MOT

Mr. Love gave an update on the Storm Water Pollution Prevention Plan Internship (SWPPPI) operating in its second year at San Dieguito HS Academy. The internship is a student-based program that provides education and awareness of stormwater pollution that affects our campus and community. The primary goal of the internship is to reduce the impact of the campus on our local water resources, namely the San Elijo Lagoon, and is fully funded by the City of Encinitas. The program is offered through BCK Programs who also offer successful recycle programs at Diegueno and Oak Crest Middle Schools. Students apply and are selected into the program, meet weekly in the classroom and in the field, receive instruction and meet with industry professionals, resulting in publishing the SDA Stormwater Pollution Prevention Plan. This plan identifies potential sources of pollutants that affect stormwater discharges on the site, describes the practices that will be implemented to prevent or control the release of pollutants into the stormwater discharge, and creates an implementation schedule to ensure that the practice described in the plan are implemented and to evaluate the plans effectiveness in reducing the pollutant levels in stormwater discharge from year to year. Students are involved in every aspect of the plan including performing field work, painting and repairing drains, working with elementary students on mural projects, water sampling and removing trash from the Carlsbad Lagoon.

Mr. Love shared a Public Service Announcement presentation (available from the Superintendent's Office upon request).

B. LCAP PRIORITY UPDATE: RESTORATIVE PRACTICES..... MARY ANNE NUSKIN / PACIFIC TRAILS MS

Ms. Nuskin gave an update on the LCAP priority of restorative practices being used in the district and at Pacific Trails MS to support students and school culture. Restorative practices is a strategy used with students that helps with building communities and seeks to repair relationships that have been damaged including those damaged by bullying. The goal is to help students understand that that their actions and choices leave an impact on others so that they will learn from and adapt their behaviors. Restorative practices include the use of formal and informal actions that precede wrongdoing which allows a school community to proactively and collaboratively build relationships. Restorative practices are often used at district schools where teachers are trained to implement practices in their classroom, and administrators can use as a response to student conflict or potential discipline scenarios.

ITEM 6

Ms. Nuskin thanked district leaders and the Board for their support of using restorative practices in order to support students.

10. PUBLIC COMMENTS

Tim Staycer made comments in support of Board Member Joyce Dalessandro and her dedication to the school district, support of Prop AA bond, and lowering class size; Rita Macdonald made comments in opposition to hiring Vicki Kim as the Principal of Carmel Valley Middle School; Jill MacDonald made comments in support of Joyce Dalessandro and her support of the schools; Lea Wolf commented on abuse of children, asked questions about the responses to her email requests; Kristy Laliotis commented on her support of Joyce Dalessandro, thanked her for her service to the district, and supported the restorative practices used by the district; Heather Dugdale read a poem with comments regarding the board members, Joyce Dalessandro, Beth Hergesheimer and Amy Herman, and in opposition to John Salazar and Mo Muir; Nancy Logan spoke in support of Board Member Joyce Dalessandro regarding her support of the welfare of students; Matthew Weil offered his thanks to Joyce Dalessandro for her leadership, integrity, for always showing up, and has concerns about the abuse of the public information requests and the recall effort; Jasmine Werry & Ashley Jabro, CCA Envision Conservatory for the Humanities program students, conducted independent civics research on their own time on the claims regarding the intention to recall Joyce Dalessandro and reported on the unsubstantiated and inaccuracy of the claims included in the recall.

Mr. Dill gave a brief update on the tentative appointee of Vicki Kim and the incomplete information being shared.

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

*Items #11B, #12A, #15G4-5, #15H1-5, were pulled from the Consent Agenda, as shown above under Item #5, Approval of Agenda.

Motion by Ms. Muir, seconded by Ms. Herman, to approve Consent Agenda Items #11-15, except for Items #11B, #12A, #15G4-5 & #15H1-5, as presented. ADVISORY VOTE Ayes: Geier, Glener, Hargis, Trigg; Noes: None; Abstain: None; Absent: Gelman. BOARD Ayes: Dalessandro, Hergesheimer, Herman, Muir, Salazar; Noes: None; Abstain: None.

Motion unanimously carried.

ITEM #11B – PUBLIC COMMENTS: Wendy Gumb asked questions regarding the out of state/country field trips, and stated that some Board policies are out of date including 3541.1/AR-1/6153.1/AR-1, School Sponsored Trips (*handout available in the Superintendent’s Office upon request*).

ITEM #11B - Motion by Ms. Muir, seconded by Ms. Herman, to approve Consent Agenda Item #11B, as presented. ADVISORY VOTE Ayes: Geier, Glener, Hargis, Trigg; Noes: None; Abstain: None; Absent: Gelman. BOARD Ayes: Dalessandro, Hergesheimer, Herman, Muir, Salazar; Noes: None; Abstain: None.

Motion unanimously carried.

ITEM #12A – PUBLIC COMMENTS: Rita Macdonald made comments in opposition to the appointment of Vicki Kim; Lea Wolf had questions regarding the bios, experience and salaries of administrators.

ITEM #12A - Motion by Ms. Herman, seconded by Ms. Dalessandro, to approve Consent Agenda Item #12A, *as revised (handout available in the Superintendent’s Office upon request)*. ADVISORY VOTE Ayes: Geier, Glener, Hargis, Trigg; Noes: None; Abstain: None; Absent: Gelman. BOARD Ayes: Dalessandro, Hergesheimer, Herman, Muir, Salazar; Noes: None; Abstain: None.

Motion unanimously carried.

ITEM #15G4-5 - Motion by Ms. Dalessandro, seconded by Ms. Herman, to approve Consent Agenda Item #15G4-5, as presented. ADVISORY VOTE Ayes: Geier, Glener, Hargis, Trigg; Noes: None; Abstain: None; Absent: Gelman. BOARD Ayes: Dalessandro, Hergesheimer, Herman, Muir; Noes: Salazar; Abstain: None.

Motion carried.

ITEM 6

ITEM #15H1-5 - Motion by Mr. Salazar, seconded by Ms. Herman, to approve Consent Agenda Item #15H1-5, as presented. ADVISORY VOTE Ayes: Geier, Glener, Hargis, Trigg; Noes: None; Abstain: None; Absent: Gelman. 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.

**Item #11B was pulled from the Consent Agenda and voted on separately, as shown above.*

B. FIELD TRIP REQUESTS

Accept the field trips, as presented.

12. HUMAN RESOURCES

**Item #12A was pulled from the Consent Agenda and voted on separately, as shown above.*

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 agreements and authorize Douglas B. Gilbert, Tina Douglas or Eric R. Dill to execute the agreements:

1. MIND Research Institute, for ST Math single student subscription license, during the period October 1, 2018 through June 30, 2019, and then renewing annually, in an amount not to exceed \$12,000.00, to be expended from the General Fund/Unrestricted 01-00.
2. AP Testing Service II, LLC, to provide AP testing services for Torrey Pines High School, La Costa Canyon High School, San Dieguito High School Academy, and Canyon Crest Academy, during the period July 1, 2018 through June 30, 2019, to be expended directly from the test registration fees.

B. APPROVAL/RATIFICATION OF AMENDMENT TO AGREEMENTS

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

1. Blackboard, Inc., renewing the Blackboard services agreements, extending the contract an additional four months, during the period May 27, 2018 through September 26, 2018, in an amount not to exceed \$19,100.00, to be expended from the General Fund/Unrestricted 01-00.

SPECIAL EDUCATION

- C. APPROVAL/RATIFICATION OF NON-PUBLIC SCHOOL / NON-PUBLIC AGENCY CONTRACTS, INDEPENDENT CONTRACTOR AGREEMENTS, AND/OR MEMORANDUMS OF UNDERSTANDING
(None Submitted)
- D. APPROVAL/RATIFICATION OF AMENDMENT TO AGREEMENTS
(None Submitted)
- 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 SERVICES

BUSINESS

A. APPROVAL/RATIFICATION OF AGREEMENTS

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

1. Abbey Party Rents, Inc., to provide rental seating for graduation at Torrey Pines High School, during the period June 14, 2018 through June 17, 2018, in an amount not to exceed \$3,000.00, to be expended from the General Fund/Unrestricted 01-00.
2. A1 Golf Cars, Inc., to provide cart maintenance, minor repairs, and parts, during the period July 1, 2018 through June 30, 2019, at the rate of \$60.00 per hour for service, and minor repairs of \$1,000 or less to be completed for an additional charge based on the scope of work, to be expended from the General Fund/Unrestricted 01-00.
3. ACE Coolers, Inc., to provide a preventative maintenance program for the exterior freezer doors at Pacific Trails Middle School, during the period July 1, 2018 through June 30, 2019, in an amount not to exceed \$700.00, to be expended from the General Fund/Unrestricted 01-00.
4. Affordable Drain Service, Inc., to provide maintenance and minor repairs on drains throughout the District, during the period July 1, 2018 through June 30, 2019, in an amount not to exceed \$25,000.00, to be expended from the General Fund/Unrestricted 01-00.
5. Applebee & Sheehan, dba Air Tek, to provide cleaning of air ducts throughout the District, during the period July 1, 2018 through June 30, 2019, in an amount not to exceed \$3,000.00, to be expended from the General Fund/Unrestricted 01-00.
6. Atlas Portable Services, Inc., dba Atlas Pumping Service, to perform grease trap, septic tank, portable toilet, storm water interceptors/clarifiers, and other pumping services throughout the District, during the period July 1, 2018 through June 30, 2019, in an amount not to exceed \$10,000.00, to be expended from the General Fund/Unrestricted 01-00.
7. Beachside Mirror and Glass, Inc., to provide repair/replacement of various types and sizes of glass door and window panes throughout the District, during the period July 1, 2018 through June 30, 2019, in an amount not to exceed \$6,000.00, to be expended from the General Fund/Unrestricted 01-00.
8. BrightView Tree Care Services, Inc., dba Urban Tree Care, to provide tree maintenance, trimming, & removal service District wide, during the period July 1, 2018 through June 30, 2019, for an amount not to exceed \$90,200.00 per year, to be expended from the fund to which the project is charged.

ITEM 6

9. Cable Pipe and Leak Detection, Inc., to provide a complete range of location and detection services District wide, during the period July 1, 2018 through June 30, 2019, in an amount not to exceed \$1,000.00, to be expended from the General Fund/Unrestricted 01-00.
10. C&D Towing Services, Inc., to provide towing/container relocation services, during the period July 1, 2018 through June 30, 2019, in an amount not to exceed \$20,000.00, to be expended from the General Fund/Unrestricted 01-00.
11. Door Service & Repair, Inc. (DSR), to provide preventative maintenance and minor repairs on various types and sizes of rolling steel doors at sites throughout the District, during the period July 1, 2018 through June 30, 2019, in an amount not to exceed \$6,000.00, to be expended from the General Fund/Unrestricted 01-00.
12. Downstream Services, Inc., to provide stormwater pipe assessment inspections, pipeline condition assessment, pipeline maintenance, pipeline rehabilitation and uv cured lining, underground services, stormwater compliance, instrumentation, and flow monitoring, at sites throughout the District, during the period July 1, 2018 through June 30, 2019, at the rates listed on the attachment, to be expended from the General Fund/Unrestricted 01-00.
13. Guardian Elevator Mechanical Services, Inc., to provide elevator preventative maintenance and State load tests throughout the District, during the period July 1, 2018 through June 30, 2019, in an amount not to exceed \$50,000.00, to be expended from the General Fund/Unrestricted 01-00.
14. Kingdom Security Inc., to provide security services throughout the District, during the period May 11, 2018 through May 10, 2019, at the rates of \$21.45 per hour for each guard and \$22.45 per hour for a guard supervisor, to be expended from the General Fund/Unrestricted 01-00.
15. LA ProPoint, Inc., to provide theater rigging inspection at various school sites, during the period July 1, 2018 through June 30, 2019, in an amount not to exceed \$12,000.00, to be expended from the General Fund/Unrestricted 01-00.
16. McNamara Pump & Electric, Inc., to provide sump pump and booster pump maintenance service and minor repairs at Torrey Pines High School, Oak Crest Middle School, and Carmel Valley Middle School, during the period July 1, 2018 through June 30, 2019, in an amount not to exceed \$6,000.00, to be expended from the General Fund/Unrestricted 01-00.
17. Naumann Hobbs Material Handling Corp II, Inc., dba Hawthorne Lift Systems, to provide preventative maintenance to lifts (forklifts, articulating lifts, scissor lifts) throughout the District, during the period July 1, 2018 through June 30, 2019, in an amount not to exceed \$10,000.00, to be expended from the General Fund/Unrestricted 01-00.
18. Pacific Backflow Company, Inc., to provide backflow assembly testing and minor backflow repairs throughout the District, during the period July 1, 2018 through June 30, 2019, testing to be done at the rate of \$60.00 each for backflow preventers 2" and smaller and \$70.00 each for backflow preventers sized over 2", and a \$25.00 surcharge on monitored fire systems, minor repairs of \$1,000 or less to be completed for an additional charge based on the scope of work, to be expended from the General Fund/Unrestricted 01-00.
19. Raphael's Party Rentals, Inc., to provide rental of seating accommodations for graduation at Canyon Crest Academy, Sunset High School and San Dieguito High School Academy, during the period June 14, 2018 through June 17, 2018, in an amount not to exceed \$10,500.00, to be expended from the General Fund/Unrestricted 01-00.
20. Reliable and Dependable, Inc., dba San Diego Refrigeration, to provide preventative maintenance, repair, and troubleshooting services on District air conditioning, refrigeration, ice making equipment, and ventilation systems District wide, during the period July 1, 2018 through June 30, 2019, in an amount not to exceed \$7,000.00, to be expended from the General Fund/Unrestricted 01-00.
21. San Diego Police Department, to provide police officers and supervisors for the Canyon Crest Academy graduation ceremony on June 15, 2018, in an amount not to exceed \$500.00, to be expended from the General Fund/Unrestricted 01-00.

ITEM 6

22. Varsity Brands Holding Company, Inc., dba BSN Sports, LLC., to perform preventative maintenance and inspection services to motorized bleachers and ten-point basketball backboard service at school sites throughout the District, during the period July 1, 2018 through June 30, 2019, in an amount not to exceed \$15,000.00, to be expended from the General Fund/Unrestricted 01-00.

B. APPROVAL/RATIFICATION OF AMENDMENT TO AGREEMENTS

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

1. Digital Schools of California, LLC, amending the contract to include an automated export feature capable of integrating with other systems such as the emergency contact system, for staff contact data, during the period May 11, 2018 until project completion, in an amount not to exceed \$9,000.00, 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 RESOLUTIONS / AUTHORIZED SIGNATURES FOR MAIL, WARRANTS, PAYROLL, SCHOOL ORDERS, CREDENTIALS RELEASE

Adopt the following resolutions, effective July 1, 2018 through June 30, 2019, as shown in the attached supplements:

1. RESOLUTION DESIGNATING AGENT TO RECEIVE MAIL AND PICKUP WARRANTS AT THE COUNTY OFFICE OF EDUCATION
Designating Eric R. Dill to receive mail and Tina Douglas, Cindy Frazee, Eric R. Dill, Delores L. Perley, Dawn Swanson Pearson, Courtney Fryt and Barbara Crisostomo to pick up warrants at the County Office of Education.
2. RESOLUTION FOR PAYROLL ORDER CERTIFICATION
Designating Eric R. Dill or Cindy Frazee and Susan Dixon to ascertain and certify that each employee has taken the oath of allegiance and designating Susan Dixon to certify classified service assignment.
3. RESOLUTION AUTHORIZING THE COUNTY OFFICE OF EDUCATION CREDENTIALS DEPARTMENT TO RELEASE CREDENTIALS HELD WARRANTS TO EMPLOYEES
Authorizing the County Office of Education Credentials Department to release credentials held warrants to employees who have provided the required credential paper work.
4. RESOLUTION DESIGNATING AUTHORIZED AGENT TO SIGN SCHOOL ORDERS
Designating Eric R. Dill or Tina Douglas or Delores L. Perley to sign school orders.

F. APPROVAL OF BUSINESS REPORTS

Approve the following business reports:

1. Purchase Orders
2. Change Orders
3. Purchase Order Increase/Decrease
4. Membership Listing (None Submitted)
5. Warrants
6. Revolving Cash Fund

FACILITIES PLANNING & CONSTRUCTION

G. APPROVAL/RATIFICATION OF AGREEMENTS

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

ITEM 6

1. Bali Construction, Inc., for the backflow replacement project at La Costa Canyon High School, during the period May 4, 2018 through August 10, 2018, in an amount not to exceed \$83,900.00, to be expended from Capital Facilities Fund 25-19.
2. BDS Engineering, Inc., to provide topographic survey services for the Facilities Maintenance & Operations site, during the period May 11, 2018 through completion, in an amount not to exceed \$12,935.00, to be expended from Other Building Fund 21-09.
3. Accurate Concrete Moisture Testing, for concrete moisture testing at Diegueno Middle School, during the period May 1, 2018, through April 30, 2019, in an amount not to exceed \$1,460.00, to be expended from Building Fund Prop 39 – Fund 21-39.

**Item #15G4-5 was pulled from the Consent Agenda and voted on separately, as shown above.*

4. San Diego Gas & Electric Co., to purchase (16) electric vehicle (EV) charging stations at La Costa Canyon High School, during the period April 24, 2018 through completion, in an amount not to exceed \$10,080.00, to be expended from Capital Facilities Fund 25-19 and/or La Costa Canyon Foundation.
5. San Diego Gas & Electric Co., to purchase (24) electric vehicle (EV) charging stations at Canyon Crest Academy, during the period April 24, 2018 through completion, in an amount not to exceed \$15,120.00, to be expended from Capital Facilities Fund 25-19.

**Item #15H1-5 was pulled from the Consent Agenda and voted on separately, as shown above.*

H. APPROVAL/RATIFICATION OF AMENDMENT TO AGREEMENTS

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

1. John Sergio Fisher & Associates, to amend contract CA2016-05 for architectural/engineering services at Carmel Valley Middle School, increasing the amount by \$5,225.00 for a new total of \$435,105.00, to be expended from Building Fund Prop 39 – Fund 21-39, and Other Building Fund 21-09.
2. Bissiri Studios, to amend contract CA2017-35 for Division of State Architect (DSA) certification services of modular classroom buildings located at the northeast corner at Carmel Valley Middle School, increasing the amount by \$39,400.00 for a new total of \$46,900.00 plus reimbursable expenses, to be expended from Capital Facilities Fund 25-19.
3. McCarthy Building Companies, Inc., to amend contract CA2017-37 for construction management services for Torrey Pines High School Performing Arts Center, increasing the amount by \$68,966.00 for a new total of \$2,100,824.00, to be expended from Building Fund Prop 39 – Fund 21-39, Mello-Roos Funds and State School Building Funds.
4. McCarthy Building Companies, Inc., to amend contract CA2017-31 for construction management services for the Torrey Pines High School Culinary Arts Project, increasing the amount by \$108,703.00 for a new total of \$333,918.00, to be expended from Building Fund Prop 39 – Fund 21-39.
5. McCarthy Building Companies, Inc., to amend contract CA2017-37 for construction management services to Torrey Pines High School Performing Arts Center, increasing the amount by \$64,542.00 for a new total of \$2,165,366.00, to be expended from Building Fund Prop 39 – Fund 21-39, Mello-Roos Funds and State School Building Funds.

I. AWARD/RATIFICATION OF CONTRACTS

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

1. GEM Industrial Electric, Inc., La Costa Canyon High School 200's Quad Site Work CB2018-13, during the period May 11, 2018 through August 10, 2018, in the amount of \$324,215.00, to be expended from Building Fund Prop 39 – Fund 21-39.
2. SWCS, Inc., dba Southwest Construction Services, Inc., Bid Package #23, Offsite Utilities & Parking Realignment, Torrey Pines High School Phase 3 New Performing Arts Center CB2018-01, during the period May 22, 2018 through March 17, 2019, in the amount of \$588,824.00, to be expended from Building Fund Prop 39 – Fund 21-39, Mello-Roos Funds and State School Building Funds.

- J. AUTHORIZATION TO EXECUTE AND FILE NOTICE OF EXEMPTION / LA COSTA VALLEY SITE
 Authorize Eric R. Dill to execute and file the Notice of Exemption for the La Costa Valley Site, as shown in the attached supplement.

**Gabi Glener and Sarah Trigg left the meeting after this item at 8:21 p.m.*

DISCUSSION / ACTION ITEMS(ITEM 16 - 21)

- 16. APPROVAL OF PROPOSED INSTRUCTIONAL CALENDARS, 2019-20 & 2020-21 SCHOOL YEARS
 Moved by Ms. Dalessandro, seconded by Ms. Herman, to approve the proposed Instructional Calendars for 2019-20 and 2020-21 school years, as presented.

ADVISORY VOTE Ayes: Geier, Hargis; Noes: None; Abstain: None; Absent: Gelman, Glener, Trigg.
 BOARD Ayes: Dalessandro, Hergesheimer, Herman, Muir, Salazar; Noes: None; Abstain: None.
Motion unanimously carried.

17. BOARD GOVERNANCE

- A. ADOPTION OF THE DRAFT SAN DIEGUITO UNION HIGH SCHOOL DISTRICT GOVERNANCE HANDBOOK
 PUBLIC COMMENTS: Rita Macdonald made comments to Joyce Dalessandro, Beth Hergesheimer, and Amy Herman regarding the handbook, their roles as board members, collusion and their support by teachers and asked them to resign; Lea Wolf made comments in opposition to the language in the handbook for board members to forward questions to the superintendent for response; Steven McDowell commented on the gender bias of the language for responses and requested that it be revised as he requested in an email; Wendy Gumb commented on her attendance at the governance workshop, the role of the board, asked about the outdated board policies, setting policy, adopting curriculum, and is in support of video conferencing.

The Board held a discussion and tabled the item to a future special meeting to be scheduled.

**Scott Geier and Jack Hargis left the meeting after this item at 8:53 p.m.*

- B. APPROVAL OF VIDEO BROADCASTING/RECORDING OF BOARD MEETINGS
 PUBLIC COMMENTS: Rita Macdonald commented in opposition to have staff available to operate the video equipment and supports video recording the board meetings; Lea Wolf questioned the need to hire staff to operate the equipment; Beth Westburg commented on the inadequacy of the Board Room for meetings and suggested that the meetings be held at a school and to have students volunteer to operate the equipment; Steven McDowell spoke in support of audio and video recording of board meetings.

Motion by Mr. Salazar, seconded by Ms. Muir, to direct staff to move forward with video broadcasting/recording of Board meetings, to install one wide-angle, non-moving, ceiling mounted camera in the Board Room, in an approximate amount of \$4,000.00, and to provide staff, if available, to operate the camera/recording equipment during Board meetings, for an additional hourly cost, to be funded by the General Fund/Unrestricted 01-00.

BOARD Ayes: Herman, Muir, Salazar; Noes: Dalessandro, Hergesheimer; Abstain: None.
Motion carried.

18. SAFETY UPDATE / APPROVAL OF AGREEMENT

- A. SAFETY UPDATE
 PUBLIC COMMENTS: Lea Wolf thanked the board for bringing the Sandy Hook program to the district, and asked how the district is going to improve children’s wellbeing and follow up on their complaints, and shared child abuse information from a report from a government accountability officer; Rita Macdonald requested that resource officers be on the TPHS campus.

Ms. Douglas gave an update on safety and the visitor management system, the board policies related to safety are in the process of being updated and will be returned to the Board in June, and that the revised policies will be incorporated into the School Site Plans to be finalized during the summer. Over the summer a review the Emergency Site Plans will be reviewed by the Loss Control Analyst and law enforcement agencies. The bond team will be walking campuses to start

ITEM 6

planning for perimeter fencing. The district recently participated in the School Safety Summit to roll out a new county-wide protocol.

Mr. Miller reported on the multi-tier systems of support for social/emotional wellness of students being offered by the district and is looking into aligning our efforts and programs with the Sandy Hook Promise Program, reviewing their Say Something, the Signs of Suicide and the Safety Assessment & Intervention programs, and a review of their app will be conducted.

B. APPROVAL OF AGREEMENT

Motion by Ms. Dalessandro, seconded by Ms. Muir, to approve entering into the following agreement and authorize Douglas B. Gilbert, Tina Douglas or Eric R. Dill to execute the agreement:

1. Raptor Technologies, LLC, to provide eleven complete visitor management systems, during the period May 11, 2018 through May 10, 2019 and then continuing with automatic annual renewals of the Visitor Management Software annual access fee until terminated by the District, for a one-time charge of \$12,749.00 for the equipment and \$5,940.00 for the annual access fee, to be expended from the General Fund/Unrestricted 01-00, as presented.

BOARD Ayes: Dalessandro, Hergesheimer, Herman, Muir, Salazar; Noes: None; Abstain: None.

Motion unanimously carried.

19. APPROVAL OF ENTERING INTO AN AGREEMENT WITH THE CITY OF CARLSBAD TO LEASE & OPERATE THE LA COSTA VALLEY SPORTS COMPLEX

PUBLIC COMMENTS: Bradley Silcox with the Encinitas Express Soccer spoke in opposition to the City of Carlsbad leasing and operating of the La Costa Valley Sports Complex fields and that Encinitas groups will get no consideration from Carlsbad for the use of the fields; Jon Sevison with Encinitas Express Soccer is also in opposition to approving the agreement with the City of Carlsbad, asked if the district has considered other agencies to lease the property, wants to maintain a good relationship with the district, and requested the board to table this item or consider other options.

Ms. Douglas gave an update on the agreement. The Board had questions about the priority of use by the City of Encinitas and district users and tabled this item.

20. UPDATE & APPROVAL OF CONTINUANCE OF TORREY PINES HS EMERGENCY REPAIR ELEVATOR PROJECT
Motion by Ms. Herman, seconded by Ms. Muir, to approve continuing the Torrey Pines High School emergency repair elevator project with Guardian Elevator Mechanical Services Inc.

BOARD Ayes: Dalessandro, Hergesheimer, Herman, Muir, Salazar; Noes: None; Abstain: None.

Motion unanimously carried.

21. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE / ADOPTION OF RECOMMENDED SUSPENSION (SIX DAYS WITHOUT PAY) FOR CLASSIFIED EMPLOYEE JULIAN TELESNIKOV INCLUDING THE RECOMMENDED WRITTEN DIRECTIVES – HEARD IN OPEN SESSION PURSUANT TO MR. TELESNIKOV’S REQUEST (GOV’T CODE SECTION 54957)

At the request of the employee, this item was tabled and will be resubmitted for action on June 7, 2018.

INFORMATION ITEMS.....(ITEMS 22 - 30)

22. PROPOSED NEW BOARD POLICY (1) / EDUCATIONAL SERVICES

A. BP# 6171, TITLE I PROGRAMS (NEW)

This item was submitted for first read and will be resubmitted for action on June 7, 2018.

23. BUSINESS SERVICES UPDATE TINA DOUGLAS, ASSOCIATE SUPERINTENDENT

Ms. Douglas had nothing further to report.

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

Dr. Grove had nothing further to report.

ITEM 6

- 25. HUMAN RESOURCES UPDATECINDY FRAZEE, ASSOCIATE SUPERINTENDENT
Ms. Frazee had nothing further to report.
- 26. ADMINISTRATIVE SERVICES UPDATE MARK MILLER, ASSOCIATE SUPERINTENDENT
Mr. Miller reported that the Special Education Task Force has almost completed their report, has one more meeting to finalize, and will be presenting their report to the Board in June.
- 27. FUTURE AGENDA ITEMS – None.
- 28. ADJOURNMENT TO CLOSED SESSION – No closed session was necessary.
- 29. REPORT FROM CLOSED SESSION – Nothing further to report.
- 30. ADJOURNMENT OF MEETING – The meeting adjourned at 9:43 p.m.

Joyce Dalessandro, Board Clerk

Date

Eric R. Dill, Superintendent

Date



MINUTES

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

Superintendent
Eric R. Dill

Union High School District

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

**TUESDAY, MAY 29, 2018
6:00 PM**

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

The Governing Board of the San Dieguito Union High School District held a Special Meeting on Tuesday, May 29, 2018, at the above location.

Attendance / Board:

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

Attendance / District Management:

Eric Dill, Superintendent
Cindy Frazee, Associate Superintendent, Human Resources
Tina Douglas, Associate Superintendent, Business Services
Joann Schultz, Executive Assistant to the Superintendent / Recording Secretary

1. CALL TO ORDER

President Hergesheimer called the meeting to order at 6:00 PM in the Board Room to receive public comments on Closed Session agenda Item #2A.

Moved by Ms. Muir, seconded by Ms. Dalessandro, to approve the agenda of the May 29, 2018 Special Board meeting of the San Dieguito Union High School District, as presented, except for moving Item #5/6, Public Comments to be heard at this time. BOARD Ayes: Dalessandro, Hergesheimer, Herman, Muir, Salazar; Noes: None; Abstain: None.

Motion unanimously carried.

A. PUBLIC COMMENTS

Lea Wolf made comments regarding the process for public comments because the Board does not respond when asked questions, and requested the process be changed; Rita Macdonald commented that the Board does not respond to questions at the meeting, requested a change to the process, that Peggy Lynch be selected as interim superintendent, and that parents have input into the selection of the superintendent; Lea Wolf commented on how and where the information regarding the selection of the superintendent will be shared with parents, and requested that parents have input into the selection; Kristy Lalotis wished Mr. Dill well and wants to know what the Board plans to do to support the superintendent; Matthew Weil asked whether the Board can work together and had questions about the Board's intent of the recall; Wendy Gumb wished Mr. Dill well and asked the Board to set the vision of the district, to change their behavior, and to bring in an interim superintendent.

2. CLOSED SESSION

President Hergesheimer convened to Closed Session at 6:15 pm to Suite 206, Technology Lab.

- A. 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.*

SPECIAL MEETING / OPEN SESSION

3. RECONVENE SPECIAL MEETING / CALL TO ORDER

The Special Meeting was reconvened in the Board Room and called to order at 7:07 pm by President Beth Hergesheimer.

4. REPORT OUT OF CLOSED SESSION

There was nothing to report.

5. PUBLIC COMMENTS

No comments were made.

INFORMATION ITEMS

6. SUPERINTENDENT SELECTION PROCESS

The Board directed staff to obtain options to hire an interim superintendent, and to move forward with obtaining Request For Proposals for search firms to conduct a superintendent search as soon as possible.

7. ADJOURNMENT

The meeting was adjourned at 7:10 PM.

Joyce Dalessandro, Clerk

Date

Eric Dill, Superintendent

Date

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: May 29, 2018

BOARD MEETING DATE: June 7, 2018

**PREPARED AND
SUBMITTED BY:** Eric R. Dill, 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**

ITEM 11A

June 07, 2018

Item #	Donation	Description	Donor	Department	School Site
1	\$302.98	Supplemental Support Costs	Pacific Trails Middle School PTSA	Administration	PTMS
2	\$37,709.30	Floater Coaches - Winter 2017-18	San Dieguito Academy Foundation	Athletics	SDHSA
3	\$317.83	Music Support Costs	Oak Crest Middle School Band Boosters	Music	OCMS
4	\$564.66	Music Support Costs	Oak Crest Middle School Band Boosters	Music	OCMS
5	\$959.80	Music Support Costs	Carmel Valley Middle School Band Boosters	Music	CVMS
6	\$921.40	Music Support Costs	Pacific Trails Middle School Foundation	Music	PTMS
7	\$184.19	Supplemental Support Costs	San Dieguito Academy Foundation	Administration	SDHSA
8	\$1,034.66	Supplemental Support Costs	San Dieguito Academy Foundation	Administration	SDHSA
9	\$2,215.74	Supplemental Support Costs	San Dieguito Academy Foundation	Administration	SDHSA
10	\$1,896.82	Music Support Costs	San Dieguito Academy Music Boosters	Music	SDHSA
11	\$3,426.80	Music Support Costs	La Costa Canyon High School Foundation	Music	LCCHS
12	\$456.23	Athletic Support Costs	La Costa Canyon High School Foundation	Athletics	LCCHS
13	\$552.00	Music Support Costs	Oak Crest Middle School Band Boosters	Music	OCMS
14	\$3,743.65	Supplemental Support Costs	La Costa Canyon High School Foundation	Administration	LCCHS
15	\$47,995.13	Floater Coaches - Winter 2017-18	Canyon Crest Academy Foundation	Athletics	CCA
16	\$7,280.46	Field Trip - Japanese Club - Museum LA	Canyon Crest Academy Foundation	Administration	CCA
17	\$635.96	Field Trip - Photography Class - SD City College	Canyon Crest Academy Foundation	Administration	CCA
18	\$140.92	Field Trip - Rugby Club - Del Norte HS, SD	La Costa Canyon High School Foundation	Athletics	LCCHS
19	\$3,180.31	Supplemental Support Costs	Earl Warren Middle School PTSA	Administration	EWMS
20	\$46,224.78	Floater Coaches - Fall 2017-18	Canyon Crest Academy Foundation	Athletics	CCA
21	\$929.55	Field Trip - Dance Team - LB Convention Center	Torrey Pines High School Foundation	Administration	TPHS
22	\$686.60	Field Trip - Dance Team - LB Convention Center	Torrey Pines High School Foundation	Administration	TPHS
23	\$1,519.69	Supplemental Support Costs	Oak Crest Middle School Foundation	Administration	OCMS
24	\$1,195.16	Music Support Costs	Diegueño Middle School Band Boosters	Music	DMS
25	\$13,425.32	Supplemental Support Costs	Torrey Pines High School Foundation	Administration	TPHS

**GIFTS AND DONATIONS
SDUHSD BOARD MEETING**

ITEM 11A

June 07, 2018

26	\$7,015.12	Supplemental Support Costs	Canyon Crest Academy Foundation	Administration	CCA
27	\$7,852.40	Supplemental Support Costs	Torrey Pines High School Foundation	Administration	TPHS
28	\$22,291.25	Supplemental Support Costs	Canyon Crest Academy Foundation	Administration	CCA
29	\$3,292.45	Supplemental Support Costs	Torrey Pines High School Foundation	Administration	TPHS
30	\$2,335.27	Music Support Costs	San Dieguito Academy Music Boosters	Music	SDHSA
		*Donated Items:			
	\$220,286.43	Monetary Donations			
	\$0.00	*Value of Donated Items			
	\$220,286.43	TOTAL VALUE			

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: May 11, 2018

BOARD MEETING DATE: June 7, 2018

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

SUBMITTED BY: Eric R. Dill, 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
June 7, 2018

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	Total Cost Estimate	Funding Source
1	07-30-18 - 08-01-18	Keillor	Rod	SDHSA ASB	32	9	ASB Retreat	Cathedral City	CA	None	\$2,000.00	SDHSA ASB
2	10-16-18 - 10-20-18	Brown	Abby	TPHS Advanced Topics in Math II	8	1	Wolfram Technology Conference	Champaign	IL	4 Days	\$5,925.00	SDSU funds - \$5000.00; TPHS funds - \$925.00
3	08-15-18	Stiven	Timothy	CCA, TPHS, LCC, SDHSA Soccer	18	4	Sister City All Stars Soccer Tournament	Tijuana	Mexico	None	\$5,000.00	San Diego International Sister Cities Association / San Diego World Affairs Council Club of CCA
4	09-26-18 - 09-30-18	Corman	Andrew	CCA Cross Country	24	4	Cross Country Meet / College Visits	Rochester / Buffalo	NY	3 Days	\$24,000.00	CCA Athletic Foundation
5	06-16-18- 06-23-18	Orfield	Michael	CCA Speech & Debate	1	1	National Championships Debate Tournament	Fort Lauderdale	FL	None	\$500.00	Fundraising and Parent Donations

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: May 29, 2018

BOARD MEETING DATE: June 7, 2018

PREPARED & SUBMITTED BY: Eric R. Dill, Superintendent

SUBJECT: APPROVAL OF CALIFORNIA INTERSCHOLASTIC FEDERATION (CIF), SAN DIEGO SECTION / CONTINUING MEMBERSHIP AGREEMENT & AUTHORIZATION OF DESIGNATION OF SCHOOL REPRESENTATIVES TO LEAGUES / 2018-19

EXECUTIVE SUMMARY

The attached continuing membership agreement is submitted for annual renewal purposes of the District’s application for voluntary membership in the California Interscholastic Federation (CIF) – San Diego Section. CIF requires that participating districts submit renewals annually in order for schools to participate in athletic competitions.

The bylaws of the CIF require that each year the Governing Board of the District identify the individuals who will serve as the schools’ representative to the athletic league that presides over the schools’ interscholastic athletic program. As in the past, the principal of the school is recommended as the League Representative with the Assistant Principal or Designee designated as the Alternate.

<u>School</u>	<u>League Representative</u>	<u>Alternate</u>
CCA	Brett Killeen	Assistant Principal or Designee
LCCHS	Bryan Marcus	Assistant Principal or Designee
SDHSA	Adam Camacho	Assistant Principal or Designee
TPHS	Rob Coppo	Assistant Principal or Designee

RECOMMENDATION:

It is recommended that the Board approve the California Interscholastic Federation (CIF) Continuation Membership Agreement, and authorize the designation of CIF School Representatives to Leagues, for the 2018-19 school year, as shown in the attached supplements.

ITEM 11C



TO: SUPERINTENDENT OF PUBLIC SCHOOLS
PRINCIPAL OF PRIVATE SCHOOLS

FROM: ROGER L. BLAKE

RE: FORM TO RECORD DISTRICT AND/OR SCHOOL REPRESENTATIVES TO LEAGUES

DATE: APRIL 19, 2018

Enclosed is a form upon which to record your district and/or school representatives to leagues for **next year, 2018-2019**. It is a form sent every year to you in order to obtain the names of league representatives to every league in the state and to make sure that the league representatives are designated by school district or school governing boards. **It is a legal requirement that league representatives be so designated.**

The education code gives the authority for high school athletics to high school governing boards. The code also requires that the boards, after joining CIF, designate their representatives to CIF leagues. This is a necessity! (Ed. Code 33353 (a) (1))

We are asking that, after action by the governing board, you **send the names of league representatives to your CIF Section office**. Obviously, the presumption behind this code section is that the representatives of boards are the only people who will be voting on issues, at the league and section level, that impact athletics.

If a governing board does not take appropriate action to designate representatives or this information is not given to Section offices within the required time frame, CIF is required to suspend voting privileges (CIF Constitution, Article 2, Section 25, p.17) for the affected schools.

At the State Federated Council level we will be asking that Sections verify that their representatives are designated in compliance with this Ed. Code section.

I hope this gives you a bit of background. Thank you for all you do to help support high school athletics. It is a valuable program in all high schools and we appreciate the support you give to the program and to CIF.

Please return the enclosed form no later than June 29, 2018 directly to your CIF Section Office. Addresses of each section are listed on the back of the form. Please contact us if we can give you further information.

ITEM 11C

2018-2019 Designation of CIF Representatives to League

Please complete the form below for each school under your jurisdiction and **RETURN TO THE CIF SECTION OFFICE (ADDRESSES ON REVERSE SIDE) no later than June 29, 2018.**

San Dieguito Union High School District/Governing Board at its June 7, 2018 meeting,
(Name of school district/governing board) (Date)

appointed the following individual(s) to serve for the 2018-2019 school year as the school's league representative:

PHOTOCOPY THIS FORM TO LIST ADDITIONAL SCHOOL REPRESENTATIVES

NAME OF SCHOOL Canyon Crest Academy
 NAME OF REPRESENTATIVE Brett Killeen POSITION Principal
 ADDRESS 5951 Village Center Loop CITY San Diego ZIP 92130
 PHONE 858-350-0253 FAX 858-350-0280 E-MAIL brett.killeen@sduhsd.net

NAME OF SCHOOL La Costa Canyon High School
 NAME OF REPRESENTATIVE Bryan Marcus POSITION Principal
 ADDRESS 1 Maverick Way CITY Carlsbad ZIP 92009
 PHONE 760-436-6136 FAX 760-943-3539 E-MAIL bryan.marcus@sduhsd.net

NAME OF SCHOOL San Dieguito High School District
 NAME OF REPRESENTATIVE Adam Camacho POSITION Principal
 ADDRESS 800 Santa Fe Drive CITY Encinitas ZIP 92024
 PHONE 760-753-1121 FAX 760-753-8142 E-MAIL adam.camacho@sduhsd.net

NAME OF SCHOOL Torrey Pines High School
 NAME OF REPRESENTATIVE Rob Coppo POSITION Principal
 ADDRESS 3710 Del Mar Heights Road CITY San Diego ZIP 92130
 PHONE 858-755-0125 FAX 858-481-0098 E-MAIL robert.coppo@sduhsd.net

If the designated representative is not available for a given league meeting, an alternate designee of the district governing board may be sent in his/her place. **NOTE:** League representatives from public schools and private schools must be designated representatives of the school's governing boards in order to be eligible to serve on the section and state governance bodies.

Superintendent's or Principal's Name Eric R. Dill Signature _____
 Address 710 Encinitas Blvd City Encinitas Zip 92024
 Phone 760-753-6491 x5597 Fax 760-943-3508

**PLEASE MAIL OR FAX THIS FORM DIRECTLY TO THE CIF SECTION OFFICE.
SEE REVERSE SIDE FOR CIF SECTION OFFICE ADDRESSES.**

CIF SECTION OFFICES

CIF CENTRAL SECTION

Jim Crichlow, Commissioner
P.O. Box 1567
Porterville, CA 93258
Phone: (559) 781-7586
Fax: (559) 781-7033

CIF OAKLAND SECTION

Alphonso Powell, Commissioner
900 High Street
Oakland, CA 94601
Phone: (510) 434-2218
Fax: (510) 434-3351

CIF CENTRAL COAST SECTION

Duane Morgan, Commissioner
333 Piercy Road
San Jose, CA 95138
Phone: (408) 224-2994
Fax: (408) 224-0476

CIF SAC-JOQUIN SECTION

Michael Garrison, Commissioner
P.O. Box 289
Lodi, CA 95241
Phone: (209) 334-5900
Fax: (209) 334-0300

CIF LOS ANGELES SECTION

John Aguirre, Commissioner
10660 White Oak Avenue, Suite 216
Granada Hills, CA 91344
Phone: (818) 767-0800
Fax: (818) 767-0802

CIF SAN DIEGO SECTION

Jerry Schniepp, Commissioner
3636 Camino Del Rio North #200
San Diego, CA 92108
Phone: (858) 292-8165
Fax: (858) 292-1375

CIF NORTH COAST SECTION

Gil Lemmon, Commissioner
5 Crow Canyon Court, Suite 209
San Ramon, CA 94583
Phone: (925) 263-2110
Fax: (925) 263-2120

CIF SAN FRANCISCO SECTION

Don Collins, Commissioner
555 Portola Drive, Bungalow 2
San Francisco, CA 94131
Phone: (415) 920-5185
Fax: (415) 920-5189

CIF NORTHERN SECTION

Elizabeth Kyle, Commissioner
2241 St. George Lane, Suite 2
Chico, CA 95926
Phone: (530) 343-7285
Fax: (530) 343-5619

CIF SOUTHERN SECTION

Rob Wigod, Commissioner
10932 Pine Street
Los Alamitos, CA 90720
Phone: (562) 493-9500
Fax: (562) 493-6266



ITEM 11C

JERRY SCHNEIPP, COMMISSIONER

CALIFORNIA INTERSCHOLASTIC FEDERATION- SAN DIEGO SECTION

CIF- SAN DIEGO SECTION • 3636 Camino Del Rio North #200 • SAN DIEGO, CA 92108 • (858)292-8165 • FAX (858)292-1375 • CIFSDS.ORG

CONFLICT OF INTEREST POLICY

This Conflict of Interest Policy of the California Interscholastic Federation, San Diego Section (1) defines conflicts of interest; (2) identifies classes of individuals within the Organization covered by this policy; (3) facilitates disclosure of information that may help identify conflicts of interest; and (4) specifies procedures to be followed in managing conflicts of interest.

1. Definition of conflict of interest

A conflict of interest arises when a person in a position of authority over the Organization may benefit financially from a decision he or she could make in that capacity, including indirect benefits such as to family members or businesses with which the person is closely associated. This policy is focused upon material financial interest of, or benefit to, such persons.

2. Individuals covered

Persons covered by this policy are the Organization's officers, directors, chief employed executive and chief employed finance executive.

3. Facilitation of disclosure

Persons covered by this policy will annually disclose or update to the Chair of the Board of Managers on a form provided by the Organization their interests that could give rise to conflicts of interest, such as a list of family members, substantial business or investment holdings, and other transactions or affiliations with businesses and other organizations or those of family members.

4. Procedures to manage conflicts

For each interest disclosed to the Chair of the Board of Managers; the Chair will determine whether to: (a) take no action; (b) assure full disclosure to the Board of Managers and other individuals covered by this policy; (c) ask the person to recuse from participation in related discussions or decisions within the Organization; or (d) ask the person to resign from his or her position in the Organization or, if the person refuses to resign, become subject to possible removal in accordance with the Organization's removal procedures. The Organization's chief employed executive and chief employed finance executive will monitor proposed or ongoing transactions for conflicts of interest and disclose them to Chair of the Board of Managers in order to deal with potential or actual conflicts, whether discovered before or after the transaction has occurred.

June 7, 2018

Signature

Date

Eric R. Dill

Print Name

Committee

2018-19

CALIFORNIA INTERSCHOLASTIC FEDERATION – SAN DIEGO SECTION

ITEM 11C

**REQUEST FOR CONTINUING MEMBERSHIP AND AGREEMENT
TO CONDITIONS OF MEMBERSHIP
DUE ON OR BEFORE JUNE 30 EACH SCHOOL YEAR**

The superintendent and board of trustees of the school district/private school identified below renew its application for voluntary membership in the California Interscholastic Federation – San Diego Section (CIFSDS) and affirm and agree as follows:

1. That membership in the CIFSDS is voluntary and conditioned upon actual compliance with the conditions of membership as set forth at Article 2 Section 22 of the State CIF Constitution and Bylaws and the CIFSDS application for membership;
2. That the superintendent, board of trustees and each school in the district accept and adopt the “Sixteen Principles of Pursuing Victory with Honor” as operating principles;
3. That membership in the CIFSDS is a privilege, not a right;
4. That student participation in interscholastic athletics is a privilege, not a right;
5. That participation by member schools in the CIFSDS playoffs is a privilege, not a right;
6. That the CIFSDS will adopt bylaws, policies and procedures in accordance with its governance and will enforce those bylaws, policies and procedures consistently and in accordance with the operating principles;
7. That the superintendent, board of trustees, each school in the district **and its employees, to include but not limited to, its coaches, volunteers, team attendants or the like, and booster organizations** for each school will abide by the decisions of the CIFSDS and seek redress of any grievance only through the adopted procedures of the CIFSDS;
8. That the superintendent, board of trustees, school administration, and coaches **(including booster organizations and team attendants and volunteers)** of each school in the district will not take an adverse position to the CIFSDS at any time; or encourage, expressly or impliedly, that a party take any adverse action against the CIFSDS; or benefit from any adverse decision imposed on the CIFSDS that contravenes a bylaw, or the spirit of a bylaw, adopted by the membership;
9. That a failure by the district, site administration or coaching staff to abide by the current rules, regulations or decisions of the CIF or CIFSDS may cause the school district or one of its schools to be subject to discipline up to and including exclusion from membership in the CIFSDS.

AGREED AND ACCEPTED:

Name of Public School District/Private School (please type): San Dieguito Union High

San Dieguito Union High School District Board of Trustees

June 7, 2018

Reviewed by Governing Board

Date

Signature of Superintendent

June 7, 2018

Date

Eric R. Dill

Print name of Superintendent

- Return to: CIFSDS 3636 Camino Del Rio North #200; san Diego, CA 92108 Attn: Compliance

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: May 29, 2018

BOARD MEETING DATE: June 7, 2018

PREPARED BY: Cindy Frazee
Associate Superintendent/Human Resources

SUBMITTED BY: Eric R. Dill
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
Release
Resignation

RECOMMENDATION:

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

FUNDING SOURCE:

General Fund

PERSONNEL LIST

CERTIFICATED PERSONNEL

Employment

1. **Clifford Boyles**, 80% Temporary Teacher (physical education) at Carmel Valley Middle School, for the 2018-19 school year, effective 8/21/18 through 6/14/19.
2. **Jennifer Emberger**, 100% Temporary School Psychologist, for the 2018-19 school year, effective 8/21/18 through 6/14/19.
3. **Catherine Gold**, 80% Temporary Teacher (music), 40% at Diegueno Middle School and 40% at Oak Crest Middle School, for the 2018-19 school year, effective 8/21/18 through 6/14/19.
4. **Cheryl Graham**, 100% Temporary Special Education Teacher (moderate/severe disabilities) in the Adult Transition Program at La Costa Canyon High School, for the 2018-19 school year, effective 8/21/18 through 6/14/19.
5. **Mandy Gross**, 20% Temporary Teacher (mathematics) at Oak Crest Middle School, for the 2018-19 school year, effective 8/21/18 through 6/14/19.
6. **Justin Happ**, 100% Temporary Teacher (mathematics) at La Costa Canyon High School, for the 2018-19 school year, effective 8/21/18 through 6/14/19.
7. **Amy Hurst**, 100% Temporary School Nurse (196-day contract) District-wide, for the 2018-19 school year, effective 8/08/18 through 6/14/19.
8. **Reka Incze**, Temporary Teacher (French), 87% assignment Semester I (67% at Canyon Crest Academy & 20% at Carmel Valley MS), effective 8/21/18 through 1/25/19; Reduced to a 53% assignment Semester II (33% at Canyon Crest Academy & 20% at Carmel Valley MS), effective 1/28/19 through 6/14/19.
9. **Bradley Kester**, 100% Temporary Teacher (video/film) at Canyon Crest Academy, for the 2018-19 school year, effective 8/21/18 through 6/14/19.
10. **Victoria Kim**, Probationary Middle School Principal at Carmel Valley Middle School, beginning in the 2018-19 school year, effective 7/01/18.
11. **Dan Mai**, 80% Temporary Teacher (mathematics) at Carmel Valley Middle School, for the 2018-19 school year, effective 8/21/18 through 6/14/19.
12. **Riley Medina**, 100% Temporary Teacher (mathematics) at San Dieguito High School Academy, for the 2018-19 school year, effective 8/21/18 through 6/14/19.
13. **Renee Mitchell**, 60% Temporary Teacher (music), 40% assignment at Earl Warren Middle School and 20% assignment at Pacific Trails Middle School, for the 2018-19 school year, effective 8/21/18 through 6/14/19.
14. **Katherine Osbourne-Hall**, 80% Temporary Teacher (social science and science) at Pacific Trails Middle School, for the 2018-19 school year, effective 8/21/18 through 6/14/19.
15. **Zachary Ponder**, 100% Probationary 1 Special Education Teacher (moderate/severe disabilities) at Pacific Trails Middle School, for the 2018-19 school year, effective 8/21/18 through 6/14/19.
16. **Dylan Powers**, 100% Temporary Teacher (mathematics) at Canyon Crest Academy, for the 2018-19 school year, effective 8/21/18 through 6/14/19.

ITEM 12A

17. **Andrew Primes**, 100% Temporary Teacher (mathematics) at Pacific Trails Middle School, for the 2018-19 school year, effective 8/21/18 through 6/14/19.
18. **Elton "Nathan" Richards**, 60% Temporary Teacher (digital arts/video-film) at Earl Warren Middle School, for the 2018-19 school year, effective 8/21/18 through 6/14/19.
19. **Christopher Roskopf**, 87% Temporary Teacher (video/film), 67% assignment at Canyon Crest Academy and 20% assignment at La Costa Canyon High School, for the 2018-19 school year, effective 8/21/18 through 6/14/19.
20. **Sherri Rucker**, 60% Temporary Teacher (P.E./dance) at La Costa Canyon High School, for the 2018-19 school year, effective 8/21/18 through 6/14/19.
21. **Terry Sanchez**, 100% Temporary Teacher (video/film and digital photo) at Torrey Pines High School, for the 2018-19 school year, effective 8/21/18 through 6/14/19.
22. **Trudi Saltamachio**, 60% Temporary Teacher (English) at Diegueno Middle School, for the 2018-19 school year, effective 8/21/18 through 6/14/19.
23. **Miriam Tullgren**, Probationary Middle School Assistant Principal at Diegueno Middle School, beginning in the 2018-19 school year, effective 7/01/18.
24. **Meryl Willis**, 80% Temporary Teacher (English) at Carmel Valley Middle School, for the 2018-19 school year, effective 8/21/18 through 6/14/19.
25. **Adam Witzmann**, 100% Temporary Teacher (mathematics) at La Costa Canyon High School, for the 2018-19 school year, effective 8/21/18 through 6/14/19.

Change in Assignment

1. **Tiffany Hazlewood**, Change in Assignment from Special Education Program Supervisor (management position) to Director of School and Student Services (management position), at the District Office beginning in the 2018-19 school year, effective 7/01/18.
2. **Alexis Hillenbrand**, Temporary Teacher (English) at Diegueno Middle School, Change in Assignment from 80% to 100% for the 2018-19 school year, effective 8/21/18 through 6/14/19.
3. **Kellie Maul**, Teacher (Special Education – Moderate Severe disabilities FLS program) at Oak Crest Middle School, Change in Assignment to Special Education Program Supervisor (management position) District-wide, beginning in the 2018-19 school year, effective 7/01/18.

Leave of Absence

1. **Jodi Astorino**, Teacher (mathematics) at Diegueno Middle School, requests a 40% Unpaid Leave of Absence (60% assignment) for the 2018-19 school year, effective 8/21/18 through 6/14/19.
2. **Tabitha Barry**, Teacher (social science) at Diegueno, Transfer to Carmel Valley and requests a 20% Unpaid Leave of Absence (80% assignment), for the 2018-19 school year, effective 8/21/18 through 6/14/19.
3. **Abigail Brown-McLellan**, Teacher (mathematics) at Torrey Pines High School, revised request for a 40% Unpaid Leave of Absence (60% assignment), for the 2018-19 school year, effective 8/21/18 through 6/14/19.

ITEM 12A

4. **Kristen Cullen**, Teacher (English) at Torrey Pines High School, requests a 20% Unpaid Leave of Absence (80% assignment) for the 2018-19 school year, effective 8/21/18 through 6/14/19.
5. **Debra Cruse**, Teacher (reading specialist) District-wide, requests a 27% Unpaid Leave of Absence (83% assignment), to participate in the District-approved STRS Reduced Workload Program (year #3). Her assignment will be 33% at Canyon Crest Academy (reading intervention) and 40% District TOSA (reading specialist), for the 2018-19 school year, effective 8/21/18 through 6/14/19.
6. **Shea Starr**, Teacher (Spanish) at Pacific Trails Middle School, requests a 40% Unpaid Leave of Absence (60% assignment) for the 2018-19 school year, effective 8/21/18 through 6/14/19.
7. **Shauna Walton**, Teacher (Spanish) at Pacific Trails Middle School, requests a 20% Unpaid Leave of Absence (80% assignment) for the 2018-19 school year, effective 8/21/18 through 6/14/19.

Resignation

1. **Angela Groseclose**, Teacher (social science/AVID) at La Cost Canyon High School, resignation for retirement purposes at the end of the 2018-19 school year, effective 6/16/18.

dr
06/07/2018
cert/bdagenda

PERSONNEL LIST

CLASSIFIED PERSONNEL

Employment

1. **Warner, Richard**, Campus Supervisor, SR32, 100.00% FTE, San Dieguito High School Academy, effective 05/08/18.

Change in Assignment

1. **Lemken, Joseph** from Grounds Maintenance Worker II, SR39, 100.00% FTE, Facilities Department to Custodian Floater, SR33, 100.00% FTE, Facilities Department, effective 05/22/18.

Release of Probationary Employee

1. **Employee Number 617-061**, Custodian, SR32, 100.00% FTE, Canyon Crest Academy, effective 05/10/18.

Resignation

1. **Baca, Claudia**, Instructional Assistant - SpEd (S), SR36, 68.75% FTE, La Costa Canyon High School-ATP, effective 05/22/18.
2. **Brannan, Donna**, School Bus Driver, SR38, 76.00% FTE, Transportation Department, resignation for the purpose of retirement, effective 06/15/18.
3. **Rosenberg, Gary**, School Bus Driver, SR38, 59.37% FTE, Transportation Department, resignation for the purpose of retirement, effective 06/15/18.
4. **Tirado, Eddie**, Custodian, SR32, 100.00% FTE, Earl Warren Middle School, effective 05/25/18.

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: May 30, 2018

BOARD MEETING DATE: June 7, 2018

PREPARED BY: Cindy Frazee, Associate Superintendent,
Human Resources

SUBMITTED BY: Eric R. Dill, Superintendent

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

EXECUTIVE SUMMARY

The attached Professional Services Report/Human Resources summarizes one agreement.

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: 06-07-18

<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>
07/01/2018 – 07/01/2022	Alliant International University	For practicum students, student teachers and teacher interns and intern school psychologists, at no cost to the District	N/A	N/A

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: May 30, 2018

BOARD MEETING DATE: June 7, 2018

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

SUBMITTED BY: Eric R. Dill, Superintendent

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

EXECUTIVE SUMMARY

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

RECOMMENDATION:

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

FUNDING SOURCE:

As noted on attachment.

ITEM 13A

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

EDUCATIONAL SERVICES - PROFESSIONAL SERVICES REPORTBoard Meeting Date: 06-07-18

<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>
07/01/18 – 06/30/20	Partnerships for International Research and Education (PIRE) Grant	CESE Study, for teacher participation to help evaluate the impact of project-based instructional units in chemistry and physics in a larger scale-up initiative, with the grant to provide a \$1,500.00 stipend to participating teachers, at no cost to the District.	N/A	N/A

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: May 30, 2018

BOARD MEETING DATE: June 7, 2018

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

SUBMITTED BY: Eric R. Dill
Superintendent

SUBJECT: APPROVAL / RATIFICATION OF AMENDMENT TO AGREEMENTS

EXECUTIVE SUMMARY

The attached Professional Services Report/Educational Services summarizes one amendment to an agreement.

RECOMMENDATION:

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

FUNDING SOURCE:

As noted on attached list.

ITEM 13B

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

EDUCATIONAL SERVICES - AMENDMENT TO AGREEMENTS REPORT**Board Meeting Date: 06-07-18**

<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>
12/14/17	SMc Curriculum	Amending the agreement to add a secondary Mathematics professional consultation date with no other changes to the contract.	General Fund/ Unrestricted 01-00	\$1,000.00

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: May 25, 2018

BOARD MEETING DATE: June 7, 2018

PREPARED BY: Mark Miller, Associate Superintendent
Administrative Services

SUBMITTED BY: Eric R. Dill, Superintendent

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

EXECUTIVE SUMMARY

The attached Professional Services Report/Administrative Services summarizes four contracts.

RECOMMENDATION:

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

FUNDING SOURCE:

As noted on attached report.

ITEM 14A

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

ADMINISTRATIVE SERVICES - PROFESSIONAL SERVICES REPORT**Board Meeting Date: 06-07-18**

<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>
06/12/18	City of Encinitas	Use of the Encinitas Community Center for the Adult Transition Program Graduation ceremony.	General Fund/ Restricted 01-00	\$390.00
08/01/18 – 07/31/19	Edgenuity, Inc.	To provide 50 concurrent user Virtual Classroom and Web Administrator licenses for 21 courses and one on-site professional development day and 250 Concurrent User Licenses for HEALTH only.	General Fund/ Unrestricted 01-00	\$90,000.00 plus applicable tax and shipping
07/01/18 – 06/30/19	San Diego County Superintendent of Schools	To provide the San Diego County Office of Education Schools Librarian to serve as the credentialed “librarian of record”, as stipulated in the California Education Code, sections 18100-18103, 18176, and 44868, and provide librarian of record services and Board of Education approved book lists.	General Fund/ Unrestricted 01-00	\$4,557.70
07/01/18 – 06/30/20	Illuminate Education, Inc.	Provide Fluence NGSS Bundle Education Intelligence Platform (EIP) for data-informed decision making to improve student achievement. Includes assessment building and administration, data visualization, MTSS support, reporting and analysis.	General Fund/ Unrestricted 01-00	\$1.50 per student based on District wide enrollment numbers determined annually

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: May 30, 2018

BOARD MEETING DATE: June 7, 2018

PREPARED BY: Mark Miller, Associate Superintendent,
Administrative Services

SUBMITTED BY: Eric R. Dill, Superintendent

SUBJECT: **APPROVAL / RATIFICATION OF
AMENDMENT TO AGREEMENTS**

EXECUTIVE SUMMARY

The attached Professional Services Report/Administrative Services summarizes one amendment to an agreement.

RECOMMENDATION:

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

FUNDING SOURCE:

As noted on attached list.

ITEM 14B

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

ADMINISTRATIVE SERVICES – AMENDMENT TO AGREEMENTS REPORT

Board Meeting Date: 06-07-18

<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>
06/10/18 – 07/02/18	Edgenuity, Inc.,	Amending the agreement to increase the number of licenses to include 50 additional active licenses for summer school 2018, with no other changes to the contract.	General Fund/ Unrestricted 01-00	An additional \$1,000.00

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: May 24, 2018

BOARD MEETING DATE: June 7, 2018

PREPARED BY: Meredith Wadley, Director of School & Student Service
Mark Miller, Associate Superintendent, Administrative Services

SUBMITTED BY: Eric Dill, Superintendent

SUBJECT: APPROVAL / RATIFICATION OF AGREEMENTS

EXECUTIVE SUMMARY

The attached Special Education Agreements Report summarizes two 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: 06/07/18

<u>Contract Effective Dates</u>	<u>Contract/Vendor</u>	<u>Description of Services</u>	<u>Department Budget</u>	<u>Current # of Students</u>	<u>Fee Not to Exceed</u>
07/01/18 – 06/30/19	Alternative Teaching Strategy Center (NPS)	To provide one-to-one educational & behavior related services and consultation for students with autism.	General Fund / Restricted 01-00	1	At the rates shown in the attachment
03/12/18 – 06/30/18	Bethany Elise Jenkins, dba Pacifica Residential Care/ Mt. Helix Home Care	To provide transportation services for an adult special education student to/from group home and to/from NPS educational day setting.	General Fund / Restricted 01-00	1	IRS Standard Mileage Rate for 2018

ITEM 14C



SAN DIEGO COUNTY OFFICE OF EDUCATION

6401 Linda Vista Road, San Diego, CA 92111 • 858-292-3500 • www.sdcoe.net
San Diego County Superintendent of Schools Dr. Paul Gothold

July 17, 2017

Dalia Shkedy
Alternative Teaching Strategy Center
6540 Lusk Blvd, Suite C113
San Diego, CA 92119

Dear Dalia:

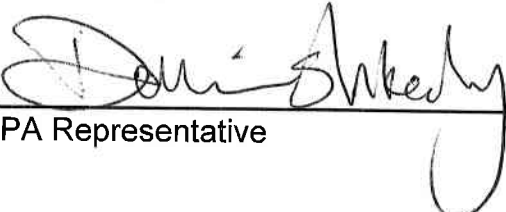
On behalf of the San Diego County SELPAs, thank you for providing your 2017-2018 rate proposal information.

After reviewing all your information and the impact of the Governor's proposed budget on Special Education funding, we accept your proposal of the rates submitted.

Please confirm by signing and dating this document and return to Renée Zartner at rzartner@sdcoe.net by July 31, 2017.

In your submission to CDE for your Nonpublic Agency certification, you were asked to include your fees for each of your services. Please note that this inclusion with your state submission is not your final fee structure for San Diego school districts.

Alternative Teaching Strategy Center is in agreement with the service rates listed on the following pages.



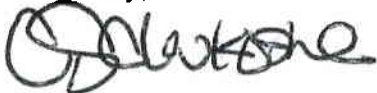
NPA Representative



Date

Thank you for your collaboration in supporting our students.

Sincerely,



Cara Schukoske, Executive Director
Special Education Services

CN:rz

cc: SELPA Directors

ITEM 14C

2017-18 Rate Confirmation - Page 2
Alternative Teaching Strategy Center - Dalia Shkedy

Your signature below indicates that you have reviewed this information and that it is complete.


NPA Representative


7/17/17
Date

<u>Related Services</u>	<u>Rate</u>
Specialized Academic Instruction (330)	
Intensive Individual Services (340)	
Language and Speech (415)	
Language and Speech (415) - SLP-A (Credentialed)	
Language and Speech (415) - Speech Therapy Assistant	
Language and Speech (415) - Bilingual SLP	
Language and Speech (415) - Assessment	
Adapted Physical Education (425)	
Adapted Physical Education (425) - Assessment	
Health and Nursing: Specialized Physical Health Care (435) - LVN	
Health and Nursing: Specialized Physical Health Care (435) - RN	
Health and Nursing: Specialized Physical Health Care (435) - Cred. RN	
Health and Nursing: Other Services (436) - LVN	
Health and Nursing: Other Services (436) -RN	
Health and Nursing: Other Services (436) - Credentialed RN	
Health and Nursing: Other Services (436) - Health Aid/CNA	
Assistive Technology Services - Credentialed (445)	
Assistive Technology Services - Classified (445)	
Assistive Technology Services (445) - Assessment	
Occupational Therapy (450)	
Occupational Therapy (450) - Certified OT Assistant	
Occupational Therapy (450) - Assessment	
Physical Therapy (460)	
Physical Therapy (460) - PT Assisant	
Physical Therapy (460) - Assessment	
Individual Counseling (510)	
Counseling & Guidance (515)	
Parent Counselng (520)	
Social Work Services (525)	
Psychological Services (530)	
Psychological Services (530) - Assessment	
Behavior Intervention Services (535)	\$60.00
Behavior Intervention Services (535) - Supervision	\$125.00/Hour
Behavior Intervention Services (535) - Other Provider: Behavior Tech	
Day Treatment Services (540)	

2017-18 Rate Confirmation - Page 3
Alternative Teaching Strategy Center - Dalia Shkedy

ITEM 14C

Your signature below indicates that you have reviewed this information and that it is complete.


NPA Representative

7/17/17
Date

Related Services (continued)

Rate

Specialized Services for Low Incidence Disabilities (610)	
Specialized Services for Low Incidence Disabilities (610) -Assessment	
Specialized Deaf and Hard of Hearing (710)	
Specialized Deaf and Hard of Hearing (710) - Assessment	
Interpreter Services (715)	
Interpreter Services (715) - Shift Differential	
Audiological Services (720)	
Audiological Services (720) - Assessment	
Specialized Vision Services (725)	
Specialized Vision Services (725) - Assessment	
Orientation and Mobility (730)	
Orientation and Mobility (730) - Assessment	
Braille Transcription (735)	
Specialized Orthopedic Services (740)	
Specialized Orthopedic Services (740) - Assessment	
Reader Services (745)	
Transcription Services (755)	
Recreation Services, Including Therapeutic (760)	
College Awareness Preparation (820)	
Vocational Assessment, Counseling, Guidance, Assessment (830)	
Career Awareness (840)	
Work Experience Education (850)	
Job Coaching (855)	
Mentoring (860)	
Travel Training (870)	
Other Transition Services (890)	
Other (900) Music Therapy	
Other (900) Vision Therapy	

****Follow-up Required/Notes**

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: May 25, 2018

BOARD MEETING DATE: June 7, 2018

PREPARED BY: Meredith Wadley, Director of School & Student Service
Mark Miller, Associate Superintendent, Administrative Services

SUBMITTED BY: Eric Dill, Superintendent

SUBJECT: APPROVAL OF PARENT SETTLEMENT AND RELEASE AGREEMENT

EXECUTIVE SUMMARY

The attached Special Education Agreement report for Parent Settlement and Release Agreements summarizes four Settlement Agreements that provided services for Special Education Students.

RECOMMENDATION:

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

FUNDING SOURCE:

As noted on the attached report.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT BOARD MEETING

ITEM 14E

SPECIAL EDUCATION AGREEMENTSBoard Meeting Date: 06/7/18

<u>Student #</u>	<u>Description of Services</u>	<u>Date Executed</u>	<u>Budget #</u>	<u>Amount</u>
2018-082PS	Pursuant to the Settlement Agreement, a negotiated agreement has been reached between the San Dieguito Union High School District and student #2017-082PS for special education related services through June 30, 2021	05/22/18	General Fund/ Restricted 01-00	\$3,150.00
2018-086PS	Pursuant to the Settlement Agreement, a negotiated agreement has been reached between the San Dieguito Union High School District and student #2017-086PS for special education related services through June 30, 2018	05/08/18	General Fund/ Restricted 01-00	\$26,000.00
2018-087PS	Pursuant to the Settlement Agreement, a negotiated agreement has been reached between the San Dieguito Union High School District and student #2017-087PS for special education related services through June 30, 2018	05/22/18	General Fund/ Restricted 01-00	\$18,000.00
2018-088PS	Pursuant to the Settlement Agreement, a negotiated agreement has been reached between the San Dieguito Union High School District and student #2017-083PS for special education related services through December 31, 2020	06/05/18	General Fund/ Restricted 01-00	\$16,900.00

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: May 24, 2018

BOARD MEETING DATE: June 7, 2018

PREPARED BY: Meredith Wadley, Director of School & Student Service
Mark Miller, Associate Superintendent, Administrative Services

SUBMITTED BY: Eric Dill, Superintendent

SUBJECT: DESTRUCTION OF SPECIAL EDUCATION RECORDS

EXECUTIVE SUMMARY

Under California Statutes, special education records are classified as “Class 2” or “Mandatory Interim Pupil Records.” Class 2 records are those which schools are required to compile and maintain for stipulated periods of time and are then destroyed as per California Code of Regulations. Such records, as related to Special Education, may include: IEP forms, special education assessments, health records and access logs, etc. Class 2 documents are maintained until their usefulness ceases. At such time, the records are classified as Class 3, disposable. Special Education records are maintained for a period of five years following the students’ date of graduation. As required by law, the attached notice will be posted on the district’s [Special Education Department’s web page](#), notifying the 2013 Special Education graduates that they may request their original special education file. Those files not retrieved will be destroyed after September 1, 2018.

RECOMMENDATION:

It is recommended that the Board of Trustees approve the classification of such records as Class 3 (Special Education Records) disposable, and the destruction of such records.

ITEM 14F

DESTRUCTION OF RECORDS

**2013 Graduates

Special Education Students who graduated in 2013, may request their entire Special Education file from the San Dieguito Union High School District, Special Education Dept., 710 Encinitas Blvd., Ste. 105, Encinitas, CA 92024. Your file will be destroyed after September 1, 2018 if you have not requested it by that time. Your request must be in writing indicating your full name, current address and phone number, birthdate, graduating school and parent's name. You may either mail your request to the address above or fax your request to (760) 634-0676. Our office will contact you when your file is ready to pick up. We will only release your file to another person provided you list their full name in your request and their relationship to you. You must provide a valid ID when you and/or your designated person picks up your file.

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: May 30, 2018

BOARD MEETING DATE: June 7, 2018

PREPARED BY: Douglas B. Gilbert, Director of Purchasing
Tina Douglas, Associate Superintendent,
Business Services

SUBMITTED BY: Eric R. Dill, Superintendent

SUBJECT: APPROVAL / RATIFICATION OF
PROFESSIONAL SERVICES CONTRACTS/
BUSINESS

EXECUTIVE SUMMARY

The attached Professional Services Report/Business summarizes four contracts.

RECOMMENDATION:

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

FUNDING SOURCE:

As noted on the attached report.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

ITEM 15A

BUSINESS - PROFESSIONAL SERVICES REPORT**Board Meeting Date: 06/07/18**

<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>
06/27/18 – 06/30/19 and then continuing until either party terminates with 30-day written notice	Dannis Woliver Kelley, a professional corporation	To provide general legal services as requested.	General Fund/ Unrestricted 01-00	At the rates shown on the attachment
07/01/18 – 06/30/19	Intelligent Technologies and Services, Inc., dba Facilities Protection Systems (FPS)	To provide preventative maintenance on the fire prevention system at Earl Warren Middle School Network Operations Center (NOC).	General Fund/ Unrestricted 01-00	\$2,000.00
07/01/18 – 06/30/19	NvLS Professional Services, LLC	To provide E-rate consultation services.	General Fund/ Unrestricted 01-00	\$12,650.00, plus \$150.00 per hour for Category Two services
07/01/18 – 06/30/19	Solar Care, Inc	To provide window tinting throughout the District.	General Fund/ Unrestricted 01-00	\$10,000.00

ITEM 15A

Dannis Woliver Kelley
July 1, 2018 – June 30, 20189

1. Hourly Professional Rates

Associate	\$185 - \$235 per hour
Shareholders, Special Counsel, Of Counsel	\$225 - \$335 per hour
Paralegals	\$130 - \$150 per hour

2. Costs and Expenses

Photocopies, beyond 50 pages	.10 per page
Postage, beyond \$5	at cost
Overnight Delivery (UPS, FedEx)	at cost
On-line Legal Research Subscriptions	discounted as charged under our contract
Administrative Overhead	no charge
Mileage	no charge

Nancy von Langen-Scott
NvLS Professional Services, LLC

ITEM 15A

11321 Legacy Terrace
San Diego, CA. 92131-3552
nancyvls@nvls-erate.com
Ofc: (858) 271-8585
Fax: (858) 271-0743
Cell: (858) 722-4456

Fees:

Category One Filing of 470, 471, 486, 500 and 472 forms and Consultation, PIA's, Appeals, other USAC Communications, CTF Applications, Vendor ESL, Data Gathering and Designation forms associated with Category One Services (Telecommunications and Internet access)	\$12,650 One year	July 1, 2018 - June 30, 2019
Category Two (Internal Connections, Basic Maintenance of Internal Connections, Managed Broadband) Any work associated with Category Two services, regardless of year, including 470, 471, 486, 500 and 472 forms, Consultation, PIA's, Appeals, other USAC Communications, Vendor Documentation, Data Gathering and Designation forms associated with Category Two Services	\$150.00/hour	July 1, 2018 – June 30, 2019
Extensive PIAs or Appeals, Payment Quality Assessment, Selective Reviews, Audits	\$150.00	Per Hour
RFP Assistance	\$150.00	Per Hour
Other requests from USAC or school/district	\$150.00	Per Hour

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: May 30, 2018

BOARD MEETING DATE: June 7, 2018

PREPARED BY: Tina Douglas, Associate Superintendent,
Business Services

SUBMITTED BY: Eric R. Dill, 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. Purchase Order Increase/Decrease
4. Membership Listings (None Submitted)
5. Warrants
6. Revolving Cash Fund

RECOMMENDATION:

It is recommended that the Board approve the following business reports: 1) Purchase Orders, 2) Change Orders, 3) Purchase Order Increase/Decrease, 4) Membership Listings (None Submitted), 5) Warrants, and 6) Revolving Cash Fund.

FUNDING SOURCE:

Not applicable.

ITEM 15F

PO REPORT MAY 1, 2018 THROUGH MAY 28, 2018

PO NBR	DATE	FUND	VENDOR	LOC	DESCRIPTION	AMOUNT
000009805	5/1/2018 4:00	0100	AREY JONES ED SOLUTIONS	017	NON-CAPITALIZED TECH EQUIPMENT	\$ 21,748.91
000009806	5/1/2018 4:00	0100	ILLUMINATE EDUCATION, INC.	001	CONFERENCE,WORKSHOP,SEM.	\$ 798.00
000009807	5/1/2018 4:00	0100	CDW GOVERNMENT	003	NON-CAPITALIZED TECH EQUIPMENT	\$ 21,993.66
000009808	5/1/2018 4:00	0100	PC & MACEXCHANGE	003	NON-CAPITALIZED TECH EQUIPMENT	\$ 1,378.12
000009809	5/1/2018 4:00	0100	PC & MACEXCHANGE	003	NON-CAPITALIZED TECH EQUIPMENT	\$ 1,378.12
000009810	5/1/2018 4:00	0100	CDW GOVERNMENT	017	NON-CAPITALIZED TECH EQUIPMENT	\$ 3,492.55
				500	NON-CAPITALIZED TECH EQUIPMENT	\$ 4,902.63
000009811	5/1/2018 4:00	0100	HAMEL INTERIORS INC	500	MATERIALS AND SUPPLIES	\$ 5,033.54
000009812	5/1/2018 4:00	0100	SSID #7157288406	002	OTHER SERV.& OPER.EXP.	\$ 750.00
000009813	5/1/2018 4:00	0100	STAPLES ADVANTAGE	500	MATERIALS AND SUPPLIES	\$ 147.16
000009814	5/1/2018 4:00	0100	VALLEY BUSINESS MACHINES	500	NON-CAPITALIZED TECH EQUIPMENT	\$ 6,101.88
000009815	5/1/2018 4:00	0100	DAOUD, ANNETTE	003	PROF/CONSULT./OPER EXP	\$ 2,000.00
000009816	5/1/2018 4:00	0100	BLICK, DICK (DICK BLICK)	500	MATERIALS AND SUPPLIES	\$ 115.52
000009817	5/1/2018 4:00	0100	CDW GOVERNMENT	003	NON-CAPITALIZED TECH EQUIPMENT	\$ 8,204.96
000009818	5/1/2018 4:00	0100	CDW GOVERNMENT	003	NON-CAPITALIZED TECH EQUIPMENT	\$ 21,993.66
000009819	5/1/2018 4:00	0100	STAPLES ADVANTAGE	004	MATERIALS AND SUPPLIES	\$ 113.28
000009820	5/1/2018 4:00	0100	STAPLES ADVANTAGE	600	MATERIALS AND SUPPLIES	\$ 197.94
000009821	5/1/2018 4:00	0100	ELITE SHOW SERVICES INC.	500	OTHER SERV.& OPER.EXP.	\$ 213.08
000009822	5/1/2018 4:00	0100	Shaw HR Consulting, Inc.	020	PROF/CONSULT./OPER EXP	\$ 6,000.00
000009823	5/1/2018 4:00	0100	SOLUTION TREE	003	PROF/CONSULT./OPER EXP	\$ 6,200.00
000009824	5/1/2018 4:00	0100	AMAZON.COM	500	OFFICE SUPPLIES	\$ 14.00
000009825	5/1/2018 4:00	0100	AMAZON.COM	500	MATERIALS AND SUPPLIES	\$ 194.51
000009826	5/1/2018 4:00	0100	STAPLES ADVANTAGE	500	MATERIALS AND SUPPLIES	\$ 184.74
000009828	5/1/2018 4:00	0100	AMAZON.COM	500	MATERIALS AND SUPPLIES	\$ 215.49
000009829	5/1/2018 4:00	0100	SOUTHWEST SCHOOL/OFFICE SUPPLY	600	MATERIALS AND SUPPLIES	\$ 92.35
000009830	5/1/2018 4:00	0100	STAPLES ADVANTAGE	500	MATERIALS AND SUPPLIES	\$ 393.75
000009831	5/1/2018 4:00	0100	HOME DEPOT CREDIT SERVICES	003	MATERIALS AND SUPPLIES	\$ 1,484.69
000009832	5/1/2018 4:00	0100	ALPHA GRAPHICS SAN MARCOS/CARLSBAD	500	PRINTING	\$ 1,194.51
000009833	5/1/2018 4:00	0100	STAPLES ADVANTAGE	600	MATERIALS AND SUPPLIES	\$ 280.14
000009834	5/1/2018 4:00	0100	AMAZON.COM	500	MATERIALS AND SUPPLIES	\$ 142.89
000009835	5/1/2018 4:00	0100	STAPLES ADVANTAGE	600	MATERIALS AND SUPPLIES	\$ 199.96
000009836	5/1/2018 4:00	0100	DEMCO INC	600	MATERIALS AND SUPPLIES	\$ 92.64
000009837	5/1/2018 4:00	0100	ADVANCED EXERCISE EQUIP INC	500	MATERIALS AND SUPPLIES	\$ 2,596.40
000009838	5/1/2018 4:00	0100	PERMA BOUND	500	MATERIALS AND SUPPLIES	\$ 774.99
000009839	5/1/2018 4:00	0100	AMAZON.COM	600	MATERIALS AND SUPPLIES	\$ 120.37
000009840	5/1/2018 4:00	0100	STAPLES ADVANTAGE	600	MATERIALS AND SUPPLIES	\$ 58.18
000009841	5/1/2018 4:00	0100	ALLIED REFRIGERATION	012	NON CAPITALIZED EQUIP	\$ 2,165.86
000009842	5/1/2018 4:00	0100	COMM USA INC	500	MATERIALS AND SUPPLIES	\$ 1,810.20
000009843	5/1/2018 4:00	0100	THE MARKERBOARD PEOPLE	600	MATERIALS AND SUPPLIES	\$ 63.83
000009844	5/1/2018 4:00	2139	DIVISION OF THE STATE ARCHITECT	007	NEW CONSTRUCTION	\$ 18,509.85
000009845	5/1/2018 4:00	0100	LAB AIDS	600	MATERIALS AND SUPPLIES	\$ 224.41
000009846	5/1/2018 4:00	2139	CULVER-NEWLIN INC	007	EQUIPMENT	\$ 256,245.48
000009847	5/1/2018 4:00	0100	AMAZON.COM	004	MATERIALS AND SUPPLIES	\$ 1,769.25
000009848	5/1/2018 4:00	2139	DIGITAL NETWORKS GROUP, INC.	007	NEW CONSTRUCTION	\$ 39,264.93
000009849	5/1/2018 4:00	0100	STAPLES ADVANTAGE	500	MATERIALS AND SUPPLIES	\$ 63.35
000009850	5/1/2018 4:00	2139	Coleman Moving Systems, Inc.	007	NEW CONSTRUCTION	\$ 325.00
000009851	5/1/2018 4:00	2109	WESTERN ENVIRONMENTAL & SAFETY	007	IMPROVEMENT	\$ 6,605.00
000009852	5/2/2018 4:00	0100	PALOS SPORTS, INC.	500	MATERIALS AND SUPPLIES	\$ 172.10
000009853	5/2/2018 4:00	0100	HOME DEPOT CREDIT SERVICES	500	MATERIALS AND SUPPLIES	\$ 249.98
000009854	5/2/2018 4:00	0100	AMAZON.COM	500	MATERIALS AND SUPPLIES	\$ 132.81
000009855	5/2/2018 4:00	0100	STAPLES ADVANTAGE	500	OFFICE SUPPLIES	\$ 53.93
000009856	5/2/2018 4:00	0100	AMAZON.COM	500	MATERIALS AND SUPPLIES	\$ 26.90
000009857	5/2/2018 4:00	0100	TCR SERVICES	004	MATERIALS AND SUPPLIES	\$ 538.31
000009858	5/2/2018 4:00	0100	PHONAK	002	MATERIALS AND SUPPLIES	\$ 107.75
000009859	5/2/2018 4:00	2139	CULVER-NEWLIN INC	007	EQUIPMENT	\$ 25,818.05
000009860	5/2/2018 4:00	0100	OFFICE DEPOT, INC	016	MATERIALS AND SUPPLIES	\$ 49.54
000009861	5/2/2018 4:00	0100	BSN SPORTS, INC.,	600	MATERIALS AND SUPPLIES	\$ 97.46
000009862	5/2/2018 4:00	0100	FLINN SCIENTIFIC INC	600	MATERIALS AND SUPPLIES	\$ 365.00
000009863	5/2/2018 4:00	0100	SCHOOL NURSE SUPPLY COMPANY	500	MATERIALS AND SUPPLIES	\$ 81.50
000009864	5/2/2018 4:00	0100	AMAZON.COM	018	MATERIALS AND SUPPLIES	\$ 187.49
000009865	5/2/2018 4:00	0100	NASCO MODESTO	500	MATERIALS AND SUPPLIES	\$ 996.23
000009866	5/2/2018 4:00	0100	RAPHAEL'S PARTY RENTALS INC	500	RENTS & LEASES	\$ 467.00
				600	MATERIALS AND SUPPLIES	\$ -
000009867	5/2/2018 4:00	0100	GOPHER SPORT	600	MATERIALS AND SUPPLIES	\$ 1,867.15
000009868	5/2/2018 4:00	0100	AMAZON.COM	500	MATERIALS AND SUPPLIES	\$ 109.80
000009869	5/2/2018 4:00	0100	TENNIS SUPPLIES & EQUIPMENT	500	MATERIALS AND SUPPLIES	\$ 244.55
000009870	5/2/2018 4:00	0100	AMAZON.COM	500	MATERIALS AND SUPPLIES	\$ 85.01
000009871	5/2/2018 4:00	0100	Cinnamon Hills Youth Crisis Center	002	SUB/ROOM & BOARD	\$ 6,434.00
					ROOM & BOARD	\$ 25,000.00
					MENTAL HEALTH SVCS	\$ 7,031.44
					OTHER CONTR-N.P.S.	\$ 12,795.90
000009872	5/2/2018 4:00	0100	TCR SERVICES	600	AERIES SUPPLIES	\$ 79.68
000009874	5/2/2018 4:00	0100	GOODHEART-WILLCOX	003	MATERIALS AND SUPPLIES	\$ 4,494.66
000009875	5/2/2018 4:00	0100	AREY JONES ED SOLUTIONS	017	NON-CAPITALIZED TECH EQUIPMENT	\$ 17,594.60
000009876	5/2/2018 4:00	0100	CDW GOVERNMENT	017	NON-CAPITALIZED TECH EQUIPMENT	\$ 13,382.88

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PO REPORT MAY 1, 2018 THROUGH MAY 28,2018

PO NBR	DATE	FUND	VENDOR	LOC	DESCRIPTION	AMOUNT
000009877	5/2/2018 4:00	0100	STAPLES ADVANTAGE	500	MATERIALS AND SUPPLIES	\$ 70.47
000009878	5/2/2018 4:00	0100	HOME DEPOT CREDIT SERVICES	500	MATERIALS AND SUPPLIES	\$ 23.19
000009879	5/2/2018 4:00	0100	HOME DEPOT CREDIT SERVICES	500	MATERIALS AND SUPPLIES	\$ 850.97
000009881	5/2/2018 4:00	0100	AREY JONES ED SOLUTIONS	017	NON-CAPITALIZED TECH EQUIPMENT	\$ 5,856.09
000009882	5/2/2018 4:00	0100	BEAR COMMUNICATIONS INC	500	MATERIALS AND SUPPLIES	\$ 238.66
000009883	5/2/2018 4:00	0100	STAPLES ADVANTAGE	004	MATERIALS AND SUPPLIES	\$ 59.20
000009884	5/3/2018 4:00	0100	FISHER SCIENTIFIC EMD	600	MATERIALS AND SUPPLIES	\$ 193.58
000009885	5/3/2018 4:00	0100	AREY JONES ED SOLUTIONS	017	NON-CAPITALIZED TECH EQUIPMENT	\$ 16,494.94
000009886	5/3/2018 4:00	0100	AMAZON.COM	500	MATERIALS AND SUPPLIES	\$ 139.00
000009887	5/3/2018 4:00	0100	TCR SERVICES	500	MATERIALS AND SUPPLIES	\$ 67.83
000009888	5/3/2018 4:00	0100	STAPLES ADVANTAGE	500	MATERIALS AND SUPPLIES	\$ 668.44
000009889	5/3/2018 4:00	0100	PC & MACEXCHANGE	500	NON-CAPITALIZED TECH EQUIPMENT	\$ 1,378.12
000009890	5/3/2018 4:00	0100	AREY JONES ED SOLUTIONS	600	NON-CAPITALIZED TECH EQUIPMENT	\$ 40,687.51
000009891	5/3/2018 4:00	0100	MISSION FEDERAL CREDIT UNION	500	MATERIALS AND SUPPLIES	\$ 84.68
000009892	5/3/2018 4:00	0100	AMAZON.COM	500	MATERIALS AND SUPPLIES	\$ 233.13
000009893	5/3/2018 4:00	0100	AMAZON.COM	003	MATERIALS AND SUPPLIES	\$ 404.85
000009894	5/3/2018 4:00	0100	SCHOOL SPECIALTY, INC	500	MATERIALS AND SUPPLIES	\$ 783.99
000009895	5/4/2018 4:00	0100	FILINGSUPPLIES.COM	002	MATERIALS AND SUPPLIES	\$ 1,546.95
000009896	5/4/2018 4:00	0100	AMAZON.COM	500	MATERIALS AND SUPPLIES	\$ 34.60
000009897	5/4/2018 4:00	0100	HAMEL INTERIORS INC	500	MATERIALS AND SUPPLIES	\$ 286.45
000009898	5/4/2018 4:00	0100	AMAZON.COM	500	MATERIALS AND SUPPLIES	\$ 50.76
000009899	5/4/2018 4:00	0100	PREMIER FOOD SERVICES, INC	004	RENTS & LEASES	\$ 3,037.31
000009900	5/4/2018 4:00	0100	22ND DIST AGRICULTURAL ASSN	004	RENTS & LEASES	\$ 353.14
000009901	5/4/2018 4:00	0100	SCHOOLMATE	004	MATERIALS AND SUPPLIES	\$ 3,988.16
000009902	5/4/2018 4:00	0100	CUSTOMINK.COM	500	MATERIALS AND SUPPLIES	\$ 1,091.94
000009904	5/4/2018 4:00	0100	MISSION FEDERAL CREDIT UNION	004	MATERIALS AND SUPPLIES	\$ 3,479.93
000009905	5/4/2018 4:00	0100	AMAZON.COM	022	BOOKS OTHER THAN TEXTBOOKS	\$ 198.26
000009906	5/4/2018 4:00	0100	PROJECT LEAD THE WAY, INC	003	FEES - ADMISSIONS, TOURN	\$ 2,400.00
000009907	5/4/2018 4:00	0100	PC & MACEXCHANGE	017	NON-CAPITALIZED TECH EQUIPMENT	\$ 4,134.37
000009908	5/4/2018 4:00	0100	CDW GOVERNMENT	017	NON-CAPITALIZED TECH EQUIPMENT	\$ 48,665.00
000009909	5/4/2018 4:00	0100	AMAZON.COM	017	MATERIALS AND SUPPLIES	\$ 3,509.14
000009910	5/4/2018 4:00	0100	AMAZON.COM	002	MATERIALS AND SUPPLIES	\$ 32.22
000009911	5/7/2018 4:00	0100	ATTAINMENT COMPANY	002	MATERIALS AND SUPPLIES	\$ 1,125.25
000009912	5/7/2018 4:00	0100	DELL COMPUTER CORPORATION	017	NON-CAPITALIZED TECH EQUIPMENT	\$ 11,402.34
000009913	5/7/2018 4:00	0100	MISSION FEDERAL CREDIT UNION	600	MATERIALS AND SUPPLIES	\$ 74.47
000009914	5/7/2018 4:00	0100	OFFICE DEPOT, INC	016	MATERIALS AND SUPPLIES	\$ 30.67
000009915	5/7/2018 4:00	0100	MISSION FEDERAL CREDIT UNION	022	MATERIALS AND SUPPLIES	\$ 591.55
000009916	5/7/2018 4:00	0100	DEMCO INC	600	MATERIALS AND SUPPLIES	\$ 236.31
000009917	5/7/2018 4:00	0100	AMAZON.COM	500	MATERIALS AND SUPPLIES	\$ 6,000.00
000009918	5/7/2018 4:00	0100	GUITAR CENTER	500	MATERIALS AND SUPPLIES	\$ 273.68
000009919	5/8/2018 4:00	0100	BUREAU OF EDUCATION & RESEARCH	500	CONFERENCE,WORKSHOP,SEM.	\$ 518.00
000009920	5/8/2018 4:00	0100	AREY JONES ED SOLUTIONS	500	NON-CAPITALIZED TECH EQUIPMENT	\$ 1,312.47
000009921	5/8/2018 4:00	0100	TCR SERVICES	500	NON-CAPITALIZED TECH EQUIPMENT	\$ 204.67
000009922	5/8/2018 4:00	0100	SAN DIEGO COUNTY OFFICE OF EDUCATION	500	CONFERENCE,WORKSHOP,SEM.	\$ 150.00
000009923	5/8/2018 4:00	0100	CDW GOVERNMENT	017	NON-CAPITALIZED TECH EQUIPMENT	\$ 3,670.84
000009924	5/8/2018 4:00	0100	CDW GOVERNMENT	017	NON-CAPITALIZED TECH EQUIPMENT	\$ 3,997.54
000009925	5/8/2018 4:00	0100	DION INTERNATIONAL	013	REPAIRS-VEHICLES	\$ 1,311.51
000009926	5/8/2018 4:00	2139	OLIVENHAIN MUNICIPAL WATER DST	007	NEW CONSTRUCTION	\$ 3,000.00
000009927	5/8/2018 4:00	2139	DIVISION OF THE STATE ARCHITECT	007	NEW CONSTRUCTION	\$ 21,651.20
000009928	5/8/2018 4:00	0100	A Z BUS SALES INC	013	MATERIALS-VEHICLE PARTS	\$ 7,437.44
000009929	5/8/2018 4:00	2139	DIVISION OF THE STATE ARCHITECT	007	NEW CONSTRUCTION	\$ 48,839.43
000009930	5/8/2018 4:00	0100	TCR SERVICES	013	OFFICE SUPPLIES	\$ 139.97
000009931	5/8/2018 4:00	0100	SSID # 4109801220	002	MEDIATION SETTLEMENTS	\$ 13,000.00
000009932	5/8/2018 4:00	0100	HAMEL INTERIORS INC	500	MATERIALS AND SUPPLIES	\$ 724.37
					NON CAPITALIZED EQUIP	\$ 4,203.30
000009934	5/9/2018 4:00	0100	REHABMART LLC	002	MATERIALS AND SUPPLIES	\$ 1,073.90
000009935	5/9/2018 4:00	0100	MISSION FEDERAL CREDIT UNION	500	MATERIALS AND SUPPLIES	\$ 250.00
000009936	5/9/2018 4:00	0100	MEDEX SUPPLY.COM	600	MATERIALS AND SUPPLIES	\$ 54.36
000009937	5/9/2018 4:00	0100	HAMEL INTERIORS INC	500	MATERIALS AND SUPPLIES	\$ 1,494.04
					NON CAPITALIZED EQUIP	\$ 1,341.49
000009938	5/9/2018 4:00	0100	MISSION FEDERAL CREDIT UNION	600	MATERIALS AND SUPPLIES	\$ 532.77
000009939	5/9/2018 4:00	0100	IRON NECK, THE	500	MATERIALS AND SUPPLIES	\$ 1,433.03
000009940	5/11/2018 4:00	0100	THE MASTER TEACHER	500	OTHER SERV.& OPER.EXP.	\$ 84.65
000009941	5/11/2018 4:00	0100	AMAZON.COM	600	MATERIALS AND SUPPLIES	\$ 309.03
000009942	5/11/2018 4:00	2519	WESTERN ENVIRONMENTAL & SAFETY	007	IMPROVEMENT	\$ 4,800.00
000009943	5/11/2018 4:00	0100	WESTERN ENVIRONMENTAL & SAFETY	018	PROF/CONSULT./OPER EXP	\$ 2,718.00
000009944	5/11/2018 4:00	2139	CULVER-NEWLIN INC	007	EQUIPMENT	\$ 108,601.05
000009945	5/11/2018 4:00	2139	B D S ENGINEERING, INC	007	NEW CONSTRUCTION	\$ 20,100.00
000009946	5/11/2018 4:00	2139	GEOCON INCORPORATED	007	NEW CONSTRUCTION	\$ 27,500.00
000009947	5/11/2018 4:00	2139	CONSULTING & INSPECTION SVCS	007	NEW CONSTRUCTION	\$ 178,596.50
000009948	5/11/2018 4:00	2139	BLICK, DICK (DICK BLICK)	007	EQUIPMENT	\$ 502.10
000009949	5/11/2018 4:00	0100	MISSION FEDERAL CREDIT UNION	500	MATERIALS AND SUPPLIES	\$ 171.54
000009950	5/11/2018 4:00	2519	BLUE COAST CONSULTING	007	IMPROVEMENT	\$ 7,040.00
000009951	5/11/2018 4:00	0100	SAN DIEGO COUNTY OFFICE OF EDUCATION	001	PROF/CONSULT./OPER EXP	\$ 7,000.00
000009952	5/11/2018 4:00	0100	A1 GOLF CARS, INC	500	RENTS & LEASES	\$ 504.45

ITEM 15F

PO REPORT MAY 1, 2018 THROUGH MAY 28, 2018

PO NBR	DATE	FUND	VENDOR	LOC	DESCRIPTION	AMOUNT
000009953	5/11/2018 4:00	0100	SAN DIEGO COUNTY OFFICE OF EDUCATION	003	CONFERENCE,WORKSHOP,SEM.	\$ 375.00
000009954	5/11/2018 4:00	0100	AMERICAN MEDICAL RESPONSE	500	OTHER SERV.& OPER.EXP.	\$ 377.13
000009955	5/14/2018 4:00	0100	AMAZON.COM	600	MATERIALS AND SUPPLIES	\$ 10,000.00
000009956	5/11/2018 4:00	0100	SAN DIEGO POLICE DEPARTMENT	500	OTHER SERV.& OPER.EXP.	\$ 495.00
000009957	5/11/2018 4:00	0100	SMc Curriculum	001	PROF/CONSULT./OPER EXP	\$ 1,000.00
000009959	5/14/2018 4:00	0100	FLINN SCIENTIFIC INC	500	MATERIALS AND SUPPLIES	\$ 317.47
000009960	5/14/2018 4:00	0100	AP* By The Sea	(blank)	PREPAID EXPENDITURES (EXPENSES)	\$ 775.00
000009961	5/14/2018 4:00	0100	AMAZON.COM	600	MATERIALS AND SUPPLIES	\$ 754.25
000009962	5/15/2018 4:00	0100	CDW GOVERNMENT	017	NON-CAPITALIZED TECH EQUIPMENT	\$ 13,913.70
000009963	5/15/2018 4:00	0100	FLORIDA ASSOC OF 18 WORLD SCHOOLS	001	CONFERENCE,WORKSHOP,SEM.	\$ 1,850.00
000009964	5/15/2018 4:00	0100	SCHOOL SERVICES OF CALIFORNIA, INC.	020	CONFERENCE,WORKSHOP,SEM.	\$ 350.00
000009965	5/15/2018 4:00	0100	AMAZON.COM	500	NON-CAPITALIZED TECH EQUIPMENT	\$ 2,063.90
000009966	5/15/2018 4:00	0100	SSID# 7041436879	002	PAY IN LIEU OF TRANSP	\$ 304.66
000009967	5/15/2018 4:00	0100	STAPLES ADVANTAGE	500	MATERIALS AND SUPPLIES	\$ 800.00
000009968	5/15/2018 4:00	0100	LEGO EDUCATION	003	MATERIALS AND SUPPLIES	\$ 242.79
000009969	5/15/2018 4:00	0100	OFFICE SOLUTIONS BUSINESS	500	MATERIALS AND SUPPLIES	\$ 86.20
000009970	5/15/2018 4:00	0100	MISSION FEDERAL CREDIT UNION	500	MATERIALS AND SUPPLIES	\$ 102.33
000009971	5/16/2018 4:00	0100	SSID# 9067549961	002	MEDIATION SETTLEMENTS	\$ 1,700.00
000009972	5/16/2018 4:00	0100	HERFF JONES, INC	600	MATERIALS AND SUPPLIES	\$ 893.16
000009973	5/16/2018 4:00	0100	BLACKBOARD	004	COMPUTER LICENSING	\$ 19,100.00
000009974	5/16/2018 4:00	0100	ELITE SHOW SERVICES INC.	500	SECURITY GUARD CONTRACT	\$ 815.00
000009975	5/16/2018 4:00	0100	WESTERN ENVIRONMENTAL & SAFETY	012	OTHER SERV.& OPER.EXP.	\$ 945.00
000009976	5/16/2018 4:00	0100	OFFICE DEPOT, INC	003	MATERIALS AND SUPPLIES	\$ 61.33
000009977	5/16/2018 4:00	0100	PROCRETE RESOURCES NOR CAL LLC	012	EQUIPMENT REPLACEMENT	\$ 5,333.63
000009978	5/16/2018 4:00	0100	SAN DIEGO CENTER FOR CHILDREN	002	ROOM & BOARD	\$ 21,980.33
					MENTAL HEALTH SVCS	\$ 9,873.50
					OTHER CONTR-N.P.S.	\$ 8,592.78
000009979	5/17/2018 4:00	0100	AMERICAN CHEMICAL	012	NON CAPITALIZED EQUIP	\$ 29,588.15
000009980	5/17/2018 4:00	0100	FERGUSON ENTERPRISES INC	012	NON CAPITALIZED EQUIP	\$ 1,704.59
000009981	5/17/2018 4:00	0100	MISSION FEDERAL CREDIT UNION	004	MATERIALS AND SUPPLIES	\$ 125.57
000009982	5/17/2018 4:00	0100	GUARDIAN ELEVATOR	012	REPAIRS BY VENDORS	\$ 83,000.00
000009983	5/17/2018 4:00	0100	CITY TREASURER	021	OTHER SERV.& OPER.EXP.	\$ 37,598.26
000009984	5/17/2018 4:00	0100	HAMEL INTERIORS INC	500	MATERIALS AND SUPPLIES	\$ 1,357.13
000009985	5/17/2018 4:00	0100	AMAZON.COM	003	MATERIALS AND SUPPLIES	\$ 118.42
					NON CAPITALIZED EQUIP	\$ 1,065.75
000009986	5/17/2018 4:00	0100	STAPLES ADVANTAGE	001	COPIER OVERAGE CHGS	\$ 73.83
000009987	5/18/2018 4:00	0100	SENROR WOOLY	600	MATERIALS AND SUPPLIES	\$ 101.27
000009988	5/18/2018 4:00	0100	MISSION FEDERAL CREDIT UNION	600	COMPUTER LICENSING	\$ 200.00
000009989	5/18/2018 4:00	0100	JANUS CORPORATION	012	REPAIRS BY VENDORS	\$ 9,515.00
000009990	5/18/2018 4:00	0100	D A D ASPHALT, INC.	012	REPAIRS BY VENDORS	\$ 14,100.00
000009991	5/18/2018 4:00	0100	BSN SPORTS, INC.,	012	REPAIRS BY VENDORS	\$ 6,640.66
000009992	5/18/2018 4:00	0100	AIR-TEK INC	012	REPAIRS BY VENDORS	\$ 9,240.00
000009993	5/18/2018 4:00	0100	SOLAR CARE INC	012	REPAIRS BY VENDORS	\$ 415.00
000009994	5/21/2018 4:00	2139	DIGITAL NETWORKS GROUP, INC.	007	NEW CONSTRUCTION	\$ 4,576.22
000009995	5/21/2018 4:00	2139	Daily Journal Corporation	007	NEW CONSTRUCTION	\$ 283.40
000009996	5/21/2018 4:00	2139	ACCURATE CONCRETE MOISTURE TESTING	007	NEW CONSTRUCTION	\$ 1,460.00
000009997	5/21/2018 4:00	2139	RANCHO SANTA FE SEC SYSTEMS	007	EQUIPMENT	\$ 5,651.00
000009998	5/21/2018 4:00	2519	Daily Journal Corporation	007	IMPROVEMENT	\$ 299.00
000009999	5/21/2018 4:00	0100	STANDARD DRYWALL INC	012	REPAIRS BY VENDORS	\$ 4,200.00
000010000	5/22/2018 4:00	0100	DIGITAL NETWORKS GROUP, INC.	017	REPAIRS BY VENDORS	\$ 187.50
000010001	5/22/2018 4:00	0100	WESTERN ENVIRONMENTAL & SAFETY	012	OTHER SERV.& OPER.EXP.	\$ 1,187.00
000010002	5/22/2018 4:00	0100	PC & MACEXCHANGE	017	NON-CAPITALIZED TECH EQUIPMENT	\$ 9,646.86
000010003	5/22/2018 4:00	2519	RUHNAU CLARKE ARCHITECTS	007	IMPROVEMENT	\$ 10,300.00
000010004	5/22/2018 4:00	0100	AP* By The Sea	001	CONFERENCE,WORKSHOP,SEM.	\$ 1,550.00
000010005	5/22/2018 4:00	2519	SAN DIEGO GAS & ELECTRIC CO	007	LAND IMPROVEMENTS	\$ 10,800.00
000010006	5/22/2018 4:00	0100	CDW GOVERNMENT	017	NON-CAPITALIZED TECH EQUIPMENT	\$ 58,398.00
000010007	5/22/2018 4:00	2519	SAN DIEGO GAS & ELECTRIC CO	007	LAND IMPROVEMENTS	\$ 15,120.00
000010008	5/22/2018 4:00	2109	B D S ENGINEERING, INC	007	IMPROVEMENT	\$ 12,935.00
000010009	5/22/2018 4:00	2139	CLASS LEASING LLC	007	NEW CONSTRUCTION	\$ 3,950.00
000010010	5/22/2018 4:00	2519	NOVA SERVICES	007	IMPROVEMENT	\$ 3,048.00
000010011	5/22/2018 4:00	2139	AZTEC TECHNOLOGY CORP	007	EQUIPMENT	\$ 5,576.06
000010012	5/22/2018 4:00	2139	Tuff Shed Inc.	007	EQUIPMENT	\$ 6,574.15
000010013	5/22/2018 4:00	2519	BALI CONSTRUCTION, INC.	007	LAND IMPROVEMENTS	\$ 83,900.00
000010014	5/22/2018 4:00	0100	B AND H PHOTO-VIDEO	017	MATERIALS AND SUPPLIES	\$ 11,364.94
000010015	5/22/2018 4:00	0100	AMERICAN EXPRESS	015	CONFERENCE,WORKSHOP,SEM.	\$ 183.30
000010016	5/22/2018 4:00	0100	SAN DIEGO COUNTY OFFICE OF EDUCATION	004	CONFERENCE,WORKSHOP,SEM.	\$ 125.00
000010017	5/22/2018 4:00	0100	HAMEL INTERIORS INC	012	MATERIALS AND SUPPLIES	\$ 2,920.55
000010018	5/22/2018 4:00	0100	HAMEL INTERIORS INC	012	NON CAPITALIZED EQUIP	\$ 6,551.20
000010019	5/22/2018 4:00	0100	MISSION FEDERAL CREDIT UNION	600	MATERIALS AND SUPPLIES	\$ 140.00
000010020	5/23/2018 4:00	0100	PHONAK	004	MATERIALS AND SUPPLIES	\$ 405.00
000010021	5/23/2018 4:00	0100	SAN DIEGO COUNTY OFFICE OF EDUCATION	004	CONFERENCE,WORKSHOP,SEM.	\$ 300.00
000010022	5/23/2018 4:00	0100	SSID #7097043846	002	PAY IN LIEU OF TRANSP	\$ 500.00
000010023	5/23/2018 4:00	1300	ICON ENCLOSURES INC	014	OTHER SERV.& OPER.EXP.	\$ 7,000.00
000010024	5/23/2018 4:00	0100	SCHOOL PAPER EXPRESS	004	PRINTING	\$ 1,317.50
000010025	5/23/2018 4:00	0100	BSN SPORTS, INC.,	012	NON CAPITALIZED EQUIP	\$ 1,039.26

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PO REPORT MAY 1, 2018 THROUGH MAY 28,2018

PO NBR	DATE	FUND	VENDOR	LOC	DESCRIPTION	AMOUNT
0000010026	5/23/2018 4:00	0100	COLLEGE BOARD	600	MATERIALS AND SUPPLIES	\$ 6,912.00
0000010027	5/25/2018 4:00	0100	AMERICAN RED CROSS	003	MATERIALS AND SUPPLIES	\$ 805.00
0000010028	5/25/2018 4:00	0100	HOME DEPOT CREDIT SERVICES	600	MATERIALS AND SUPPLIES	\$ 671.64
000007364C	5/23/2018 4:00	0100	TCR SERVICES	500	MATERIALS AND SUPPLIES	\$ 299.33
000007368C	5/24/2018 4:00	0100	AMAZON.COM	500	MATERIALS AND SUPPLIES	\$ 64.64
000007397B	5/8/2018 4:00	0100	KELLY PAPER	500	DUPLICATING SUPPLIES	\$ 2,099.83
000007527A	5/16/2018 4:00	0100	KELLY PAPER	010	DUPLICATING SUPPLIES	\$ 501.04
000007528A	5/25/2018 4:00	0100	KELLY PAPER	500	MATERIALS AND SUPPLIES	\$ 115.68
000007616A	5/2/2018 4:00	0100	EVERYTHING MEDICAL	500	MATERIALS AND SUPPLIES	\$ 300.62
000007616B	5/15/2018 4:00	0100	MISSION FEDERAL CREDIT UNION	500	MATERIALS AND SUPPLIES	\$ 171.32
000008932A	5/24/2018 4:00	0100	AMAZON.COM	500	E-BOOKS OTHER THAN TEXTBOOKS	\$ 33.65
000009363A	5/15/2018 4:00	0100	AMAZON.COM	500	MATERIALS AND SUPPLIES	\$ 2,000.00
000009453A	5/10/2018 4:00	0100	SAN DIEGO RESTAURANT SUPPLY	003	NON CAPITALIZED EQUIP	\$ 4,406.93
000009667A	5/11/2018 4:00	0100	AMAZON.COM	004	MATERIALS AND SUPPLIES	\$ 66.72
000009704A	5/11/2018 4:00	0100	STAPLES ADVANTAGE	003	MATERIALS AND SUPPLIES	\$ 156.13
000009880A	5/3/2018 4:00	0100	AMAZON.COM	600	MATERIALS AND SUPPLIES	\$ 156.71
SUB-TOTAL NEW PURCHASES						\$ 1,789,554.27

CHANGE ORDERS

PO NBR	DATE	FUND	VENDOR	LOC	DESCRIPTION	AMOUNT
0000008584	5/7/2018	2139	ERICKSON HALL	007	6200001	\$ 10,780.00
0000242063	5/9/2018	2139	LIONAKIS	007	6200001	\$ 18,415.00
0000004217	5/9/2018	2139	JSFA	007	6200001	\$ 1,650.00
0000007187	5/9/2018	2139	ERICKSON HALL	007	6200001	\$ (469,145.00)
0000008583	5/9/2018	2139	JPBLA	007	6200001	\$ 3,000.00
0000008783	5/9/2018	2139	SVA	007	6200001	\$ 8,000.00
SUB-TOTAL CHANGE ORDERS						\$ (427,300.00)

PURCHASE ORDER INCREASE/DECREASE

PO NBR	DATE	FUND	VENDOR	LOC	DESCRIPTION	AMOUNT
0000007835	5/1/2018	0100	MISSION FED	012	4300028	\$ 18,000.00
0000007386	5/9/2018	0100	CORELOGIC	007	5800008	\$ 424.45
0000007483	5/9/2018	0100	STAPLES	500	4300000	\$ 1,000.00
0000007693	5/9/2018	0100	STAPLES	500	4300000	\$ 198.00
0000007751	5/9/2018	0100	MISSION FED	012	4300012	\$ 121.76
0000007752	5/9/2018	0100	MISSION FED	012	4400000	\$ 1,077.49
0000007975	5/9/2018	0100	STAPLES	500	4300000	\$ 300.00
0000009597	5/9/2018	2518	A&S FLOORING	007	5600003	\$ 820.00
0000009603	5/9/2018	0100	AREY JONES	017	4400009	\$ 27,491.56
0000009866	5/9/2018	0100	RAPHAEL'S PARTY RENTALS	600	5600002	\$ 467.00
0000007041	5/10/2018	2139	MOBILE MOD	007	6200001	\$ 135.63
0000007694	5/10/2018	0100	STAPLES	001	5800025	\$ 10,000.00
0000007823	5/10/2018	0100	NAPA AUTO PARTS	013	4300007	\$ 10,000.00
0000007201	5/10/2018	0100	SMART & FINAL	003	4300000	\$ 1,500.00
0000008617	5/10/2018	0100	WHITZELL, STEPHANIE	002	5800090	\$ 460.00
0000009753	5/10/2018	0100	RAPHAEL'S PARTY RENTALS	600	4300000	\$ 239.95
0000007508	5/16/2018	1300	US FOODS	014	4700001	\$ 25,000.00
0000007561	5/16/2018	1300	SUNRISE	014	4700001	\$ 2,000.00
0000007564	5/16/2018	1300	P&R PAPER SUPPLY	014	4300070	\$ 2,500.00
0000007697	5/16/2018	0100	STAPLES	500	4300000	\$ 20.00
0000008030	5/16/2018	0100	AALRR	002	5800004	\$ 68,000.00
0000008436	5/16/2018	0100	HARBOTTLE	002	5800004	\$ 57,000.00
0000007835	5/17/2018	0100	MISSION FED	012	4300028	\$ 15,000.00
0000007404	5/24/2018	0100	MR. COPY	500	4300005	\$ 112.00
0000007417	5/24/2018	0100	SITE ONE	100	4300033	\$ 15,000.00
0000007420	5/24/2018	0100	PAC WEST AIR FILTERS	100	4300028	\$ 7,500.00
0000007472	5/24/2018	2519	BISSIRI	007	6200001	\$ 39,400.00
0000007518	5/24/2018	0100	AMERICAN CHEMICAL	012	4300029	\$ 2,000.00
0000007876	5/24/2018	0100	ALBERS, ASHLEY	002	5800001	\$ 15,250.00
0000008460	5/24/2018	0100	CURRIER & HUDSON	015	5800004	\$ 8,000.00
0000009993	5/24/2018	0100	SOLAR CARE	012	5600003	\$ 210.00
SUB-TOTAL PO CHANGES						\$ 329,227.84

REPORT TOTAL	\$ 1,691,482.11
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Individual Membership Listings
For the Period of May 1, 2018 through May 28, 2018

<u>Staff Member Name</u>	<u>Organization Name</u>	<u>Amount</u>
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None to Report

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WARRANT REPORT FROM 05/01/18 THROUGH 05/28/18

WARRANT NBR	DATE	VENDOR	FUND	DESCRIPTION	AMOUNT
14398240	5/1/2018	AFFORDABLE DRAIN SERVICE INC	0100	Repairs & Maintenance	\$ 303.00
14398241	5/1/2018	SYNCB/AMAZON	0100	Materials And Supplies	\$ 5,711.57
				Non-Capitalized Tech Equipment	\$ 3,081.50
14398243	5/1/2018	CHEVRON & TEXACO BUSINESS	0100	Fuel	\$ 113.04
14398244	5/1/2018	CLASS LEASING LLC	2139	Improvements	\$ -
				New Construction	\$ 58,600.00
14398245	5/1/2018	EDCO DISPOSAL CORPORATION	0100	Rubbish Disposal	\$ 7,278.31
14398246	5/1/2018	ERICKSON-HALL CONSTRUCTION CO	2139	New Construction	\$ 21,792.05
14398247	5/1/2018	ERICKSON-HALL CONSTRUCTION CO	2139	New Construction	\$ 665,315.22
14398248	5/1/2018	FRONTIER FENCE COMPANY INC	2139	New Construction	\$ 5,630.00
14398249	5/1/2018	GOLDFIELD STAGE & COMPANY	0100	Subagreements For Services	\$ 1,630.74
14398250	5/1/2018	INTERSTATE BATTERY	0100	Materials-Vehicle Parts	\$ 1,155.06
				Other Transport.Supplies	\$ 43.74
14398251	5/1/2018	SSID #8626601395	0100	Mediation Settlements	\$ 6,000.00
14398252	5/1/2018	MATCH POINT TENNIS COURTS, INC	0100	Other Serv.& Oper.Exp.	\$ 526.00
14398253	5/1/2018	MCLOGAN SUPPLY CO	0100	Materials And Supplies	\$ 382.30
14398254	5/1/2018	MCMASTER-CARR SUPPLY CO.	0100	Materials And Supplies	\$ 137.24
14398255	5/1/2018	MODULAR SPACE CORPORATION	0100	Rents & Leases	\$ 540.99
14398256	5/1/2018	OCHOA, ANA MARIA	0100	Conference,Workshop,Sem.	\$ 111.75
14398257	5/1/2018	PROCURETECH	0100	Computer Supplies	\$ 725.77
14398258	5/1/2018	RANCHO SANTA FE SEC SYSTEMS	0100	Other Serv.& Oper.Exp.	\$ 400.00
14398259	5/1/2018	DEBBIE A ROWE	0100	Mileage	\$ 26.16
14398260	5/1/2018	T E R I INC	0100	Sub/Other Contr-Nps	\$ 43,047.60
14398261	5/1/2018	ALBERTSONS SAFEWAY	0100	Materials And Supplies	\$ 59.66
14398991	5/2/2018	ANTHEM BLUE CROSS	0100	Health & Welfare Benefits, cer	\$ 75.64
14398992	5/2/2018	ANTHEM DENTAL	0100	Health & Welfare Benefits, cer	\$ 1,710.74
14398993	5/2/2018	ANTHEM BC	0100	Health & Welfare Benefits, cer	\$ 16,067.07
14398994	5/2/2018	KAISER	0100	Health & Welfare Benefits, cer	\$ 1,026.30
14398995	5/2/2018	ANNA WEIRATHER	0100	Mileage	\$ 129.71
14398996	5/2/2018	NORTHSTAR AV LLC	0100	Materials And Supplies	\$ 351.27
14398997	5/2/2018	SOUL CHARTER SCHOOL	0100	Trfr To Cht Sch In Lieu Proptx	\$ 21,415.44
14398998	5/2/2018	CHERI BENE	0100	Mileage	\$ 156.96
14398999	5/2/2018	EUFRACIO MADUENO	0100	Mileage	\$ 84.48
14399000	5/2/2018	MICHAL BEN NUN	1300	Food Service Sales Cca	\$ 30.00
14399001	5/2/2018	SOUTHWEST TRAILER SALES	0100	Non-Capitalized Equipment	\$ 2,063.68
14399002	5/2/2018	TIFFANY M. FINDELL	0100	Mileage	\$ 124.81
14399003	5/2/2018	SCOTT FROESE	0100	Mileage	\$ 63.22
14399004	5/2/2018	MISSION LINEN SUPPLY	0100	Other Transport.Supplies	\$ 2,569.42
14399005	5/2/2018	PACIFIC BACKFLOW, INC	0100	Other Serv.& Oper.Exp.	\$ 430.00
14399006	5/2/2018	SAN DIEGUITO WATER DISTRICT	0100	Water	\$ 7,136.89
14399007	5/2/2018	SHELL CAR WASH & EXPRESS LUBE	0100	Fuel	\$ 99.74
				Gasoline Supplies	\$ 276.61
14399008	5/2/2018	SIEMENS INDUSTRY, INC.	0100	Improvements	\$ 134,270.43
14399009	5/2/2018	SMART AND FINAL STORES CORP	0100	Materials And Supplies	\$ 1,698.26
14399010	5/2/2018	TCR SERVICES	0100	Materials And Supplies	\$ 4,750.27
14399647	5/3/2018	Michael K Starr	0100	Conference,Workshop,Sem.	\$ 836.23
14399648	5/3/2018	ERICA ZUG	0100	Conference,Workshop,Sem.	\$ 795.22
14399649	5/3/2018	A-Z BUS SALES, INC. - COLTON	0100	Materials-Vehicle Parts	\$ 1,340.91
14399650	5/3/2018	SYNC/AMAZON	0100	Materials And Supplies	\$ 13,411.89
14399651	5/3/2018	AUTO GLASS BY ROBERTO	0100	Repairs-Vehicles	\$ 288.56
14399652	5/3/2018	LAURA BENNETT	0100	Conference,Workshop,Sem.	\$ 898.55
14399653	5/3/2018	CDW GOVERNMENT	0100	Non-Capitalized Tech Equipment	\$ 4,183.43
14399654	5/3/2018	ILLUMINATE EDUCATION, INC.	0100	Conference,Workshop,Sem.	\$ 798.00
14399655	5/3/2018	MISSION FEDERAL CREDIT UNION	0100	Bldg.-Repair Materials	\$ 20,645.05
				Custodial Materials	\$ 2,429.38
				Grounds Materials	\$ 2,696.67
				Materials And Supplies	\$ 1,926.01
				Non-Capitalized Equipment	\$ 9,408.59
				Other Transport.Supplies	\$ 1,132.36
				Refreshments	\$ 178.57

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WARRANT REPORT FROM 05/01/18 THROUGH 05/28/18

WARRANT NBR	DATE	VENDOR	FUND	DESCRIPTION	AMOUNT
14399655	43223.16667	MISSION FEDERAL CREDIT UNION	0100	Rents & Leases Repairs & Maintenance	\$ 1,595.30 \$ 333.37
14399656	5/3/2018	NIKKO ENTERPRISE	1300	Purchases Food	\$ 3,465.00
14399657	5/3/2018	NCTD	0100	Fees - Business, Admission,Etc	\$ 92.50
14399658	5/3/2018	STACI ORTIZ-DAVIS	0100	Conference,Workshop,Sem.	\$ 871.04
14399659	5/3/2018	PROCURETECH	0100	Computer Supplies	\$ 548.35
14399660	5/3/2018	STAPLES ADVANTAGE	0100	Duplicating Supplies Materials And Supplies	\$ 78.06 \$ 1,736.57
14399661	5/3/2018	XEROX CORPORATION	0100	Copy Charges Rents & Leases	\$ 204.29 \$ 926.10
14400239	5/4/2018	ROCKLER WOODWORKING	0100	Equipment Materials And Supplies	\$ 5,178.43 \$ 79.62
14400240	5/4/2018	John Sergio Fisher & Associates, Inc.	2139	New Construction	\$ 8,867.71
14400241	5/4/2018	Chelsea Pest & Termite Control	0100	Pest Control	\$ 1,225.00
14400242	5/4/2018	SYNCB/AMAZON	0100	Materials And Supplies	\$ 6,688.54
14400244	5/4/2018	AMERICAN CHEMICAL	0100	Custodial Materials Materials And Supplies	\$ 5,326.68 \$ 48.97
14400245	5/4/2018	CA DEPT OF EDUCATION	1300	Purchases Food	\$ 78.00
14400246	5/4/2018	COMM USA INC	0100	Non-Capitalized Equipment	\$ 2,206.19
14400247	5/4/2018	SPARKLETTS	0100	Materials And Supplies	\$ 783.18
14400248	5/4/2018	DIVISION OF THE STATE ARCHITECT	2139	New Construction	\$ 18,509.85
14400249	5/4/2018	GEOCON INCORPORATED	2139	New Construction	\$ 2,800.00
14400250	5/4/2018	GUARDIAN ELEVATOR	0100	Repairs & Maintenance	\$ 320.00
14400251	5/4/2018	MOBILE MODULAR MANAGEMENT CORP	2519	Rents & Leases	\$ 1,065.00
14400252	5/4/2018	OFFICE DEPOT, INC	0100	Materials And Supplies	\$ 49.54
14400253	5/4/2018	SAN DIEGUITO TROPHY	0100	Other Serv.& Oper.Exp.	\$ 70.04
14400254	5/4/2018	SCHOOL FACILITY CONSULTANTS	2519	Professional/Consult Svcs	\$ 2,273.75
14400255	5/4/2018	STAPLES ADVANTAGE	0100	Materials And Supplies	\$ 1,113.73
14400256	5/4/2018	STAPLES ADVANTAGE	2139	New Construction	\$ 35.54
14400257	5/4/2018	STOPPER GROUP, THE	0100	Materials And Supplies	\$ 1,944.78
14400258	5/4/2018	SVA ARCHITECTS, INC.	2139	New Construction	\$ 19,196.00
14400259	5/4/2018	TCR SERVICES	0100	Materials And Supplies	\$ 663.48
14400260	5/4/2018	TRIMARK ASSOCIATES, INC.	0100	Data Processing Contract	\$ 150.00
14400261	5/4/2018	AMERICAN EXPRESS	0100	Repairs & Maintenance	\$ 2,251.11
14400826	5/7/2018	CDS Moving Equipment Inc.	2139	New Construction	\$ 487.82
14400827	5/7/2018	Eusebio T Sevilla	0100	Conference,Workshop,Sem.	\$ 78.48
14400828	5/7/2018	STEWART, EMILY	0100	Conference,Workshop,Sem.	\$ 332.61
14400829	5/7/2018	CURRIER & HUDSON	0100	Legal Expense Legal Exp-Personnel	\$ 1,220.02 \$ 6,649.50
14400830	5/7/2018	Rebecca Topete	0100	Materials And Supplies	\$ 22.57
14400831	5/7/2018	KIM DUPONT	0100	Fees - Business, Admission,Etc	\$ 211.02
14400832	5/7/2018	REFILL IT INC	1300	Purchases Food	\$ 1,272.00
14400833	5/7/2018	KELLY PAPER	0100	Duplicating Supplies Materials And Supplies	\$ 4,199.66 \$ 925.44
14400834	5/7/2018	SAMANTHA COMFORTI	0100	Fees - Business, Admission,Etc	\$ 68.02
14400835	5/7/2018	Terry Sanchez	0100	Conference,Workshop,Sem.	\$ 58.30
14400836	5/7/2018	COMM USA INC	0100	Repairs & Maintenance	\$ 105.00
14400837	5/7/2018	COX COMMUNICATIONS	0100	Communications-Telephone	\$ 490.86
14400838	5/7/2018	SPARKLETTS	0100	Materials And Supplies	\$ 364.34
14400839	5/7/2018	DIGITAL NETWORKS GROUP, INC.	0100	Repairs & Maintenance	\$ 187.50
14400840	5/7/2018	ECOLAB	1300	Purchases Supplies	\$ 310.76
14400841	5/7/2018	ERICKSON-HALL CONSTRUCTION CO	2139	New Construction	\$ 581,437.60
14400842	5/7/2018	FAGEN FRIEDMAN & FULFROST, LLP	0100	Legal Exp-Business Legal Expense	\$ 2,769.00 \$ 976.49
14400843	5/7/2018	CORELOGIC SOLUTIONS, LLC	0100	Computer Licensing	\$ 350.33
14400844	5/7/2018	MATCH POINT TENNIS COURTS, INC	0100	Other Serv.& Oper.Exp.	\$ 55.00
14400845	5/7/2018	MCCARTHY BUILDING COMPANY, INC	2139	New Construction	\$ 1,327,803.88
14400846	5/7/2018	OFFICE DEPOT, INC	0100	Materials And Supplies	\$ 61.33
14400847	5/7/2018	OLIVENHAIN MUNICIPAL WATER DST	0100	Water	\$ 8,751.29
14400848	5/7/2018	DELORES PERLEY REVOLVING CASH	0100	Bank Charges	\$ 52.32

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WARRANT REPORT FROM 05/01/18 THROUGH 05/28/18

WARRANT NBR	DATE	VENDOR	FUND	DESCRIPTION	AMOUNT
14400848	43227.16667	DELORES PERLEY REVOLVING CASH	0100	Materials And Supplies	\$ 123.23
				Spec Ed Student Stipends	\$ 3,762.00
			1300	Materials And Supplies	\$ 19.46
				Purchases Food	\$ 10.08
14400849	5/7/2018	Tina Peterson	0100	Materials And Supplies	\$ 140.00
14400850	5/7/2018	S&S BAKERY INC	1300	Purchases Food	\$ 2,007.51
14400851	5/7/2018	SAN DIEGO CITY TREASURER	0100	Sewer Charges	\$ 236.01
				Water	\$ 450.91
14400852	5/7/2018	SAN DIEGUITO WATER DISTRICT	0100	Water	\$ 4,200.24
14400853	5/7/2018	SCHOLASTIC INC	0100	Materials And Supplies	\$ 99.00
14400854	5/7/2018	Amy Springstead	0100	Mileage	\$ 64.86
14400855	5/7/2018	STAPLES ADVANTAGE	0100	Printing	\$ 9,416.94
14401386	5/8/2018	GRIFFIN HARDWARE CO #09817	0100	Materials And Supplies	\$ 8.61
14401387	5/8/2018	Follett School Solutions	0100	Materials And Supplies	\$ 1,099.05
				Textbooks	\$ 2,122.85
14401388	5/8/2018	Coleman Moving Systems, Inc.	2139	New Construction	\$ 325.00
14401389	5/8/2018	CURRIER & HUDSON	0100	Legal Expense	\$ 4,719.00
				Legal Exp-Personnel	\$ 20,962.88
14401390	5/8/2018	Maureen O'Leary Burness	0100	Professional/Consult Svcs	\$ 2,319.00
14401391	5/8/2018	AECOM TECHNICAL SERVICES INC	2139	New Construction	\$ 10,236.60
14401392	5/8/2018	Magdalena Ecke Family YMCA	0100	Rents & Leases	\$ 9,805.00
14401393	5/8/2018	KELLY PAPER	0100	Aeries Supplies	\$ 556.20
				Duplicating Supplies	\$ 556.21
14401394	5/8/2018	SYNCB/AMAZON	0100	Materials And Supplies	\$ 2,816.38
14401395	5/8/2018	BLICK ART MATERIALS	2139	Equipment	\$ 5,758.12
14401396	5/8/2018	BLUE COAST CONSULTING	2139	New Construction	\$ 55,760.00
14401397	5/8/2018	CALIFORNIA CONSTRUCTION MGMT	2519	Professional/Consult Svcs	\$ 110.00
14401398	5/8/2018	ECONOMY RESTAURANT SUPPLY	2139	Equipment	\$ 377.13
14401399	5/8/2018	FISHER SCIENTIFIC	0100	Materials And Supplies	\$ 568.21
14401400	5/8/2018	FLINN SCIENTIFIC INC	0100	Materials And Supplies	\$ 1,830.09
14401401	5/8/2018	GOLD STAR FOODS	1300	Purchases Food	\$ 16,186.73
14401402	5/8/2018	HERFF JONES, INC	0100	Printing	\$ 2,163.69
14401403	5/8/2018	LIONAKIS	2139	New Construction	\$ 23,120.00
14401404	5/8/2018	MOBILE MODULAR MANAGEMENT CORP	2139	New Construction	\$ 242.98
14401405	5/8/2018	Tina Peterson	0100	Refreshments	\$ 369.84
14401406	5/8/2018	PREMIER FOOD SERVICES, INC	0100	Rents & Leases	\$ 3,037.31
14401407	5/8/2018	PROCURETECH	0100	Computer Supplies	\$ 247.35
14401408	5/8/2018	PROJECT LEAD THE WAY, INC	0100	Fees - Business, Admission,Etc	\$ 2,400.00
14401409	5/8/2018	RANCHO SANTA FE SEC SYSTEMS	0100	Other Serv.& Oper.Exp.	\$ 400.00
14401410	5/8/2018	LESLEY RHODES	0100	Refreshments	\$ 246.28
14401411	5/8/2018	ROESLING NAKAMURA	2139	Improvements	\$ 3,500.00
				New Construction	\$ 1,547.27
			2519	Improvements	\$ 1,000.00
14401412	5/8/2018	SANTA FE IRRIGATION DISTRICT	0100	Water	\$ 3,950.43
14401413	5/8/2018	SCHOOL SPECIALTY, INC.	0100	Materials And Supplies	\$ 119.04
14401414	5/8/2018	STAPLES ADVANTAGE	0100	Materials And Supplies	\$ 1,119.61
				Office Supplies	\$ 65.52
14401416	5/8/2018	WESTERN ENVIRONMENTAL & SAFETY	2139	New Construction	\$ 6,156.00
14402215	5/9/2018	UNITED TIRE CENTERS, LLC	0100	Repairs-Vehicles	\$ 90.00
				Tires	\$ 321.22
14402216	5/9/2018	ARBOR SCIENTIFIC	0100	Materials And Supplies	\$ 75.01
14402217	5/9/2018	AMTEC	0100	Trans Expense	\$ 1,750.00
14402218	5/9/2018	GEORGIA EXPO MFG CORP	0100	Materials And Supplies	\$ 145.49
14402219	5/9/2018	GRIZZLY INDUSTRIAL INC	0100	Materials And Supplies	\$ 6,196.85
14402220	5/9/2018	CHANNING BETE CO., INC	0100	Materials And Supplies	\$ 549.75
14402221	5/9/2018	INTERNAL REVENUE SERVICE CENTER	0100	Trans Interest Earned 12/13	\$ 49,379.60
14402222	5/9/2018	ACCURATE LABEL DESIGNS	0100	Materials And Supplies	\$ 574.90
14402223	5/9/2018	ADVANTAGE PAYROLL SERVICES	0100	Other Serv.& Oper.Exp.	\$ 286.04
14402224	5/9/2018	BRAINPOP LLC	0100	Computer Licensing	\$ 230.00
14402225	5/9/2018	DEMCO INC	0100	Materials And Supplies	\$ 93.41

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WARRANT NBR	DATE	VENDOR	FUND	DESCRIPTION	AMOUNT
14402227	5/9/2018	GRAINGER	0100	Non-Capitalized Equipment	\$ 1,625.82
14402228	5/9/2018	INDIAN PRODUCT	0100	Materials And Supplies	\$ 990.00
14402229	5/9/2018	NCTD	0100	Fees - Business, Admission,Etc	\$ 1,554.00
14402230	5/9/2018	OLIVENHAIN MUNICIPAL WATER DST	2139	New Construction	\$ 3,000.00
14402231	5/9/2018	OPTIMUM FLOORCARE	0100	Repairs & Maintenance	\$ 505.70
14402232	5/9/2018	PACWEST AIR FILTER	0100	Bldg.-Repair Materials	\$ 7,525.14
14402233	5/9/2018	PROCURETECH	0100	Computer Supplies	\$ 467.85
14402234	5/9/2018	RALPHS CUSTOMER CHARGES	0100	Materials And Supplies	\$ 52.84
14402235	5/9/2018	S&S BAKERY INC	1300	Purchases Food	\$ 186.81
14402236	5/9/2018	SCHOOL NURSE SUPPLY COMPANY	0100	Materials And Supplies	\$ 191.48
14402237	5/9/2018	SCHOOL SERVICES OF CALIFORNIA, INC.	0100	Professional/Consult Svcs	\$ 305.00
14402238	5/9/2018	SHELL CAR WASH & EXPRESS LUBE	0100	Fuel Gasoline Supplies	\$ 107.20 \$ 590.05
14402239	5/9/2018	SMART AND FINAL STORES CORP	0100	Materials And Supplies	\$ 1,444.84
14402240	5/9/2018	TOP OF THE BAGEL	1300	Purchases Food	\$ 674.95
14402241	5/9/2018	VORTEX INDUSTRIES	0100	Other Serv.& Oper.Exp.	\$ 886.20
14402242	5/9/2018	WAXIE SANITARY SUPPLY	0100	Custodial Materials	\$ 590.54
14402901	5/10/2018	Stein Education Center	0100	Sub/Other Contr-Nps	\$ 4,234.34
14402902	5/10/2018	Papa John's, KJ Consortium	1300	Purchases Food	\$ 9,339.10
14402903	5/10/2018	US Foods, Inc.	1300	Purchases Food	\$ 17,656.89
14402904	5/10/2018	MARK BEAMISH WATERPROOFING	0100	Repairs & Maintenance	\$ 12,425.00
14402905	5/10/2018	ANCHOR CONST SPECIALTIES	0100	Repairs & Maintenance	\$ 7,706.00
14402906	5/10/2018	EDUCLIME LLC	0100	Professional/Consult Svcs	\$ 720.00
14402907	5/10/2018	HERITAGE SCHOOLS, INC.	0100	Mental Health Svcs Other Contr-N.P.S. Sub/Mental Health Svcs Sub/Room & Board	\$ 2,258.00 \$ 2,280.00 \$ 232.00 \$ 7,350.00
14402908	5/10/2018	P AND R PAPER SUPPLY CO.	1300	Purchases Supplies	\$ 3,483.22
14402909	5/10/2018	PICK UP STIX CATERING	1300	Purchases Food	\$ 6,928.50
14402910	5/10/2018	SAN DIEGO COUNTY OFFICE OF EDUCATION	0100	Conference,Workshop,Sem.	\$ 150.00
14402911	5/10/2018	SO-CAL DOMINONDS	1300	Purchases Food	\$ 4,044.40
14402912	5/10/2018	SUNRISE PRODUCE	1300	Purchases Food	\$ 8,172.06
14402913	5/10/2018	T E R I INC	0100	Sub/Other Contr-Nps	\$ 38,000.64
14402914	5/10/2018	TCR SERVICES	0100	Aeries Supplies Duplicating Supplies Materials And Supplies	\$ 79.68 \$ 79.68 \$ 107.70
14403720	5/11/2018	BRIEAHNA WEATHERFORD	0100	Conference,Workshop,Sem.	\$ 12.32
14403721	5/11/2018	Sydney Wilkinson	0100	Mileage	\$ 78.05
14403722	5/11/2018	SHEWARD & SON & SONS	2519	Improvements	\$ 23,278.00
14403723	5/11/2018	DIVISION OF THE STATE ARCHITECT	2139	New Construction	\$ 21,651.20
14403724	5/11/2018	INST FOR EFFECTIVE EDUCATION	0100	Sub/Other Contr-Nps	\$ 51,300.04
14403725	5/11/2018	PHONAK	0100	Materials And Supplies	\$ 100.00
14403726	5/11/2018	RALPHS CUSTOMER CHARGES	0100	Materials And Supplies	\$ 20.07
14403727	5/11/2018	RANCHO SANTA FE SEC SYSTEMS	0100	Other Serv.& Oper.Exp.	\$ 400.00
14403728	5/11/2018	SHOECRAFT, KATHERINE	0100	Mileage	\$ 202.25
14403729	5/11/2018	AMERICAN EXPRESS	0100	Communications-Telephone	\$ 1,097.11
14403730	5/11/2018	MEREDITH WADLEY AMSBAUGH	0100	Mileage	\$ 94.83
14403731	5/11/2018	WAXIE SANITARY SUPPLY	0100	Custodial Materials	\$ 100.79
14404299	5/14/2018	HOFMAN PLANNING & ENGINEERING	2139	New Construction	\$ 1,580.00
14404300	5/14/2018	TOLEDO PHYSICAL EDUCATION SUPPLY	0100	Materials And Supplies	\$ 338.76
14404301	5/14/2018	BISSIRI STUDIO	2519	New Construction	\$ 2,075.00
14404302	5/14/2018	SSID #2709171865	0100	Other Serv.& Oper.Exp.	\$ 650.00
14404303	5/14/2018	CW DRIVER LLC	2139	New Construction	\$ 107,720.00
14404304	5/14/2018	SYNCB/AMAZON	0100	Materials And Supplies	\$ 4,233.74
14404306	5/14/2018	AZTEC TECHNOLOGY CORP	2139	New Construction	\$ 317.86
14404307	5/14/2018	BERT'S OFFICE TRAILERS	2139	New Construction	\$ 445.01
14404308	5/14/2018	EDCO DISPOSAL CORPORATION	2139	New Construction	\$ 1,145.91
14404309	5/14/2018	STAPLES ADVANTAGE	0100	Materials And Supplies	\$ 1,567.20
14404310	5/14/2018	TCR SERVICES	0100	Materials And Supplies	\$ 735.39
14404311	5/14/2018	AMERICAN EXPRESS	2518	Improvements	\$ 178.91

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WARRANT NBR	DATE	VENDOR	FUND	DESCRIPTION	AMOUNT
14404312	5/14/2018	AMERICAN EXPRESS	2139	New Construction	\$ 172.86
14404313	5/14/2018	VISTA HILL	0100	Sub/Mental Health Svcs	\$ 74,830.00
14404314	5/14/2018	VORTEX INDUSTRIES	0100	Other Serv.& Oper.Exp. Repairs & Maintenance	\$ - \$ 300.75
14404315	5/14/2018	WILLIAMS SCOTSMAN, INC.	2139	New Construction	\$ 1,812.00
14404878	5/15/2018	UNITED TIRE CENTERS, LLC	0100	Repairs-Vehicles Tires	\$ - \$ 4,986.89
14404879	5/15/2018	BUREAU OF EDUCATION & RESEARCH	0100	Conference,Workshop,Sem.	\$ 518.00
14404880	5/15/2018	Specialized Education of CA	0100	Other Contr-N.P.S. Sub/Other Contr-Nps	\$ 10,506.52 \$ 2,906.36
14404881	5/15/2018	SSID #7112709066	0100	Mediation Settlements	\$ 406.80
14404882	5/15/2018	Maureen O'Leary Burness	0100	Professional/Consult Svcs	\$ 2,278.17
14404883	5/15/2018	SSID #8233009200	0100	Mediation Settlements	\$ 2,375.00
14404884	5/15/2018	INSTANT PROMOTION, INC. - NEVADA	0100	Materials And Supplies	\$ 2,895.00
14404885	5/15/2018	VALLEY BUSINESS MACHINES	0100	Non-Capitalized Tech Equipment	\$ 6,101.89
14404886	5/15/2018	SYNCB/AMAZON	0100	Materials And Supplies Non-Capitalized Equipment	\$ 2,406.84 \$ 584.15
14404888	5/15/2018	GERARDY PHOTOGRAPHY	0100	Materials And Supplies	\$ 81.78
14404889	5/15/2018	New Haven Youth & Family Services	0100	Other Contr-N.P.A.	\$ 4,400.00
14404890	5/15/2018	Tina Peterson	0100	Refreshments	\$ 194.35
14404891	5/15/2018	MELISSA SAGE	0100	Conference,Workshop,Sem.	\$ 25.07
14404892	5/15/2018	SAN DIEGO UNIFIED SCH DIST	0100	Oth Tuit-X Cost/Defic Prmts-Sch	\$ 4,563.75
14404893	5/15/2018	SAN DIEGO COUNTY OFFICE OF EDUCATION	0100	Professional/Consult Svcs	\$ 7,000.00
14404894	5/15/2018	Specialized Education of Ca, Inc.	0100	Other Contr-N.P.S.	\$ 5,324.88
14404895	5/15/2018	SMART AND FINAL STORES CORP	0100	Materials And Supplies	\$ 214.69
14404896	5/15/2018	STAPLES ADVANTAGE	0100	Materials And Supplies Office Supplies	\$ 3,325.75 \$ 53.93
14404897	5/15/2018	SUPPLY MASTER INC	0100	Materials And Supplies	\$ 284.46
14404898	5/15/2018	LEONOR YOUNGBLOOD	0100	Materials And Supplies	\$ 51.69
14405600	5/16/2018	TK1SC INC	2139	New Construction	\$ 2,060.00
14405601	5/16/2018	SARAH STEELE	0100	Conference,Workshop,Sem.	\$ 384.52
14405602	5/16/2018	HAMEL SCHOOL OUTFITTERS INC	0100	Materials And Supplies	\$ 305.27
14405603	5/16/2018	SSID #8178584218	0100	Other Serv.& Oper.Exp.	\$ 587.00
14405604	5/16/2018	SSID #4109801220	0100	Mediation Settlements	\$ 500.00
14405605	5/16/2018	KELLY, KEITH	2519	Mitigation/Developer Fees	\$ 450.18
14405606	5/16/2018	B D S ENGINEERING, INC	2139	New Construction	\$ 1,005.00
14405607	5/16/2018	CARLSBAD UNIFIED SCHOOL DIST.	0100	Oth Tuit-X Cost/Defic Prmts-Sch	\$ 14,228.54
14405608	5/16/2018	CONSULTING & INSPECTION SVCS	2139	New Construction	\$ 31,808.00
14405609	5/16/2018	CREATIVE BUS SALES	1500	New Eqpt-Bus	\$ 542,139.32
14405610	5/16/2018	DAVIS DEMOGRAPHICS & PLANNING	2519	Professional/Consult Svcs	\$ 3,147.50
14405611	5/16/2018	ERICKSON-HALL CONSTRUCTION CO	2139	New Construction	\$ 98,695.05
14405612	5/16/2018	K L M BIOSCIENTIFIC	0100	Materials And Supplies	\$ 33.29
14405613	5/16/2018	NASCO MODESTO	0100	Materials And Supplies	\$ 996.21
14405614	5/16/2018	OFFICE DEPOT, INC	0100	Materials And Supplies	\$ 61.33
14405615	5/16/2018	PITSCO	0100	Materials And Supplies	\$ 487.06
14405616	5/16/2018	PROCURETECH	0100	Computer Supplies	\$ 1,229.63
14405617	5/16/2018	SHELL	1300	Fuel	\$ 85.00
14405618	5/16/2018	SOUTHWEST SCHOOL/OFFICE SUPPLY	0100	Materials And Supplies	\$ 92.35
14405619	5/16/2018	SOLUTION TREE	0100	Professional/Consult Svcs	\$ 1,240.00
14405620	5/16/2018	TCR SERVICES	0100	Duplicating Supplies Materials And Supplies	\$ 309.19 \$ 964.74
14405621	5/16/2018	TEACHER'S DISCOVERY	0100	Materials And Supplies	\$ 257.25
14405622	5/16/2018	TRACE3, LLC	0100	Computer Licensing	\$ 341.25
14405623	5/16/2018	WESTERN ENVIRONMENTAL & SAFETY	0100	Professional/Consult Svcs	\$ 2,718.00
14406317	5/17/2018	UNITED TIRE CENTERS, LLC	0100	Repairs-Vehicles Tires	\$ - \$ 3,418.78
14406318	5/17/2018	LAUNDRY LADIES, INC.	0100	Other Serv.& Oper.Exp.	\$ 65.00
14406319	5/17/2018	FLIBS	0100	Conference,Workshop,Sem.	\$ 1,850.00
14406320	5/17/2018	SYNCB/AMAZON	0100	Materials And Supplies	\$ 2,404.74
14406321	5/17/2018	CA DEPT OF EDUCATION	1300	Purchases Food	\$ 72.80

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14406322	5/17/2018	ENCINITAS FORD	0100	Materials-Vehicle Parts	\$ 92.21
14406323	5/17/2018	GOPHER SPORT	0100	Materials And Supplies	\$ 2,150.09
14406324	5/17/2018	LAWNMOWERS PLUS INC	0100	Repairs & Maintenance	\$ 959.84
14406325	5/17/2018	MATCH POINT TENNIS COURTS, INC	0100	Other Serv.& Oper.Exp.	\$ 176.00
14406326	5/17/2018	MATHESON TRI-GAS INC	0100	Non-Capitalized Equipment	\$ 5,048.29
14406327	5/17/2018	MCLOGAN SUPPLY CO	0100	Materials And Supplies	\$ 778.11
14406328	5/17/2018	MISSION LINEN SUPPLY	0100	Other Serv.& Oper.Exp.	\$ 283.80
14406329	5/17/2018	MRC360 AKA MR COPY	0100	Duplicating Supplies	\$ 351.27
				Materials And Supplies	\$ 118.53
14406330	5/17/2018	NAPA AUTO PARTS	0100	Materials-Vehicle Parts	\$ 8,213.77
				Other Transport.Supplies	\$ 102.37
14406331	5/17/2018	OPTIMUM FLOORCARE	0100	Repairs & Maintenance	\$ 272.60
14406332	5/17/2018	SAN DIEGO CITY TREASURER	0100	Sewer Charges	\$ 5,319.61
				Water	\$ 14,071.27
14406333	5/17/2018	RUSSELL SIGLER INC	0100	Non-Capitalized Equipment	\$ 1,415.76
14406334	5/17/2018	AMERICAN EXPRESS	0100	Communications-Telephone	\$ 2,124.71
14406335	5/17/2018	STANDARD ELECTRONICS	0100	Repairs & Maintenance	\$ 285.00
14406861	5/18/2018	BARBARA BASS	0100	Conference,Workshop,Sem.	\$ 101.37
14406862	5/18/2018	ELIZABETH MCNALLY	0100	Conference,Workshop,Sem.	\$ 881.44
14406863	5/18/2018	MARTHA HUTCHINSON	0100	Refreshments	\$ 47.37
14406864	5/18/2018	TIFFANY HAZLEWOOD	0100	Mileage	\$ 248.53
14406865	5/18/2018	NANCY A. BENBOW	0100	Mileage	\$ 15.26
14406866	5/18/2018	CRISTINA GAMINO	0100	Materials And Supplies	\$ 51.80
14406867	5/18/2018	THE FRUTH GROUP, INC	0100	Materials And Supplies	\$ 775.80
14406868	5/18/2018	SUSAN DIXON	0100	Classif.Empl.Recognition	\$ 151.14
				Materials And Supplies	\$ 94.76
14406869	5/18/2018	MARY COURTNEY	0100	Mileage	\$ 53.96
14406870	5/18/2018	FIRST	0100	Materials And Supplies	\$ 1,795.00
14406871	5/18/2018	ROSELLA ARCE	0100	Mileage	\$ 133.53
14406872	5/18/2018	SMc Curriculum	0100	Professional/Consult Svs	\$ 1,000.00
14406873	5/18/2018	RALF BERNARD	0100	Mileage	\$ 186.39
14406874	5/18/2018	CHERI BENE	0100	Mileage	\$ 59.40
14406875	5/18/2018	HALEY MACKENZIE	0100	Conference,Workshop,Sem.	\$ 88.29
14406876	5/18/2018	SELMA MCDERMID	0100	Conference,Workshop,Sem.	\$ 38.36
14406877	5/18/2018	Robyn Moses	0100	Professional/Consult Svs	\$ 4,100.00
14406878	5/18/2018	MARY FRITSCH	0100	Conference,Workshop,Sem.	\$ 941.92
14406879	5/18/2018	ESTEFANIA HERNANDEZ	0100	Conference,Workshop,Sem.	\$ 801.62
14406880	5/18/2018	PATRICIA HOVEY	0100	Conference,Workshop,Sem.	\$ 885.62
14406881	5/18/2018	RYAN GOLD	0100	Conference,Workshop,Sem.	\$ 49.34
14406882	5/18/2018	MELISSA BROWN	1300	Food Service Sales Tp	\$ 80.75
14406883	5/18/2018	DENISE BALL	0100	Refreshments	\$ 30.95
14406884	5/18/2018	JOHN ADDLEMAN	0100	Mileage	\$ 157.07
14406885	5/18/2018	ALLIED REFRIGERATION	0100	Non-Capitalized Equipment	\$ 2,165.86
14406886	5/18/2018	ALTA COPY, PRINT, DESIGN	0100	Materials And Supplies	\$ 556.42
14406887	5/18/2018	RICHARD AYALA	0100	Mileage	\$ 63.22
14406888	5/18/2018	BERT'S OFFICE TRAILERS	2518	Improvements	\$ 242.44
14406889	5/18/2018	JOY BISCHKE	0100	Mileage	\$ 177.13
14406890	5/18/2018	GUENEVERE BUTLER	0100	Conference,Workshop,Sem.	\$ 721.87
14406891	5/18/2018	CABE	0100	Conference,Workshop,Sem.	\$ 700.00
14406892	5/18/2018	CLEAN ENERGY	0100	Repairs & Maintenance	\$ 1,000.00
14406893	5/18/2018	ACES, INC.	0100	Sub/Other Contr-Nps	\$ 8,513.84
14406894	5/18/2018	CHERYL COOPER	0100	Conference,Workshop,Sem.	\$ 14.17
				Mileage	\$ 60.50
14406895	5/18/2018	CARA C. DOLNIK	0100	Refreshments	\$ 202.19
14406896	5/18/2018	DEBRA CRUSE	0100	Mileage	\$ 46.33
14406897	5/18/2018	ELIZABETH DELVAL	0100	Mileage	\$ 55.26
14406898	5/18/2018	DUCK, JAMIE	0100	Refreshments	\$ 81.48
14406899	5/18/2018	KELLY DUNN	0100	Mileage	\$ 465.95
14406900	5/18/2018	ERICKSON-HALL CONSTRUCTION CO	2139	New Construction	\$ 186,426.60
14406901	5/18/2018	ERICKSON-HALL CONSTRUCTION CO	0100	New Construction	\$ 10,827.24

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14406901	43238.16667	ERICKSON-HALL CONSTRUCTION CO	2139	New Construction	\$ 245,501.44
14406902	5/18/2018	TIFFANY M. FINDELL	0100	Mileage	\$ 80.66
14406903	5/18/2018	EDWARD H. GERSTIN	0100	Conference,Workshop,Sem.	\$ 2,252.70
14406904	5/18/2018	Lindley, Maria	0100	Prof/Consult Srv&Operate Exp	\$ 523.34
14406905	5/18/2018	HEATHER LUTZ	0100	Mileage	\$ 121.64
14406906	5/18/2018	RICK MARIAM	1300	Mileage	\$ 327.00
14406907	5/18/2018	RENO MEDINA	0100	Refreshments	\$ 30.00
14406908	5/18/2018	JENNIFER MCCLUAN	0100	Mileage	\$ 17.99
14406909	5/18/2018	MOBILE MODULAR MANAGEMENT CORP	2139	New Construction	\$ 10,540.76
			6730	Other Serv.& Oper.Exp.	\$ 4,261.93
14406910	5/18/2018	NATHAN MOLINA	0100	Conference,Workshop,Sem.	\$ 31.61
14406911	5/18/2018	OAK GROVE INSTITUTE	0100	Other Contr-N.P.S.	\$ 2,355.36
				Sub/Room & Board	\$ 9,182.00
14406912	5/18/2018	SAN DIEGO CENTER FOR CHILDREN	0100	Mental Health Svcs	\$ 159.25
				Room & Board	\$ 360.00
				Sub/Other Contr-Nps	\$ 10,800.00
14406913	5/18/2018	SHOECRAFT, KATHERINE	0100	Mileage	\$ 66.88
14406914	5/18/2018	STAPLES ADVANTAGE	0100	Materials And Supplies	\$ 2,981.92
14406915	5/18/2018	U S POSTAL SERVICE	0100	Communications-Postage	\$ 10,000.00
14406916	5/18/2018	WEST SHIELD ADOLESCENT SERVICE	0100	Professional/Consult Svs	\$ 1,118.16
14406917	5/18/2018	XEROX CORPORATION	0100	Copy Charges	\$ 2,211.48
				Rents & Leases	\$ 4,833.64
14407430	5/21/2018	SCHOOLLABELS.COM	0100	Materials And Supplies	\$ 89.99
14407431	5/21/2018	A1 GOLF CARS, INC	0100	Repairs & Maintenance	\$ 149.89
14407432	5/21/2018	A1 GOLF CARS, INC	1300	Repairs & Maintenance	\$ 129.48
14407433	5/21/2018	APPERSON	0100	Materials And Supplies	\$ 106.86
14407434	5/21/2018	BLICK ART MATERIALS	0100	Materials And Supplies	\$ 1,095.35
14407435	5/21/2018	C I F	0100	Dues - CIF	\$ 210.00
14407436	5/21/2018	CA AGRI CONTROL INC	0100	Pest Control	\$ 700.00
14407437	5/21/2018	TCG ADMINISTRATORS/CALSTRS	0100	Professional/Consult Svs	\$ 662.00
14407438	5/21/2018	COSTCO CARLSBAD	0100	Refreshments	\$ 50.50
14407439	5/21/2018	COSTCO SAN MARCOS	0100	Materials And Supplies	\$ 34.92
14407440	5/21/2018	DIGITAL SCHOOLS OF CA, LLC	0100	Consultants-Computer	\$ 2,547.50
14407441	5/21/2018	SAROYAN LUMBER	0100	Materials And Supplies	\$ 1,973.16
14407442	5/21/2018	STAPLES ADVANTAGE	0100	Printing	\$ 2,708.87
14407443	5/21/2018	TCR SERVICES	0100	Aeries Supplies	\$ 1,391.27
14407444	5/21/2018	AMERICAN EXPRESS	0100	Other Serv.& Oper.Exp.	\$ 3,154.26
				Rents & Leases	\$ 2,201.96
14407446	5/21/2018	XEROX CORPORATION	0100	Copy Charges	\$ 2,328.83
				Rents & Leases	\$ 3,577.62
14408248	5/22/2018	Stein Education Center	0100	Sub/Other Contr-Nps	\$ 4,712.38
14408249	5/22/2018	CW DRIVER LLC	2139	New Construction	\$ 812,024.49
14408250	5/22/2018	GROUND SERVICE TECHNOLOGY, INC.	2139	New Construction	\$ 950.00
14408251	5/22/2018	KIDS BEHAVIORAL HEALTH OF ALASKA, INC	0100	Other Contr-N.P.S.	\$ 2,565.00
				Sub/Mental Health Svcs	\$ 3,885.00
				Sub/Room & Board	\$ 4,650.00
14408252	5/22/2018	PM Industrial Supply Company	0100	Materials And Supplies	\$ 208.48
14408253	5/22/2018	SPARTAN ATHLETIC CO.	0100	Materials And Supplies	\$ 239.60
14408254	5/22/2018	HECTOR PACHECO	1300	Food Service Sales Lcc	\$ 89.50
14408255	5/22/2018	AT&T	0100	Communications-Telephone	\$ 9,530.11
14408256	5/22/2018	AT&T	0100	Communications-Telephone	\$ 52.07
14408257	5/22/2018	AT&T LONG DISTANCE	0100	Communications-Telephone	\$ 16.21
14408258	5/22/2018	SSID #8097144658	0100	Mediation Settlements	\$ 8,220.00
14408259	5/22/2018	COX COMMUNICATIONS	0100	Communications-Telephone	\$ 463.88
14408260	5/22/2018	DAVIS DEMOGRAPHICS & PLANNING	2519	Professional/Consult Svs	\$ 3,145.00
14408261	5/22/2018	DELL MARKETING LP	0100	Non-Capitalized Tech Equipment	\$ 11,219.48
14408262	5/22/2018	EXCELSIOR ACADEMY	0100	Other Contr-N.P.S.	\$ 2,528.80
14408263	5/22/2018	SSID #9416173295	0100	Mediation Settlements	\$ 21,440.00
14408264	5/22/2018	PALOS SPORTS, INC.	0100	Materials And Supplies	\$ 159.72
14408265	5/22/2018	PREMIER AGENDAS INC	0100	Materials And Supplies	\$ 984.85

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WARRANT REPORT FROM 05/01/18 THROUGH 05/28/18

WARRANT NBR	DATE	VENDOR	FUND	DESCRIPTION	AMOUNT
14408266	5/22/2018	PROCURETECH	0100	Computer Supplies	\$ 470.17
14408267	5/22/2018	PROVO CANYON SCHOOL	0100	Mental Health Svcs	\$ 2,880.00
				Other Contr-N.P.S.	\$ 3,402.00
				Sub/Mental Health Svcs	\$ 5,760.00
				Sub/Other Contr-Nps	\$ 6,642.00
				Sub/Room & Board	\$ 17,550.00
14408268	5/22/2018	SAN DIEGO GAS & ELECTRIC CO	0100	Compressed Natrl Gas (Cng)	\$ 494.06
				Gas & Electric	\$ 121,306.91
14408269	5/22/2018	MARITZA SANTANDER	0100	Conference,Workshop,Sem.	\$ 7.30
14408270	5/22/2018	SCHOOL NURSE SUPPLY COMPANY	0100	Materials And Supplies	\$ 81.50
14408271	5/22/2018	SHELL CAR WASH & EXPRESS LUBE	0100	Gasoline Supplies	\$ 434.03
14408272	5/22/2018	ARTIANO SHINOFF	0100	Legal Exp-Business	\$ 564.20
				Legal Expense	\$ 16,346.96
14408273	5/22/2018	MEREDITH WADLEY AMSBAUGH	0100	Fees - Business, Admission,Etc	\$ 390.00
14408274	5/22/2018	WESTERN ENVIRONMENTAL & SAFETY	0100	Other Serv.& Oper.Exp.	\$ 945.00
14408900	5/23/2018	Daily Journal Corporation	2139	New Construction	\$ 283.40
			2519	Improvements	\$ 299.00
14408901	5/23/2018	Natalie Seward	0100	Rents & Leases	\$ 37.06
14408902	5/23/2018	DELOITTE CONSULTING LLP	0100	Conference,Workshop,Sem.	\$ 3,300.00
14408903	5/23/2018	San Diego Air & Space Museum	0100	Professional/Consult Svcs	\$ 600.00
14408904	5/23/2018	VELASCO, JULIANNE	0100	Rents & Leases	\$ 18.53
14408905	5/23/2018	AP* BY THE SEA	0100	Conference,Workshop,Sem.	\$ 1,550.00
				Prepaid Expenditures (Expenses	\$ 775.00
14408906	5/23/2018	OFFICE DEPOT, INC	0100	Materials And Supplies	\$ 30.67
14408907	5/23/2018	School Specialty	0100	Materials And Supplies	\$ 783.99
14408908	5/23/2018	RANCHO SANTA FE SEC SYSTEMS	0100	Security Guard Contract	\$ 525.00
14408909	5/23/2018	SAN DIEGO COUNTY OFFICE OF EDUCATION	0100	Conference,Workshop,Sem.	\$ 150.00
14408910	5/23/2018	SAN DIEGO GAS & ELECTRIC CO	2519	Land Improvements	\$ 10,800.00
14408911	5/23/2018	WAXIE SANITARY SUPPLY	0100	Custodial Materials	\$ 1,319.74
14408912	5/23/2018	WESTERN ENVIRONMENTAL & SAFETY	0100	Other Serv.& Oper.Exp.	\$ 1,187.00
14409448	5/24/2018	MELISSA HERNANDEZ-CYR	0100	Conference,Workshop,Sem.	\$ 25.07
14409449	5/24/2018	MARTHA HUTCHINSON	0100	Materials And Supplies	\$ 66.43
				Refreshments	\$ 99.19
14409450	5/24/2018	JAYME CAMBRA	0100	Materials And Supplies	\$ 23.66
				Refreshments	\$ 124.51
14409451	5/24/2018	REKA INCZE	0100	Conference,Workshop,Sem.	\$ 51.98
14409452	5/24/2018	THE FRUTH GROUP INC	0100	Rents & Leases	\$ 115.48
14409453	5/24/2018	FERGUSON ENTERPRISES, INC #1350	0100	Non-Capitalized Equipment	\$ 1,431.99
14409454	5/24/2018	SSID #7179122856	0100	Other Serv.& Oper.Exp.	\$ 654.83
14409455	5/24/2018	LAUREN CHAMBERS	0100	Conference,Workshop,Sem.	\$ 25.00
14409456	5/24/2018	SSID #7138514586	0100	Mediation Settlements	\$ 660.00
14409457	5/24/2018	Ashley Albers	0100	Professional/Consult Svcs	\$ 3,506.25
14409458	5/24/2018	Robyn Moses	0100	Professional/Consult Svcs	\$ 4,100.00
14409459	5/24/2018	RAFAEL ANCONA	0100	Conference,Workshop,Sem.	\$ 19.99
14409460	5/24/2018	SSID #7097043846	0100	Pay In Lieu Of Transp>	\$ 450.00
14409461	5/24/2018	A1 GOLF CARS, INC	0100	Repairs & Maintenance	\$ 210.68
14409462	5/24/2018	AIR-TEK INC	0100	Repairs & Maintenance	\$ 10,238.00
14409463	5/24/2018	AMANDA J. GRETSCH, INC.	0100	Professional/Consult Svcs	\$ 3,125.00
14409464	5/24/2018	ATKINSON, ANDELSON, LOYA, RUUD & ROMO	0100	Legal Expense	\$ 38,986.19
14409465	5/24/2018	RICHARD AYALA	0100	Refreshments	\$ 60.03
14409466	5/24/2018	BANYAN TREE EDUCATIONAL SERVICES, INC.	0100	Other Contr-N.P.S.	\$ 5,895.12
				Sub/Other Contr-Nps	\$ 16,562.48
14409467	5/24/2018	AMERICAN EXPRESS	0100	Conference,Workshop,Sem.	\$ 183.30
14409468	5/24/2018	COMMUNITY SCHOOL OF SD, THE	0100	Sub/Other Contr-Nps	\$ 25,159.68
14409469	5/24/2018	ECOLAB	1300	Purchases Supplies	\$ 144.79
14409470	5/24/2018	ERICKSON-HALL CONSTRUCTION CO	2139	New Construction	\$ 1,377,246.28
14409471	5/24/2018	SSID #2156968315	0100	Pay In Lieu Of Transp>	\$ 640.92
14409472	5/24/2018	FREDRICKS ELECTRIC INC	2139	New Construction	\$ 2,000.00
14409473	5/24/2018	HOME DEPOT CREDIT SERVICES	0100	Bldg.-Repair Materials	\$ 4,565.22
				Materials And Supplies	\$ 3,135.79

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WARRANT REPORT FROM 05/01/18 THROUGH 05/28/18

WARRANT NBR	DATE	VENDOR	FUND	DESCRIPTION	AMOUNT
14409476	5/24/2018	SSID #8626601395	0100	Mediation Settlements	\$ 1,800.00
14409477	5/24/2018	CAROLYN LEE	0100	Conference,Workshop,Sem.	\$ 25.07
14409478	5/24/2018	OGGI'S PIZZA	0100	Refreshments	\$ 149.29
14409479	5/24/2018	PACIFIC BACKFLOW, INC	0100	Other Serv.& Oper.Exp.	\$ 638.58
14409480	5/24/2018	PROCURETECH	0100	Computer Supplies	\$ 364.05
14409481	5/24/2018	LAURA ROMANO	0100	Legal Exp-Business	\$ 337.50
14409482	5/24/2018	AMERICAN EXPRESS	0100	Hazardous Waste Disposal	\$ 244.00
14409483	5/24/2018	SAN DIEGO COUNTY OFFICE OF EDUCATION	0100	Conference,Workshop,Sem.	\$ 125.00
14409484	5/24/2018	SAN DIEGO GAS & ELECTRIC CO	2519	Land Improvements	\$ 15,120.00
14409485	5/24/2018	SAN DIEGUITO WATER DISTRICT	0100	Water	\$ 189.82
14409486	5/24/2018	SOL TRANSPORTATION, INC.	0100	Spec.Ed.Transportation	\$ 79,847.25
14409487	5/24/2018	TCR SERVICES	0100	Materials And Supplies	\$ 1,419.28
14409488	5/24/2018	WINSTON SCHOOL OF SAN DIEGO	0100	Other Contr-N.P.S.	\$ 6,217.38
				Sub/Other Contr-Nps	\$ 2,633.98
14409489	5/24/2018	XEROX CORPORATION	0100	Copy Charges	\$ 582.36
				Rents & Leases	\$ 1,218.41
14410151	5/25/2018	Little Diversified Architectural Cons.	2519	Professional/Consult Svs	\$ 1,185.75
14410152	5/25/2018	KELLY PAPER	0100	Duplicating Supplies	\$ 2,600.88
				Materials And Supplies	\$ 1,049.92
14410153	5/25/2018	LAURA MAIN	0100	Mileage	\$ 117.72
14410154	5/25/2018	SCHOOL PAPER EXPRESS	0100	Printing	\$ 1,317.50
14410155	5/25/2018	B AND H PHOTO-VIDEO	0100	Materials And Supplies	\$ 991.88
14410156	5/25/2018	SHIRLEY BLEKEBERG	0100	Materials And Supplies	\$ 8.60
				Refreshments	\$ 8.99
14410157	5/25/2018	CITY OF SAN DIEGO	0100	Other Serv.& Oper.Exp.	\$ 37,598.26
14410158	5/25/2018	DEMCO INC	0100	Materials And Supplies	\$ 236.30
				Other Books-Library	\$ 204.29
14410159	5/25/2018	FEDEX	0100	Communications-Postage	\$ 28.24
14410160	5/25/2018	FIELDTURF USA INC	0100	Repairs & Maintenance	\$ 1,200.00
14410161	5/25/2018	SSID #2156968315	0100	Pay In Lieu Of Transp>	\$ 488.32
14410162	5/25/2018	GEOCON INCORPORATED	2139	New Construction	\$ 755.00
14410163	5/25/2018	GRAINGER	0100	Materials And Supplies	\$ 817.74
14410164	5/25/2018	GROSSMONT UNION H S DISTRICT	0100	Oth Tuit-X Cost/Defic Prmts-Sch	\$ 100.00
14410165	5/25/2018	INDIAN PRODUCT	0100	Materials And Supplies	\$ 89.00
14410166	5/25/2018	MOBILE MODULAR MANAGEMENT CORP	2139	New Construction	\$ 554.90
14410167	5/25/2018	MODULAR SPACE CORPORATION	0100	Rents & Leases	\$ 1,081.98
14410168	5/25/2018	NATHAN MOLINA	0100	Conference,Workshop,Sem.	\$ 243.36
14410169	5/25/2018	OGGI'S PIZZA	0100	Refreshments	\$ 195.51
14410170	5/25/2018	School Specialty	0100	Materials And Supplies	\$ 984.85
14410171	5/25/2018	RANCHO SANTA FE SEC SYSTEMS	0100	Other Serv.& Oper.Exp.	\$ 400.00
				Repairs & Maintenance	\$ 195.00
14410172	5/25/2018	MELISSA SAGE	0100	Conference,Workshop,Sem.	\$ 17.77
14410173	5/25/2018	SCHOOL FACILITY CONSULTANTS	2519	Professional/Consult Svs	\$ 5,116.25
14410174	5/25/2018	STAPLES ADVANTAGE	0100	Copy Charges	\$ 73.83
				Duplicating Supplies	\$ 344.80
				Materials And Supplies	\$ 907.60
				Office Supplies	\$ 109.02
14410175	5/25/2018	STATE INDUSTRIAL PRODUCTS	0100	Other Serv.& Oper.Exp.	\$ 1,885.63
14410176	5/25/2018	AMERICAN EXPRESS	0100	Materials And Supplies	\$ 97.46
				Non-Capitalized Equipment	\$ 1,039.26

Report Total

\$ 7,946,167.61

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RCF REPORT FROM 05/01/18 THROUGH 05/28/18

CK NBR	DATE	NAME/VENDOR	DESCRIPTION	AMOUNT
11620	05/03/2018	MTS	Ferry and Coaster Tickets	175.00
11621	05/03/2018	MTS	MTS Bus and Coaster Tickets	112.50
11622	05/03/2018	MTS	MTS Bus and Coaster Tickets	112.50
11623	05/03/2018	MTS	Trolley and Coaster Tickets	112.50
11624	05/03/2018	MARIANNE RATHER	PETTY CASH REIMBURSEMENT	56.75
11625	05/08/2018	SAN DIEGUITO UHSD	WORKABILITY, TPP, BANK FEE	3,078.90
11626	05/08/2018	SCOTT JAY	PETTY CASH REIMBURSEMENT	73.39
11627	05/10/2018	RYLAND WICKMAN	PETTY CASH REIMBURSEMENT	173.86
11628	05/10/2018	SUSAN WINGATE	PETTY CASH REIMBURSEMENT	92.51
11629	05/14/2018	MARIANNE RATHER	PETTY CASH REIMBURSEMENT	72.00
11630	05/14/2018	SCOTT JAY	PETTY CASH REIMBURSEMENT	134.90
11631	05/24/2018	SCOTT JAY	PETTY CASH REIMBURSEMENT	74.24
11632	05/24/2018	CURTIS FILLMORE	PETTY CASH REIMBURSEMENT	71.42
11633	05/24/2018	CAROLYN WONG	PETTY CASH REIMBURSEMENT	34.35

Report Total

4,374.82

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: May 29, 2018

BOARD MEETING DATE: June 7, 2018

PREPARED BY: John Addleman, Exec. Director Planning Services
Tina Douglas, Associate Superintendent,
Business Services

SUBMITTED BY: Eric R. Dill, Superintendent

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

EXECUTIVE SUMMARY

The attached report summarizes 7 agreements:

An agreement with Ruhnau Clarke Architects, for architectural/engineering services to provide for tenant improvements to the Facilities Department offices, currently housing maintenance, custodial and grounds, located on Vulcan Ave. These improvements will be undertaken for the purposes of relocating the Facilities Planning & Construction Offices, which will need to vacate its current space when the Sunset High School reconstruction projects gets underway; resulting in all functions of the Facilities Department being housed in one location. From preliminary conversations with the City of Encinitas, improvements for handicap accessibility, and other building code updates will be included.

Two (2) agreements are with Corovan Moving & Storage, to provide crews to move furniture and boxes at Diegueno Middle School in preparation for the start of construction this summer; and to move into the newly completed science classroom building at Oak Crest Middle School.

An agreement with Subsurface Surveys & Associates, Inc., to provide geophysical survey services district wide.

An agreement with Bob's Crane Services to move storage containers in place at Carmel Valley Middle School for the new music classroom building.

An agreement with Western Environmental & Safety Technologies, Inc., for environmental consulting services, district wide.

An agreement with School Facility Consultants, to provide consulting services for state funding of new school construction and modernization projects, the federal stimulus

ITEM 15G

funding application process and funding through implementation of Proposition 39-Clean Energy Act.

RECOMMENDATION:

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

FUNDING SOURCE:

As noted on the attached chart.

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SAN DIEGUITO UNION HIGH SCHOOL DISTRICT**FACILITIES PLANNING & CONSTRUCTION – AGREEMENTS****Board Meeting Date: 6-07-18**

<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>
06/08/18 – Completion	Ruhnau Clarke Architects	For architectural/engineering services for Facilities Department Tenant Improvements.	Other Building Fund 21-09	\$95,602.00 Plus reimbursable expenses
06/21/18 – Completion	Corovan Moving & Storage	To provide crews to move furniture and boxes at Diegueno Middle School in preparation for summer construction.	Building Fund Prop 39 – Fund 21-39	\$9,352.59
06/21/18 - Completion	Corovan Moving & Storage	To provide crews to move furniture and boxes at Oak Crest Middle School to the newly completed science classroom building.	Building Fund Prop 39 – Fund 21-39	\$9,352.59
05/01/18 – 04/30/19	Subsurface Surveys & Associates, Inc.	To provide geophysical survey services district wide on a time and materials basis.	The Fund To Which The Project Is Charged	At The Rates Established In The Proposal
06/08/18 – 08/31/18	Bob's Crane Services	To crane storage containers in place at Carmel Valley Middle School Music Classroom Building Project.	Building Fund Prop 39 – Fund 21-39	\$706.20 plus Allowance For Fuel Charges & Overage As Per the Proposal

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07/01/18 – 06/30/19 and renewing annually until terminated with 30-days advance notice	Western Environmental & Safety Technologies, Inc.	For environmental consulting services district wide	The Fund To Which The Project Is Charged	At the Rates Established In The Attached Agreement
07/01/18 – 06/30/19	School Facility Consultants	To provide services for state funding of new school construction and modernization projects district wide, with federal stimulus funding application process and funding through the implementation of Proposition 39 – Clean Energy Act.	Capital Facilities Fund 25-19	\$30,000.00

Fee Schedule for San Dieguito Union School District

ITEM 15G

January 1, 2018 - December 31st, 2019

SubSurface Surveys & Associates, Inc.

2075 Corte Del Nogal, Suite W | Carlsbad, California 92011

Office: (760) 476-0492

Fax: (760) 476-0493

Description	Billing Unit	Amount ¹
Basic Geophysical Surveying* (Cost of Crew)	Hourly	\$ 225.00
Advanced Geophysical Surveying** (Cost of Crew)	Hourly	\$ 325.00
Vibration/Blast Monitoring (Cost of Crew)	Hourly	\$ 120.00
Rebar/Post-Tension Delineation (Cost of Crew)	Hourly	\$ 200.00
*Basic geophysical surveying includes: borehole clearance, utility locating, abandoned oil well and UST detection and locating, Ground Penetrating Radar, Electro-Magnetic, Magnetic and VLF surveys, soil resistivity surveys using the Wenner four electrode array.		
**Advanced geophysical surveying includes: seismic surveys (refraction and reflection, surface, down-hole, and cross-hole), Electrical Resistivity Imaging Surveys using the STING.		
Other Direct Costs		
Description	Billing Unit	Amount
Weekend, Nighttime ²	Lump Sum	25% Increase
Overtime ³	Lump Sum	25% Increase
Presite Visits	Hourly	\$ 60.00
Seismic Tomography Processing	Per Line	\$ 100.00
Service Area Mobilization (Basic Geophysical Surveying) ⁴	Daily	\$ 140.00
Service Area Mobilization (Advanced Geophysical Surveying) ⁴	Daily	\$ 200.00
Service Area Mobilization (Blast/Vibration Monitoring) ⁴	Daily	\$ 140.00
Service Area Mobilization (Rebar/Post-Tension Surveying) ⁴	Daily	\$ 140.00
Footnotes		
¹ All costs are a turnkey rate, including a professional report with appropriate graphics		
² Nighttime rates will be applied to all field hours and mobilization rates during the times of 6:00pm to 6:00am.		
³ Overtime rates will be applied to all field hours in excess of 8 field hours worked in any one day.		



WESTERN ENVIRONMENTAL & SAFETY TECHNOLOGIES LLC

“an environmental consulting firm” **ITEM 15G**

Scope of Services – 2018 & 2019 Fee Schedule

Environmental Consultation Services

1. Asbestos removal specifications / work plans:

Asbestos Removal - General Work Plan (CAC approved)	\$625.00 per removal plan
Asbestos Removal - Full Specification (CAC approved)	\$1,225.00 per removal plan
Technical Illustrator	\$195.00 per Drawing (8.5" x 11")

2. Lead Paint removal specifications / work plans:

Lead Paint Removal Plan (Certified Supervisor approved)	\$550.00 per removal plan
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3. Universal Waste removal specifications / work plans:

Universal Waste Removal Plan (Sr. Staff)	\$495.00 per removal plan
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4. Asbestos / Lead Paint Sampling Associated with the modernization:

Professional / Certified Inspectors

Certified Asbestos Consultant - Inspector (Sr. Staff)	\$110.00 per Hour*
California Certified Site Surveillance Technician (Weekend rates 1.5 times rate listed above)	\$90.00 per Hour*
XRF Sampling - Certified Lead Professional	\$825 Daily Site Sampling Rate (per site location)
XRF Sampling - Certified Lead Professional	\$105 per hour Project Reporting Rate

5. Laboratory Fees

<u>Polarized Light Microscopy (PLM) Analysis</u> Asbestos Analysis of Bulk Materials via EPA 600/R-93/116 Method (PLM)	\$22.00 Per Sample (24 hour TAT)
<u>Polarized Light Microscopy (PLM) Analysis</u> Asbestos Analysis of Bulk Materials via EPA 600/R-93/116 Method (PLM)	\$48.00 Per Sample (6 hour TAT)
<u>Point Count Analysis (Confirmation Trace PLM <1%)</u> Point count verification analysis using the “Quantization 1000 Point Count”	\$135.00 Per Sample (72 hour TAT)
<u>Phase Contrast Microscopy (PCM) Analysis</u> Air Sampling Analysis – NIOSH 582 Method	\$18.00 Per Sample (24 hour TAT)
<u>Phase Contrast Microscopy (PCM) Analysis</u> Air Sampling Analysis – NIOSH 582 Method	\$38.00 Per Sample (6 hour TAT)
<u>Transmission Electron Microscopy (TEM) Analysis (air)</u> Asbestos Fiber Analysis by Transmission Electron Microscopy (TEM) Performed by EPA 40 CFR Part 763 Appendix A to Subpart E	\$135.00 Per Sample (24 hour TAT)
<u>Transmission Electron Microscopy (TEM) Analysis (air)</u> Asbestos Fiber Analysis by Transmission Electron Microscopy (TEM) Performed by EPA 40 CFR Part 763 Appendix A to Subpart E	\$225.00 Per Sample (6 hour TAT)
<u>Lead Paint Chip Analysis (Bulk collected)</u> Lead in Paint Chips by Flame AAS (SW 846 3050B*/7000B)	\$18.00 Per Sample (48 hour TAT)

6. On-Site Asbestos Removal Monitoring Services

Professional / Certified Staff

Certified Asbestos Consultant (Sr. Staff)	\$110.00 per Hour*
California Certified Site Surveillance Technician	\$720.00 per Day

7. Assistance with Bids and/or Requests for Proposals

Certified Asbestos Consultant Inspector (Sr. Staff)	\$110.00 per Hour
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8. On-Site Lead Paint Removal Monitoring Services

<u>Lead Paint - Professional / Certified Staff</u>	\$110.00 per Hour*
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9. Microbial Sampling and Reporting

Negotiated Rates – Project Based

10. Project Close Out and General Shipping

Certified Asbestos Consultant (Sr. Staff)	\$110.00 per Hour
Shipping Fees	Actual Cost's

* Minimum 4 hour site show-up fee applies

7966 Arjons Drive Suite #110 • San Diego • California • 92126
phone (858) 271-1842 • fax (858) 271-1856

gowestdc@msn.com
California • Arizona

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: May 28, 2018

BOARD MEETING DATE: June 7, 2018

PREPARED BY: John Addleman, Exec. Director, Planning Services
Tina Douglas, Associate Superintendent,
Business Services

SUBMITTED BY: Eric R. Dill, Superintendent

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

EXECUTIVE SUMMARY

The attached Professional Services Report summarizes amendments to (4) agreements:

An agreement with Colbi Technologies, Inc., for prequalification software and client support services district wide. On June 8, 2017, the board approved entering into an agreement to provide the first year's services; due to Colbi's continued high level of performance and reliability, we recommend approving the agreement for automatic annual renewals, until terminated in writing by either party.

An agreement with The Hartford to provide builder's risk insurance for the Carmel Valley Middle School Music Classroom Building Project. This amendment allows for continued insurance coverage through the completion of the parking lot improvements required by the Division of State Architect (DSA). Because the improvements would disrupt the site, this work has been scheduled for summer break.

An agreement with John Sergio Fisher & Associates, to provide architectural/engineering services at Carmel Valley Middle School.

An agreement with Lionakis, to provide architectural/engineering services at Pacific Trails Middle School, for additional structural analysis and calculations for the Division of State Architect. The calculations are a component of changes requested by the drywall contractor who will reimburse the district for the additional costs.

RECOMMENDATION:

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

FUNDING SOURCE:

As noted on the attached chart.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

FACILITIES PLANNING & CONSTRUCTION – AMENDMENTS

Board Meeting Date: 6/07/18

<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>
06/09/18 – 06/08/19 renewing annually until terminated with 30 days advance notice	Colbi Technologies, Inc.	To amend contract CA2017-47 to provide prequalification software and client support services district wide.	The Fund To Which The Project Is Charged	Annual Amount of \$20,500.00
06/19/17 – 08/31/18	The Hartford	To amend contract CA2017-51 extending the builder's risk insurance policy for the Carmel Valley Middle School Music Classroom Building Project through the revised completion date.	Building Fund Prop 39 – Fund 21-39 and North City West School Facilities Financing Authority	Additional \$3,420.00 for a new total of \$13,950.00
03/10/16 - Completion	John Sergio Fisher & Associates	To amend contract CA2016-05 for architectural/engineering services at Carmel Valley Middle School.	Building Fund Prop 39 – Fund 21-39 and/or Other Building Fund 21-09	Additional \$1,650.00 for a new total of \$436,755.00
2/19/16 – Completion	Lionakis	To amend contract CA2016-10 for architectural/engineering services at Pacific Trails Middle School 2 nd Classroom Building Project.	Building Fund Prop 39 – Fund 21-39 and Reimbursed By Standard Drywall	Additional \$5,000.00 for a new total of \$1,088,400.00

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: May 28, 2018

BOARD MEETING DATE: June 7, 2018

PREPARED BY: John Addleman, Exec. Director, Planning Services
Tina Douglas, Associate Superintendent,
Business Services

SUBMITTED BY: Eric R. Dill, Superintendent

SUBJECT: AWARD OF CONTRACTS / FACILITIES PLANNING
& CONSTRUCTION

EXECUTIVE SUMMARY

Bids for construction of the Canyon Crest Academy B Building Landscape & Pathway Enhancements Project were conducted on May 21, 2018. A prior bid on April 26, 2018, exceeded the District's estimated budget and was rejected. Minor revisions were made and the project re-advertised, resulting in a significant savings over the original results. The project is being delivered as a single project (hard bid) award with district staff managing. Overall, the bid was successful with (3) firms responding. Bid packages were reviewed by staff to determine the lowest responsive and responsible bidder.

Bids for construction of the District Office Tenant Improvements Project were conducted on May 21, 2018. The project is being delivered as a single project (hard bid) award with district staff managing. Overall the bid was successful with (5) firms responding. Bid packages were reviewed by staff to determine the lowest responsive and responsible bidder. As previously discussed, tenant Improvements at the District Office, Facilities Department at Vulcan Avenue, and the Torrey Pines High School Arts Building will be required over the next year to relocate the Purchasing and Warehousing functions and the Facilities Planning and Construction functions from the Sunset Continuation High School site in order to facilitate the reconstruction of the Sunset school site in the Summer of 2019.

RECOMMENDATION:

It is recommended that the Board approve awarding the following contracts and authorize Douglas B. Gilbert, Tina Douglas, or Eric R. Dill to execute the agreements:

1. Blue Pacific Engineering & Construction, Canyon Crest Academy B Building Landscape & Pathway Enhancements Project CB2018-14R, during the period June 8, 2018 through August 10, 2018, in the amount of \$164,000.00, to be expended from Building Fund Prop 39 – Fund 21-39.

ITEM 15I

2. Telliard Construction, District Office Tenant Improvements Project CB2018-15R, during the period June 8, 2018 through August 3, 2018, in an amount not to exceed \$163,859.00, to be expended from Capital Facilities Fund 25-19.

FUNDING SOURCE:

As noted herein.

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: May 25, 2018

BOARD MEETING DATE: June 7, 2018

PREPARED BY: Mark Miller,
Associate Superintendent of
Administrative Services

SUBMITTED BY: Eric R. Dill, Superintendent

SUBJECT: APPROVAL OF THE S.D.U.H.S.D.
SPECIAL EDUCATION STRATEGIC PLAN

EXECUTIVE SUMMARY

The Special Education Task Force was commissioned by the San Dieguito Union High School District School Board to meet monthly from October, 2017 to May, 2018 to develop a Strategic Plan for special education services within SDUHSD for grades 7 through adult.

The Special Education Strategic Plan is the result of the Special Education Task Force effort. The Task Force was comprised of representatives from all stakeholder groups, including parents, teachers, administrators, transition specialists, and staff. Task Force members participated in ten collaboration sessions that spanned over eight months; investing over 50 hours of teamwork. During each session, members discussed the current status of programs in the district, researched exemplary programs in the state and nation, reviewed parent survey data, and designed a plan for improving support for students.

The Strategic Plan is organized around six priorities that compose the backbone of a highly effective special education program grades 7 through adult. Each priority has a central goal that is aligned to the SDUHSD Local Control and Accountability Plan (LCAP), and contains specific action steps/tasks to ensure each goal is implemented in a specific, methodical, and consistent manner. The Strategic Plan is intended to be a broad outline of the structure of the special education program to support students to be college, career, or community ready upon leaving SDUHSD.

RECOMMENDATION:

It is recommended that the Board the SDUHSD Special Education Strategic Plan, as shown on the attached supplement.

FUNDING SOURCE:

To be determined.

Special Education

Strategic Plan

The purpose.....

The purpose of the Strategic Plan is to define the structure of programs for students with disabilities in order that they may access standards-aligned content, high quality learning environments, individualized support and resources in the least restrictive environment with priority placed on meaningful student involvement. The Strategic Plan is organized around six priorities that compose the backbone of a highly effective special education program. Each priority has a central goal that is aligned to the SDUHSD Local Control and Accountability Plan (LCAP), and contains specific action steps/tasks to ensure each goal is implemented in a specific, methodical, and consistent manner. The Strategic Plan is intended to be a broad outline of the structure of the special education program.



The process.....

The Special Education Strategic Plan is the result of the Special Education Task Force effort. The Task Force was comprised of representatives from all stakeholder groups, including parents, teachers, administrators, transition specialists, and staff. Task Force members participated in ten collaboration sessions that spanned over eight months; investing over 50 hours of teamwork. During each session, members discussed the current status of programs in the district, researched exemplary programs in the state and nation, reviewed parent survey data, and designed a plan for improving support for students.

Program Priorities

- 1 Transitions/College and Career/Post-Secondary
- 2 Communication
- 3 Curriculum/Instruction and Programs
- 4 Professional Development and Staffing
- 5 Inclusion: Meaningful Student Involvement
- 6 Accountability/Oversight

San Dieguito Union High School District

ITEM 16 Special Education Strategic Plan

The Team of Representative Stakeholders....

Facilitator:

Maureen O'Leary Burness

Project Lead:

Mark Miller: Associate Superintendent of Administrative Services

Meredith Wadley: Director of School and Student Services

Parent Representatives:

Karen Rusnak

Kent McIntyre

Nancy Lazerson

Lisa Shulman

Sophy Chaffee

NCCSE CAC Representatives:

Julie Law-Cheeseman

Amy Flicker

Joanne Stress

Certificated Staff (Special Education):

Elizabeth Marshall: Academic Support at TPHS

Liz Dargan: Academic Support at SDA

Kellie Maul: Functional Life Skills at Oak Crest

Diane Dekker: Learning Center at EWMS

Paula Goodfellow: Speech and Language Pathologist

Certificated Staff (General Education):

Erin Charnow: Math at LCC

Mark Van Over: Social Science at CCA

Duncan Brown: Counselor at SDA

Matt Livingston: Science at TPHS

Roxzana Sudo: English at TPHS

Workability:

Nathan Molina: Transition Services Coordinator

Classified Support:

Elizabeth DeVal: Workability/TPP

Administrators:

Rob Coppo: Principal TPHS

Jeremy Meadows: Assistant Principal LCC

Briahna Weatherford: Principal Oak Crest

Cara Dolnik: Principal at Carmel Valley Middle School

Tiffany Hazlewood: Program Supervisor District Office





Our vision.....

The San Dieguito Union High School District provides a full continuum of supports and services to each and every student in Special Education so each student is prepared and able to achieve a level of competence, self-reliance, disability awareness and independence, based on their own unique abilities, so each transitions successfully to their future.

Our mission.....

- We maintain a “Students First” philosophy. We structure each classroom and educational environment to meet the needs of each and every student.
- Our students learn, grow, and thrive in innovative programs that build independence and prepare each student for a successful transition to life after school.
- We provide and sustain a balance of life skills, academic skills, social - emotional supports, and transition curricular options based on students’ true and ever changing/evolving abilities, interests, and future goals.
- Each student is respected as a unique individual and offered high expectations, not bound by label. Decisions and practices will be student-driven and based on evidence and data.
- We support students as they enter the SDUHSD, to prepare each student to be a successful student during their years in the District, focusing on effective communication, organizational skills, and academic supports for instruction and homework.
- We provide supports to students so that they each actively participate in their educational processes, including the IEP process and in activities that increase self - advocacy and self-determination.
- We work with parents as partners so that they are well informed and educated about programs and supports available to students within the District as well as when they transition to young adulthood.
- We will provide the necessary supports to all staff so that they are informed both of student needs and of evidence-based ways to address and support those needs.

Priority #1**Transitions ~ College/Career Readiness ~ Post-School**

The District will provide appropriate resources to support transition planning and implementation for each and every student with an IEP in order to facilitate effective transitions, from entry to the district through graduation or a completion of a certificate, with a focus on services, goals, and post-school objectives.

LCAP Priority Area: College and Career Readiness

Action Step #1

Upon enrollment to the District, students will develop a vision plan for their future, their Individual Transition Plan, as per IDEA, to be updated annually. It will be based on personal goals, strengths, values, and interests to meet their academic, college, career and/or IEP goals, with specific CTE pathways and/or classes identified, as appropriate.

**Action Step #2**

Every student and case manager will maintain an online digital transition profile/portfolio that begins when they enter 7th grade, to serve as a real time living document, to be populated and updated as the student progresses. The transition portfolios, as adopted by the District, "Californiacolleges.edu" will serve as a means of documenting progress toward their post-secondary-goals.

Action Step #3

Students will build skills necessary for work experience development, including marketable skills transferable to a job, as appropriately related to each student's ITP/transition portfolio.

Action Step #4

Students will have access to an expanded choice of career interest inventories as part of their exploration of career possibilities.

Action Step #5

The District will expand the current College and Career fair to include more vocational options. In addition, the district will explore extending the time of the event to include a "sensory friendly" option for students with disabilities and opportunities to support increased attendance for students with disabilities.

Action Step #6

The District will build community partnerships with local companies to encourage more opportunities for participation of students in work experiences.

**Action Step #7**

The District will expand an Education specialist(s) ability to communicate current labor opportunities, etc. for post-secondary options, including colleges/universities with disability resource centers.

Priority #2

Communication

In order to facilitate trust and collaboration among all stakeholders, the District will develop a transparent, consistent and comprehensive system of communication.

LCAP Priority Area: School Climate and Culture

Action Step #1

The District will actively promote a digital Special Education “Parent Handbook” that provides information regarding the IEP process, progress on goals, continuum of services available in SDUHSD, program locations, transition process, continuum of services, and make available to stakeholders on the District website, including through each site.



Action Step #2

School site/District websites will be updated/created to be easily navigated and accessible, with information on the Special Education department., e.g., with current programs, staff, contact info, district information, etc.



Action Step #3

School site staff will ensure consistent information about school events and activities to parents/ legal guardians.



Action Step #4

The District will partner with the North Coastal Consortium for Special Education (NCCSE) to provide SELPA-wide parent informational sessions focusing on education, training, and employment within the district.



Action Step #5

The District will make available to parents information on outside agencies/programs/resources (e.g. Mira Costa, DOR, SDRC, etc.) to best inform, train, and prepare all stakeholders for specific post-high school opportunities.



Priority #3

Curriculum/Instruction ~ Programs

Programs within the district will develop and implement specific, evidence-based instructional materials and strategies, appropriate to support each Special Education service, on an ongoing basis, driven by students' IEPs/individual transition plans (post-secondary education, employment, and independent living skills.) The District will allocate the necessary resources and provide staffing to support the delivery of each service, on an ongoing basis.

Services across the district will be strategically evaluated for utility and localization of equitable resources as related to student needs and stakeholder involvement.

LCAP Priority Area: Student Achievement, College/Career Readiness

<p>Action Step #1 For students in fundamental, foundational, and functional courses, to ensure access to the California State Standards, the District will explore opportunities to appropriately follow the aligned curriculum, implementing a standardized curriculum to be used district-wide for the continuum of special education services.</p>  <p>Action Step #2 To ensure access to the adopted California State Standards, curriculum for students with IEPs, the District will ensure there are appropriate supplemental materials for all core content area classes.</p>	<p>Action Step #3 Ensure that each student has access to a range of appropriate elective offerings on all school sites, as available.</p> <p>Action Step #4 Create and implement consistent and standardized skills continuum for an Academic Support class with supports and resources across all sites.</p> <p>Action Step #5 Students will have embedded in their program access to information that presents options and pathways (program availability, CTE, apprenticeships, employment, and the like) for subsequent years and for post-graduation.</p>	<p>Action Step #6 Continue the development and implementation of a district wide multi-tiered system of behavioral health scope and sequence to identify resources to best meet the needs of at-risk student populations in a timely and effective manner.</p>  <p>Action Step #7 In order to provide prompt access to behavioral health services from well-qualified professionals with training and/or experience with students with special needs, the district will establish protocol and timelines for proactive and preventative behavioral mental health supports and interventions.</p>
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Priority #4

Professional Development and Staffing

The district will adopt a professional development plan utilizing evidence-based practices to prepare and support all staff so they are able to provide IEPs and services to meet students' individual needs, and will allocate the necessary resources and staffing to provide support in fulfilling students' IEP needs.

LCAP Priority Area: Student Achievement

Action Step #1

To ensure that teachers have access to meaningful, timely and relevant professional development that translates to classroom and student needs, the District will survey teachers and school staff on their needs for professional development, then develop and prioritize a comprehensive professional development plan to ensure systematic training and updates for all stakeholders.

This may include, but is not limited to:

- Special education delivery models (nesting, co-teaching, etc.) and the use of evidence-based practices in the area of inclusive practices;
- Managing special education programs on school sites for administrators and leaders;
- Information on developing and implementing a systematic data collection and analysis method for progress on goals;
- Information on available post-high-school options, including community and 4-year colleges which offer supports to students with disabilities;
- Transition assessments and activities to support student ITPs;
- Writing legally compliant IEPs and ITPs
- Social-emotional learning
- Effective use of instructional aide supports

Action Step #2

District and sites will develop a staffing and training process for instructional assistants in order to timely recruit and retain the best staff possible to implement the district's vision of supports.



Action Step #3...

Site leadership will work with Special Education teachers to best utilize their Professional Learning Community (PLC) time and identify resources to collaborate with one another on expected student learning outcomes, student assessments, support and intervention strategies, curriculum and instruction, and best practices across the district.



Action Step #4

The Task Force will request a review for the need for aides to work full time and qualify for benefits.

Action Step #5




The district will investigate evidenced based program models in other districts, whose results have proven to be effective for students with disabilities and how a similar program model may be incorporated into the SDUHSD continuum of services.

Priority #5

Meaningful Student Involvement ~ Inclusion

Each site will cultivate and ensure the creation of a culture/school environment that prioritizes and ensures meaningful inclusion opportunities, and emphasizes access, support and participation through mainstreaming and reverse mainstreaming as well as classroom and extracurricular opportunities for all students in the district.

LCAP Priority Area: School Climate and Culture

<p>Action Step #1 Each site will continue to support and provide accessible and integrated opportunities, and research expanded opportunities for extra-curricular activities for all students (e.g., reverse mainstreaming, Peer- to-Peer driven “Student Mentor Programs”)</p>  <p>Action Step #2 The District will create and establish a continuum of service models, focused on inclusive teaching practices (e.g. nesting, co-teaching, reverse inclusion, etc.).</p>	<p>Action Step #3 To ensure appropriate inclusion opportunities for students in special programs, or for students who spend the majority of their day in the special education environment, IEP teams’ annual discussions will include the opportunity to discuss access, participation, and support of each individual student with disabilities according to their specific needs.</p> 	 <p>Action Step #4 School sites will collaborate with students and parents to implement an Ability Awareness education and activities with the goal of providing information to all key stakeholders at school sites to best support students with a disability across the range of their needs.</p>
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Priority #6**Oversight and Accountability**

Establish a data system to evaluate identified areas of the strategic plan.

**Action Step #1**

Establish a special education advisory forum made up of one representative parent ambassador from each site to meet with district and site staff quarterly to receive updates to address policies, procedures, and guidelines such as:

- Gather evidence and data to review, monitor, and discuss implementation of Special Education Strategic Plan
- Newsletter with parent updates (3 times annually)
- Special education issues and concerns within the district
- Collaboration between district staff and parents/community members for the development of a parent handbook.

Site councils will review the Special Education Strategic Plan along with the Single Plan for Student Achievement.



A Collaborative Effort!

Over the course of **10 meetings**, spanning **8 months**, stakeholders from SDUHSD invested over **50 hours** of collaboration and discussion in designing and reaching consensus on the Special Education Strategic Plan. Each Special Education Task Force session included the following components: analyzing district data (academic and program), consulting with state and federal regulations, researching exemplary programs in the state and nation and discussing implications for improving programs in SDUHSD. Each meeting was open to the public, and each meeting included an agenda item at which members of the public could provide input to the working group. Each session was carefully archived on the Special Education Task Force sub-webpage so that members of the public and staff could follow the progress towards developing the Strategic Plan over time. Meeting notes were approved by the members and posted to the Task Force webpage. A simple summary of Talking Points at the conclusion of each session was provided to each stakeholder, and was also posted to the Task Force webpage after each meeting.

To access the Task Force webpage, visit <http://www.sduhsd.net> and click on Special Education Task Force.



Special Education Strategic Plan for Student Achievement

District: San Dieguito Union High School District

Date of this revision: June 7, 2018

The Special Education Strategic Plan is a plan of action to improve outcome for students with disabilities in the San Dieguito Union High School District.

The Special Education Strategic Plan is the result of the work of the Special Education Task Force. The Task Force was comprised of representatives from all stakeholder groups, including parents, teachers, administrators, transition specialists, and staff. Task Force members participated in eleven collaboration sessions that spanned over eight months; investing over 50 hours of teamwork. During each session, members discussed the current status of programs in the district, researched exemplary programs or best practices in the state and nation, reviewed parent survey data, and designed a plan for improving support for students.

The purpose of the Strategic Plan is to define the structure of programs for students with disabilities in order that they may access standards-aligned content, high quality learning environments, individualized support and resources in the least restrictive environment with priority placed on meaningful student involvement. The Strategic Plan is organized around six priorities that compose the backbone of a highly effective special education program. Each priority has a central goal that is aligned to the SDUHSD LCAP, and contains specific action steps/tasks to outline the necessary steps to ensure each goal is implemented in a specific, methodical, and consistent manner. The Strategic Plan is intended to be a broad outline of the structure of the special education program.



A. District Special Education Information

Vision statement:

The San Dieguito Union High School District provides a full continuum of supports and services to each and every student in Special Education so each student is prepared and able to achieve a level of competence, self-reliance, disability awareness and independence, based on their own unique abilities, so each transitions successfully to their future.

Mission statement:

We maintain a “Students First” philosophy. We structure each classroom and educational environment to meet the needs of each and every student.

Our students learn, grow, and thrive in innovative programs that build independence and prepare each student for a successful transition to life after school.

We provide and sustain a balance of life skills, academic skills, social - emotional supports, and transition curricular options based on students’ true and ever changing/evolving abilities, interests, and future goals.

Each student is respected as a unique individual and offered high expectations, not bound by label. Decisions and practices will be student-driven and based on evidence and data.

We support students as they enter the SDUHSD, to prepare each student to be a successful student during their years in the District, focusing on effective communication, organizational skills, and academic supports for instruction and homework.

We provide supports to students so that they each actively participate in their educational processes, including the



IEP process and in activities that increase self -advocacy and self-determination.

We work with parents as partners so that they are well informed and educated about programs and supports available to students within the District as well as when they transition to young adulthood.

We will provide the necessary supports to all staff so that they are informed both of student needs and of evidence-based ways to address and support those needs.

District Special Education Profile:

The San Dieguito Union High School district enrolls 13,019 students in 9 comprehensive middle and high school sites and one alternative education school. There are 1,247 students with an IEP (9.5% of the total population) participating in a continuum of services throughout the district.

[5 Year CASEMIS Data](#)

The San Dieguito Union High School District offers specialized programs as part of the continuum of special education services for students with an Individual Education Program (IEP). The specialized programs are utilized for students who may require unique instructional strategies and small group instruction. Decisions regarding Special Education services and placement can only be made by the IEP team during an IEP team meeting, and can only be made by the entire IEP team, which includes parents. These services include, but are not limited to the following SDUHSD continuum of service options at each school site.

The following are summaries of SDUHSD's continuum of service options for the 17-18 school year:

General Education

First consideration for each student is mainstreaming into the general education setting to the maximum extent appropriate.

Related Services

Related services are provided to students by appropriately qualified specialists/service providers as specified in the IEP. A service provider may work with a student individually, in groups, and/or through consult. The service provider is a team member who supports the student's goal areas specific to their area of expertise.

Liaison/Consult

Service providers consult and collaborate with educational staff and student, as appropriate, to increase the educational benefit for the student in the least restrictive environment.

Co-Taught Content Area Classes

General education classes cooperatively taught by a course-content credentialed General Education teacher and an Educational Specialist. These specific course offerings vary based on student need.

Academic Support

Elective credit course taught in a small-group environment by an Educational Specialist who supports IEP goals as well as a variety of other focused skill areas including, but not limited to, reading intervention, writing intervention, math intervention, study skills, organizational skills and transition skills.

Fundamental

Content area courses taught in a small-group environment by a highly-qualified, content area Educational Specialist who delivers instruction and curriculum that is focused on the grade-level essential standards required to earn diploma credit. These courses do not meet A-G college prep requirements.

Foundational

Content area courses taught in a highly-supported, small-group environment by an Educational Specialist who delivers modified curriculum (at least two years below grade level) and instruction tailored to meet the needs of the students. These courses do not meet diploma credit requirements.

Learning Center (LC)

Diegueno MS, Earl Warren MS, La Costa Canyon HS, Torrey Pines HS

A Learning Center is a supportive program that may be considered by an IEP team for special education students who benefit from the general education classroom or the Fundamental classroom, but necessitate specialized supports in order to access those settings and benefit from their education. The specialized supports are tailored to address substantial needs in skill areas including, but not limited to: academics, behavior, pragmatics, executive functioning, self-regulation and transition. Students in the Learning Center program necessitate direct supports in their general education settings as well as have access to staff support and the Learning Center classroom throughout their school day; individualization is determined based on each student's needs.

Middle School Learning Academy (MSLA)/High School Learning Academy (HSLA)

Diegueno MS, La Costa Canyon HS

MSLA/HSLA are highly-supportive programs that may be considered by an IEP team for special education students who benefit from A to G, College Prep level general education curriculum and instruction, but necessitate specialized supports in order to access these settings and benefit from their education. The specialized supports are tailored to address substantial needs in skill areas including, but not limited to: behavior, pragmatics, executive functioning, self-regulation and transition. Students in these programs travel in supported cohorts throughout both their special education settings (Academic Support courses) and general education settings (Content Area courses) for the majority of their school day; individualization is determined based on each student's needs.

Coastal Learning Academy (CLA)

Canyon Crest Academy

The CLA program is a supportive program that may be considered by an IEP team for special education students who benefit from the A to G, College Prep level courses in the general education classroom, but necessitate specialized supports in order to maintain success. The specialized supports are focused to address substantial needs in skill areas including, but not limited to: behavior, pragmatics, executive functioning, self-regulation and transition. Students in the CLA program necessitate direct supports in their College Prep general education setting as well as direct training/supports in the CLA special education classroom. They have access to CLA staff support throughout their school day as well as team-taught College Prep level courses (specific courses vary from term to term); individualization is determined based on each student's needs.

Seaside Prep

Torrey Pines HS

Seaside Prep is a highly-supported program that may be considered by an IEP team for special education students who benefit from the general education or special education (Fundamental) curriculum. These students necessitate therapeutic supports and a therapeutic small-group environment in order to benefit from their education. The specialized supports are tailored to address significant needs in the areas of, but not limited to: emotional regulation (ie: anxiety, depression, self-injurious behaviors, etc), academics and transition. Students in the Seaside Prep program can receive courses within their therapeutic setting via small group or individual direct-instruction at the Fundamental level as well as independent online coursework (Edgenuity) with supports at the College Prep level. The Seaside prep program provides structured routines, therapeutic supports and program-embedded mental health services. Seaside Prep students will mainstream into the general education setting to the maximum extent appropriate; individualization is determined based on each student's needs.

Social Emotional Academic Success (SEAS)

Diegueno MS, La Costa Canyon HS

The SEAS program is a highly-supported program that may be considered by an IEP team for special education students who benefit from the general education or special education (Fundamental) curriculum. These students necessitate therapeutic supports and a therapeutic small-group environment in order to benefit from their education.

The specialized supports are tailored to address needs in the areas of emotional regulation (ie: anxiety, depression, self-injurious behaviors, etc), academics and transition. Students in the SEAS program can receive courses within their therapeutic setting via small group or individual direct-instruction at the Fundamental level. The SEAS program provides structured routines, behavior systems (including a level system), therapeutic supports and program-embedded mental health services. SEAS students will mainstream into the general education setting to the maximum extent appropriate; individualization is determined based on each student's needs.

Transitional Academic Program (TAP)

Carmel Valley MS, Oak Crest MS, La Costa Canyon HS, Torrey Pines HS

TAP is a highly-supportive program that may be considered by an IEP team for students whose special education needs are more significant and who benefit from a highly individualized and modified curriculum delivered in a mixture of both special education (Foundational) and general education settings (mainstreaming to the maximum extent appropriate). These students necessitate specialized small group supports in order to benefit from their education. The specialized supports are tailored to address substantial needs in the skill areas including, but not limited to, foundational academics, behavior, pragmatics, health, community connections, career/vocational, social/interpersonal and independent living; individualization is determined based on each student's needs.

Functional Life Skills (FLS)

Oak Crest MS, La Costa Canyon HS, Torrey Pines HS

FLS is a highly-supportive program that may be considered by an IEP team for students whose needs are found to be moderate/severe and who benefit from a highly individualized, modified, functional-skill based curriculum delivered primarily in the special education (Functional) setting, with mainstreaming into the general education setting to the maximum extent appropriate. These students necessitate an increased amount of 1:1 or very small group supports in order to benefit from their education. The specialized supports are tailored to address significant needs in the skill areas including, but not limited to: functional/applied academics, behavior, pragmatics, health, community connections, career/vocational, recreation/leisure and social/interpersonal; individualization is determined based on each student's needs.

Adult Transition Program (ATP)*La Costa Canyon HS*

ATP is a highly-supportive program that may be considered by an IEP team for special education, transition-age youth (approximate ages 18-22) who have not received a high school diploma, but have participated in four years of high school. These students continue to benefit from a highly individualized and modified specialized curriculum delivered in a mixture of both special education and community based settings. The specialized curriculum focuses on student needs in the skill areas including, but not limited to: independent living, career/vocational, recreation/leisure, social and interpersonal and community connections; individualization is determined based on each student's needs.

B. District Special Education Student Performance Data

See Appendix A for multi-year student performance data tables

Special Education Performance Summary

The following data sets were presented to the group and considered for development of the special education strategic plan:

- [Special Education Achievement Data](#)
- [2015-2016 San Dieguito Union High School District Annual Performance Measures](#)
- [Elective Enrollment for Students on an IEP](#)
- [Career Tech Ed Enrollment for Students on an IEP](#)
- [D and F rates for Students on an IEP](#)
- [Advanced Placement Enrollment for Students on an IEP](#)
- [Truancy Rates for Students on an IEP](#)
- [List Fundamental Courses](#)
- [Hanover Research Survey Results](#)



C. Involvement Process

Involvement Process: How was the Task Force involved in the development of the plan?

The San Dieguito Union High School District Special Education Task Force is comprised of stakeholders in the district who support our students with an IEP. Members include parents, administrators, general education and special education teachers, and support staff. Stakeholders met throughout the 2017-18 school year to develop a strategic plan for students with an IEP within SDUHSD. Meetings were held on the following dates:

- Wednesday, October 11, 2017 - 9:45am-2:15pm @ La Costa Canyon High School
- Monday, October 30, 2017 - 9:45am-2:15pm @ Oak Crest Middle School
- Tuesday, November 28, 2017 - 9:45am-2:15pm @ Canyon Crest Academy
- Wednesday, December 20, 2017 - 9:45am-2:15pm @ San Dieguito Academy
- Wednesday, January 17, 2018 - 9:45am-2:15pm @ Carmel Valley Middle School
- Tuesday, February 13, 2018 - 9:45am-2:15pm @ Diegueno Middle School
- Wednesday, March 14, 2018 - 9:45am-2:15pm @ Pacific Trails Middle School
- Wednesday, April 18, 2018 - 9:45am-2:15pm @ District Office Large Board Room
- Wednesday, May 2, 2018 - 9:45am-2:15pm @ Oak Crest Middle School
- Wednesday, May 23, 2018 - 9:45am-2:15pm @ La Costa Canyon High School

Meetings were facilitated by Ms. Maureen O'Leary Burness and were formatted to include presentations by Ms. Burness and district staff on the requirements of IDEA; data; and programs; as well as opportunities for stakeholders to work collaboratively to develop a mission and vision for special education, and to identify specific goal areas and strategic plan steps for special education. Special Education Task Force members visited classrooms representing the continuum of services at both the middle and high school level.

At the end of each meeting, Ms. O'Leary Burness asked Task Force members, the following three questions to consider so as to then provide feedback for future agenda development:

- a. What data points do we still need to explore?
- b. What else, generally, do you need to do your work?
- c. What questions do you have?

During the strategic planning process, the following presentations were made to the group:

- California Special Education Task Force Report: Mark Miller, Associate Superintendent, Administrative Services
- Individuals with Disabilities Education Act (IDEA): Maureen O’Leary Burness, Facilitator
- San Dieguito Union High School District (SDUHSD) Continuum of Services: SDUHSD Special Education Staff
- SDUHSD Special Education Data: Julie Goldberg, Teacher on Special Assignment for Categorical Programs
- Evidenced Based Practices Research Articles on Special Education Delivery Models: Maureen O’ Leary Burness, Facilitator
- Facilities: John Addlemen, Executive Director, Planning Services
- Special Education Financing in California: Maureen O’Leary Burness, Facilitator
- SDUHSD Special Education Financing: Tina Douglas, Associate Superintendent, Business Services
- Hanover Special Education Survey Results: Mark Miller, Associate Superintendent, Administrative Services
- Curriculum and Instruction: Dr. Michael Grove, Associate Superintendent, Educational Services
- SDUHSD LCAP Priorities 2017-2020: Julie Goldberg, Teacher on Special Assignment for Categorical Programs

SDUHSD contracted with Hanover Research to collect stakeholder feedback on perceptions of special education services within the district. The survey was administered to parents of students with an IEP, general education parents, district staff, and district administrators.



D. Planned Improvements in Student Performance

The Special Education Task Force has analyzed the student performance data of students in special education 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.

Special Education Goal #1: Transitions/College/Career Readiness/Post-School

The District will provide appropriate resources to support transition planning and implementation for each and every student with an IEP in order to facilitate effective transitions, from entry to the district through graduation or a completion of a certificate, with a focus on services, goals, and post-school objectives.

LCAP GOAL: All district graduates will be college and career ready

LCAP Priority Area: Student Achievement, College/Career Readiness

Targeted Pupil Student group(s): Students with IEPs.

Rationale:

There is a [need for students with IEPs](#) to be more successful through supportive, successful transitions from elementary to middle school, middle to high school, and high school to post-school objectives.

Stakeholder feedback demonstrated the need for transition support (i.e. elementary to middle, middle to high, high to post-school options), which showed the need for better communication with students and their families as they enter and matriculate through the system, as well as for a continued focus on strengthening the relationships with local community colleges and local vocational programs.

Expected Annual Measurable Outcomes:

For students with an IEP, an increase the percent prepared and approaching prepared on the College and Career Indicator on the California School Dashboard by 2%.

**Strategy:**

The district will provide appropriate support to each and every student's transition planning and implementation of services from entry to the District through graduation and/or post-school objectives, by analyzing and determining future programming needs for incoming student populations in order to be anticipatory in planning, as individually determined through the IEP process. The district will develop a transition protocol to address the following:

Actions/Tasks	Person(s) Responsible	Resources Needed	Means to Assess Improvement	Timeline
Upon enrollment to the District, students will develop a vision plan for their future, their Individual Transition Plan, as per IDEA, to be updated annually. It will be based on personal goals, strengths, values, and interests to meet their academic, college, career and/or IEP goals, with specific CTE pathways and/or classes identified, as appropriate.	Case Managers, SDUHSD SpEd Staff	-Intake process or procedures -Will explore resources to support this process though the State Council of Developmental Disabilities.	-Intake process meeting with case managers	Creation/training '18-'19, implementation '19-'20
Every student and case manager will maintain an online digital transition profile/portfolio that begins when they enter 7th grade, to serve as a real time living document, to be populated and updated as the student progresses. The transition portfolios, as adopted by the District, "Californiacolleges.edu" will serve as a means of documenting progress toward their post-secondary-goals.	Case Managers, SDUHSD SpEd Staff	-californiacolleges.edu -Opportunities for exploration	Work samples, logs, assessment results	Creation/training '18-'19, implementation '19-'20
Students will build skills necessary for work experience development, including marketable skills transferable to a job, as appropriately related to each student's ITP/transition portfolio.	Student, Case Manager/Ed Specialist, Parent, IEP Team	-Curriculum -Time -Training for staff	-Goal progress in IEP.	Creation/training '18-'19, implement

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		- Staff assigned to this responsibility -Transition Specialist		ation '19-'20
Career Readiness: Students will have access to an expanded choice of career interest inventories as part of their exploration of career possibilities.	Education Specialists	-Transition specialist	Results will be included in the ITP.	Creation/ training '18-'19, implement ation '19-'20
The District will expand the current College and Career fair to include more vocational options. In addition, the district will explore extending the time of the event to include a "sensory friendly" option for students with disabilities and opportunities to support increased attendance for students with disabilities.	-District and Site Staff	-Organizations and schools to attend event -Transition specialist	Hosting annual event	Creation/ training '18-'19, implement ation '19-'20
The District will build community partnerships with local companies to encourage more opportunities for participation of students in work experiences.	-District and Site Staff	-Local agencies and companies to participate -Transition specialist	Established community partnerships	Creation/ training '18-'19, implement ation '19-'20
College Readiness: The District will expand an Education specialist'(s) ability to communicate /current labor opportunities, etc. for post-secondary options, including colleges/universities with disability resource centers.	-Education Specialists and/or other district staff			Creation/ training '18-'19, implement ation '19-'20



Special Education Goal #2: Communication

In order to facilitate trust and collaboration among all stakeholders, the District will develop a transparent, consistent and comprehensive system of communication.

LCAP GOAL: Increase the level of “school connectedness” and "sense of safety" of pupils, staff and parents

LCAP Priority Area: School Climate and Culture

Targeted Pupil Student group(s): (If applicable) Students with IEPs

Rationale:

Per the Hanover Research survey results (2017), community education and district transparency were common areas of need for all stakeholders who participated in the survey.

Respondents to the Hanover Research survey indicated the following baseline data in communication:

- Translators provided when needed - 61%
- responding to parent questions or requests - 65%
- updating progress with parents - 64%
- involving parents in school events and activities - 65%
- updating parents on their child’s behavior - 54%
- providing ongoing supports to parents - 51%
- including parents in events and activities - 37%

Expected Annual Measurable Outcomes:

For parents of students with an IEP, LCAP survey data will demonstrate an increase in parent satisfaction with district communication by 5%.

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**Strategy:**

The District will develop a transparent, consistent and comprehensive system of communication in order to facilitate trust and collaboration among all stakeholders.

Actions/Tasks	Person(s) Responsible	Resources Needed	Means to Assess Improvement	Timeline
The District will actively promote a digital Special Education “ <i>Parent Handbook</i> ” that provides information regarding the IEP process, progress on goals, continuum of services available in SDUHSD, program locations, transition process, continuum of services, and make it available to stakeholders on the District website, including through each site.	District staff member and parent volunteers	Staff Member time	District website Parent feedback	annually
School site/District websites will be updated/created to be easily navigated and accessible, with information on the Special Education department., e.g., with current programs, staff, contact info, district information, etc.	District Staff Site principals	District Staff member to update	Measure visibility, access and availability of website (visual check of website) Monitor regular updates	quarterly
School site staff will ensure consistent information about school events and activities to parents/ legal guardians.	School site staff		-Annual LCAP survey	
The District will partner with the North Coastal Consortium for Special Education (NCCSE) to provide SELPA-wide parent informational sessions focusing on education, training, and employment within the district.	Collaboration between district and SELPA staff and community members (e.g. parents, community leaders, etc.)	-Space to meet -training	Parent participation at meetings; “Exit slip” surveys after training to	TBD

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			inform areas of improvement, needs, parent/ community feedback	
The District will make available to parents information on outside agencies/programs/resources (e.g. Mira Costa, DOR, SDRC, etc.) to best inform, train, and prepare all stakeholders for specific post-high school opportunities.	Program/ Education Specialists; Transition Specialist; School General Education Counselors; Parents/Students	Central special education transition website or current district College and Career webpage, Paper copies, Field trips	Internal transition survey LCAP survey	Annually, Semi-annually Creation/ training '18-'19, implementation '19-'20



Special Education Goal #3: Curriculum/Instruction/Programs

Programs within the district will develop and implement specific, evidence-based instructional materials and strategies, appropriate to support each Special Education service, on an ongoing basis, driven by students' IEPs/individual transition plans (post- secondary education, employment, and independent living skills.) The District will allocate the necessary resources and provide staffing to support the delivery of each service, on an ongoing basis.

Services across the district will be strategically evaluated for utility and localization of equitable resources as related to student needs and stakeholder involvement.

LCAP GOAL: Annual increase in student achievement for all students in English language arts and math with focus on accelerating student learning outcomes for students performing below grade level; All district graduates will be college and career ready.

LCAP Priority Area: Student Achievement, College/Career Readiness

Targeted Pupil Student group(s): Students with IEPs

<p>Rationale: To ensure equity of curriculum and resources for all students: All students with IEPs need to leave the District with either a diploma or a certificate of completion, and therefore require the range of opportunities to successfully meet requirements for one or the other, through access to supports necessary to complete academic and extracurricular programming.</p> <p><u>Quarter 1, 2017-18 34% of students on an IEP had a D or an F, compared to 13% of students not on an IEP.</u></p>	<p>Expected Annual Measurable Outcomes:</p> <p>Reduce the percentage of students with IEPs receiving a D or F by 5%</p> <p>For students who utilize a functional curriculum, the district will identify a measure to monitor student progress in addition to IEP goal and objectives.</p>
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Strategy:

The district will allocate the necessary resources and provide staffing to develop and implement evidenced-based instructional materials and strategies appropriate to support each special education service, on an ongoing basis.

Actions/Tasks	Person(s) Responsible	Resources Needed	Means to Assess Improvement	Timeline
For students in fundamental, foundational, and functional courses, to ensure access to the California State Standards, the District will explore opportunities to appropriately follow the aligned curriculum, implementing a standardized curriculum to be used district-wide for the continuum of special education services.	Curriculum and Instruction Committee, including Special Education staff/parent	Funding / time	Inventory/assessment of literature offered	Annual
To ensure access to the adopted California State Standards curriculum for students with IEPs, the District will ensure there are appropriate supplemental materials for all core content area classes.	Curriculum and Instruction Committee, including Special Education staff/parent	Funding	Inventory/assessment of curriculum offered	Annual
The District will ensure that each student has access to a range of appropriate elective offerings on all school sites, as available.	Site Principals; Department Chairs (e.g. VAPA, CTE, Elective, etc.) Program Supervisors	Funding (if new courses are offered, training, staffing, etc.)	Internal survey Data from Aeries/SEIS	Annual

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The District will create and implement consistent and standardized skills continuum for an Academic Support class with supports and resources across all sites.	District Special Ed team	Funding for development of course outline and possible curriculum	Development of course outline	2018-19
Students will have embedded in their program access to information that presents options and pathways (program availability, CTE, apprenticeships, employment, and the like) for subsequent years and for post-graduation.	Education Specialists, Teachers, Counselors Transition Specialist	Digital Resources for case managers and counselors to access		Ongoing
Behavioral Health: Continue the development and implementation of a districtwide multi-tiered system of behavioral health scope and sequence to identify resources to best meet the needs of at-risk student populations in a timely and effective manner.	District Office Site Administrations Program/Education Specialists General Education Teachers Parents/Students	Appropriate and adequate staffing Time Training opportunities	California Healthy Kids Survey results, Internal survey data Aeries reports (e.g. Interventions)	Biannually Annually Quarterly
In order to provide prompt access to behavioral health services from well-qualified professionals with training and/or experience with students with special needs, the district will establish protocol and timelines for proactive and preventative behavioral mental health supports and interventions.	Administrators, program supervisors, school psychologists, ed specialists, counselors, social workers, ERMHS support providers, SLPs	Funding, training, personnel	Healthy Kids Survey bi-annually, tracking timeline from identifying concern to supports implemented in IEP plan	Ongoing



Special Education Goal #4: Professional Development and Staffing to Support Staff

The district will adopt a professional development plan utilizing evidence-based practices to prepare and support all staff so they are able to provide IEPs and services to meet students' individual needs, and will allocate the necessary resources and staffing to provide support in fulfilling students' IEP needs.

LCAP GOAL: Provide appropriately credentialed and effective teachers, management staff, classified staff, counselors and district office support staff.

LCAP Priority Area: Student Achievement and College/Career Readiness

Targeted Pupil Student group(s): All students, especially students with IEPs

Rationale:

Through surveys and input from stakeholders, needs were identified as outlined in actions/tasks for more consistent and applicable district-wide professional development. The stakeholders who should be involved in professional development are defined as follows:

- a. Education Specialists (Case Managers and Special Ed teachers)
- b. General Education Teachers
- c. Instructional Aides
- d. Support providers (Speech-language Pathologists, Occupational Therapists, School Psychologists, APE teachers, Physical Therapists, EMRHS Therapists, Assistive Technology Specialist, Counselors, Workability/TPP)
- e. Administrators (Principals, Assistant Principals, Program Supervisors, and District-level Personnel)

Expected Annual Measurable Outcomes:

Documentation of a systematic professional development plan in place throughout the district.

Data generated from amount of training, implementation of training programs, and staff input will create baseline for annual criteria on progress of professional development across district.

**Strategy:**

Improve the supports to all staff working with students with special needs in order to make the environment for learning priority #1 by developing and allocating resources toward a comprehensive professional development plan for all district staff.

Actions/Tasks	Person(s) Responsible	Resources Needed	Means to Assess Improvement	Timeline
<p>To ensure that teachers have access to meaningful, timely and relevant professional development that translates to classroom and student needs, the District will survey teachers and school staff on their needs for professional development, then develop and prioritize a comprehensive professional development plan to ensure systematic training and updates for all stakeholders, This may include, but not be limited to:</p> <ul style="list-style-type: none"> a. Special education delivery models (nesting, co-teaching, etc.) and the use of evidence-based practices in the area of inclusive practices; b. Managing special education programs on school sites for administrators and leaders; c. Information on developing and implementing a systematic data collection and analysis method for progress on goals; d. Information on available post-high-school options, including community and 4-year 	<p>Administrators, Dept Chairs, Program Supervisors, School Psychologists District Office</p>	<p>Time, funding, professional development resources</p>	<p>Surveys, outline of co-teaching models used in district; Evidence of professional opportunities offered Grades of students, survey of student progress, outline of Academic Support class expectations, student portfolios, IEPs, Student CAASPP/CAPA test scores, Aeries imports, surveys,</p>	<p>Annually, ongoing</p>

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colleges which offer supports to students with disabilities; e. Transition assessments and activities to support student ITPs; f. Writing legally compliant IEPs and ITPs; g. Social-emotional learning supports; h. Effective use of instructional aides.			evidence staff attended training,	
District and sites will develop a staffing and training process for Instructional Assistants in order to timely recruit and retain the best staff possible to implement the district's vision of supports.	District Office, Human Resources Services in collaboration with the Special Education Department, school sites	Appropriate and adequate staffing to implement the plan; time	Documentation of an onboarding process for new Instructional Assistants to the district.	Ongoing
Site leadership will work with Special Education teachers to best utilize their Professional Learning Community (PLC) time and identify resources to collaborate with one another on expected student learning outcomes, student assessments, support and intervention strategies, curriculum and instruction, and best practices across the district.	Special Ed teachers, Ed Specialists, and Site Leadership	Master Scheduling to allow for PLC time		Ongoing
The Task Force members request a review of the need for aides to work full time and qualify for benefits.	District Staff	Funding		
The district will investigate evidenced based program models in other districts, whose results have proven to be effective for students with disabilities and how a similar program model may be incorporated into the SDUHSD continuum of services.	District staff	Special Education and Education Services Departments		



Special Education Goal #5: Meaningful Student Involvement/Inclusion

Each site will cultivate and ensure the creation of a culture/school environment that prioritizes and ensures meaningful inclusion opportunities, and emphasizes access, support and participation through mainstreaming and reverse mainstreaming as well as classroom and extracurricular opportunities for all students in the district.

LCAP GOAL: Increase the level of “school connectedness” and "sense of safety" of pupils, staff and parents

LCAP Priority Area: School Climate and Culture

Targeted Pupil Student group(s): All students, especially students with IEPs

Rationale: All students are provided with equitable access and opportunities.

Expected Annual Measurable Outcomes:

Establish a baseline to determine levels of participation in all school activities (e.g. plays, sports, clubs, etc.) for students across populations receiving supports through an IEP.

Strategy:

Each site will establish/utilize a group/committee to 1) define, establish, and/or maintain an inclusive school culture, and 2) establish and evaluate inclusion opportunities in classes and extracurricular activities that are safe and appropriate for students receiving services through an IEP.



Actions/Tasks	Person(s) Responsible	Resources Needed	Means to Assess Improvement	Timeline
Each site will continue to support and provide accessible and integrated opportunities, and research expanded opportunities for extra curricular activities for all students (e.g., reverse mainstreaming, Peer- to-Peer driven “Student Mentor Programs”,)	All stakeholders	Funding (e.g. training, staffing, etc.)		Annual
The District will create and establish a continuum of service models, focused on inclusive teaching practices (e.g. nesting, co-teaching, reverse inclusion, etc.).	Coordinating Council, Curriculum and Instruction Department, Administrative Services BTSA (for new teachers)	Funding (e.g. training, staffing, etc.)	Teacher/ staff/ student participation numbers Internal survey data	Annual
To ensure appropriate inclusion opportunities for students in special programs, or for students who spend the majority of their day in the special education environment, IEP teams’ annual discussions will include the opportunity to discuss access, participation, and support of each individual student with disabilities according to their specific needs.	IEP teams, Education Specialists	Funding, Inclusion opportunities, Possible professional development opportunities	Examination of Individual Transition Plans for inclusion language	Annual
School sites will collaborate with students and parents to implement Ability Awareness education and activities with the goal of providing information to all key stakeholders at school sites to best support students with a disability across the range of their needs.	Site leadership, Students, parents, and school staff	Time, funding, professional development resources	Student/ parent surveys, students discussion group	Annual, ongoing



Special Education Goal #6: Oversight and Accountability

GOAL: Establish a data system to evaluate identified areas of the strategic plan.

Targeted Pupil Student group(s): Students with IEPs

Rationale:

In order to be accountable to an adopted plan, an adopted way of monitoring and evaluation is needed.

Expected Annual Measurable Outcomes:

There will be an annual report of the collected data of this plan to be presented annually to the Board as part of the District's communication outreach.

Strategy:

The District will establish a process which provides oversight and accountability of the adopted Special Education strategic plan, annually.

Actions/Tasks	Person(s) Responsible	Resources Needed	Means to Assess Improvement	Timeline
Establish a special education advisory forum made up of one representative parent ambassador from each site to meet with district and site staff quarterly to receive updates to address policies, procedures, and guidelines such as: <ul style="list-style-type: none"> Gather evidence and data to review, monitor, and discuss implementation of the Special Education Strategic Plan; 	District Office Site Leadership Parent Volunteers Staff volunteers Stakeholder representative volunteers	-Space to meet -training volunteers -funds for substitute staff, if needed; trainers, etc.)	Documentation of quarterly meetings	Quarterly; Annual report to the Board

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Union High School District

<ul style="list-style-type: none"> • Newsletter with parent updates (3 times annually); • Special education issues and concerns within the district; • Collaboration between district staff and parents/community members for the development of a parent handbook; <p>Site councils will review the Special Education Strategic Plan along with the Single Plan for Student Achievement.</p>				
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F. Special Education Task Force Membership

The Special Education Task Force is comprised of representatives of: parents, teachers, administrators, and support staff across schools in the San Dieguito Union High School District. The make-up of the Special Education Task Force was as follows:

Names of Members	Ad min istr ator s	Cla ss ro om Te ac her	Rel ate d Ser vic e Pro vid er	Co un sel or	Par ent or Co m mu nity Me mber	Tra nsit ion/ Wo rka bilit y	Oth er
Maureen O'Leary Burness							X
Karen Rusnak					X		
Kent McIntyre					X		
Nancy Lazerson					X		
Sophy Chaffee					X		
Julie Law-Cheeseman					X		
Amy Flicker					X		

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Joanne Stress					X		
Liz Dargan		X					
Elizabeth Marshall		X					
Kellie Maul		X					
Diane Dekker		X					
Paula Goodfellow			X				
Erin Charnow		X					
Mark Van Over		X					
Duncan Brown				X			
Matt Livingston		X					
Roxzana Sudo		X					
Nathan Molina						X	
Elizabeth Delval						X	
Rob Coppo	X						
Jeremy Meadows	X						

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Briehna Weatherford	X						
Cara Dolnik	X						
Tiffany Hazlewood	X						
Numbers of members in each category	5	8	1	1	8	2	1

The District Governing Board approved this initial Special Education Strategic Plan on_____.

San Dieguito Board of Trustees
Board President

Superintendent

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: June 1, 2018

BOARD MEETING DATE: June 7, 2018

PREPARED BY: Manuel Zapata, Director of Accountability and Special Programs

SUBMITTED BY: Mike Grove
Associate Superintendent

SUBJECT: LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)
PUBLIC HEARING

EXECUTIVE SUMMARY

Complementing the changes to state funding made by the Local Control Funding Formula (LCFF) is the required Local Control and Accountability Plan (LCAP). The LCAP is LCFF's vehicle for transparency and engagement. It is the way that school districts are expected to share performance data, needs, actions, and anticipated outcomes that guide the use of available LCFF funding.

According to Education Code section 52060, the LCAP must describe for each district and each school within the district the annual goals for all students including calling out details for low-income, English learners and foster youth that address state and local priorities. The LCAP must also describe the specific actions that the district will take to achieve the goals it has identified with budget details that show the level and type of state expenditures made to support these actions.

The state priorities are expressed as metrics for which districts are expected to develop performance measures to demonstrate how LCFF and the LCAP support student outcomes.

Priority 1: Basic Services: Demonstrating compliance with Williams Act requirements. This includes reporting appropriate teacher assignment, sufficient instructional materials, and facilities in good repair.

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Priority 2: : Implementation of Common Core Standards: Implementation of the academic content and performance standards adopted by the State Board of Education (SBE), including how the programs and services will enable English learners to access the Common Core academic content standards and the English Language Development standards.

Priority 3: Parental Involvement: Parental involvement, including efforts the school district makes to seek parent input in making decisions for the school district and each individual school site, and including how the school district will promote parental participation in programs for economically disadvantaged pupils, English learners, foster youth, and individuals with exceptional needs.

Priority 4: Pupil achievement: as measured by multiple indicators including, but not limited to, assessment data, college readiness, and language proficiency.

Priority 5: Pupil Engagement: as measured by multiple indicators including, but not limited to, rates associated with attendance, chronic absenteeism, dropout (middle and high school), and high school graduation.

Priority 6: School Climate: School climate as measured by multiple indicators including, but not limited to, pupil suspension and expulsion rates as well as other local measures assessing safety and school connectedness.

Priority 7: Course Access: The extent to which pupils have access to, and are enrolled in, a broad course of study that includes core subject areas (i.e., English, mathematics, social science, science, visual and performing arts, health, physical education, career and technical education, etc.), including the programs and services developed and provided to economically disadvantaged pupils, English learners, foster youth, and individuals with exceptional needs.

Priority 8: Other Student Outcomes: Pupil outcomes, if available, in the subject areas comprising a broad course of study.

Education Code Section 52062 requires that the agenda of the LCAP public hearing to be posted at least 72 hours before the LCAP public hearing and must include the location of where the LCAP will be available for public inspection. Attached is copy of the final draft of the 2018-20 LCAP that is available for public viewing.

RECOMMENDATION:

It is recommended that the Board hold a public hearing to solicit recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the Local Control Accountability Plan.

FUNDING SOURCE:

N/A

Local Control Accountability Plan and Annual Update (LCAP) Template

LEA Name	Contact Name and Title	Email and Phone
San Dieguito Union High School District	Manuel Zapata, Director of Accountability and Special Programs	Manuel.zapata@sduhsd.net (760) 753-7073

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Vision: To provide a world-class education for all students through quality programs that engage students, inspire achievement and service to others; prepare them to be lifelong learners and responsible members of society.

San Dieguito Union High School District (SDUHSD) serves students in grades 7 through 12 in North San Diego county. The District has seen a steady increase in enrollment since the 1990s with approximately 13,000 students served in the 2017-18 school year.

SDUHSD serves a diverse population of students including, English Learners (3.9% of enrollment), Socio-economically disadvantaged students (11.7%), Foster and Homeless youth (0.1%) and students with exceptional needs (9.9%). Families in the district represent 40+ different home languages. SDUHSD fosters culturally responsive teaching practices and continues to provide parent workshops and education opportunities to families of English Learners.

SDUHSD is widely recognized as an outstanding district throughout San Diego County and the state. This reputation for quality is a result of many factors. First, San Dieguito is a district with a clear, unwavering focus on student learning and improving education outcomes for all students. Our students experience the very best teaching and learning strategies based on research and strong professional development. Student achievement has increased year over year and our students are among the highest-achieving students in the state.

San Dieguito Union High School District is committed to developing teachers' skill with and use of research based instructional and assessment strategies which develop students' ability to collaborate effectively, think critically, create their own ideas, and communicate effectively in a variety of modes.

SDUHSD provides innovative teaching and learning to all of our students to ensure that they are ready for both college and a career after graduation. SDUHSD students are provided opportunities in a wide range of courses, beginning in our feeder elementary schools, as they transition to our middle schools and maintained through high school, in computer sciences, STEM, and Career Technical Education that provide our students a broad range of experiences.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

San Dieguito Union High School District will maintain our focus on continuous improvement to support all of our students in reaching their post-secondary goals. We will continue to provide professional development to promote innovative and effective teaching practices ([Goal 1. Action 1.A](#)), support social-emotional wellness through Counselor and School Social Worker services, provide training on Restorative Practices ([Goal 4. Action 4.A](#), and [4.B](#)), and expand site wellness programs and our continuum of Multi-Tiered Systems of Support to promote a positive school climate and student connectedness ([Goal 4. Action 4.B](#)).

English Learners, students with disabilities and students who are low income, foster or homeless youth will continue to receive additional supports to address the performance gaps evident in the areas of ELA and math achievement, discipline and graduation rates. These supports include; dedicated staff to monitor student progress (EL Leads, Title I Coordinators, Case Managers) ([Goal 1](#) and [Goal 2](#)), targeted professional development and coaching for staff on differentiating instruction and implementing the principles of Universal Design for Learning ([Goal 1. Action 1.B](#) and [Goal 2. Action 2.A](#)), intervention courses ([Goal 1. Action 1.B](#)), as well as supplemental instructional materials ([Goal 2. Action 2.A](#)), and transportation support to access specialized programs ([Goal 2. Action 2.C](#), [Goal 3. Action. C.](#)).







Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

[California School Dashboard](#) results from the fall 2017 release show that SDUHSD fell within the Green and Blue performance levels for all indicators except Suspension rate which fell within the yellow performance level.

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State Indicators	All Students Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		Low 2.7%	Increased +1.3%
English Learner Progress (1-12)		Very High 87.7%	Declined -8.1%
Graduation Rate (9-12)		Very High 97.3%	Maintained -0.5%
College/Career (9-12) <small>Select for one year of available data</small>	N/A	Very High 77.5%	N/A
English Language Arts (3-8)		Very High 74.2 points above level 3	Increased +3.1 points
Mathematics (3-8)		Very High 73.4 points above level 3	Increased +6.1 points

SDUHSD is proud of our students' achievement year over year. The District is particularly proud of the consistently high cohort graduation rates (95%+ over the last 7 years). In particular, the high school academies have demonstrated an over 99% cohort graduation rate for the last 3 years. The state of California provided a profile for a College and Career Ready student using multiple measures which is reported for all districts and high schools through the CA School Dashboard as the College and Career Indicator (CCI). SDUHSD and all comprehensive district high schools reported a CCI in the High to Very High range during the fall 2017 dashboard release.

The District credits this success to the implementation of innovative teaching practices ([Goal 1. Action 1.A](#)), professional development for teachers on differentiating instruction ([Goal 1. Action 1.A](#)), college readiness courses ([Goal 3. Action 3.B](#)), as well as transcript audits, course planning, and college and career focused activities with district counselors ([Goal 3. Action 3.A](#)).

Additionally, SDUHSD students have shown high achievement and significant progress in English Language Arts and math as evidenced by 2017 SBAC scores. SDUHSD students scored on average 74.2 points above the lowest Standard Met or level 3 scale score in ELA, and 73.4 in Math. SDUHSD has seen a steady and sustainable increase in student achievement over the last 3 years in ELA and Math as evidence by SBAC scores.

2017 SBAC results indicate that 81.1% of SDUHSD students scored in the Standard Met to Exceeded range in ELA, 71.7% in math.

- +3% from 2015 baseline (ELA and math)
- 24% higher than SD County average in ELA
- 27% higher than SD County average in math

Additionally, our English Learner (EL) students who have been Redesignated as Fluent English Proficient (RFEP) are performing similar to their native English speaking peers on state wide assessments.

ELA, RFEP=79%, English Only=82%

Math, RFEP=69%, English Only= 72%

We attribute this success to the continued focus on professional development for teachers and the coaching and mentorship provided by district ToSAs as well as the English Learner Lead teachers.

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Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

As stated above, California School Dashboard results from the fall 2017 release show that SDUHSD fell within the Green and Blue performance levels for all indicators except Suspension rate which fell within the yellow performance level. SDUHSD did not have indicators which fell within the red or orange performance levels for the all students group. The district will continue to implement the programs, services and supports that have contributed to our students’ success and provide more focused efforts to address our declining outcomes related to student discipline and school climate.

School Name ^	Suspension Rate ↕	English Learner Progress ↕	English Language Arts ↕	Mathematics ↕	Graduation Rate ↕
San Dieguito Union High					
Canyon Crest Academy					
Carmel Valley Middle					
Diegueno Middle					
Earl Warren Middle					
La Costa Canyon High					
Oak Crest Middle					
Pacific Trails Middle					
San Dieguito High Academy					
Sunset High (Continuation)					
Torrey Pines High					

Performance Levels:

 Red (Lowest Performance)  Orange  Yellow  Green  Blue (Highest Performance)

At most district sites, suspension rates have increased modestly resulting in 9 out of 10 schools and the district having a yellow or orange performance level on the fall 2017 CA School Dashboard (see chart above). The fall 2017 dashboard reported suspension rates from the 2015-16 year. Although this is not actionable data to inform or evaluate current practices, a review of multi-year discipline and attendance data ([see Appendix E](#)) as well as feedback from stakeholders has revealed the need to expand social emotional support services for students ([Goal 4. Action 4.B](#)) as well as opportunities for parent education ([Goal 4. Action 4.A](#)). The district will continue to offer workshops for families and gather input from parents on topics for parent education as well as ways to increase attendance at parent workshops. District and site leadership will work with site teams to continue to expand site wellness programs, improve our continuum of Multi-Tiered Systems of Support (MTSS), and explore additional evidence based strategies to promote a positive school climate and student connectedness. SDUHSD will participate in the California Scale-Up MTSS Statewide (SUMS)

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initiative through a 3-year grant which will begin in the 18-19 school year. Through participation in this initiative, SDUHSD teams will work to develop, align, and improve academic, behavioral, and social-emotional resources, programs, supports, and services utilizing a coherent MTSS framework that engages all systems leading to improved student outcomes.

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	Two or More Races	White
Chronic Absenteeism	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Suspension Rate (K-12)	Yellow	Orange	*	*	Orange	Orange	Blue	Red	Green	Blue	Yellow	*	Blue	Yellow
English Learner Progress (1-12)	Green	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Graduation Rate (9-12)	Blue	Red	*	*	Orange	Yellow	*	*	Blue	*	Yellow	*	*	Blue
English Language Arts (3-8)	Blue	Orange	*	*	Green	Green	*	*	Blue	*	Green	*	Blue	Blue
Mathematics (3-8)	Blue	Green	*	*	Orange	Orange	*	*	Blue	*	Green	*	Blue	Blue

Performance Levels:
 Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

District-wide our student groups who are demonstrating the greatest needs (2-3 state indicators in red/orange) continue to be English Learners, Socio-Economically Disadvantaged students, and Students with Disabilities. During the 17-18 school year, SDUHSD formed a Special Education Task Force to evaluate the district special education programs and services and create a strategic plan to address the data driven needs identified through the work this group has engaged in throughout the year. Additionally, the district contracted with Hanover research to conduct an evaluation of our integrated and designated English Language Development supports for our ELs throughout the district. Hanover provided an in depth analysis of effective program models and instructional strategies to support ELs, Long Term ELs as well as RFEPs within a broad course of study. SDUHSD will review the findings and recommendations from this study with stakeholders throughout the 18-19 year and identify areas for targeted improvement within our current EL instructional support model.

Performance Gaps

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Based on the California School Dashboard fall 2017 results, SDUHSD displays performance gaps in the areas of graduation rates, suspension rates and academic achievement for target student groups.

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State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	Two or More Races	White
Chronic Absenteeism	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Suspension Rate (K-12)			*	*								*		
English Learner Progress (1-12)		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Graduation Rate (9-12)			*	*			*	*		*		*	*	
English Language Arts (3-8)			*	*			*	*		*		*		
Mathematics (3-8)			*	*			*	*		*		*		

Performance Levels:
 Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Graduation Rates

The Student Group report from the CA School Dashboard indicates the need to focus our efforts on improving graduation rates for English Learners, Socio-Economically Disadvantaged students and Students with Disabilities. Although the most recent cohort graduation rates for Socio-Economically Disadvantaged students (88.9%) and Students with Disabilities (86%) are lower than the district average for all students (97.3%), these student groups have higher graduation rates than the county average for all students (81.9%) and are in line with the state average for all students (83.8%). Based on CA School Dashboard results, there is also a performance gap in the graduation rate for Hispanic students. Further investigation into student level data shows that Hispanic students are duplicated within the lower graduation rates for EL students. The strategies described below to increase graduation rates for ELs will also benefit Hispanic students.

Throughout the year, counselors and site administrators will review data regarding student’s graduation status and UC/CSU eligibility to identify gaps in course offerings and recommend support courses as appropriate ([Goal 3. Action 3.B](#)). Additionally, district counselors and administrators will intervene with students who have excessive absences to address attendance barriers and work with teachers to help these students stay caught up in their classes. Middle and high school counselors will continue to meet with all students enrolled in below grade level math courses and map out a plan to catch up to grade level coursework. High school counselors will collaborate with Mira Costa Community College to support students who will not meet graduation requirements before the end of their 12th grade year to support their transition to the Adult Education program.

Graduation Rates for English Learners

District graduation rates continue to be very high for all students but we have seen declining rates for English Learners. Upon further investigation, we discovered that there was a significant number of English Learner students who enroll within their 10th-12th grade year as a new student to the US with limited English proficiency and limited formal schooling from their home country. Although we offer the Newcomers Academy to provide intensive language development support for these students, it is sometimes not possible for them to meet SDUHSD high school graduation requirements before the end of their 12th grade year. SDUHSD district EL team collaborated with counselors and EL lead teachers to provide additional training for district counselors on options for students who will not graduate on time to finish their high school education which includes collaboration with Mira Costa Community College to support students transition to the Adult Education and English as a Second Language programs.

Suspension Rates

CA School Dashboard results also highlight a need to address higher suspension rates for English Learners, Socio-economically Disadvantaged students and Students with Disabilities. The district will continue to implement Restorative Practices to address student discipline ([Goal 4. Action 4.A](#)). Additionally, district and site leadership will work with site teams to continue to expand site wellness programs, improve our continuum of Multi-Tiered Systems of Support (MTSS), and explore additional evidence based strategies to promote a positive school climate and student connectedness. Suspension rates for American Indian students on the CA School Dashboard shows a red performance level which is two levels below the yellow performance level for the all students group, highlighting a performance gap. Upon further exploration into the 2015-16 suspension rates by ethnicity, we found that there was a very small number of American Indian students suspended. The strategies planned to address increasing suspension rates for all students will also benefit American Indian students.

Academic Achievement

English Learners, Socio-economically Disadvantaged students and Students with Disabilities demonstrate lower academic achievement when compared to their peers as evidenced by multiyear SBAC results in ELA and math. The district will continue to provide professional development and coaching for teachers on differentiating instruction, implementing the CA English Language Development (ELD) Standards in core content classes and using the PLC model to analyze student data and identify those students who have not mastered Essential Learning Outcomes (ELOs) ([Goal 1. Action 1.A](#)). The district will continue to provide sites with additional staffing allocations to develop and implement intervention courses to support students performing below grade level ([Goal 1. Action 1.A](#), [1.B](#)).

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

The district is addressing the needs of our English Learners, particularly students who are new to US Schools, by providing specialized programs and services to include:

- Newcomer's Academy at La Costa Canyon High School, ([Goal 2. Action 2.C](#))
- Transportation support for students to participate in the Newcomer's Academy, ([Goal 2. Action 2.C](#))
- ELD support classes, ([Goal 2. Action 2.A](#))
- EL Lead Teachers to monitor student progress and provide training to core content teachers, ([Goal 2. Action 2.B](#)) and
- Bilingual tutors to support English Learners in core content classes ([Goal 2. Action 2.B](#)).

To address lower graduation rates for unduplicated students, the district will continue to offer summer remediation programs for credit recovery and summer English Language Development classes. ([Goal 3. Action 3.B](#)).

The district is also expanding the ToSA support model to include a Reading Specialist and a ToSA for Universal Design for Learning and Differentiated Instruction. These support roles will:

- work with teachers in the classroom on implementing evidenced based strategies to support all students in the least restrictive environment,
- support teachers to implement research based programs with fidelity

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-train teachers on making data driven decisions to inform instruction and assessment practices, and -support district and site teams through participation in the SUMS initiative to improve our MTSS. The district will continue to provide additional funding for sites to implement intervention courses and supports for students who are not performing at grade level ([Goal 1. Action 1.B](#)).

SDUHSD has a very small population of Foster and Homeless Youth who are also typically dual identified as low income and English Learner. The supplemental actions and services to support low income and EL students are also principally directed to support our Foster and Homeless Youth. Additionally, School Social Workers will continue to provide targeted support to promote student wellness for our Foster and Homeless youth such as; connection to community agencies, participation in operation school bell to purchase school supplies and clothes, and access to bus passes to increase school attendance ([Goal 4, Action 4.B.1.](#)).

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
TOTAL GENERAL FUND BUDGET EXPENDITURES FOR LCAP YEAR	\$145,400,746
TOTAL FUNDS BUDGETED FOR PLANNED ACTIONS/SERVICES TO MEET THE GOALS IN THE LCAP FOR LCAP YEAR	\$119,031,938

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

The additional \$26,368,808 that is included in the total General Fund Expenditures account for SDUHSD staffing, programs, services, supports, instructional materials, equipment and supplies funded from the following resources: Special Education, Tobacco Use and Prevention Education Grant, Career Technical Education Incentive Grant, Career Pathways Grant, Carl D. Perkins Career and Technical Education, Title I, Title II, Title III, Lottery and College Block Grant.

DESCRIPTION	AMOUNT
TOTAL PROJECTED LCFF REVENUES FOR LCAP YEAR	\$115,066,592

Annual Update

LCAP Year Reviewed: 2017–18

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Annual increase in student achievement for all students in English Language Arts and Math with focus on accelerating student learning outcomes for students performing below grade level.

State and/or Local Priorities addressed by this goal:

State Priorities: 1- Basic Services, 2- Implementation of Standards, 4- Pupil achievement, 7- Course Access, 8- Other Pupil Outcomes

Local Priorities:

Annual Measureable Outcomes

Expected	Actual
<p>Percentage of students who scored in the Standard Met to Standard Exceeded range on SBAC</p> <p>2017 results</p> <p>3% increase in ELA, 2% in math</p>	<p>2017 SBAC results show that 81.1% of SDUHSD students scored in the Standard Met to Exceeded range in ELA and 71.7% in math.</p> <p>This is a 1.1% increase in ELA and a 0.7% increase in math from the previous year. To review results by site and student group see Appendix E, Table 2.1</p>
<p>California Science Test (CAST) scores</p> <p>N/A (CAST field test)</p>	<p>Students in grades 8 and 12 participated in the CA Science Test field test or the California Alternate Assessment for Science year 2 pilot test during the spring semester of 2018. Spring 2019 will be the first operational administration of the CAST in which students’ results will be reported with scale scores and achievement levels. California Alternate Assessment for Science will administer a field test in spring 2019 with the first operational administration occurring in spring 2020.</p>
<p>State Standards aligned materials</p> <p>2017-18 Sufficiency of Instructional Materials Report approved by the Board will determine the district has sufficient instructional materials aligned to standards for all pupils in Math, ELA, ELS, History-Social Science, Health and Foreign Languages.</p>	<p>SDUHSD Board resolution date to certify instructional materials, 9/14/17</p>

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Expected

Actual

<p>Appropriately credentialed teachers 2017-18 course audits: 100% of all teachers are appropriately credentialed and assigned.</p>	<p>2017-18 course audits: 98% of all teachers are appropriately credentialed and assigned as measured by total course sections</p>
<p>Teacher mis-assignment rate 2017-18 course audits: 0% teacher mis-assignment rates</p>	<p>2017-18 course audits: 2.0% teacher mis-assignment rates as measured by total course sections.</p>
<p>Teacher of English Learner mis-assignment rate 2017-18 course audits: 0% teacher of English Learners mis-assignment rates</p>	<p>2017-18 course audits: 0% teacher of English Learners mis-assignment rates</p>
<p>LCAP survey- teacher collaboration 72% of teachers responded that they agree or strongly agree that SDUHSD provides adequate time for teacher collaboration. Less than 25% disagree or strongly disagree.</p>	<p>2017-18 LCAP Stakeholder Survey results: 55% (-10% when compared to previous year's survey) of teachers responded that they agree or strongly agree that SDUHSD provides adequate time for teacher collaboration. 28% (+6% when compared to previous year's survey) disagree or strongly disagree.</p>
<p>Professional development survey- implementation of standards <u>Academic Language/ELD</u> 72% of teachers report that they implement instructional strategies to develop academic language for all students a moderate amount to frequently. <u>Standards / Framework- Confidence</u> 88% of teachers report that they are moderately to very confident in their understanding of the standards and framework for their subject and the vertical alignment of content from 7th-12th grade. <u>Instructional and Assessment Strategies- Confidence</u> 88% of teachers report that they are moderately to very confident in their understanding and implementation of instructional strategies relevant to their content area. <u>PLC/Common Assessments- Effectiveness</u></p>	<p>17-18 PD survey results: Academic Language/ELD- 83% (+11%) Standards / Framework Confidence- 92% (+4%) Instructional and Assessment Strategies Confidence- 88% (=) New question for 2017-2018: 84% of teachers report that they are moderately to very confident in their use of instructional & assessment strategies which develop students' ability to collaborate effectively, think critically, create their own ideas, and communicate effectively in a variety of modes. PLC/Common Assessments Effectiveness- 76% (-3%)</p>

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Expected

Actual

<p>79% of teachers report that their PLC group at their sites are moderately to very effective, including the implementation of common assessments, collaborative analysis of results, and implementation of student interventions.</p>	
<p>Below grade level math course enrollment Reduce the percentage of students enrolled in below grade level math courses in 7th, 8th and 9th grade</p>	<p>The percentage of students enrolled in below grade level math courses decreased in 7th, 8th and 9th grade. 7th grade 8.9% (-0.3%), 8th grade 9.9% (-3.1%), 9th grade 13.5% (-3.1%)</p>

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1 A-B

<p>PLANNED ACTIONS/SERVICES</p>	<p>ACTUAL ACTIONS/SERVICES</p>	<p>BUDGETED EXPENDITURES</p>	<p>ESTIMATED ACTUAL EXPENDITURES</p>
<p>1.A.1. Continue to provide appropriately credentialed and effective teachers, management staff, classified staff, counselors and district office support staff</p>	<p>The San Dieguito Union High School District (SDUHSD) strives to attract highly qualified employees to provide all of our students with an outstanding education. When the District posts open positions for both certificated and classified employees we still require that they meet the previous NCLB standard. This will be our practice until California defines our new standards for highly qualified educators. The District pays for the State required two-year Induction (Beginning Teacher Support Program) for teachers, which provides teachers with subject specific training and coaching. In addition, the District has a rich professional development program for all of our staff, both certificated and classified. All of our schools have Professional Learning Communities which allow teachers to collaborate around student learning.</p> <p>SDUHSD's demographics are such that we do not have significant difficulty attracting highly qualified teachers. We do experience intermittent challenges with hiring in the areas of special education, science and math. In order to fill those vacancies we attend recruiting fairs; advertise that we pay for Induction; post positions on a popular Job Board, Edjoin; develop relationships with local universities to host student teachers and Interns; and provide incentives for</p>	<p>LCFF Base a. The approximate cost for Highly Qualified Teachers, management staff, classified staff, counselors, district office support staff, and their related materials and resources \$105,675,460.00</p> <p>f. Continue to recruit and retain Highly Qualified Teachers: Edjoin registration</p>	<p>LCFF Base a. The actual cost for Highly Qualified Teachers, management staff, classified staff, counselors, district office support staff, and their related materials and resources \$115,066,592</p> <p>f. Continue to recruit and retain Highly Qualified Teachers: Edjoin registration</p>

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PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
	employees to provide early notice of their retirement in order for the District to hire early for the next school year.	\$1,800.00	\$1,800.00
1.A.2. Continue to provide standards aligned materials to all students	<p>NGSS aligned Curriculum Development In addition to the continued development of science course Scope and Sequences, science teachers piloted NGSS instructional materials during the 2017-2018 school year. Site department science teams have also utilized PLC time during their late starts/early releases to develop lessons to support their course's Scope and Sequences</p> <p>English English teachers reviewed the reading lists for all grade levels. Teachers identified novels to move to a different grade level and those that could be removed. In total, 12 titles were moved to a different grade level to provide additional options for seminar novels and a balance of genres and topics available and 13 titles were removed.</p> <p>Math High School: A team of math teachers from each site met in December, 2017 to discuss the development of concepts from middle school through high school. Teachers discussed the changes that they would like to see made to the curriculum to help fill content gaps from one course to the next and to eliminate overlapping content where possible. In addition, high school curriculum writers met with course alike teachers to get feedback on changes that sites would like to see made for the next school year.</p> <p>Special Education As a first step to identifying instructional materials for Special Education Support Classes, Special Education teachers began identifying categories and skills for academic support classes. As part of this work, teachers created continuums that articulate mastery for each of these skills and began sharing instructional materials to support the development of skills. A committee of Special Education teachers will consolidate this work in late spring and elicit feedback from department members. The work ahead involves identifying what additional instructional materials are needed.</p>	<p>LCFF Base d. Purchase and develop instructional materials that align to California State Standards. \$80,000.00</p> <p>c. Provide release time for teachers to develop, refine, and implement California Math Standards aligned Curriculum (1.2 FTE). \$132,000.00</p>	<p>LCFF Base d. Purchase and develop instructional materials that align to California State Standards. \$84,871</p> <p>c. Provide release time for teachers to develop, refine, and implement California Math Standards aligned Curriculum (1.2 FTE salary + benefits). \$173,779.00</p>

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PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
<p>1.A.3. Continue to provide professional learning and coaching through Teacher on Special Assignment (ToSA) model to increase student learning and support teacher implementation of instruction and assessment aligned to California State Standards in ELA and Math as well as the English Language Development Standards.</p>	<p>Teachers on Special Assignment (ToSA) worked with district department chairs to plan and deliver professional development (PD) sessions that focused on innovative teaching and learning, formative assessment, implementation of standards and differentiating instruction.</p> <p>District wide professional development workshops were held on the following dates in each content area. All content area teachers were trained on instructional strategies to develop academic language for all students and effectively differentiate instruction and assessment in support of English Learners.</p> <p>Math: 8/24, 10/3, 10/5, 10/10, 10/11, 1/30, 3/15, 3/20, 3/21, 3/22 Total Teachers trained- 90 Topics included:</p> <ul style="list-style-type: none"> • Cooperative Learning (From SMC Curriculum) • Vertical articulation of our district math courses • Appropriate use of technology to enhance learning, teaching, and assessment • NCTM's Effective Mathematics Teaching Practices <p>English: 8/24, 10/17, 10/18, 10/19, 1/30, 3/8, 3/13, 3/14 Total Teachers trained- 105 Topics included:</p> <ul style="list-style-type: none"> • Vertical alignment and horizontal calibration for student reading and writing • Development of academic literacy for all students and differentiated instructional strategies for EL's and struggling students • Strategies for teaching and using non-fiction in ELA • Instructional strategies, including technology-based instruction, to support students in thinking critically, providing authentic creative outlets <p>Social Science: 8/24, 10/14, 10/15, 10/16, 1/30 Total Teachers trained- 64 Topics included:</p> <ul style="list-style-type: none"> • Instructional strategies that support student development of historical thinking skills and academic literacy 	<p>LCFF Base</p> <p>b. ToSA embedded coaching model (2.0 FTE) to support differentiated instruction in all classrooms and provide professional development for teachers in the areas of innovative teaching and learning, formative assessment, implementation of standards and differentiating instruction. \$252,000.00</p> <p>LCFF Base</p> <p>e. Stipend and release days for Educational Technology Specialist at each site (10 ETs @ \$1,500 each) \$15,000.00</p> <p>i. Registration costs for teachers and administrators to attend professional</p>	<p>LCFF Base</p> <p>b. ToSA embedded coaching model (1.4 FTE salary + benefits) to support differentiated instruction in all classrooms and provide professional development for teachers in the areas of innovative teaching and learning, formative assessment, implementation of standards and differentiating instruction. \$194,974.00</p> <p>LCFF Base</p> <p>Stipend and release days for Educational Technology Specialist at each site (10 ETs @ \$1,500 each) \$15,000.00</p> <p>i. Registration costs for teachers and administrators to attend professional</p>

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PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
	<ul style="list-style-type: none"> The updated Social Science Framework including content shifts for Social Science courses Evaluation of current instructional materials, develop a system for sharing instructional materials, and determine long-term needs for instructional materials and technological resources <p>World Language: 8/24, 1/30, 4/19 (Spanish Teachers) Total Teachers trained- 47 Topics included:</p> <ul style="list-style-type: none"> Refine the essential learning outcomes with a focus on communication and consistency amongst course-alike teachers across the district Instructional strategies that develop cultural understanding and comparisons Vertical alignment of courses to develop skills over time in the 7-12 course sequence <p>Visual and Performing Arts: 8/24, 1/30 Total Teachers trained- 61 Topics included:</p> <ul style="list-style-type: none"> Create, refine, and implement course progression/pathway for VPA to articulate connections, progression, and foundation between Middle School and High School, as well as CTE Collaboration between discipline-specific teachers across the district to facilitate the sharing of instructional strategies and resources Refine the VPA PLC process (ELO and Formative Assessment practices) so that the process is effective within the VPA lens <p>Physical education: 8/24, 1/30 Total Teachers trained- 38 Topics included:</p> <ul style="list-style-type: none"> Alignment of district-wide ELOs with the PE standards and district priorities that address the needs of our student population Instructional strategies that promote lifelong fitness skills that incorporate the 5 components of Physical Education on a daily basis 	<p>conferences \$15,000.00</p> <p>Title I h. Title I school sites will utilize Title I funds to continue to develop and implement intervention courses and supports for students not obtaining mastery of ELO's (2.8 FTE). Title I \$315,000.00</p>	<p>conferences \$600.00</p> <p>Title I h. Title I school sites will utilize Title I funds to continue to develop and implement intervention courses and supports for students not obtaining mastery of ELO's (2.8 FTE salary + benefits). Title I \$339,231.00</p>

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PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
	<ul style="list-style-type: none"> Understanding and awareness of PE program components, resources, and instructional/assessment strategies being used/implemented in other classrooms to address the needs of all learners (Sped, ELD, etc.) <p>Special Education Total Teachers trained- 58 Dates: 8/24, 11/28, 11/29, 11/30, 1/30, 3/27, 3/29, 4/4 Topics included:</p> <ul style="list-style-type: none"> State and local standardized testing Formal Post Secondary Transition and ITP writing Consistency across all schools with regard to curriculum and instruction for Special Education services The referral process for Special Education and specialized programs The new format of SEIS 2.0 Development and understanding of consistent Fundamental course curriculum Consideration of supports for Special Education students during the transition to NGSS and new high school course sequence model discussions (For more information on this, see Goal 1 Action 1.A.4) <p>ToSA Coaching Support In addition to planning and delivering teacher professional development workshops in collaboration with department chairs and coordinators, district ToSAs provide coaching support for teachers in the areas of: implementing standards, developing a balanced assessment system, differentiating instruction and assessment, lesson planning, and progress monitoring.</p>		
<p>1.A.4. Continue to provide professional development and coaching through Teacher on Special Assignment model as well as staff collaboration time to increase student learning outcomes and support instruction, assessment and</p>	<p>District Professional Development Teacher on Special Assignment (ToSA) for Science lead district-wide professional development (PD) sessions that focused on the content and instructional shifts inherent in the Next Generation Science Standards (NGSS) and the collaborative articulation of course content through the development of Scope and Sequences aligned to the NGSS standards for middle and high school science courses. Additional responsibilities included oversight of instructional materials pilots, collaboration with Special Education and English Learner leadership and teachers, as well as facilitation of science high school course sequence model discussions. Science ToSA and district Science</p>	<p>LCFF Base g. Teacher on Special Assignment 1.0 FTE- to support and provide professional development for NGSS implementation, course development</p>	<p>LCFF Base g. Teacher on Special Assignment (1.0 FTE salary + benefits)- to support and provide professional development for NGSS implementation,</p>

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PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
<p>curriculum aligned to the Next Generation Science Standards.</p>	<p>teachers collaborated with 6th grade teachers from the 5 SDUHSD feeder elementary districts on vertical planning.</p> <p>Total Teachers trained-75 Topics included:</p> <ul style="list-style-type: none"> • Development of Scope and Sequences to articulate the NGSS content and skills of core science classes • Discussion of high school science course sequence models to identify the three NGSS science classes should take to graduate • Sharing and evaluation of middle school science pilots of NGSS Instructional Materials <p>District wide professional development workshops were held on the following dates (2017-2018) in each content area: 7th Grade Science: 8/24, 9/27, 10/25, 1/30, 3/7 (12 Teachers) 8th Grade Science: 8/24, 9/27, 10/25, 1/30, 3/7 (15 Teachers) Biology: 8/24, 9/26, 9/28, 10/24, 1/30, 3/1 (24 Teachers) Chemistry: 8/24, 9/26, 9/28, 10/26, 1/10, 1/30, 3/6 (15 Teachers) Physics: 8/24, 9/26, 9/28, 10/26, 1/30, 3/6 (12 Teachers) Science Department Chair and Goal Setting Days: 10/16, 12/7, 5/24 (12 Teachers)</p> <p>Science Vertical Articulation Collaboration with 6th Grade Teachers from 5 Elementary Feeders Districts (27 6th Grade Teachers and 4 SDUHSD Science Teachers): 10/5, 10/19, 4/24, 4/26</p> <p>Pilot Trainings for NGSS Instructional Materials: Discovery Tech: 8/21 (18 high school science teachers) and 8/24 (27 middle school science teachers) Lab Aids: 2/8 (2 Teachers), 2/13 (4 Teachers), and 2/27 (7 Teachers) It's About Time PBIS: 12/7 (6 Teachers)</p> <p>Course Development Work During the 17-18 school year, the high school Science departments continued to review NGSS aligned course models to make an informed decision for the SDUHSD NGSS aligned high school courses and sequence. Special Education</p>	<p>and differentiating instruction. \$137,000.00</p>	<p>course development and differentiating instruction. \$130,978.00</p>

PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
	<p>and English Learner Lead teachers attended science professional development sessions throughout the school year to familiarize themselves with the NGSS transition and content, instructional shifts taking place in science classrooms, provided input on course model discussions, and shared these learnings with their site colleagues. The Science ToSA, Coordinator, and Associate Superintendent of Ed Services met with Special Education leadership, EL leadership, and Lead Counselors throughout the year to continue stakeholder communication related to the NGSS transition in science.</p>		
<p>1.B.1 Continue to support staff collaboration and provide specified professional learning that builds capacity to design and deliver high quality instruction, assessment and differentiated curriculum for all students with focus on at-risk students.</p>	<p>SDUHSD teachers collaborate through their PLC groups and Professional Development sessions as well as coaching from teacher leaders, specialists at each site, and the district ToSAs.</p> <p>Ed Tech Specialists at each site Educational technology (ET) specialists at each site provided support for innovative instruction through on-site professional development, individual meetings with teachers, and electronically. ETs utilized release days to provide formal and informal instructional technology support for teachers and staff. In coordination with the district ToSA for educational technology, ETs have given presentations in staff meetings, hosted workshops for teachers, and provided one-on-one support for teachers in the effective use of instructional technology in the classroom.</p> <p>English Learners English Learner (EL) Lead teachers are also provided at 6 district sites to collaborate with content area teachers on strategies to support the unique needs of English Learners. For more information on the EL Lead role, see Goal 2. Action 2.B.1.</p> <p>Professional Development (PD) and Teacher Collaboration Each SDUHSD professional development (PD) session models the use of instructional technology, and allows teachers time to experiment with new tools. PD sessions also include support for the development of Essential Learning Outcomes (ELOs), common assessments, and data management. Additionally, teachers use the Professional Learning Community process to improve student achievement through the development of common formative assessments and using the results to inform instruction, reteach, and provide enrichment. School sites throughout the District utilized various means of collaboration including the</p>		

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PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
	<p>use of late start time and teacher full release days. Districtwide professional development workshops were held throughout the year, see Goal 1. Action 1.A.3. for dates. Each department met in May to review progress on department goals from the 17-18 year and set goals for the 18-19 year to support high quality instruction and assessment for all students.</p>		
<p>1.B.2. All core content courses in ELA, Math and Social Science will continue to develop, implement, and review data on common assessments aligned to established course ELOs utilizing online assessment tools as appropriate.</p>	<p>Professional Learning Communities (PLC) work The SDUHSD PLC model follows the model set forth by DuFour, et al, and includes teams of teachers establishing common Essential Learning Outcomes (ELOs), and developing common formative assessments of those.</p> <p>A key component of the SDUHSD Professional Learning Community (PLC) model is intervention and enrichment for those students who have and have not yet mastered Essential Learning Outcomes (ELOs). All district sites utilize the PLC model to analyze student performance data and identify students who require additional support and intervention to demonstrate mastery of course ELOs.</p> <p>Teacher PLC groups at each site utilize release days and late start days to develop common assessments, review student performance data and lesson plan as course alike teams.</p>	<p>Supplemental a. Provide release time (sub days and extra work agreements) for staff to attend professional development for differentiating instruction, implementation of standards, technology, ELO and assessment development \$100,000.00</p>	<p>Supplemental a. Provide release time (sub days and extra work agreements) for staff to attend professional development for differentiating instruction, implementation of standards, technology, ELO and assessment development \$48,852.00</p>
<p>1.B.3. Students who are identified as performing below grade level will continue to be provided with the necessary support to remediate their gaps in learning. Identification includes district math assessments, D/F data, SBAC, CELDT and multiple other sources.</p>	<p>Intervention courses and supports Sites were provided additional sections to implement intervention courses for students who are identified as performing below grade level in English Language Arts and math. Students are identified for placement in intervention courses through a review of student data including; district math assessments, D/F data, SBAC results, CELDT/LAS Links results, SRI scores, MDTP scores, and other sources. Sites develop progress monitoring systems to track the effectiveness of intervention courses in remediating learning gaps for the students enrolled. District intervention courses include Reading Support, Integrated Math A/B Essentials (MS), Integrated Math 1/2 Readiness (HS), Math Support, English Enrichment, ELD Support, and Academic Literacy. Student progress in intervention courses is evaluated based on course assessments, grade report data and teacher feedback.</p>	<p>Supplemental b. Site tutoring allocations for each site to support tutoring programs \$32,500.00</p> <p>c. School sites will be provided nonformula sections to continue to implement</p>	<p>Supplemental b. Site tutoring expense for each site to support tutoring programs \$22,500.00</p> <p>c. Cost to implement intervention courses and supports for students performing</p>

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PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
	<p>Tutoring Support SDUHSD utilizes AVID tutors in a variety of classroom settings to support students in reaching proficiency in their subject area courses. Approximately 300 hours per week of tutoring support was provided to students throughout the district. Additionally, sites are provided funds to support before and after school targeted tutoring programs for students who need supplemental support in their core content classes. SDUHSD also employs bilingual tutors to support students who are new to US Schools with limited English language proficiency to increase their ability to access content in their core content area classes. See Goal 2. Action 2.B. for more information on bilingual tutoring support.</p>	<p>intervention courses and supports for students not obtaining mastery of ELO's (6.4 FTE) \$660,000.00</p> <p>d. Cost for AVID Tutoring support \$210,000.00</p> <p>e. Cost for licenses and maintenance of the Read 180 program at all district sites \$30,000.00</p>	<p>below grade level in ELA and math. (6.52 FTE salary + benefits) \$890,751.00</p> <p>d. Cost for AVID Tutoring support \$162,000.00</p> <p>e. Cost for licenses and maintenance of the Read 180 program at all district sites \$30,000.00</p>
<p>1.B.4. School sites will continue to investigate ways to add specific intervention time into their bell schedules, time for teacher collaboration, as well as access to courses as needed.</p>	<p>All SDUHSD school sites take a team approach to master schedule development and bell schedule review each year. Each school site's bell schedule is built to include time for teacher collaboration via departmental Professional Learning Communities and professional development opportunities. Sites also annually review intervention programs and courses. Site and district teams worked collaboratively over the 17-18 year to refine course descriptions and placement criteria for intervention courses and expand courses/programs as needed. Trainings were offered for administrators and counselors on best practices for master scheduling at monthly principal and head counselor meetings.</p>		

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The actions and services described above were implemented with fidelity during the 17-18 school year. Especially effective was our ToSA model to support teacher collaboration and professional development. Through a consistent focus on differentiating instruction and implementing ELD standards in core content classrooms, we have seen a significant decrease in the percentage of unduplicated students enrolled in below grade level math courses in the 17-18 school year as well as a steady increase in student performance on statewide assessments.

The district Science ToSA has been an effective role to support teachers as the district transitions to NGSS. The Science ToSA worked with site teacher teams to revise and articulate course content for an NGSS-aligned course sequence through continued development of Scope and Sequences for 7th, 8th, Biology, Chemistry, and Physics NGSS courses. This work will result in a district-adopted, NGSS-aligned and articulated course sequence for all students. This process also served as valuable professional development in that teachers' familiarity with the content of the standards increased as they worked collaboratively to develop course scope and sequences. High school science teachers examined five course sequence models that considered which three science classes would apply toward graduation, and will make a final recommendation by the end of the school year. Science teams engaged stakeholders including special education and EL teachers to gather the input to inform the NGSS course model discussion to ensure that all students can access all NGSS standards.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

SDUHSD students maintained high performance and modest increases on statewide assessments in math (+0.7%) and ELA (+1%) which indicates that the implemented actions and services supported an increase in student achievement district-wide. CA School Dashboard results show that all SDUHSD middle schools had a blue or green performance level for both ELA and math which represent very high performance outcomes and an increase in student achievement when compared to the prior year.

The need to continue to focus our efforts on supporting teachers in the use of the PLC model to improve student learning was highlighted through teacher feedback on both the annual LCAP stakeholder survey and teacher surveys administered throughout the year. Additionally, the district will continue to consult with sites on ways to provide more time for teacher collaboration. Survey results show a 10% decrease in teacher's who feel their school provides adequate time for collaboration.

SDUHSD continues to recruit and retain effective and innovative teachers and management staff. SDUHSD has a very low rate of teacher turnover. SDUHSD teachers have an average of 13 years of teaching experience with 12 years teaching in SDUHSD. Stakeholder survey results show that 79% of staff agree that school leadership is effective. Having skilled and experienced staff to support our students has helped increase student achievement and improve teaching practices across the district. SDUHSD stakeholders agree that the district offers rigorous curriculum and instruction aligned to standards in math (85%), ELA (84%), Science (82%), Social Science (81%), and Electives (79%).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Anticipated expenditures for certificated salaries were different than expected due to the varying placement on the salary schedule for those specific teachers placed in the described positions. (expenditure LCFF Base-a., b., c., Supplemental—c.)

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SDUHSD budgeted \$100,000 for release time to support teacher collaboration. Teachers utilized time built into their site bell schedule such as late start days to collaborate with course alike or grade level teams. Therefore, the amount of release days needed for teacher collaboration was less than anticipated. (Action 1.B.2.)

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

To address the continued achievement gap for English Learners, Socio-Economically Disadvantaged students, and Students with Disabilities the district is expanding the ToSA support model to include a Reading Specialist and a ToSA for Universal Design for Learning and Differentiated Instruction ([Goal 1.A.](#)) These support roles will:

- work with teachers in the classroom on implementing evidenced based strategies to support all students in the least restrictive environment,
- support teachers to implement research based programs with fidelity
- train teachers on making data driven decision to inform instruction and assessment practices, and
- support district and site teams through participation in the SUMS initiative to improve our MTSS

The following expenditures will be modified for 18-19 and 19-20:

The release time for math teachers to work on curriculum writing is being phased out as the SDUHSD math curriculum and supplemental materials have been implemented, adapted and edited over the last few years ([Goal 1. Action 1.A.](#), expenditure c.) The budgeted expenditure for this work will therefore be reduced in 18-19 and 19-20.

Action 1.A, expenditure h. and i.-Title I expenses support supplemental programs and therefore are more accurately reflected within the supplemental actions. ([Goal 1 Action 1.C.](#))

The budget for tutoring programs has been increased to address the achievement gap for target student groups. ([Goal 1. Action 1.B.](#), expenditure b.)

The budget for intervention and supports has been increased to address the achievement gap for target student groups. ([Goal 1. Action 1.B.](#), expenditure c.)

The budget for AVID tutoring support has been adjusted to reflect the actual costs over the last few years. ([Goal 1. Action 1.B.](#), expenditure d.)

The budget for Read 180 licenses and supports is being increased to support the transition to the new Read 180 Universal reading intervention program at all sites. ([Goal 1. Action 1.B.](#), expenditure e.)

A part time Reading Specialist will be provided to support the implementation of the new Read 180 Universal Program as well as provide coaching and strategies for teaching on implementing reading interventions and supports in core content classes. ([Goal 1. Action 1.B.](#), expenditure f.)

Goal 2

All English Learner (EL) students 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 students will meet the criteria to be reclassified as Redesignated Fluent English Proficient (RFEP).

State and/or Local Priorities addressed by this goal:

State Priorities: 1- Basic Services, 2- Implementation of Standards, 4- Pupil achievement, 7- Course Access
Local Priorities:

Annual Measureable Outcomes

Expected

Percentage of EL students attaining the English proficiency level on the CELDT
16-17 CELDT data: 3% increase in the percentage of EL students who attain the English Proficient Level on the CELDT.

Percentage of EL students attaining the English proficiency level on the ELPAC summative.
N/A

English Learner Progress towards learning English on the CELDT
3% increase in the percentage of ELs making annual progress in learning English as measured by the California English Language Development Test (CELDT).

Actual

16-17 CELDT data: 63% of students tested scored in the Early Advanced to Advanced range on the CELDT. This is a 2% decrease in the percentage of EL pupils who attained the English Proficient Level on the CELDT when compared to the prior year. 2016-17 was the last CELDT administration.

“The English Language Proficiency Assessments for California (ELPAC) is the successor to the California English Language Development Test (CELDT). Beginning in 2017–18, the ELPAC is the required state test for English language proficiency (ELP) that must be given to students whose primary language is a language other than English. The California Department of Education (CDE) expects to be fully transitioned from the CELDT to the ELPAC as the state’s assessment of ELP by 2018–19.”

Source: <https://www.elpac.org/about/>

SDUHSD will use the 17-18 ELPAC student results to establish a baseline by which to measure future growth in student’s progress towards attaining English proficiency. The ELPAC uses 4 general performance level descriptors which provide context to development of a student’s oral and written language skills in English.

17-18 baseline results are summarized below.
460 students participated in the summative ELPAC administration
13% of students tested scored within Level 1- minimally developed
13% of students tested scored within Level 2- somewhat developed
22% of students tested scored within Level 3- moderately developed
52% of students tested scored within Level 4- well developed

16-17 CELDT data: 75.1% of students tested made progress towards learning English by advancing a level or maintaining the proficiency level on the CELDT, which is consistent with the previous year.

Expected

Actual

	<p>Future progress will be measured using ELPAC results with 17-18 data as a baseline by which to measure future growth for each EL student.</p>
<p>English Learner Progress towards learning English on the ELPAC N/A</p>	<p>The ELPAC is a new state assessment which was administered for the first time in the 17-18 year. See https://www.elpac.org/about/ for more details about the transition to this new assessment.</p> <p>SDUHSD administers the LAS Links language proficiency assessment twice each year to measure student progress. Of the 458 students who participated in LAS Links testing in fall 2017, 33% scored in the proficient range, 25% scored in the intermediate range, and 43% scored in the beginning to early intermediate range. Of the 205 students who participated in LAS Links testing in both the fall 2016 and fall 2017 administration, 40% demonstrating progress towards learning English as measured by increasing one performance level or maintaining a score within the proficient range. It is important to note that there was an unforeseen error that occurred during fall 2017 testing that may have impacted the validity of student's scores.</p> <p>Future progress will be measured using ELPAC results with 17-18 data as a baseline by which to measure future growth for each EL student.</p>
<p>Percentage of ELs who are Long Term English Language Learners (LTELs) 25% of English Learners are classified as LTEL</p>	<p>17-18 EL data: 28% of English Learners are classified as LTEL Although the percentage of ELs who are classified as LTELs is still high, this percentage has decreased by 7% over the last 2 years.</p>
<p>Percentage of students who demonstrate growth towards learning English as measured by LAS Links Assessment results 3% increase in the percentage of students who demonstrate growth towards learning English as measured by an increase of at least one proficiency level from Fall 16' to Fall 17' or maintained a score of Proficient or Above Proficient on LAS Links assessment.</p>	<p>40% (82/205) students who demonstrate growth towards learning English as measured by LAS Links Assessment results as measured by an increase of at least one proficiency level from Fall 16' to Fall 17' or maintained a score of Proficient or Above Proficient on LAS Links assessment. This represents a 15% decrease from the previous year</p>
<p>SBAC results for RFEP students At all sites, the percentage of RFEP students scoring in the Standard Met to Standard Exceeded range on Smarter Balanced assessments in both Math and ELA will be similar to the results of English Only students.</p>	<p>The percentage of RFEP students scoring in the Standard Met to Standard Exceeded range on Smarter Balanced assessments is similar to the results of English Only (EO) students at 6 out of 9 sites in ELA and 5 out of 9 sites in Math.</p>

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Expected

Actual

	16-17 SBAC Math			16-17 SBAC ELA		
	EO	RFEP	difference	EO	RFEP	difference
SDUHSD	72.4	68.0	-4.4	83.5	78.5	-5.0
High						
LCC	61.7	38.9	-22.8	84.7	72.2	-12.4
SDA	70.6	35.1	-35.5	90.9	73.7	-17.2
CCA	71.9	81.5	9.6	85.2	85.2	0.0
TPHS	52.5	58.1	5.5	66.9	67.7	0.8
Sunset	18.9	*	*	70.3	*	*
Middle						
OCMS	70.4	50.7	-19.7	80.3	71.2	-9.0
EWMS	76.1	59.0	-17.1	83.4	56.4	-27.0
DMS	75.7	71.7	-4.0	81.3	75.0	-6.3
CVMS	84.4	83.7	-0.7	89.7	88.9	-0.8
PTMS	79.8	84.6	4.9	89.8	85.7	-4.1

Reclassification rates
reclassification rate is 20% or higher

17-18 reclassification rate using CELDT scores among other criteria: 20.2% (101 students)

Parent participation in EL parent workshops
1% increase in the number of parents attending EL parent workshops

392 parents from EUSD and SDUHSD attended over 8 parent workshops in the series. This is nearly three times the participation we have seen in previous years.

Teacher of English Learners misassignment rate
0% teacher of English Learners mis-assignment rates as measured by total course sections.

0% teacher of English Learners mis-assignment rates as measured by total course sections

Expected

Actual

Percentage of students Redesignated Fluent English Proficient (RFEP) within 5 years of instruction in the District.

70% of 12th grade students who initially enrolled as an EL in SDUHSD in 7th grade, met the criteria to be reclassified as Redesignated Fluent English Proficient (RFEP) within 5 years of instruction in the District.

70% of 12th grade students who initially enrolled as an EL in SDUHSD in 7th grade, met the criteria to be reclassified as Redesignated Fluent English Proficient (RFEP) within 5 years of instruction in the District.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 2

PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
2.A.1 Continue to provide students with English Language Development (ELD) curriculum and instruction aligned with California State Standards.	<p>SDUHSD schools offer both designated and integrated English Language Development (ELD) programs for English Learners which include courses such as, ELD 1-4, Sheltered classes, ELD support, as well as the use of research based strategies to support ELs in their core content classes.</p> <p>SDUHSD continued to implement the Inside and Edge curriculum for all middle and high school English Language Development (ELD) courses. Consumable instructional materials for Inside and Edge were also purchased to support ELD instruction and language acquisition skills. Supplemental materials such as Rosetta Stone licenses, Bilingual dictionaries, and Step Forward books were purchased to support EL students with their progress towards learning English.</p>	<p>a. Purchase ELD curriculum consumables and supplemental supplies and materials \$18,000.00</p> <p>e. Supplemental instructional materials, licenses for ST Math intervention program \$4,200.00</p>	<p>a. Cost for ELD curriculum consumables and supplemental supplies and materials \$11,230.00</p> <p>e. ST Math Intervention Program –licenses and training \$12,380.00</p>
2.A.2 Continue to provide professional learning and coaching through Teacher on Special Assignment model to increase student learning outcomes and support instruction	Teacher on Special Assignment (ToSA) for English Learners (EL) worked in collaboration with district ToSAs and department coordinators to plan and deliver a series of professional development (PD) workshops for district teachers as part of the ELD Standards implementation plan. Content area PD workshops included instruction on the implementation of the ELD standards, understanding the new	b. Teacher on Special Assignment Support for differentiated	b. Teacher on Special Assignment Support for differentiated instruction (.4 FTE,

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PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
<p>and assessment aligned to the California English Language Development (ELD) Standards.</p>	<p>English Language Proficiency Assessment for California (ELPAC), and strategies for differentiation and scaffolded lessons and assessments. See Goal 1. Action1.A. for dates.</p> <p>The EL ToSA provided targeted support to school sites to review EL student data as well as the implementation of Designated and Integrated ELD standards across all content area courses. EL ToSA also provides support to new teachers in the district through the Beginning Teachers Support and Assessment (BTSA) program on strategies for supporting English Learners.</p> <p>In collaboration with Site EL Leads, EL ToSA provided ongoing coaching and training for teachers on the use of instructional strategies to support English Learners, implementation of California ELD standards in core content classes, feedback on lesson design and delivery, and differentiation of instructional materials and assessments.</p>	<p>instruction (.4 FTE) \$49,000.00</p>	<p>salary + benefits) \$54,324.00</p>
<p>2.A.3. Continue to provide coaching and professional development on strategies to support the needs of Long Term English Learners (LTEL) to increase English language acquisition and student learning outcomes.</p>	<p>SDUHSD serves approximately 500 English Learners and roughly 28% of district ELs are long term English learners (LTELs) which means they have been in US Schools for more than 6 years and not met the criteria to be reclassified as Fluent English Proficient. SDUHSD maintains rigorous reclassification criteria which follows state guidelines to insure EL students are successful once they are redesignated and exited from EL services. 57% of SDUHSD LTELs are students who are dual identified as an English Learner and a student with a disability. To address the unique barriers for dual identified students to meet the reclassification criteria, SDUHSD formed a committee of both EL and Special Education staff to review dual identified student performance and language acquisition data and develop an alternate reclassification process for these students.</p> <p>SDUHSD continued to contract with Hanover Research to research best practices and effective strategies to increase outcomes for English Learners. Hanover presented research on effective interventions to support long term English Language Learners, effective programs for Newcomer Secondary English Learners as well</p>		<p>Cost for 12 staff to attend California Bilingual Education conference (registration and travel) Title III \$18,900.00</p>

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PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
	<p>as in depth interviews with similar districts across the state of California and the US to identify effective practices for supporting ELs at the secondary level. District Director of EL programs worked with EL Leads and district ToSAs to review this research and identify priority areas of focus which includes; refining the district EL Monitoring system, identifying strategies to support the unique needs of Long Term English Learners, and increase reclassification for this group.</p> <p>A total of 12 district teachers attended the California Bilingual Educators (CABE) Conference over March 28-30, where they participated in workshops on strategies to support the needs of LTELs and to increase English language acquisition and student learning outcomes. These trained instructional leaders, in turn, are sharing resources on their site.</p>		
<p>2.A.4. Continue to collaborate with feeder districts and implement an agreed upon system to support English Learners from Kindergarten through grade 12.</p>	<p>SDUHSD continues to collaborate with our 5 feeder elementary districts to increase vertical alignment of our EL and RFEP monitoring systems as well as our reclassification criteria. During the 17-18 year, district EL team explored alternative options to improve our EL and RFEP student monitoring systems to better identify student's strengths and intervention needs. SDUHSD shared these resources with several feeder districts and will continue to collaborate on improving our partnerships to support our community of learners and families. SDUHSD partners with our feeder schools to host parent workshops on a variety of topics. See Goal 2.A.6. for more details.</p>		
<p>2.A.5. Continue to utilize results from LAS Links assessments to appropriately place English Learners into courses that support language acquisition as well as identify necessary interventions and support classes.</p>	<p>LAS Links is administered twice a year, once in the fall to all EL students and again in the spring to EL students who did not score within the Proficient to Advanced range. EL Leads use the results to measure growth and identify interventions and supports as needed. EL Leads work in collaboration with site counselors to make course recommendations based on a comprehensive student data review including attendance records, grades, assessment scores and graduation status (HS only). The LAS Links Assessment results are utilized as an additional indicator of student language proficiency when making course recommendations as the assessment is</p>	<p>c. Cost of LAS Links Assessment program for administration and scoring \$26,000.00</p>	<p>c. Cost of LAS Links Assessment program for administration and scoring \$20,332.00</p>

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PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
	administered twice a year allowing teachers to assess annual growth in language proficiency for each student.		
2.A.6. Continue to provide parent workshops for families of English Learners to increase parent engagement district-wide.	<p>SDUHSD partnered with our feeder districts to host a series of professional development workshops which covered topics including; gang prevention and juvenile delinquency,</p> <ul style="list-style-type: none"> • the power of education, • how to discuss delicate topics with your student, • drug, alcohol and addiction education, • violence, bullying and dangers on the internet, and • mental health, emotional intelligence and self-esteem. <p>The last workshop of the year provided a review all topics and each parent was presented with a certificate for “graduating” from the parent education program. 392 parents from EUSD and SDUHSD attended over 8 parent workshops in the series. On the district annual stakeholder survey, 74% of parents of English learners agreed that SDUHSD provides adequate opportunities for parent education and 75% agreed that parent education workshops help parents of ELs feel prepared to support their student(s).</p>	d. Cost to offer parent workshops \$5,000.00	d. Cost to offer parent workshops \$250.00
2.B.1. Continue to implement and refine a system to monitor progress of all EL students, including long term and reclassified.	<p>SDUHSD monitors student progress for English Learners (ELs) to ensure they are on track for meeting all reclassification criteria within 5 years of enrollment in US schools. Progress is monitored using the District EL Monitoring System which includes student data on; grades, graduation status (HS only), and multiyear assessment scores (CAASPP, LAS Links, CELDT). SDUHSD also monitors student progress for all Redesignated Fluent English Proficient (RFEP) students for at least four years after reclassification. Progress is monitored using the District RFEP Monitoring System which includes student data on; grades, attendance, graduation status (HS only), and assessment scores (CAASPP and informal class assessments).</p> <p>SDUHSD Site EL Leads are trained each year by district ToSAs and Director of Special Programs on how to implement the EL/RFEP Monitoring System. EL Leads are responsible for meeting with all EL students at least twice per year to review progress and make course</p>	a. EL teacher leads release period @ 6 sites (1.33 FTE) \$147,000.00	a. EL teacher leads release period @ 6 sites (1.33 FTE salary + benefits) \$168,741.00

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PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
	<p>recommendations based on each student’s language proficiency level. Students who demonstrate regression or failing scores in one or more areas are identified as at risk and are more closely monitored through an intervention plan developed by site EL Lead, student and parents. EL Leads are available as a resource for teachers to answer questions, recommend strategies and develop interventions as needed.</p>		
<p>2.B.2. Provide bilingual staff to support EL students in core content courses.</p>	<p>Over the last few years, SDUHSD has seen an increase in enrollment of students who are new to US schools and have limited or no English language proficiency. To better support these students, the district hired bilingual instructional aides at two distinct sites. The bilingual Instructional Aides assist core content teachers to provide bilingual instructional support, implement lesson plans, translate instructional materials, interpret information and/or modify materials.</p> <p>Additionally, the majority of the district EL Lead teachers are bilingual which allows these teachers to communicate information about student progress and reclassification criteria in the student's primary language for Spanish speaking students.</p>	<p>b. cost for bilingual tutors/aides at target sites based on need \$46,000.00</p>	<p>b. cost for bilingual tutor/aide at one high school \$14,983.00</p>
<p>2.C.1. Continue to develop and expand (if applicable) courses that focus on basic English and academic literacy skills, acculturation to U.S. schooling and fundamental subject area knowledge to support English Learners who are new to the US (students who have lived in the US for 18 months or less).</p>	<p>A specialized program called the Newcomers Academy is offered at La Costa Canyon (LCC) High School to support English Learners who are new to US Schools and have been enrolled for 18 months or less. The students enrolled in this program are provided more targeted English language development support and are monitored by the site EL Lead to track their basic English and literacy skills.</p> <p>Targeted supports provided include:</p> <ul style="list-style-type: none"> • sheltered classes • frequent meeting with site EL lead throughout the year, • accessibility to Spanish speaking counselor, • extended time on assignments, • copies of notes, • monitoring for understanding, • graphic organizers, • access to dictionaries for translations, 	<p>a. Newcomers Academy Program at one high school site (0.4 FTE) \$44,000.00</p>	<p>a. Newcomers Academy Program at one high school site (0.4 FTE, salary + benefits) \$45,612.00</p>

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PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
	<ul style="list-style-type: none"> • support classes, and • students are placed into a cohort so they may take many of their classes together. <p>There are currently 30+ students participating in the Newcomers Program. Student progress is monitored using data from LAS Links results, classroom grades, CELDT results, EDGE placement and unit tests, and classroom assessments.</p>		
<p>2.C.2. Provide transportation support for EL students to access specialized programs outside of their boundary school.</p>	<p>A comprehensive review of student attendance data and feedback from stakeholders revealed that transportation was a barrier for students to access the Newcomers Academy at LCC and attend school regularly. To address this need, the district provided bus passes for 40+ students to help increase their attendance.</p>	<p>b. Bus passes for students to access the Newcomer's Academy \$10,000.00</p>	<p>b. Cost for bus passes for students to access the Newcomer's Academy throughout the school year \$12,127.00</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The actions and services described above were implemented with fidelity in the 17-18 school year. The district will continue to provide and expand (as needed) these programs and services to support our EL and RFEP students. Particularly effective was the support provided to students and core content teachers by the EL Lead teachers. Teachers reported through district focus groups that they felt the EL Lead position was one of the most effective supports to help core content teachers implement language development strategies in the classroom.

District LCAP stakeholder survey results show that 78% of respondents agree that ELs receive the resources they need to succeed in academic classes. 70% of parents with an English Learner reported that the district provides adequate opportunities for parent education and the workshops offered helped them feel prepared to support their student.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The programs, services and supports provided for EL students continues to prove to be effective in helping English Learners make progress towards learning English and meeting the criteria to become Redesignated Fluent English Proficient (RFEP). Fall 2017 CA School Dashboard reports that 87.7% of SDUHSD English Learners are making progress as measured by progress on the state English Language Proficiency assessment and students who met the reclassification criteria. SDUHSD maintains a rigorous reclassification criterion to ensure academic success for all EL students once they are redesignated. The effectiveness of this practice is evident in the 2017 SBAC scores of district RFEP students. Percentage of RFEP students who scored within the Standard Met to Standard Exceeded range is similar when compared to their English Only peers.

ELA, RFEP=79%, English Only=84%

Math, RFEP=68%, English Only= 72%

Although the majority of parents and staff agree that SDUHSD provides effective supports and services for ELs, the district continues to see declining outcomes for ELs in academic achievement in ELA, higher suspension rates and lower graduation rates as reported on the CA School Dashboard. Multi-year analysis of SBAC scores in ELA and math show that the percentage of SDUHSD ELs who are meeting or exceeding standards is significantly higher than state and county averages. However, year over year, the percentage of students scoring in the standard met to exceeded range is slightly declining for EL students in ELA. SDUHSD EL performance in ELA: 21% met/exceeded standards (-2.1% from prior year), 4% higher than SD county average, 8% higher than state average SDUHSD EL performance in math: 31% met/exceeded standards (+3% from prior year), 15% higher than SD county average, 19% higher than state average

To address this area of need, the district utilized our partnerships with Hanover research to conduct an evaluation of our integrated and designated English Language Development supports for our ELs throughout the district. Additionally, Hanover provided an in depth analysis of effective program models and instructional strategies to support ELs, Long Term ELs as well as RFEPs within a broad course of study. SDUHSD will review the findings and recommendations from this study with stakeholders throughout the 18-19 year and identify areas for targeted improvement within our current EL instructional support model.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The difference between the budgeted and actual cost for bilingual aides (expenditure for 2.B.2) is the result of hiring less bilingual aides than initially planned so that we may pilot the bilingual aide support at one high school. In the 18-19 year we will continue to provide this support as well as expand this service to one district middle school (as needed) to support students with limited English proficiency in their classes. Although not initially lined out in the 17-18 LCAP, the district paid for 12 teachers to attend the California Bilingual Educators conference. (expenditure for 2.A.3).

The district partnered with a Dr. Beatriz Villarreal to host a parent workshop series in Spanish. Dr. Villarreal was awarded a grant to support parent education within the community. As a result of this partnership, SDUHSD only incurred the cost to provide refreshments for participants. Therefore, the actual cost was significantly less than initially budgeted to provide parent workshops for the 17-18 year (expenditure for 2.A.6.).

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

SDUHSD recognizes the need to continue to improve the supports and services provided to increase outcomes for our English Learners. Although ELs continue to demonstrate performance gaps on the CA School Dashboard, SDUHSD EL students continue to perform higher than SD county and state averages across all

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metrics. The district will review the findings and recommendations through Hanover’s evaluation as well as engage stakeholders throughout the 18-19 year to identify action steps to improve our current EL programs and supports.

The district is reorganizing the ToSA roles for the 18-19 year. The EL ToSA responsibilities ([Goal 2.A., Action 2.A.2.](#)) will be incorporated in the ToSA for Universal Design for Learning ([Goal 1. Action 1.A.3](#)) role to provide coaching and support to schools on strategies to meet the unique needs of all students in the least restrictive environment.

Title III expenses support supplemental programs and therefore are more accurately reflected within the supplemental actions. ([Goal 2 Action 1.D.](#), new)

Goal 3

All district graduates will be college and career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 4- Pupil achievement, 5- Pupil Engagement, 7- Course Access

Local Priorities:

Annual Measureable Outcomes

Expected	Actual
AP exam pass rates 1% increase in AP exam pass rate.	SDUHSD’s 2016 College Board Advanced Placement exam results reflect an 84% (+1.2%) average AP exam pass rate.
AP participation rate Increase in the number of test takers and maintain a proportionate number of test taken	2017 AP exam data 3,183 test takers, (+) 7,707 test taken average of 2.4 tests per student SDUHSD saw a small increase in the number of AP test takers and maintained an average of 2.4 tests taker per student
UC/CSU eligibility rates 16-17 UC/CSU eligibility rates: All students group= 75% English Learners = 3% Socio-economically disadvantaged students=47%	UC/CSU eligibility rates 16-17 UC/CSU eligibility rates: All students group= 77.2% English Learners = 4.2% Socio-economically disadvantaged students=58.6%

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Expected

Actual

	<p>SDUHSD reported a 3.8% increase in UC/CSU eligibility rates for all students, as well as significant increases for ELs (+4.2%) and Socio-Economically Disadvantaged students (+13.5%) in 16-17 when compared to the previous year.</p>
<p>Cohort graduation rates 16-17 Cohort High School graduation rates: All students group= 96% English Learners = 80% Socio-economically disadvantaged students=85% Special Education= 84%</p>	<p>Cohort graduation rates 16-17 Cohort High School graduation rates: All students group= 94% (-1.5%) English Learners = 72.5% (-6.5%) Socio-economically disadvantaged students= 81.9% (-1.8%) Special Education= 78.7% (-4%)</p>
<p>EAP data, math 1% reduction in the percentage of students scoring in the “Not Ready” range</p>	<p>48% “College Ready” 23% “Conditionally Ready” 28% “Not Ready” (-9%)</p>
<p>EAP data, ELA 2% reduction in the percentage of students scoring in the “Not Ready” range</p>	<p>2017 EAP 44% “College Ready” 37% “Conditionally Ready” 10% “Not Ready” (-10%)</p>
<p>CTE course enrollment Broad course of study for unduplicated students and students with exceptional needs 3% increase in CTE course enrollment</p>	<p>16-17 CDE Enrollment in Courses Taught by Subject Report Number of CTE courses taught= 200 (+22%) Total CTE Course enrollment= 6,030 (+40%)</p>

Expected

Actual

<p>Gender disproportionality in target CTE courses Increase gender equity in targeted CTE courses and pathways</p>	<p>16-17 Percentage of female enrollment: Building and Construction Trades= 14% (+3%) Education, Child Development, and Family Services= 94% (+2%) Engineering and Architecture= 18% (-1%) Information and Communication Technologies= 28% (+1%) Transportation= 5% (-1%) Manufacturing and Product Development= 35% (+4%)</p> <p>Over the course of the 16-17 year, SDUHSD saw shifts towards gender equity in CTE enrollment in target CTE sectors. Although the number of females enrolled in courses within these target sectors increased significantly (+422 students), overall CTE course enrollment also grew by about 40% with the addition of 36 new CTE courses. With such a spike in CTE enrollment, the increase in female participation in CTE courses is masked within these percentages.</p>
<p>AP course enrollment Student enrollment in honors and Advanced Placement (AP) courses will reflect the demographics of the district, focus on socio-economically disadvantaged students.</p>	<p>Student enrollment in honors and Advanced Placement (AP) courses will reflect the demographics of the district, focus on socio-economically disadvantaged students.</p> <p>17-18 course enrollment data: 66% of SDUHSD students are enrolled in at least one AP or Honors course. 7% of those students are Low Income (12% of district enrollment is socioeconomically disadvantaged students) 1% of AP enrollment are EL. 16% of EL population are enrolled in AP/Honors classes.</p>
<p>Percent of students who meet the “Prepared” level in the College/Career Indicator Fall 2017 CA School Dashboard results: 64% Prepared</p>	<p>Fall 2017 CA School Dashboard results for the College and Career Indicator: Prepared= 75.5% (+13.6%) Approaching Prepared= 13.9% Not Prepared= 8.6% (-5.1%)</p>

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 3

PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
<p>3.A.1. Continue to provide a broad course of study for all students</p>	<p>Students are provided opportunities in a wide range of courses, beginning in our feeder elementary schools, continued as they transition to our middle schools and maintained through high school, in computer sciences, science, technology, engineering, art, mathematics, and Career Technical Education that give our students a broad range of experiences. All students are provided a course of study to include English, Social Science, Math, Science, Physical Education, Visual/Performing Arts, Practical Arts and diverse electives. The process for making course recommendations to students and families is based on open access. All district course descriptions and progressions are posted on school websites and all students receive blank course selection contracts to make individual course requests. Prerequisite coursework, levels or skills are available via the posted course profiles and course descriptions and students select coursework from all grade-level course offerings. Leveled courses are offered which include opportunities for remediation, college preparatory, honors and IB/Advanced Placement. All students have access to all levels of coursework throughout their school. Additional specialized programs include CSU/UC a-g course opportunities in LOTE and other electives, Advanced Placement, International Baccalaureate, Conservatory, and QUEST. Next year LCCHS will have the first year of an International Baccalaureate diploma program for 11th grade students and TPHS will add AP Research to follow AP Seminar to lead to the AP Capstone outcome.</p>		
<p>3.A.2. Continue to implement district agreed upon protocol to identify students who are not enrolled but may be successful in Advanced Placement and/or Honors courses.</p>	<p>Advanced Placement Course enrollment District high school counselors use the College Board AP Potential program as well as other student data such as grades and attendance to identify students who may be successful in a particular Advanced Placement (AP) course. Counselors conduct course audits for these students at the beginning of each semester and schedule meetings with those students who are not enrolled but could be successful in an AP course. The majority of SDUHSD students (66%) participate in AP or Honors courses.</p>		

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PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
	<p>Feedback gathered through the annual LCAP stakeholder survey shows that 82% of respondents agreed that SDUHSD schools offer an appropriate number and variety of accelerated or advanced courses.</p>		
<p>3.A.3. Continue to provide training to support Advanced Placement teachers in differentiated instructional strategies.</p>	<p>Advanced Placement Training for teachers Over the summer of 2017, 10 Advanced Placement (AP) teachers attended the AP By The Sea Conference, a 4-day Summer Institute at the University of San Diego that covers updated College Board curriculum and best practices including successful instructional strategies and management of the course in order to support all learning styles. Topics that are often covered in Summer Institute sessions include:</p> <ul style="list-style-type: none"> • AP courses: goals, objectives, content, resources, bibliographies, and equipment • The AP Examination: how it is developed and graded • Syllabi, lesson plans, and assignments • How to refresh and improve existing AP courses • Recent changes in AP Course Descriptions • Strategies for teaching students at beginning or intermediate levels • Vertical teaming <p>The 10 teachers trained this past summer is in addition to the 19 teachers that were trained in the previous year. Over the course of three years 48 high school teachers have been trained from all high school sites.</p> <p>All Professional Development activities conducted in Goal 1 Action 1.A.1 also included AP and Honors teachers.</p> <p>Feedback gathered through the annual LCAP stakeholder survey shows that 72% of staff are satisfied with the professional development provided related to Advanced Placement programs.</p>	<p>a. Release time and registration costs for AP teachers to attend professional development workshops and professional conferences. \$10,000.00</p>	<p>a. Release time and registration costs for AP teachers to attend the AP by the Sea conference. \$8,632.00</p>

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PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
<p>3.A.4. Continue to work with CTE teachers to develop a-g aligned courses descriptions and course articulations with local community colleges as well as course curriculum aligned to ELA and Math California Content Standards.</p>	<p>CTE ToSA and CTE Counselor led pathway specific professional development meetings during the Fall of 2017. The goal of these meetings were to:</p> <ul style="list-style-type: none"> • Review previous CTE Course Descriptions, profiles, • Update current CTE Course Descriptions, profiles, for consistency across all sites in the district. • Create Course Outlines that connect to Anchor CTE standards & California Content Standards. • Include Community College Articulations, UC A-G approved courses, • Collaborate across pathways, share in the planning of advisory meetings. <p>2018 CTE courses and pathways promoted through materials which communicated:</p> <ul style="list-style-type: none"> • CTE pathway listing by high school site (indicate intro, concentration, capstone courses) • Notation of MCC Articulated courses • UC approved courses • Course descriptions of all courses <p>Responses from the Spring 2018 CTE Team survey determined that 95.5% of CTE teachers reported that CTE professional development was productive and positive toward development (PD) of course description, course development, and course profiles. Teachers reported that the collaboration time was the most important part of PD sessions.</p> <p>CTE Counselor and Director of Accountability and Special Programs met with all high school site Principals and Head Counselors in Nov/Dec 2017 to plan site specific pathways for 18-19 school year. These meetings included conversations about how to expand pathways to include new courses and restructure existing pathways to allow for more student participation and business partnerships.</p>	<p>e. ToSA (0.6 FTE) will continue to work with CTE teachers to develop AG aligned CTE course descriptions as well as promote and communicate with stakeholders regarding new and existing CTE pathways. \$70,000</p>	<p>e. ToSA (0.8 FTE salary + benefits) will continue to work with CTE teachers to develop AG aligned CTE course descriptions as well as promote and communicate with stakeholders regarding new and existing CTE pathways. \$116,551.00</p>

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PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
	<p>SDUHSD CTE offers:</p> <ul style="list-style-type: none"> • 13 Pathways • 23 CTE courses that are UC approved • 10 CTE courses that articulate with Mira Costa College and 1 course at Palomar College 		
<p>3.A.5. Continue to provide training and professional development for counselors and teachers to increase gender groups who are enrolled in CTE courses and pathways that lead to employment in nontraditional fields as well as train teachers on the model CTE curriculum standards.</p>	<p>CTE Counselor and ToSA led professional development sessions in January 2018 for all district counselors to review and discuss:</p> <ul style="list-style-type: none"> • 2018-2019 site specific CTE pathways and how these pathways should be presented to students during course registration process • How to promote CTE pathway courses to underrepresented gender groups. • CTE completers. How students can complete a pathway and student incentives to complete CTE pathways. • Program of Study Documents to use in lieu of 4 year plans when meeting with students. These documents are used to create an individual student 4 year plan with the CTE pathway courses as the foundation and inclusive of post high school plans specific to the individual pathway • Which SDUHSD courses are articulated with Mira Costa College and benefits students receive from being in an articulated course. • Reviewing advisory review process • Discussing strategies around “closing” gender gaps within pathways. • Celebrating consistency over all pathways and across all sites while selecting anchor standards and consistent outlines for each pathway course. • Sharing grant opportunities for their programs. • Teacher sharing of areas of growth within each pathway team. • The importance of long-term industry partners within each pathway. <p>SDUHSD CTE team investigating inVINCIBLE: Females in Ste@m program to potentially introduce to our middle school CTE classes. This program would educate and excite female students</p>	<p>f. Release time for teachers to attend professional development Base \$2,500.00 Perkins \$2,000.00</p>	<p>f. Release time for teachers to attend professional development- CTE conference, AME Conference \$7,764.00</p>

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PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
	<p>about the opportunities in high school engineering, advanced manufacturing and computer programming pathways.</p> <p>Responses from the Spring 2018 CTE Team Survey determined that 50% of CTE teachers believe that their classes are gender favored. In an effort to bring better gender equity in their classes teachers reported that they used the following strategies:</p> <ul style="list-style-type: none"> • Recruit through clubs and guest speakers • Aesthetic consideration of workshop spaces to draw more females • Recruit through existing tech wheel • Created new pathway with more gender neutral classes • Conversations with counselors to better inform, educate and promote pathway opportunities 		
<p>3.A.6. Continue to offer and expand CTE course pathways aligned to the growing industry sectors in the state and San Diego county.</p>	<p>CTE Counselor and Director of Accountability and Special Programs met with all high school site Principals and Head Counselors in Nov/Dec 2017 to plan site specific pathways for 18-19 school year. These meetings included conversations about how to expand pathways to include new courses and restructure existing pathways to allow for more student participation and business partnerships. During 2017-2018 school year and from these meetings, 59% of CTE teachers restructured courses in their pathways to better align CTE courses across the district. 50% of CTE teachers renamed courses in their pathway to better define and market course content. 50% of CTE teachers developed new courses in the pathway to contribute to pathway growth.</p> <p>Collaboration with Mira Costa College (MCC). CTE counselors and 4 CTE pathway teachers attended 2 pathways mapping meetings at MCC to discuss course content, and pathway growth extending to community college courses. Also discussed potential new articulations and certification opportunities in our high school pathway courses.</p> <p>CTE counselor has met with multiple community businesses to establish partnership opportunities for our CTE pathway teachers. The Coastal Community Foundation has provided \$45,000 in funding for our</p>	<p>b. Release time for CTE teachers to collaborate with local business leaders in their field \$2,500.00</p> <p>c. Cost for modernizing equipment \$75,000.00</p> <p>d. Project Lead the Way Program \$43,000</p>	<p>b. Release time for CTE teachers to collaborate with local business leaders in their field \$1,796.00</p> <p>c. Cost for modernizing equipment \$73,400.00</p> <p>d. Project Lead the Way Program (1 section @ MS, 2 sections @ HS-salaries + benefits) plus the cost for program fees and materials \$101,860.00</p>

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PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
	<p>CTE pathway teachers and has connected local industry professionals with our pathway courses. This contribution includes modernized equipment (induction burners and a commercial quality ice cream batch freezer) for our culinary pathway at San Dieguito Academy.</p> <p>The Spring 2018 CTE Team Survey indicated that 54.5% of CTE teachers found that the annual advisory meeting with their industry partner was valuable for the collaboration and growth in their pathway. 72% of CTE teachers reported that collaboration time with their industry partner during the advisory meeting was most helpful.</p> <p>The San Diego North Coastal Economic Development introduced our team to the CEO of local advertising company, who has committed to play an advisory role in our business management pathway.</p> <p>The SDUHSD culinary pathway has partnered with a local chef and business owner to tour the kitchen and collaborate on local food trends, ingredients, and culinary concepts.</p>		
<p>3.A.7. Continue to provide opportunities for all students to meet a-g requirements to be eligible for college using college and career planning programs and activities as well as implement intervention courses to support underrepresented students in a-g completion.</p>	<p>All counselors use reports from the student information system and individual and group meetings to conference with students in below-grade level courses in middle school and high school. Middle school students were also provided information about their current math course and related math course pathways to meet a-g math requirements before graduation. High school students were provided information regarding their current status in meeting graduation and a-g requirements as well as offered opportunities for remediation to fulfill a-g requirements including referral to district alternative setting, Independent Study Online, summer school, concurrent off campus and community college courses, or acceptance via validation or examination. To date, counselors have held 2,682 meetings with students to discuss high school graduation requirements and course planning.</p> <p>Three out of four high schools utilize AVID as one way to support underrepresented college-bound students in SDUHSD. AVID tutors</p>	<p>g. AVID training and contract costs \$38,000.00</p>	<p>g. AVID training and contract costs \$28,954.00</p>

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PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
	<p>often act as peer mentors to these students in all schools throughout the district beyond just the AVID classroom setting. See Goal 1 Action C for additional information related to AVID tutor support and costs.</p>		
<p>3.A.8. Convene a district committee of counselors and administrators to research and develop a toolkit for students to support college and career planning.</p>	<p>College & Career Readiness As part of our ongoing work to ensure that all SDUHSD graduates are college and career ready, we have worked over the last three years to develop a model six-year scope and sequence outlining the activities in which each student should engage, grades 7-12, in order to be college and career ready upon graduation. This plan consists of activities for all students, not just four year college-bound students, to engage over the course of their years in the district. A district committee of counselors and district administrators met several times during the year to develop a draft of a 7-12 scope & sequence plan of college and career readiness activities using effective tools and resources.</p> <p>With a draft of this plan completed, district committee investigated tools that would best support the implementation of a six-year college and career readiness plan for all students. The team developed a district web page to share these Career, College & Financial Aid resources and our sites will be linking to these resources and providing grade level site support directly. These new resources were vetted by a team of counselors and presented and approved by the Parent Curriculum Advisory Council in December.</p>		
<p>3.B.1. Counselors and site administrators will continue to review data regarding EL/low SES students UC/CSU eligibility to identify gaps in course offerings and recommend support courses as appropriate.</p>	<p>Course Planning Counselors and teachers use data and activities to develop 4 and 6 year plans with students who are enrolled in below grade levels courses or who are not on track to meet A-G or graduation requirements. Every grading period, counselors review the list of students who are earning D or F grades or who are in below grade level courses and work with these students to recommend tutoring, remediation and interventions as needed. To date, counselors have held 1,200 student meetings to provide course selection guidance as</p>	<p>a. Summer remediation programs \$35,000.00</p>	<p>a. Summer remediation programs Supplemental \$44,337.00 Title III \$3,850.00</p>

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PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
	<p>well as to discuss and develop 4/6 year plans to meet a-g requirements.</p> <p>All district sites offer a variety of interventions and support courses, such as Read 180, Academic Literacy, Math 180, Math Topics and Math Support, to allow students an opportunity to remediate gaps in learning, while continuing to be enrolled in grade level courses in ELA and Math.</p> <p>Summer Remediation Programs</p> <p>SDUHSD offers intensive summer programs that allow students in targeted subgroups the opportunity for credit recovery and bridging to grade level Math courses as well as providing varying levels of English language development instruction to increase opportunities for ELs to advance into A-G aligned courses. SDUHSD will continue to find ways to expand summer Math courses to allow students the opportunity to bridge from below grade level to grade level math courses and/or remediate Integrated Math 1 and Integrated Math 2 courses.</p>		
<p>3.B.2. Continue to implement courses in College Readiness and AVID and expand the use of college readiness/AVID strategies in all classes as appropriate.</p>	<p>Advancement Via Individual Determination (AVID) and College Readiness courses provide academic support as well as focused skill development in the areas of critical thinking, literacy and math. Additionally, AVID courses offer instruction targeted toward developing executive functioning skills such as, organizational skills and time management.</p> <p>Each year, SDUHSD teachers and counselors attend the AVID Summer Institute which prepares staff to implement AVID strategies across core content classes. During the 2017-18 Summer AVID Institute, 25 staff members attended including AVID elective teachers, site core content teachers, and counselors. In the last two years, 48 staff members have been trained on AVID strategies which can be implemented in all core content courses.</p> <p>The middle school College Readiness course is aimed at helping students in the academic “middle” be successful in the most rigorous</p>	<p>b. District funded sections (1.66 FTE) to sites for College Readiness/AVID courses</p> <p>\$182,600.00</p>	<p>b. District funded sections (1.6 FTE, salary + benefits) to sites for College Readiness/AVID courses</p> <p>\$194,785.00</p>

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PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
	<p>curriculum possible, and to prepare them for success in a college environment after graduation. This course develops organizational and study skills in order to prepare students for high school and college; Supports students in core subject areas through collaboration with peers and tutors; Provides enrichment and motivational activities that make college attainable for all students and Provides 21st century learning opportunities to promote digital literacy, communication skills, and collaboration.</p> <p>To identify students for participation in AVID, the student information system is queried for incoming students, parent education level (to identify students who may be first to go to college), test scores and grade point average and include a referral form in the 6th grade teacher packet. The middle schools and 3 AVID high school programs recruit students by meeting with them individually and in groups and inviting students to information meetings during course selection.</p> <p>AVID is an academic elective course that prepares students for college readiness and success. It is scheduled during the regular school day as a year-long course. Each week, students receive targeted instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, strengthen metacognitive development, analytical reading and writing, communication skills, and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization and reading to support their academic growth. Students will increase awareness of their personal contributions to their learning, as well as their involvement in their school and community. Students will prepare for and participate in college entrance and placement exams, while refining study skills and test-taking, note-taking, and research techniques.</p>		

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PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
<p>3.C.1. Provide opportunities for first generation college bound students to participate in college preparation activities.</p>	<p>The comprehensive high schools schedule college representative visits on campus to support students who are not able to travel to make college tours and visits. In addition, SDUHSD hosted transportation support for 100 students for the SDUHSD College Fair as well as course field trips to 2 and 4-year colleges.</p> <p>First generation college students who may not be on track for a-g completion or who need further assistance participate in intervention courses (e.g. Academic Literacy to improve reading skills). Senior students are able to take a College Application Seminar class for assistance with applications, essays, and financial aid. Counselors facilitate fee waivers for low income students for AP, ACT and SAT exams and maintain and share scholarships. School sites offer financial aid nights to parents. The district is moving to an open access district college and career resources page and grade level presentations for parents and students to better serve all students.</p>	<p>a. Cost for AP exam fee waivers for low income students to participate in AP exams. \$20,000.00</p> <p>b. Transportation and supervision costs for students/families to attend college visits and college fair. \$10,000.00</p>	<p>a. Cost for AP exam fee waivers for low income students to participate in AP exams. \$20,000.00</p> <p>b. Transportation and supervision costs for students/families to attend college visits and college fair. \$400.00</p>
<p>3.C.2. Provide professional development for counselors and teachers on best practices to support unduplicated students' matriculation to higher education</p>	<p>SDUHSD counselors have ongoing professional development opportunities, both internally and through outside agencies. For example, counselors attend conferences for community college, CSU/UC, College Board and ACT and the SDCOE Counselor Conference in addition to monthly counselor meeting, bi-annual in-service, and in-district collaboration via shared internal Google site and site PLC meeting participation. This year the counseling department developed measurable annual goals in each of the three American School Counselor Association (ASCA) domains.</p>	<p>c. Registration costs and travel expense (if needed) for counselors to attend professional development \$3,900.00</p>	<p>c. Registration costs and travel expense (if needed) for counselors to attend professional development \$3,628.00</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The actions and services described above were implemented with fidelity in the 17-18 school year. Especially effective was our focus over the last few years on growing CTE programs and pathways. As a result, CTE enrollment increased by 40% in 16-17 and we expect to see this trend to continue in future years. Additionally, counselors have been working to develop a scope and sequence of college and career readiness activities for students at each grade level.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions and services implemented at all district sites continue to prove to be effective in supporting SDUHSD students in preparing for college and careers after graduation. The District reports consistently high graduation rates (97%+) over the last 4 years. Our Academy high schools have demonstrated an over 99% cohort graduation rate for the last 3 years. Additionally, EAP data shows a 11% increase in the percent of students who scored in the "College Ready" range in ELA as measured by 2016 SBAC scores. In the LCAP Stakeholder Survey, 71% of respondents reported that they agree that SDUHSD teaches students college and career readiness skills. Additionally, 75% of respondents reported that they agree that SDUHSD provides programs, activities and courses to support students' development of college and career readiness skills. While the majority of stakeholders respond favorably in reference to supports and services offered to support student's in their preparation for college and a career, the percentage of parents who disagree with the above statements has increased slightly over the last few years.

District graduation rates continue to be very high for all students but we have seen declining rates for English Learners. Upon further investigation, we discovered that there was a significant number of English Learner students who enroll within their 10th-12th grade year as a new student to the US with limited English proficiency and limited formal schooling from their home country. Although we offer the Newcomers Academy to provide intensive language development support for these students, it is sometimes not possible for them to meet SDUHSD high school graduation requirements before then end of their 12th grade year. SDUHSD district EL team collaborated with counselors and EL lead teachers to provide additional training for district counselors on options for students who will not graduate on time to finish their high school education which include a collaboration with Mira Costa Community College to support students transition to the Adult Education and English as a Second Language programs.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Anticipated expenditures for certificated salaries were different than expected due to the varying placement on the salary schedule and the cost of benefits for those specific teachers placed in the described positions (expenditure 3.A.4, 3.A.6.). The Project Lead the Way program has expanded and the difference between anticipated and actual expenditures (3.A.6.) is the result of increased course offerings within this program.

The district provided transportation to and from the SDUHSD College Night at the Del Mar Fairgrounds. \$10,000 was budgeted to help families access this opportunity. There were significantly less students and families who required transportation support this year reducing the number of busses needed. (expenditure for 3.C.1).

A part-time CTE counselor will provide additional support to districts counselors on data driven master scheduling, alternative options for at-risk students to complete high school graduation requirements as well as promoting and communicating with stakeholders regarding new and existing CTE pathways. (Goal [4.Action 3.B.](#), new)

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Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The district will continue to provide the actions and services described in Goal 3 in the 18-19 and 19-20 school years. Based on stakeholder input and a review of multi-year course enrollment data, the district will continue to monitor the demographics of AP and Honors course enrollment at all sites but as 64% of SDUHSD students continue to participate in advanced coursework, we are removing action 3.A.2. from the 18-19 and 19-20 LCAP.

Action 3.A, expenditure d,: Project Lead the Program was funded through Carl D. Perkins grant for 3 years to get the program started. Cost for PLTW will be reflected in LCFF base program moving forward (Goal 1. Action 1.A, expenditure a.)

Metrics: Suspension rate measurable outcomes have modified for the 18-19 and 19-20 years to include Students with Disabilities: decrease in suspension rates for all students focus on ELs, Socio-economically disadvantaged students and students with disabilities.

Carl D Perkins expenses support supplemental programs and therefore are more accurately reflected within the supplemental actions. Therefore, Actions 3.A.5 and 3.A.6. as well as expenditures 3.A. b., c., and f. have been developed into a new action/service box ([Goal 3 Action 3.D.](#), new).

Goal 4

Increase the level of “school connectedness” and "sense of safety" of students, staff and parents.

State and/or Local Priorities addressed by this goal:

State Priorities: 1-Basic Services, 5- Pupil Engagement, 6-School Climate
Local Priorities:

Annual Measureable Outcomes

Expected

Annual Climate Survey- sense of safety
increase in the percentage of students, parents and staff who feel SDUHSD schools are safe

Actual

LCAP Stakeholder Survey results: percentage of students (71%), parents (73%), teachers (76%), administrators (100%) and other staff members (80%) report that they feel SDUHSD schools are safe.

Across all stakeholder groups with the exception of administrators, there was a significant decrease in the percentage of respondents who report that SDUHSD schools are safe.

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Expected

Actual

<p>Parent participation in PTSA/Foundation 1% increase in the number of PTSA/Foundation members, volunteers and donors</p>	<p>Parent participation in PTSA/Foundation was similar to previous year for all sites</p>
<p>Participation in annual climate survey increase in number of parents and students completing the district annual stakeholder survey that reflects the demographics of the district.</p>	<p>SDUHSD collected 3,689 (-16%) responses to the annual stakeholder survey. Parents, 2,624 (similar) MS Students, 673 (significant decrease) HS Students, 22 (significant decrease)</p> <p>Although we saw similar parent participation in the 17-18 LCAP Stakeholder survey as from previous years, there were significantly less students who participated in 17-18 when compared to the previous year. As a result, the overall participation numbers also declined for the 17-18 survey.</p>
<p>Promotion of parent participation for all parents including parents of unduplicated students and students with exceptional needs Increase in the number of communication attempts with families to promote parent participation in meetings, workshops, activities and input measures (i.e. surveys) via email, phone calls and text messages as well as providing information in multiple languages.</p>	<p>In the 17-18 school year, SDUHSD transitioned to a new communication tool which does not provide a report on the number of communication attempts. SDUHSD uses this tool to communicate with staff, parents and students via email and/ phone calls both from the district and the site related to a variety of information and involvement topics as well as emergencies as needed. Additionally, phone calls were made to EL families by a native speaker of their home language to promote attendance at parent workshop as well as DELAC/ELAC meetings.</p>
<p>FIT- clean and safe facilities All schools will maintain clean and safe facilities as measured by an overall score of at least “Good” or better on the FIT.</p>	<p>Williams’ Certification presented to and approved by the SDUHSD Board quarterly on 7/13/02/17, 11/02/17, 1/18/18, 4/19/18 each indicates that 100% of SDUHSD maintained an overall score of at least “Good” or better on the Facilities Inspection Tool.</p>
<p>Average Daily Attendance Increase district-wide attendance rate by 1% over previous year with focus on high school rates.</p>	<p>ADA for 17-18: SDUHSD = ADA at P2 was 12,521- 98%</p> <p>SDUHSD= 98% (+1%) La Costa Canyon HS = 98.3% (+0.5%) Canyon Crest = 98.3% (+0.7%) Torrey Pines = 96.4% (=) San Dieguito = 97.8% (=) Sunset = 81.2 (+4.7%)</p>
<p>Chronic Absenteeism rate Establish baseline</p>	<p>2016-17 chronic absenteeism rates = 9.4% for all students which is lower than the state (10.8%) and county averages (10.7%). SDUHSD reported higher rates of chronic absenteeism for ELs (12.9%), Socioeconomically</p>

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Expected	Actual
	Disadvantaged students (15.7%), and students with disabilities (17.7%), all of which were higher than county averages.
<p>Truancy rate 3% decrease in truancy rate from the previous year</p>	<p>Although SDUHSD is still reporting truancy rates higher than county averages for 9 out of 10 sites, there was a significant decrease in truancy rates in 15-16 when compared to the previous year. SDUHSD= 52.54% (-2.96%) middle school average= 30% (-3%) high school average= 61%% (-4%)</p>
<p>Middle School dropout rate Maintain 0% middle school dropout rate.</p>	SDUHSD continues to maintain a 0% middle school dropout rate
<p>High School dropout rate Decrease cohort high school dropout rate from the previous year by 0.5% for all students and target student groups.</p>	<p>Since 2010, SDUHSD has reported a Cohort Dropout rate between 1.6-2.8% for all students. 2016-17 is the most recent published dropout rates which show a 2.8% (+0.2%) dropout rate for all students. Multi-year cohort outcome data shows significantly higher and increasing dropout rates for English Learners (15%, +2.7%) and Socio-Economically Disadvantaged students (10.6%, +1.4%).</p>
<p>Suspension rate decrease in suspension rates for all students focus on ELs and Socio-economically disadvantaged students.</p>	<p>2016-17 suspension data shows a 2.8% suspension rate for all students. Although SDUHSD's suspension rate is well below the state average (3.8%) and in line with the county average (2.8%), the district has seen a significant increase in suspensions over the last two years. Although the suspension rate for all students increased, suspensions rates and ELs decreased by 1% and Socio-economically disadvantaged students decreased slightly by 0.1%. All students= 2.8% (+1.2%) English Learners= 5.5% (-1%) Socio-economically disadvantaged students= 3.6% (-0.1%)</p>
<p>Expulsion Rate 0% expulsion rate</p>	<p>2016-17 expulsion data shows a 0.13% (17 students) expulsion rate. SDUHSD has seen a steady increase in expulsions over the last 3 years and in 16-17 reported an expulsion rate slightly above both state (.09%) and county averages (.06%).</p>

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 4

PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
<p>4.A.1. Continue to develop and implement action plans to support students' and parents' sense of connectedness to school as well as increasing their sense of safety.</p>	<p>Multiple measures are used to analyze student connectedness, safety and wellness programs at each site including; CHKS, LCAP stakeholder survey, grades, referrals, attendance, discipline and suspension data. District data is shared with each site team for reflection and use in developing their Single Plan for Student Achievement (SPSA). Parents are represented on district advisory committees and school site councils and invited to principals' coffees, tours and outreach events. This year SDUHSD is also forming a district Wellness Collaborative to address LCAP Goal # 4 and social-emotional learning. This group will include district and school administrators, school social worker, counselors and parent representatives from each site. The initial meeting is in May to plan for implementation next year.</p> <p>Wellness programs, activities and events at sites - All schools have trained professional staff members, including school counselors, school social workers, school psychologists, teachers and administrators who are available to support students during the school day. Sites also participate in activities and programs to promote school-wide connectedness and student well-being such as Community Day, Mentoring, No Place for Hate, See Something/Say Something, Peer Counseling, Green, Red and Yellow Ribbon Weeks. The district has hosted outside resources including two Wellness Resource Fair, experts on topics such as and Parenting-Tyler Durman, district-wide, suicide prevention training, Elizabeth Hospice grief training and work closely with parents via PTSA & Foundation. We provide a Community-Based Resource Guide - A tool to provide contact information for specific local and state resources and agencies available to assist students and families. District Health and Nutrition Services including Tobacco Use and Prevention Education Alcohol Awareness and Prevention and Recovery Education and Alcohol/Drug Instruction (READI) Program, an intensive school-based drug and alcohol intervention program dedicated to educating, counseling and supporting the positive development of students, their families and communities struggling with substance abuse issues. along with updated resources for Personal and School Safety, Social-Emotional</p>		

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PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
	<p>Learning & Suicide Prevention Protocol. Christopher Toomey with Mentor4Change, Ilona Yoga demonstration, Chris Stewart, Coherence Wellness Personal Safety presentation, Project Aware Presentation, 24-hour Fitness demos throughout the year, Sunset garden. (General, see Appendix E)</p> <p>Other communication and outreach around safety issues This year the district has undergone review and earmarked further resources related to changes to environment including more secure perimeters, changes to fencing, IDs, lock blocks, etc. SDUHSD has focused on increasing communication and information for methods to report any concerns, updated district safety protocols and webpages, reviewed threat assessment procedures, safety committee meetings and there is more communication to parents via principals' coffee and newsletters, as well as guest speakers (Cyber Safety-Jon Moffatt). Additionally, sites implemented the "See Something, Say Something" protocol this year.</p>		
<p>4.A.2. Continue to find ways to communicate with stakeholders to support students' success</p>	<p>Communication: The 2017-18 LCAP Stakeholder survey revealed the top forms that stakeholders prefer to receive communication is email, text messages, phone calls, and district/school websites. The InTouch communication system is used to communicate with families through email and phone calls regarding a variety of topics including but not limited to: parent events, student events, emergencies, survey distribution, and many other reasons. In addition, the district and school sites maintain websites with the most up to date information. An area of focus for the district for 2017-18 has been to provide more resources for parents. Specifically, the district has updated its section on testing to provide parents more detailed information on assessments. Each spring, information is updated with regard to school of choice, independent study physical education, and registration dates. Our principal groups also maintain communication with families by sending out newsletters as well as by hosting morning meetings titled, Coffee with the Principal and parent workshops. In addition to regular parent meetings both at the district and site level, parents are encouraged to participate in school events through site Parent Foundation/PTSA membership and</p>	<p>a. Blackboard Connect program cost \$21,500.00</p>	<p>a. InTouch program to communicate with staff, students and families \$21,667.00</p>

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PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
	<p>School Site Council membership. Feedback from the English Learner Advisory Committee meetings and the 17-18 LCAP stakeholder survey highlighted a need for continued parent education workshops for parents/guardians of English Learners. During the 17-18 year, SDUHSD offered 8 EL parent workshops. The 17-18 LCAP Stakeholder survey results indicate that 79% of parents/guardians agree that SDUHSD communicates effectively with parents/guardians and 68% agree that SDUHSD encourages parents/guardians to participate in school activities.</p> <p>SDUHSD Special Education Task Force A Special Education Task Force was commissioned by the San Dieguito School Board this year to meet once a month from September 2017 to May 2018. The Task Force is comprised of general education parents, special education parents, teachers, site and district administrators, as well as classified staff who are tasked with examining our Special Education services. The purpose of the Special Education Task Force is to analyze the current status of the Special Education programs and to define an instructional delivery model that will ensure all students receive the highest level of service and support to meet the challenging demands of college and career.</p> <p>Ultimately, this group will develop a strategic plan around Special Education services in the San Dieguito Union High School District (SDUHSD). The strategic plan will provide guidance around the structure of services for students with disabilities so that they continue to access standards-aligned content, high quality learning environments, individualized support and resources in the least restrictive environment with priority placed on integration with general education peers that is monitored through multiple measures of achievement.</p> <p>By June of 2018, the Task Force will deliver a strategic planning document that will provide guidance, or a road map, upon which we will align our Special Education services within SDUHSD. The plan will have a central goal, strategies to address the goal and action steps that outline the sequence necessary to ensure each strategy is</p>		

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PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
	<p>implemented in a specific, methodical, and consistent manner. The final Strategic Plan is intended to be a broad outline of the structure of the Special Education Program. A more detailed Special Education Program Implementation Guide will be developed to provide teachers and staff guidance on program implementation including policies, procedures and program evaluation.</p> <p>Special Education Parent Forum The Special Education Parent Forum is a parent advisory group which was established several years ago, comprised of parents of students with severely impacting disabilities. The Parent Forum meets monthly to discuss programs, curriculum and parent concerns related to the continuum of Special Education services within SDUHSD. This advisory group operates in addition to the Special Education Task Force and the Adult Transition Advisory Group to provide SDUHSD parents of students with disabilities with a multiple means to provide their input and feedback. This group also provides input on the LCAP and content of the annual stakeholder survey.</p> <p>Adult Transition Advisory Group SDUHSD creates an Adult Transition Program (ATP) parent advisory committee consisting of parents of current and past ATP students. This committee was formed in the 17-18 year and will be utilized to provide ongoing input into all aspects of the ATP, including program strengths and needed improvements.</p>		
<p>4.A.3. Continue to provide parent training sessions on a variety of parent involvement topics</p>	<p>All SDUHSD school sites annually offer multiple parent outreach nights including grade level nights, Back to School Night, Incoming student nights, ELL nights, immigration night, AVID outreach night, North and South End Wellness Nights, including Fairs with 10+ representatives from district, outside agencies and law enforcement. 196 people RSVPed to North and 125 to South and school board members from Del Mar, Encinitas and Solana Beach attended as well. Sample topics - Online Safety- Jon Moffatt, Parenting - Tyler Durman.</p> <p>College & Career Night & Fair.</p>	<p>c. Cost for parent trainings and workshops \$3,000.00</p> <p>b. District donation for SDUHSD College Night at Del Mar Fairgrounds for</p>	<p>c. Parent trainings and workshops were held at each site on a variety of topics. Cost for these workshops were paid from site budgets. No additional district cost</p>

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PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
	<p>SDUHSD holds an annual College Night & Fair to provide access for all students to learn more about the admissions process, investigate specific colleges, and network with individual college representatives. This event was created in an effort to support students in finding the right "fit" for their post high school education goals. Understanding that students have different needs, plans and goals, this event provides a central location, day and time for our students to investigate and make well informed decisions related to their college and career plans.</p> <p>We expect that students from each of our 5 high school campuses will learn about 2-year, 4-year, and technical post high school and college opportunities. SDUHSD uses a College Block Grant to provide transportation to this event for our targeted subgroups (Low SES, parent education level lower than high school diploma, English Language learners, AVID and Special Education students). In addition to the college fair, students and families are given an opportunity to attend three college admission-related information sessions. In these sessions, college representatives speak on various topics including funding college education/financial aid resources.</p> <p>This event is promoted via press release to local media, superintendent office invite, posters at all school sites, the district office and in the community, district and site websites, electronic reminders via email and phone, counselor and teacher invites to AVID, low SES and students whose parent educational level is below college. All correspondence to advertise and communicate about the event is provided in Spanish and English. For EL Spanish families, there is a Spanish-speaking resource booth at College Night. Approximately 4,000 parents/students attend this event each year with over 190+ colleges/universities and 15+ community business partners represented.</p> <p>The Recovery Education Alcohol Drug Instruction (READI) Parent Education Program The READI program offers parent outreach events as well as parent education and family counseling sessions for students and families of students who struggle with tobacco and other drug use and abuse.</p>	<p>facilities rental \$10,000.00</p>	<p>b. District donation for SDUHSD College Night at Del Mar Fairgrounds for facilities rental \$10,000.00</p>

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PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
	The READI team hosted 35 parent group sessions throughout the year with 100% parent participation.		
4.A.4. Continue to provide resources and training for teachers and staff to monitor academic progress, behavioral data, and attendance rates.	Administrators meet regularly to discuss topics such as student discipline, student attendance, and academic progress. Principal and Assistant Principal meetings are held monthly. These meetings are led by district personnel or by individuals from outside the district who provide training in specific areas. Topics have included suspensions, expulsions, attendance reporting and tracking, SARB, academic achievement, special education, 504's, and wellness.	e. Contract with Hanover for research and evaluation services to develop, implement and analyze results from an annual stakeholder survey to evaluate concerns related to school connectedness and safety as well as research best practices and model programs to support struggling students. \$41,000.00	e. Contract with Hanover for research and evaluation services to develop, implement and analyze results from an annual stakeholder survey to evaluate concerns related to school connectedness and safety as well as research best practices and model programs to support struggling students. \$45,000.00
4.A.5. Continue to develop strategies and systems to address student discipline and suspensions at school sites with a focus on Restorative Justice.	MTSS work SDHUSD has many supports and specialists as part of our continuum of Multi-Tiered Systems of Supports (MTSS). The primary focus of MTSS in SDUHSD is to bridge the existing district initiatives of Restorative Practices, Positive Behavior Interventions and Supports (PBIS), Response to Instruction/Intervention (RTI), school social workers, ToSAs and school counselors, as well as expand the role that these components play in our pyramid of interventions. Additionally, SDUHSD is in the process of creating a consistent and clear process for linking outside agencies to our current support services within the district. Through our MTSS efforts, we are building a uniform, comprehensive, and consistent approach to behavioral, academic and social-emotional learning and supports for all students. Our district lacks a shared definition of social-emotional competencies, curriculum,	d. Cost of implementing Restorative Justice program at each school site including training. \$7,000.00	d. Cost of implementing Restorative Justice program at each school site including training. \$3,600.00

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PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
	<p>and materials to explicitly teach these “soft” skills as well as systems to communicate behavioral expectations to students and families. One of our goals is to create a well-developed district-wide PBIS framework at the middle school level which will be implemented with fidelity at each of our sites. This year we have developed a MTSS work team to evaluate our current practices and identify areas where we need to scale up our MTSS. This team will further support our efforts to evaluate which resources, programs and initiatives have achieved beneficial outcomes in our tiered systems of interventions.</p> <p>Restorative Practices</p> <p>In an ongoing effort to promote the use of Restorative Practices at each of our schools, our district has offered extensive training to staff members at each site. Over the past three years, numerous staff members have received training on Restorative Practices from the San Diego County Office of Education (SDCOE) and from in-house leadership. This year alone, 32 staff members from the district including administrators, teachers, counselors social workers and classified personnel have participated in a training offered by the SDCOE. Additionally, each administrator in the district was presented with a review of Restorative Practices at an in-service prior to start of the current school year. Over the past four years, approximately 150 staff members from across the district have received training on Restorative Practices.</p> <p>One of the goals of implementing Restorative Practices district-wide has been to build relationships with students to minimize inappropriate behavior that would result in suspensions and expulsions. Total suspensions district-wide decreased from 669 to 204 from the 2008-2009 school year through the 2014-2015 school year. Moreover, expulsions district-wide decreased from 20 to 8 over the same time period. However, recent data shows that the total number of suspensions and expulsions have increased over the past three years. In the 2014-2015 school year there were 219 total suspensions but that total increased to 465 in 2016-2017. In the 2014-2015 school year</p>		

PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
	<p>there were 8 total expulsions but that total increased to 17 in 2016-2017. Through our work to improve our continuum of MTSS, we will identify areas of where are continuum of social-emotional learning and supports needs improvement. Additionally, our goal is to create a well-developed district-wide PBIS framework at the middle school level which will be implemented with fidelity at each of our sites</p> <p>The Recovery Education Alcohol Drug Instruction (READI) Program</p> <p>SDUHSD offers an alternate to suspension program for students who are found to be using or possessing tobacco, alcohol or other drugs. Students can also volunteer to participate in the READI program to gain support and education related to addiction and substance use or abuse. A district counselor, with a background in chemical dependency treatment, coordinates the READI program, leads student education and counseling and collaborates with district social workers to facilitate parent support groups throughout the year.</p> <p>The READI program provides a unified effort to address substance use among our student population. The program operates from a multidisciplinary model, where all educational staff are directly involved in all areas of student support. The READI Program encourages adolescents to become partners in change.</p> <p>The district has seen an increase in student participation (+40%) in the READI program this year. Consistent with prior years, the majority of students are male (67%), in high school (73%) and were found to be under the influence or in possession of tobacco, alcohol or other drugs (94%). 6% of READI participants volunteer to complete the program. The majority of students who are referred to READI were using or in possession of a vaping device. The increase usage in electronic cigarettes and vaping devices is a trend seen nationwide amongst teens and adults. Through programs like READI and TUPE, the district is able to provide focused instruction on the harm associated with vaping and e-cigarette use.</p> <p>For more information about the READI program, see the SDUHSD website.</p>		

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PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
<p>4.B.6. Each school site will continue to identify needs and develop an action plan based on survey data from families and staff to address school connectedness and safety concerns.</p>	<p>Community Connections School Social Workers (SSWs) collaborate with site teams and parents to identify student and family needs. School social workers serve as a liaison between our students and families and the community by connecting families to outside agencies within the community to provide the resources they need at minimal or no cost.</p> <p>The Assistance League of Rancho San Dieguito works closely with district SSWs each year to organize the Operational School Bell events which provide an opportunity to low income, homeless and foster youth students to purchase school clothing during a 2-day shopping event, at no cost to the family, held in the Spring. SSWs conduct follow up meetings with each student who participates in Operational School Bell to identify what other resources the students need to meaningful access their educational program at school and feel more connected to their school. As a result of these follow up meetings with students, SSWs were able to identify which students needed school supplies, backpacks and transportation support. This targeted support provided by SSWs allowed sites to identify and reduce barriers which may prevent students from attending school regularly.</p> <p>SDUHSD’s partnership with San Dieguito Alliance has fostered effective risk prevention efforts and positive youth development by hosting programs and activities with SDUHSD students which targeted student advancement in the areas of; college and career readiness skills, substance use prevention, as well as leadership and peer mentoring.</p>		
<p>4.B.1. Continue to implement and expand programs, activities, supports and courses that promote student wellness at each school site.</p>	<p>Student Wellness School site teams utilize multiple measures including, California Healthy Kids Survey results, Site Climate Survey results, discipline data, attendance data as well as input from parents, students and staff to identify areas of focus to support student wellness. See Goal 4.A.1. for more information on student wellness programs.</p>	<p>a. District Social Workers (4.0 FTE) to support student wellness at all district sites, with focus on high</p>	<p>a. District Social Workers (4.0 FTE) to support student wellness at all district sites, with focus on</p>

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PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
	<p>Having a Voice Program</p> <p>The intent of Having a Voice is to ensure that all participating students gain and practice interpersonal communication skills in order to develop leadership abilities they can put to use at their school sites, in their communities and families. Once trained, these students become resources for peer mediation and student wellbeing on campus. Having a Voice students gain a depth of understanding of “at-risk” behaviors and indicators of alcohol and drug use, suicide, eating disorders, child abuse, gang involvement, grief, dating and domestic violence. Over the course of the program students will participate in small group discussions, take on challenges to build teamwork skills, learn from powerful guest speakers, engage in positive academic and personal goal setting and feel connected and safe while learning and growing. Originally, when it was founded twenty years ago, the program was aimed at English-language dominant Latino students, who were not seen to “have a voice,” as minorities in SDUHSD. More recently, the program, while still mostly serving the above students, has been opened to a broader range of non-Latino students who may be “at risk” for any reason, or simply interested in developing greater interpersonal or leadership skills. The Having a Voice program runs over the summer for two weeks. The program during the school year consists of weekly 1.5 hour meetings that meet after school (about 40 meetings a year). Students practice many of the same skills and touch on many of the same topics as in the summer program. During the year, the students participate in numerous community service events for both private charities and local municipalities in the evenings and on weekends.</p> <p>School Social Workers</p> <p>SDUHSD employs four full time School Social Workers (SSWs) as an additional student support service to expand our district multi-tiered system of support. In collaboration with school site teams, School Social Workers provide support to students with attendance as well as social-emotional concerns. Student information system data reflects that, to date, SSWs have held 224 student meetings related to</p>	<p>schools \$420,000.00</p> <p>b. Having A Voice (HAV) program cost for teachers to facilitate the program over the summer. \$32,000.00</p>	<p>high schools \$461,628.00</p> <p>b. Having A Voice (HAV) program cost for teachers to facilitate the program over the summer. \$30,000.00</p>

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PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
	<p>attendance and 2,345 meetings to address social-emotional concerns. In addition to the over 2,400 individual student meetings to date, SSWs hold student support groups at each site to target substance use and abuse, attendance as well as social-emotional issues. Over 350 students have participated in SSW support groups district-wide.</p> <p>School Social Worker support to expand Recovery Education Alcohol Drug Instruction (READI).</p> <p>The READI program is a suspension alternative program that provides students and families an opportunity to receive education and social-emotional support, shifting from suspension driven to teaching based interventions. SSWs provide counseling and educational support to parents and students in the program.</p> <p>Throughout the year, SSWs host workshops, events and activities for students and families. During the 17-18 year, SSWs presented to over 1,000+ families as well as staff and students on topics which include;</p> <ul style="list-style-type: none"> Suicide Prevention Training Protocol & Crisis Responding Staff suicide prevention training Coffee Talk/READI Seminar - North Crisis Resources, community connection, and follow up to presentation screening School Psych/ERMHS Suicide Training Jon Moffat's Cyber Education Presentation READI Seminar - South READI Seminar/Technology Seminar- South READI Seminar/Technology Seminar- North Wellness week/suicide training Yellow Ribbon/Suicide Training Days READI Seminar Staff Suicide Training Group Attendance Meetings Suicide Prevention Webinar Operation School Bell School Supply Support 		

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PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
	<p>Wellness week Anxiety & Stress TP Grief Support Wellness Fair/Guest Speaker Anxiety/Stress Webinar Parent Suicide Prevention Presentation Dating Relationship Violence, etc. training/presentation to seniors North County Lifeline presentation</p> <p>Tobacco Use and Prevention Education (TUPE) In 2016, SDUHSD was awarded the 3-year TUPE grant from the California Department of Education. A major component of the district's TUPE plan is the implementation of research based curriculum at all district sites for students in grade 7-9 which targets awareness, education and the impacts of tobacco, alcohol and other others use and abuse. We currently utilize Project Alert curriculum, taught in grades 7 and 8 and Towards No Drugs (TND) curriculum, taught in grade 9. Project ALERT is a free classroom-based substance abuse prevention program for 7th and 8th graders that's proven to reduce the experimental and continued use of drugs. Through a series of comprehensive lessons, Project ALERT motivates students against drug use, cultivates new non-use attitudes and beliefs, and equips teens with the skills and strategies they'll use to resist drugs.</p> <p>Project ALERT is proven to:</p> <ul style="list-style-type: none"> ● Motivate students against drug use ● Provide skills and strategies to resist drugs ● Establish new non-use attitudes and beliefs <p>For more information visit https://www.projectalert.com/</p> <p>Toward No Drugs (TND) is an effective, interactive classroom-based substance abuse prevention program that is based on more than two decades of successful research at the University of Southern California. Project TND focuses on three factors that predict tobacco, alcohol, and other drug use, violence-related behaviors, and other problem behaviors among youth, including:</p>		

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PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
	<ul style="list-style-type: none"> • Motivation factors (i.e., students' attitudes, beliefs, expectations, and desires regarding drug use); • Skills (effective communication, social self-control, and coping skills); and • Decision-making (i.e., how to make decisions that lead to health-promoting behaviors). <p>For more information visit http://tnd.usc.edu/index.php</p>		

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The actions and services described above were implemented with fidelity in the 17-18 school year. The district will continue to provide and expand these programs and services to support all students in the areas of wellness, social-emotional health and connectedness at school. Especially effective was the School Social Worker support. SSWs provided assistance to students who qualified for but were not enrolled in the Free and Reduced Meal Program. This resulted in an increase of 30% more students accessing this program. The TUPE curriculum was also especially effective in increasing student's perceived harm associated with using alcohol, tobacco and marijuana.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Improving student attendance has been a priority focus area for the last few years. The district improved their attendance procedures as well as the protocol for the SART/SARB process. As a result, the district reported decreased truancy rates, very high and increasing average daily attendance at all sites as well as chronic absenteeism rates below the county and state-wide average.

Since 2010, SDUHSD has reported a Cohort Dropout rate between 1.6-2.7% for all students. 2015-16 is the most recent published dropout rates which shows a low (2.6%) and decreasing (-0.1%) dropout rate for all students. However multi-year cohort outcome data shows significantly higher and increasing dropout rates for English Learners (14.5%, +2.2%) and Socio-Economically Disadvantaged students (11.5%, +2.3%). High school counselors continue to collaborate with Mira Costa Community College to support students who will not meet graduation requirements before the end of their 12th grade year to support their transition to the Adult Education program.

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The majority of stakeholders including students (71%), parents (73%), teachers (76%), administrators (100%) and other staff members (80%) report feeling like SDUHSD schools are safe and welcoming. However, despite the focused efforts on wellness and safety at our sites, the percentage of stakeholders who report feeling that SDUHSD schools are safe has decreased when compared to survey results from the previous year. Additionally, throughout this school year, the San Dieguito Union High School District undertook a comprehensive, coordinated effort to improve safety and reduce violence at schools. We believe this must involve a community-wide strategy involving parents, schools, districts, and elected officials to take meaningful action to enhance services to students, support physical, mental, and emotional health, and prevent violence at schools. Our Board of Trustees considered a resolution to support student safety and prevent school violence in March. This resolution was adopted by a majority vote and sent to state and federal elected officials. District leadership is working with leadership from neighboring districts to build a common approach throughout the county in how we address and discuss these issues as we work to improve school climate, student connectedness, and physical safety.

At most district sites, suspension rates have increased modestly resulting in 9 out of 10 schools and the district having a yellow or orange performance level on the fall 2017 CA School Dashboard. The fall 2017 dashboard reported suspension rates from the 2015-16 year. Although this is not actionable data to inform or evaluate current practices, a review of multi-year discipline and attendance data ([see Appendix E](#)) as well as feedback from stakeholders has revealed the need to expand social emotional support services for students ([Goal 4. Action 4.B](#)) as well as opportunities for parent education ([Goal 4. Action 4.A](#)). The district will continue to offer workshops for families and gather input from parents on topics for parent education as well as ways to increase attendance at parent workshops. District and site leadership will work with site teams to continue to expand site wellness programs, improve our Multi-Tiered Systems of Support (MTSS), and explore additional evidence based strategies to promote a positive school climate and student connectedness. SDUHSD will participate in the California Scale-Up MTSS Statewide (SUMS) initiative through a grant 3-year grant award beginning in the 18-19 school year. Through participation in this initiative, SDUHSD teams will work to develop, align, and improve academic, behavioral, and social-emotional resources, programs, supports, and services utilizing a coherent MTSS framework that engages all systems leading to improved student outcomes.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Parent trainings and workshops were held at all district schools based on their unique needs. The cost for these workshops was paid for out of site budgets and required no additional resources from the district (expenditure for action 4.A.3.) The cost to train staff on implementing Restorative Practices (expenditure for 4.A.5.) was less than anticipated as there was no cost for SDCOE to train staff. The district did purchase supplemental materials for all sites to improve the implementation of a restorative approach to discipline at all sites.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The District will expand the actions and services described in Goal 4 in the 18-19 and 19-20 school years. The following expenditure(s), action(s)/service(s) and related measures will be modified or added to the 2018-2020 plan:

Goal 4, Action 4.A., expenditure f. (modified)-SDUHSD is shifting the model we have historically used to administer the CHKS. As a result, the necessary budget to support survey administration has been reduced. Cost to administer California Healthy Kids Survey (18-19).

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Action 4.A.6. (new): Evaluate and improve our continuum Multi-Tiered Systems of Support for academic, behavior and social-emotional instruction at all district sites. Provide the necessary training and support to staff to implement improvements as needed.

Action 4.A., expenditure e. The contract with Hanover research is being paid out of supplemental funding ([Goal 4. Action 4.B.](#), expenditure c.) as Hanover has focused their work with SDUHSD on improving the programs and services provided for ELs as well as the continuum of MTSS provided at all sites.

Action 4.A., expenditure a. The budget for Social Workers will be increased to reflect the actual cost for these certificated staff members based on their experience and education level on the salary schedule.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

I. Stakeholder Feedback

SDUHSD used multiple sources to inform, educate, solicit, engage and gather input from all of our stakeholders. Stakeholder groups included parents, community partners, students and staff. A timeline of activities was set to guide and pace the LCAP development process. Meetings were held in the mornings, evenings and on weekends to allow for availability and participation. Between August 2017 and June 2018, SDUHSD consulted with stakeholder groups to gather feedback related to the goals and actions in the 2017-2018 LCAP as well as focus areas for the 2018-2020 LCAP and other related areas.

The district's efforts include ongoing meetings with staff from all sites and departments focused on the areas of need identified from stakeholder feedback. Additional outreach was conducted through the SDUHSD LCAP survey, District Board meetings, Superintendent site meetings, Site parent meetings, DELAC/ELAC meetings, School Site Council meetings and Parent Curriculum Advisory Committee meetings.

II. Information/Input Sources:

Parent Curriculum Advisory Committee (PCAC)-10/10/17, 12/6/17, 2/7/18, 5/9/18
 English Learner (EL) Parent workshops- 1/9/18, 1/16/18, 1/23/18, 2/6/18, 2/13/18, 2/20/18, 2/27/18, 3/6/18
 Superintendent Site meetings with parent Site Representative Council- ongoing
 Board of Education Meetings- 7/13/17, 8/17/17, 9/14/17, 10/12/17, 11/2/17, 12/14/17, 1/18/18, 2/8/18, 3/15/18, 4/19/18, 5/10/18, 6/7/18, 6/21/18
 District English Learner Advisory Committee (DELAC and ELAC):
 ELAC: 9/26/17, 10/24/17, 1/30/18, 4/3/18
 DELAC: 10/17/17, 1/24/18, 3/28/18, 4/24/18
 Cabinet- weekly district leadership team meeting
 Coordinating Council- 9/20/17, 3/21/18, 5/16/18
 District English Learner Teacher Lead meetings- 9/27/17, 1/10/18, 3/28/18, 5/23/18
 Special Education Parent meetings: 9/27/17, 10/25/17, 11/29/17, 1/31/18, 2/28/18, 3/28/18, 4/25/18, 5/30/18
 Special Education Task Force meetings: 9/14/17, 10/11/17, 1/17/18, 2/13/18, 3/14/18, 4/18/18, 5/2/18, 5/23/18
 Foster Youth meetings (School Social Workers)- ongoing
 District Head Counselors meetings- monthly
 Principal and Assistant Principal meetings- monthly
 District Achievement meetings- monthly
 SDFEA Employee Association meetings- ongoing
 School Site Council meetings- ongoing

In addition to face to face meetings, the district website provides information related to LCFF funding and LCAP development.

<http://www.sduhsd.net/About-SDUHSD/Department-Listing/Educational-Services/LCAP-Local-Control-and-Accountability-Plan/index.html>

The district also used data gathered from the district-wide San Dieguito LCAP stakeholder survey, California Healthy Kids Survey, and the California School Dashboard. A stakeholder survey was shared through the district website and emailed to all pupils, staff, parents and community stakeholders to solicit feedback related to the goals and eight state priorities highlighted in the San Dieguito Union High School District Local Control and Accountability Plan. The survey produced over 3,600 responses from students, parents, staff and community members.

LCAP survey participation data

71% parents and/or guardians

2% community members

19% students

12% staff members

3% identified as EL students and/or families

64% identified as participating in Advanced Placement and/or Honors courses

The district used the input and suggestions from stakeholder groups to develop and write the 2018-2020 SDUHSD Local Control and Accountability Plan.

III. Other data collected

SDUHSD used the following quantitative data for the goal setting process:

Graduation rate, UC/CSU eligibility data, dropout rate, teacher mis-assignment rates, instructional materials use rate, facility inspection data, CAASPP results, English Learner Progress data, English Learner reclassification rate, Long Term English Learner rate, course enrollment data, Advanced Placement (AP) data including enrollment and exam passage rates, suspension and expulsion data, attendance data and stakeholder survey data as well as SIS data.

A draft of the SDUHSD 2018-2020 LCAP was presented for feedback and approved by the Parent Curriculum Advisory Committee (PCAC) on 05/9/18, SDUHSD Coordinating Council on 05/16/18 and the District English Learner Advisory Committee (DELAC) on 04/24/18. Permissible within the CA Education Code, the SDUHSD District English Learner Advisory Committee (DELAC) is serving in place of the English Learner Parent Advisory Committee (ELPAC).

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

I. Stakeholder Feedback

After over 30 community meetings as well as collection of online survey data, the district has confirmed the common recurring themes from previous years, which are listed below.

Themes include:

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- a. Increase student achievement and improve supports and services for student who are struggling academically and socially.
- b. Increase college and career readiness for all students
- c. Continue to expand and promote Career Technical Education programs and pathways
- d. Increase reclassification rate of English Learners
- e. Importance of developing and maintaining a positive school environment and sense of safety for all students
- f. High quality teachers, accountability for academic achievement, and improved professional development for teachers in target areas
- g. Increased opportunities for parents of English Learners to attend district workshops

These themes are reflected in the goals, action/services and investments of the district. As a result of ongoing parent feedback, SDUHSD's Superintendent and District Administrators continued their attendance at site meetings and public forums throughout the year to increase communication with SDUHSD families and the community.

II. Information/Input Sources:

Based on feedback gathered during DELAC meetings and response data from the LCAP survey, parents expressed interest in continuing and expanding parent education programs for EL families and academic support programs for EL students with increased topics regarding financial aid for universities and course/curriculum topics. Based on feedback from teachers and EL student focus groups, SDUHSD will continue to offer the Newcomers program at one high school in the district.

Based on data review from LCAP surveys, SIS data, and parent meetings, focus areas for 2017-2018 will include expanding Career Technical Education coursework and pathways for all students as well as increasing support for general education students in the area of mental health, Restorative Practice and alternative methods for discipline, continued focus on professional development (classified and certificated) and professional learning.

Highlights of stakeholder feedback from the LCAP survey results are listed below:

DISTRICT CURRICULUM AND INSTRUCTION

- Respondents believe that SDUHSD offers rigorous curriculum and instruction aligned to California State Standards in every subject area.
- Parents of English Learner (EL), English Language Development (ELD), and Reclassified English Proficient (R-FEP) students agree that SDUHSD provides for and supports their students.
- While respondents agree that SDUHSD offers an appropriate number and variety of accelerated, advanced, and elective courses, they are less likely to agree that SDUHSD offers the same for CTE courses.

DISTRICT SCHOOLS AND COMMUNICATION

- Overall, respondents typically agree with statements about the general climate and conditions at SDUHSD schools.
- SDUHSD has a positive reputation in the community, but efforts to engage stakeholders in the district vary.
- Some respondents have concerns about the district's supports and services for academically or socially struggling students.

STAFFING AND PROFESSIONAL DEVELOPMENT

- Staff stakeholders agree that SDUHSD effectively recruits highly-qualified staff members and uses an appropriately balanced assessment system.
- More broadly, staff members are less likely to agree that their school provides them with time for professional development and meaningful professional development.

FUTURE LCAP PRIORITIES

-Respondents identify Student Achievement and Conditions of Learning as the LCAP priorities that have the greatest need.

After reviewing stakeholder feedback and quantitative data, the district identified priority focus areas (listed below) to develop goals, actions and services for the 2018-2020 LCAP.

1. Increase student achievement (Goal 1)
2. Decrease LTEL rates and increase reclassification rates (Goal 2)
3. Increase college and career readiness and CTE course options (Goal 3)
4. Increase level of "school connectedness" and "sense of safety" with a focus on improving our continuum of multi-tiered systems of behavior, academic and social-emotional supports (Goal 4)
5. Increase parent education opportunities and methods of communication (Goal 2, Goal 4)

The priorities identified above are included in the district's budget and investments for foster youth, English Learners, and low income students as identified on subsequent pages of this document. The LCFF investment priorities reflect the feedback received from stakeholders and student data, and are tied to the academic data and needs of our students. The following best practices were recommended by community stakeholders and incorporated into the goals and actions of the SDUHSD 2018-2020 LCAP:

- a. Increased communication with and training for parents and other stakeholder groups (Goal 2. Action 2.B., Goal 4, Action 4.A)
- b. Differentiated instructional support for all subject areas including Professional Development support for teachers in this area. (Goal 1. Action 1.A, 1.B)
- c. Increase the reclassification rate of English Learners (Goal 2. Action 2.B, Action 2.C)
- d. Effective teacher support and evaluation (Goal 1. Action 1.A)
- e. Availability of instructional materials and adequate facilities (Goal 1, Goal 2, Goal 4)
- f. Course access, particularly Career Technical Education pathways (Goal 3)
- g. Increased academic support opportunities (Goal 1, Goal 2)
- h. Increased school to home communication (Goal 4)
- i. Effective multi-tiered system of support with focus on social-emotional supports for students (Goal 4)

Staff feedback gathered through site and district level meetings and professional development workshops, highlighted the need to continue and expand our professional development opportunities, increase opportunities for teacher collaboration, and continue our work around training staff. The district will continue its efforts to support teachers with professional development regarding the transition to the California State Standards, California English Language Development Standards and the Next Generation Science Standards. The district is committed to supporting teachers' use of formative assessment and the Professional Learning Community process to support the use of data to inform instruction.

A public hearing was held by the SDUHSD Board of Education on June 7, 2018 to allow for public input on the proposed plan. SDUHSD Board of Education will adopt the 2018-2020 LCAP and 2018- 2019 budget on June 21, 2018.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

Annual increase in student achievement for all students in English Language Arts and Math with focus on accelerating student learning outcomes for students performing below grade level.

State and/or Local Priorities addressed by this goal:

State Priorities: 1- Basic Services, 2- Implementation of Standards, 4- Pupil achievement, 7- Course Access, 8- Other Pupil Outcomes

Local Priorities:

Identified Need:

Based on stakeholder feedback, CA School Dashboard results on the Academic Indicator as well as internal review of SBAC results, D/F data, course enrollment data and teachers/administrators feedback, indicate the need to continue to provide focused actions and services to increase student achievement and close the performance gaps for targeted student groups. English Learners, Socio-economically Disadvantaged students and Students with Disabilities demonstrate lower academic achievement when compared to their peers as evidenced by multiyear SBAC results in ELA and math.

Expected Annual Measureable Outcomes

METRICS/INDICATORS	BASELINE	2017-18	2018-19	2019-20
PERCENTAGE OF STUDENTS WHO SCORED IN THE STANDARD MET TO STANDARD EXCEEDED RANGE ON SBAC	2016 SBAC results: 80% of SDUHSD students tested scored in the Standard Met to Standard Exceeded ranges in ELA, 71% in math	2017 results 3% increase in ELA, 2% in math	2018 results 3% increase in ELA, 2% in math	2019 results 3% increase in ELA, 2% in math
CALIFORNIA SCIENCE TEST (CAST) SCORES	Baseline will be established from the 2018-19 California Science Test (CAST) results for 8 th and 11 th grade students.	N/A (CAST field test)	Establish baseline	Growth target will be determined from 2018-19 baseline
STATE STANDARDS ALIGNED MATERIALS	2016-17 Sufficiency of Instructional Materials Report: On 9/01/2016 the SDUHSD Board determined the district has sufficient instructional materials aligned to standards for all pupils in Math, ELA, ELS, History-Social Science, Health and Foreign Languages.	2017-18 Sufficiency of Instructional Materials Report approved by the Board will determine the district has sufficient instructional materials aligned to standards for all pupils in Math, ELA, ELS, History-Social Science, Health and Foreign Languages.	2018-19 Sufficiency of Instructional Materials Report approved by the Board will determine the district has sufficient instructional materials aligned to standards for all pupils in Math, ELA, ELS, History-Social Science, Health and Foreign Languages.	2019-20 Sufficiency of Instructional Materials Report approved by the Board will determine the district has sufficient instructional materials aligned to standards for all pupils in Math, ELA, ELS, History-Social Science, Health and Foreign Languages.
APPROPRIATELY CREDENTIALS TEACHERS	2016-17 course audits: 99.0% of all teachers are appropriately credentialed and assigned as measured by total course sections.	2017-18 course audits: 100% of all teachers are appropriately credentialed and assigned.	2018-19 course audits: 100% of all teachers are appropriately credentialed and assigned.	2019-20 course audits: 100% of all teachers are appropriately credentialed and assigned.
TEACHER MIS-ASSIGNMENT RATE	2016-17 course audits: 1.0% teacher mis-assignment rates as	2017-18 course audits: 0% teacher mis-assignment rates	2018-19 course audits: 0% teacher mis-assignment rates	2019-20 course audits: 0% teacher mis-assignment rates

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METRICS/INDICATORS	BASELINE	2017-18	2018-19	2019-20
	measured by total course sections.			
TEACHER OF ENGLISH LEARNER MIS-ASSIGNMENT RATE	2016-17 course audits: 0.2% teacher of English Learners mis-assignment rates as measured by total course sections.	2017-18 course audits: 0% teacher of English Learners mis-assignment rates	2018-19 course audits: 0% teacher of English Learners mis-assignment rates	2019-20 course audits: 0% teacher of English Learners mis-assignment rates
LCAP SURVEY-TEACHER COLLABORATION	2016-17 LCAP Stakeholder Survey results: 68% of teachers responded that they agree or strongly agree that SDUHSD provides adequate time for teacher collaboration. 35% disagree or strongly disagree.	2017-18 LCAP Stakeholder Survey results: 72% agree, less than 25% disagree	2017-18 LCAP Stakeholder Survey results: 76% agree, less than 20% disagree	2017-18 LCAP Stakeholder Survey results: 80% agree, less than 15% disagree
PROFESSIONAL DEVELOPMENT SURVEYIMPLEMENTATION OF STANDARDS	16-17 PD survey results: Academic Language/ELD 68% of teachers report that they implement instructional strategies to develop academic language for all students a moderate amount to frequently. Standards / Framework Confidence 81% of teachers report that they are moderately to very confident in their understanding of the standards and framework for their subject and the vertical alignment of content from 7th-12th grade. Instructional and Assessment Strategies	17-18 PD survey results: Academic Language/ELD 72%. Standards / Framework Confidence 88% Instructional and Assessment Strategies Confidence 88% PLC/Common Assessments Effectiveness 79%	18-19 PD survey results: Academic Language/ELD 76%. Standards / Framework Confidence 94% Instructional and Assessment Strategies Confidence 94% PLC/Common Assessments Effectiveness 84%	19-20 PD survey results: Academic Language/ELD 80%. Standards / Framework Confidence 100% Instructional and Assessment Strategies Confidence 100% PLC/Common Assessments Effectiveness 90%

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METRICS/INDICATORS	BASELINE	2017-18	2018-19	2019-20
	<p>Confidence 81% of teachers report that they are moderately to very confident in their understanding and implementation of instructional strategies relevant to their content area.</p> <p>PLC/Common Assessments Effectiveness 73% of teachers report that their PLC group at their sites are moderately to very effective, including the implementation of common assessments, collaborative analysis of results, and implementation of student interventions.</p>			
<p>BELOW GRADE LEVEL MATH COURSE ENROLLMENT</p>	<p>Internal course enrollment data; baseline from 2015 Hanover study Intervention/Remedial Course Enrollment Rate: Baseline percent of students enrolled in below grade level Math courses; 7th grade 9.2%, 8th grade 9.9%, 9th grade 13.5%</p>	<p>Reduce the percentage of students enrolled in below grade level math courses in 7th, 8th and 9th grade</p>	<p>Reduce the percentage of students enrolled in below grade level math courses in 7th, 8th and 9th grade</p>	<p>Reduce the percentage of students enrolled in below grade level math courses in 7th, 8th and 9th grade</p>

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1.A

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

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2017-18 Actions/Services

Base Program

1.A.1. Continue to provide appropriately credentialed and effective teachers, management staff, classified staff, counselors and district office support staff.

1.A.2. Continue to provide standards aligned materials to all students.

1.A.3. Continue to provide professional learning and coaching through Teacher on Special Assignment (ToSA) model to increase student learning and support teacher implementation of instruction and assessment aligned to California State Standards in ELA and Math as well as the English Language Development Standards.

1.A.4. Continue to provide professional development and coaching through Teacher on Special Assignment model as well as staff collaboration time to increase student learning outcomes and support instruction, assessment and curriculum aligned to the Next Generation Science Standards.

2018-19 Actions/Services

Base Program

1.A.1. Continue to provide appropriately credentialed and effective teachers, management staff, classified staff, counselors and district office support staff.

1.A.2. Continue to provide standards aligned materials to all students.

1.A.3. Continue to provide professional learning and coaching through Teacher on Special Assignment (ToSA) model to increase student learning and support teacher implementation of instruction and assessment aligned to California State Standards in ELA and Math as well as the English Language Development Standards.

1.A.4. Continue to provide professional development and coaching through Teacher on Special Assignment model as well as staff collaboration time to increase student learning outcomes and support instruction, assessment and curriculum aligned to the Next Generation Science Standards.

2019-20 Actions/Services

Base Program

1.A.1. Continue to provide appropriately credentialed and effective teachers, management staff, classified staff, counselors and district office support staff.

1.A.2. Continue to provide standards aligned materials to all students.

1.A.3. Continue to provide professional learning and coaching through Teacher on Special Assignment (ToSA) model to increase student learning and support teacher implementation of instruction and assessment aligned to California State Standards in ELA and Math as well as the English Language Development Standards.

1.A.4. Continue to provide professional development and coaching through Teacher on Special Assignment model as well as staff collaboration time to increase student learning outcomes and support instruction, assessment and curriculum aligned to the Next Generation Science Standards.

Budgeted Expenditures

YEAR	2017-18	2018-19	2019-20
AMOUNT	<p>a. The approximate cost for Highly Qualified Teachers, management staff, classified staff, counselors, district office support staff, and their related materials and resources \$105,675,460.00</p> <p>b. ToSA embedded coaching model (2.0 FTE) to support differentiated instruction in all classrooms and provide professional development for teachers in the areas of innovative teaching and learning, formative assessment, implementation of standards and differentiating instruction. \$252,000.00</p> <p>c. Provide release time for teachers to develop, refine, and implement California Math Standards aligned Curriculum (1.2 FTE). \$132,000.00</p> <p>d. Purchase and develop instructional materials that align to California State Standards. \$80,000.00</p> <p>e. Stipend and release days for Educational Technology Specialist at each site (10 ETs @ \$1,500 each) \$15,000.00</p> <p>f. Continue to recruit and retain Highly Qualified Teachers: Edjoin registration \$1,800.00</p>	<p>a. The approximate cost for Highly Qualified Teachers, management staff, classified staff, counselors, district office support staff, and their related materials and resources \$115,114,538.00 MODIFIED to reflect actual cost</p> <p>b. ToSA embedded coaching model (2.0 FTE) to support differentiated instruction in all classrooms and provide professional development for teachers in the areas of innovative teaching and learning, formative assessment, implementation of standards and differentiating instruction. \$252,000.00</p> <p>c. MODIFIED: The release time for math teachers to work on curriculum writing is being phased out as the SDUHSD math curriculum and supplemental materials have been implemented, adapted and edited over the last few years. Provide release time for teachers to develop, refine, and implement California Math Standards aligned Curriculum (0.73 FTE). \$66,000.00</p> <p>d. Purchase and develop instructional materials that align to California State Standards. \$100,000.00</p> <p>e. Stipend and release days for Educational Technology Specialist at each site (10 ETs @ \$1,500 each)</p>	<p style="text-align: right;">ITEM 17</p> <p>a. The approximate cost for Highly Qualified Teachers, management staff, classified staff, counselors, district office support staff, and their related materials and resources \$120,000,000.00 MODIFIED to project actual cost</p> <p>b. ToSA embedded coaching model (2.0 FTE) to support differentiated instruction in all classrooms and provide professional development for teachers in the areas of innovative teaching and learning, formative assessment, implementation of standards and differentiating instruction. \$252,000.00</p> <p>c. MODIFIED: The release time for math teachers to work on curriculum writing is being phased out as the SDUHSD math curriculum and supplemental materials have been implemented, adapted and edited over the last few years. Provide release time for teachers to develop, refine, and implement California Math Standards aligned Curriculum \$66,000.00</p> <p>d. Purchase and develop instructional materials that align to California State Standards. \$110,000.00</p>

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	<p>g. Teacher on Special Assignment 1.0 FTE- to support and provide professional development for NGSS implementation, course development and differentiating instruction. \$137,000.00</p> <p>h. Title I school sites will utilize Title I funds to continue to develop and implement intervention courses and supports for students not obtaining mastery of ELO's (2.8 FTE). Title I \$315,000.00</p> <p>i. Registration costs for teachers and administrators to attend professional conferences \$15,000.00</p>	<p>\$15,000.00</p> <p>f. Continue to recruit and retain Highly Qualified Teachers: Edjoin registration \$1,800.00</p> <p>g. Teacher on Special Assignment 1.0 FTE- to support and provide professional development for NGSS implementation, course development and differentiating instruction. \$137,000.00</p> <p>h., i. MODIFIED- Title I expenses support supplemental programs and therefore are more accurately reflected within the supplemental actions in Goal 1 Action 1.C. (new).</p>	<p>e. Stipend and release days for Educational Technology Specialist at each site (10 ETs @ \$1,500 each) \$15,000.00</p> <p>f. Continue to recruit and retain Highly Qualified Teachers: Edjoin registration \$1,800.00</p> <p>g. Teacher on Special Assignment 1.0 FTE- to support and provide professional development for NGSS implementation, course development and differentiating instruction. \$137,000.00</p> <p>h., i. MODIFIED- Title I expenses support supplemental programs and therefore are more accurately reflected within the supplemental actions in Goal 1 Action 1.C. (new).</p>
SOURCE	a., b., c., e., f., g. LCFF base d. Lottery h., i. Title I	a., b., c., e., f., g. LCFF base d. Lottery	a., b., c., e., f., g. LCFF base d. Lottery
BUDGET REFEREN CE	a. 1000-3000, 4000, 5000: b., c., e., g., h. 1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits d., f., i. 5000-5999: Services And Other Operating Expenditures	a. 1000-3000, 4000, 5000: b., c., e., g., 1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits d., f., 5000-5999: Services And Other Operating Expenditures	a. 1000-3000, 4000, 5000: b., c., e., g., 1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits d., f., 5000-5999: Services And Other Operating Expenditures

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1.B

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Supplemental

1.B.1 Continue to support staff collaboration and provide specified professional learning that builds capacity to design and deliver high quality instruction, assessment and differentiated

2018-19 Actions/Services

Supplemental

1.B.1 Continue to support staff collaboration and provide specified professional learning that builds capacity to design and deliver high quality instruction, assessment and differentiated

2019-20 Actions/Services

Supplemental

1.B.1 Continue to support staff collaboration and provide specified professional learning that builds capacity to design and deliver high quality instruction, assessment and differentiated

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2017-18 Actions/Services

curriculum for all students with focus on at-risk students.

1.B.2. All core content courses in ELA, Math and Social Science will continue to develop, implement, and review data on common assessments aligned to established course ELOs utilizing online assessment tools as appropriate.

1.B.3. Students who are identified as performing below grade level will continue to be provided with the necessary support to remediate their gaps in learning. Identification includes district math assessments, D/F data, SBAC, CELDT and multiple other sources.

1.B.4. School sites will continue to investigate ways to add specific intervention time into their bell schedules, time for teacher collaboration, as well as access to courses as needed.

2018-19 Actions/Services

curriculum for all students with focus on at-risk students.

1.B.2. All core content courses in ELA, Math and Social Science will continue to develop, implement, and review data on common assessments aligned to established course ELOs utilizing online assessment tools as appropriate.

1.B.3. Students who are identified as performing below grade level will continue to be provided with the necessary support to remediate their gaps in learning. Identification includes district math assessments, D/F data, SBAC, CELDT and multiple other sources.

1.B.4. School sites will continue to investigate ways to add specific intervention time into their bell schedules, time for teacher collaboration, as well as access to courses as needed.

2019-20 Actions/Services

curriculum for all students with focus on at-risk students.

1.B.2. All core content courses in ELA, Math and Social Science will continue to develop, implement, and review data on common assessments aligned to established course ELOs utilizing online assessment tools as appropriate.

1.B.3. Students who are identified as performing below grade level will continue to be provided with the necessary support to remediate their gaps in learning. Identification includes district math assessments, D/F data, SBAC, CELDT and multiple other sources.

1.B.4. School sites will continue to investigate ways to add specific intervention time into their bell schedules, time for teacher collaboration, as well as access to courses as needed..

Budgeted Expenditures

YEAR	2017-18	2018-19	2019-20
AMOUNT	<p>a. Provide release time (sub days and extra work agreements) for staff to attend professional development for differentiating instruction, implementation of standards, technology, ELO and assessment development \$100,000.00</p>	<p>a. Provide release time (sub days and extra work agreements) for staff to attend professional development for differentiating instruction, implementation of standards, technology, ELO and assessment development \$100,000.00</p>	<p>a. Provide release time (sub days and extra work agreements) for staff to attend professional development for differentiating instruction, implementation of standards, technology, ELO and assessment development \$100,000.00</p>

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YEAR	2017-18	2018-19	2019-20
<p>b. Site tutoring allocations for each site to support tutoring programs \$32,500.00</p> <p>c. School sites will be provided non-formula sections to continue to implement intervention courses and supports for students not obtaining mastery of ELO's (6.4 FTE) \$660,000.00</p> <p>d. Cost for AVID Tutoring support \$210,000.00</p> <p>e. Cost for licenses and maintenance of the Read 180 program at all district sites \$30,000.00</p>	<p>MODIFIED: the budget for tutoring programs has been increased to address the achievement gap for target student groups.</p> <p>b. Site tutoring allocations for each site to support tutoring programs \$46,000.00</p> <p>c. MODIFIED: the budget for intervention and supports has been increased to address the achievement gap for target student groups. School sites will be provided non-formula sections to continue to implement intervention courses and supports for students not obtaining mastery of ELO's. Cost for future FTE allocations will be determined yearly dependent on identified need \$1,040,000.00</p> <p>d. MODIFIED: the budget for AVID tutoring support has been adjusted to reflect the actual costs over the last few years. Cost for AVID Tutoring support \$185,000.00</p> <p>e. MODIFIED: Cost for licenses, training and maintenance of the new Read 180 Universal program at all district sites \$170,000.00</p> <p>f. NEW: Reading Specialist (0.4 FTE) to support the implementation of the new Read 180 Universal Program as well as provide coaching and strategies for teaching on</p>	<p>MODIFIED: the budget for tutoring programs has been increased to address the achievement gap for target student groups.</p> <p>b. Site tutoring allocations for each site to support tutoring programs \$46,000.00</p> <p>c. MODIFIED: the budget for intervention and supports has been increased to address the achievement gap for target student groups. School sites will be provided non-formula sections to continue to implement intervention courses and supports for students not obtaining mastery of ELO's. Cost for future FTE allocations will be determined yearly dependent on identified need \$1,040,000.00</p> <p>d. MODIFIED: the budget for AVID tutoring support has been adjusted to reflect the actual costs over the last few years. Cost for AVID Tutoring support \$185,000.00</p> <p>e. MODIFIED: Cost for licenses, training and maintenance of the new Read 180 Universal program at all district sites \$170,000.00</p> <p>f. NEW: Reading Specialist (0.4 FTE) to support the implementation of the new Read 180 Universal Program as well as provide coaching and strategies for teaching on implementing reading</p>	

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YEAR	2017-18	2018-19	2019-20
		implementing reading interventions and supports in core content classes. \$48,000.00	interventions and supports in core content classes. \$48,000.00
SOURCE	a., b., c., d., e. Supplemental	a., b., c., d., e. Supplemental	a., b., c., d., e. Supplemental
BUDGET REFERENCE	a., b., c., 1000-1999, 3000-3999: Certificated Personnel Salaries and Benefits d. 2000-2999: Classified Personnel Salaries e. 4000-4999: Books And Supplies	a., b., c., 1000-1999, 3000-3999: Certificated Personnel Salaries and Benefits d. 2000-2999: Classified Personnel Salaries e. 4000-4999: Books And Supplies	a., b., c., 1000-1999, 3000-3999: Certificated Personnel Salaries and Benefits d. 2000-2999: Classified Personnel Salaries e. 4000-4999: Books And Supplies

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1.C

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All students with focus on students who are performing below grade level

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

Title I Schools- EWMS, OCMS, DMS

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

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Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

N/A

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

N/A

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Supplemental

1.C.1. Title I schools will provide additional sections to support students who are identified as performing below grade level and will continue to provide the necessary support to remediate their gaps in learning. Identification includes district math assessments, D/F data, SBAC, CELDT and multiple other sources.

1.C.2. Continue to provide professional development and training for teachers, administrators, and staff on evidenced based strategies, programs and supports to increase the educational program of the school and improve student achievement.

Supplemental

1.C.1. Title I schools will provide additional sections to support students who are identified as performing below grade level and will continue to provide the necessary support to remediate their gaps in learning. Identification includes district math assessments, D/F data, SBAC, CELDT and multiple other sources.

1.C.2. Continue to provide professional development and training for teachers, administrators, and staff on evidenced based strategies, programs and supports to increase the educational program of the school and improve student achievement.

Budgeted Expenditures

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YEAR	2017-18	2018-19	2019-20
AMOUNT		<p>Supplemental</p> <p>a. Title I school sites will utilize Title I funds to continue to develop and implement intervention courses and supports for students not obtaining mastery of ELO's Cost for future FTE allocations will be determined yearly dependent on identified need \$315,000.00</p> <p>b. Registration costs for teachers and administrators to attend professional conferences \$15,000.00</p>	<p>Supplemental</p> <p>a. Title I school sites will utilize Title I funds to continue to develop and implement intervention courses and supports for students not obtaining mastery of ELO's Cost for future FTE allocations will be determined yearly dependent on identified need \$315,000.00</p> <p>b. Registration costs for teachers and administrators to attend professional conferences \$15,000.00</p>
SOURCE		Title I	Title I
BUDGET REFERENCE		<p>a. 1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits</p> <p>b. 5000-5999: Services And Other Operating Expenditures</p>	<p>a. 1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits</p> <p>b. 5000-5999: Services And Other Operating Expenditures</p>

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 2

All English Learner (EL) students 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 students will meet the criteria to be reclassified as Redesignated Fluent English Proficient (RFEP).

State and/or Local Priorities addressed by this goal:

State Priorities: 2- Implementation of Standards, 4- Pupil achievement, 7- Course Access
Local Priorities:

Identified Need:

Based on stakeholder feedback, CA School Dashboard results on the English Learner Progress Indicator, English Learner student group results on all State Indicators, as well as internal review of SBAC results, D/F data, course enrollment data and teachers/administrators feedback, indicate the need to continue to provide focused actions and services to increase student achievement, increase graduation rates, decrease suspension rates and close the performance gaps for ELs.

Expected Annual Measurable Outcomes

METRICS/INDICATORS	BASELINE	2017-18	2018-19	2019-20
PERCENTAGE OF EL STUDENTS ATTAINING THE ENGLISH PROFICIENCY LEVEL ON THE CELDT	2015-16 CELDT data: 40.1% of ELs pupils attained the English Proficient Level on the CELDT.	16-17 CELDT data: 3% increase in the percentage of ELs pupils attained the English Proficient Level on the CELDT.	CELDT will no longer be administered as it is being replaced by the ELPAC.	N/A

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METRICS/INDICATORS	BASELINE	2017-18	2018-19	2019-20
PERCENTAGE OF EL STUDENTS ATTAINING THE ENGLISH PROFICIENCY LEVEL ON THE ELPAC SUMMATIVE.	Baseline will be established from 2017-18 summative results	MODIFIED: Establish baseline	MODIFIED: Increase the percentage of students who attain the English proficiency level	MODIFIED: Increase the percentage of students who attain the English proficiency level
ENGLISH LEARNER PROGRESS TOWARDS LEARNING ENGLISH ON THE CELDT	2015-16 English Learner Progress and Proficiency Report indicates that 75.6% of English Learner (EL) pupils made annual progress in learning English as measured by the CELDT	3% increase in the percentage of ELs making annual progress in learning English as measured by the California English Language Development Test (CELDT).	CELDT will no longer be administered as it is being replaced by the ELPAC. MODIFIED: Percentage of ELs who make progress towards learning English will be measured by ELPAC	MODIFIED: N/A- CELDT will be obsolete at this point and the percentage of ELs who make progress towards learning English will be measured by ELPAC
ENGLISH LEARNER PROGRESS TOWARDS LEARNING ENGLISH ON THE ELPAC	Baseline progress will be established from 2017-18 and 2018-19 summative ELPAC results	N/A	MODIFIED: Establish baseline	MODIFIED: Increase the percentage of ELs who make progress towards learning English
PERCENTAGE OF ELS WHO ARE LONG TERM ENGLISH LANGUAGE LEARNERS (LTELS)	2016-17: 28% (140/500) of English Learners are classified as LTEL	25% of English Learners are classified as LTEL	22% of English Learners are classified as LTEL	19% of English Learners are classified as LTEL
PERCENTAGE OF STUDENTS WHO DEMONSTRATE GROWTH TOWARDS	Fall 2015/2016 LAS Links results: 55% (104/189) of students tested in both Fall 15' and Fall 16' increased at least	3% increase in the percentage of students who demonstrate growth towards learning English as measured by an increase of at least one	3% increase in the percentage of students who demonstrate growth towards learning English as measured by an increase of at least one	3% increase in the percentage of students who demonstrate growth towards learning English as measured by an increase of at least one

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METRICS/INDICATORS	BASELINE	2017-18	2018-19	2019-20
LEARNING ENGLISH AS MEASURED BY LAS LINKS ASSESSMENT RESULTS	one proficiency level or maintained a score of Proficient or Above Proficient.	proficiency level from Fall 16' to Fall 17' or maintained a score of Proficient or Above Proficient on LAS Links assessment.	proficiency level from Fall 16' to Fall 17' or maintained a score of Proficient or Above Proficient on LAS Links assessment.	proficiency level from Fall 16' to Fall 17' or maintained a score of Proficient or Above Proficient on LAS Links assessment.
SBAC RESULTS FOR RFEP STUDENTS	16-17 SBAC results: Redesignated Fluent English Proficient (RFEP) students perform similarly to their English Only peers in ELA at 7 out of 9 sites, in math at 5 out of 9 sites. District -wide percentage of RFEP students who scored within the Standard Met to Standard Exceeded range is similar when compared to their English Only peers. ELA, RFEP=79%, English Only=80% Math, RFEP=69%, English Only= 72% See Appendix E, Table 2.1, for results by site	At all sites, the percentage of RFEP students scoring in the Standard Met to Standard Exceeded range on Smarter Balanced assessments in both Math and ELA will be similar to the results of English Only students.	At all sites, the percentage of RFEP students scoring in the Standard Met to Standard Exceeded range on Smarter Balanced assessments in both Math and ELA will be similar to the results of English Only students.	At all sites, the percentage of RFEP students scoring in the Standard Met to Standard Exceeded range on Smarter Balanced assessments in both Math and ELA will be similar to the results of English Only students.
RECLASSIFICATION RATES	16-17 reclassification rate using CELDT: 19.2% (93 students)	reclassification rate is 20% or higher	reclassification rate is 20% or higher	reclassification rate is 20% or higher
PARENT PARTICIPATION IN EL PARENT WORKSHOPS	16-17 EL parent participation in EL parent workshops: 138 parents attended	1% increase in the number of parents attending EL parent workshops	1% increase in the number of parents attending EL parent workshops	1% increase in the number of parents attending EL parent workshops

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METRICS/INDICATORS	BASELINE	2017-18	2018-19	2019-20
TEACHER OF ENGLISH LEARNERS MIS-ASSIGNMENT RATE	2016-17 course audits: 0.2% teacher of English Learners mis-assignment rates as measured by total course sections.	0% teacher of English Learners mis-assignment rates as measured by total course sections.	0% teacher of English Learners mis-assignment rates as measured by total course sections.	0% teacher of English Learners mis-assignment rates as measured by total course sections.
PERCENTAGE OF STUDENTS REDESIGNATED FLUENT ENGLISH PROFICIENT (RFEP) WITHIN 5 YEARS OF INSTRUCTION IN THE DISTRICT.	2016-17 Student Information System data: 61% of 12th grade students who initially enrolled as an EL in SDUHSD in 7th grade, met the criteria to be reclassified as Redesignated Fluent English Proficient (RFEP) within 5 years of instruction in the District.	70% of 12th grade students who initially enrolled as an EL in SDUHSD in 7th grade, met the criteria to be reclassified as Redesignated Fluent English Proficient (RFEP) within 5 years of instruction in the District.	75% of 12th grade students who initially enrolled as an EL in SDUHSD in 7th grade, met the criteria to be reclassified as Redesignated Fluent English Proficient (RFEP) within 5 years of instruction in the District.	80% of 12th grade students who initially enrolled as an EL in SDUHSD in 7th grade, met the criteria to be reclassified as Redesignated Fluent English Proficient (RFEP) within 5 years of instruction in the District.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **2.A.**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Base Program

2.A.1 Continue to provide students with English Language Development (ELD) curriculum and instruction aligned with California State Standards.

2.A.2 Continue to provide professional learning and coaching through Teacher on Special Assignment model to increase student learning outcomes and support instruction and assessment aligned to the California English Language Development (ELD) Standards.

2.B.2. Continue to provide coaching and professional development on strategies to support the needs of Long Term English Learners (LTEL) to increase English language acquisition and student learning outcomes.

2018-19 Actions/Services

Base Program

2.A.1 Continue to provide students with English Language Development (ELD) curriculum and instruction aligned with California State Standards.

2.A.2. **NEW:** Continue to provide appropriately credentialed teachers who are knowledgeable of the ELD standards and effectively implement designated and integrated English language development strategies in all core content classes.

2.A.3. **MODIFIED:** This action is the same as previous years but the naming mechanism was changed to reflect moving Title III funded actions to Goal 2, Action2. D. (new)
Continue to collaborate with feeder districts and implement an agreed upon system to support English Learners from Kindergarten through grade 12.

2019-20 Actions/Services

Base Program

2.A.1 Continue to provide students with English Language Development (ELD) curriculum and instruction aligned with California State Standards.

2.A.2. **NEW:** Continue to provide appropriately credentialed teachers who are knowledgeable of the ELD standards and effectively implement designated and integrated English language development strategies in all core content classes.

2.A.3. **MODIFIED:** This action is the same as previous years but the naming mechanism was changed to reflect moving Title III funded actions to Goal 2, Action2. D. (new)
Continue to collaborate with feeder districts and implement an agreed upon system to support English Learners from Kindergarten through grade 12.

ITEM 17

2017-18 Actions/Services

2.A.4. Continue to collaborate with feeder districts and implement an agreed upon system to support English Learners from Kindergarten through grade 12.

2.A.5. Continue to utilize results from LAS Links assessments to appropriately place English Learners into courses that support language acquisition as well as identify necessary interventions and support classes.

2.A.6. Continue to provide parent workshops for families of English Learners to increase parent engagement district-wide.

2018-19 Actions/Services

17-18 2.A.2, 2.A.5., 2.A.6. MODIFIED- Title III expenses support supplemental programs and therefore are more accurately reflected within the supplemental actions in Goal 2 Action 1.D. (new).

2019-20 Actions/Services

17-18 2.A.2, 2.A.5., 2.A.6. MODIFIED- Title III expenses support supplemental programs and therefore are more accurately reflected within the supplemental actions in Goal 2 Action 1.D. (new).

Budgeted Expenditures

YEAR	2017-18	2018-19	2019-20
AMOUNT	<p>a. Purchase ELD curriculum consumables and supplemental supplies and materials \$18,000.00</p> <p>b. Teacher on Special Assignment-Support for differentiated instruction (.4 FTE) \$49,000.00</p> <p>c. Cost of LAS Links Assessment program for administration and scoring \$26,000.00</p> <p>d. Cost to offer parent workshops \$5,000.00</p> <p>e. Supplemental instructional materials, licenses for ST Math intervention program</p>	<p>a. Purchase ELD curriculum consumables and supplemental supplies and materials \$18,000.00</p> <p>b. MODIFIED: The district is reorganizing the ToSA roles for the 18-19 year. The EL ToSA responsibilities will be incorporated in the ToSA for Universal Design for Learning (Goal 1. Action 1.A.2) role to provide coaching and support to schools on strategies to meet the unique needs of all students in the least restrictive environment.</p> <p>c.-e. MODIFIED: Title III expenses support supplemental programs and therefore are more accurately reflected within the supplemental expenditure in Goal 2 Action 2.D. (new).</p>	<p>a. Purchase ELD curriculum consumables and supplemental supplies and materials \$18,000.00</p> <p>b. MODIFIED: The district is reorganizing the ToSA roles for the 18-19 year. The EL ToSA responsibilities will be incorporated in the ToSA for Universal Design for Learning (Goal 1. Action 1.A.2) role to provide coaching and support to schools on strategies to meet the unique needs of all students in the least restrictive environment.</p> <p>c.-e. MODIFIED: Title III expenses support supplemental programs and therefore are more accurately reflected within the</p>

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YEAR	2017-18	2018-19	2019-20
	\$4,200.00		supplemental expenditure in Goal 2 Action 2.D. (new).
SOURCE	a., d., c., d., e. Title III b. Title I	a. Lottery	a. Lottery
BUDGET REFERENCE	a. 4000-4999: Books And Supplies b. 1000-1999, 3000-3999: Certificated Personnel Salaries and Benefits c., d., e. 5000-5999: Services And Other Operating Expenditures d. 2000-2999: Classified Personnel Salaries	a. 4000-4999: Books And Supplies	a. 4000-4999: Books And Supplies

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **2.B.**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

ITEM 17

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Supplemental

2.B.1. Continue to implement and refine a system to monitor progress of all EL students, including long term and reclassified.

2.B.2. Provide bilingual staff to support EL students in core content courses.

2018-19 Actions/Services

Supplemental

2.B.1. Continue to implement and refine a system to monitor progress of all EL students, including long term and reclassified.

2.B.2. Provide bilingual staff to support EL students in core content courses.

2019-20 Actions/Services

Supplemental

2.B.1. Continue to implement and refine a system to monitor progress of all EL students, including long term and reclassified.

2.B.2. Provide bilingual staff to support EL students in core content courses.

Budgeted Expenditures

YEAR	2017-18	2018-19	2019-20
AMOUNT	<p>a. EL teacher leads release period @ 6 sites (1.33 FTE) \$147,000.00</p> <p>b. cost for bilingual tutors/aides at target sites based on need \$46,000.00</p>	<p>a. EL teacher leads release period. Cost for future FTE allocations will be determined yearly dependent on identified need \$147,000.00</p>	<p>a. EL teacher leads release period. Cost for future FTE allocations will be determined yearly dependent on identified need \$147,000.00</p>

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YEAR	2017-18	2018-19	2019-20
		b. cost for bilingual tutors/aides at target sites based on need \$46,000.00	b. cost for bilingual tutors/aides at target sites based on need \$46,000.00
SOURCE	a., b. Supplemental	a., b. Supplemental	a., b. Supplemental
BUDGET REFERENCE	a. 1000-1999, 3000-3999: Certificated Personnel Salaries and Benefits b. 2000-2999: Classified Personnel Salaries	a. 1000-1999, 3000-3999: Certificated Personnel Salaries and Benefits b. 2000-2999: Classified Personnel Salaries	a. 1000-1999, 3000-3999: Certificated Personnel Salaries and Benefits b. 2000-2999: Classified Personnel Salaries

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **2.C.**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

ITEM 17

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group:
English Learners

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

La Costa Canyon High School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Supplemental

2.C.1. Continue to develop and expand (if applicable) courses that focus on basic English and academic literacy skills, acculturation to U.S. schooling and fundamental subject area knowledge to support English Learners who are new to the US (students who have lived in the US for 18 months or less).

2.C.2. Provide transportation support for EL students to access specialized programs outside of their boundary school.

2018-19 Actions/Services

Supplemental

2.C.1. Continue to develop and expand (if applicable) courses that focus on basic English and academic literacy skills, acculturation to U.S. schooling and fundamental subject area knowledge to support English Learners who are new to the US (students who have lived in the US for 18 months or less).

2.C.2. Provide transportation support for EL students to access specialized programs outside of their boundary school.

2019-20 Actions/Services

Supplemental

2.C.1. Continue to develop and expand (if applicable) courses that focus on basic English and academic literacy skills, acculturation to U.S. schooling and fundamental subject area knowledge to support English Learners who are new to the US (students who have lived in the US for 18 months or less).

2.C.2. Provide transportation support for EL students to access specialized programs outside of their boundary school.

Budgeted Expenditures

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YEAR	2017-18	2018-19	2019-20
AMOUNT	a. Newcomers Academy Program at one high school site (0.4 FTE) \$44,000.00 b. Bus passes for students to access the Newcomer's Academy \$10,000.00	a. Newcomers Academy Program at one high school site (0.4 FTE) \$44,000.00 b. Bus passes for students to access the Newcomer's Academy \$10,000.00	a. Newcomers Academy Program at one high school site (0.4 FTE) \$44,000.00 b. Bus passes for students to access the Newcomer's Academy \$10,000.00
SOURCE	a., b. Supplemental	a., b. Supplemental	a., b. Supplemental
BUDGET REFERENCE	a. 1000-1999, 3000-3999: Certificated Personnel Salaries and Benefits b. 5000-5999: Services And Other Operating Expenditures	a. 1000-1999, 3000-3999: Certificated Personnel Salaries and Benefits b. 5000-5999: Services And Other Operating Expenditures	a. 1000-1999, 3000-3999: Certificated Personnel Salaries and Benefits b. 5000-5999: Services And Other Operating Expenditures

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **2.D.**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

English Learners

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

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Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Supplemental

2.D.1. Continue to provide coaching and professional development on strategies to support the needs of Long Term English Learners (LTEL) to increase English language acquisition and student learning outcomes.

2.D.2. Continue to utilize results from LAS Links assessments to appropriately place English Learners into courses that support language acquisition as well as identify necessary interventions and support classes.

2.D.3. Continue to provide parent workshops for families of English Learners to increase parent engagement district-wide.

Supplemental

2.D.1. Continue to provide coaching and professional development on strategies to support the needs of Long Term English Learners (LTEL) to increase English language acquisition and student learning outcomes.

2.D.3. Continue to utilize results from LAS Links assessments to appropriately place English Learners into courses that support language acquisition as well as identify necessary interventions and support classes.

2.D.4. Continue to provide parent workshops for families of English Learners to increase parent engagement district-wide.

Budgeted Expenditures

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YEAR	2017-18	2018-19	2019-20
AMOUNT		a. Cost of LAS Links Assessment program for administration and scoring \$26,000.00 b. Cost to offer parent workshops \$5,000.00 c. Supplemental instructional materials, licenses for ST Math intervention program \$4,200.00	a. Cost of LAS Links Assessment program for administration and scoring \$26,000.00 b. Cost to offer parent workshops \$5,000.00 c. Supplemental instructional materials, licenses for ST Math intervention program \$4,200.00
SOURCE		a., d., c. Title III	a., d., c. Title III
BUDGET REFERENCE		a. 4000-4999: Books And Supplies b. 1000-1999, 3000-3999: Certificated Personnel Salaries and Benefits c. 5000-5999: Services And Other Operating Expenditures	a. 4000-4999: Books And Supplies b. 1000-1999, 3000-3999: Certificated Personnel Salaries and Benefits c. 5000-5999: Services And Other Operating Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 3

All district graduates will be college and career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 4- Pupil achievement, 5- Pupil Engagement, 7- Course Access
Local Priorities:

Identified Need:

Based on stakeholder feedback, CA School Dashboard results for Graduation Rate and College/Career Indicator, as well as internal review of UC/CSU eligibility rates, course enrollment data and teachers, administrators and counselors feedback, indicate the need to continue to provide focused actions and services to support student development of college and career readiness skills, increase graduation rates and UC/CSU eligibility rates for target student groups and address disproportionality in CTE course enrollment.

Expected Annual Measureable Outcomes

METRICS/INDICATORS	BASELINE	2017-18	2018-19	2019-20
AP EXAM PASS RATES	SDUHSD's 2016 College Board Advanced Placement exam results reflect an 82.8% average AP exam pass rate.	1% increase in AP exam pass rate.	1% increase in AP exam pass rate.	1% increase in AP exam pass rate.
AP PARTICIPATION RATE	2017 AP exam data: 3,177 test takers 7,734 tests taken average of 2.4 tests per student	Increase in the number of test takers and maintain a proportionate number of test taken	Increase in the number of test takers and maintain a proportionate number of test taken	Increase in the number of test takers and maintain a proportionate number of test taken
UC/CSU ELIGIBILITY RATES	15-16 UC/CSU eligibility rates: All students group= 73.4% English Learners = 0.0%	16-17 UC/CSU eligibility rates: All students group= 75% English Learners = 3% Socio-economically disadvantaged students=47%	Broad course of study 17-18 UC/CSU eligibility rates: All students group= 78% English Learners = 6% Socio-economically disadvantaged students=49%	Broad course of study 18-19 UC/CSU eligibility rates: All students group= 81% English Learners = 9% Socio-economically disadvantaged students=51%

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METRICS/INDICATORS	BASELINE	2017-18	2018-19	2019-20
	Socio-economically disadvantaged students=45.1%			
COHORT GRADUATION RATES	15-16 Cohort High School graduation rates: All students group= 95.5% English Learners = 79% Socio-economically disadvantaged students=83.7% Special Education= 82.7%	16-17 Cohort High School graduation rates: All students group= 96% English Learners = 80% Socio-economically disadvantaged students=85% Special Education= 84%	17-18 Cohort High School graduation rates: All students group= 96.5% English Learners = 81% Socio-economically disadvantaged students=86% Special Education= 85%	18-19 Cohort High School graduation rates: All students group= 97% English Learners = 82% Socio-economically disadvantaged students=87% Special Education= 86%
EAP DATA, MATH	EAP results from the 15-16 SBAC Math 37% "College Ready" 26% "Conditionally Ready" 37% "Not Ready"	1% reduction in the percentage of students scoring in the "Not Ready" range	1% reduction in the percentage of students scoring in the "Not Ready" range	1% reduction in the percentage of students scoring in the "Not Ready" range
EAP DATA, ELA	EAP results from the 15-16 SBAC ELA 49% "College Ready" 32% "Conditionally Ready" 20% "Not Ready"	2% reduction in the percentage of students scoring in the "Not Ready" range	2% reduction in the percentage of students scoring in the "Not Ready" range	2% reduction in the percentage of students scoring in the "Not Ready" range
CTE COURSE ENROLLMENT BROAD COURSE OF STUDY FOR UNDUPLICATED	15-16 CDE Enrollment in Courses Taught by Subject Report	3% increase in CTE course enrollment	3% increase in CTE course enrollment	3% increase in CTE course enrollment

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METRICS/INDICATORS	BASELINE	2017-18	2018-19	2019-20
STUDENTS AND STUDENTS WITH EXCEPTIONAL NEEDS	Number of CTE courses taught= 164 Total CTE Course enrollment= 4,299			
GENDER DISPROPORTIONALITY IN TARGET CTE COURSES	15-16 Percentage of female enrollment: Building and Construction Trades= 11% Education, Child Development, and Family Services= 84% Engineering and Architecture= 19% Information and Communication Technologies=27% Transportation= 7% Manufacturing and Product Development=31%	Increase gender equity in targeted CTE courses and pathways	Increase gender equity in targeted CTE courses and pathways	Increase gender equity in targeted CTE courses and pathways
AP COURSE ENROLLMENT	16-17 course enrollment data: 64% of SDUHSD students are enrolled in at least one AP or Honors course. 3.4% of those students are Low Income (8.5% of district enrollment is socio-economically disadvantaged students)	Student enrollment in honors and Advanced Placement (AP) courses will reflect the demographics of the district, focus on socio-economically disadvantaged students.	Student enrollment in honors and Advanced Placement (AP) courses will reflect the demographics of the district, focus on socio-economically disadvantaged students.	Student enrollment in honors and Advanced Placement (AP) courses will reflect the demographics of the district, focus on socio-economically disadvantaged students.
PERCENT OF STUDENTS WHO MEET	Spring 2017 CA School Dashboard results:	Fall 2017 CA School Dashboard results:	Fall 2018 CA School Dashboard results:	Fall 2019 CA School Dashboard results:

METRICS/INDICATORS	BASELINE	2017-18	2018-19	2019-20
THE "PREPARED" LEVEL IN THE COLLEGE/CAREER INDICATOR	Prepared= 61.9% Approaching Prepared= 24.4% Not Prepared= 13.7%	64% Prepared	66% Prepared	68% Prepared

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **3.A.**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

2017-18 Actions/Services

Base Program

3.A.1. Continue to provide a broad course of study for all students.

3.A.2. Continue to implement district agreed upon protocol to identify students who are not enrolled but may be successful in Advanced Placement and/or Honors courses.

3.A.3. Continue to provide training to support Advanced Placement teachers in differentiated instructional strategies.

3.A.4. Continue to work with CTE teachers to develop A-G aligned courses descriptions and course articulations with local community colleges as well as course curriculum aligned to ELA and Math California Content Standards.

3.A.5. Continue to provide training and professional development for counselors and teachers to increase gender groups who are enrolled in CTE courses and pathways that lead to employment in nontraditional fields as well as train teachers on the model CTE curriculum standards.

3.A.6. Continue to offer and expand CTE course pathways aligned to the growing industry sectors in the state and San Diego county.

3.A.7. Continue to provide opportunities for all students to meet A-G requirements to be eligible

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

Base Program

3.A.1. Continue to provide a broad course of study for all students.

3.A.2. **MODIFIED:** Based on stakeholder input and a review of multi-year course enrollment data, the district will continue to monitor the demographics of AP and Honors course enrollment at all sites but as 64% of SDUHSD students continue to participate in advanced coursework, we are removing action 3.A.2. from the 18-19 and 19-20 LCAP.

3.A.3. Continue to provide training to support Advanced Placement teachers in differentiated instructional strategies.

3.A.4. Continue to work with CTE teachers to develop A-G aligned courses descriptions and course articulations with local community colleges as well as course curriculum aligned to ELA and Math California Content Standards.

MODIFIED: Carl D Perkins expenses support supplemental programs and therefore are more accurately reflected within the supplemental actions. Therefore, Actions 3.A.5 and 3.A.6. as well as expenditures 3.A. b., c., and f. have been developed into a new action/service box ([Goal 3 Action 3.D.](#), new).

Select from New, Modified, or Unchanged for 2019-20

Modified

2019-20 Actions/Services

Base Program

3.A.1. Continue to provide a broad course of study for all students.

The below actions have all been modified to make the naming mechanism sequential with the omission of 3.A.2. for 18-19.

3.A.3. Continue to provide training to support Advanced Placement teachers in differentiated instructional strategies.

3.A.4. Continue to work with CTE teachers to develop A-G aligned courses descriptions and course articulations with local community colleges as well as course curriculum aligned to ELA and Math California Content Standards.

3.A.7. Continue to provide opportunities for all students to meet A-G requirements to be eligible for college using college and career planning programs and activities as well as implement interventions courses to support underrepresented students in A-G completion.

3.A.8. Provide training for counselors on how to implement district college and career planning toolkit with students in grades 7-12.

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2017-18 Actions/Services

for college using college and career planning programs and activities as well as implement interventions courses to support underrepresented students in A-G completion.

3.A.8. Convene a district committee of counselors and administrators to research and develop a toolkit for students to support college and career planning.

2018-19 Actions/Services

3.A.7. Continue to provide opportunities for all students to meet A-G requirements to be eligible for college using college and career planning programs and activities as well as implement interventions courses to support underrepresented students in A-G completion.

3.A.8. Provide training for counselors on how to implement district college and career planning toolkit with students in grades 7-12.

2019-20 Actions/Services

Budgeted Expenditures

YEAR	2017-18	2018-19	2019-20
AMOUNT	<p>a. Release time and registration costs for AP teachers to attend professional development workshops and professional conferences. \$10,000.00</p> <p>b. Release time for CTE teachers to collaborate with local business leaders in their field \$2,500.00</p> <p>c. Cost for modernizing equipment \$75,000.00</p> <p>d. Project Lead the Way Program \$43,000</p> <p>e. ToSA (0.6 FTE) will continue to work with CTE teachers to develop A-G aligned CTE course descriptions as well as promote and communicate with stakeholders regarding new and existing CTE pathways.</p>	<p>a. Release time and registration costs for AP teachers to attend professional development workshops and professional conferences. \$10,000.00</p> <p>MODIFIED: b., c., and f.: Carl D Perkins expenses support supplemental programs and therefore are more accurately reflected within the supplemental actions. (Goal 3 Action 3.C., new)</p> <p>d. MODIFIED: Project Lead the Program was funded through Carl D. Perkins grant for 3 years to get the program started. Cost for PLTW will be reflected in LCFF base program moving forward. Project Lead the Way Program Cost is reflected in base program in Goal 1. Action 1.A, expenditure a.</p>	<p>a. Release time and registration costs for AP teachers to attend professional development workshops and professional conferences. \$10,000.00</p> <p>e. ToSA will continue to work with CTE teachers to develop A-G aligned CTE course descriptions as well as promote and communicate with stakeholders regarding new and existing CTE pathways. Cost for future FTE allocations will be determined yearly dependent on identified need \$70,000</p> <p>g. AVID training and contract costs \$38,000.00</p>

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YEAR	2017-18	2018-19	2019-20
	<p>\$70,000</p> <p>f. Release time for teachers to attend professional development LCFF Base \$2,500.00 Perkins \$2,000.00</p> <p>g. AVID training and contract costs \$38,000.00</p>	<p>e. ToSA will continue to work with CTE teachers to develop A-G aligned CTE course descriptions as well as promote and communicate with stakeholders regarding new and existing CTE pathways. Cost for future FTE allocations will be determined yearly dependent on identified need \$70,000</p> <p>g. AVID training and contract costs \$38,000.00</p>	
SOURCE	<p>a., f., g. LCFF Base b., c., d., f. Carl D. Perkins Career and Technical Education f. CTE Incentive Grant</p>	<p>a., f., g. LCFF Base e. CTE Incentive Grant</p>	<p>a., f., g. LCFF Base e. CTE Incentive Grant</p>
BUDGET REFERENCE	<p>c., g. 5000-5999: Services And Other Operating Expenditures a., b., d., e., f. 1000-1999, 3000-3999: Certificated Personnel Salaries and Benefits c. 4000-4999: Books And Supplies</p>	<p>g. 5000-5999: Services And Other Operating Expenditures a., e. 1000-1999, 3000-3999: Certificated Personnel Salaries and Benefits c. 4000-4999: Books And Supplies</p>	<p>g. 5000-5999: Services And Other Operating Expenditures a.,e. 1000-1999, 3000-3999: Certificated Personnel Salaries and Benefits c. 4000-4999: Books And Supplies</p>

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 3.B.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

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Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Supplemental

3.B.1. Counselors and site administrators will continue to review data regarding EL/low SES students UC/CSU eligibility to identify gaps in course offerings and recommend support courses as appropriate

3.B.2. Continue to implement courses in College Readiness and AVID and expand the use of college readiness/AVID strategies in all classes as appropriate.

2018-19 Actions/Services

Supplemental

3.B.1. Counselors and site administrators will continue to review data regarding EL/low SES students UC/CSU eligibility to identify gaps in course offerings and recommend support courses as appropriate

3.B.2. Continue to implement courses in College Readiness and AVID and expand the use of college readiness/AVID strategies in all classes as appropriate.

2019-20 Actions/Services

Supplemental

3.B.1. Counselors and site administrators will continue to review data regarding EL/low SES students UC/CSU eligibility to identify gaps in course offerings and recommend support courses as appropriate

3.B.2. Continue to implement courses in College Readiness and AVID and expand the use of college readiness/AVID strategies in all classes as appropriate.

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Budgeted Expenditures

YEAR	2017-18	2018-19	2019-20
AMOUNT	<p>a. Summer remediation programs \$35,000.00</p> <p>b. District funded sections (1.66 FTE) to sites for College Readiness/AVID courses \$182,600.00</p>	<p>a. Summer remediation programs \$35,000.00</p> <p>b. District funded sections to sites for College Readiness/AVID courses. Cost for future FTE allocations will be determined yearly dependent on identified need \$182,600.00</p> <p>c. NEW: CTE counselor will provide additional support to districts counselors on data driven master scheduling, alternative options for at-risk students to complete high school graduation requirements as well as promoting and communicating with stakeholders regarding new and existing CTE pathways. \$70,000</p>	<p>a. Summer remediation programs \$35,000.00</p> <p>b. District funded sections to sites for College Readiness/AVID courses. Cost for future FTE allocations will be determined yearly dependent on identified need \$182,600.00</p> <p>c. NEW: CTE counselor will provide additional support to districts counselors on data driven master scheduling, alternative options for at-risk students to complete high school graduation requirements as well as promoting and communicating with stakeholders regarding new and existing CTE pathways. \$70,000</p>
SOURCE	a., b. Supplemental	a., b., c. Supplemental	a., b., c. Supplemental
BUDGET REFERENCE	a., b., c. 1000-1999, 3000-3999: Certificated Personnel Salaries and Benefits	a., b., c. 1000-1999, 3000-3999: Certificated Personnel Salaries and Benefits	a., b., c. 1000-1999, 3000-3999: Certificated Personnel Salaries and Benefits

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 3.C.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Supplemental

3.C.1. Provide opportunities for first generation college bound students to participate in college preparation activities.

2018-19 Actions/Services

Supplemental

3.C.1. Provide opportunities for first generation college bound students to participate in college preparation activities.

2019-20 Actions/Services

Supplemental

College Block Grant funds must be expended by June 30, 2019. The actions/services funded by the College Block Grant will be re-evaluated at that time.

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2017-18 Actions/Services

3.C.2. Provide professional development for counselors and teachers on best practices to support unduplicated students' matriculation to higher education

2018-19 Actions/Services

3.C.2. Provide professional development for counselors and teachers on best practices to support unduplicated students' matriculation to higher education

2019-20 Actions/Services

Budgeted Expenditures

YEAR	2017-18	2018-19	2019-20
AMOUNT	<p>a. Cost for AP exam fee waivers for low income students to participate in AP exams. \$20,000.00</p> <p>b. Transportation and supervision costs for students/families to attend college visits and college fair. \$10,000.00</p> <p>c. Registration costs and travel expense (if needed) for counselors to attend professional development \$3,900.00</p>	<p>a. Cost for AP exam fee waivers for low income students to participate in AP exams. \$20,000.00</p> <p>b. Transportation and supervision costs for students/families to attend college visits and college fair. \$10,000.00</p> <p>c. Registration costs and travel expense (if needed) for counselors to attend professional development \$3,900.00</p>	No budgeted expenditures for the 2019-2020 year at the time of this report
SOURCE	a., b., c. College Block Grant	a., b., c. College Block Grant	
BUDGET REFERENCE	a., b., c. 5000-5999: Services And Other Operating Expenditures	a., b., c. 5000-5999: Services And Other Operating Expenditures	

Action 3.D.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

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Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

3.D.1. Continue to provide training and professional development for counselors and teachers to increase gender groups who are enrolled in CTE courses and pathways that lead to employment in nontraditional fields as well as train teachers on the model CTE curriculum standards.

3.D.2 Continue to offer and expand CTE course pathways aligned to the growing industry sectors in the state and San Diego county.

3.A.5. Continue to provide training and professional development for counselors and teachers to increase gender groups who are enrolled in CTE courses and pathways that lead to employment in nontraditional fields as well as train teachers on the model CTE curriculum standards.

3.A.6. Continue to offer and expand CTE course pathways aligned to the growing industry sectors in the state and San Diego county

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		a. Release time for CTE teachers to collaborate with local business leaders in their field \$2,500.00 b. Cost for modernizing equipment \$75,000.00 c. Release time for teachers to attend professional development LCFF Base \$2,500.00 Perkins \$2,000.00	a. Release time for CTE teachers to collaborate with local business leaders in their field \$2,500.00 b. Cost for modernizing equipment \$75,000.00 c. Release time for teachers to attend professional development LCFF Base \$2,500.00 Perkins \$2,000.00
Source		a., b., c. Carl D. Perkins Career and Technical Education	a., b., c. Carl D. Perkins Career and Technical Education
Budget Reference		b. 5000-5999: Services And Other Operating Expenditures c. 4000-4999: Books And Supplies a., c. 1000-1999, 3000-3999: Certificated Personnel Salaries and Benefits	b. 5000-5999: Services And Other Operating Expenditures c. 4000-4999: Books And Supplies a., c. 1000-1999, 3000-3999: Certificated Personnel Salaries and Benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 4

Increase the level of “school connectedness” and "sense of safety" of students, staff and parents.

State and/or Local Priorities addressed by this goal:

State Priorities: 3-Parent Involvement, 4- Pupil achievement, 5- Pupil Engagement, 6-School Climate, 7- Course Access, 8-Other Pupil Outcomes
Local Priorities:

Identified Need:

Based on stakeholder feedback, CA School Dashboard results for Suspension Rate as well as internal review of CHKS data, LCAP Stakeholder survey data, attendance rates, discipline data, and dropout rates indicates the need to continue to provide focused actions and services to improve school climate, sense of safety and connectedness for students, staff and parents, as well as decrease suspension rates for target student groups, increase attendance district-wide, decrease high school dropout rates for target student groups and support the social-emotional health of all students.

Expected Annual Measureable Outcomes

METRICS/INDICATORS	BASELINE	2017-18	2018-19	2019-20
ANNUAL CLIMATE SURVEY- SENSE OF SAFETY	16-17 LCAP Stakeholder Survey results: percentage of students (77%), parents (88%), teachers (94%), administrators (100%) and other staff members (96%) that report that they feel SDUHSD schools are safe.	increase in the percentage of students, parents and staff who feel SDUHSD schools are safe	increase in the percentage of students, parents and staff who feel SDUHSD schools are safe	increase in the percentage of students, parents and staff who feel SDUHSD schools are safe
PARENT PARTICIPATION IN PTSA/FOUNDATION	2016-17 PTSA/Foundation members, volunteers and donors:	1% increase in the number of PTSA/Foundation members, volunteers and donors	1% increase in the number of PTSA/Foundation members, volunteers and donors	1% increase in the number of PTSA/Foundation members, volunteers and donors

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METRICS/INDICATORS	BASELINE	2017-18	2018-19	2019-20
	Middle Schools- 1,275 High Schools- 2,532			
PARTICIPATION IN ANNUAL CLIMATE SURVEY	SDUHSD collected 4,432 responses to the annual stakeholder survey. Parents, 2,640 MS Students, 1,256 HS Students, 172	increase in number of parents and students completing the district annual stakeholder survey that reflects the demographics of the district to gather input.	increase in number of parents and students completing the district annual stakeholder survey that reflects the demographics of the district to gather input.	increase in number of parents and students completing the district annual stakeholder survey that reflects the demographics of the district to gather input.
PROMOTION OF PARENT PARTICIPATION FOR ALL PARENTS INCLUDING PARENTS OF UNDUPLICATED STUDENTS AND STUDENTS WITH EXCEPTIONAL NEEDS	The 2016-17 LCAP Stakeholder survey revealed the top forms that stakeholders prefer to receive communication is email (88%), text messages (31%), phone calls (26%) and district/school websites (47%). In the 16-17 school year, SDUHSD and sites sent out a total of 833 outreach messages via email and/ phone calls through Blackboard Connect. Additionally, phone calls were made to EL families by a native speaker of their home language to promote attendance at parent workshop as well as DELAC/ELAC meetings.	Increase in the number of communication attempts with families to promote parent participation in meetings, workshops, activities and input measures (i.e. surveys) via email, phone calls and text messages as well as providing information in multiple languages.	Increase in the number of communication attempts with families to promote parent participation in meetings, workshops, activities and input measures (i.e. surveys) via email, phone calls and text messages as well as providing information in multiple languages.	Increase in the number of communication attempts with families to promote parent participation in meetings, workshops, activities and input measures (i.e. surveys) via email, phone calls and text messages as well as providing information in multiple languages.
FIT- CLEAN AND SAFE FACILITIES	Williams' Certification presented to and approved by the SDUHSD Board quarterly indicates that 100% of SDUHSD maintained an	All schools will maintain clean and safe facilities as measured by an overall score of at least "Good" or better on the FIT.	All schools will maintain clean and safe facilities as measured by an overall score of at least "Good" or better on the FIT.	All schools will maintain clean and safe facilities as measured by an overall score of at least "Good" or better on the FIT.

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METRICS/INDICATORS	BASELINE	2017-18	2018-19	2019-20
	overall score of at least "Good" or better on the Facilities Inspection Tool.			
AVERAGE DAILY ATTENDANCE	ADA for 16-17: SDUHSD= 97.0% Canyon Crest Academy= 97.6% San Dieguito Academy= 98.1% Torrey Pines HS= 96.4% La Costa Canyon HS= 97.8% Sunset Continuation HS= 76.5%	Increase district-wide attendance rate by 1% over previous year with focus on high school rates.	Increase district-wide attendance rate by 1% over previous year with focus on high school rates.	Increase district-wide attendance rate by 1% over previous year with focus on high school rates.
CHRONIC ABSENTEEISM RATE	Baseline will be established in 17-18 from CA School Dashboard Chronic Absenteeism results	Establish baseline	Growth target will be determined from 2017-18 baseline.	Growth target will be determined from 2017-18 baseline.
TRUANCY RATE	2014-15 CDE Truancy Report: SDUHSD= 55.5% middle school average= 33.29% high school average= 64.99%	3% decrease in truancy rate from the previous year	3% decrease in truancy rate from the previous year	3% decrease in truancy rate from the previous year
MIDDLE SCHOOL DROPOUT RATE	15-16 middle school dropout rate= 0%	Maintain 0% middle school dropout rate.	Maintain 0% middle school dropout rate.	Maintain 0% middle school dropout rate.
HIGH SCHOOL DROPOUT RATE	15-16 high school dropout rates: all students group= 2.6% EL student group= 14.5%	Decrease cohort high school dropout rate from the previous year by 0.5% for all students and target student groups.	Decrease cohort high school dropout rate from the previous year by 0.5% for all students and target student groups.	Decrease cohort high school dropout rate from the previous year by 0.5% for all students and target student groups.

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METRICS/INDICATORS	BASELINE	2017-18	2018-19	2019-20
	Socio-economically disadvantaged student group=11.5% Special Education student group= 4.2%			
SUSPENSION RATE	2014-15 CDE Suspension Rate report: In the 14-15 year, SDUHSD suspended a total of 178 students with a suspension rate of 1.4%. English Learners= 6.5% Socio-economically disadvantaged students= 3.7%	decrease in suspension rates for all students focus on ELs and Socio-economically disadvantaged students.	MODIFIED to include Students with Disabilities: decrease in suspension rates for all students focus on ELs, Socio-economically disadvantaged students and students with disabilities.	MODIFIED to include Students with Disabilities: decrease in suspension rates for all students focus on ELs, Socio-economically disadvantaged students and students with disabilities.
EXPULSION RATE	2014-15 CDE Expulsion Rate report: In 14-15, SDUHSD expelled a total of 8 students with an expulsion rate of 0.1%.	0% expulsion rate	0% expulsion rate	0% expulsion rate

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 4.A.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Base Program

- 4.A.1. Continue to develop and implement action plans to support students' and parents' sense of connectedness to school as well as increasing their sense of safety.
- 4.A.2. Continue to find ways to communicate with stakeholders to support students' success.
- 4.A.3. Continue to provide parent training sessions on a variety of parent involvement topics
- 4.A.4. Continue to provide resources and training for teachers and staff to monitor academic progress, behavioral data, and attendance rates.
- 4.A.5. Continue to develop strategies and systems to address student discipline and suspensions at school sites with a focus on Restorative Justice.

2018-19 Actions/Services

Base Program

- 4.A.1. Continue to develop and implement action plans to support students' and parents' sense of connectedness to school as well as increasing their sense of safety.
- 4.A.2. Continue to find ways to communicate with stakeholders to support students' success.
- 4.A.3. Continue to provide parent training sessions on a variety of parent involvement topics
- 4.A.4. Continue to provide resources and training for teachers and staff to monitor academic progress, behavioral data, and attendance rates.
- 4.A.5. Continue to develop strategies and systems to address student discipline and suspensions at school sites with a focus on Restorative Justice.

2019-20 Actions/Services

Base Program

- 4.A.1. Continue to develop and implement action plans to support students' and parents' sense of connectedness to school as well as increasing their sense of safety.
- 4.A.2. Continue to find ways to communicate with stakeholders to support students' success.
- 4.A.3. Continue to provide parent training sessions on a variety of parent involvement topics
- 4.A.4. Continue to provide resources and training for teachers and staff to monitor academic progress, behavioral data, and attendance rates.
- 4.A.5. Continue to develop strategies and systems to address student discipline and suspensions at school sites with a focus on Restorative Justice.

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2017-18 Actions/Services

4.A.6. Each school site will continue to identify needs and develop an action plan based on survey data from families and staff to address school connectedness and safety concerns.

2018-19 Actions/Services

4.A.6. Each school site will continue to identify needs and develop an action plan based on survey data from families and staff to address school connectedness and safety concerns.

4.A.7. **NEW:** Evaluate and improve our continuum of Multi-Tiered Systems of Support for academic, behavior and social-emotional instruction at all district sites. Provide the necessary training and support to staff to implement improvements as needed.

2019-20 Actions/Services

4.A.6. Each school site will continue to identify needs and develop an action plan based on survey data from families and staff to address school connectedness and safety concerns.

4.A.7. **NEW:** Evaluate and improve our continuum of Multi-Tiered Systems of Support for academic, behavior and social-emotional instruction at all district sites. Provide the necessary training and support to staff to implement improvements as needed.

Budgeted Expenditures

YEAR	2017-18	2018-19	2019-20
AMOUNT	<p>a. Blackboard Connect program cost \$21,500.00</p> <p>b. District donation for SDUHSD College Night at Del Mar Fairgrounds for facilities rental \$10,000.00</p> <p>c. Cost for parent trainings and workshops \$3,000.00</p> <p>d. Cost of implementing Restorative Justice program at each school site including training. \$7,000.00</p> <p>e. Contract with Hanover for research and evaluation services to develop, implement and analyze results from an annual stakeholder survey to evaluate concerns related to school connectedness and safety</p>	<p>a. Blackboard Connect program cost \$21,500.00</p> <p>b. District donation for SDUHSD College Night at Del Mar Fairgrounds for facilities rental \$10,000.00</p> <p>c. Cost for parent trainings and workshops \$3,000.00</p> <p>d. Cost of implementing Restorative Justice program at each school site including training. \$7,000.00</p> <p>e. MODIFIED: The contract with Hanover research is being paid out of supplemental funding as Hanover has focused their work with SDUHSD on improving the programs</p>	<p>a. Blackboard Connect program cost \$21,500.00</p> <p>b. District donation for SDUHSD College Night at Del Mar Fairgrounds for facilities rental \$10,000.00</p> <p>c. Cost for parent trainings and workshops \$3,000.00</p> <p>d. Cost of implementing Restorative Justice program at each school site including training. \$7,000.00</p>

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YEAR	2017-18	2018-19	2019-20
	as well as research best practices and model programs to support struggling students. \$41,000.00	and services provided for ELs as well as the continuum of MTSS provided at all sites. f. MODIFIED: SDUHSD is shifting the model we have historically used to administer the CHKS. As a result, the necessary budget to support survey administration has been reduced. Cost to administer California Healthy Kids Survey (18-19) \$15,000	
SOURCE	a., b., d. LCFF Base c., e. Title I	MODIFIED: expenditures e. will be sourced from LCFF base a.-f. LCFF Base	a.-d. LCFF Base
BUDGET REFERENCE	a., b., c., d., e. 5000-5999: Services And Other Operating Expenditures	a.-f. 5000-5999: Services And Other Operating Expenditures	a.-d. 5000-5999: Services And Other Operating Expenditures

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **4.B.**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

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Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners, Foster Youth, and Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Modified

2017-18 Actions/Services

Supplemental

4.B.1. Continue to implement and expand programs, activities, supports and courses that promote student wellness at each school site.

2018-19 Actions/Services

Supplemental

4.B.1. Continue to implement and expand programs, activities, supports and courses that promote student wellness at each school site.

2019-20 Actions/Services

Supplemental

4.B.1. Continue to implement and expand programs, activities, supports and courses that promote student wellness at each school site.

Budgeted Expenditures

YEAR	2017-18	2018-19	2019-20
AMOUNT	<p>a. District Social Workers (4.0 FTE) to support student wellness at all district sites, with focus on high schools</p> <p>\$420,000.00</p> <p>b. Having A Voice (HAV) program- cost for teachers to facilitate the program over the summer.</p>	<p>a. District Social Workers (4.0 FTE) to support student wellness at all district sites, with focus on high schools</p> <p>\$480,000.00- MODIFIED to reflect actual cost</p>	<p>a. District Social Workers (4.0 FTE) to support student wellness at all district sites, with focus on high schools</p> <p>\$490,000.00 MODIFIED to project actual cost</p>

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YEAR	2017-18	2018-19	2019-20
SOURCE	<p>\$32,000.00</p>	<p>b. Having A Voice (HAV) program- cost for teachers to facilitate the program over the summer. \$32,000.00</p> <p>c. MODIFIED: Contract with Hanover for research and evaluation services The contract with Hanover research is being paid out of supplemental funding as Hanover has focused their work with SDUHSD on improving the programs and services provided for ELs as well as the continuum of MTSS provided at all sites. \$41,000.00</p>	<p>b. Having A Voice (HAV) program- cost for teachers to facilitate the program over the summer. \$32,000.00</p> <p>c. MODIFIED: The contract with Hanover research is being paid out of supplemental funding as Hanover has focused their work with SDUHSD on improving the programs and services provided for ELs as well as the continuum of MTSS provided at all sites. Contract with Hanover for research and evaluation services to develop, implement and analyze results from an annual stakeholder survey to evaluate concerns related to school connectedness and safety as well as research best practices and model programs to support struggling students. \$41,000.00</p>
	<p>a., b. Supplemental</p>	<p>a., b., c. Supplemental</p>	<p>a., b. Supplemental</p>
	<p>BUDGET REFERENCE</p>	<p>a., b. 1000-1999, 3000-3999: Certificated Personnel Salaries and Benefits Supplemental</p>	<p>a., b. 1000-1999, 3000-3999: Certificated Personnel Salaries and Benefits Supplemental</p>

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$2,615,974

2.37%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

2017-18

Unduplicated students represent approximately 9% of SDUHSD's enrollment in 2016-17. SDUHSD's LCFF supplemental fund allocation is budgeted districtwide for expenditures to increase student achievement, support English Learners (ELs), increase college and career readiness for our graduates and improve school climate. LCFF allocated funds will be effectively utilized to support the goals, actions and services described in the LCAP to support all students and targeted student groups.

LCFF supplemental funds are being expended on the following actions and services that are principally directed towards unduplicated students:

Goal 1- student achievement, Action 1.B.

- professional development for teachers on differentiating instruction, implementation of standards, use of instructional technology, strategies to support ELs, and ELO and assessment development
- tutoring support for all sites including AVID tutors as well as before and after school programs
- implement intervention courses and supports for students not obtaining mastery of standards
- licenses for supplemental reading programs
- extended day and extended year intervention programs

Goal 2- support ELs, Action 2.B, Action 2.C.

- EL Lead teachers to monitor progress of EL students and provide coaching for content area teachers on implementing the ELD standards as well as strategies to support EL students
- Bilingual tutors
- Newcomer's Academy program at LCC to provide intensive support for EL students who have been enrolled in US Schools for less than 18 months

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- transportation support for students to participate in the Newcomer's program
- licenses for supplemental math and language development instructional programs.

Goal 3- college/career readiness, Action 3.B.

- Summer remediation programs
- AVID and College Readiness courses as well as AVID contract and training costs

Goal 4- school climate, Action 4.B.

- School Social Workers at all sites
- Having A Voice program

John Hattie, *Visible Learning* (2009), studied six areas that contribute to learning: the student, the home, the school, the curricula, the teacher, and teaching and learning approaches. Visible Learning research defines the core attributes/interventions of schooling that truly make a difference to student learning...the processing attributes that make learning "visible" to teachers, ensuring clear identification of the attributes, knowing the impact that they have on learning in the school for the student, the teacher and school leaders. The "visible" aspect also refers to making the teaching visible to the student, such that they become their own teachers, which is the core attribute of lifelong learning. For any particular attribute/intervention to be considered worthwhile, it needs to show improvement in student learning of at least an average gain----that is, an effect size of at least 0.40. Per Hattie's research, the 0.40 is the hinge-point for identifying what is and what is not effective. Hattie calls this the "Zone of Desired Effects"-the influences that have the greatest impact on student achievement. Hattie developed a system of ranking various influences in different meta-analyses according to their effect sizes. He ranked those influences, from 1 being the highest influence to 150 being the lowest influence, which are related to learning outcomes from very positive effects to very negative effects on student achievement. The LCAP was developed specifically utilizing research-based instructional strategies and high quality professional development, that rank above 0.40 per Hattie's research, and programs including Multi-Tiered Systems of Intervention, extended day and extended year intervention programs, Math Support, Systematic English Language Development, Academic Vocabulary, Peer Tutoring, Teacher-Student relationships, Restorative Practices that are the most effective in order to prepare students to be successful and to be college and career ready.

San Dieguito Union High School District will offer a variety of programs and supports specifically for English learners, low income students and foster youth that all students will benefit from when teachers are trained in successful strategies. These include: ELD classrooms, ELD Professional Development specialists, EL leads at most sites, targeted instructional support materials in literacy and mathematics, partnerships with organizations to provide mentoring and tutoring for struggling students, after school tutoring and intervention programs, an expansion of the College Readiness program in both middle schools and high schools, courses in Read 180, System 44, Reading Enhancement and Academic Language Development. In addition, SDUHSD is committed to providing professional learning for staff, counseling support, summer intervention programs, explore blended learning opportunities, allocate funds directly to school sites for targeted support of struggling students, provide services and support to increase parent involvement and McKinney Vento programs to support homeless youth.

In addition to actions/services listed in above, we will also implement the following:

- Continue to research and share best practices to inform professional learning to support accelerated language acquisition and academic achievement for English Learners, including long term English Learners.
- Continue to identify students in need of extended learning time and enroll them in appropriate support classes and programs.
- Development of CTE pathways aimed at all students including identifying processes to communicate the pathways to students and families.
- Continue to refine and expand MTSS model to increase students' social-emotional health

2018-19

Unduplicated students represent approximately 13% of SDUHSD's enrollment in 2017-18. SDUHSD's LCFF supplemental funding allocation is budgeted districtwide for expenditures to increase student achievement, support English Learners (ELs), increase college and career readiness for our graduates and improve school climate. LCFF allocated funds will be effectively utilized to support the goals, actions and services described in the LCAP to support all students and targeted student groups.

LCFF supplemental funds are being expended on the following actions and services that are principally directed towards unduplicated students:

Goal 1- student achievement, [Action 1.B.](#)

- professional development for teachers on differentiating instruction, implementation of standards, use of instructional technology, strategies to support ELs, and ELO and assessment development
- tutoring support for all sites including AVID tutors as well as before and after school programs
- implement intervention courses and supports for students not obtaining mastery of standards
- licenses for supplemental reading programs
- extended day and extended year intervention programs

Goal 2- support ELs, [Action 2.B.](#), [Action 2.C.](#)

- EL Lead teachers to monitor progress of EL students and provide coaching for content area teachers on implementing the ELD standards as well as strategies to support EL students
- Bilingual tutors
- Newcomer's Academy program at LCC to provide intensive support for EL students who have been enrolled in US Schools for less than 18 months
- transportation support for students to participate in the Newcomer's program
- licenses for supplemental math and language development instructional programs.

Goal 3- college/career readiness, [Action 3.B.](#)

- Summer remediation programs
- AVID and College Readiness courses as well as AVID contract and training costs

Goal 4- school climate, [Action 4.B.](#)

- School Social Workers at all sites
- Having A Voice program

John Hattie, *Visible Learning* (2009), studied six areas that contribute to learning: the student, the home, the school, the curricula, the teacher, and teaching and learning approaches. Visible Learning research defines the core attributes/interventions of schooling that truly make a difference to student learning...the processing attributes that make learning "visible" to teachers, ensuring clear identification of the attributes, knowing the impact that they have on learning in the school for the student, the teacher and school leaders. The "visible" aspect also refers to making the teaching visible to the student, such that they become their own teachers, which is the core attribute of lifelong learning. For any particular attribute/intervention to be considered worthwhile, it needs to show improvement in student learning of at least an average gain---that is, an effect size of at least 0.40. Per Hattie's research, the 0.40 is the hinge-point for identifying what is and what is not effective. Hattie calls this the "Zone of Desired Effects"-the influences that have the greatest impact on student achievement. Hattie developed a system of ranking various influences in different meta-analyses according to their effect sizes. He ranked those influences, from 1 being the highest influence to 150 being the lowest influence, which are related to learning outcomes from very positive effects to very negative effects on student achievement. The LCAP was

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developed specifically utilizing research-based instructional strategies and high quality professional development, that rank above 0.40 per Hattie's research to provide the most effective programs and services to improve student learning which include; Multi-Tiered Systems of Intervention, extended day and extended year intervention programs, Math Support, Systematic English Language Development, Academic Vocabulary, Peer Tutoring, Teacher-Student relationships, Restorative Practices that are the most effective in order to prepare students to be successful and to be college and career ready.

San Dieguito Union High School District will offer a variety of programs and supports specifically for English learners, low income students and foster youth that all students will benefit from when teachers are trained in successful strategies. These include: ELD classrooms, ELD Professional Development specialists, EL leads at most sites, targeted instructional support materials in literacy and mathematics, partnerships with organizations to provide mentoring and tutoring for struggling students, after school tutoring and intervention programs, an expansion of the College Readiness program in both middle schools and high schools, courses in Read 180 Universal, reading enhancement and academic language development. In addition, SDUHSD is committed to providing professional learning for staff, counseling support, summer intervention programs, explore blended learning opportunities, allocate funds directly to school sites for targeted support of struggling students, provide services and support to increase parent involvement and McKinney Vento programs to support homeless youth.

In addition to actions/services listed in above, we will also implement the following:

- Continue to research and share best practices to inform professional learning to support accelerated language acquisition and academic achievement for English Learners, including long term English Learners.
- Continue to identify students in need of extended learning time and enroll them in appropriate support classes and programs.
- Development of CTE pathways aimed at all students including identifying processes to communicate the pathways to students and families.
- Continue to refine and expand MTSS model to increase students' social-emotional health

APPENDIX E

SECTION 1: Enrollment

Table 1.1 Enrollment by Ethnicity and Student Groups

Student Group	2014-15		2015-16		2016-17		Change from prior year	3 year trend
	#	%	#	%	#	%		
All Students (total enrollment)	12,645		12,726		12,951		1.77%	+
Black or African American	109	0.9%	106	0.8%	98	0.8%	-0.1%	=
American Indian or Alaska Native	41	0.3%	44	0.3%	43	0.3%	0.0%	=
Asian	2,003	15.8%	2,022	15.9%	2,107	16.3%	0.4%	+
Filipino	131	1.0%	129	1.0%	122	0.9%	-0.1%	=
Hispanic or Latino	1,630	12.9%	1,671	13.1%	1,730	13.4%	0.2%	=
Native Hawaiian or Pacific Islander	27	0.2%	26	0.2%	24	0.2%	0.0%	=
White	8,514	67.3%	8,460	66.5%	8,485	65.5%	-1.0%	-
Two or More Races	190	1.5%	268	2.1%	341	2.6%	0.5%	+
Socioeconomically Disadvantaged	984	7.8%	1,094	8.6%	1,100	8.5%	-0.1%	+
English Learners	540	4.3%	484	3.8%	500	3.9%	0.1%	-
Students with Disabilities	1,359	10.7%	1,404	11.0%	1,328	10.3%	-0.8%	=
Foster Youth	3	0.02%	4	0.03%	5	0.04%	0.01%	=
Homeless Youth	5	0.0%	9	0.1%	12	0.1%	0.0%	+
Migrant Education	20	0.2%	23	0.2%	17	0.1%	0.0%	=

SECTION 2: Student Achievement**Table 2.1** Smarter Balanced Assessment Results comparison from 2015-2017 administrations (Grades 7, 8, 11).
Percentage of students scoring in the Standard Met to Standard Exceeded range

ELA	All students			Redesignated Fluent English Proficient (RFEP)			English Learner (EL)			Students with Disabilities			Economically Disadvantaged		
	15'	16'	17'	15'	16'	17'	15'	16'	17'	15'	16'	17'	15'	16'	17'
State	44.0	49.0	48.6	52.0	58.0	57.7	11.0	13.0	12.1	12.0	14.0	13.9	31.0	35.0	35.5
SD County	51.0	56.0	55.7	58.0	65.0	64.8	15.0	18.0	16.4	17.0	19.0	19.0	36.0	41.0	40.4
SDUHSD	78	80	81.1	72	79	78.5	25	23	20.9	33	37	40.8	45	50	53.5
LCC	61	69	77.9	40	60	72.2	13	0	12.5	11	23	24.5	28	32	37.0
SDA	79	89	86.7	63	94	73.7	*	25	21.4	50	63	53.2	52	67	67.2
CCA	85	92	86.9	88	90	85.2	*	*	*	53	76	70.8	65	95	73.3
TPHS	84	79	68.3	72	82	67.7	34	32	41.7	37	26	21.7	66	52	41.7
Sunset	55	58	71.1	*	*	*	*	*	*	*	*	*	25	54	*
OCMS	70	78	74.9	58	76	71.2	8	13	10.9	19	23	28.6	41	50	51.8
EWMS	82	76	78.3	61	49	56.4	23	26	19.2	42	38	43.9	47	31	39.0
DMS	72	76	79.4	49	59	75.0	0	22	18.2	24	32	42.4	32	50	55.3
CVMS	83	85	86.1	88	90	88.9	47	29	21.6	44	43	44.1	59	57	62.7
PTMS	*	89	88.8		81	85.7	*	*	33.3	*	43	54.2	*	53	61.0
Math	All students			Redesignated Fluent English Proficient (RFEP)			English Learner (EL)			Students with Disabilities			Economically Disadvantaged		
	15'	16'	17'	15'	16'	17'	15'	16'	17'	15'	16'	17'	15'	16'	17'
State	33.0	37.0	37.6	36.0	40.0	40.8	11.0	12.0	12.3	11.0	9.0	13.9	21.0	23.0	24.6
SD County	40.0	44.0	43.6	41.0	43.0	43.8	13.0	15.0	15.7	13.0	15.0	15.1	24.0	27.0	28.0
SDUHSD	69	71	71.7	65	69	68.0	34	28	31.0	22	26	28.0	32	36	41.2
LCC	54	56	56.1	25	40	38.9	6	5	6.3	7	8	6.1	14	16	14.9
SDA	58	64	65.0	23	30	35.1	*	25	0.0	18	26	25.5	16	21	39.1
CCA	75	80	75.7	88	78	81.5	*	*	*	25	53	58.3	41	75	66.7
TPHS	70	62	56.7	65	80	58.1	54	34	45.8	20	5	11.1	41	34	30.6
Sunset	5	9	15.6	*	*	*	*	*	*	*	*	*	0	8	*
OCMS	63	64	64.8	54	56	50.7	4	8	12.8	21	21	20.5	34	34	39.9
EWMS	69	71	72.5	55	59	59.0	21	14	19.2	26	26	31.7	26	29	37.3
DMS	64	74	73.7	43	54	71.7	0	4	13.0	22	33	35.1	29	42	47.4
CVMS	80	83	84.3	88	86	83.7	67	62	63.5	33	36	40.3	53	53	64.7
PTMS	*	84	81.9	*	84	84.6	*	*	46.7	*	36	33.3	*	47	48.8

*number of students is too small to generate results

SECTION 3: English Learners**Table 2.1** Reclassification rate for English Learners, multi-year trend, Number and Percentage of EL students who were reclassified as Fluent English Proficient

	14-15	15-16	16-17	17-18
SDUHSD	61 (11.6 %)	137 (25.4 %)	93 (19.2%)	101 (20.2 %)
LCC	7 (6.9 %)	13 (12.4 %)	4 (4.1%)	13 (12.0 %)
SDA	3 (4.8 %)	4 (5.8 %)	13 (24.1%)	10 (24.4 %)
CCA	0 (0.0 %)	15 (8.2 %)	0 (0.0 %)	10 (38.5 %)
TPHS	21 (15.2 %)	50 (32.3 %)	34 (26.0%)	25 (19.2 %)
Sunset	0 (0.0 %)	4 (36.4 %)	0 (0.0 %)	0 (0.0 %)
OCMS	7 (11.7 %)	12 (24.0 %)	19 (33.9%)	18 (36.0 %)
EWMS	2 (6.5 %)	5 (20.8 %)	1 (3.8%)	4 (14.8 %)
DMS	15 (30.6 %)	12 (48.0 %)	6 (28.6%)	12 (46.2 %)
CVMS	17 (21.0 %)	21 (26.9 %)	16 (22.5%)	7 (9.9 %)
PTMS	n/a	1 (0.0%)	0 (0.0%)	2 (14.3 %)

SECTION 4: College and Career Readiness Indicators**Table 3.1** Advanced Placement Exam results

Year	% Passing	# of Tests Taken	# of Testers	Avg # of Tests/Student
2010	80.1	6335	2838	2.23
2011	79.9	6728	2938	2.29
2012	82.5	6760	2999	2.25
2013	79.9	7135	3106	2.29
2014	81.5	7185	3002	2.39
2015	81.0	7462	3073	2.42
2016	82.8	7357	3052	2.41
2017	*	7734	3177	2.43

*2017 AP exam pass rate was not available at the time of this report

Table 3.2 UC/CSU eligibility rates by site and subgroup, 3 year trend. Number and Percent of 12th Grade Graduates Completing all Courses Required for U.C. and/or C.S.U. Entrance.

	All			English Learner			Socio-Economically Disadvantaged		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
State	43.4 %	45.4 %	46.8 %	9.2 %	9.5 %	10.3 %	34.2 %	36.7 %	38.5 %
SD County	47.5 %	51.5 %	52.0 %	8.5 %	9.5 %	11.5 %	34.4 %	41.3 %	40.6 %
SDUHSD	1,522 (75.1%)	1,434 (73.4%)	1,578 (77.2 %)	1 (3.3%)	0 (0.0%)	1 (4.2 %)	87 (49.7%)	69 (45.1%)	129 (58.6 %)
LCC	377 (75.4%)	320 (72.6%)	320 (71.9 %)	0 (0.0%)	0 (0.0%)	0 (0.0%)	29 (51.8%)	13 (41.9%)	26 (47.3 %)
SDA	232 (70.1%)	263 (70.3%)	274 (72.1 %)	0 (0.0%)	0 (0.0%)	1 (33.3 %)	31 (54.4%)	24 (41.4%)	35 (59.3 %)
CCA	385 (88.5%)	364 (86.1%)	442 (92.3 %)	no data	no data	no data	12 (80.0%)	12 (80.0%)	21 (80.8 %)
TPHS	520 (74.3%)	483 (71.4%)	538 (77.7 %)	1 (11.1%)	0 (0.0%)	0 (0.0%)	15 (39.5%)	20 (50.0%)	47 (63.5 %)
Sunset	4 (10.0 %)	4 (10.8 %)	4 (8.7 %)	no data	no data	no data	0 (0.0 %)	0 (0.0 %)	0 (0.0 %)

Table 3.3 Cohort graduation rates by site and subgroup

	All students			English Learner			Socio-Economically Disadvantaged			Students with Disabilities		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
State	82.3	83.8	82.5	69.4	72.6	66.9	77.7	79.8	78.6	64.5	66.1	64.8
SD County	81.8	81.9	80.2	66.3	66.5	62.7	74.5	76.2	73.1	61.9	62.6	60.5
SDUHSD	96.0	95.5	94	80.8	79.0	72.5	86.8	83.7	81.9	82.6	82.7	78.7
LCC	95.6	94.0	91.7	71.9	42.4	35.9	88.2	72.4	69.9	79.4	83.6	66.7
SDA	99.1	99.7	97.2	93.3	100	94.1	96.1	100	94.4	91.9	97.8	93.3
CCA	99.3	99.8	99.6	100	100	100	100	100	100	97.7	97.8	100
TPHS	97.5	97.1	96.5	87.2	89.5	92.2	88.2	92.2	95.9	81.4	76.9	94.9

Table 3.4 Early Assessment Program (EAP) multi-year results

Percent of students who scored in the “College Ready” range on the SBAC						
Site	English			Math		
	14-15	15-16	16-17	14-15	15-16	16-17
State	16	20	20	14	17	18
SD County	21	25	25	18	20	22
SDUHSD	45	49	44	37	37	48
CCA	59	69	64	50	53	50
SDA	50	54	53	32	36	32
TP	51	46	39	42	38	31
LCC	25	33	41	24	26	25
Sunset	11	13	27	5	2	7

Table 3.5 College and Career Indicator, % of 2016 Cohort Graduates who met the “Prepared” criteria

	All Students	English Learner	Socio-economically Disadvantaged	Students with Disabilities
SDUHSD	77.5	37.7	43	30.1
CCA	85.9	83.3	71.4	40
SDA	76.4	27.3	41.9	42.2
TP	80	46.4	57.4	23.6
LCC	68.3	6.5	24.3	21.4

SECTION 5: District/School Climate**Table 4.2** Participation in SDUHSD annual stakeholder survey

site	2014-15	2015-16	2016-17	2017-18
SDUHSD	1,018 (8% increase)	1,802 (77% increase)	4,432 (146% increase)	3,689 (16% decrease)
CV	229	174	1,047	1,653
DNO	119	194	518	789
EW	82	147	305	545
OC	124	157	489	571
PT	-	44	272	367
CCA	188	256	578	1,118
SDA	139	319	632	977
TP	125	220	507	916
LCC	266	154	407	723
Sunset	2	11	39	39

Table 4.3 16-17 Chronic Absenteeism by site and student group

	All Students	English Learners	Socio-economically Disadvantaged	Students with Disabilities	Homeless Youth
State	10.8	10.5	13.5	17.7	21.1
SD County	10.7	11.8	14.2	16.9	23.9
SDUHSD	9.4	12.9	15.7	17.3	32.4
LCC	12.1	25.4	25.3	24.1	*
SDA	7.2	4.8	6.0	10.7	*
CCA	6.1	7.7	14.6	10.3	*
TPHS	13.9	12.1	16.2	23.1	*
SS	69.4	72.7	70.2	73.2	*
CV	3.7	8.2	10	7.1	*
DNO	7.7	0.0	13.2	11.7	*
EW	6.3	3.7	12.3	11.5	*
OC	8.4	8.6	13.7	19.0	*
PT	3.5	6.7	12.8	7.3	*

*number of students is too small to generate results

Table 4.4 Truancy rates by site, 3 year trend

	13-14	14-15	15-16
State	31.12	31.43	34.05
SD County	24.63	25.04	25.57

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SDUHSD	48.46	55.05	52.54
LCC	58.29	65.91	68.38
SDA	62.29	77.48	63.24
CCA	54.55	52.47	41.07
TPHS	55.12	64.10	71.57
SS	36.71	96.31	80.28
CV	24.86	28.88	28.84
DNO	26.73	24.31	31.58
EW	34.76	41.99	43.44
OC	37.59	37.98	29.40
PT	n/a	n/a	16.97

Table 4.5 Cohort high school dropout rate by site and subgroup, 3 year trend

	All			English Learner			Socio-Economically Disadvantaged			Special Education		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
State	11.5	10.7	9.7	20.8	17.6	15.8	14.4	13.1	11.8	16.0	14.9	13.7
SD County	9.7	8.3	7.9	19.4	15.0	14.2	13.7	11.5	10.1	14.2	12.8	11.1
SDUHSD	1.8	2.7	2.6	10.3	12.3	14.5	8.5	9.2	11.5	4.6	7.6	4.2
LCC	2.1	2.5	3.6	24.0	15.6	39.4	9.9	5.4	18.4	8.6	4.8	3.3
SDA	1.0	0.3	0.3	4.2	0	0	1.2	1.3	0	2.5	2.7	2.2
CCA	0.2	0	0	0	0	0	0	0	0	1.9	0	0
TPHS	1.0	1.5	0.7	2.3	8.5	3.5	2.8	7.4	1.6	1.4	8.6	3.1

Table 4.6 Multi-year Expulsion data

	2014-15	2015-16	2016-17
Cumulative Enrollment	12,926	13,008	13,209
Unduplicated Count of Students Expelled	8	10	17
Expulsion Rate	0.06%	0.08%	0.13%

Table 4.7 Multi-year Suspension data

	2014-15	2015-16	2016-17
Cumulative Enrollment	12,926	13,008	13,209
Total Suspensions	219	281	465
Unduplicated Count of Students Suspended	178	207	366
Suspension Rate	1.4%	1.6%	2.8%
Percent of Students Suspended with One Suspension	85.4%	76.8%	80.6%
Percent of Students Suspended with Multiple Suspensions	14.6%	23.2%	19.4%

Table 4.8 Suspension Rate and Unduplicated Count of Students Suspended by Ethnicity and Student Group

	2014-15	2015-16	2016-17
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All Students	1.4% (178)	1.6% (207)	2.8% (366)
Black or African American	3.4% (4)	7.0% (8)	3.8% (4)
American Indian or Alaska Native	2.3% (1)	0.0% (0)	11.4% (5)
Asian	0.4% (9)	0.5% (10)	1.0% (21)
Filipino	0.0% (0)	0.8% (1)	0.8% (1)
Hispanic or Latino	2.7% (47)	2.4% (42)	3.5% (63)
Native Hawaiian or Pacific Islander	3.3% (1)	0.0% (0)	8.3% (2)
White	1.3% (115)	1.6% (142)	3.1% (265)
Two or More Races	0.5% (1)	1.5% (4)	1.4% (5)
Socioeconomically Disadvantaged	*	4.1% (53)	5.5% (72)
English Learners	*	2.4% (13)	3.6% (20)
Students with Disabilities	*	5.1% (76)	6.7% (95)
Foster Youth	*	*	*
Homeless Youth	*	16.7% (2)	11.8% (4)

* No data

Table 4.9 Suspension Rate by Site

	2014-15	2015-16	2016-17
State	3.8%	3.7%	3.6%
SD County	3.0%	2.7%	2.8%
SDUHSD	1.4%	1.6%	2.8%
CCA	1.0%	0.8%	0.8%
TP	1.0%	1.1%	2.7%
SDA	1.2%	1.7%	5.0%
LCC	1.4%	1.6%	3.0%
Sunset	4.6%	10.8%	5.7%
PTMS	-	0.4%	1.1%
CVMS	1.5%	1.3%	1.8%
EWMS	2.2%	1.5%	3.1%
DNO	1.9%	1.6%	3.7%
OCMS	1.7%	3.7%	3.7%

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Figure 1.0 2017-18 Example of wellness events/programs and parent outreach by site

Torrey Pines High School		
Stakeholder Group	Topics/Description	Methods to promote attendance/participation
Parents	Request for SSC Candidates	Email through InTouch and information was posted on school website.
Parents	SSC Voting during Back to School Night	Email through InTouch and information was posted on school website.
Other	School Site Council Meeting	Email and school website
Community Members	Vaping Presentation	School website
Other	School Site Council Meeting	Email and school website
Parents	Information Night	Email, Middle Schools, and school website
Parents	Campus Tour	Email, Middle Schools, and school website
Community Members	Vaping Presentation	School website
Students	Challenge Days	School website, email, counseling office
Grade Level Presentation	12th Grade Audit Presentations	School website, email, counseling office
Parents	Senior Parent Night	Email through InTouch and information was posted on school website.
Parents	Financial Aid Night	Email through InTouch and information was posted on school website.
Grade Level Presentation	9th Grade Audit Presentations	School website, email, counseling office
Grade Level Presentation	10th Grade Audit Presentations	School website, email, counseling office
Grade Level Presentation	11th Grade Audit Presentations	School website, email, counseling office
Parents	Junior Parent Night	Email through InTouch and information was posted on school website.
EL Parents	ELAC	Flyers sent home with students, all call and email invitations
Parents	Incoming 9th Grade Registration Night	Email through InTouch and information was posted on school website.
Parents	Incoming 9th Grade Course Selection with Counselors	Email through InTouch and information was posted on school website.
Community Members	SDUHSD Wellness Event	Email through InTouch and information was posted on school website.
Classroom Presentation	Registration Presentation for current 10th grade students	School website, counseling office
Classroom Presentation	Registration Presentation for current 9th grade students	School website, counseling office
Classroom Presentation	Registration Presentation for current 11th grade students	School website, counseling office

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Students	Counselors meet with students on D/F list each quarter	Counselors send for students
Students	Yellow Ribbon Week-Suicide Prevention	School website, email, counseling office
Parents	Coffee with the Principal: CAASPP results, tutoring programs and gathered parent input on local climate surevy	Email through InTouch and information was posted on school website.
Students	Safe Schools Week	School website, newsletter, counseling office
Students	Red Ribbon Week-Drug/Alcohol Use Awareness	School website, newsletter, counseling office
Students	Diversity Week	School website, newsletter, counseling office
Students	Green Ribbon Week (Mental Health Awareness)	School website, newsletter, counseling office
Other	Mentor Program-teachers volunteer to mentor students who are referred to program for academic, attendance, social/emotional needs	Email to all TPHS staff
	New transfer Student Pizza lunch provided by PALS	School website, morning announcements
Students	School Spirit Day provided by PALS and GSA	School website
Other	School Site Council Meeting	Email and school website
Students	Senior Class Visits	Teachers
Parents	Campus Tour	Website and Middle Schools
Parents	READI Program Presentation	Website and In Touch Communication to Families
PTSA/Foundation	Foundation Board Meeting	Email/Website
Parents	Back to School Night	Website and In Touch Message
Students	Homecoming Spirit Week	Posters, Announcements
Students	Homecoming Dance	Posters, Announcements
Students	Falcon Academy	Through PE Classes
Parents	Campus Tour	Website and Middle Schools
Community Members	Vaping Presentation with SDPD	Website and In Touch
Students	Winter Formal	Website, Posters, Announcements
Students	Elizabeth Hospice	Classrooms
PTSA/Foundation	Donor Appreciation Event	Foundation Email
PTSA/Foundation	Foundation Board Meeting	Website
Colleges/Universities	SDUHSD College & Career Night	Website, district website, InTouch Email
Students	New Student Group-counselors enroll new transfer students	Counseling office, registrar

Canyon Crest Academy

Stakeholder Group	Topics/Description	How did you promote attendance at this event? (brief narrative)
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Students	9th Grade Student Counseling Presentation	Website, E-blast, Newsletter, Naviance, Daily Bulletin, teacher email, in person
Parents	9th Grade Parent Counseling Presentation	Website, E-blast, Newsletter, Naviance, Daily Bulletin, teacher email, in person
Students	12th Grade Student Counseling Presentation	Website, E-blast, Newsletter, Naviance, Daily Bulletin, teacher email, in person
Parents	12th Grade Parent Counseling Presentation	Website, E-blast, Newsletter, Naviance, Daily Bulletin, teacher email, in person
Students	9th and 10th Grade Wellness Presentations (planned/coordinated by Couns Dept)- Guest Speaker, Suicide Prevention, and break-out groups for connecting and debriefing/class bonding experience	Website, E-blast, Daily Bulletin, teacher email, in person
Parents	FAFSA info and Fin Aid night- stress relief re: cost and planning for funding student's college education	Website, E-blast, Newsletter, Naviance
Students	Stress/Anxiety support group provides strategies for students to reduce and manage stress and anxiety, including mindfulness- meets weekly for 6 weeks (2 times in Fall, 1 planned for Spring)	Daily Bulletin, Counselor and SSW Referral
Students	Managing/Making Healthy Choices for Boys (upperclassmen mostly) support group- meets weekly for 7 weeks in Fall Term	Counselor, teacher and SSW Referral
Students	Full of Ourselves Support Group- for 9th grade girls to help w/ self-esteem, leadership skills, positive body image- meets weekly for 8 weeks in Fall Term	Counselor and SSW Referral
Students	Yellow Ribbon Week	Website, Bulletin, School Calendar, teachers, daily activities
Students	Department developed wellness lessons based on healthy mind platter	presented to staff at all staff, and teachers led activities in classes weekly. Lesson plans sent out via email monthly
Students	12th Grade Community Day	Promoted by PALS
Students	9th Grade Community Day	Promoted by PALS
Students	10th Grade Community Day	Promoted by PALS
Students	11th Grade Community Day	Promoted by PALS
Students	Staff Training on Suicide Prevention	Presentation by SSW and Counselor to all staff on warning signs and suicide prevention
parents	Parent Wellness Night	EdConnect, fliers, foundation promotion, website, suicide prevention letter sent to all parents
students	CCA-TV Segment on student Safety/warning signs/suicide prevention/resources by counselors	showed to students in 2nd period classes, on website
students	Stress Less Week (Lunch Activities)	Promoted and lead by PALS
Students	Staff Training on Suicide Prevention	Counselor presentation on stats about suicide, personal story and blue ribbon activity
Students	Blue Ribbon Activity- "You Make a Difference"	Staff share a blue ribbon with another staff member and 4 ribbons w/ a student who has made a difference- that student then gives the remaining ribbons to another student who has made a difference

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students	We Are CCA Week	Events/Activites put on by PALs
Classroom Presentation	SLATE Week Presentations	Put on by SLATE Club/No Place for Hate
Parents	Parent Workshop: Navigating High School	EdConnect, fliers, foundation promotion, website

Earl Warren Middle School		
Stakeholder Group	Topics/Description	How did you promote attendance at this event? (brief narrative)
Parents	Meeting w/ PTSA President: Budget, Vision, and Goals for partnership with PTSA and the new campus/leadership at EWMS	Scheduled a meeting through email with PTSA President
Community/Solana Beach School District	Meeting w/ Principal of Skyline who is sharing the EWMS property: Logistics of bell schedule, school/student safety, shared use of facility, and communication between school sites	Scheduled a meeting through email with Solana Beach/Skyline Principal
Parents/Students	EWMS Family BBQ/Readiness Days: Provided orientation of the new EWMS campus as well as a community building BBQ for families	<i>Sent out an email/all call through In Touch on 8/11 & 8/16. Posted date/info on school website</i>
Parents	Weekly Seahawk News until the end of the school year	Eblast/In Touch
Parents	Principal's Coffee: First Day of School Logistics, School Safety, Traffic, and Support the Middle School Student	Parent newsletter, posted on school website, and email blast.
Parents	Back to School Night	Newsletter, Announcement/Reminder through In Touch, Website
Students (parents 25)	Spirit Day: Day of student connectedness made possible by parent volunteers and members of our community.	Newsletter, Announcement/Reminder through In Touch, Website
Parents	Parent Forum for Drug Trends and Social Media awareness featuring guest speakers John Moffatt and Joe Olesky	Promoted the event on social media (facebook page), E-newsletter to all EWMS parents, flyers around campus, separate email reminder to all parents.
600 students	Wellness/Red Ribbon Week. Variety of educational activities during the day to promote wellness and raise awareness of alcohol/drugs. PTSA volunteers on campus throughout the week as this was a collaborative effort	Sent Parent Newsletter, Posted info on school website, sent out calendar of weekly activities
Parents	Title 1 Meeting. Presentation to families regarding Title 1 funding, resources, and services (tutoring, AERIES, school staff) that provide ongoing support for students	<i>1 week prior, mailed home invitations, sent email blast, called families for personal invite, posted to school website calendar</i>
EL Parents	ELAC Meeting. Presentation about school attendance and how to be successful in school. Discussed HS requirements for graduation. Also went over CSU/UC entrance requirements. Breakouts by sites to discuss site support services.	Sent out flyers; included information on school homepage, an all call went out the night before.

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Parents	Coffee with the Principal: Construction updates, Student connections, Academic updates, ASB community events, PTSA updates	Website, newsletter, email blast
students/staff/parents	Holiday Basket Drive	Website, newsletter, email blast
students	Seahawk Mentoring Program	Parent letter
Parents	SDA and LCC Principal's Coffee to provide information for families planning for high school	Website, newsletter, email blast
Parents	Winter Arts Festival showcasing our visual and performing arts students	Website, newsletter, email blast
Parents	CCA and TP Principal's Coffee to provide information for families planning for high school.	Website, newsletter, email blast
Parents	Tyler Durman presentation to parents	Website, newsletter, email blast, Principal's Coffee
Parents/Students	Incoming 7th grade parent information night.	Website, newsletter, email blast, communication to elementary school districts
EL Parents	ELAC Meeting. Presentations regarding SBAC, ELPAC, reclassification & AVID	Sent out flyers, an all call went out the night before.
Students/Parents	Wellness Week activities with student and parent participation	Flyers; Eblasts; Seahawk News; PTSA
Parents/Students	Wellness Week Family BBQ @ Seagrove Park	Eblast; Seahawk News; PTSA Meeting
Parents	Principal's Coffee w/ North County Life Line	Eblast; Seahawk News; PTSA Meeting
Parents	EWMS/Skyline PTSA Guest Speaker/Dr. Jean Twenge for the Community	Eblast; Seahawk News; PTSA Meeting
Parents/Students	Principal's Coffee w/ CTE TOSA and High School transition support	Eblast; Seahawk News; PTSA Meeting
Parents	North County Lifeline Parent Presentation with Spanish translation	Eblast, Seahawk News, PTSA Meeting, Flyers
Classroom Presentation	North County Lifeline student presentations in all history classes	Eblast, Seahawk news, PTSA meeting, flyers

Oak Crest Middle School		
Stakeholder Group	Topics/Description	How did you promote attendance at this event? (brief narrative)
Parents	Coffee with the Principal: Introductions, Counseling support for student success	Website, flyer, parent emails
Students	School expectations Presentation for PE/ISPE/7th Pd Band classes. Counseling support shared in regard to academics, personal/social issues.	emails were sent to parents, in Touch call, as well as every day that week in the morning announcements
Students	Wellness Week activities that focused on four areas of wellness: intellectual, social, physical, emotional. Parents were sent "Parent Guide to Wellness Week."	Daily wellness activities advertised through school announcements, campus signs, school website and parent email.
Parents	Parent Forum on drug awareness and cyber education.	Emails were sent to parents weekly on Fridays, a flyer was created and shared with parents electronically and via the school website, Parent Foundation communicated importance of

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		attendance at event to parent community
Parents	Middle School Parent Night & Title I Informational Meeting: Walked parents through using Aeries to monitor HW completion & academic progress of their individual student. Reviewed Title I PPT; Reviewed & provided Parent Involvement Policy and Home School Compact Letter. Meeting held in English	All call sent to all parents on 10/6; second all made to parents of all student on D/F list on 10/9; Title I coordinator met with & provide flyer to students on D/F list between 10/5 & 10/9
EL Parents	Middle School Parent Night & Title I Informational Meeting: Walked parents through using Aeries to monitor HW completion & academic progress of their individual student. Reviewed Title I PPT; Reviewed & provided Parent Involvement Policy and Home School Compact Letter. Meeting held in Spanish	All call sent to all parents on 10/6; second all made to parents of all student on D/F list on 10/9; Title I coordinator met with & provide flyer to students on D/F list between 10/5 & 10/9
Student	Homework Help - Opportunity for students to get caught up on missing assignments and help students get back on track academically	Student invitation delivered and parent phone call made by school counselor & title I coordinator.
Students/Parents	Yellow Ribbon Day: a suicide awareness and prevention program. SDA PALs presented to all students on the warning signs of suicide and importance of asking for help by going to a trusted adult. Had debrief activity on 11/3/17 in homeroom where students identified their trusted adults. Parents were emailed handout on suicide warning signs, what to do to get help and how to have conversation w/child re suicide and topic addressed at coffee w/principal.	Parent informational emails, student announcements, teachers provided class time for presentations.
Parents	Principal Coffee: Yellow Ribbon Day Follow Up/Suicide Prevention Discussion	Website, flyer, parent emails
Parents, students, teachers, staff	Second SSC meeting to discuss goals, data, progress, action plan, and information shared by superintendent Eric Dill	Email communication, agenda posted on website
Parents	Principal Coffee: Title 1, CE SMART, Construction Updates, Important Dates, and Reminders	
Students/Parents	Counselor led Career Exploration Activity with 7th gr students using CA Career Zone.	Scheduled with all 7th gr teachers, sent parent email notifying them of lesson, and requested parent signature on Career Exploration results.
Parents	Coffee with principal	flier, website, parent email
Students	College and Career Readiness Screencast - discussed post high school options & college spotlight activity.	Promoted/shared during homeroom and notified parents through weekly principal email.
Students	Counselor presented "Getting Ready for High School" and covered the following topics: credits, diploma requirements, A-G" subject requirements, post high school options, CTE Pathways, Career Readiness	Scheduled with 8th grade teachers, sent parent notification and presentation via email and posted on school website.
Students	Wellness Week: daily activities that focused on building connections with peers, staff, community and trusted adults. Activities included board games day/peer activity (connecting w/peers), parent/student lunch (trusted adults), Canine Unwind visited (community), Social Media Assembly (positively connecting w/peers online), school-wide picture (connecting w/school)	Flyers posted in classrooms, school website, parent emails, utilized parent volunteers.

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO:	BOARD OF TRUSTEES
DATE OF REPORT:	May 31, 2018
BOARD MEETING DATE:	June 7, 2018
PREPARED BY:	Delores Perley, Chief Financial Officer Tina Douglas, Associate Superintendent, Business Services
SUBMITTED BY:	Eric R. Dill Superintendent
SUBJECT:	REVIEW OF 2018-19 DISTRICT PROPOSED BUDGET / GENERAL FUND & SPECIAL FUNDS

EXECUTIVE SUMMARY

The 2018-2019 Annual Budget is presented for review and discussion.

The budget was prepared using the Governor's May Revised State Budget, which was released Friday, May 11, 2018. The May Revise of the State Budget Proposal included full funding of the Local Control Funding Formula (LCFF) target, 2 years earlier than originally planned. This will accelerate the funding, but future years will only be increase by the Cost of Living Adjustment (COLA). The budget also included a proposal of one-time discretionary funds to continue to "pay down debt" in the way of mandated cost claims. The budget continues the plan to fund the CalSTRS liability, which started in 2014-15. The increased contribution for school districts is an additional 1.85% of certificated salaries. This amount and the on-going increases in subsequent years are included in the budget and multi-year projections. At the time of the LCFF implementation, it was designed to put district funding back to 2007-08 levels. However, since 2007-08 district have incurred increased costs such as CalSTRS and CalPERS obligations.

Due to the proposed level of LCFF funding, the District remains under LCFF funding. While the property tax revenue is projected to increase as assessed values continue to show improvement and new housing projects are built and sold, the projected growth in LCFF funding is greater than projected property tax increases. According to current estimates, the district would remain LCFF funded for 2018-19 and the next 2 subsequent years. However, an increase to property tax growth, and/or a decrease in estimated COLA increases to LCFF funding, could project the district as Basic Aid in future years.

Assumptions made for the expenditure side of the budget include: Step and column changes for all employees; anticipated increase to health insurance premiums for all employees; increase to CalSTRS and CalPERS rates, and an estimate for contributions to restricted programs.

Staffing costs, salaries and benefits, make up about 85% of the total operating budget as proposed. As such, staffing allocations are under regular review. By nature, staffing changes occur on a daily basis. This budget reflects the most recent staffing, as known at the time of preparation.

Because the proposed state budget is currently being negotiated between the Governor, Assembly and Senate, details which would affect the District's 2018-19 budget are continually evolving. Staff will continue to monitor the information and make changes to the budget as necessary. As final details emerge with an anticipated on-time state budget, assumptions will be updated and reflected in the Fall Revision. This item will be resubmitted for adoption on June 21, 2018.

General Fund

Revenue

The Board will notice an increase in revenue from 2017-18 to 2018-19. The primary reasons for this are:

- Estimated increase in Property Tax of 5%, and increase of state aid funding under the LCFF model due full implementation
- Estimated reduction for some Federal programs
- Reduction in CTE Incentive Grant per 3 year grant cycle
- Removal of any one-time revenue, and other prior year carryover amounts
- Gifts & Donations in Local Income are booked as revenue is received

Contributions

Contributions from the unrestricted general fund show an overall increase for the following reasons:

- Increase to ROP due to reduction of CTE Incentive Grant funding
- Decrease to Educator Effectiveness, which is used for the Beginning Teacher Support and Assessment (BTSA) program due to loss of one-time funding; program costs shift to the unrestricted general fund
- Increase to special education contribution due to increased staffing costs, and contracted services including room and board, non-public schools, and non-public agencies. The increases in contracted services are due to incoming students and additional student need. Staff will continue to assess cost saving measures.
- Other increases due to contributions for step, column, and labor related costs (benefits) to all programs.

Expenditures

Expenditures are up overall, due to increased staffing costs including annual step, column, longevity, CalSTRS/PERS rate increases, and additional positions discussed at the Budget Workshop on May 10, 2018. These costs were partially offset by the loss of expenses from one-time funding, and the removal of prior year carryover and local revenue amounts:

- Increases in salaries and benefits for additional Special Education positions; Speech Therapist, School Psychologist, Functional Life Skills (FLS) Teacher, Occupational Therapist
- Additional Classroom Teachers for enrollment growth
- Increases in benefits for CalSTRS/PERS increased employer contribution rates, and estimated health insurance cost increases
- Books and supplies savings derive from the removal of expenses funded by donations, and prior year carryover amounts until the 17-18 amounts are determined at year end
- Services and operating expenses show an overall increase for Special Education contracted services and Property and Liability Insurance Premiums
- Other Outgo includes an estimated contribution to the Nutrition Services program which is partially offset by the receipt of indirect costs
- Restricted programs with carry-over balances will have a commensurate increase in expenditures posted and included in the Fall Revision Budget Report

Fund Balance Reserves

As part of the public hearing on the 2018-19 proposed budget, the Board of Trustees must consider a statement on reasons for reserves which exceed the minimum required reserve of 3%. This statement is included in the back-up material to this agenda item.

Nonspendable Reserves

A combined \$181,000 is reserved to cover the Revolving Cash Fund account and the value of warehouse inventory.

Assigned Reserves

The ending balance includes a Basic Aid Reserve of \$4.6 million. While the District has transitioned to LCFF, it is likely that the District will grow back into Basic Aid in the foreseeable future. The Basic Aid Reserve is a backstop against a drop in funding which will be used to maintain levels of service in the event of state funding cuts. The Basic Aid Reserve also assists in cash flow management since over 90% of District funding derives from property taxes which are allocated in two major installments whereas expenses are fairly constant. By maintaining adequate cash reserves, temporary borrowing can be reduced. While the funding method alternates between LCFF and Basic Aid in the next several years, the Basic Aid Reserve will provide stability.

Unassigned Reserves

The Board requires that a minimum reserve of at least 4.5% be maintained. The proposed budget includes the board reserve in the amount of \$6.5 million. The remaining reserve for economic uncertainties is \$4.1 million, or 3%, including the Special Reserve Fund. This unassigned reserve protects the district against unforeseen circumstances within a fiscal year.

The Proposed Budget meets and exceeds the 4.5% Board recommended reserve.

Multi-Year Projection

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This summary of the unrestricted portion of the Multi Year Projection (MYP) is included for your review and consideration.

Unrestricted Only	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>
Total Revenue	105,740,737	105,262,171	109,576,722
Total Expenditures	109,476,687	110,584,489	111,448,018
Difference + or (-)	(3,735,950)	(5,322,318)	(1,871,296)
Beginning Balance	12,913,131	9,177,181	3,854,863
Ending Balance	9,177,181	3,854,863	1,983,567
Reserve @ 3%			
General Fund Only	Met	Not Met	Not Met
Gen Fund & SpecResv	Met	Met	Met

Assumptions include:

2018-19

- District remains LCFF funded
- Full funding of LCFF targets
- Property tax growth, continuation of the Education Protection Act (EPA) funding from Prop 30/Prop 55 tax increases
- COLA's and deficits as projected by School Services of California
- Step, column costs and benefits costs increased
- Retirement savings

2019-20 & 2020-21

- District continues as LCFF
- Property tax increases as California Consumer Price Index and Assessed Values increase
- Average Daily Attendance increases for small enrollment growth
- COLA's and deficits as projected by School Services of California
- Site formula budgets to remain static from 2017-18 levels
- Retirement savings
- Increased costs for CalSTRS/PERS increased employer contribution rates

With the above assumptions, the District projects that it will be able to meet its financial obligations for the next 3 years in the general and special reserve funds.

Staff expects the adjusted beginning balance to improve as the expenditures are finalized for 2017-18 and savings are realized with existing budgets. Cost-containment and efficiency will continue to be a priority in order to maintain adequate reserves.

Special Funds

The proposed budgets for all 2018-19 special funds of the district are presented to the Board for approval.

Special funds for the district are as follows:

Cafeteria Fund.....	(13-00)
Deferred Maintenance.....	(14-00)
Pupil Transportation Equipment Fund	(15-00)
Special Reserve Fund Other than Capital Outlay.....	(17-42)
Other Building Fund.....	(21-09)
Building Fund-Prop 39 (Prop AA).....	(21-39)
Capital Facilities Funds	(25-18 & 25-19)
County School Facilities Fund	(35-00)
Special Reserve Fund for Capital Outlay Projects.....	(40-00)
Capital Project Fund (for Mello Roos Projects).....	(49-00)
Self Insurance Funds.....	(67-16, 67-17 & 67-30)

Supporting Documentation

Documents for this agenda item include:

- Budget Spreadsheet for “General Fund Revenue & Expenditures – 2018-19 Proposed Budget”
- Multi-Year Projection for General Fund Revenue and Expenditures
- Statement of Excess Reserves
- Special Funds – Overview; a brief description of each fund
- Special Funds – Balance Summary; summary spreadsheet for the proposed Special Funds Budget
- 2018-19 Capital/Deferred Maintenance Projects
- Printouts from the Standardized Account Code Structure (SACS) state software for 2017-18 estimated actuals and 2018-19 proposed budget

State requirements dictate certain documents be included as backup to the budget adoption agenda item. Included in this backup is a certification page which includes a summary of Criteria and Standards Review. Each standard is determined to be “Met” or “Not Met” or answered “Yes/No”. Where standards are not met, explanations are provided for the discrepancies. Most of the standards which have not been met are due to revenue & expense variances related to the removal of carryover and one-time revenue sources and with district-wide expenditure reductions. Printouts from the Standardized Account Code Structure (SACS) software are included, as required.

RECOMMENDATION:

PUBLIC HEARING

It is recommended that the Board conduct a public hearing to take testimony and discuss the 2018-2019 Annual Budget / General Fund & Special Funds.

FUNDING SOURCE:

Not applicable
Attachments

The logo for San Dieguito Union High School District is a yellow banner with a white border. It contains the text "San Dieguito" in a large, dark font, with "Union High School District" in a smaller font below it.

San
Dieguito
Union High School District

2018-19 PROPOSED LCAP & BUDGET

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

JUNE 7, 2018

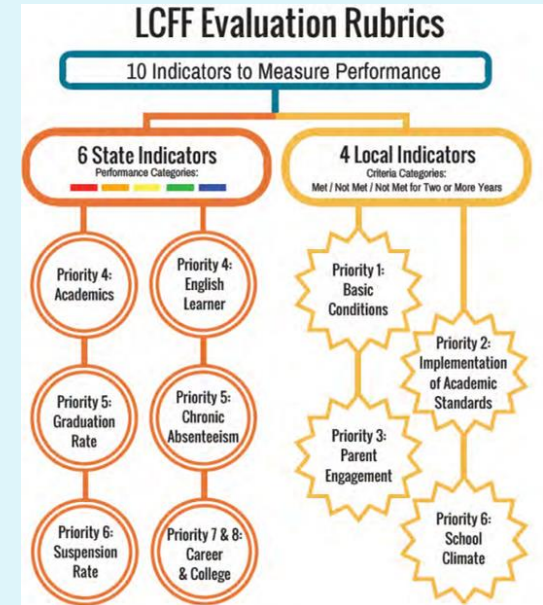
4:30 PM

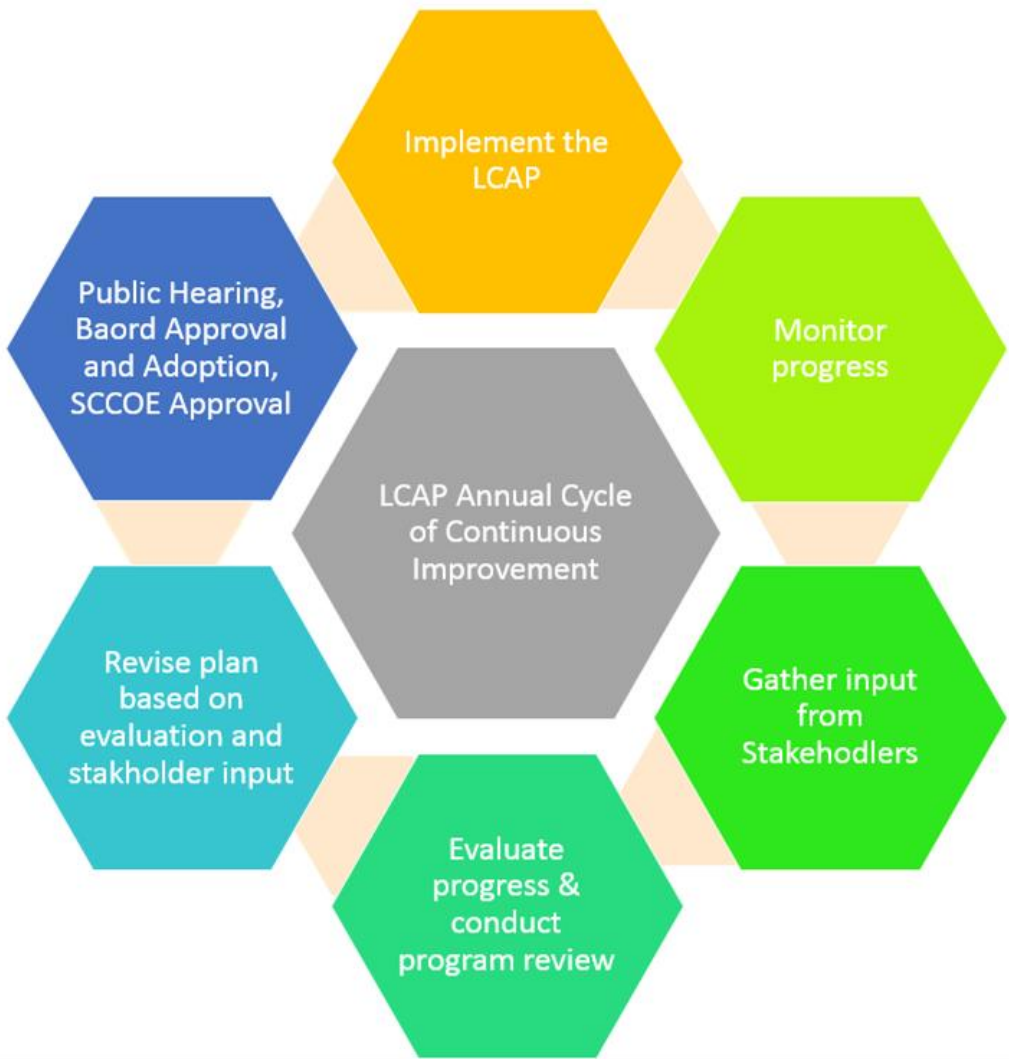
SDUHSD Local Control & Accountability Plan (LCAP)

The new LCAP template provides a static 3 year plan that will be updated annually.

The purpose of the LCAP is to...

- ❑ Increase transparency
- ❑ Complement the new state accountability system (CA school Dashboard)
- ❑ Describe how supplemental funds are being principally directed towards unduplicated pupils to increase and improve services for ELs, low income students as well as foster and homeless youth





Stakeholder Engagement

SDUHSD held over 100 meetings with stakeholders throughout the year including:

- ❑ **Parent groups**- such as ELAC, DELAC, PCAC, principal's coffees, EL parent workshops, and Special Education parent meetings
- ❑ **Community groups**- such as San Dieguito Alliance, La Colonia, Foster Youth liaison meetings with the County, and collaboration with feeder districts,
- ❑ **Student groups**- such as SSC meetings, and student focus groups,
- ❑ **Staff groups**- such as ongoing meetings with Dept Chairs, Coordinating Council, principals, APs, counselors, Social Workers, teachers, classified staff, and Cabinet

Input from each of these stakeholders groups was also collected through the over 3,600 responses on the annual LCAP survey






Themes from Stakeholder input:

- ❑ **Increase student achievement** and improve supports and services for student who are struggling **academically and socially**.
- ❑ Increase **college and career readiness** for all students
- ❑ Continue to expand and promote **Career Technical Education** programs and pathways
- ❑ Increase **reclassification rate** of English Learners
- ❑ Importance of developing and maintaining a **positive school environment** and sense of **safety** for all students
- ❑ **High quality teachers**, accountability for academic achievement, and **improved professional development** for teachers in target areas
- ❑ Increased **opportunities for parents of English Learners** to attend district workshops







SDUHSD List of Schools Report- CA School Dashboard, fall 2017

School Name ^	Suspension Rate ⇅	English Learner Progress ⇅	English Language Arts ⇅	Mathematics ⇅	Graduation Rate ⇅
San Dieguito Union High					
Canyon Crest Academy					
Carmel Valley Middle					
Diegueno Middle					
Earl Warren Middle					
La Costa Canyon High					
Oak Crest Middle					
Pacific Trails Middle					
San Dieguito High Academy					
Sunset High (Continuation)					
Torrey Pines High					




















Performance Levels:

 Red (Lowest Performance)
  Orange
  Yellow
  Green
  Blue (Highest Performance)




Areas of success and areas of need

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism 	N/A	N/A	N/A
Suspension Rate (K-12)		Low 2.7%	Increased +1.3%
English Learner Progress (1-12)		Very High 87.7%	Declined -8.1%
Graduation Rate (9-12)		Very High 97.3%	Maintained -0.5%
College/Career (9-12) Select for one year of available data	N/A	Very High 77.5%	N/A
English Language Arts (3-8)		Very High 74.2 points above level 3	Increased +3.1 points
Mathematics (3-8)		Very High 73.4 points above level 3	Increased +6.1 points

Performance Gaps

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	Two or More Races	White
Chronic Absenteeism 	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Suspension Rate (K-12)			*	*								*		
English Learner Progress (1-12)		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Graduation Rate (9-12)			*	*			*	*		*		*	*	
English Language Arts (3-8)			*	*			*	*		*		*		
Mathematics (3-8)			*	*			*	*		*		*		

Performance Levels:

 Red (Lowest Performance)
  Orange
  Yellow
  Green
  Blue (Highest Performance)

Identified priority focus areas

to develop goals, actions and services for the 2018-2020 LCAP

- ❑ Increase student achievement (Goal 1)
- ❑ Decrease LTEL rates and increase reclassification rates (Goal 2)
- ❑ Increase college and career readiness and CTE course options (Goal 3)
- ❑ Increase level of “school connectedness” and "sense of safety" with a focus on improving our continuum of multi-tiered systems of behavior, academic and social-emotional supports (Goal 4)
- ❑ Increase parent education opportunities and methods of communication (Goal 2, Goal 4)

Supplemental Funds

Total General Fund Budget Expenditures For LCAP Year

\$145,400,746

**Estimated Supplemental and
Concentration Grant Funds**

**Percentage to Increase or Improve
Services**

\$2,615,974

2.37%

Actions/Services:

- ❑ Professional development for teachers
- ❑ Intervention courses and supports at schools for students not performing at grade level.
- ❑ Before, during and after school as tutoring support
- ❑ Supplemental reading programs, materials and support

Expected Measurable Outcome:

- Increase in SBAC scores
- Decrease below grade level course enrollment
- Highly qualified and appropriately credentialed teachers
- Improve teaching practices through professional development and teacher collaboration

Goal 1:
Annual
increase in student achievement
for all students in English language arts and math with focus on accelerating student learning outcomes for students performing below grade level.

Actions/Services:

- ❑ EL Lead teachers at each site to monitor EL students academic progress
- ❑ Support English Learners who are new to the US (students who have lived in the US for 18 months or less).
- ❑ Provide transportation for students who have lived in the US for less than 18 months
- ❑ Bilingual support staff for English Learners in their core content classes

Expected Measurable Outcomes:

- Increase reclassification rate
- Decrease number of LTELs
- Increase SBAC scores for EL students
- Increase percent of students making progress towards learning English and attaining proficiency on the ELPAC

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).

Actions/Services:

- ❑ Summer remediation programs
- ❑ AVID and college readiness courses
- ❑ CTE course pathways aligned to the growing industry sectors in the state and San Diego county.
- ❑ Professional development for counselors and teachers to
 - ❑ address gender disproportionality in non-traditional fields
 - ❑ best practices to support unduplicated students' matriculation to higher education
- ❑ Provide opportunities for first generation college bound students to participate in college preparation activities.

Expected Measurable Outcomes:

- Increase graduation rates
- Increase UC/CSU eligibility rates
- Reduce gender disproportionality in target CTE courses
- Increase CTE course enrollment
- Increase the % of students who are “prepared” on CCI
- Maintain high pass rate on AP exams

Goal 3:
All district graduates will be college and career ready.

Actions/Services:

- ❑ District Social Workers to support student wellness at all district sites.
- ❑ Having A Voice program
- ❑ Implement and expand programs, activities, supports and courses that promote student wellness at each school site.
- ❑ Improve continuum of Multi-tiered System of Support.

Expected Measurable Outcomes:

- Reduce suspension rates
- Reduce expulsion rates
- Reduce dropout rates
- Increase attendance
- Reduce truancy
- Increase parent participation

Goal 4:
Increase the level of “school connectedness” and “sense of safety” of students, staff and parents.



2018-19 PROPOSED BUDGET

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

JUNE 7, 2018

4:30 PM

JANUARY BUDGET VS. MAY REVISION

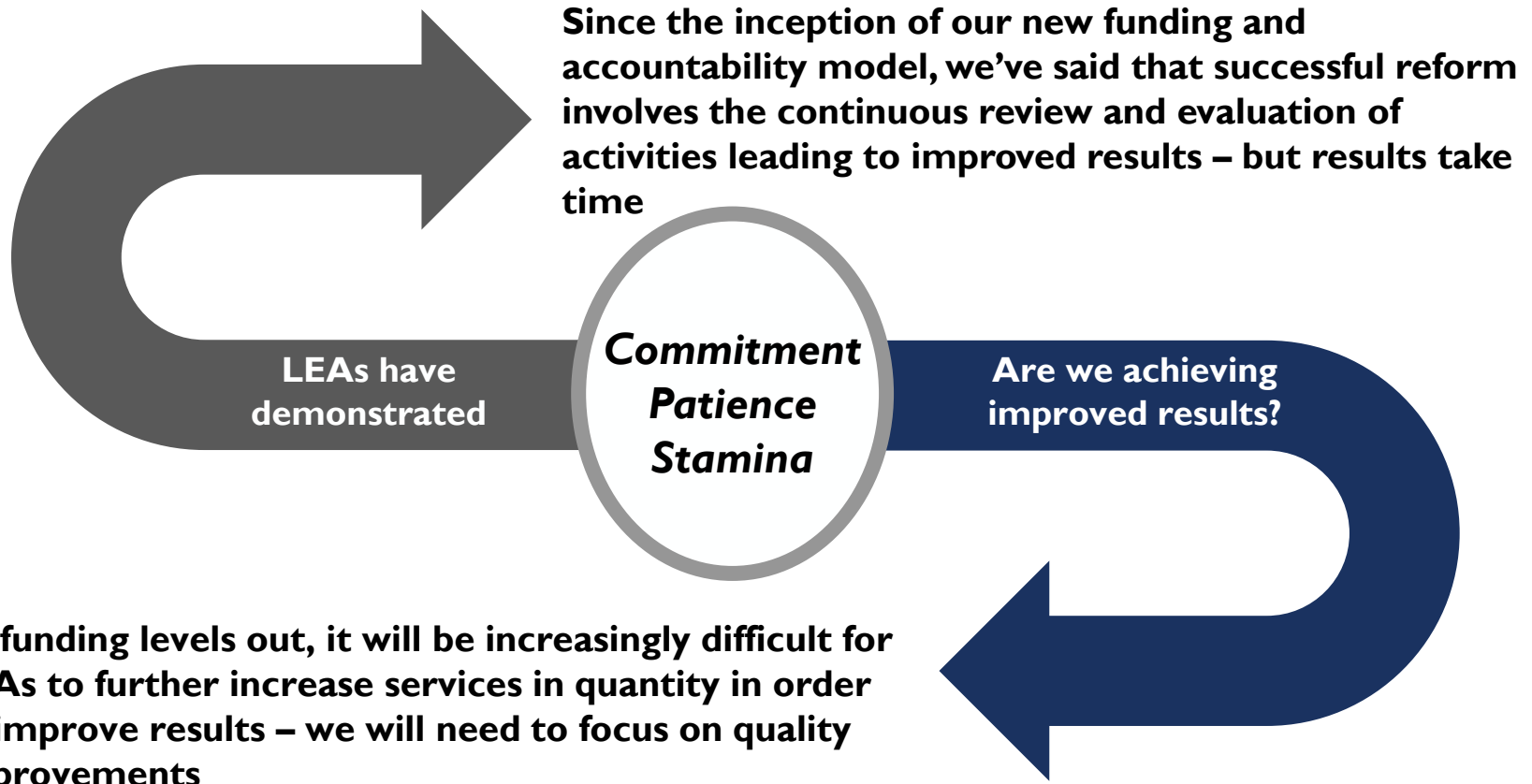
2018/19 PROPOSED BUDGET

Item	January Budget	May Revision
LCFF Gap Funding	100% or \$2.9 billion	100% or \$3.2 billion
Proposition 98 Minimum Funding Guarantee		
2016-17	\$71.4 billion	\$71.6 billion
2017-18	\$75.2 billion	\$75.6 billion
2018-19	\$78.3 billion	\$78.4 billion
2018-19 COLA	2.51%	2.71%
One-Time Discretionary Funds for 2018-19	\$1.8 billion \$295 per ADA	\$2.02 billion \$344 per ADA

2018-19 LOCAL CONTROL FUNDING FORMULA

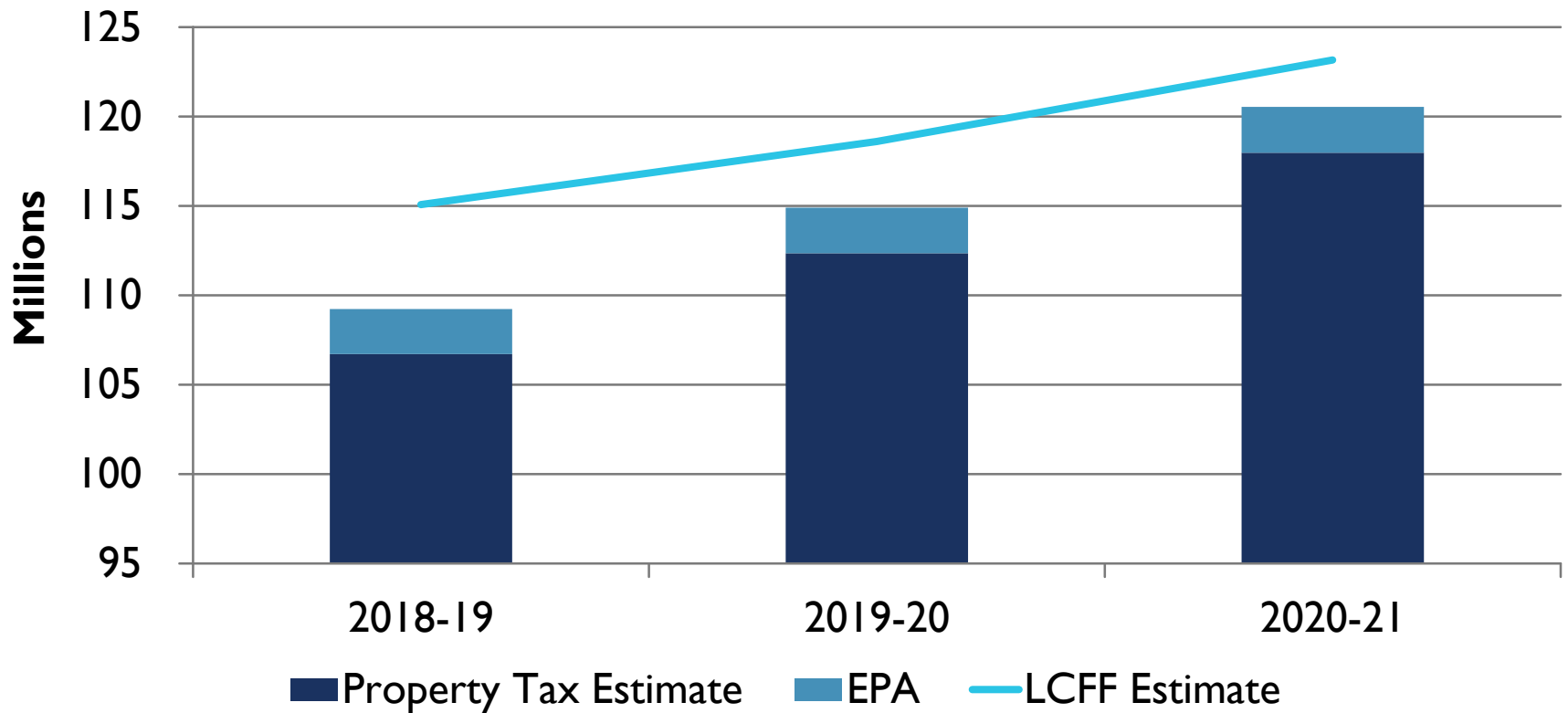
- May Revision proposes \$3.2 billion for funding beyond full implementation of the LCFF – \$320 million above the January level
- New funding closes the gap from 2017-18 funding levels
 - 100% gap closure in six years
 - 100% of the targeted funding levels in 2018-19
- 2.71% COLA and additional LCFF funding in 2018-19, for a total increase of 3.00% on the LCFF base grant targets
- 2018-19 LCFF growth provides an average increase in per-pupil funding of 6.2%, or \$587 per ADA, beyond 2017-18 level
 - Individual results will vary widely

IMPROVING STUDENT OUTCOMES

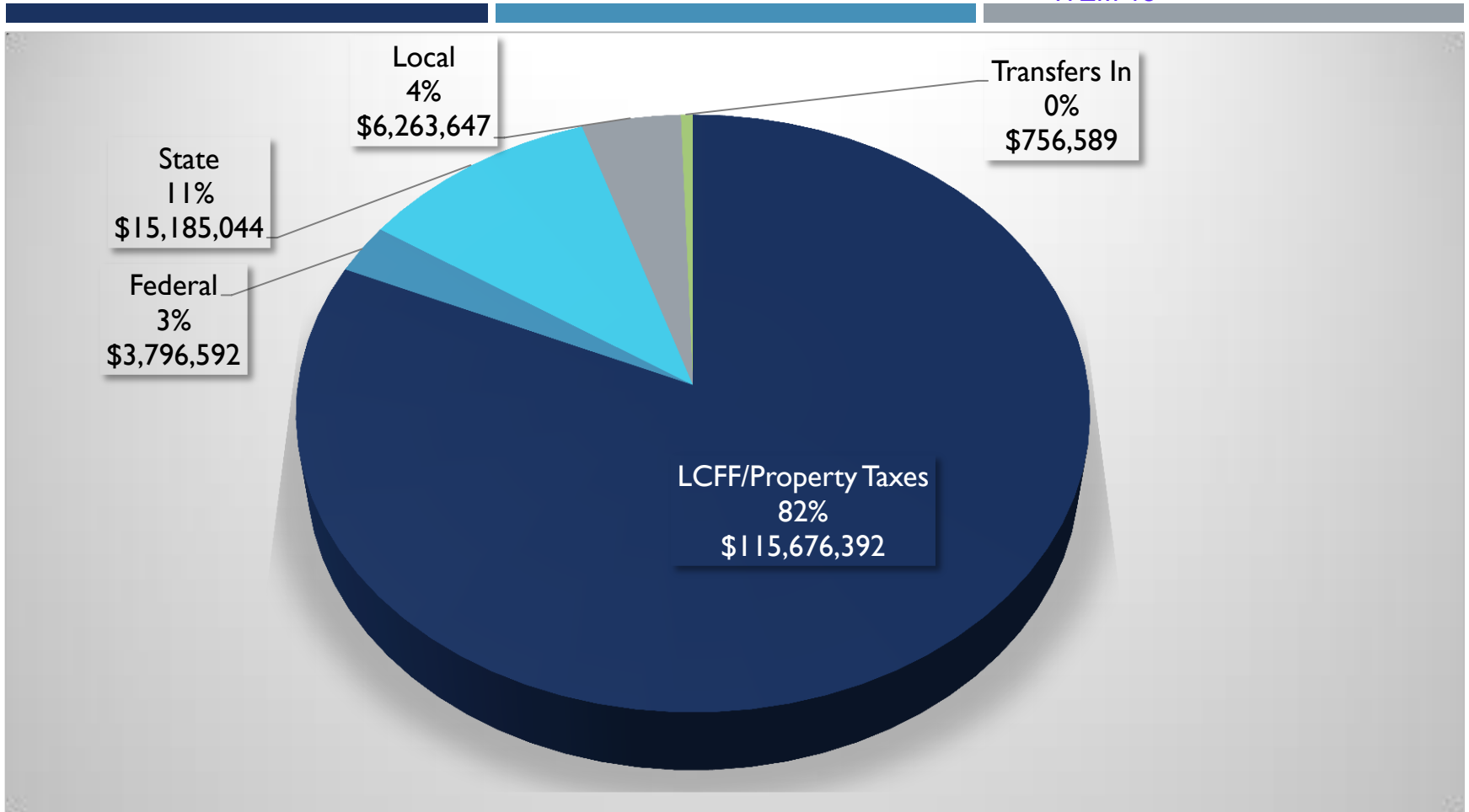


LCFF vs BASIC AID

LCFF for 2018-19, but Possible Transition to Basic Aid In Future Years



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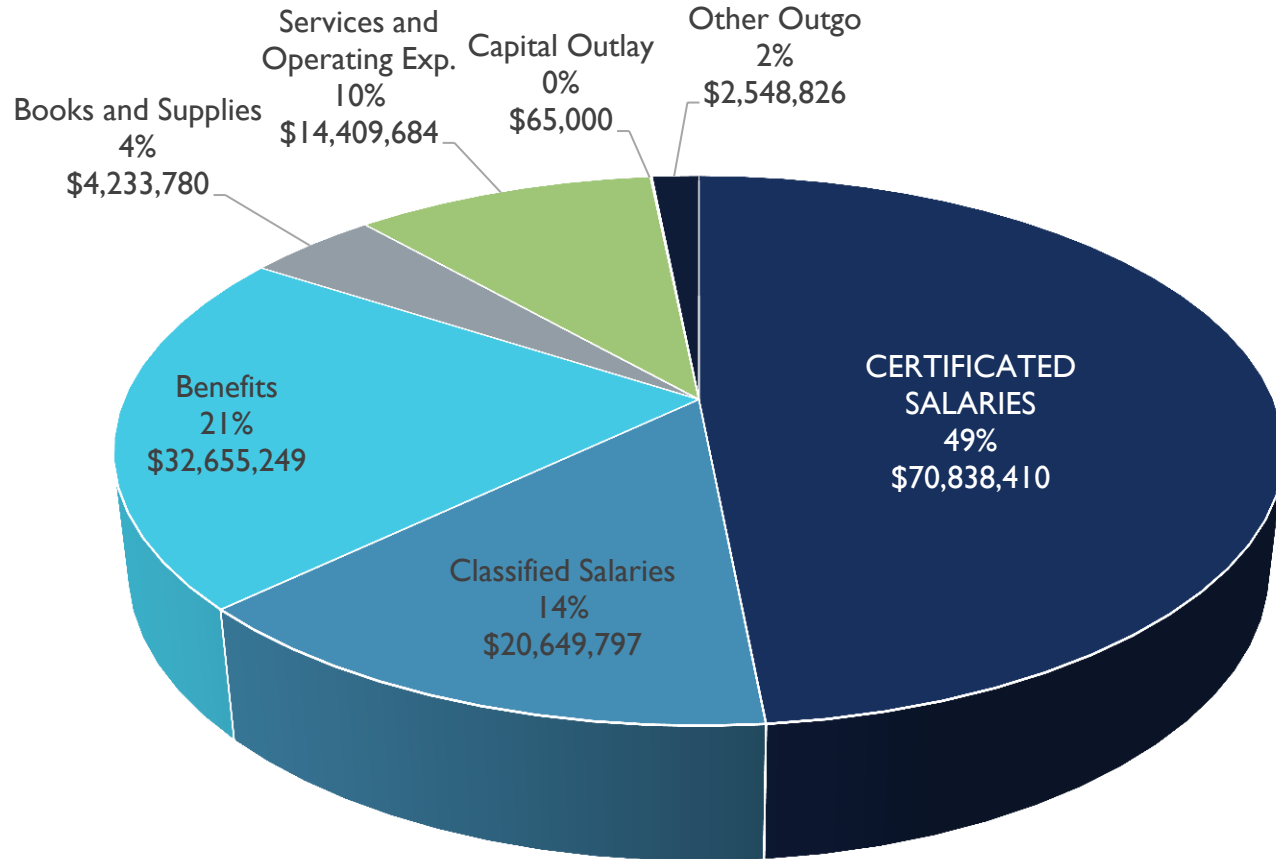


REVENUE SUMMARY

TOTAL

\$141,687,264

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EXPENDITURE SUMMARY

TOTAL \$145,400,746

CALSTRS RATE INCREASES

- Employer rates are increasing to 16.28% in 2018-19, up from 14.43% in 2017-18
 - No specific funds are provided for this cost increase
 - Estimated increase of \$1 .4M
- Under current law, once the statutory rates are achieved, CalSTRS will have the authority to marginally increase or decrease the employer contribution rate
- Recently, the CalSTRS Board increased the contribution rate for post-PEPRA employees from 9.205% to 10.205% effective July 1, 2018

CalSTRS Rates			
Year	Employer	Pre-PEPRA Employees	Post-PEPRA Employees
2017-18	14.43%	10.25%	9.205%
2018-19	16.28%	10.25%	10.205%
2019-20	18.13%	10.25%	10.205%
2020-21	19.10%	10.25%	10.205%

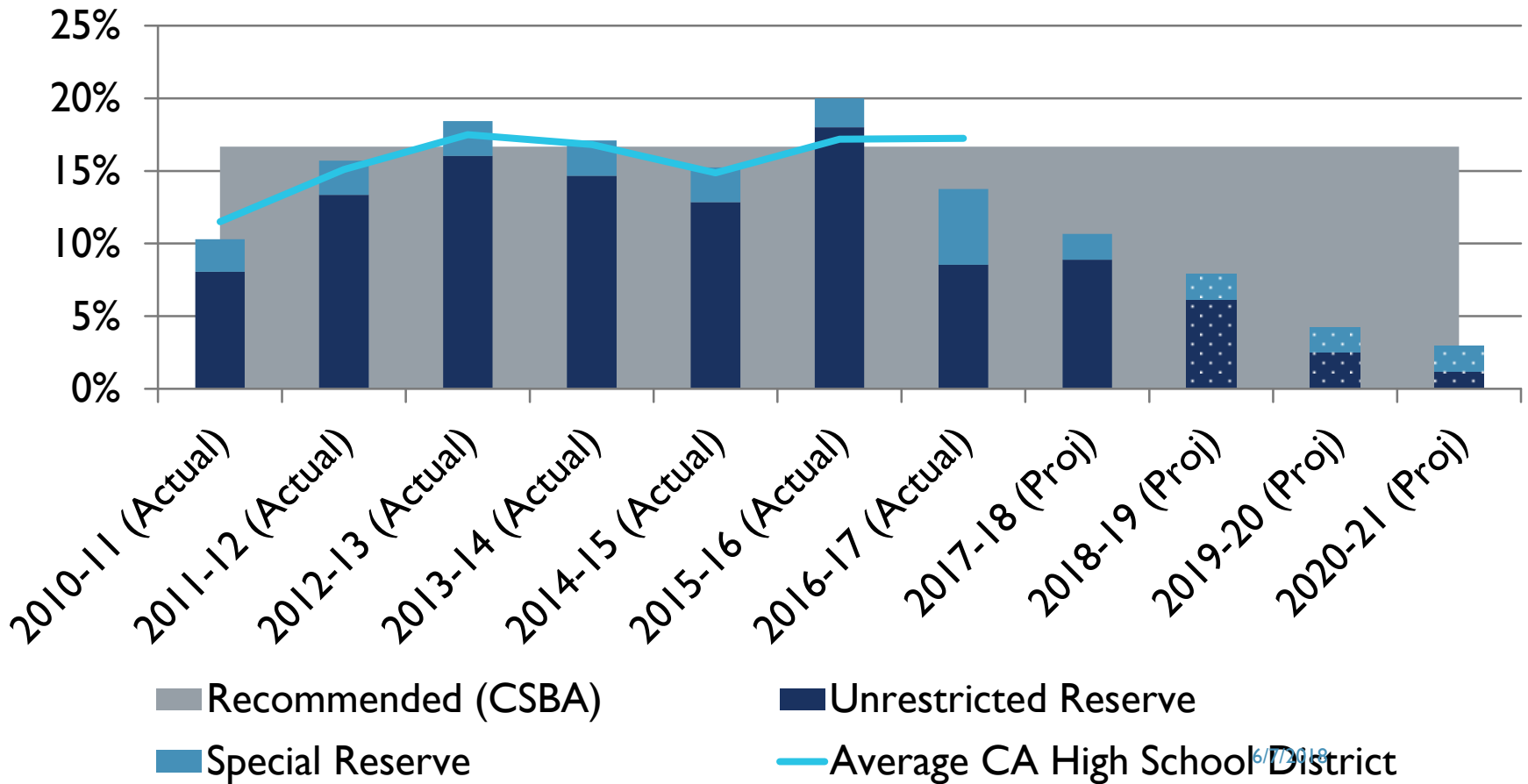
CALPERS RATE INCREASES

- CalPERS Board adopted an employer contribution rate of 18.062% for 2018-19, 2.531% higher than the current-year rate of 15.531%
 - Estimated increase of \$550K
- CalPERS Board also adopted the contribution rate for new employees
 - Currently, new members are contributing 6.5%, which will increase to 7.0% for 2018-19
 - Classic members continue to pay 7.0%

Year	Previously Released Employer Contribution Rates	Employer Contribution Rate*
2018-19	17.7%	18.062%
2019-20	20.0%	20.8%
2020-21	22.7%	23.5%
2021-22	23.7%	24.6%
2022-23	24.3%	25.3%
2023-24	24.8%	25.8%
2024-25	25.1%	26.0%

*Actual for 2018-19

SDUHSD ENDING BALANCE HISTORY



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MULTI-YEAR PROJECTION

	2017-18	2018-19	2019-20	2020-21
Revenue	134,570,363	141,687,264	140,921,370	145,355,921
Expense	143,026,036	145,400,746	146,741,842	147,964,249
Surplus (Deficit)	(8,455,673)	(3,713,482)	(5,820,472)	(2,608,328)
Unrest. Ending Balance	12,913,131	9,177,181	3,854,863	1,983,567
GF Reserve	9.03%	6.31%	2.63%	1.34%
Unrestricted Reserve Surplus (Shortfall) of %	8,622,350	4,815,159	(547,393)	(2,455,360)
Special Reserve	2,453,145	2,520,050	2,545,251	2,570,703
Combined Reserve				
Combined Reserve	10.74%	8.04%	4.36%	3.08%

2018-19 MULTI-YEAR ASSUMPTIONS

	Amount
Estimated ADA	12,630
Property Tax Increase (offset by LCFF state aid)	5%
Additional one-time State Revenue	1.9M
<u>Certificated</u>	1,571,332
Teachers (3-FTE)	
Speech Therapist (1-FTE)	
School Psychologist (1-FTE)	
FLS Teacher (1-FTE)	
<u>Classified</u>	81,513
Occupational Therapist (1-FTE)	
Theater Technician (1-FTE)	
Associated Benefit Costs	2.2M
Removal of Prior Year Carry-Over	(1.9M)

General Fund Revenue & Expenditures - 2018-2019 Proposed Budget

	2017-2018 2nd Interim			2018-2019 Proposed Budget			Change
	UNRESTRICTED	RESTRICTED	TOTAL	UNRESTRICTED	RESTRICTED	TOTAL	
PROJECTED INCOME							
LCFF/Revenue Limit / Property Tax	107,620,737	577,225	108,197,962	115,066,592	609,800	115,676,392	7,478,430
Federal Income	619,056	3,263,404	3,882,460	685,000	3,111,592	3,796,592	(85,868)
Other State Income	4,866,893	9,759,970	14,626,863	6,795,416	8,389,628	15,185,044	558,181
Local Income	1,909,631	5,229,421	7,139,052	943,500	5,320,147	6,263,647	(875,405)
Transfers	765,589	0	765,589	765,589	0	765,589	0
Encroachment	(17,152,182)	17,152,182	0	(18,515,360)	18,515,360	0	0
TOTAL PROJECTED INCOME	98,629,724	35,982,202	134,611,926	105,740,737	35,946,527	141,687,264	7,075,338
PROJECTED EXPENDITURES							
Certificated Salaries	57,666,194	11,600,884	69,267,078	59,593,811	11,244,599	70,838,410	1,571,332
Classified Salaries	15,416,229	5,152,055	20,568,284	15,308,106	5,341,691	20,649,797	81,513
Benefits	20,023,930	10,406,969	30,430,899	21,763,554	10,891,695	32,655,249	2,224,350
Books & Supplies	3,113,779	3,048,801	6,162,580	2,703,719	1,530,061	4,233,780	(1,928,800)
Services & Operating Expenses	8,185,898	5,957,733	14,143,631	8,275,800	6,133,884	14,409,684	266,053
Capital Outlay	70,000	7,500	77,500	50,000	15,000	65,000	(12,500)
Other Outgo	1,362,724	877,546	2,240,270	1,781,697	767,129	2,548,826	308,556
TOTAL PROJECTED EXPENDITURES	105,838,754	37,051,488	142,890,242	109,476,687	35,924,059	145,400,746	2,510,504
Estimated Unspent	0	0	0	0	0	0	0
Expenditures (over/under) Revenue	(7,209,030)	(1,069,286)	(8,278,316)	(3,735,950)	22,468	(3,713,482)	4,564,834
FUND BALANCE, RESERVES:							
Beginning Balance - July 1	20,111,863	2,694,713	22,806,576	12,902,833	1,625,427	14,528,260	(8,278,316)
Adjusted Beginning Balance	20,111,863	2,694,713	22,806,576	12,902,833	1,625,427	14,528,260	(8,278,316)
Projected Ending Balance - June 30	12,902,833	1,625,427	14,528,260	9,166,883	1,647,895	10,814,778	(3,713,482)
COMPONENTS OF THE ENDING BALANCE:							
<i>Nonspendable:</i>							
Revolving Cash Fund 9130	180,000		180,000	180,000		180,000	0
Stores Inventory 9320	1,000		1,000	1,000		1,000	0
<i>Restricted:</i>							
Reserve for restricted programs		1,625,427	1,625,427		1,647,895	1,647,895	22,468
<i>Assigned:</i>							
Basic Aid Reserve			0		0	0	0
			0		0	0	0
<i>Unassigned:</i>							
Recommended Min Reserve (4.5%)	6,430,061		6,430,061	6,543,034		6,543,034	112,973
Total Components	6,611,061	1,625,427	8,236,488	6,724,034	1,647,895	8,371,929	135,441
RESERVE FOR ECONOMIC UNCERTAINTIES	6,291,772	0	6,291,772	2,442,849	0	2,442,849	(3,848,923)
	4.40%	0.00%	4.40%	1.68%	0.00%	1.68%	-2.72%
SPECIAL RESERVE FUND	2,520,050	0	2,520,050	2,542,050	0	2,542,050	
Combined Reserve	10.79%	0.00%	11.93%	8.05%	0.00%	9.19%	

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LCFF/REVENUE LIMIT SOURCES

Object	Resource		2017-2018 2nd Interim			2018-2019 Proposed Budget			Change
			UNRESTRICTED	RESTRICTED	TOTAL	UNRESTRICTED	RESTRICTED	TOTAL	
8011		STATE AID	3,187,327	0	3,187,327	5,828,270	0	5,828,270	2,640,943
8012		EPA STATE AID CURRENT YEAR	2,520,800	0	2,520,800	2,526,000	0	2,526,000	5,200
8021		HOMEOWNERS' EXEMPTION	706,229	0	706,229	741,540	0	741,540	35,311
8041		SECURED TAXES	98,717,672		98,717,672	103,653,556		103,653,556	4,935,884
8042		UNSECURED TAXES	3,080,192		3,080,192	3,234,202		3,234,202	154,010
8043		PRIOR YEAR TAXES	(26,703)		(26,703)	(26,703)		(26,703)	0
8044		SUPPLEMENTAL TAXES	694,942		694,942	729,689		729,689	34,747
8045		ED REV AUGMENT FUNDS(ERAF)	(1,298,165)		(1,298,165)	(1,363,073)		(1,363,073)	(64,908)
8046		SUPPL ED REV AUGMENT FUNDS(SERAF)	0		0	0		0	0
8047		COMMUNITY REDEVELOPMENT FUNDS	38,193		38,193	38,193		38,193	0
8082		OTHER TAXES	500		500	500		500	0
8089		50% RECAPTURE, OTHER TAXES	(250)		(250)	(250)		(250)	0
8091		SPECIAL ED ADA	0	0	0	0	0	0	0
8092		PERS REDUCTION TRANSFER	0		0	0		0	0
8096		XFER TO CHT SCH INLIEU PROP TX	0		0	(295,332)		(295,332)	(295,332)
8097		SPECIAL ED EXCESS TAX		577,225	577,225		609,800	609,800	32,575
		TOTAL LCFF/REVENUE LIMIT SOURCES	107,620,737	577,225	108,197,962	115,066,592	609,800	115,676,392	7,478,430

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FEDERAL INCOME

Object	Resource		2017-2018 2nd Interim			2018-2019 Proposed Budget			Change	
			UNRESTRICTED	RESTRICTED	TOTAL	UNRESTRICTED	RESTRICTED	TOTAL		
8290 XXX	0000-000		OTHER FEDERAL REVENUE	14,056		14,056	10,000		10,000	(4,056)
8290 006	0000 012		DIRECT SUBSIDY ON QSCB	605,000		605,000	675,000		675,000	70,000
8290 000	3010 000		NCLB: TITLE I		736,193	736,193		677,937	677,937	(58,256)
8290 002	3010 000		NCLB: TITLE I		32,031	32,031			0	(32,031)
8290 000	3185-000		NCLB: TITLE I PROGRAM IMPROVEMENT			0			0	0
8181 000	3310 000		IDEA PL 94-142 SPEC. ED.		1,665,288	1,665,288		1,660,225	1,660,225	(5,063)
8181 002	3310 000		IDEA PL 94-142 SPEC. ED.			0			0	0
8181 000	3311 000		SP ED IDEA LOCAL ASST. PRIVATE SCH		79,073	79,073		92,235	92,235	13,162
8182 000	3327 000		SP ED: IDEA MENTAL HEALTH		143,433	143,433		143,433	143,433	0
8182 002	3327 000		SP ED: IDEA MENTAL HEALTH			0			0	0
8290 000	3410 000		DEPT OF REHAB: WORKABILITY II FDN		225,689	225,689		225,689	225,689	0
8290 000	3550 001		PERKINS VATEA SECONDARY 131		108,886	108,886		107,634	107,634	(1,252)
8290 000	3550 002		PERKINS VATEA ADULTS 132			0			0	0
8290 000	4035 000		NCLB: TITLE II		155,967	155,967		143,490	143,490	(12,477)
8290 001	4035 000	D	NCLB: TITLE II			0			0	0
8290 002	4035 000		NCLB: TITLE II		135	135			0	(135)
8290 000	4036 000		NCLB: TITLE II, PT A, TEACHER QUALITY			0			0	0
8290 001	4036 000	D	NCLB: TITLE II, PT A, TEACHER QUALITY			0			0	0
8290 002	4036 000		NCLB: TITLE II, PT A, TEACHER QUALITY			0			0	0
8290 000	4045 000		TITLE II ENHNC EDUCATION/TECH			0			0	0
8290 002	4045 000		TITLE II ENHNC			0			0	0
8290 000	4201 000		TITLE III IMMIGRANT EDUCATION		21,181	21,181		21,181	21,181	0
8290 001	4201 000	D	TITLE III IMMIGRANT EDUCATION		16,676	16,676			0	(16,676)
8290 002	4201 000		TITLE III IMMIGRANT EDUCATION		16,832	16,832			0	(16,832)
8290 000	4203 000		TITLE III LEP STUDENT		39,768	39,768		39,768	39,768	0
8290 001	4203 000	D	TITLE III LEP STUDENT		22,252	22,252			0	(22,252)
8290 002	4203 000		TITLE III LEP STUDENT			0			0	0
			TOTAL FEDERAL REVENUE	619,056	3,263,404	3,882,460	685,000	3,111,592	3,796,592	(85,868)

D DEFERRED

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OTHER STATE INCOME

Object	Resource			2017-2018 2nd Interim			2018-2019 Proposed Budget			Change
				UNRESTRICTED	RESTRICTED	TOTAL	UNRESTRICTED	RESTRICTED	TOTAL	
8590 000	0000 000		OTHER STATE REVENUE			0			0	0
8590 002	0000 000		OTHER STATE REVENUE			0			0	0
8590 006	0000 012		CA SOLAR INITIATIVE REBATE			0			0	0
8590 000	0000 024		AP FEE REIMB PROG			0			0	0
8550 000	0000-000		MANDATED COST REIMBURSEMENT	3,049,037		3,049,037	4,951,436		4,951,436	1,902,399
8590 000	09XX 000		CATEGORICAL FLEXIBILITY			0			0	0
8560 000	1100 000		LOTTERY	1,817,856		1,817,856	1,843,980		1,843,980	26,124
8560-002	1100 000		LOTTERY			0			0	0
8590 000	6230 000		PROP 39 CA CLEAN ENERGY JOBS		609,526	609,526			0	(609,526)
8560 000	6264 000		EDUCATOR EFFECTIVENESS			0			0	0
8560 000	6300 000		LOTTERY INSTRUCTIONAL MATERIALS		562,500	562,500	606,240		606,240	43,740
8560 002	6300 000		LOTTERY INSTRUCTIONAL MATERIALS			0			0	0
8590 000	6387 000		CTE INCENTIVE GRANT PROGRAM		1,393,785	1,393,785	764,785		764,785	(629,000)
8590 001	6387 000	D	CTE INCENTIVE GRANT PROGRAM		228,225	228,225	101,947		101,947	(126,278)
8590 002	6387 000		CTE INCENTIVE GRANT PROGRAM			0			0	0
8590 000	6500 000		SPECIAL ED CAHSEE			0			0	0
8590 000	6500 000		SPECIAL EDUCATION			0			0	0
8590 000	6500 009		MENTAL HEALTH SERVICES			0			0	0
8590 000	6512 000		SPED MENTAL HEALTH SERVICES		758,123	758,123	758,123		758,123	0
8590 002	6512 000		SPED MENTAL HEALTH SERVICES		(7,181)	(7,181)			0	7,181
8590 000	6520 000		SPED PROJ WORKABILITY		307,059	307,059	307,059		307,059	0
8590 000	6530 000		SPED LOW INCIDENCE			0			0	0
8590 000	6535 000		SPED PERSONNEL STAFF DEV			0			0	0
8590 000	6690 016		TUPE GRADES 6-12 TIER 2		0	0	206,502		206,502	206,502
8590 001	6690 016	D	TUPE GRADES 6-12 TIER 2		449,022	449,022	199,381		199,381	(249,641)
8590 000	7338 000		COLLEGE READINESS BLOCK GRANT			0			0	0
8590 000	7405 000		COMMON CORE STANDARDS			0			0	0
8590 000	7690 000		STRS ON-BEHALF PENSION CONTRIBUTION		5,428,911	5,428,911	5,415,591		5,415,591	(13,320)
8590 000	7810 004		TRANSITION PRTNRSH PROJ - WIT		30,000	30,000	30,000		30,000	0
			TOTAL OTHER STATE REVENUE	4,866,893	9,759,970	14,626,863	6,795,416	8,389,628	15,185,044	558,181

D DEFERRED

LOCAL INCOME

Object	Resource		2017-2018 2nd Interim			2018-2019 Proposed Budget			Change
			UNRESTRICTED	RESTRICTED	TOTAL	UNRESTRICTED	RESTRICTED	TOTAL	
8625 000	9625-000	COMMUNITY DEVELOPMENT FUNDS		22,777	22,777			0	(22,777)
8631 000	0000-000	SALE OF EQUIPMENT & SUPPLIES	2,000		2,000	2,000		2,000	0
8650 XXX	0000 634/5	M & O FIELD USE			0			0	0
8650 000	0100 XXX	LEASES AND RENTALS-SITE USE			0			0	0
8660 XXX	0000 000	INTEREST	410,000		410,000	550,000		550,000	140,000
8675 XXX	0000-723	TRANSPORT.SERVICES PARENT PAY	237,000		237,000	204,500		204,500	(32,500)
8677 000	6387 000	CTE INCENTIVE GRANT PROGRAM		0	0			0	0
8677 004	0100 038	INT/AGY PRIVATE CONTRACTOR	45,000		45,000	50,000		50,000	5,000
8677 007	9025 XXX	INT/AG. REV. - ROP TIER III			0			0	0
8677 007	6500 004	COASTAL LEARNING ACADEMY			0			0	0
8677 014	0100 051	ADMIN DEV FEES RSF/SB			0			0	0
8689 001	0100 039	OTHER PARKING FINES-TP			0			0	0
8689 001	0100 052	OTHER PARKING FINES-CCA			0			0	0
8689 001	0100 054	OTHER PARKING FINES-LCC			0			0	0
8689 001	0100 055	OTHER PARKING FINES-SDA			0			0	0
8689 050	0000 300	TRANSP FEES-ATHL-TP	32,000		32,000			0	(32,000)
8689 100	0000 300	TRANSP FEES-ATHL-LCC	80,000		80,000			0	(80,000)
8689 130	0000 300	TRANSP FEES-ATHL-SDA	60,000		60,000			0	(60,000)
8689 140	0000 300	TRANSP FEES-ATHL-CCA	73,000		73,000			0	(73,000)
8699 000	9010 014	WIP PARTNERSHIP GRANT			0			0	0
8699 000	9010 016	SB70 CTE MCC AUTO CLUB GRANT			0			0	0
8699 XXX	XXXX XXX	OTHER LOCAL INCOME	970,631	750	971,381	137,000	500	137,500	(833,881)
8710 000	6500 001	SP ED, TUITION			0			0	0
8782 000	9025 XXX	ROP COUNTY OFFICE		126,865	126,865		126,865	126,865	0
8782 XXX	1100 001	ROP LOTTERY TRANSFER			0			0	0
8783 000	XXXX XXX	ALL OTHER TRANSFERS FROM JPA			0			0	0
8792 XXX	6500 XXX	SPECIAL EDUCATION		5,079,029	5,079,029		5,192,782	5,192,782	113,753
					0			0	0
		TOTAL LOCAL REVENUE	1,909,631	5,229,421	7,139,052	943,500	5,320,147	6,263,647	(875,405)
8919 016	0000 000	I/TRANSF SELF INS FD			0			0	0
8919 021	0000 000	TRANSFER FROM BOND FUNDS FOR SOLAR	765,589		765,589	765,589		765,589	0
		SUBTOTAL TRANSFERS	765,589	0	765,589	765,589	0	765,589	0
8980 000	0000 000	UNRESTRICTED CONTRIBUTIONS	(17,152,182)		(17,152,182)	(18,515,360)		(18,515,360)	(1,363,178)
8980 000	6500 000	CONTRIBUTION TO SPEC. ED. FOR ENCROACHMENT		11,620,454	11,620,454		12,141,167	12,141,167	520,713
8980 000	6512 000	SPED MENTAL HEALTH SERVICES		259,115	259,115		477,177	477,177	218,062
8980 000	8150 000	CONTRIBUTION TO ROUTINE REPAIR FOR ENCROACH.		4,151,249	4,151,249		4,364,820	4,364,820	213,571
8980 000	6520 000	SPEC ED PROJ WORKABILITY I LEA		18,579	18,579		22,369	22,369	3,790
8980 000	9025 XXX	CONTRIBUTION TO ROP		780,301	780,301		1,509,827	1,509,827	729,526
8980 000	4035 000	CONTRIBUTION TO TITLE II		21,514	21,514		0	0	(21,514)
8980 000	6264 000	CONTRIBUTION TO EDUCATOR EFFECTIVENESS		300,970	300,970		0	0	(300,970)
									0
		SUBTOTAL ENCROACHMENT	(17,152,182)	17,152,182	0	(18,515,360)	18,515,360	0	0
		TOTAL TRANSFERS	(16,386,593)	17,152,182	765,589	(17,749,771)	18,515,360	765,589	0
		TOTAL ALL REVENUE	98,629,724	35,982,202	134,611,926	105,740,737	35,946,527	141,687,264	7,075,338
									0

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CERTIFICATED SALARIES

Object	Resource		2017-2018 2nd Interim			2018-2019 Proposed Budget			Change
			UNRESTRICTED	RESTRICTED	TOTAL	UNRESTRICTED	RESTRICTED	TOTAL	
1100 000		TEACHERS' SALARIES	47,642,588	9,866,019	57,508,607	48,687,203	9,838,116	58,525,319	1,016,712
1200 000		PUPIL SUPPORT: LIBRARIANS GUIDANCE, WELFARE & ATTEND. PHYSICAL & MENTAL HEALTH	4,558,125	21,538	4,579,663	4,738,902	24,615	4,763,517	183,854
1300 000		SUPERVISORS, ADMIN: SCHOOL ADMINISTRATORS SUPERINTENDENTS ADMINISTRATORS	4,651,229	1,148,429	5,799,658	4,916,966	1,040,244	5,957,210	157,552
1900 000		OTHER CERTIFICATED	814,252	564,898	1,379,150	1,250,740	341,624	1,592,364	213,214
		TOTAL-OBJECT CODE 1000	57,666,194	11,600,884	69,267,078	59,593,811	11,244,599	70,838,410	1,571,332

ITEM 18

CLASSIFIED SALARIES

Object	Resource		2017-2018 2nd Interim			2018-2019 Proposed Budget			Change
			UNRESTRICTED	RESTRICTED	TOTAL	UNRESTRICTED	RESTRICTED	TOTAL	
2100 000		INSTRUCTIONAL AIDES	1,182,006	2,815,792	3,997,798	1,214,612	3,010,192	4,224,804	227,006
2200 000		CLASSIFIED SUPPORT: MAINTENANCE & OPERATIONS INSTR. MEDIA / LIBRARY TRANSPORTATION	6,354,254	1,748,018	8,102,272	6,220,563	1,762,661	7,983,224	(119,048)
2300 000		SUPERVISORS AND ADMINISTRATORS' SALARIES	1,431,553	264,821	1,696,374	1,465,750	238,352	1,704,102	7,728
2400 000		CLERICAL & OFFICE PERSONNEL	5,805,415	323,424	6,128,839	5,794,218	330,486	6,124,704	(4,135)
2900 000		OTHER CLASSIFIED	643,001	0	643,001	612,963	0	612,963	(30,038)
		TOTAL-OBJECT CODE 2000	15,416,229	5,152,055	20,568,284	15,308,106	5,341,691	20,649,797	81,513

ITEM 18

EMPLOYEE BENEFITS

Object	Resource		2017-2018 2nd Interim			2018-2019 Proposed Budget			Change
			UNRESTRICTED	RESTRICTED	TOTAL	UNRESTRICTED	RESTRICTED	TOTAL	
3100 000		STATE TEACHERS' RETIREMENT SYS	8,339,953	7,073,396	15,413,349	9,564,722	7,290,339	16,855,061	1,441,712
3200 000		PUBLIC EMPLOYEE RETIREMENT SYS	2,338,785	786,129	3,124,914	2,732,017	950,364	3,682,381	557,467
3310 000		SOCIAL SECURITY	975,678	333,536	1,309,214	996,195	351,853	1,348,048	38,834
3320 000		MEDICARE	1,067,347	241,871	1,309,218	1,096,954	248,945	1,345,899	36,681
3400 000		INC PROTCT+CERT DNTAL+LIFE	2,161,733	743,680	2,905,413	2,365,463	799,110	3,164,573	259,160
3500 000		UNEMPLOYMENT INSURANCE	36,806	8,369	45,175	38,171	8,579	46,750	1,575
3600 000		WORKERS' COMPENSATION	1,467,371	332,793	1,800,164	1,504,821	341,648	1,846,469	46,305
3700 000		RETIREE BENEFITS (H & W)	489,316	114,338	603,654	231,323	52,951	284,274	(319,380)
3900 000		FLEX ACCOUNTS	3,146,941	772,857	3,919,798	3,233,888	847,906	4,081,794	161,996
		TOTAL-OBJECT CODE 3000	20,023,930	10,406,969	30,430,899	21,763,554	10,891,695	32,655,249	2,224,350

ITEM 18

BOOKS AND SUPPLIES

Object	Resource		2017-2018 2nd Interim			2018-2019 Proposed Budget			Change
			UNRESTRICTED	RESTRICTED	TOTAL	UNRESTRICTED	RESTRICTED	TOTAL	
4100 000		TEXTBOOKS (7-8 + 9-12)	0	184,000	184,000	0	231,000	231,000	47,000
4200 000		BOOKS OTHER THAN TEXTBOOKS	2,711	6,431	9,142	2,450	45,000	47,450	38,308
4300 000		MATERIALS & SUPPLIES	2,487,623	2,327,968	4,815,591	1,946,297	1,045,421	2,991,718	(1,823,873)
		LOTTERY INSTRUCTIONAL MTRLS							
		OTHER SUPPLIES							
		PUPIL TRANSPORTATION SUPPLIES							
		GIFTS & DONATIONS							
4300 999		ESTIMATED UNSPENT	0	0	0	0		0	0
4400 000		NON-CAPITALIZED EQUIP (under \$5,000)	623,445	530,402	1,153,847	754,972	208,640	963,612	(190,235)
		TOTAL-OBJECT CODE 4000	3,113,779	3,048,801	6,162,580	2,703,719	1,530,061	4,233,780	(1,928,800)

ITEM 18

SERVICES AND OPERATING EXPENSES

Object	Resource		2017-2018 2nd Interim			2018-2019 Proposed Budget			Change
			UNRESTRICTED	RESTRICTED	TOTAL	UNRESTRICTED	RESTRICTED	TOTAL	
5100 000		SUBAGREEMENT FOR SERVICES	282,550	1,261,242	1,543,792	336,000	1,917,765	2,253,765	709,973
5200 000		TRAVEL/CONFERENCES/INSERVICE TRNG	171,243	84,657	255,900	220,954	148,278	369,232	113,332
5300 000		DISTRICT DUES & MEMBERSHIP	71,950	100	72,050	86,000	200	86,200	14,150
5400 000		INSURANCE	697,738	0	697,738	763,890	0	763,890	66,152
5500 000		UTILITIES	2,670,000	0	2,670,000	2,744,200	0	2,744,200	74,200
5600 000		RENTALS, LEASES & REPAIRS	805,821	555,159	1,360,980	738,029	532,840	1,270,869	(90,111)
5700 000		INTER-PROGRAM SERVICES	(111,498)	55,023	(56,475)	(84,049)	59,049	(25,000)	31,475
5800 000		PROF./CONSULTING & OTHER SERVICES & OPERATING EXPENSES, INSTRUCTIONAL CONSULT. & LECT.	3,266,173	3,996,241	7,262,414	3,238,301	3,469,772	6,708,073	(554,341)
5900 000		COMMUNICATIONS: VOICE, DATA & POSTAGE	331,921	5,311	337,232	237,475	980	238,455	(98,777)
		TOTAL-OBJECT CODE 5000	8,185,898	5,957,733	14,143,631	8,280,800	6,128,884	14,409,684	266,053

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CAPITAL OUTLAY

Object	Resource		2017-2018 2nd Interim			2018-2019 Proposed Budget			Change
			UNRESTRICTED	RESTRICTED	TOTAL	UNRESTRICTED	RESTRICTED	TOTAL	
6100 000		SITES & IMPROVEMENT OF SITE	0	0	0	0	0	0	0
6200 000		IMPROVEMENT	0	0	0	0	0	0	0
6400 000		EQUIPMENT	25,000	0	25,000	40,000	0	40,000	15,000
6500 000		EQUIPMENT REPLACEMENT	45,000	7,500	52,500	10,000	15,000	25,000	(27,500)
		TOTAL-OBJECT CODE 6000	70,000	7,500	77,500	50,000	15,000	65,000	(12,500)

ITEM 18

OTHER OUTGO

Object	Resource		2017-2018 2nd Interim			2018-2019 Proposed Budget			Change
			UNRESTRICTED	RESTRICTED	TOTAL	UNRESTRICTED	RESTRICTED	TOTAL	
7130 000	XXXX XXX	STATE SPECIAL SCHOOLS	0	0	0	10,000	0	10,000	10,000
7141 000	65XX XXX	SPEDED OTH TUIT- DEFIC PMTS-SCH	0	18,250	18,250		18,250	18,250	0
7142 000	6500 000	SPEDED OTH TUIT-X COST	0	394,000	394,000		394,000	394,000	0
7142 000	6500 001	OTHER TUITION & SPEC. ED EXCESS COS	0	43,100	43,100		33,100	33,100	(10,000)
7142 000	6512 000	SPEDED MENTAL HEALTH OTH TUIT-X COST	0	167,100	167,100		147,000	147,000	(20,100)
7142-002	6500-005	ADULT TRANSITION SH PROGRAM	0	0	0		0	0	0
7142 003	6500 001	SP. ED. NCCSE MOU	0	0	0		0	0	0
7142 004	6512 000	SPEDED MENTAL HEALTH SERVICES	0	0	0		0	0	0
7310 001	XXXX XXX	DIRECT SUPPORT/INDIRECT COSTS	(255,096)	255,096	0	(174,779)	174,779	0	0
7350 013	XXXX XXX	NUTRITION SERVICES INDIRECT FD 1300	0	0	0	(155,000)	0	(155,000)	(155,000)
7438 000	XXXX XXX	SOLAR PROJ DEBT SERVICE INTEREST	822,231	0	822,231	822,231	0	822,231	0
7439 000	XXXX XXX	SOLAR PROJ OTH DEBT SERVICE PRINC.	765,589	0	765,589	765,589	0	765,589	0
7438 000	XXXX XXX	BUS PURCHASE DEBT SERVICE INTEREST	0	0	0	23,491	0	23,491	23,491
7439 000	XXXX XXX	BUS PURCHASE DEBT SERVICE PRINC.	0	0	0	134,483	0	134,483	134,483
7619 013	0000 800	I/F TRANSFER TO NUTRITION SERVICE FU	0	0	0	310,682	0	310,682	310,682
7619 015	0000 724	I/F TRANSFER TO TRANS EQUIP FUND	0	0	0	0	0	0	0
7619 030	0000 800	I/F TRANSFER TO INSURANCE DED. FUND	30,000	0	30,000	45,000	0	45,000	15,000
		TOTAL-OBJECT CODE 7000	1,362,724	877,546	2,240,270	1,781,697	767,129	2,548,826	308,556
		TOTAL-ALL EXPENDITURES	105,838,754	37,051,488	142,890,242	109,481,687	35,919,059	145,400,746	
		GRAND TOTAL-ALL EXPENDITURES	105,838,754	37,051,488	142,890,242	109,481,687	35,919,059	145,400,746	

General Fund Revenue & Expenditures - 2018-2019 Proposed Budget
Business Services Division
Finance Department
Summary of Changes

Income:

	<u>2nd Interim</u>	<u>Proposed Budget</u>	<u>Summary of Changes</u>	
LCFF/Revenue Limit	108,197,962	115,676,392	7,478,430	* \$4.8M Property Taxes * \$2.6M LCFF State Aid
Federal	3,882,460	3,796,592	(85,868)	* \$70K Federal Subsidy for Solar (QSCB) * <\$58K> Title I Federal Funding Reduction * <\$89K> Prior Year Federal Revenue
Other State	14,626,863	15,185,044	558,181	* \$1.9M Additional One-time State Revenue * \$207K Additional TUPE Revenue * <\$629K> CTE Incentive Grant * <\$610K> Prop 39 CA Clean Energy Jobs * <\$376K> Prior Year State Revenue
Local	7,139,052	6,263,647	(875,405)	* \$140K Interest * \$114K Special Education Revenue * <\$245K> Athletic Transportation * <\$1.1M> Donations, College Testing, etc.
Transfers	765,589	765,589	-	
Contributions	(17,152,182)	(18,515,360)	(1,363,178)	* \$730K ROP Contribution Increase due to decrease in CTE funding * \$521K Special Education Contribution Increase * \$218K Special Education Mental Health Services Contribution Increase * \$214K Routine Restricted Maintenance Increase * <\$301K> Educator Effectiveness Contribution Decrease (expenses shifted to Unrestricted)
Total	134,611,926	141,687,264	7,075,338	

General Fund Revenue & Expenditures - 2018-2019 Proposed Budget
Business Services Division
Finance Department
Summary of Changes

Expenditures:

	<u>2nd Interim</u>	<u>Proposed Budget</u>	<u>Summary of Changes</u>
Certificated Salaries	69,267,078	70,838,410	1,571,332 * 3.0 FTE Teachers * 1.0 FTE Speech Therapist * 1.0 FTE School Psychologist * 1.0 FTE FLS Teacher * Step & Column Increases
Classified Salaries	20,568,284	20,649,797	81,513 * 1.0 FTE Occupational Therapist * 1.0 FTE Theater Technician * Step & Column Increases
Employee Benefits	30,430,899	32,655,249	2,224,350 * Corresponding Labor Related Costs for Changes in Salary Costs
Books & Supplies	6,162,580	4,233,780	(1,928,800) * \$85K Textbooks/Other Books increase * <\$1.1M> Donations, College Testing, etc. (budgeted as revenue is received) * <\$959K> Prior Year Carryover Removed (18-19 Carryover added back to budget in the fall of 2018)
Services & Operating Expenses	14,143,631	14,409,684	266,053 * \$275K Special Ed Room and Board * \$66K Property and Liability Insurance Premiums * <\$92K> decrease in Telephone Costs
Capital Outlay	77,500	65,000	(12,500) * <\$27K> Equipment/Equipment Replacement decreases
Other Outgo	2,240,270	2,548,826	308,556 * \$310K Contribution to Nutrition Services (partially offset by \$155K in indirect costs)
Total	142,890,242	145,400,746	2,510,504

	2017-18			2018-19			2019-20			2020-21		
	Estimated Actuals			Proposed Budget								
	UNRESTRICTED	RESTRICTED	TOTAL	UNRESTRICTED	RESTRICTED	TOTAL	UNRESTRICTED	RESTRICTED	TOTAL	UNRESTRICTED	RESTRICTED	TOTAL
Income:												
Revenue Limit/Property Tax	107,620,737	577,225	108,197,962	115,066,592	609,800	115,676,392	118,608,026	609,800	119,217,826	123,169,262	609,800	123,779,062
Federal Income	619,056	3,271,503	3,890,559	685,000	3,111,592	3,796,592	685,000	3,111,592	3,796,592	685,000	3,111,592	3,796,592
Oth State Income	4,866,893	9,458,642	14,325,535	6,795,416	8,389,628	15,185,044	2,795,416	8,082,300	10,877,716	2,795,416	8,082,300	10,877,716
Local Income	2,161,297	5,229,421	7,390,718	943,500	5,320,147	6,263,647	943,500	5,320,147	6,263,647	943,500	5,193,462	6,136,962
Transfers In	765,589	0	765,589	765,589	0	765,589	765,589	0	765,589	765,589	0	765,589
Encroachment	(17,144,771)	17,144,771	0	(18,515,360)	18,515,360	0	(18,535,360)	18,535,360	0	(18,782,045)	18,782,045	0
Total Income	98,888,801	35,681,562	134,570,363	105,740,737	35,946,527	141,687,264	105,262,171	35,659,199	140,921,370	109,576,722	35,779,199	145,355,921
Expenditures:												
Certif Salaries	57,706,072	11,600,884	69,306,956	59,593,811	11,244,599	70,838,410	59,923,825	11,436,524	71,360,348	60,424,514	11,633,232	72,057,747
Classif Salaries	15,489,588	5,161,465	20,651,053	15,308,106	5,341,691	20,649,797	15,309,955	5,373,741	20,683,696	15,346,814	5,405,984	20,752,798
Benefits	20,040,244	10,409,341	30,449,585	21,763,554	10,891,695	32,655,249	23,325,084	11,308,342	34,633,426	23,651,063	11,438,270	35,089,333
Supplies/Materials	3,232,118	1,718,170	4,950,288	2,703,719	1,530,061	4,233,780	2,368,129	1,122,733	3,490,862	2,368,129	1,122,733	3,490,862
Services + Other Opr	8,184,055	5,952,317	14,136,372	8,275,800	6,133,884	14,409,684	7,825,800	6,133,884	13,959,684	7,825,800	6,133,884	13,959,684
Capital Outlay	92,284	1,199,228	1,291,512	50,000	15,000	65,000	50,000	15,000	65,000	50,000	15,000	65,000
Other Outgo	1,343,172	897,098	2,240,270	1,781,697	767,129	2,548,826	1,781,697	767,129	2,548,826	1,781,697	767,129	2,548,826
Total Expenditures	106,087,533	36,938,503	143,026,036	109,476,687	35,924,059	145,400,746	110,584,489	36,157,353	146,741,842	111,448,018	36,516,232	147,964,249
Est Unspent		0	0		0	0		0	0		0	0
Est Expenditures	106,087,533	36,938,503	143,026,036	109,476,687	35,924,059	145,400,746	110,584,489	36,157,353	146,741,842	111,448,018	36,516,232	147,964,249
Excess or (Deficit)	(7,198,732)	(1,256,941)	(8,455,673)	(3,735,950)	22,468	(3,713,482)	(5,322,318)	(498,154)	(5,820,472)	(1,871,296)	(737,033)	(2,608,328)
Begin Bal												
Begin Bal	20,111,863	2,694,713	22,806,576	12,913,131	1,437,772	14,350,903	9,177,181	1,460,240	10,637,421	3,854,863	962,086	4,816,949
Audit Adjustment		0	0		0	0		0	0		0	0
Adj Beg Bal	20,111,863	2,694,713	22,806,576	12,913,131	1,437,772	14,350,903	9,177,181	1,460,240	10,637,421	3,854,863	962,086	4,816,949
Ending Balance	12,913,131	1,437,772	14,350,903	9,177,181	1,460,240	10,637,421	3,854,863	962,086	4,816,949	1,983,567	225,053	2,208,620
Components of EB:												
<u>Nonspendable:</u>												
RCF	180,000		180,000	180,000		180,000	180,000		180,000	180,000		180,000
STORES	1,000		1,000	1,000		1,000	1,000		1,000	1,000		1,000
Prepaid Expenditures												
<u>Restricted:</u>												
Resv for cat progs		1,437,772	1,437,772		1,460,240	1,460,240		962,086	962,086		225,053	225,053
<u>Assigned:</u>												
Basic Aid Reserve			0			0			0	0		0
Ongoing State Stand. Impl.			0			0			0			0
Textbook Adoption Reserve			0			0			0			0
High School Program Dev.			0			0			0			0
<u>Unassigned:</u>												
Reserve @ 4.5%	6,436,172		6,436,172	6,543,034		6,543,034	6,603,383		6,603,383	6,658,391		6,658,391
Total Components	6,617,172	1,437,772	8,054,944	6,724,034	1,460,240	8,184,274	6,784,383	962,086	7,746,469	6,839,391	225,053	7,064,444
Economic Uncertainties	6,295,959	0	6,295,959	2,453,147	0	2,453,147	(2,929,520)	0	(2,929,520)	(4,855,824)	0	(4,855,824)
	4.40%		4.40%	1.69%		1.69%	-2.00%		-2.00%	-3.28%		-3.28%
Special Reserve	2,453,145		2,453,145	2,520,050		2,520,050	2,545,251		2,545,251	2,570,703		2,570,703
Combined Reserve	10.74%		10.74%	8.04%		8.04%	4.36%		4.36%	3.08%		3.08%

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ADA	2018-19		2019-20		2020-21	
	12630		12695		12825	
	Unrestricted	Restricted	Unrestricted	Restricted	Unrestricted	Restricted
Income:						
Revenue Limit/Property Tax						
Hold Harmless Funding	353,318		353,318		353,318	
LCFF Estimate	115,066,592		118,608,026		123,169,262	
Est. P-2 Property Tax	106,712,322		112,358,037		117,975,939	
Excess Tax (LCFF if negative)	(8,354,270)		(6,249,989)		(5,193,323)	
EPA Funding	2,526,000		2,539,000		2,565,000	
State Aid	5,828,270	609,800	3,710,989	609,800	2,628,323	609,800
Prop Tax Increase %	5.0%		5.0%		5.0%	
California CPI	3.58%		3.36%		3.23%	
Net						
Federal Income		0				
PY One-Time Carryover						
Net	-	-	-	-	-	-
Oth State Income						
PY One-Time Carryover				(307,328)		
Prop 39 Clean Energy One-Time			(4,000,000)			
Mandate One Time Funding						
CTE Incentive Grant						
Net			(4,000,000)	(307,328)	0	0
Local Income						
SpEd Alternative Program						
SELPA Equalization						
ROP Reduction						(126,685)
One-time PeopleSoft Rebate						
Net	0	0	0	0	0	(126,685)
Transfers In			0	0	0	0
Encroachment						
Increased Contribution to ROP					(126,685)	126,685
Encroachment Increase for Step/column/incr			(120,000)	120,000	(120,000)	120,000
Special Ed Savings			100,000	(100,000)		
Net			(20,000)	20,000	(246,685)	246,685
Net Change to Income Combined			(4,020,000)	(287,328)	(246,685)	120,000
			(4,307,328)		(126,685)	

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Expenditures:						
Certif Salaries						
Step	1.30%	1.30%	1.30%	1.30%	1.30%	1.30%
			774,720	146,180	779,010	148,675
Column	0.42%	0.42%	0.42%	0.42%	0.42%	0.42%
			250,294	45,745	251,680	48,033
Salary Increase %	5.50%	5.50%	0.00%	0.00%	0.00%	0.00%
			0	0		
TOSA Reduction			(150,000)		(45,000)	
Retirement Savings/Replace FTE for enrollment			(420,000)		(420,000)	
Full schedule attrition			(125,000)		(65,000)	
Reduce for ROP/CTE						
Net			330,014	191,925	500,690	196,708
Classif Salaries						
Step	0.53%	0.53%	0.60%	0.60%	0.60%	0.60%
			91,849	32,050	91,860	32,242
Salary Increase	5.50%	5.50%	0.00%	0.00%	0.00%	0.00%
			0	0	0	0
Classified Retirements			(30,000)		(25,000)	
Reduce OT			(30,000)			
Additions						
Partial year vacancy savings			(30,000)		(30,000)	
Net			1,849	32,050	36,860	32,242
Benefits						
Cert HCC			1,300,000	220,000	1,499,753	277,938
Class Flex			2,695,056	938,766	2,894,809	996,704
Flex Increase %			5%	5%	5%	5%
Flex Increase \$			199,753	57,938	219,728	63,732
Certificated Additions/Reductions			(139,000)	0	(106,000)	0
Classified Additions/Reductions			(27,000)	0	(16,500)	0
STRS Rate Increase			1,108,591	211,576	586,118	112,842
PERS Rate Increase			419,187	147,133	414,364	145,962
Net			1,561,530	416,647	1,097,710	322,536
Supplies/Materials						
PY One-Time Carry-Over				(307,328)		
Remove One-Time Prop 39 c/o & new						
Reduce Restricted Supplies				(100,000)		
Savings in computer expense from MS Vouchers			(335,590)			
Net			(335,590)	(407,328)	0	0
Services + Other Opr						
PY One-Time and Carry-Over						
Additional Utility Savings from add'l solar			(250,000)			
Reduce Restricted Services (NPS/OT)						
Reduce Contracted Bus Services			(75,000)			
Reduce Travel/Prof Dev Expenses			(125,000)			
Net			(450,000)	0	0	0
Capital Outlay						
Prop 39 Clean Energy One-Time						
Net			0	0	0	0
Other Outgo						
Long-term debt for bus financing						
Net			0	0	0	0
Net Change to Expenditures Combined	0	0	1,107,802	233,294	1,635,259	551,487
			1,341,096		2,186,746	

ITEM 18

SPECIAL FUNDS - OVERVIEW

Information relative to special funds, other than the General Fund, gives a brief description of the activities of the fund.

Cafeteria Fund, 13-00

School lunch nutrition standards have caused increased expenses and decreased revenue for the last few years. As a result, menus, staffing and productivity are constantly evaluated to ensure the district is providing wholesome, nutritious meals that are attractive to its customers and can be sold at a reasonable price. Nutrition Services continues to hone its marketing efforts and will further enhance technology to provide faster meal service. Managing the challenges of open campuses and single lunch periods continues.

Deferred Maintenance Fund, 14-00

Contributions to this program were eliminated in 2009-10 under the Fair Share proposal. With the 2013-14 implementation of the Local Control Funding Formula (LCFF), districts are no longer required to match state deferred maintenance funds. Since 2009-10, the district has included the costs of many necessary projects in the General Fund within the Routine Restricted Maintenance Program. The maintenance and repair of the new and remodeled Prop AA facilities continues to be a priority for the district. The deferred maintenance fund will be used until funds are depleted.

Pupil Transportation Equipment Fund, 15-00

This fund was created to separately account for income and expenses related to the acquisition of pupil transportation equipment.

Special Reserve Other Than Capital Outlay, 17-42

The purpose of this fund is to provide for the accumulation of General Fund resources for general operating purposes. Previous one-time mandate revenue was deposited to contribute to GASB 45 (OPEB) obligations. The balance has been used as part of the district's reserve for economic uncertainties.

Building Fund, 21-09

This fund is used to account for income due from prior construction projects. This fund is used for various construction projects. The balance will diminish until funds are depleted.

Building Fund-Proposition 39, 21-39

In November 2012, voters of the San Dieguito Union High School District community passed Proposition AA, a proposition 39 general obligation bond measure to provide monies to finance the construction of school facilities. This fund was created to account for income from the sale of the bonds and is used for the various construction projects approved by Proposition AA.

ITEM 18

Capital Facilities, 25-18

Used for developer fees generated by agreements before 1987, this is a dwindling resource fund. The use of these funds is restricted to the cost of construction/reconstruction of facilities as a result of student population growth.

Capital Facilities, 25-19

Used for “per square foot” developer fees that the state authorized beginning in January 1987 and before many of the currently established Mello-Roos districts were formed. The use of these funds is limited to capital expenditures related to enrollment growth.

County School Facilities Fund, 35-00

This fund is used exclusively to account for income from the state for construction and modernization of school facilities.

Special Reserve for Capital Projects, 40-00

This fund is used to account for donated funds associated with capital projects. This fund balance will decline until all funds are depleted, unless future donations are made for capital projects.

Self-Insurance Fund, 67-16

This fund is used as a trust account for amounts not spent on insurance premiums for certificated employees that declined health insurance. The balance in this fund grows until a distribution is agreed upon between the district and the San Dieguito Faculty Association.

Other Post Employment Benefits Fund, 67-17

This fund is used as an escrow account to fund the annual “pay-as-you-go” amount for Other Post Employment Benefits (OPEB). The General Fund makes contributions to this fund and then premiums are paid from this account. Assets do not count toward the unfunded OPEB liability as the funds are not held in a special trust. The negative ending fund balance reflects the accumulated unfunded liability for OPEB.

Deductible Insurance Loss Fund, 67-30

This fund is used for the purpose of claims, administrative costs, services, deductible insurance amounts, costs of excess insurance and other related costs.

ITEM 18

Special Funds - Balance Summary

2017-18 Estimated / 2018-19 Proposed

	Cafeteria Fund 13-00 17-18 Est.	Cafeteria Fund 13-00 18-19 Prop.	Defer. Maint. Fund 14-00 17-18 Est.	Defer. Maint. Fund 14-00 18-19 Prop.	Bus Replacement Fund 15-00 17-18 Est.	Bus Replacement Fund 15-00 18-19 Prop.
INCOME	2,700,400	3,181,682	20	30	867,393	-
EXPENDITURES	2,740,043	3,181,682	-		866,396	-
Expenditures (over)/under Revenue	(39,643)	-	20	30	997	-
FUND BALANCE, RESERVES: Beginning Balance - July 1	39,643	-	3,211	3,231	22,752	23,749
Ending Balance - June 30 Reserve for economic uncertainties	-	-	3,231	3,261	23,749	23,749

	Sp. Res. w/o Cap. Out. Fund 17-42 17-18 Est.	Sp. Res. w/o Cap. Out. Fund 17-42 18-19 Prop.	Building Fund 21-09 17-18 Est.	Building Fund 21-09 18-19 Prop.	Prop AA Fund 21-39 17-18 Est.	Prop AA Fund 21-39 18-19 Prop.
INCOME	15,000	22,000	750	1,200	25,739,990	26,763,302
EXPENDITURES	-	-	27,738	-	91,930,364	36,282,300
Expenditures (over)/under Revenue	15,000	22,000	(26,988)	1,200	(66,190,374)	(9,518,998)
FUND BALANCE, RESERVES: Beginning Balance - July 1	2,505,050	2,520,050	71,911	44,923	100,710,442	34,520,068
Ending Balance - June 30 Reserve for economic uncertainties	2,520,050	2,542,050	44,923	46,123	34,520,068	25,001,070

ITEM 18

Special Funds - Balance Summary

2017-18 Estimated / 2018-19 Proposed

	Cap. Fac. Fund 25-18 17-18 Est.	Cap. Fac. Fund 25-18 18-19 Prop.	Cap. Fac. Fund 25-19 17-18 Est.	Cap. Fac. Fund 25-19 18-19 Prop.
INCOME	522,200	651,825	305,000	508,000
EXPENDITURES	889,829	658,325	1,082,354	999,782
Expenditures (over)/under Revenue	(367,629)	(6,500)	(777,354)	(491,782)
FUND BALANCE, RESERVES: Beginning Balance - July 1	761,826	394,197	1,430,141	652,787
Ending Balance - June 30 Reserve for economic uncertainties	394,197	387,697	652,787	161,005

	School Facilities Fund Fund 35-00 17-18 Est.	School Facilities Fund Fund 35-00 18-19 Prop.	Spec Res Cap Proj Fund 40-00 17-18 Est.	Spec Res Cap Proj Fund 40-00 18-19 Prop.	Self Ins. Fund 67-16 17-18 Est.	Self Ins. Fund 67-16 18-19 Prop.
INCOME	2,000	200	150	250	178,000	180,000
EXPENDITURES	-	-	-	-	-	-
Expenditures (over)/under Revenue	2,000	200	150	250	178,000	180,000
FUND BALANCE, RESERVES: Beginning Balance - July 1	19,127	21,127	27,425	27,575	83,234	261,234
Ending Balance - June 30 Reserve for economic uncertainties	21,127	21,327	27,575	27,825	261,234	441,234

ITEM 18

Special Funds - Balance Summary

2017-18 Estimated / 2018-19 Proposed

	OPEB Fund 67-17 17-18 Est.	OPEB Fund 67-17 18-19 Prop.	Deduct. Ins. Loss Fund 67-30 17-18 Est.	Deduct. Ins. Loss Fund 67-30 18-19 Prop.
INCOME	677,000	678,000	30,150	45,350
EXPENDITURES	675,000	675,000	30,000	45,000
Expenditures (over)/under Revenue	2,000	3,000	150	350
FUND BALANCE, RESERVES: Beginning Balance - July 1	(11,453,061)	(11,451,061)	36,214	36,364
Ending Balance - June 30 Reserve for economic uncertainties	(11,451,061)	(11,448,061)	36,364	36,714

2018-2019 Capital/Deferred Maintenance Projects

Mello Roos

Site	Description	Estimated Cost	Funding Source
TPHS	Security Enhancements	\$ 250,000.00	Mello Roos
TPHS	Performing Arts Center	\$ 5,241,300.00	Mello Roos
CCA/LCC	Solar Carport Additions	\$ 273,325.00	Mello Roos
CVMS	Solar Carport Structures	\$ 1,157,149.00	Mello Roos
CVMS	Field Project	\$ 1,050,000.00	Mello Roos
CCA	Field Lights Project	\$ 1,300,000.00	Mello Roos
CCA	Minor Security Enhancements and Gate Mod.	\$ 150,000.00	Mello Roos
Total Mello Roos Funds		\$ 9,421,774.00	

Fund 25-18 - Capital Facilities

Site	Description	Estimated Cost	Funding Source
DW	Facility Inspection	\$ 73,000.00	Fund 25-18 - Capital Facilities
Total 25-18 Capital Facilities Funds		\$ 73,000.00	

Fund 25-19 - Capital Facilities

Site	Description	Estimated Cost	Funding Source
CCA	Shade - landscape/structures	\$ 25,000.00	Fund 25-19 - Capital Facilities
LCC	Gym Scoreboard and AV Improvements	\$ 250,000.00	Fund 25-19 - Capital Facilities
LCC	Marquee	\$ 15,000.00	Fund 25-19 - Capital Facilities
LCC	FireBack Flow Improvements	\$ 83,900.00	Fund 25-19 - Capital Facilities
EWMS	Stage Lighting Infrastructure	\$ 5,000.00	Fund 25-19 - Capital Facilities
PTMS	Exterior Bottlefiller station	\$ 8,000.00	Fund 25-19 - Capital Facilities
TPHS	Exterior Lighting Improvements	\$ 45,000.00	Fund 25-19 - Capital Facilities
DO	District Office Remodel - Remodel Old Server Room - relocate Purchasing	\$ 164,000.00	Fund 25-19 - Capital Facilities
Total 25-19 Capital Facilities Funds		\$ 595,900.00	

Fund 21-39 - Building Fund - Prop 39 (Prop AA)

Site	Description	Estimated Cost	Funding Source
CCA	Bldg B Landscaping	\$ 165,000.00	Fund 21-39 - Building Fund-Prop 39 (Prop AA)
EWMS	New campus	\$ 1,850,300.00	Fund 21-39 - Building Fund-Prop 39 (Prop AA)
DNO	Bldg B & G Mod, New Bldg P	\$ 8,598,900.00	Fund 21-39 - Building Fund-Prop 39 (Prop AA)
LCC	200's Quad Site Work	\$ 325,000.00	Fund 21-39 - Building Fund-Prop 39 (Prop AA)
LCC	Culinary Arts	\$ 67,400.00	Fund 21-39 - Building Fund-Prop 39 (Prop AA)
PTMS	Second classroom Bldg	\$ 8,966,500.00	Fund 21-39 - Building Fund-Prop 39 (Prop AA)
OCMS	Science classroom Bldg and site work	\$ 6,890,900.00	Fund 21-39 - Building Fund-Prop 39 (Prop AA)
OCMS	Modernization	\$ 145,500.00	Fund 21-39 - Building Fund-Prop 39 (Prop AA)
TPHS	Performing Arts Complex	\$ 11,303,000.00	Fund 21-39 - Building Fund-Prop 39 (Prop AA)
SSHS	Campus Reconstruction	\$ 1,655,100.00	Fund 21-39 - Building Fund-Prop 39 (Prop AA)
SDA	Culinary Arts classroom and English, Soc. Science, Arts Bldg	\$ 21,308,600.00	Fund 21-39 - Building Fund-Prop 39 (Prop AA)
SDA	Modernization	\$ 151,200.00	Fund 21-39 - Building Fund-Prop 39 (Prop AA)
CVMS	Music Classroom Bldg and Drama Classroom and Performing Arts Center Improvements	\$ 316,100.00	Fund 21-39 - Building Fund-Prop 39 (Prop AA)
Total 21-39 Building Funds		\$ 61,743,500.00	

FUND 21-09 - Other Building Fund

Site	Description	Estimated Cost	Funding Source
TPHS	Performing Arts Complex	\$ 1,488,800.00	Fund 21-09 Other Building Fund
Site Support	Vulcan Complex Improvements	\$ 750,000.00	Fund 21-09 Other Building Fund
CVMS	Music Classroom Bldg and Drama Classroom and Performing Arts Center Improvements	\$ 941,300.00	Fund 21-09 Other Building Fund
Total 21-09 Building Funds		\$ 3,180,100.00	

ANNUAL BUDGET REPORT:
July 1, 2018 Budget Adoption

Insert "X" in applicable boxes:

This budget was developed using the state-adopted Criteria and Standards. It includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP) or annual update to the LCAP that will be effective for the budget year. The budget was filed and adopted subsequent to a public hearing by the governing board of the school district pursuant to Education Code sections 33129, 42127, 52060, 52061, and 52062.

If the budget includes a combined assigned and unassigned ending fund balance above the minimum recommended reserve for economic uncertainties, at its public hearing, the school district complied with the requirements of subparagraphs (B) and (C) of paragraph (2) of subdivision (a) of Education Code Section 42127.

Budget available for inspection at:

Public Hearing:

Place: 710 Encinitas Blvd, Encinitas CA
Date: June 01, 2018

Place: 710 Encinitas Blvd, Encinitas CA
Date: June 07, 2018
Time: _____

Adoption Date: _____

Signed: _____
Clerk/Secretary of the Governing Board
(Original signature required)

Contact person for additional information on the budget reports:

Name: Delores Perley

Telephone: 760-753-6491 x5561

Title: Chief Financial Officer

E-mail: delores.perley@sduhsd.net

Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review (Form 01CS). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern for fiscal solvency purposes and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Budgeted (funded) ADA has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	

CRITERIA AND STANDARDS (continued)			Met	Not Met
2	Enrollment	Enrollment has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.		X
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio is consistent with historical ratios for the budget and two subsequent fiscal years.	X	
4	Local Control Funding Formula (LCFF) Revenue	Projected change in LCFF revenue is within the standard for the budget and two subsequent fiscal years.		X
5	Salaries and Benefits	Projected ratios of total unrestricted salaries and benefits to total unrestricted general fund expenditures are consistent with historical ratios for the budget and two subsequent fiscal years.	X	
6a	Other Revenues	Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years.		X
6b	Other Expenditures	Projected operating expenditures (e.g., books and supplies, and services and other operating) are within the standard for the budget and two subsequent fiscal years.	X	
7	Ongoing and Major Maintenance Account	If applicable, required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account) is included in the budget.	X	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.	X	
9	Fund Balance	Unrestricted general fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.	X	
10	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	X	

SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources?	X	
S3	Using Ongoing Revenues to Fund One-time Expenditures	Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues?	X	
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?		X

SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements?		X
		<ul style="list-style-type: none"> If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2017-18) annual payment? 		X
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?		X
		<ul style="list-style-type: none"> If yes, are they lifetime benefits? 	X	
		<ul style="list-style-type: none"> If yes, do benefits continue beyond age 65? If yes, are benefits funded by pay-as-you-go? 	X	X
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation)?	X	
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for:		X
		<ul style="list-style-type: none"> Certificated? (Section S8A, Line 1) Classified? (Section S8B, Line 1) Management/supervisor/confidential? (Section S8C, Line 1) 		X
			n/a	
S9	Local Control and Accountability Plan (LCAP)	<ul style="list-style-type: none"> Did or will the school district's governing board adopt an LCAP or approve an update to the LCAP effective for the budget year? Approval date for adoption of the LCAP or approval of an update to the LCAP: 		X
			Jun 21, 2018	
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template, Section 3: Actions, Services, and Expenditures?		X

ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?		X
A3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?	X	
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year?		X
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	

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ADDITIONAL FISCAL INDICATORS (continued)			No	Yes
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	
A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?	X	

Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).

Deviations from the standards must be explained and may affect the approval of the budget.

CRITERIA AND STANDARDS

1. CRITERION: Average Daily Attendance

STANDARD: Funded average daily attendance (ADA) has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA	
3.0%	0	to 300
2.0%	301	to 1,000
1.0%	1,001	and over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):

District's ADA Standard Percentage Level:

1A. Calculating the District's ADA Variances

DATA ENTRY: For the Third, Second, and First Prior Years, enter Estimated Funded ADA in the Original Budget Funded ADA column; enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the Third, Second, and First Prior Years. All other data are extracted.

Fiscal Year	Original Budget Funded ADA (Form A, Lines A4 and C4)	Estimated/Unaudited Actuals Funded ADA (Form A, Lines A4 and C4)	ADA Variance Level (If Budget is greater than Actuals, else N/A)	Status
Third Prior Year (2015-16)				
District Regular	12,051	12,205		
Charter School				
Total ADA	12,051	12,205	N/A	Met
Second Prior Year (2016-17)				
District Regular	12,459	12,404		
Charter School				
Total ADA	12,459	12,404	0.4%	Met
First Prior Year (2017-18)				
District Regular	12,617	12,523		
Charter School		0		
Total ADA	12,617	12,523	0.7%	Met
Budget Year (2018-19)				
District Regular	12,620			
Charter School	0			
Total ADA	12,620			

1B. Comparison of District ADA to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:
(required if NOT met)

1b. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

2. CRITERION: Enrollment

STANDARD: Projected enrollment has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA		
3.0%	0	to	300
2.0%	301	to	1,000
1.0%	1,001	and	over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):

District's Enrollment Standard Percentage Level:

2A. Calculating the District's Enrollment Variances

DATA ENTRY: Enter data in the Enrollment, Budget, column for all fiscal years and in the Enrollment, CBEDS Actual column for the First Prior Year; all other data are extracted or calculated. CBEDS Actual enrollment data preloaded in the District Regular lines will include both District Regular and Charter School enrollment. Districts will need to adjust the District Regular enrollment lines and the Charter School enrollment lines accordingly. Enter district regular enrollment and charter school enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	Budget	Enrollment CBEDS Actual	Enrollment Variance Level (If Budget is greater than Actual, else N/A)	Status
Third Prior Year (2015-16)				
District Regular	12,550	12,726		
Charter School				
Total Enrollment	12,550	12,726	N/A	Met
Second Prior Year (2016-17)				
District Regular	12,920	12,951		
Charter School				
Total Enrollment	12,920	12,951	N/A	Met
First Prior Year (2017-18)				
District Regular	13,250	13,063		
Charter School				
Total Enrollment	13,250	13,063	1.4%	Not Met
Budget Year (2018-19)				
District Regular	13,285			
Charter School				
Total Enrollment	13,285			

2B. Comparison of District Enrollment to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - Enrollment was estimated above the standard for the first prior year. Provide reasons for the overestimate, a description of the methods and assumptions used in projecting enrollment, and what changes will be made to improve the accuracy of projections in this area.

Explanation:
(required if NOT met)

In 17-18, the demographics study estimated a growth in enrollment. The growth was smaller than predicted. Demographics studies still estimate increased enrollment due to new housing communities.

- 1b. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

3. CRITERION: ADA to Enrollment

STANDARD: Projected second period (P-2) average daily attendance (ADA) to enrollment ratio for any of the budget year or two subsequent fiscal years has not increased from the historical average ratio from the three prior fiscal years by more than one half of one percent (0.5%).

3A. Calculating the District's ADA to Enrollment Standard

DATA ENTRY: All data are extracted or calculated. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	P-2 ADA Estimated/Unaudited Actuals (Form A, Lines A4 and C4)	Enrollment CBEDS Actual (Criterion 2, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2015-16)			
District Regular	12,211	12,726	
Charter School		0	
Total ADA/Enrollment	12,211	12,726	96.0%
Second Prior Year (2016-17)			
District Regular	12,406	12,951	
Charter School			
Total ADA/Enrollment	12,406	12,951	95.8%
First Prior Year (2017-18)			
District Regular	12,523	13,063	
Charter School	0		
Total ADA/Enrollment	12,523	13,063	95.9%
Historical Average Ratio:			95.9%
District's ADA to Enrollment Standard (historical average ratio plus 0.5%):			96.4%

3B. Calculating the District's Projected Ratio of ADA to Enrollment

DATA ENTRY: Enter data in the Estimated P-2 ADA column for the two subsequent years. Enter data in the Enrollment column for the two subsequent years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund only, for all fiscal years. All other data are extracted or calculated.

Fiscal Year	Estimated P-2 ADA Budget (Form A, Lines A4 and C4)	Enrollment Budget/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Budget Year (2018-19)				
District Regular	12,620	13,285		
Charter School	0			
Total ADA/Enrollment	12,620	13,285	95.0%	Met
1st Subsequent Year (2019-20)				
District Regular	12,685	13,360		
Charter School				
Total ADA/Enrollment	12,685	13,360	94.9%	Met
2nd Subsequent Year (2020-21)				
District Regular	12,815	13,490		
Charter School				
Total ADA/Enrollment	12,815	13,490	95.0%	Met

3C. Comparison of District ADA to Enrollment Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Projected P-2 ADA to enrollment ratio has not exceeded the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

4. CRITERION: LCFF Revenue

STANDARD: Projected local control funding formula (LCFF) revenue for any of the budget year or two subsequent fiscal years has not changed from the prior fiscal year by more than the change in population, plus the district's gap funding or cost-of-living adjustment (COLA)¹ and its economic recovery target payment, plus or minus one percent.

For basic aid districts, projected LCFF revenue has not changed from the prior fiscal year by more than the percent change in property tax revenues plus or minus one percent.

For districts funded by necessary small school formulas, projected LCFF revenue has not changed from the prior fiscal year amount by more than the district's gap funding or COLA¹ and its economic recovery target payment, plus or minus one percent.

¹Districts that are already at or above their LCFF target funding as described in Education Code Section 42238.03(d) receive no gap funding. These districts have a COLA applied to their LCFF target, but their year-over-year revenue increase might be less than the statutory COLA due to certain local factors and components of the funding formula.

4A. District's LCFF Revenue Standard

Indicate which standard applies:

LCFF Revenue

Basic Aid

Necessary Small School

The District must select which LCFF revenue standard applies.

LCFF Revenue Standard selected: LCFF Revenue

4A1. Calculating the District's LCFF Revenue Standard

DATA ENTRY: Enter LCFF Target amounts for the budget and two subsequent fiscal years.
Enter data in Step 1a for the two subsequent fiscal years. All other data is extracted or calculated.
Enter data for Steps 2a through 2d. All other data is calculated.

Projected LCFF Revenue

If Yes, then COLA amount in Line 2b2 is used in Line 2e Total calculation.
If No, then Gap Funding in Line 2c is used in Line 2e Total calculation.
Note: For 2018-19 transitional year, both COLA and Gap will be included in Line 2e Total calculation.

Has the District reached its LCFF target funding level?

	Budget Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
LCFF Target (Reference Only)	114,785,149.00	118,232,769.00	122,794,005.00
Step 1 - Change in Population			
a. ADA (Funded) (Form A, lines A6 and C4)	12,530.00	12,630.00	12,825.00
b. Prior Year ADA (Funded)	12,530.00	12,630.00	12,695.00
c. Difference (Step 1a minus Step 1b)	100.00	65.00	130.00
d. Percent Change Due to Population (Step 1c divided by Step 1b)	0.80%	0.51%	1.02%
Step 2 - Change in Funding Level			
a. Prior Year LCFF Funding	107,265,356.00	115,066,592.00	118,608,026.00
b1. COLA percentage (if district is at target)		2.57%	2.67%
b2. COLA amount (proxy for purposes of this criterion)	0.00	2,957,211.41	3,166,834.29
c. Gap Funding (if district is not at target)			
d. Economic Recovery Target Funding (current year increment)	281,443.00	375,257.00	375,257.00
e. Total (Lines 2b2 or 2c, as applicable, plus Line 2d)	281,443.00	3,332,468.41	3,542,091.29
f. Percent Change Due to Funding Level (Step 2e divided by Step 2a)	0.26%	2.90%	2.99%
Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2f)	1.06%	3.41%	4.01%
LCFF Revenue Standard (Step 3, plus/minus 1%):	.06% to 2.06%	2.41% to 4.41%	3.01% to 5.01%

4A2. Alternate LCFF Revenue Standard - Basic Aid

DATA ENTRY: If applicable to your district, input data in the 1st and 2nd Subsequent Year columns for projected local property taxes; all other data are extracted or calculated.

Basic Aid District Projected LCFF Revenue

	Prior Year (2017-18)	Budget Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	101,912,610.00	107,007,654.00		
Percent Change from Previous Year		N/A	N/A	N/A
Basic Aid Standard (percent change from previous year, plus/minus 1%):		N/A	N/A	N/A

4A3. Alternate LCFF Revenue Standard - Necessary Small School

DATA ENTRY: All data are extracted or calculated.

Necessary Small School District Projected LCFF Revenue

	Budget Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
Necessary Small School Standard (Gap Funding or COLA, plus Economic Recovery Target Payment, Step 2f, plus/minus 1%):	N/A	N/A	N/A

4B. Calculating the District's Projected Change in LCFF Revenue

DATA ENTRY: Enter data in the 1st and 2nd Subsequent Year columns for LCFF Revenue; all other data are extracted or calculated.

	Prior Year (2017-18)	Budget Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	107,620,737.00	115,361,924.00	118,608,026.00	123,169,262.00
District's Projected Change in LCFF Revenue:		7.19%	2.81%	3.85%
LCFF Revenue Standard:		.06% to 2.06%	2.41% to 4.41%	3.01% to 5.01%
Status:		Not Met	Met	Met

4C. Comparison of District LCFF Revenue to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - Projected change in LCFF revenue is outside the standard in one or more of the budget or two subsequent fiscal years. Provide reasons why the projection(s) exceed the standard(s) and a description of the methods and assumptions used in projecting LCFF revenue.

Explanation:
(required if NOT met)

According to the Governor's May Revise budget, LCFF funding is estimated to reach full implementation. Since 2018-19 is the first year of full implementation, the change in revenue is higher than the standard range, which is closer to COLA amounts. The increases in future years is expected to be COLA only.

5. CRITERION: Salaries and Benefits

STANDARD: Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures for any of the budget year or two subsequent fiscal years has not changed from the historical average ratio from the three prior fiscal years by more than the greater of three percent or the district's required reserves percentage.

5A. Calculating the District's Historical Average Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
	Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	
Third Prior Year (2015-16)	81,481,216.55	93,245,912.50	87.4%
Second Prior Year (2016-17)	91,147,358.33	103,190,999.27	88.3%
First Prior Year (2017-18)	93,235,904.00	106,057,533.00	87.9%
Historical Average Ratio:			87.9%

District's Reserve Standard Percentage (Criterion 10B, Line 4):	Budget Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	3.0%	3.0%	3.0%
	84.9% to 90.9%	84.9% to 90.9%	84.9% to 90.9%

5B. Calculating the District's Projected Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: If Form MYP exists, Unrestricted Salaries and Benefits, and Total Unrestricted Expenditures data for the 1st and 2nd Subsequent Years will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Fiscal Year	Budget - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
	Salaries and Benefits (Form 01, Objects 1000-3999) (Form MYP, Lines B1-B3)	Total Expenditures (Form 01, Objects 1000-7499) (Form MYP, Lines B1-B8, B10)		
Budget Year (2018-19)	96,665,471.00	109,121,005.00	88.6%	Met
1st Subsequent Year (2019-20)	98,558,863.00	110,228,805.00	89.4%	Met
2nd Subsequent Year (2020-21)	99,422,392.00	111,092,334.00	89.5%	Met

5C. Comparison of District Salaries and Benefits Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Ratio of total unrestricted salaries and benefits to total unrestricted expenditures has met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

6. CRITERION: Other Revenues and Expenditures

STANDARD: Projected operating revenues (including federal, other state, and other local) or expenditures (including books and supplies, and services and other operating), for any of the budget year or two subsequent fiscal years, have not changed from the prior fiscal year amount by more than the percentage change in population and the funded cost-of-living adjustment (COLA) plus or minus ten percent.

For each major object category, changes that exceed the percentage change in population and the funded COLA plus or minus five percent must be explained.

6A. Calculating the District's Other Revenues and Expenditures Standard Percentage Ranges

DATA ENTRY: All data are extracted or calculated.

	Budget Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	1.06%	3.41%	4.01%
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	-8.94% to 11.06%	-6.59% to 13.41%	-5.99% to 14.01%
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	-3.94% to 6.06%	-1.59% to 8.41%	-.99% to 9.01%

6B. Calculating the District's Change by Major Object Category and Comparison to the Explanation Percentage Range (Section 6A, Line 3)

DATA ENTRY: If Form MYP exists, the 1st and 2nd Subsequent Year data for each revenue and expenditure section will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Explanations must be entered for each category if the percent change for any year exceeds the district's explanation percentage range.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)			
First Prior Year (2017-18)	3,890,559.00		
Budget Year (2018-19)	3,796,592.00	-2.42%	No
1st Subsequent Year (2019-20)	3,796,592.00	0.00%	No
2nd Subsequent Year (2020-21)	3,796,592.00	0.00%	No

Explanation:
(required if Yes)

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)			
First Prior Year (2017-18)	14,325,535.00		
Budget Year (2018-19)	15,185,044.00	6.00%	No
1st Subsequent Year (2019-20)	10,877,716.00	-28.37%	Yes
2nd Subsequent Year (2020-21)	10,877,716.00	0.00%	No

Explanation:
(required if Yes)

The 2018-19 Governor's May Revise Budget includes one time revenue that is included in the district's 2018-19 budget, but removed in subsequent years.

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)			
First Prior Year (2017-18)	7,390,718.00		
Budget Year (2018-19)	6,263,647.00	-15.25%	Yes
1st Subsequent Year (2019-20)	6,263,647.00	0.00%	No
2nd Subsequent Year (2020-21)	6,263,647.00	0.00%	No

Explanation:
(required if Yes)

Donations and other sources of local revenue are budgeted as they are received. Therefore, the 2018-19 adopted budget does not include many of these sources of local revenue. Revenue projections are updated throughout the year to include revenue received.

Books and Supplies (Fund 01, Objects 4000-4999) (Form MYP, Line B4)			
First Prior Year (2017-18)	4,950,288.00		
Budget Year (2018-19)	4,233,780.00	-14.47%	Yes
1st Subsequent Year (2019-20)	3,490,862.00	-17.55%	Yes
2nd Subsequent Year (2020-21)	3,490,862.00	0.00%	No

Explanation:
(required if Yes)

Carryover amounts are included in the 2017-18 books and supplies budget as well as donation and other sources of revenue that are budgeted as they are received. These amounts have been removed from the 2018-19 budget.

Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYP, Line B5)

First Prior Year (2017-18)	14,136,372.00		
Budget Year (2018-19)	14,409,684.00	1.93%	No
1st Subsequent Year (2019-20)	13,959,684.00	-3.12%	Yes
2nd Subsequent Year (2020-21)	13,959,684.00	0.00%	No

Explanation:
(required if Yes)

Carryover amounts are included in the 2017-18 services and other operating expenditure budget. These amounts have been removed from 2018-19 and subsequent years. Also, planned savings are included in 2019-20 in travel expenses and utilities.

6C. Calculating the District's Change in Total Operating Revenues and Expenditures (Section 6A, Line 2)

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Status
Total Federal, Other State, and Other Local Revenue (Criterion 6B)			
First Prior Year (2017-18)	25,606,812.00		
Budget Year (2018-19)	25,245,283.00	-1.41%	Met
1st Subsequent Year (2019-20)	20,937,955.00	-17.06%	Not Met
2nd Subsequent Year (2020-21)	20,937,955.00	0.00%	Met
Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)			
First Prior Year (2017-18)	19,086,660.00		
Budget Year (2018-19)	18,643,464.00	-2.32%	Met
1st Subsequent Year (2019-20)	17,450,546.00	-6.40%	Met
2nd Subsequent Year (2020-21)	17,450,546.00	0.00%	Met

6D. Comparison of District Total Operating Revenues and Expenditures to the Standard Percentage Range

DATA ENTRY: Explanations are linked from Section 6B if the status in Section 6C is not met; no entry is allowed below.

- 1a. STANDARD NOT MET - Projected total operating revenues have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation:

Federal Revenue
(linked from 6B
if NOT met)

Explanation:

Other State Revenue
(linked from 6B
if NOT met)

The 2018-19 Governor's May Revise Budget includes one time revenue that is included in the district's 2018-19 budget, but removed in subsequent years.

Explanation:

Other Local Revenue
(linked from 6B
if NOT met)

Donations and other sources of local revenue are budgeted as they are received. Therefore, the 2018-19 adopted budget does not include many of these sources of local revenue. Revenue projections are updated throughout the year to include revenue received.

- 1b. STANDARD MET - Projected total operating expenditures have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:

Books and Supplies
(linked from 6B
if NOT met)

Explanation:

Services and Other Exps
(linked from 6B
if NOT met)

7. CRITERION: Facilities Maintenance

STANDARD: Confirm that the annual contribution for facilities maintenance funding is not less than the amount required pursuant to Education Code Section 17070.75, if applicable, and that the district is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52060(d)(1) and 17002(d)(1).

Determining the District's Compliance with the Contribution Requirement for EC Section 17070.75 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)

NOTE: The Proposition 51 school facility program requires the district to deposit a minimum amount equal to or greater than three percent of the total general fund expenditures and other financing uses for that fiscal year (as EC Section 17070.75 read on January 1, 2015).

For all other school facility programs, AB 104 (Chapter 13, Statutes of 2015, effective January 1, 2016) requires the district to deposit into the account, for the 2017-18 to 2019-20 fiscal years, a minimum that is the greater of the following amounts:

- A. The lesser of three percent of the total general fund expenditures and other financing uses for that fiscal year or the amount that the district deposited into the account for the 2014-15 fiscal year; or
- B. Two percent of the total general fund expenditures and other financing uses for that fiscal year.

7A. District's School Facility Program Funding

Indicate which School Facility Program funding applies:

Proposition 51 Only

Proposition 51 and All Other School Facility Programs

All Other School Facility Programs Only

Funding Selection: Proposition 51 and All Other School Facility Programs

7B. Calculating the District's Required Minimum Contribution

DATA ENTRY: Click the appropriate Yes or No button for special education local plan area (SELPA) administrative units (AUs); all other data are extracted or calculated. If standard is not met, enter an X in the appropriate box and enter an explanation, if applicable.

Note: If "Proposition 51 and All Other School Facility Programs" is selected, then Line 2 will be used to calculate the required minimum contribution.

- 1. a. For districts that are the AU of a SELPA, do you choose to exclude revenues that are passed through to participating members of the SELPA from the OMMA/RMA required minimum contribution calculation?
- b. Pass-through revenues and apportionments that may be excluded from the OMMA/RMA calculation per EC Section 17070.75(b)(2)(D) (Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223)

2. Proposition 51 Required Minimum Contribution

a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999)	145,400,746.00			
b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)		3% Required Minimum Contribution (Line 2c times 3%)	Budgeted Contribution ¹ to the Ongoing and Major Maintenance Account	Status
c. Net Budgeted Expenditures and Other Financing Uses	145,400,746.00	4,362,022.38	4,364,820.00	Met

3. All Other School Facility Programs Required Minimum Contribution

a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999)	145,400,746.00			
b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)		3% of Total Current Year General Fund Expenditures and Other Financing Uses (Line 3c times 3%)	Amount Deposited ¹ for 2014-15 Fiscal Year	Lesser of: 3% or 2014-15 amount
c. Net Budgeted Expenditures and Other Financing Uses	145,400,746.00	4,362,022.38	2,300,667.20	2,300,667.20

d. Required Minimum Contribution

2% of Total Current Year General Fund Expenditures and Other Financing Uses (Line 3c times 2%)	Required Minimum Contribution/ Greater of: Lesser of 3% or 2014-15 amount or 2%
2,908,014.92	2,908,014.92

e. OMMA/RMA Contribution

Budgeted Contribution ¹ to the Ongoing and Major Maintenance Account	Status
4,364,820.00	N/A

¹ Fund 01, Resource 8150, Objects 8900-8999

4. Required Minimum Contribution

4,362,022.38

If standard is not met, enter an X in the box that best describes why the minimum required contribution was not made:

	Not applicable (district does not participate in the Leroy F. Greene School Facilities Act of 1998)
	Exempt (due to district's small size [EC Section 17070.75 (b)(2)(E)])
	Other (explanation must be provided)

Explanation:
(required if NOT met
and Other is marked)

8. CRITERION: Deficit Spending

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves¹ as a percentage of total expenditures and other financing uses² in two out of three prior fiscal years.

8A. Calculating the District's Deficit Spending Standard Percentage Levels

DATA ENTRY: All data are extracted or calculated.

	Third Prior Year (2015-16)	Second Prior Year (2016-17)	First Prior Year (2017-18)
1. District's Available Reserve Amounts (resources 0000-1999)			
a. Stabilization Arrangements (Funds 01 and 17, Object 9750)	0.00	0.00	0.00
b. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789)	19,377,837.16	15,918,372.00	15,252,181.07
c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	0.00	0.00	0.00
d. Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999)	0.00	0.00	(0.17)
e. Available Reserves (Lines 1a through 1d)	19,377,837.16	15,918,372.00	15,252,180.90
2. Expenditures and Other Financing Uses			
a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	123,745,499.19	138,085,431.40	143,026,036.00
b. Plus: Special Education Pass-through Funds (Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223)			0.00
c. Total Expenditures and Other Financing Uses (Line 2a plus Line 2b)	123,745,499.19	138,085,431.40	143,026,036.00
3. District's Available Reserve Percentage (Line 1e divided by Line 2c)	15.7%	11.5%	10.7%
District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):	5.2%	3.8%	3.6%

¹Available reserves are the unrestricted amounts in the Stabilization Arrangement, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

²A school district that is the Administrative Unit of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in Unrestricted Fund Balance (Form 01, Section E)	Total Unrestricted Expenditures and Other Financing Uses (Form 01, Objects 1000-7999)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Third Prior Year (2015-16)	3,469,158.95	93,275,912.50	N/A	Met
Second Prior Year (2016-17)	(3,258,934.93)	103,251,603.13	3.2%	Met
First Prior Year (2017-18)	(7,198,732.00)	106,087,533.00	6.8%	Not Met
Budget Year (2018-19) (Information only)	(3,735,950.00)	109,476,687.00		

8C. Comparison of District Deficit Spending to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Unrestricted deficit spending, if any, has not exceeded the standard percentage level in two or more of the three prior years.

Explanation:
(required if NOT met)

The district generally shows deficit spending at a higher level at adopted budget, but achieves savings throughout the year that reduces the amount of deficit spending. The district will continue to look for additional savings in the 18-19 and subsequent years.

9. CRITERION: Fund Balance

STANDARD: Budgeted beginning unrestricted general fund balance has not been overestimated for two out of three prior fiscal years by more than the following percentage levels:

Percentage Level ¹	District ADA
1.7%	0 to 300
1.3%	301 to 1,000
1.0%	1,001 to 30,000
0.7%	30,001 to 400,000
0.3%	400,001 and over

¹ Percentage levels equate to a rate of deficit spending which would eliminate recommended reserves for economic uncertainties over a three year period.

District Estimated P-2 ADA (Form A, Lines A6 and C4):

District's Fund Balance Standard Percentage Level:

9A. Calculating the District's Unrestricted General Fund Beginning Balance Percentages

DATA ENTRY: Enter data in the Original Budget column for the First, Second, and Third Prior Years; all other data are extracted or calculated.

Fiscal Year	Unrestricted General Fund Beginning Balance ² (Form 01, Line F1e, Unrestricted Column)		Beginning Fund Balance Variance Level (If overestimated, else N/A)	Status
	Original Budget	Estimated/Unaudited Actuals		
Third Prior Year (2015-16)	15,780,828.00	19,901,639.39	N/A	Met
Second Prior Year (2016-17)	18,966,938.00	23,370,798.35	N/A	Met
First Prior Year (2017-18)	16,503,469.00	20,111,863.42	N/A	Met
Budget Year (2018-19) (Information only)	12,913,131.42			

² Adjusted beginning balance, including audit adjustments and other restatements (objects 9791-9795)

9B. Comparison of District Unrestricted Beginning Fund Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Unrestricted general fund beginning fund balance has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

10. CRITERION: Reserves

STANDARD: Available reserves¹ for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts² as applied to total expenditures and other financing uses³:

DATA ENTRY: Budget Year data are extracted. If Form MYP exists, 1st and 2nd Subsequent Year data will be extracted. If not, enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the two subsequent years.

Percentage Level	District ADA		
5% or \$67,000 (greater of)	0	to	300
4% or \$67,000 (greater of)	301	to	1,000
3%	1,001	to	30,000
2%	30,001	to	400,000
1%	400,001	and	over

¹ Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

² Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment (Education Code Section 42238), rounded to the nearest thousand.

³ A school district that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

	Budget Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4. Subsequent Years, Form MYP, Line F2, if available.)	12,620	12,685	12,815
District's Reserve Standard Percentage Level:	3%	3%	3%

10A. Calculating the District's Special Education Pass-through Exclusions (only for districts that serve as the AU of a SELPA)

DATA ENTRY: For SELPA AUs, if Form MYP exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1 and, if Yes, enter data for item 2a and for the two subsequent years in item 2b; Budget Year data are extracted.

For districts that serve as the AU of a SELPA (Form MYP, Lines F1a, F1b1, and F1b2):

1. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?
2. If you are the SELPA AU and are excluding special education pass-through funds:
 - a. Enter the name(s) of the SELPA(s): _____

	Budget Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
b. Special Education Pass-through Funds (Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223)	0.00		

10B. Calculating the District's Reserve Standard

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 and 2 will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

	Budget Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
1. Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	145,400,746.00	146,741,842.00	147,964,249.00
2. Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)			
3. Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	145,400,746.00	146,741,842.00	147,964,249.00
4. Reserve Standard Percentage Level	3%	3%	3%
5. Reserve Standard - by Percent (Line B3 times Line B4)	4,362,022.38	4,402,255.26	4,438,927.47
6. Reserve Standard - by Amount (\$67,000 for districts with 0 to 1,000 ADA, else 0)	0.00	0.00	0.00
7. District's Reserve Standard (Greater of Line B5 or Line B6)	4,362,022.38	4,402,255.26	4,438,927.47

10C. Calculating the District's Budgeted Reserve Amount

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 through 7 will be extracted; if not, enter data for the two subsequent years.
All other data are extracted or calculated.

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4):	Budget Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
1. General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00		
2. General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	9,177,181.42	3,854,863.00	1,983,567.00
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	0.00		
4. General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYP, Line E1d)	(0.17)		
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYP, Line E2a)	0.00		
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b)	2,542,049.65		
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00	2,557,050.00	2,572,050.00
8. District's Budgeted Reserve Amount (Lines C1 thru C7)	11,719,230.90	6,411,913.00	4,555,617.00
9. District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	8.06%	4.37%	3.08%
District's Reserve Standard (Section 10B, Line 7):	4,362,022.38	4,402,255.26	4,438,927.47
Status:	Met	Met	Met

10D. Comparison of District Reserve Amount to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Projected available reserves have met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

SUPPLEMENTAL INFORMATION

DATA ENTRY: Click the appropriate Yes or No button for items S1 through S4. Enter an explanation for each Yes answer.

S1. Contingent Liabilities

1a. Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?

No

1b. If Yes, identify the liabilities and how they may impact the budget:

S2. Use of One-time Revenues for Ongoing Expenditures

1a. Does your district have ongoing general fund expenditures in the budget in excess of one percent of the total general fund expenditures that are funded with one-time resources?

No

1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

S3. Use of Ongoing Revenues for One-time Expenditures

1a. Does your district have large non-recurring general fund expenditures that are funded with ongoing general fund revenues?

No

1b. If Yes, identify the expenditures:

S4. Contingent Revenues

1a. Does your district have projected revenues for the budget year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?

No

1b. If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

S5. Contributions

Identify projected contributions from unrestricted resources in the general fund to restricted resources in the general fund for the budget year and two subsequent fiscal years. Provide an explanation if contributions have changed from the prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether contributions are ongoing or one-time in nature.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the budget year and two subsequent fiscal years. Provide an explanation if transfers have changed from the prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether transfers are ongoing or one-time in nature.

Estimate the impact of any capital projects on the general fund operational budget.

District's Contributions and Transfers Standard: -10.0% to +10.0%
or -\$20,000 to +\$20,000

S5A. Identification of the District's Projected Contributions, Transfers, and Capital Projects that may Impact the General Fund

DATA ENTRY: For Contributions, enter data in the Projection column for the 1st and 2nd Subsequent Years. Contributions for the First Prior Year and Budget Year will be extracted. For Transfers In and Transfers Out, enter data in the First Prior Year. If Form MYP exists, the data will be extracted for the Budget Year, and 1st and 2nd Subsequent Years. If Form MYP does not exist, enter data in the Budget Year, 1st and 2nd subsequent Years. Click the appropriate button for item 1d; all other data will be calculated.

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)				
First Prior Year (2017-18)	(17,144,771.00)			
Budget Year (2018-19)	(18,515,360.00)	1,370,589.00	8.0%	Met
1st Subsequent Year (2019-20)	(18,535,360.00)	20,000.00	0.1%	Met
2nd Subsequent Year (2020-21)	(18,782,045.00)	246,685.00	1.3%	Met
1b. Transfers In, General Fund *				
First Prior Year (2017-18)	765,689.00			
Budget Year (2018-19)	765,589.00	(100.00)	0.0%	Met
1st Subsequent Year (2019-20)	765,589.00	0.00	0.0%	Met
2nd Subsequent Year (2020-21)	765,589.00	0.00	0.0%	Met
1c. Transfers Out, General Fund *				
First Prior Year (2017-18)	30,000.00			
Budget Year (2018-19)	355,682.00	325,682.00	1085.6%	Not Met
1st Subsequent Year (2019-20)	355,682.00	0.00	0.0%	Met
2nd Subsequent Year (2020-21)	355,682.00	0.00	0.0%	Met

1d. **Impact of Capital Projects**
Do you have any capital projects that may impact the general fund operational budget? No

* Include transfers used to cover operating deficits in either the general fund or any other fund.

S5B. Status of the District's Projected Contributions, Transfers, and Capital Projects

DATA ENTRY: Enter an explanation if Not Met for items 1a-1c or if Yes for item 1d.

1a. MET - Projected contributions have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

1b. MET - Projected transfers in have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

1c. NOT MET - The projected transfers out of the general fund have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify the amount(s) transferred, by fund, and whether transfers are ongoing or one-time in nature. If ongoing, explain the district's plan, with timeframes, for reducing or eliminating the transfers.

Explanation:
(required if NOT met)

The 2018-19 budget includes a contribution to the Nutrition Fund which is partially offset by indirect costs received from the program. Nutrition staff continues to assess the program to achieve savings toward a self-sustaining program.

1d. NO - There are no capital projects that may impact the general fund operational budget.

Project Information:
(required if YES)

S6. Long-term Commitments

Identify all existing and new multiyear commitments¹ and their annual required payments for the budget year and two subsequent fiscal years.

Explain how any increase in annual payments will be funded. Also explain how any decrease to funding sources used to pay long-term commitments will be replaced.

¹ Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

S6A. Identification of the District's Long-term Commitments

DATA ENTRY: Click the appropriate button in item 1 and enter data in all columns of item 2 for applicable long-term commitments; there are no extractions in this section.

1. Does your district have long-term (multiyear) commitments?
(If No, skip item 2 and Sections S6B and S6C)

2. If Yes to item 1, list all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in item S7A.

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For:		Principal Balance as of July 1, 2018
		Funding Sources (Revenues)	Debt Service (Expenditures)	
Capital Leases	5	General Fund	General Fund (7438/7439)	866,396
Certificates of Participation				
General Obligation Bonds	25	Special Tax Revenue	Special Tax Revenue Debt Service (7438/7439)	327,036,861
Supp Early Retirement Program				
State School Building Loans	3	State CTE Loan	Capital Facilities (7438/7439)	902,695
Compensated Absences				

Other Long-term Commitments (do not include OPEB):

Special Tax Revenue Bond	25	Special Tax Revenue	Special Tax Revenue	73,895,500
Qualified School Construction Bond	9	Gen Fund/Fed Subsidy/Energy Savings/Trans In	General Fund (7438/7439)	12,484,041
TOTAL:				415,185,493

Type of Commitment (continued)	Prior Year (2017-18) Annual Payment (P & I)	Budget Year (2018-19) Annual Payment (P & I)	1st Subsequent Year (2019-20) Annual Payment (P & I)	2nd Subsequent Year (2020-21) Annual Payment (P & I)
Capital Leases		157,973	157,973	157,973
Certificates of Participation				
General Obligation Bonds	16,718,651	15,244,725	13,442,625	13,806,325
Supp Early Retirement Program				
State School Building Loans	343,982	318,786	326,973	335,370
Compensated Absences	1,100,000	1,100,000	1,100,000	1,100,000
Other Long-term Commitments (continued):				
Special Tax Revenue Bond	5,771,624	8,764,951	8,764,951	7,116,080
Qualified School Construction Bond	1,606,227	1,606,227	1,606,227	1,606,227
Total Annual Payments:	25,540,484	27,192,662	25,398,749	24,121,975
Has total annual payment increased over prior year (2017-18)?		Yes	No	No

S6B. Comparison of the District's Annual Payments to Prior Year Annual Payment

DATA ENTRY: Enter an explanation if Yes.

- 1a. Yes - Annual payments for long-term commitments have increased in one or more of the budget or two subsequent fiscal years. Explain how the increase in annual payments will be funded.

Explanation:
(required if Yes
to increase in total
annual payments)

In January 2018, the district issued a capital lease to purchase 6 buses, with the debt financed over 5 years.

S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments

DATA ENTRY: Click the appropriate Yes or No button in item 1; if Yes, an explanation is required in item 2.

- 1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

No

- 2.

No - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment annual payments.

Explanation:
(required if Yes)

S7. Unfunded Liabilities

Estimate the unfunded liability for postemployment benefits other than pensions (OPEB) based on an actuarial valuation, if required, or other method; identify or estimate the actuarially determined contribution (if available); and indicate how the obligation is funded (pay-as-you-go, amortized over a specific period, etc.).

Estimate the unfunded liability for self-insurance programs such as workers' compensation based on an actuarial valuation, if required, or other method; identify or estimate the required contribution; and indicate how the obligation is funded (level of risk retained, funding approach, etc.).

S7A. Identification of the District's Estimated Unfunded Liability for Postemployment Benefits Other than Pensions (OPEB)

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section except the budget year data on line 5b.

1. Does your district provide postemployment benefits other than pensions (OPEB)? (If No, skip items 2-5)

Yes

2. For the district's OPEB:
a. Are they lifetime benefits?

No

b. Do benefits continue past age 65?

No

c. Describe any other characteristics of the district's OPEB program including eligibility criteria and amounts, if any, that retirees are required to contribute toward their own benefits:

3. a. Are OPEB financed on a pay-as-you-go, actuarial cost, or other method?

Pay-as-you-go

b. Indicate any accumulated amounts earmarked for OPEB in a self-insurance or governmental fund

	Self-Insurance Fund	Governmental Fund
	0	0

4. OPEB Liabilities

- a. Total OPEB liability
- b. OPEB plan(s) fiduciary net position (if applicable)
- c. Total/Net OPEB liability (Line 4a minus Line 4b)
- d. Is total OPEB liability based on the district's estimate or an actuarial valuation?
- e. If based on an actuarial valuation, indicate the date of the OPEB valuation

20,746,596.00
20,746,596.00
0.00
Actuarial
Jun 30, 2015

5. OPEB Contributions

- a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement Method
- b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)
- c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)
- d. Number of retirees receiving OPEB benefits

	Budget Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
a.	3,072,111.00	3,072,111.00	3,072,111.00
b.	292,519.00	525,424.00	525,424.00
c.	292,519.00	525,424.00	525,424.00
d.	99	110	105

S7B. Identification of the District's Unfunded Liability for Self-Insurance Programs

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section.

1. Does your district operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB, which is covered in Section S7A) (If No, skip items 2-4)

No

2. Describe each self-insurance program operated by the district, including details for each such as level of risk retained, funding approach, basis for valuation (district's estimate or actuarial), and date of the valuation:

--

3. Self-Insurance Liabilities

- a. Accrued liability for self-insurance programs
b. Unfunded liability for self-insurance programs

4. Self-Insurance Contributions

- a. Required contribution (funding) for self-insurance programs
b. Amount contributed (funded) for self-insurance programs

	Budget Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)

S8. Status of Labor Agreements

Analyze the status of all employee labor agreements. Identify new labor agreements, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues, and explain how these commitments will be funded in future fiscal years.

If salary and benefit negotiations are not finalized at budget adoption, upon settlement with certificated or classified staff:

The school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.

The county superintendent shall review the analysis relative to the criteria and standards, and may provide written comments to the president of the district governing board and superintendent.

S8A. Cost Analysis of District's Labor Agreements - Certificated (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2017-18)	Budget Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
Number of certificated (non-management) full-time-equivalent (FTE) positions	586.7	589.7	595.7	596.7

Certificated (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

The certificated 3-year contract expires as of 6/30/18. In 2018-19, negotiations will begin on the entire contract.

Negotiations Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

--

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?

--

If Yes, date of Superintendent and CBO certification:

--

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?

--

If Yes, date of budget revision board adoption:

--

4. Period covered by the agreement:

Begin Date:

--

End Date:

--

5. Salary settlement:

Budget Year
(2018-19)

1st Subsequent Year
(2019-20)

2nd Subsequent Year
(2020-21)

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

--	--	--

One Year Agreement

Total cost of salary settlement

--	--	--

% change in salary schedule from prior year
or

--

Multiyear Agreement

Total cost of salary settlement

--	--	--

% change in salary schedule from prior year
(may enter text, such as "Reopener")

--	--	--

Identify the source of funding that will be used to support multiyear salary commitments:

--

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits

613,512

7. Amount included for any tentative salary schedule increases

Budget Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
0	0	0

Certificated (Non-management) Health and Welfare (H&W) Benefits

- Are costs of H&W benefit changes included in the budget and MYPs?
- Total cost of H&W benefits
- Percent of H&W cost paid by employer
- Percent projected change in H&W cost over prior year

Budget Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
Yes	Yes	Yes
2,567,236	2,695,598	2,830,378
Flat Amount Paid	Flat Amount Paid	Flat Amount Paid
5.0%	5.0%	5.0%

Certificated (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget?
If Yes, amount of new costs included in the budget and MYPs
If Yes, explain the nature of the new costs:

No		
----	--	--

Certificated (Non-management) Step and Column Adjustments

- Are step & column adjustments included in the budget and MYPs?
- Cost of step & column adjustments
- Percent change in step & column over prior year

Budget Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
Yes	Yes	Yes
797,565	807,933	818,436
1.3%	1.3%	1.3%

Certificated (Non-management) Attrition (layoffs and retirements)

- Are savings from attrition included in the budget and MYPs?
- Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?

Budget Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
Yes	Yes	Yes
Yes	Yes	Yes

Certificated (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):

S8B. Cost Analysis of District's Labor Agreements - Classified (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2017-18)	Budget Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
Number of classified (non-management) FTE positions	359.6	356.3	356.3	356.3

Classified (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

The classified 3-year contract expires as of 6/30/18. In 2018-19, negotiations will begin on the entire contract.

Negotiations Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?

If Yes, date of budget revision board adoption:

4. Period covered by the agreement:

Begin Date:

End Date:

5. Salary settlement:

Budget Year
(2018-19)

1st Subsequent Year
(2019-20)

2nd Subsequent Year
(2020-21)

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

--	--	--

One Year Agreement

Total cost of salary settlement

--	--	--

% change in salary schedule from prior year

--

or

Multiyear Agreement

Total cost of salary settlement

--	--	--

% change in salary schedule from prior year (may enter text, such as "Reopener")

--	--	--

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits

181,770

Budget Year
(2018-19)

1st Subsequent Year
(2019-20)

2nd Subsequent Year
(2020-21)

7. Amount included for any tentative salary schedule increases

0	0	0
---	---	---

Classified (Non-management) Health and Welfare (H&W) Benefits

	Budget Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
1. Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
2. Total cost of H&W benefits	4,685,757	4,920,045	5,166,047
3. Percent of H&W cost paid by employer	Flat Amount Paid	Flat Amount Paid	Flat Amount Paid
4. Percent projected change in H&W cost over prior year	5.0%	5.0%	5.0%

Classified (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget?
If Yes, amount of new costs included in the budget and MYPs
If Yes, explain the nature of the new costs:

Classified (Non-management) Step and Column Adjustments

	Budget Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
1. Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
2. Cost of step & column adjustments	161,770	123,899	124,102
3. Percent change in step & column over prior year			

Classified (Non-management) Attrition (layoffs and retirements)

	Budget Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
1. Are savings from attrition included in the budget and MYPs?	Yes	Yes	Yes
2. Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?	Yes	Yes	Yes

Classified (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., hours of employment, leave of absence, bonuses, etc.):

S8C. Cost Analysis of District's Labor Agreements - Management/Supervisor/Confidential Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2017-18)	Budget Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
Number of management, supervisor, and confidential FTE positions	72.4	72.4	72.4	72.4

Management/Supervisor/Confidential Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

n/a

If Yes, complete question 2.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 3 and 4.

--

If n/a, skip the remainder of Section S8C.

Negotiations Settled

2. Salary settlement:

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

Total cost of salary settlement

% change in salary schedule from prior year (may enter text, such as "Reopener")

	Budget Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			
Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Negotiations Not Settled

3. Cost of a one percent increase in salary and statutory benefits

--

4. Amount included for any tentative salary schedule increases

	Budget Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
Amount included for any tentative salary schedule increases			

Management/Supervisor/Confidential Health and Welfare (H&W) Benefits

- Are costs of H&W benefit changes included in the budget and MYPs?
- Total cost of H&W benefits
- Percent of H&W cost paid by employer
- Percent projected change in H&W cost over prior year

	Budget Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
Are costs of H&W benefit changes included in the budget and MYPs?			
Total cost of H&W benefits			
Percent of H&W cost paid by employer			
Percent projected change in H&W cost over prior year			

Management/Supervisor/Confidential Step and Column Adjustments

- Are step & column adjustments included in the budget and MYPs?
- Cost of step and column adjustments
- Percent change in step & column over prior year

	Budget Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
Are step & column adjustments included in the budget and MYPs?			
Cost of step and column adjustments			
Percent change in step & column over prior year			

Management/Supervisor/Confidential Other Benefits (mileage, bonuses, etc.)

- Are costs of other benefits included in the budget and MYPs?
- Total cost of other benefits
- Percent change in cost of other benefits over prior year

	Budget Year (2018-19)	1st Subsequent Year (2019-20)	2nd Subsequent Year (2020-21)
Are costs of other benefits included in the budget and MYPs?			
Total cost of other benefits			
Percent change in cost of other benefits over prior year			

S9. Local Control and Accountability Plan (LCAP)

Confirm that the school district's governing board has adopted an LCAP or an update to the LCAP effective for the budget year.

DATA ENTRY: Click the appropriate Yes or No button in item 1, and enter the date in item 2.

1. Did or will the school district's governing board adopt an LCAP or approve an update to the LCAP effective for the budget year?

Yes

2. Approval date for adoption of the LCAP or approval of an update to the LCAP.

Jun 21, 2018

S10. LCAP Expenditures

Confirm that the school district's budget includes the expenditures necessary to implement the LCAP or annual update to the LCAP.

DATA ENTRY: Click the appropriate Yes or No button.

Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template, Section 3: Actions, Services and Expenditures?

Yes

ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review.

DATA ENTRY: Click the appropriate Yes or No button for items A1 through A9 except item A3, which is automatically completed based on data in Criterion 2.

- A1. Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?

- A2. Is the system of personnel position control independent from the payroll system?

- A3. Is enrollment decreasing in both the prior fiscal year and budget year? (Data from the enrollment budget column and actual column of Criterion 2A are used to determine Yes or No)

- A4. Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior fiscal year or budget year?

- A5. Has the district entered into a bargaining agreement where any of the budget or subsequent years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?

- A6. Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?

- A7. Is the district's financial system independent of the county office system?

- A8. Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education)

- A9. Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

Comments:
(optional)

End of School District Budget Criteria and Standards Review

ITEM 18

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals			2018-19 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LCFF Sources		8010-8099	107,620,737.00	577,225.00	108,197,962.00	115,066,592.00	609,800.00	115,676,392.00	6.9%
2) Federal Revenue		8100-8299	619,056.00	3,271,503.00	3,890,559.00	685,000.00	3,111,592.00	3,796,592.00	-2.4%
3) Other State Revenue		8300-8599	4,866,893.00	9,458,642.00	14,325,535.00	6,795,416.00	8,389,628.00	15,185,044.00	6.0%
4) Other Local Revenue		8600-8799	2,161,297.00	5,229,421.00	7,390,718.00	943,500.00	5,320,147.00	6,263,647.00	-15.2%
5) TOTAL, REVENUES			115,267,983.00	18,536,791.00	133,804,774.00	123,490,508.00	17,431,167.00	140,921,675.00	5.3%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	57,706,072.00	11,600,884.00	69,306,956.00	59,593,811.00	11,244,599.00	70,838,410.00	2.2%
2) Classified Salaries		2000-2999	15,489,588.00	5,161,465.00	20,651,053.00	15,308,106.00	5,341,691.00	20,649,797.00	0.0%
3) Employee Benefits		3000-3999	20,040,244.00	10,409,341.00	30,449,585.00	21,763,554.00	10,891,695.00	32,655,249.00	7.2%
4) Books and Supplies		4000-4999	3,232,118.00	1,718,170.00	4,950,288.00	2,703,719.00	1,530,061.00	4,233,780.00	-14.5%
5) Services and Other Operating Expenditures		5000-5999	8,184,055.00	5,952,317.00	14,136,372.00	8,275,800.00	6,133,884.00	14,409,684.00	1.9%
6) Capital Outlay		6000-6999	92,284.00	1,199,228.00	1,291,512.00	50,000.00	15,000.00	65,000.00	-95.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	1,587,820.00	622,450.00	2,210,270.00	1,755,794.00	592,350.00	2,348,144.00	6.2%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(274,648.00)	274,648.00	0.00	(329,779.00)	174,779.00	(155,000.00)	New
9) TOTAL, EXPENDITURES			106,057,533.00	36,938,503.00	142,996,036.00	109,121,005.00	35,924,059.00	145,045,064.00	1.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)									
			9,210,450.00	(18,401,712.00)	(9,191,262.00)	14,369,503.00	(18,492,892.00)	(4,123,389.00)	-55.1%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	765,589.00	0.00	765,589.00	765,589.00	0.00	765,589.00	0.0%
b) Transfers Out		7600-7629	30,000.00	0.00	30,000.00	355,682.00	0.00	355,682.00	1085.6%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(17,144,771.00)	17,144,771.00	0.00	(18,515,360.00)	18,515,360.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(16,409,182.00)	17,144,771.00	735,589.00	(18,105,453.00)	18,515,360.00	409,907.00	-44.3%

ITEM 18

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals			2018-19 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(7,198,732.00)	(1,256,941.00)	(8,455,673.00)	(3,735,950.00)	22,468.00	(3,713,482.00)	-56.1%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	20,111,863.42	2,694,713.37	22,806,576.79	12,913,131.42	1,437,772.37	14,350,903.79	-37.1%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			20,111,863.42	2,694,713.37	22,806,576.79	12,913,131.42	1,437,772.37	14,350,903.79	-37.1%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			20,111,863.42	2,694,713.37	22,806,576.79	12,913,131.42	1,437,772.37	14,350,903.79	-37.1%
2) Ending Balance, June 30 (E + F1e)			12,913,131.42	1,437,772.37	14,350,903.79	9,177,181.42	1,460,240.37	10,637,421.79	-25.9%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	180,000.00	0.00	180,000.00	0.00	0.00	0.00	-100.0%
Stores		9712	1,000.00	0.00	1,000.00	0.00	0.00	0.00	-100.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	1,437,772.54	1,437,772.54	0.00	1,460,240.54	1,460,240.54	1.6%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	12,732,131.42	0.00	12,732,131.42	9,177,181.42	0.00	9,177,181.42	-27.9%
Unassigned/Unappropriated Amount		9790	0.00	(0.17)	(0.17)	0.00	(0.17)	(0.17)	0.0%

ITEM 18

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals			2018-19 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
G. ASSETS									
1) Cash									
a) in County Treasury		9110	0.00	0.00	0.00				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Cash Account		9130	0.00	0.00	0.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	0.00	0.00	0.00				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	0.00	0.00	0.00				
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) TOTAL, ASSETS			0.00	0.00	0.00				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
1) Accounts Payable		9500	0.00	0.00	0.00				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			0.00	0.00	0.00				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00	0.00	0.00				

ITEM 18

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals			2018-19 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
LCFF SOURCES									
Principal Apportionment State Aid - Current Year		8011	3,187,327.00	0.00	3,187,327.00	5,828,270.00	0.00	5,828,270.00	82.9%
Education Protection Account State Aid - Current Year		8012	2,520,800.00	0.00	2,520,800.00	2,526,000.00	0.00	2,526,000.00	0.2%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions Homeowners' Exemptions		8021	706,229.00	0.00	706,229.00	741,540.00	0.00	741,540.00	5.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes Secured Roll Taxes		8041	98,717,672.00	0.00	98,717,672.00	103,653,556.00	0.00	103,653,556.00	5.0%
Unsecured Roll Taxes		8042	3,080,192.00	0.00	3,080,192.00	3,234,202.00	0.00	3,234,202.00	5.0%
Prior Years' Taxes		8043	(26,703.00)	0.00	(26,703.00)	(26,703.00)	0.00	(26,703.00)	0.0%
Supplemental Taxes		8044	694,942.00	0.00	694,942.00	729,689.00	0.00	729,689.00	5.0%
Education Revenue Augmentation Fund (ERAF)		8045	(1,298,165.00)	0.00	(1,298,165.00)	(1,363,073.00)	0.00	(1,363,073.00)	5.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	38,193.00	0.00	38,193.00	38,193.00	0.00	38,193.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604) Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	500.00	0.00	500.00	500.00	0.00	500.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	(250.00)	0.00	(250.00)	(250.00)	0.00	(250.00)	0.0%
Subtotal, LCFF Sources			107,620,737.00	0.00	107,620,737.00	115,361,924.00	0.00	115,361,924.00	7.2%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00		0.00	0.00		0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	(295,332.00)	0.00	(295,332.00)	New
Property Taxes Transfers		8097	0.00	577,225.00	577,225.00	0.00	609,800.00	609,800.00	5.6%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			107,620,737.00	577,225.00	108,197,962.00	115,066,592.00	609,800.00	115,676,392.00	6.9%
FEDERAL REVENUE									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	1,752,460.00	1,752,460.00	0.00	1,752,460.00	1,752,460.00	0.0%
Special Education Discretionary Grants		8182	0.00	143,433.00	143,433.00	0.00	143,433.00	143,433.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290		768,224.00	768,224.00		677,937.00	677,937.00	-11.8%
Title I, Part D, Local Delinquent Programs	3025	8290		0.00	0.00		0.00	0.00	0.0%
Title II, Part A, Educator Quality	4035	8290		156,102.00	156,102.00		143,490.00	143,490.00	-8.1%
Title III, Part A, Immigrant Education Program	4201	8290		38,013.00	38,013.00		21,181.00	21,181.00	-44.3%

ITEM 18

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals			2018-19 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Title III, Part A, English Learner Program	4203	8290		78,696.00	78,696.00		39,768.00	39,768.00	-49.5%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3020, 3040, 3041, 3045, 3060, 3061, 3110, 3150, 3155, 3177, 3180, 3181, 3185, 4050, 4123, 4124, 4126, 4127, 5510, 5630	8290		0.00	0.00		0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290		108,886.00	108,886.00		107,634.00	107,634.00	-1.1%
All Other Federal Revenue	All Other	8290	619,056.00	225,689.00	844,745.00	685,000.00	225,689.00	910,689.00	7.8%
TOTAL, FEDERAL REVENUE			619,056.00	3,271,503.00	3,890,559.00	685,000.00	3,111,592.00	3,796,592.00	-2.4%
OTHER STATE REVENUE									
Other State Apportionments									
ROC/P Entitlement Prior Years	6360	8319		0.00	0.00		0.00	0.00	0.0%
Special Education Master Plan Current Year	6500	8311		0.00	0.00		0.00	0.00	0.0%
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	3,049,037.00	0.00	3,049,037.00	4,951,436.00	0.00	4,951,436.00	62.4%
Lottery - Unrestricted and Instructional Materials		8560	1,817,856.00	562,500.00	2,380,356.00	1,843,980.00	606,240.00	2,450,220.00	2.9%
Tax Relief Subventions Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590		0.00	0.00		0.00	0.00	0.0%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590		249,641.00	249,641.00		405,883.00	405,883.00	62.6%
California Clean Energy Jobs Act	6230	8590		609,526.00	609,526.00		0.00	0.00	-100.0%
Career Technical Education Incentive Grant Program	6387	8590		1,520,063.00	1,520,063.00		866,732.00	866,732.00	-43.0%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
Quality Education Investment Act	7400	8590		0.00	0.00		0.00	0.00	0.0%
Common Core State Standards Implementation	7405	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	6,516,912.00	6,516,912.00	0.00	6,510,773.00	6,510,773.00	-0.1%
TOTAL, OTHER STATE REVENUE			4,866,893.00	9,458,642.00	14,325,535.00	6,795,416.00	8,389,628.00	15,185,044.00	6.0%

ITEM 18

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals			2018-19 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
OTHER LOCAL REVENUE									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds									
Not Subject to LCFF Deduction		8625	0.00	22,777.00	22,777.00	0.00	0.00	0.00	-100.0%
Penalties and Interest from									
Delinquent Non-LCFF									
Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	2,000.00	0.00	2,000.00	2,000.00	0.00	2,000.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	410,000.00	0.00	410,000.00	550,000.00	0.00	550,000.00	34.1%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	237,000.00	0.00	237,000.00	204,500.00	0.00	204,500.00	-13.7%
Interagency Services		8677	45,000.00	0.00	45,000.00	50,000.00	0.00	50,000.00	11.1%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	245,000.00	0.00	245,000.00	0.00	0.00	0.00	-100.0%
Other Local Revenue Plus: Misc Funds Non-LCFF (50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	1,222,297.00	750.00	1,223,047.00	137,000.00	500.00	137,500.00	-88.8%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	126,865.00	126,865.00	0.00	126,865.00	126,865.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		5,079,029.00	5,079,029.00		5,192,782.00	5,192,782.00	2.2%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers									
From Districts or Charter Schools	6360	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6360	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6360	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			2,161,297.00	5,229,421.00	7,390,718.00	943,500.00	5,320,147.00	6,263,647.00	-15.2%
TOTAL, REVENUES			115,267,983.00	18,536,791.00	133,804,774.00	123,490,508.00	17,431,167.00	140,921,675.00	5.3%

ITEM 18

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals			2018-19 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	47,682,466.00	9,866,019.00	57,548,485.00	48,687,203.00	9,838,116.00	58,525,319.00	1.7%
Certificated Pupil Support Salaries		1200	4,558,125.00	21,538.00	4,579,663.00	4,738,902.00	24,615.00	4,763,517.00	4.0%
Certificated Supervisors' and Administrators' Salaries		1300	4,651,229.00	1,148,429.00	5,799,658.00	4,916,966.00	1,040,244.00	5,957,210.00	2.7%
Other Certificated Salaries		1900	814,252.00	564,898.00	1,379,150.00	1,250,740.00	341,624.00	1,592,364.00	15.5%
TOTAL, CERTIFICATED SALARIES			57,706,072.00	11,600,884.00	69,306,956.00	59,593,811.00	11,244,599.00	70,838,410.00	2.2%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	1,182,006.00	2,815,792.00	3,997,798.00	1,214,612.00	3,010,192.00	4,224,804.00	5.7%
Classified Support Salaries		2200	6,366,444.00	1,748,018.00	8,114,462.00	6,220,563.00	1,762,661.00	7,983,224.00	-1.6%
Classified Supervisors' and Administrators' Salaries		2300	1,431,553.00	264,821.00	1,696,374.00	1,465,750.00	238,352.00	1,704,102.00	0.5%
Clerical, Technical and Office Salaries		2400	5,820,138.00	332,834.00	6,152,972.00	5,794,218.00	330,486.00	6,124,704.00	-0.5%
Other Classified Salaries		2900	689,447.00	0.00	689,447.00	612,963.00	0.00	612,963.00	-11.1%
TOTAL, CLASSIFIED SALARIES			15,489,588.00	5,161,465.00	20,651,053.00	15,308,106.00	5,341,691.00	20,649,797.00	0.0%
EMPLOYEE BENEFITS									
STRS		3101-3102	8,343,385.00	7,073,396.00	15,416,781.00	9,564,722.00	7,290,339.00	16,855,061.00	9.3%
PERS		3201-3202	2,343,364.00	787,590.00	3,130,954.00	2,732,017.00	950,364.00	3,682,381.00	17.6%
OASDI/Medicare/Alternative		3301-3302	2,049,180.00	576,126.00	2,625,306.00	2,093,149.00	600,798.00	2,693,947.00	2.6%
Health and Welfare Benefits		3401-3402	2,161,736.00	743,680.00	2,905,416.00	2,365,463.00	799,110.00	3,164,573.00	8.9%
Unemployment Insurance		3501-3502	36,858.00	8,374.00	45,232.00	38,171.00	8,579.00	46,750.00	3.4%
Workers' Compensation		3601-3602	1,469,464.00	332,980.00	1,802,444.00	1,504,821.00	341,648.00	1,846,469.00	2.4%
OPEB, Allocated		3701-3702	227,642.00	51,052.00	278,694.00	231,323.00	52,951.00	284,274.00	2.0%
OPEB, Active Employees		3751-3752	261,674.00	63,286.00	324,960.00	0.00	0.00	0.00	-100.0%
Other Employee Benefits		3901-3902	3,146,941.00	772,857.00	3,919,798.00	3,233,888.00	847,906.00	4,081,794.00	4.1%
TOTAL, EMPLOYEE BENEFITS			20,040,244.00	10,409,341.00	30,449,585.00	21,763,554.00	10,891,695.00	32,655,249.00	7.2%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	0.00	184,000.00	184,000.00	0.00	231,000.00	231,000.00	25.5%
Books and Other Reference Materials		4200	2,611.00	6,431.00	9,042.00	2,450.00	45,000.00	47,450.00	424.8%
Materials and Supplies		4300	2,522,981.00	1,012,077.00	3,535,058.00	1,946,297.00	1,045,421.00	2,991,718.00	-15.4%
Noncapitalized Equipment		4400	706,526.00	515,662.00	1,222,188.00	754,972.00	208,640.00	963,612.00	-21.2%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			3,232,118.00	1,718,170.00	4,950,288.00	2,703,719.00	1,530,061.00	4,233,780.00	-14.5%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	282,550.00	1,261,242.00	1,543,792.00	336,000.00	1,917,765.00	2,253,765.00	46.0%
Travel and Conferences		5200	173,197.00	79,928.00	253,125.00	220,954.00	148,278.00	369,232.00	45.9%
Dues and Memberships		5300	71,950.00	100.00	72,050.00	86,000.00	200.00	86,200.00	19.6%
Insurance		5400 - 5450	697,738.00	0.00	697,738.00	763,890.00	0.00	763,890.00	9.5%
Operations and Housekeeping Services		5500	2,670,000.00	0.00	2,670,000.00	2,744,200.00	0.00	2,744,200.00	2.8%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	785,472.00	554,472.00	1,339,944.00	733,029.00	537,840.00	1,270,869.00	-5.2%
Transfers of Direct Costs		5710	(55,023.00)	55,023.00	0.00	(59,049.00)	59,049.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(56,475.00)	0.00	(56,475.00)	(25,000.00)	0.00	(25,000.00)	-55.7%
Professional/Consulting Services and Operating Expenditures		5800	3,282,713.00	3,996,241.00	7,278,954.00	3,238,301.00	3,469,772.00	6,708,073.00	-7.8%
Communications		5900	331,933.00	5,311.00	337,244.00	237,475.00	980.00	238,455.00	-29.3%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			8,184,055.00	5,952,317.00	14,136,372.00	8,275,800.00	6,133,884.00	14,409,684.00	1.9%

ITEM 18

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals			2018-19 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	20,722.00	1,186,417.00	1,207,139.00	0.00	0.00	0.00	-100.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	25,000.00	0.00	25,000.00	40,000.00	0.00	40,000.00	60.0%
Equipment Replacement		6500	46,562.00	12,811.00	59,373.00	10,000.00	15,000.00	25,000.00	-57.9%
TOTAL, CAPITAL OUTLAY			92,284.00	1,199,228.00	1,291,512.00	50,000.00	15,000.00	65,000.00	-95.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)									
Tuition									
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	10,000.00	0.00	10,000.00	New
Tuition, Excess Costs, and/or Deficit Payments Payments to Districts or Charter Schools		7141	0.00	18,250.00	18,250.00	0.00	18,250.00	18,250.00	0.0%
Payments to County Offices		7142	0.00	604,200.00	604,200.00	0.00	574,100.00	574,100.00	-5.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers of Apportionments To Districts or Charter Schools	6360	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6360	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6360	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments All Other		7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	822,231.00	0.00	822,231.00	845,722.00	0.00	845,722.00	2.9%
Other Debt Service - Principal		7439	765,589.00	0.00	765,589.00	900,072.00	0.00	900,072.00	17.6%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			1,587,820.00	622,450.00	2,210,270.00	1,755,794.00	592,350.00	2,348,144.00	6.2%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(274,648.00)	274,648.00	0.00	(174,779.00)	174,779.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	(155,000.00)	0.00	(155,000.00)	New
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(274,648.00)	274,648.00	0.00	(329,779.00)	174,779.00	(155,000.00)	New
TOTAL, EXPENDITURES			106,057,533.00	36,938,503.00	142,996,036.00	109,121,005.00	35,924,059.00	145,045,064.00	1.4%

ITEM 18

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals			2018-19 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	765,589.00	0.00	765,589.00	765,589.00	0.00	765,589.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			765,589.00	0.00	765,589.00	765,589.00	0.00	765,589.00	0.0%
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	30,000.00	0.00	30,000.00	355,682.00	0.00	355,682.00	1085.6%
(b) TOTAL, INTERFUND TRANSFERS OUT			30,000.00	0.00	30,000.00	355,682.00	0.00	355,682.00	1085.6%
OTHER SOURCES/USES									
SOURCES									
State Apportionments Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds Proceeds from Sale/Lease- Purchase of Land/Buildings		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
USES									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(17,144,771.00)	17,144,771.00	0.00	(18,515,360.00)	18,515,360.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(17,144,771.00)	17,144,771.00	0.00	(18,515,360.00)	18,515,360.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES									
(a - b + c - d + e)			(16,409,182.00)	17,144,771.00	735,589.00	(18,105,453.00)	18,515,360.00	409,907.00	-44.3%

ITEM 18

Description	Function Codes	Object Codes	2017-18 Estimated Actuals			2018-19 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LCFF Sources		8010-8099	107,620,737.00	577,225.00	108,197,962.00	115,066,592.00	609,800.00	115,676,392.00	6.9%
2) Federal Revenue		8100-8299	619,056.00	3,271,503.00	3,890,559.00	685,000.00	3,111,592.00	3,796,592.00	-2.4%
3) Other State Revenue		8300-8599	4,866,893.00	9,458,642.00	14,325,535.00	6,795,416.00	8,389,628.00	15,185,044.00	6.0%
4) Other Local Revenue		8600-8799	2,161,297.00	5,229,421.00	7,390,718.00	943,500.00	5,320,147.00	6,263,647.00	-15.2%
5) TOTAL, REVENUES			115,267,983.00	18,536,791.00	133,804,774.00	123,490,508.00	17,431,167.00	140,921,675.00	5.3%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999		60,329,224.00	25,569,797.00	85,899,021.00	61,560,067.00	25,732,931.00	87,292,998.00	1.6%
2) Instruction - Related Services	2000-2999		12,240,774.00	2,953,649.00	15,194,423.00	13,452,490.00	2,749,272.00	16,201,762.00	6.6%
3) Pupil Services	3000-3999		12,721,627.00	1,989,123.00	14,710,750.00	12,853,358.00	2,248,512.00	15,101,870.00	2.7%
4) Ancillary Services	4000-4999		3,194,102.00	38,296.00	3,232,398.00	3,216,921.00	36,550.00	3,253,471.00	0.7%
5) Community Services	5000-5999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration	7000-7999		6,968,626.00	404,745.00	7,373,371.00	7,436,745.00	199,624.00	7,636,369.00	3.6%
8) Plant Services	8000-8999		8,695,360.00	5,360,443.00	14,055,803.00	8,525,630.00	4,364,820.00	12,890,450.00	-8.3%
9) Other Outgo	9000-9999	Except 7600-7699	1,907,820.00	622,450.00	2,530,270.00	2,075,794.00	592,350.00	2,668,144.00	5.4%
10) TOTAL, EXPENDITURES			106,057,533.00	36,938,503.00	142,996,036.00	109,121,005.00	35,924,059.00	145,045,064.00	1.4%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			9,210,450.00	(18,401,712.00)	(9,191,262.00)	14,369,503.00	(18,492,892.00)	(4,123,389.00)	-55.1%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	765,589.00	0.00	765,589.00	765,589.00	0.00	765,589.00	0.0%
b) Transfers Out		7600-7629	30,000.00	0.00	30,000.00	355,682.00	0.00	355,682.00	1085.6%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(17,144,771.00)	17,144,771.00	0.00	(18,515,360.00)	18,515,360.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(16,409,182.00)	17,144,771.00	735,589.00	(18,105,453.00)	18,515,360.00	409,907.00	-44.3%

ITEM 18

Description	Function Codes	Object Codes	2017-18 Estimated Actuals			2018-19 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(7,198,732.00)	(1,256,941.00)	(8,455,673.00)	(3,735,950.00)	22,468.00	(3,713,482.00)	-56.1%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	20,111,863.42	2,694,713.37	22,806,576.79	12,913,131.42	1,437,772.37	14,350,903.79	-37.1%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			20,111,863.42	2,694,713.37	22,806,576.79	12,913,131.42	1,437,772.37	14,350,903.79	-37.1%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			20,111,863.42	2,694,713.37	22,806,576.79	12,913,131.42	1,437,772.37	14,350,903.79	-37.1%
2) Ending Balance, June 30 (E + F1e)			12,913,131.42	1,437,772.37	14,350,903.79	9,177,181.42	1,460,240.37	10,637,421.79	-25.9%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	180,000.00	0.00	180,000.00	0.00	0.00	0.00	-100.0%
Stores		9712	1,000.00	0.00	1,000.00	0.00	0.00	0.00	-100.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted									
		9740	0.00	1,437,772.54	1,437,772.54	0.00	1,460,240.54	1,460,240.54	1.6%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	12,732,131.42	0.00	12,732,131.42	9,177,181.42	0.00	9,177,181.42	-27.9%
Unassigned/Unappropriated Amount		9790	0.00	(0.17)	(0.17)	0.00	(0.17)	(0.17)	0.0%

San Dieguito Union High
San Diego County

July 1 Budget
General Fund
Exhibit: Restricted Balance Detail

ITEM 18

37 68346 0000000
Form 01

Resource	Description	2017-18 Estimated Actuals	2018-19 Budget
6300	Lottery: Instructional Materials	1,299,999.72	1,460,239.72
6500	Special Education	0.01	0.01
7338	College Readiness Block Grant	113,024.24	0.24
9010	Other Restricted Local	24,748.57	0.57
Total, Restricted Balance		1,437,772.54	1,460,240.54

Description	2017-18 Estimated Actuals			2018-19 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
A. DISTRICT						
1. Total District Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	12,523.00	12,550.00	12,523.00	12,620.00	12,620.00	12,620.00
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
3. Total Basic Aid Open Enrollment Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
4. Total, District Regular ADA (Sum of Lines A1 through A3)	12,523.00	12,550.00	12,523.00	12,620.00	12,620.00	12,620.00
5. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class	7.00	7.00	7.00	10.00	10.00	10.00
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	7.00	7.00	7.00	10.00	10.00	10.00
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	12,530.00	12,557.00	12,530.00	12,630.00	12,630.00	12,630.00
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2017-18 Estimated Actuals			2018-19 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
B. COUNTY OFFICE OF EDUCATION						
1. County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, County Program Alternative Education ADA (Sum of Lines B1a through B1c)	0.00	0.00	0.00	0.00	0.00	0.00
2. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines B2a through B2f)	0.00	0.00	0.00	0.00	0.00	0.00
3. TOTAL COUNTY OFFICE ADA (Sum of Lines B1d and B2g)	0.00	0.00	0.00	0.00	0.00	0.00
4. Adults in Correctional Facilities						
5. County Operations Grant ADA						
6. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2017-18 Estimated Actuals			2018-19 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
C. CHARTER SCHOOL ADA						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA						
FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.						
1. Total Charter School Regular ADA						
2. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)	0.00	0.00	0.00	0.00	0.00	0.00
3. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)	0.00	0.00	0.00	0.00	0.00	0.00
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	0.00	0.00	0.00	0.00	0.00	0.00
FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.						
5. Total Charter School Regular ADA						
6. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	0.00	0.00	0.00	0.00	0.00	0.00
7. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0.00
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	0.00	0.00	0.00	0.00	0.00	0.00
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	0.00	0.00	0.00	0.00	0.00	0.00

ESTIMATES THROUGH THE MONTH OF	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
A. BEGINNING CASH			18,072,402.00	18,541,170.00	13,532,414.00	21,224,096.00	10,951,178.00	2,052,426.00	29,470,745.00	24,020,954.00
B. RECEIPTS										
LCFF/Revenue Limit Sources										
	8010-8019	Principal Apportionment	874,241.00	874,241.00	1,505,741.00	874,241.00		631,500.00	349,696.00	396,322.00
	8020-8079	Property Taxes	98,863.00	994,117.00	1,147,656.00	1,330,728.00	3,213,912.00	37,481,467.00	13,183,952.00	1,609,846.00
	8080-8099	Miscellaneous Funds		(17,719.00)	(35,440.00)	(23,627.00)	(23,627.00)		143,148.00	(23,627.00)
	8100-8299	Federal Revenue		44,701.00	202,809.00	12,728.00	(76,079.00)	190,709.00	45,450.00	164.00
	8300-8599	Other State Revenue		244,437.00	387,934.00	396,932.00	(81,729.00)	1,484,990.00	948,054.00	252,838.00
	8600-8799	Other Local Revenue	287,522.00	354,586.00	580,191.00	571,390.00	495,281.00	509,718.00	520,834.00	558,390.00
	8910-8929	Interfund Transfers In								
	8930-8979	All Other Financing Sources								
TOTAL RECEIPTS			1,260,626.00	2,494,363.00	3,788,891.00	3,162,392.00	3,527,758.00	40,298,384.00	15,191,134.00	2,793,933.00
C. DISBURSEMENTS										
	1000-1999	Certificated Salaries	636,064.00	6,048,360.00	6,258,399.00	6,219,247.00	6,263,347.00	6,570,928.00	6,554,762.00	6,184,587.00
	2000-2999	Classified Salaries	1,025,915.00	1,333,792.00	1,735,375.00	1,763,650.00	1,754,206.00	2,022,530.00	1,720,000.00	1,714,147.00
	3000-3999	Employee Benefits	424,191.00	1,344,329.00	3,014,152.00	3,024,710.00	3,036,397.00	3,171,383.00	3,100,603.00	3,086,771.00
	4000-4999	Books and Supplies	114,766.00	371,545.00	426,032.00	373,233.00	267,085.00	156,206.00	303,689.00	226,844.00
	5000-5999	Services	518,419.00	739,119.00	905,379.00	1,615,736.00	1,099,779.00	959,018.00	1,384,159.00	1,014,507.00
	6000-6599	Capital Outlay	(3,907.00)	8,174.00	(580.00)	6,436.00	5,297.00		(1,275.00)	6,374.00
	7000-7499	Other Outgo				432,298.00				
	7600-7629	Interfund Transfers Out	78,987.00		51,887.00		399.00		78,987.00	17,465.00
	7630-7699	All Other Financing Uses								
TOTAL DISBURSEMENTS			2,794,435.00	9,845,319.00	12,390,644.00	13,435,310.00	12,426,510.00	12,880,065.00	13,140,925.00	12,250,695.00
D. BALANCE SHEET ITEMS										
<u>Assets and Deferred Outflows</u>										
	9111-9199	Cash Not In Treasury								
	9200-9299	Accounts Receivable	10,965,090.00	1,093,764.00	1,887,794.00	839,029.00				
	9310	Due From Other Funds								
	9320	Stores								
	9330	Prepaid Expenditures								
	9340	Other Current Assets								
	9490	Deferred Outflows of Resources								
SUBTOTAL			10,965,090.00	1,093,764.00	1,887,794.00	839,029.00	0.00	0.00	0.00	0.00
<u>Liabilities and Deferred Inflows</u>										
	9500-9599	Accounts Payable	8,962,128.00	(908,813.00)	(454,406.00)	(454,406.00)				
	9610	Due To Other Funds								
	9640	Current Loans			(15,000,000.00)				7,500,000.00	
	9650	Unearned Revenues								
	9690	Deferred Inflows of Resources								
SUBTOTAL			8,962,128.00	(908,813.00)	(454,406.00)	(15,454,406.00)	0.00	0.00	7,500,000.00	0.00
<u>Nonoperating</u>										
	9910	Suspense Clearing		0.00						
TOTAL BALANCE SHEET ITEMS			2,002,962.00	2,002,577.00	2,342,200.00	16,293,435.00	0.00	0.00	(7,500,000.00)	0.00
E. NET INCREASE/DECREASE (B - C + D)			468,768.00	(5,008,756.00)	7,691,682.00	(10,272,918.00)	(8,898,752.00)	27,418,319.00	(5,449,791.00)	(9,456,762.00)
F. ENDING CASH (A + E)			18,541,170.00	13,532,414.00	21,224,096.00	10,951,178.00	2,052,426.00	29,470,745.00	24,020,954.00	14,564,192.00
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ESTIMATES THROUGH THE MONTH OF	JUNE								
A. BEGINNING CASH		14,564,192.00	3,709,296.00	20,511,962.00	20,208,909.00				
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019	1,027,822.00	396,322.00	396,322.00	1,027,822.00			8,354,270.00	8,354,270.00
Property Taxes	8020-8079		33,875,269.00	10,149,036.00	3,922,558.00			107,007,404.00	107,007,404.00
Miscellaneous Funds	8080-8099	(20,673.00)	130,363.00	(20,673.00)	206,593.00			314,718.00	314,718.00
Federal Revenue	8100-8299	237,012.00	29,336.00	599.00	992,677.00	2,116,486.00		3,796,592.00	3,796,592.00
Other State Revenue	8300-8599	324,480.00	2,405,231.00	1,764,246.00	332,523.00	1,309,517.00	5,415,591.00	15,185,044.00	15,185,044.00
Other Local Revenue	8600-8799	576,050.00	552,527.00	614,638.00	642,520.00			6,263,647.00	6,263,647.00
Interfund Transfers In	8910-8929		765,589.00					765,589.00	765,589.00
All Other Financing Sources	8930-8979							0.00	0.00
TOTAL RECEIPTS		2,144,691.00	38,154,637.00	12,904,168.00	7,124,693.00	3,426,003.00	5,415,591.00	141,687,264.00	141,687,264.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	6,259,021.00	6,230,648.00	6,167,623.00	6,945,424.00	500,000.00		70,838,410.00	70,838,410.00
Classified Salaries	2000-2999	2,020,095.00	1,767,720.00	1,752,479.00	1,689,888.00	350,000.00		20,649,797.00	20,649,797.00
Employee Benefits	3000-3999	3,141,432.00	3,098,347.00	3,052,935.00	2,909,999.00	250,000.00		32,655,249.00	32,655,249.00
Books and Supplies	4000-4999	281,737.00	250,272.00	835,110.00	627,261.00			4,233,780.00	4,233,780.00
Services	5000-5999	1,287,952.00	1,393,934.00	1,350,357.00	1,791,325.00	350,000.00		14,409,684.00	14,409,684.00
Capital Outlay	6000-6599	649.00		43,345.00	487.00			65,000.00	65,000.00
Other Outgo	7000-7499		1,111,050.00		649,796.00			2,193,144.00	2,193,144.00
Interfund Transfers Out	7600-7629	8,701.00		5,372.00		113,884.00		355,682.00	355,682.00
All Other Financing Uses	7630-7699							0.00	0.00
TOTAL DISBURSEMENTS		12,999,587.00	13,851,971.00	13,207,221.00	14,614,180.00	1,563,884.00	0.00	145,400,746.00	145,400,746.00
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199							0.00	
Accounts Receivable	9200-9299							3,820,587.00	
Due From Other Funds	9310							0.00	
Stores	9320							0.00	
Prepaid Expenditures	9330							0.00	
Other Current Assets	9340							0.00	
Deferred Outflows of Resources	9490							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	3,820,587.00	
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500-9599							(1,817,625.00)	
Due To Other Funds	9610							0.00	
Current Loans	9640		7,500,000.00					0.00	
Unearned Revenues	9650							0.00	
Deferred Inflows of Resources	9690							0.00	
SUBTOTAL		0.00	7,500,000.00	0.00	0.00	0.00	0.00	(1,817,625.00)	
<u>Nonoperating</u>									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		0.00	(7,500,000.00)	0.00	0.00	0.00	0.00	5,638,212.00	
E. NET INCREASE/DECREASE (B - C + D)		(10,854,896.00)	16,802,666.00	(303,053.00)	(7,489,487.00)	1,862,119.00	5,415,591.00	1,924,730.00	(3,713,482.00)
F. ENDING CASH (A + E)		3,709,296.00	20,511,962.00	20,208,909.00	12,719,422.00				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								19,997,132.00	

San Dieguito Union High
San Diego County

July 1 Budget
2018-19 Budget
Cashflow Worksheet - Budget Year (2)

ITEM 18 37 68346 000000
Form CASH

Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
		ESTIMATES THROUGH THE MONTH OF JUNE							
A. BEGINNING CASH		12,719,422.00	12,719,422.00	12,719,422.00	12,719,422.00	12,719,422.00	12,719,422.00	12,719,422.00	12,719,422.00
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019								
Property Taxes	8020-8079								
Miscellaneous Funds	8080-8099								
Federal Revenue	8100-8299								
Other State Revenue	8300-8599								
Other Local Revenue	8600-8799								
Interfund Transfers In	8910-8929								
All Other Financing Sources	8930-8979								
TOTAL RECEIPTS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999								
Classified Salaries	2000-2999								
Employee Benefits	3000-3999								
Books and Supplies	4000-4999								
Services	5000-5999								
Capital Outlay	6000-6599								
Other Outgo	7000-7499								
Interfund Transfers Out	7600-7629								
All Other Financing Uses	7630-7699								
TOTAL DISBURSEMENTS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199								
Accounts Receivable	9200-9299								
Due From Other Funds	9310								
Stores	9320								
Prepaid Expenditures	9330								
Other Current Assets	9340								
Deferred Outflows of Resources	9490								
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500-9599								
Due To Other Funds	9610								
Current Loans	9640								
Unearned Revenues	9650								
Deferred Inflows of Resources	9690								
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<u>Nonoperating</u>									
Suspense Clearing	9910								
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
E. NET INCREASE/DECREASE (B - C + D)		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
F. ENDING CASH (A + E)		12,719,422.00	12,719,422.00	12,719,422.00	12,719,422.00	12,719,422.00	12,719,422.00	12,719,422.00	12,719,422.00
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS									

San Dieguito Union High
San Diego County

July 1 Budget
2018-19 Budget
Cashflow Worksheet - Budget Year (2)

ITEM 18 37 68346 000000
Form CASH

	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ESTIMATES THROUGH THE MONTH OF	JUNE								
A. BEGINNING CASH		12,719,422.00	12,719,422.00	12,719,422.00	12,719,422.00				
B. RECEIPTS									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019							0.00	
Property Taxes	8020-8079							0.00	
Miscellaneous Funds	8080-8099							0.00	
Federal Revenue	8100-8299							0.00	
Other State Revenue	8300-8599							0.00	
Other Local Revenue	8600-8799							0.00	
Interfund Transfers In	8910-8929							0.00	
All Other Financing Sources	8930-8979							0.00	
TOTAL RECEIPTS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999							0.00	
Classified Salaries	2000-2999							0.00	
Employee Benefits	3000-3999							0.00	
Books and Supplies	4000-4999							0.00	
Services	5000-5999							0.00	
Capital Outlay	6000-6599							0.00	
Other Outgo	7000-7499							0.00	
Interfund Transfers Out	7600-7629							0.00	
All Other Financing Uses	7630-7699							0.00	
TOTAL DISBURSEMENTS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199							0.00	
Accounts Receivable	9200-9299							0.00	
Due From Other Funds	9310							0.00	
Stores	9320							0.00	
Prepaid Expenditures	9330							0.00	
Other Current Assets	9340							0.00	
Deferred Outflows of Resources	9490							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500-9599							0.00	
Due To Other Funds	9610							0.00	
Current Loans	9640							0.00	
Unearned Revenues	9650							0.00	
Deferred Inflows of Resources	9690							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
<u>Nonoperating</u>									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	
E. NET INCREASE/DECREASE (B - C + D)		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
F. ENDING CASH (A + E)		12,719,422.00	12,719,422.00	12,719,422.00	12,719,422.00				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								12,719,422.00	

ITEM 18

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense-Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	69,306,956.00	301	54,713.00	303	69,252,243.00	305	1,533,150.00		307	67,719,093.00	309
2000 - Classified Salaries	20,651,053.00	311	32,154.00	313	20,618,899.00	315	2,917,865.00		317	17,701,034.00	319
3000 - Employee Benefits	30,449,585.00	321	311,798.00	323	30,137,787.00	325	1,842,676.00		327	28,295,111.00	329
4000 - Books, Supplies Equip Replace. (6500)	5,009,661.00	331	500.00	333	5,009,161.00	335	1,031,665.00		337	3,977,496.00	339
5000 - Services. . . & 7300 - Indirect Costs	14,136,372.00	341	50,389.00	343	14,085,983.00	345	3,670,179.00		347	10,415,804.00	349
TOTAL					139,104,073.00	365			TOTAL	128,108,538.00	369

Note 1 - In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).

Note 2 - In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.

* If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)		Object	EDP No.
1. Teacher Salaries as Per EC 41011.		1100	375
2. Salaries of Instructional Aides Per EC 41011.		2100	380
3. STRS.		3101 & 3102	382
4. PERS.		3201 & 3202	383
5. OASDI - Regular, Medicare and Alternative.		3301 & 3302	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans).		3401 & 3402	385
7. Unemployment Insurance.		3501 & 3502	390
8. Workers' Compensation Insurance.		3601 & 3602	392
9. OPEB, Active Employees (EC 41372).		3751 & 3752	393
10. Other Benefits (EC 22310).		3901 & 3902	393
11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10).			395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2.			
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted).			396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*.			396
14. TOTAL SALARIES AND BENEFITS.			397
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372.			61.17%
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X')			

PART III: DEFICIENCY AMOUNT	
A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exempt under the provisions of EC 41374.	
1. Minimum percentage required (60% elementary, 55% unified, 50% high)	50.00%
2. Percentage spent by this district (Part II, Line 15)	61.17%
3. Percentage below the minimum (Part III, Line 1 minus Line 2)	0.00%
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369).	128,108,538.00
5. Deficiency Amount (Part III, Line 3 times Line 4)	0.00

PART IV: Explanation for adjustments entered in Part I, Column 4b (required)

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense-Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	70,838,410.00	301	20,300.00	303	70,818,110.00	305	1,531,290.00		307	69,286,820.00	309
2000 - Classified Salaries	20,649,797.00	311	0.00	313	20,649,797.00	315	2,742,150.00		317	17,907,647.00	319
3000 - Employee Benefits	32,655,249.00	321	290,200.00	323	32,365,049.00	325	1,930,453.00		327	30,434,596.00	329
4000 - Books, Supplies Equip Replace. (6500)	4,258,780.00	331	0.00	333	4,258,780.00	335	816,000.00		337	3,442,780.00	339
5000 - Services. . . & 7300 - Indirect Costs	14,254,684.00	341	40,000.00	343	14,214,684.00	345	3,781,323.00		347	10,433,361.00	349
TOTAL					142,306,420.00	365			TOTAL	131,505,204.00	369

Note 1 - In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).

Note 2 - In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.

* If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)		Object	EDP No.
1. Teacher Salaries as Per EC 41011.		1100	375
2. Salaries of Instructional Aides Per EC 41011.		2100	380
3. STRS.		3101 & 3102	382
4. PERS.		3201 & 3202	383
5. OASDI - Regular, Medicare and Alternative.		3301 & 3302	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans).		3401 & 3402	385
7. Unemployment Insurance.		3501 & 3502	390
8. Workers' Compensation Insurance.		3601 & 3602	392
9. OPEB, Active Employees (EC 41372).		3751 & 3752	393
10. Other Benefits (EC 22310).		3901 & 3902	397
11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10).			395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2.			
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted).			396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*.			396
14. TOTAL SALARIES AND BENEFITS.			397
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372.			61.46%
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X')			

PART III: DEFICIENCY AMOUNT	
A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exempt under the provisions of EC 41374.	
1. Minimum percentage required (60% elementary, 55% unified, 50% high)	50.00%
2. Percentage spent by this district (Part II, Line 15)	61.46%
3. Percentage below the minimum (Part III, Line 1 minus Line 2)	0.00%
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369).	131,505,204.00
5. Deficiency Amount (Part III, Line 3 times Line 4)	0.00

PART IV: Explanation for adjustments entered in Part I, Column 4b (required)

San Dieguito Union High
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Expenditures by Object

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Form 11

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	806.04	0.00	-100.0%
5) TOTAL, REVENUES			806.04	0.00	-100.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			806.04	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

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Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			806.04	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited					
		9791	0.00	806.04	New
b) Audit Adjustments					
		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)					
			0.00	806.04	New
d) Other Restatements					
		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)					
			0.00	806.04	New
2) Ending Balance, June 30 (E + F1e)			806.04	806.04	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash					
		9711	0.00	0.00	0.0%
Stores					
		9712	0.00	0.00	0.0%
Prepaid Items					
		9713	0.00	0.00	0.0%
All Others					
		9719	0.00	0.00	0.0%
b) Restricted					
		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements					
		9750	0.00	0.00	0.0%
Other Commitments					
		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments					
		9780	806.04	806.04	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties					
		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount					
		9790	0.00	0.00	0.0%

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Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	801.22		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			801.22		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			801.22		

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Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
FEDERAL REVENUE					
Interagency Contracts Between LEAs					
		8285	0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Other State Apportionments					
All Other State Apportionments - Current Year		8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years		8319	0.00	0.00	0.0%
Pass-Through Revenues from State Sources					
		8587	0.00	0.00	0.0%
Adult Education Block Grant Program	6391	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%

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Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	806.04	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Adult Education Fees		8671	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
Tuition		8710	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			806.04	0.00	-100.0%
TOTAL, REVENUES			806.04	0.00	-100.0%

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Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%

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Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Tuition					
Tuition, Excess Costs, and/or Deficit Payments Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%

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Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%

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Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

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Expenditures by Function

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Form 11

Description	Function Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	806.04	0.00	-100.0%
5) TOTAL, REVENUES			806.04	0.00	-100.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			806.04	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

San Dieguito Union High
San Diego County

July 1 Budget
Adult Education Fund
Expenditures by Function

ITEM 18

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Form 11

Description	Function Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			806.04	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	0.00	806.04	New
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			0.00	806.04	New
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			0.00	806.04	New
2) Ending Balance, June 30 (E + F1e)					
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	806.04	806.04	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

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Form 11

San Dieguito Union High
San Diego County

July 1 Budget
Adult Education Fund
Exhibit: Restricted Balance Detail

Resource	Description	2017-18 Estimated Actuals	2018-19 Budget
<hr/>			
	Total, Restricted Balance	<hr/> 0.00	<hr/> 0.00

San Dieguito Union High
San Diego CountyJuly 1 Budget
Cafeteria Special Revenue Fund
Expenditures by Object

ITEM 18

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Form 13

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	412,000.00	415,000.00	0.7%
3) Other State Revenue		8300-8599	36,000.00	32,000.00	-11.1%
4) Other Local Revenue		8600-8799	2,252,400.00	2,424,000.00	7.6%
5) TOTAL, REVENUES			2,700,400.00	2,871,000.00	6.3%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	1,293,679.00	1,389,347.00	7.4%
3) Employee Benefits		3000-3999	554,599.00	678,770.00	22.4%
4) Books and Supplies		4000-4999	851,915.00	915,265.00	7.4%
5) Services and Other Operating Expenditures		5000-5999	39,850.00	43,300.00	8.7%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	155,000.00	New
9) TOTAL, EXPENDITURES			2,740,043.00	3,181,682.00	16.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(39,643.00)	(310,682.00)	683.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	310,682.00	New
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	310,682.00	New

San Dieguito Union High
San Diego CountyJuly 1 Budget
Cafeteria Special Revenue Fund
Expenditures by Object

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Form 13

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(39,643.00)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	39,643.80	0.80	-100.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			39,643.80	0.80	-100.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			39,643.80	0.80	-100.0%
2) Ending Balance, June 30 (E + F1e)			0.80	0.80	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			0.80	0.80	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

San Dieguito Union High
San Diego County

July 1 Budget
Cafeteria Special Revenue Fund
Expenditures by Object

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Form 13

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

San Dieguito Union High
San Diego CountyJuly 1 Budget
Cafeteria Special Revenue Fund
Expenditures by Object

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Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
FEDERAL REVENUE					
Child Nutrition Programs		8220	412,000.00	415,000.00	0.7%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			412,000.00	415,000.00	0.7%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	36,000.00	32,000.00	-11.1%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			36,000.00	32,000.00	-11.1%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	2,185,000.00	2,360,000.00	8.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	1,700.00	1,500.00	-11.8%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	65,700.00	62,500.00	-4.9%
TOTAL, OTHER LOCAL REVENUE			2,252,400.00	2,424,000.00	7.6%
TOTAL, REVENUES			2,700,400.00	2,871,000.00	6.3%

San Dieguito Union High
San Diego County

July 1 Budget
Cafeteria Special Revenue Fund
Expenditures by Object

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Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
CERTIFICATED SALARIES					
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	691,035.00	739,962.00	7.1%
Classified Supervisors' and Administrators' Salaries		2300	544,279.00	591,020.00	8.6%
Clerical, Technical and Office Salaries		2400	58,365.00	58,365.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			1,293,679.00	1,389,347.00	7.4%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	33.00	New
PERS		3201-3202	161,903.00	205,414.00	26.9%
OASDI/Medicare/Alternative		3301-3302	103,425.00	107,780.00	4.2%
Health and Welfare Benefits		3401-3402	49,392.00	52,111.00	5.5%
Unemployment Insurance		3501-3502	669.00	705.00	5.4%
Workers' Compensation		3601-3602	26,910.00	28,039.00	4.2%
OPEB, Allocated		3701-3702	4,136.00	4,368.00	5.6%
OPEB, Active Employees		3751-3752	5,416.00	0.00	-100.0%
Other Employee Benefits		3901-3902	202,748.00	280,320.00	38.3%
TOTAL, EMPLOYEE BENEFITS			554,599.00	678,770.00	22.4%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	59,451.00	65,800.00	10.7%
Noncapitalized Equipment		4400	5,200.00	22,000.00	323.1%
Food		4700	787,264.00	827,465.00	5.1%
TOTAL, BOOKS AND SUPPLIES			851,915.00	915,265.00	7.4%

San Dieguito Union High
San Diego County

July 1 Budget
Cafeteria Special Revenue Fund
Expenditures by Object

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Form 13

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	6,478.00	7,500.00	15.8%
Dues and Memberships		5300	1,000.00	200.00	-80.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	3,754.00	5,700.00	51.8%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	4,500.00	3,000.00	-33.3%
Professional/Consulting Services and Operating Expenditures		5800	24,018.00	26,500.00	10.3%
Communications		5900	100.00	400.00	300.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			39,850.00	43,300.00	8.7%
CAPITAL OUTLAY					
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	0.00	155,000.00	New
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	155,000.00	New
TOTAL, EXPENDITURES			2,740,043.00	3,181,682.00	16.1%

San Dieguito Union High
San Diego CountyJuly 1 Budget
Cafeteria Special Revenue Fund
Expenditures by Object

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Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	310,682.00	New
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	310,682.00	New
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	310,682.00	New

San Dieguito Union High
San Diego CountyJuly 1 Budget
Cafeteria Special Revenue Fund
Expenditures by Function

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Description	Function Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	412,000.00	415,000.00	0.7%
3) Other State Revenue		8300-8599	36,000.00	32,000.00	-11.1%
4) Other Local Revenue		8600-8799	2,252,400.00	2,424,000.00	7.6%
5) TOTAL, REVENUES			2,700,400.00	2,871,000.00	6.3%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		2,740,043.00	3,026,682.00	10.5%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	155,000.00	New
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			2,740,043.00	3,181,682.00	16.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(39,643.00)	(310,682.00)	683.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	310,682.00	New
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	310,682.00	New

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San Diego CountyJuly 1 Budget
Cafeteria Special Revenue Fund
Expenditures by Function

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Description	Function Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(39,643.00)	0.00	-100.0%	
F. FUND BALANCE, RESERVES						
1) Beginning Fund Balance						
a) As of July 1 - Unaudited			9791	39,643.80	0.80	-100.0%
b) Audit Adjustments			9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)				39,643.80	0.80	-100.0%
d) Other Restatements			9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)				39,643.80	0.80	-100.0%
2) Ending Balance, June 30 (E + F1e)				0.80	0.80	0.0%
Components of Ending Fund Balance						
a) Nonspendable						
Revolving Cash			9711	0.00	0.00	0.0%
Stores			9712	0.00	0.00	0.0%
Prepaid Items			9713	0.00	0.00	0.0%
All Others			9719	0.00	0.00	0.0%
b) Restricted			9740	0.80	0.80	0.0%
c) Committed						
Stabilization Arrangements			9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)			9760	0.00	0.00	0.0%
d) Assigned						
Other Assignments (by Resource/Object)			9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated						
Reserve for Economic Uncertainties			9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount			9790	0.00	0.00	0.0%

San Dieguito Union High
San Diego County

July 1 Budget
Cafeteria Special Revenue Fund
Exhibit: Restricted Balance Detail

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Form 13

Resource	Description	2017-18 Estimated Actuals	2018-19 Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School I	0.80	0.80
Total, Restricted Balance		0.80	0.80

San Dieguito Union High
San Diego CountyJuly 1 Budget
Deferred Maintenance Fund
Expenditures by Object

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Form 14

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	20.00	30.00	50.0%
5) TOTAL, REVENUES			20.00	30.00	50.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			20.00	30.00	50.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

San Dieguito Union High
San Diego County

July 1 Budget
Deferred Maintenance Fund
Expenditures by Object

ITEM 18

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Form 14

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			20.00	30.00	50.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	3,211.46	3,231.46	0.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,211.46	3,231.46	0.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,211.46	3,231.46	0.6%
2) Ending Balance, June 30 (E + F1e)			3,231.46	3,261.46	0.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	3,231.46	3,261.46	0.9%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

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Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

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Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
OTHER STATE REVENUE					
All Other State Revenue					
		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	20.00	30.00	50.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			20.00	30.00	50.0%
TOTAL, REVENUES			20.00	30.00	50.0%

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Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%

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Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%

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Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

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Description	Function Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	20.00	30.00	50.0%
5) TOTAL, REVENUES			20.00	30.00	50.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			20.00	30.00	50.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

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Description	Function Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			20.00	30.00	50.0%	
F. FUND BALANCE, RESERVES						
1) Beginning Fund Balance						
a) As of July 1 - Unaudited			9791	3,211.46	3,231.46	0.6%
b) Audit Adjustments			9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)				3,211.46	3,231.46	0.6%
d) Other Restatements			9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)				3,211.46	3,231.46	0.6%
2) Ending Balance, June 30 (E + F1e)				3,231.46	3,261.46	0.9%
Components of Ending Fund Balance						
a) Nonspendable						
Revolving Cash			9711	0.00	0.00	0.0%
Stores			9712	0.00	0.00	0.0%
Prepaid Items			9713	0.00	0.00	0.0%
All Others			9719	0.00	0.00	0.0%
b) Restricted			9740	0.00	0.00	0.0%
c) Committed						
Stabilization Arrangements			9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)			9760	0.00	0.00	0.0%
d) Assigned						
Other Assignments (by Resource/Object)			9780	3,231.46	3,261.46	0.9%
e) Unassigned/Unappropriated						
Reserve for Economic Uncertainties			9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount			9790	0.00	0.00	0.0%

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Exhibit: Restricted Balance Detail

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<u>Resource</u>	<u>Description</u>	<u>2017-18 Estimated Actuals</u>	<u>2018-19 Budget</u>
Total, Restricted Balance		0.00	0.00

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Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,000.00	0.00	-100.0%
5) TOTAL, REVENUES			1,000.00	0.00	-100.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	10,250.00	0.00	-100.0%
6) Capital Outlay		6000-6999	856,146.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			866,396.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(865,396.00)	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	866,393.00	0.00	-100.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			866,393.00	0.00	-100.0%

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Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			997.00	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	22,751.65	23,748.65	4.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			22,751.65	23,748.65	4.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			22,751.65	23,748.65	4.4%
2) Ending Balance, June 30 (E + F1e)			23,748.65	23,748.65	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	23,748.65	23,748.65	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

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Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

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Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
OTHER STATE REVENUE					
All Other State Apportionments - Current Year		8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years		8319	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	1,000.00	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Transfers of Apportionments					
From Districts or Charter Schools		8791	0.00	0.00	0.0%
From County Offices		8792	0.00	0.00	0.0%
From JPAs		8793	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,000.00	0.00	-100.0%
TOTAL, REVENUES			1,000.00	0.00	-100.0%

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Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%

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Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	10,250.00	0.00	-100.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			10,250.00	0.00	-100.0%
CAPITAL OUTLAY					
Equipment		6400	856,146.00	0.00	-100.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			856,146.00	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			866,396.00	0.00	-100.0%

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Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Capital Leases		8972	866,393.00	0.00	-100.0%
(c) TOTAL, SOURCES			866,393.00	0.00	-100.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			866,393.00	0.00	-100.0%

San Dieguito Union High
San Diego CountyJuly 1 Budget
Pupil Transportation Equipment Fund
Expenditures by Function

ITEM 18

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Form 15

Description	Function Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,000.00	0.00	-100.0%
5) TOTAL, REVENUES			1,000.00	0.00	-100.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		856,146.00	0.00	-100.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	10,250.00	0.00	-100.0%
10) TOTAL, EXPENDITURES			866,396.00	0.00	-100.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(865,396.00)	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	866,393.00	0.00	-100.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			866,393.00	0.00	-100.0%

San Dieguito Union High
San Diego CountyJuly 1 Budget
Pupil Transportation Equipment Fund
Expenditures by Function

ITEM 18

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Form 15

Description	Function Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			997.00	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited					
		9791	22,751.65	23,748.65	4.4%
b) Audit Adjustments					
		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)					
			22,751.65	23,748.65	4.4%
d) Other Restatements					
		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)					
			22,751.65	23,748.65	4.4%
2) Ending Balance, June 30 (E + F1e)					
			23,748.65	23,748.65	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash					
		9711	0.00	0.00	0.0%
Stores					
		9712	0.00	0.00	0.0%
Prepaid Items					
		9713	0.00	0.00	0.0%
All Others					
		9719	0.00	0.00	0.0%
b) Restricted					
		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements					
		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)					
		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)					
		9780	23,748.65	23,748.65	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties					
		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount					
		9790	0.00	0.00	0.0%

San Dieguito Union High
San Diego County

July 1 Budget
Pupil Transportation Equipment Fund
Exhibit: Restricted Balance Detail

ITEM 18

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Form 15

Resource	Description	2017-18 Estimated Actuals	2018-19 Budget
<hr/>		<hr/>	
Total, Restricted Balance		0.00	0.00
		<hr/>	

San Dieguito Union High
San Diego CountyJuly 1 Budget
Special Reserve Fund for Other Than Capital Outlay Projects
Expenditures by Object

ITEM 18

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Form 17

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	15,000.00	22,000.00	46.7%
5) TOTAL, REVENUES			15,000.00	22,000.00	46.7%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			15,000.00	22,000.00	46.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

San Dieguito Union High
San Diego County

July 1 Budget
Special Reserve Fund for Other Than Capital Outlay Projects
Expenditures by Object

ITEM 18

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Form 17

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			15,000.00	22,000.00	46.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,505,049.65	2,520,049.65	0.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,505,049.65	2,520,049.65	0.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,505,049.65	2,520,049.65	0.6%
2) Ending Balance, June 30 (E + F1e)			2,520,049.65	2,542,049.65	0.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	2,520,049.65	2,542,049.65	0.9%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

San Dieguito Union High
San Diego CountyJuly 1 Budget
Special Reserve Fund for Other Than Capital Outlay Projects
Expenditures by Object

ITEM 18

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Form 17

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

San Dieguito Union High
San Diego County

July 1 Budget
Special Reserve Fund for Other Than Capital Outlay Projects
Expenditures by Object

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Form 17

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	15,000.00	22,000.00	46.7%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			15,000.00	22,000.00	46.7%
TOTAL, REVENUES			15,000.00	22,000.00	46.7%

San Dieguito Union High
San Diego County

July 1 Budget
Special Reserve Fund for Other Than Capital Outlay Projects
Expenditures by Object

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Form 17

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

San Dieguito Union High
San Diego CountyJuly 1 Budget
Special Reserve Fund for Other Than Capital Outlay Projects
Expenditures by Function

ITEM 18

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Form 17

Description	Function Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	15,000.00	22,000.00	46.7%
5) TOTAL, REVENUES			15,000.00	22,000.00	46.7%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			15,000.00	22,000.00	46.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

San Dieguito Union High
San Diego CountyJuly 1 Budget
Special Reserve Fund for Other Than Capital Outlay Projects
Expenditures by Function

ITEM 18

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Form 17

Description	Function Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			15,000.00	22,000.00	46.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited					
		9791	2,505,049.65	2,520,049.65	0.6%
b) Audit Adjustments					
		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)					
			2,505,049.65	2,520,049.65	0.6%
d) Other Restatements					
		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)					
			2,505,049.65	2,520,049.65	0.6%
2) Ending Balance, June 30 (E + F1e)					
			2,520,049.65	2,542,049.65	0.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash					
		9711	0.00	0.00	0.0%
Stores					
		9712	0.00	0.00	0.0%
Prepaid Items					
		9713	0.00	0.00	0.0%
All Others					
		9719	0.00	0.00	0.0%
b) Restricted					
		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements					
		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)					
		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)					
		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties					
		9789	2,520,049.65	2,542,049.65	0.9%
Unassigned/Unappropriated Amount					
		9790	0.00	0.00	0.0%

San Dieguito Union High
San Diego County

July 1 Budget
Special Reserve Fund for Other Than Capital Outlay Projects
Exhibit: Restricted Balance Detail

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Form 17

Resource	Description	2017-18 Estimated Actuals	2018-19 Budget
<hr/>			
Total, Restricted Balance		<hr/> 0.00	<hr/> 0.00

San Dieguito Union High
San Diego CountyJuly 1 Budget
Building Fund
Expenditures by Object

ITEM 18

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Form 21

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	14,990.00	13,302.00	-11.3%
4) Other Local Revenue		8600-8799	725,750.00	751,200.00	3.5%
5) TOTAL, REVENUES			740,740.00	764,502.00	3.2%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	759,273.00	808,473.00	6.5%
3) Employee Benefits		3000-3999	280,716.00	313,713.00	11.8%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	38,425.00	23,425.00	-39.0%
6) Capital Outlay		6000-6999	90,114,099.00	34,371,100.00	-61.9%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			91,192,513.00	35,516,711.00	-61.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)					
			(90,451,773.00)	(34,752,209.00)	-61.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	765,589.00	765,589.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	25,000,000.00	26,000,000.00	4.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			24,234,411.00	25,234,411.00	4.1%

San Dieguito Union High
San Diego CountyJuly 1 Budget
Building Fund
Expenditures by Object

ITEM 18

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Form 21

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(66,217,362.00)	(9,517,798.00)	-85.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	100,782,354.66	34,564,992.66	-65.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			100,782,354.66	34,564,992.66	-65.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			100,782,354.66	34,564,992.66	-65.7%
2) Ending Balance, June 30 (E + F1e)			34,564,992.66	25,047,194.66	-27.5%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	34,564,992.66	25,047,194.66	-27.5%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

San Dieguito Union High
San Diego County

July 1 Budget
Building Fund
Expenditures by Object

ITEM 18

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Form 21

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30					
(G9 + H2) - (I6 + J2)			0.00		

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Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	14,990.00	13,302.00	-11.3%
TOTAL, OTHER STATE REVENUE			14,990.00	13,302.00	-11.3%
OTHER LOCAL REVENUE					
Other Local Revenue County and District Taxes					
Other Restricted Levies Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	725,750.00	751,200.00	3.5%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			725,750.00	751,200.00	3.5%
TOTAL, REVENUES			740,740.00	764,502.00	3.2%

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Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
CLASSIFIED SALARIES					
Classified Support Salaries		2200	3,000.00	0.00	-100.0%
Classified Supervisors' and Administrators' Salaries		2300	384,367.00	491,529.00	27.9%
Clerical, Technical and Office Salaries		2400	371,906.00	316,944.00	-14.8%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			759,273.00	808,473.00	6.5%
EMPLOYEE BENEFITS					
STRS		3101-3102	40,097.00	41,769.00	4.2%
PERS		3201-3202	87,277.00	110,686.00	26.8%
OASDI/Medicare/Alternative		3301-3302	56,299.00	60,257.00	7.0%
Health and Welfare Benefits		3401-3402	17,836.00	16,425.00	-7.9%
Unemployment Insurance		3501-3502	368.00	394.00	7.1%
Workers' Compensation		3601-3602	14,646.00	15,675.00	7.0%
OPEB, Allocated		3701-3702	2,281.00	2,442.00	7.1%
OPEB, Active Employees		3751-3752	2,962.00	0.00	-100.0%
Other Employee Benefits		3901-3902	58,950.00	66,065.00	12.1%
TOTAL, EMPLOYEE BENEFITS			280,716.00	313,713.00	11.8%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%

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Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
Professional/Consulting Services and Operating Expenditures		5800	38,425.00	23,425.00	-39.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			38,425.00	23,425.00	-39.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	6,184,317.00	0.00	-100.0%
Buildings and Improvements of Buildings		6200	83,145,221.00	34,371,100.00	-58.7%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	740,412.00	0.00	-100.0%
Equipment Replacement		6500	44,149.00	0.00	-100.0%
TOTAL, CAPITAL OUTLAY			90,114,099.00	34,371,100.00	-61.9%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			91,192,513.00	35,516,711.00	-61.1%

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Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	765,589.00	765,589.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			765,589.00	765,589.00	0.0%

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Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Sale of Bonds		8951	25,000,000.00	26,000,000.00	4.0%
Proceeds from Sale/Lease- Purchase of Land/Buildings		8953	0.00	0.00	0.0%
Other Sources					
County School Bldg Aid		8961	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			25,000,000.00	26,000,000.00	4.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			24,234,411.00	25,234,411.00	4.1%

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San Diego CountyJuly 1 Budget
Building Fund
Expenditures by Function

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Description	Function Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	14,990.00	13,302.00	-11.3%
4) Other Local Revenue		8600-8799	725,750.00	751,200.00	3.5%
5) TOTAL, REVENUES			740,740.00	764,502.00	3.2%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		91,177,513.00	35,516,711.00	-61.0%
9) Other Outgo	9000-9999	Except 7600-7699	15,000.00	0.00	-100.0%
10) TOTAL, EXPENDITURES			91,192,513.00	35,516,711.00	-61.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(90,451,773.00)	(34,752,209.00)	-61.6%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	765,589.00	765,589.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	25,000,000.00	26,000,000.00	4.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			24,234,411.00	25,234,411.00	4.1%

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Description	Function Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(66,217,362.00)	(9,517,798.00)	-85.6%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	100,782,354.66	34,564,992.66	-65.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			100,782,354.66	34,564,992.66	-65.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			100,782,354.66	34,564,992.66	-65.7%
2) Ending Balance, June 30 (E + F1e)			34,564,992.66	25,047,194.66	-27.5%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	34,564,992.66	25,047,194.66	-27.5%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

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Exhibit: Restricted Balance Detail

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Resource	Description	2017-18 Estimated Actuals	2018-19 Budget
Total, Restricted Balance		0.00	0.00

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Form 25

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	638.00	0.00	-100.0%
4) Other Local Revenue		8600-8799	826,562.00	1,159,825.00	40.3%
5) TOTAL, REVENUES			827,200.00	1,159,825.00	40.2%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	19,998.00	0.00	-100.0%
2) Classified Salaries		2000-2999	419,586.00	467,250.00	11.4%
3) Employee Benefits		3000-3999	143,033.00	171,375.00	19.8%
4) Books and Supplies		4000-4999	8,426.00	0.00	-100.0%
5) Services and Other Operating Expenditures		5000-5999	373,218.00	109,600.00	-70.6%
6) Capital Outlay		6000-6999	663,940.00	565,900.00	-14.8%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	343,982.00	343,982.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			1,972,183.00	1,658,107.00	-15.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)					
			(1,144,983.00)	(498,282.00)	-56.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

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Form 25

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,144,983.00)	(498,282.00)	-56.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,191,966.90	1,046,983.90	-52.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,191,966.90	1,046,983.90	-52.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,191,966.90	1,046,983.90	-52.2%
2) Ending Balance, June 30 (E + F1e)			1,046,983.90	548,701.90	-47.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	1,046,983.90	548,701.90	-47.6%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

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Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

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Form 25

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
OTHER STATE REVENUE					
Tax Relief Subventions Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	638.00	0.00	-100.0%
TOTAL, OTHER STATE REVENUE			638.00	0.00	-100.0%
OTHER LOCAL REVENUE					
Other Local Revenue County and District Taxes					
Other Restricted Levies Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	7,000.00	11,200.00	60.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts Mitigation/Developer Fees		8681	310,000.00	510,000.00	64.5%
Other Local Revenue All Other Local Revenue		8699	509,562.00	638,625.00	25.3%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			826,562.00	1,159,825.00	40.3%
TOTAL, REVENUES			827,200.00	1,159,825.00	40.2%

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Form 25

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
CERTIFICATED SALARIES					
Other Certificated Salaries		1900	19,998.00	0.00	-100.0%
TOTAL, CERTIFICATED SALARIES			19,998.00	0.00	-100.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	400.00	0.00	-100.0%
Classified Supervisors' and Administrators' Salaries		2300	241,700.00	348,151.00	44.0%
Clerical, Technical and Office Salaries		2400	177,486.00	119,099.00	-32.9%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			419,586.00	467,250.00	11.4%
EMPLOYEE BENEFITS					
STRS		3101-3102	2,956.00	0.00	-100.0%
PERS		3201-3202	64,352.00	83,628.00	30.0%
OASDI/Medicare/Alternative		3301-3302	31,970.00	35,420.00	10.8%
Health and Welfare Benefits		3401-3402	8,449.00	7,764.00	-8.1%
Unemployment Insurance		3501-3502	218.00	231.00	6.0%
Workers' Compensation		3601-3602	8,644.00	9,214.00	6.6%
OPEB, Allocated		3701-3702	1,307.00	1,435.00	9.8%
OPEB, Active Employees		3751-3752	2,660.00	0.00	-100.0%
Other Employee Benefits		3901-3902	22,477.00	33,683.00	49.9%
TOTAL, EMPLOYEE BENEFITS			143,033.00	171,375.00	19.8%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	50.00	0.00	-100.0%
Noncapitalized Equipment		4400	8,376.00	0.00	-100.0%
TOTAL, BOOKS AND SUPPLIES			8,426.00	0.00	-100.0%

San Dieguito Union High
San Diego CountyJuly 1 Budget
Capital Facilities Fund
Expenditures by Object

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Form 25

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	124,043.00	0.00	-100.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	51,975.00	22,000.00	-57.7%
Professional/Consulting Services and Operating Expenditures		5800	197,200.00	87,600.00	-55.6%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			373,218.00	109,600.00	-70.6%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	1,500.00	95,900.00	6293.3%
Buildings and Improvements of Buildings		6200	453,586.00	470,000.00	3.6%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	208,854.00	0.00	-100.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			663,940.00	565,900.00	-14.8%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	33,177.00	33,177.00	0.0%
Other Debt Service - Principal		7439	310,805.00	310,805.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			343,982.00	343,982.00	0.0%
TOTAL, EXPENDITURES			1,972,183.00	1,658,107.00	-15.9%

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Expenditures by Object

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Form 25

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Sale/Lease- Purchase of Land/Buildings		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

San Dieguito Union High
San Diego CountyJuly 1 Budget
Capital Facilities Fund
Expenditures by Function

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Form 25

Description	Function Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	638.00	0.00	-100.0%
4) Other Local Revenue		8600-8799	826,562.00	1,159,825.00	40.3%
5) TOTAL, REVENUES			827,200.00	1,159,825.00	40.2%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		76,132.00	22,000.00	-71.1%
8) Plant Services	8000-8999		1,552,069.00	1,292,125.00	-16.7%
9) Other Outgo	9000-9999	Except 7600-7699	343,982.00	343,982.00	0.0%
10) TOTAL, EXPENDITURES			1,972,183.00	1,658,107.00	-15.9%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(1,144,983.00)	(498,282.00)	-56.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

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Form 25

Description	Function Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,144,983.00)	(498,282.00)	-56.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	2,191,966.90	1,046,983.90	-52.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			2,191,966.90	1,046,983.90	-52.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,191,966.90	1,046,983.90	-52.2%
2) Ending Balance, June 30 (E + F1e)			1,046,983.90	548,701.90	-47.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	1,046,983.90	548,701.90	-47.6%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

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Exhibit: Restricted Balance Detail

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Resource	Description	2017-18 Estimated Actuals	2018-19 Budget
Total, Restricted Balance		0.00	0.00

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San Diego County

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Form 35

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	2,000.00	200.00	-90.0%
5) TOTAL, REVENUES			2,000.00	200.00	-90.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			2,000.00	200.00	-90.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

San Dieguito Union High
San Diego County

July 1 Budget
County School Facilities Fund
Expenditures by Object

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Form 35

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			2,000.00	200.00	-90.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	19,127.06	21,127.06	10.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			19,127.06	21,127.06	10.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			19,127.06	21,127.06	10.5%
2) Ending Balance, June 30 (E + F1e)			21,127.06	21,327.06	0.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			21,127.06	21,327.06	0.9%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

San Dieguito Union High
San Diego County

July 1 Budget
County School Facilities Fund
Expenditures by Object

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Form 35

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30					
(G9 + H2) - (I6 + J2)			0.00		

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Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
School Facilities Apportionments		8545	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	2,000.00	200.00	-90.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			2,000.00	200.00	-90.0%
TOTAL, REVENUES			2,000.00	200.00	-90.0%

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Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%

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Form 35

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%

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Form 35

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
To: State School Building Fund/ County School Facilities Fund From: All Other Funds		8913	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%

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Form 35

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Sale/Lease- Purchase of Land/Buildings		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

San Dieguito Union High
San Diego CountyJuly 1 Budget
County School Facilities Fund
Expenditures by Function

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Form 35

Description	Function Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	2,000.00	200.00	-90.0%
5) TOTAL, REVENUES			2,000.00	200.00	-90.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			2,000.00	200.00	-90.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

San Dieguito Union High
San Diego County

July 1 Budget
County School Facilities Fund
Expenditures by Function

ITEM 18

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Form 35

Description	Function Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			2,000.00	200.00	-90.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	19,127.06	21,127.06	10.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			19,127.06	21,127.06	10.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			19,127.06	21,127.06	10.5%
2) Ending Balance, June 30 (E + F1e)			21,127.06	21,327.06	0.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			21,127.06	21,327.06	0.9%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

San Dieguito Union High
San Diego County

July 1 Budget
County School Facilities Fund
Exhibit: Restricted Balance Detail

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Form 35

Resource	Description	2017-18 Estimated Actuals	2018-19 Budget
7710	State School Facilities Projects	21,127.06	21,327.06
Total, Restricted Balance		21,127.06	21,327.06

San Dieguito Union High
San Diego CountyJuly 1 Budget
Special Reserve Fund for Capital Outlay Projects
Expenditures by Object

ITEM 18

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Form 40

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	150.00	250.00	66.7%
5) TOTAL, REVENUES			150.00	250.00	66.7%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			150.00	250.00	66.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

San Dieguito Union High
San Diego County

July 1 Budget
Special Reserve Fund for Capital Outlay Projects
Expenditures by Object

ITEM 18

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Form 40

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			150.00	250.00	66.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	27,425.45	27,575.45	0.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			27,425.45	27,575.45	0.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			27,425.45	27,575.45	0.5%
2) Ending Balance, June 30 (E + F1e)			27,575.45	27,825.45	0.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	27,575.45	27,825.45	0.9%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

San Dieguito Union High
San Diego CountyJuly 1 Budget
Special Reserve Fund for Capital Outlay Projects
Expenditures by Object

ITEM 18

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Form 40

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

San Dieguito Union High
San Diego CountyJuly 1 Budget
Special Reserve Fund for Capital Outlay Projects
Expenditures by Object

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Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	150.00	250.00	66.7%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			150.00	250.00	66.7%
TOTAL, REVENUES			150.00	250.00	66.7%

San Dieguito Union High
San Diego County

July 1 Budget
Special Reserve Fund for Capital Outlay Projects
Expenditures by Object

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Form 40

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%

San Dieguito Union High
San Diego CountyJuly 1 Budget
Special Reserve Fund for Capital Outlay Projects
Expenditures by Object

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Form 40

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%

San Dieguito Union High
San Diego County

July 1 Budget
Special Reserve Fund for Capital Outlay Projects
Expenditures by Object

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Form 40

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%

San Dieguito Union High
San Diego CountyJuly 1 Budget
Special Reserve Fund for Capital Outlay Projects
Expenditures by Object

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Form 40

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Sale/Lease- Purchase of Land/Buildings		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

San Dieguito Union High
San Diego County

July 1 Budget
Special Reserve Fund for Capital Outlay Projects
Expenditures by Function

ITEM 18

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Form 40

Description	Function Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	150.00	250.00	66.7%
5) TOTAL, REVENUES			150.00	250.00	66.7%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			150.00	250.00	66.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

San Dieguito Union High
San Diego CountyJuly 1 Budget
Special Reserve Fund for Capital Outlay Projects
Expenditures by Function

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Description	Function Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			150.00	250.00	66.7%	
F. FUND BALANCE, RESERVES						
1) Beginning Fund Balance						
a) As of July 1 - Unaudited			9791	27,425.45	27,575.45	0.5%
b) Audit Adjustments			9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)				27,425.45	27,575.45	0.5%
d) Other Restatements			9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)				27,425.45	27,575.45	0.5%
2) Ending Balance, June 30 (E + F1e)				27,575.45	27,825.45	0.9%
Components of Ending Fund Balance						
a) Nonspendable						
Revolving Cash			9711	0.00	0.00	0.0%
Stores			9712	0.00	0.00	0.0%
Prepaid Items			9713	0.00	0.00	0.0%
All Others			9719	0.00	0.00	0.0%
b) Restricted			9740	0.00	0.00	0.0%
c) Committed						
Stabilization Arrangements			9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)			9760	0.00	0.00	0.0%
d) Assigned						
Other Assignments (by Resource/Object)			9780	27,575.45	27,825.45	0.9%
e) Unassigned/Unappropriated						
Reserve for Economic Uncertainties			9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount			9790	0.00	0.00	0.0%

San Dieguito Union High
San Diego County

July 1 Budget
Special Reserve Fund for Capital Outlay Projects
Exhibit: Restricted Balance Detail

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Resource	Description	2017-18 Estimated Actuals	2018-19 Budget
Total, Restricted Balance		0.00	0.00

San Dieguito Union High
San Diego County

July 1 Budget
Capital Project Fund for Blended Component Units
Expenditures by Object

ITEM 18

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Form 49

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

San Dieguito Union High
San Diego County

July 1 Budget
Capital Project Fund for Blended Component Units
Expenditures by Object

ITEM 18

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Form 49

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited					
		9791	39,935,890.77	39,935,890.77	0.0%
b) Audit Adjustments					
		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)					
			39,935,890.77	39,935,890.77	0.0%
d) Other Restatements					
		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)					
			39,935,890.77	39,935,890.77	0.0%
2) Ending Balance, June 30 (E + F1e)					
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash					
		9711	0.00	0.00	0.0%
Stores					
		9712	0.00	0.00	0.0%
Prepaid Items					
		9713	0.00	0.00	0.0%
All Others					
		9719	0.00	0.00	0.0%
b) Restricted					
		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements					
		9750	0.00	0.00	0.0%
Other Commitments					
		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments					
		9780	39,935,890.77	39,935,890.77	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties					
		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount					
		9790	0.00	0.00	0.0%

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Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

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Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue County and District Taxes					
Other Restricted Levies Secured Roll					
		8615	0.00	0.00	0.0%
Unsecured Roll					
		8616	0.00	0.00	0.0%
Prior Years' Taxes					
		8617	0.00	0.00	0.0%
Supplemental Taxes					
		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes Parcel Taxes					
		8621	0.00	0.00	0.0%
Other					
		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction					
		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes					
		8629	0.00	0.00	0.0%
Sales Sale of Equipment/Supplies					
		8631	0.00	0.00	0.0%
Leases and Rentals					
		8650	0.00	0.00	0.0%
Interest					
		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments					
		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%

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Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%

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Capital Project Fund for Blended Component Units
Expenditures by Object

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Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%

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Expenditures by Object

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Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%

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Capital Project Fund for Blended Component Units
Expenditures by Object

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Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Sale of Bonds		8951	0.00	0.00	0.0%
Other Sources					
County School Bldg Aid		8961	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Capital Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

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Capital Project Fund for Blended Component Units
Expenditures by Function

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Description	Function Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

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Capital Project Fund for Blended Component Units
Expenditures by Function

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Description	Function Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	39,935,890.77	39,935,890.77	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			39,935,890.77	39,935,890.77	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			39,935,890.77	39,935,890.77	0.0%
2) Ending Balance, June 30 (E + F1e)			39,935,890.77	39,935,890.77	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	39,935,890.77	39,935,890.77	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

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Exhibit: Restricted Balance Detail

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Resource	Description	2017-18 Estimated Actuals	2018-19 Budget
Total, Restricted Balance		0.00	0.00

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Bond Interest and Redemption Fund
Expenditures by Object

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Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)					
			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

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Bond Interest and Redemption Fund
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Form 51

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited					
		9791	12,205,483.00	12,205,483.00	0.0%
b) Audit Adjustments					
		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)					
			12,205,483.00	12,205,483.00	0.0%
d) Other Restatements					
		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)					
			12,205,483.00	12,205,483.00	0.0%
2) Ending Balance, June 30 (E + F1e)					
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash					
		9711	0.00	0.00	0.0%
Stores					
		9712	0.00	0.00	0.0%
Prepaid Items					
		9713	0.00	0.00	0.0%
All Others					
		9719	0.00	0.00	0.0%
b) Restricted					
		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements					
		9750	0.00	0.00	0.0%
Other Commitments					
		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments					
		9780	12,205,483.00	12,205,483.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties					
		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount					
		9790	0.00	0.00	0.0%

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Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30					
(G9 + H2) - (I6 + J2)			0.00		

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Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions Voted Indebtedness Levies					
Homeowners' Exemptions		8571	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8572	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue County and District Taxes Voted Indebtedness Levies Secured Roll		8611	0.00	0.00	0.0%
Unsecured Roll		8612	0.00	0.00	0.0%
Prior Years' Taxes		8613	0.00	0.00	0.0%
Supplemental Taxes		8614	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%

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Bond Interest and Redemption Fund
Expenditures by Object

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Form 51

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Bond Redemptions		7433	0.00	0.00	0.0%
Bond Interest and Other Service Charges		7434	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%

San Dieguito Union High
San Diego County

July 1 Budget
Bond Interest and Redemption Fund
Expenditures by Object

ITEM 18

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Form 51

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund		7614	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

San Dieguito Union High
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July 1 Budget
Bond Interest and Redemption Fund
Expenditures by Function

ITEM 18

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Form 51

Description	Function Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

San Dieguito Union High
San Diego County

July 1 Budget
Bond Interest and Redemption Fund
Expenditures by Function

ITEM 18

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Form 51

Description	Function Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	12,205,483.00	12,205,483.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			12,205,483.00	12,205,483.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			12,205,483.00	12,205,483.00	0.0%
2) Ending Balance, June 30 (E + F1e)			12,205,483.00	12,205,483.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	12,205,483.00	12,205,483.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

San Dieguito Union High
San Diego County

July 1 Budget
Bond Interest and Redemption Fund
Exhibit: Restricted Balance Detail

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Form 51

Resource	Description	2017-18 Estimated Actuals	2018-19 Budget
Total, Restricted Balance		0.00	0.00

San Dieguito Union High
San Diego County

July 1 Budget
Self-Insurance Fund
Expenses by Object

ITEM 18

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Form 67

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	855,150.00	858,350.00	0.4%
5) TOTAL, REVENUES			855,150.00	858,350.00	0.4%
B. EXPENSES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenses		5000-5999	705,000.00	720,000.00	2.1%
6) Depreciation		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENSES			705,000.00	720,000.00	2.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			150,150.00	138,350.00	-7.9%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	30,000.00	45,000.00	50.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			30,000.00	45,000.00	50.0%

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San Diego County

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Self-Insurance Fund
Expenses by Object

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Form 67

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			180,150.00	183,350.00	1.8%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	(11,333,615.06)	(11,153,465.06)	-1.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			(11,333,615.06)	(11,153,465.06)	-1.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			(11,333,615.06)	(11,153,465.06)	-1.6%
2) Ending Net Position, June 30 (E + F1e)			(11,153,465.06)	(10,970,115.06)	-1.6%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	(11,153,465.06)	(10,970,115.06)	-1.6%

San Dieguito Union High
San Diego County

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Self-Insurance Fund
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Form 67

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Fixed Assets					
a) Land		9410	0.00		
b) Land Improvements		9420	0.00		
c) Accumulated Depreciation - Land Improvements		9425	0.00		
d) Buildings		9430	0.00		
e) Accumulated Depreciation - Buildings		9435	0.00		
f) Equipment		9440	0.00		
g) Accumulated Depreciation - Equipment		9445	0.00		
h) Work in Progress		9450	0.00		
10) TOTAL, ASSETS			0.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		

San Dieguito Union High
San Diego County

July 1 Budget
Self-Insurance Fund
Expenses by Object

ITEM 18

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Form 67

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) Long-Term Liabilities					
a) Net Pension Liability		9663	0.00		
b) Total/Net OPEB Liability		9664	0.00		
c) Compensated Absences		9665	0.00		
d) COPs Payable		9666	0.00		
e) Capital Leases Payable		9667	0.00		
f) Lease Revenue Bonds Payable		9668	0.00		
g) Other General Long-Term Liabilities		9669	0.00		
7) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. NET POSITION					
Net Position, June 30 (G10 + H2) - (I7 + J2)			0.00		

San Dieguito Union High
San Diego County

July 1 Budget
Self-Insurance Fund
Expenses by Object

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Form 67

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
OTHER STATE REVENUE					
STRS On-Behalf Pension Contributions	7690	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	5,150.00	8,350.00	62.1%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
In-District Premiums/ Contributions		8674	675,000.00	675,000.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	175,000.00	175,000.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			855,150.00	858,350.00	0.4%
TOTAL, REVENUES			855,150.00	858,350.00	0.4%

San Dieguito Union High
San Diego CountyJuly 1 Budget
Self-Insurance Fund
Expenses by Object

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Form 67

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
CERTIFICATED SALARIES					
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%

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San Diego County

July 1 Budget
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Expenses by Object

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Form 67

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
SERVICES AND OTHER OPERATING EXPENSES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	705,000.00	720,000.00	2.1%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			705,000.00	720,000.00	2.1%
DEPRECIATION					
Depreciation Expense		6900	0.00	0.00	0.0%
TOTAL, DEPRECIATION			0.00	0.00	0.0%
TOTAL, EXPENSES			705,000.00	720,000.00	2.1%

San Dieguito Union High
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July 1 Budget
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Expenses by Object

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Form 67

Description	Resource Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	30,000.00	45,000.00	50.0%
(a) TOTAL, INTERFUND TRANSFERS IN			30,000.00	45,000.00	50.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			30,000.00	45,000.00	50.0%

San Dieguito Union High
San Diego County

July 1 Budget
Self-Insurance Fund
Expenses by Function

ITEM 18

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Form 67

Description	Function Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	855,150.00	858,350.00	0.4%
5) TOTAL, REVENUES			855,150.00	858,350.00	0.4%
B. EXPENSES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		705,000.00	720,000.00	2.1%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENSES			705,000.00	720,000.00	2.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			150,150.00	138,350.00	-7.9%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	30,000.00	45,000.00	50.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			30,000.00	45,000.00	50.0%

San Dieguito Union High
San Diego CountyJuly 1 Budget
Self-Insurance Fund
Expenses by Function

ITEM 18

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Form 67

Description	Function Codes	Object Codes	2017-18 Estimated Actuals	2018-19 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			180,150.00	183,350.00	1.8%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	(11,333,615.06)	(11,153,465.06)	-1.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			(11,333,615.06)	(11,153,465.06)	-1.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			(11,333,615.06)	(11,153,465.06)	-1.6%
2) Ending Net Position, June 30 (E + F1e)			(11,153,465.06)	(10,970,115.06)	-1.6%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	(11,153,465.06)	(10,970,115.06)	-1.6%

San Dieguito Union High
San Diego County

July 1 Budget
Self-Insurance Fund
Exhibit: Restricted Net Position Detail

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Form 67

Resource	Description	2017-18 Estimated Actuals	2018-19 Budget
	Total, Restricted Net Position	0.00	0.00

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: May 29, 2018

BOARD MEETING DATE: June 7, 2018

PREPARED BY: Delores Perley, Chief Financial Officer
Tina Douglas, Associate Superintendent,
Business Services

SUBMITTED BY: Eric R. Dill, Superintendent

SUBJECT: **ADOPTION OF RESOLUTION REGARDING
RECEIPT AND EXPENDITURE OF 2018/19
EDUCATION PROTECTION ACCOUNT
(EPA) FUNDING**

EXECUTIVE SUMMARY

On November 6, 2012, the voters in California voted to pass Proposition 30, The Schools and Local Public Safety Protection Act of 2012. Proposition 30 temporarily increases the states sales tax rate for all taxpayers and the personal income tax rates for upper-income taxpayers. In November of 2016, the increased personal income taxes were extended through 2030 by Proposition 55.

The revenues generated from Proposition 30 and extended by Prop 55 are deposited into a state account called the Education Protection Account (EPA). School Districts, county offices of education and charter schools will receive funds from the EPA based on their proportionate share of the statewide Local Control Funding Formula (LCFF) amount. Each district will receive no less than \$200 per ADA. For LCFF districts, a corresponding reduction is made to the district's state aid equal to the amount of their EPA entitlement, resulting in no increase to funding.

Proposition 30 includes reporting requirements for school districts. Each district must report on the district website an accounting of how much money was received from the EPA and how that money was spent. The attached EPA resolution is being submitted to the Board for adoption along with the EPA Program by Resource Report showing estimated funding in the amount of \$2,526,000 for 2018-19 and proposed expenditures. These funds are a portion of the total LCFF funding. As with the 2017-18 funding, the funds will be used to offset current expenses for teachers' salaries and benefits.

The EPA revenue has been included in the 2018-19 Proposed Budget.

RECOMMENDATION:

It is recommended that the Board adopt the resolution regarding receipt and expenditure of 2018-19 Education Protection Account (EPA) funds, as shown in the attached supplement.

FUNDING SOURCE:

General Fund/Unrestricted.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

RESOLUTION REGARDING THE EDUCATION PROTECTION ACCOUNT (EPA)

WHEREAS, the voters approved Proposition 30 on November 6, 2012 and Proposition 55 on November 8, 2016;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012; and Proposition 55 amended Article XIII, Section 36 of the California Constitution effective November 8, 2016 and commencing on January 1, 2018.

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the District shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

ITEM 19

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of the San Dieguito Union High School District;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the San Dieguito Union High School District has determined to spend the monies received from the Education Protection Act as attached.

DATED: June 7, 2018

Board Member

Board Member

Board Member

Board Member

Board Member

**2018-19 Education Protection Account
Program by Resource Report
Expenditures by Function - Detail**

ITEM 19

**San Dieguito Union High School District
Estimated Revenue and Expenditures through: June 30, 2019
For Fund 01, Resource 1400 Education Protection Account**

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	2,526,000.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		2,526,000.00
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		Function Codes
Instruction	1000-1999	2,526,000.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		2,526,000.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: May 31, 2018

BOARD MEETING DATE: June 7, 2018

PREPARED BY: Douglas B. Gilbert, Director of Purchasing
Tina Douglas, Associate Superintendent,
Business Services

SUBMITTED BY: Eric R. Dill, Superintendent

SUBJECT: EMERGENCY WAIVER / TORREY PINES HS MEDIA
CENTER ELEVATOR PROJECT UPDATE

EXECUTIVE SUMMARY

On March 15, 2018 the Board adopted a resolution for emergency waiver of a public project to repair an elevator at Torrey Pines High School that had been deemed unsafe. Since this is the only elevator providing ADA access to the learning commons the board authorized district staff to enter into a contract with Guardian Elevator Mechanical Services Inc. without advertising for or inviting bids.

Public contract code (PCC) 22050(C)(1) requires that the Board review the emergency action at every regularly scheduled meeting thereafter until the project is complete or action terminated, to determine by a four-fifths vote, that there is a need to continue the action.

The elevator parts have been received. The work has begun and it is anticipated that it will take three weeks for the completion of the project.

RECOMMENDATION:

Administration recommends that the Board approve continuing the Torrey Pines High School emergency repair elevator project with Guardian Elevator Mechanical Services Inc.

FUNDING SOURCE:

General Fund/Unrestricted 01-00

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: May 29, 2018

BOARD MEETING DATE: June 7, 2018

PREPARED BY: Cindy Frazee,
Associate Superintendent/Human Resources

SUBMITTED BY: Eric R. Dill
Superintendent

SUBJECT: ADOPTION OF DECLARATION OF NEED
FOR FULLY QUALIFIED EDUCATORS

EXECUTIVE SUMMARY

According to the 1994 California Commission on Teacher Credentialing (CCTC) requirement, in order to hire teachers on emergency credentials a "Declaration of Need" must be adopted by the Board of Trustees and forwarded to the Commission. The attached form covers the anticipated 2018-19 school year.

RECOMMENDATION:

It is recommended that the Board adopt the "Declaration of Need for Fully Qualified Educators", as shown in the attached supplement.

FUNDING SOURCE:

Not Applicable.

ITEM 21



State of California
Commission on Teacher Credentialing
Certification Division
1900 Capitol Avenue
Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2018-19
Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT

Name of District: San Dieguito Union High School District District CDS Code: 68346
Name of County: San Diego County CDS Code: 37

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board of the school district specified above adopted a declaration at a regularly scheduled public meeting held on 06 / 07 / 2018 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► **Enclose a copy of the board agenda item**

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2019.

Submitted by (Superintendent, Board Secretary, or Designee):

<u>Eric R. Dill</u>		<u>Superintendent</u>
<i>Name</i>	<i>Signature</i>	<i>Title</i>
<u>760-943-3505</u>	<u>760-753-6491</u>	<u>06/07/2018</u>
<i>Fax Number</i>	<i>Telephone Number</i>	<i>Date</i>
<u>710 Encinitas Blvd., Encinitas, CA 92024</u>		
<i>Mailing Address</i>		
<u>eric.dill@sduhsd.net</u>		
<i>EMail Address</i>		

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL OR AGENCY

Name of County _____ County CDS Code _____
Name of State Agency _____
Name of NPS/NPA _____ County of Location _____

ITEM 21

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ___/___/___, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

Name	Signature	Title
Fax Number	Telephone Number	Date
Mailing Address		
EMail Address		

► *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	Estimated Number Needed
CLAD/English Learner Authorization (applicant already holds teaching credential)	8
Bilingual Authorization (applicant already holds teaching credential)	_____
List target language(s) for bilingual authorization: _____	
Resource Specialist	3
Teacher Librarian Services	_____

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas:

ITEM 21

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	
Special Education	6
TOTAL	

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? Yes No

If no, explain. The District does not have a need at this time.

Does your agency participate in a Commission-approved college or university internship program? Yes No

If yes, how many interns do you expect to have this year? 10

If yes, list each college or university with which you participate in an internship program.
CSUSM, SDSU, National University, USD

If no, explain why you do not participate in an internship program.

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: May 11, 2018

BOARD MEETING DATE: June 7, 2018

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

SUBMITTED BY: Eric R. Dill, Superintendent

SUBJECT: **ADOPTION OF PROPOSED NEW BOARD POLICY (1) / 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 Policy has been created to align with the CSBA recommendations:

Current Policy Number	New Policy Number	Title	Comments
	6171	Title I Programs	New policy to align with CSBA recommendations

RECOMMENDATION:

It is recommended that the Board adopt the following proposed new Board Policy, as shown in the attached supplements:

- A. BP #6171, TITLE I PROGRAMS (NEW)

FUNDING SOURCE:

Not applicable.

INSTRUCTION**6178****TITLE I PROGRAMS**

The Governing Board desires to provide a high-quality education that enables all students to meet challenging state academic standards. In schools with a large number or percentage of economically disadvantaged families, the district shall use Title I funds to provide services that strengthen the academic program and provide support to students at risk of failing to achieve academic standards.

Title I funds shall be used to supplement, not supplant, funds available from state and local sources for the education of students participating in Title I programs.

Descriptions of how the district will address the required components of the Title I local educational agency plan, as specified in 20 USC 6312, shall be included within the district's control and accountability plan (LCAP), the LCAP Federal Addendum, or another document. School-level strategies shall be aligned with the district's plan and be tailored to the specific needs of the students at the school.

In addition, the district and each school receiving Title I funds shall develop a written parent/guardian and family engagement policy in accordance with 20 USC 6318.

COMPARABILITY OF SERVICES

In schools receiving Title I funds, state and local funds shall be used to provide services that, taken as a whole, are at least comparable to services in schools that are not receiving Title I funds or, if all district schools are receiving Title I funds, that are substantially comparable in each school. Comparability may be determined on a school-by-school basis or by grade span.

To demonstrate comparability of services among district schools, the district shall:

1. Adopt and implement a districtwide salary schedule
2. Ensure equivalence in teachers, administrators, and other staff, as measured by either or both of the following:
 - a. The ratio of students to instructional staff at each Title I school within a grade span, which shall not exceed 110 percent of the average ratio for all non-Title I district schools within that grade span
 - b. Salary expenditures for instructional staff at each Title I school, which shall be no less than 90 percent of the average salary expenditure across non-Title I district schools.
3. Ensure equivalence in the provision of curriculum materials and instructional supplies, by determining whether the per-student expenditure of state and local funds for curriculum materials and instructional supplies in Title I schools is between 90 and 110 percent of the districtwide average
4. Determine whether the amount of state and local funds allocated per student for each grade span is between 90 and 110 percent of the per student average for each grade span in non-Title I schools

INSTRUCTION**6178**

In determining comparability, the district shall not include staff salary differentials for years of employment. The district also may exclude unpredictable changes in student enrollment or personnel assignments that occur after the beginning of the school year, state and local funds expended for language instruction educational programs, state and local funds expended for the excess costs of providing services to students with disabilities, and supplemental state or local funds expended in any school attendance area or school for programs that specifically meet the intent and purposes of Title I.

The Superintendent or designee shall annually assess comparability in accordance with the above criteria and maintain records documenting the district's compliance. If any instances of noncomparability are identified, the Superintendent or designee shall promptly implement adjustments as needed to ensure comparability.

PARTICIPATION OF PRIVATE SCHOOL STUDENTS

The district shall provide or contract to provide special educational services, instructional services (including evaluations to determine the progress being made in meeting students' academic needs), counseling, mentoring, one-on-one tutoring, or other Title I benefits to eligible private school students residing in a participating school attendance area. Such services and benefits shall be provided on an equitable basis in comparison to services and other benefits for public school students.

PROGRAM EVALUATION

The Board shall regularly monitor the progress of economically disadvantaged and low-achieving students in Title I schools. During the annual evaluation of the district's progress toward achieving each goal identified in the LCAP or other planning document addressing 20 USC 6312, the Board shall review disaggregated data on academic achievement, school attendance, and other outcomes for such students

Legal Reference:**EDUCATION CODE**

11503 Parent involvement programs in Title I schools

52060-52077 Local control and accountability plan

54420-54425 State Compensatory Education

64001 Single plan for student achievement, consolidated application programs

UNITED STATES CODE, TITLE 20

6301 Program purpose

6311-6322 Improving basic programs for disadvantaged students, including:

INSTRUCTION

6178

6312 Local educational agency plan

6313 Eligibility of schools and school attendance areas; funding allocation

6314 Title I schoolwide programs

6315 Targeted assistance schools

6318 Parent and family engagement

6320 Participation of private school students

6321 Comparability of services

6333-6335 Grants to local educational agencies

6391-6399 Education for migrant students

7881 Participation of private school students

CODE OF FEDERAL REGULATIONS, TITLE 34

200.1-200.73 Improving basic programs for disadvantaged students

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Frequently Asked Questions About Title I Schoolwide Programs

Local Control and Accountability Plan Federal Addendum Template

Meeting Title I, Part A Comparability Requirements, October 2017

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Fiscal Changes and Equitable Services Requirements Under the Elementary and Secondary Education Act of 1965 (ESEA), as Amended by the Every Student Succeeds Act, Non-Regulatory Guidance, November 21, 2016

Title I Fiscal Issues, Non-Regulatory Guidance, February 2008

Designing Schoolwide Programs, Non-Regulatory Guidance, March 22, 2006

Title I Services to Eligible Private School Students, October 17, 2003

INSTRUCTION

6178

WEB SITES

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

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

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

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: May 31, 2018

BOARD MEETING DATE: June 7, 2018

PREPARED: Cindy Frazee, Associate Superintendent,
Human Resources

SUBMITTED BY: Eric R. Dill, Superintendent

SUBJECT: PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/
RELEASE / ADOPTION OF RECOMMENDED
SUSPENSION (SIX DAYS WITHOUT PAY) FOR
CLASSIFIED EMPLOYEE JULIAN TELESNIKOV
INCLUDING RECOMMENDED WRITTEN
DIRECTIVES

EXECUTIVE SUMMARY

On April 4, 2018, classified employee Julian Telesnikov was served a Notice of Intention to Recommend Suspension Pursuant to Personnel Commission Rule 13.

Pursuant to Rule 13.2.B, Mr. Telesnikov had the right to and met with the superintendent on April 16, 2018, before the recommendation was forwarded to the Board of Trustees, with the opportunity to present any documents, statements, evidence or argument he believed pertinent to the causes or penalties in the proposed disciplinary action, so it could be determined whether the disciplinary action, including the proposed penalty, was appropriate.

The superintendent carefully reviewed and considered Mr. Telesnikov’s comments and those of his CSEA Labor Representative, Jose Sanchez who was in attendance at the meeting, and is upholding the discipline (6-day suspension), as proposed. The next step is for the Board of Trustees to consider the matter of the Notice of Intention to Recommend Suspension Pursuant to Personnel Commission Rule 13.

ITEM 23

The Board will be provided supporting documentation for consideration in Closed Session. While employee discipline matters are generally heard and considered in Closed Session, Government Code section 54957 gives the employee the right to have the complaints or charges heard in Open Session. Mr. Telesnikov made a request on May 3, 2018 to have the complaints heard in Open Session. Mr. Telesnikov and/or his representative will have the opportunity to address the Board and present an oral or written statements he believes appropriate, but the session before the Board will not be a formal evidentiary hearing within the meaning of California Code of Civil Procedure §1094.5.

This item was originally scheduled to be heard at the May 10, 2018 board meeting however, the employee requested to delay the item to the June 7, 2017 board meeting, the request was granted, and again requested that the complaints be heard in Open Session.

RECOMMENDATION:

After Mr. Telesnikov and/or his representative has addressed the Board, it is recommended that the Board adopt the recommended suspension (six days without pay) for classified employee Julian Telesnikov including the recommended written directives.

FUNDING SOURCE:

N/A

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: May 31, 2018

BOARD MEETING DATE: June 7, 2018

PREPARED: Cindy Frazee, Associate Superintendent,
Human Resources

SUBMITTED BY: Eric R. Dill, Superintendent

SUBJECT: PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/
RELEASE / ADOPTION OF RECOMMENDED
SUSPENSION (EIGHT DAYS WITHOUT PAY) FOR
CLASSIFIED EMPLOYEE JOSE CASTRELLON
INCLUDING RECOMMENDED WRITTEN
DIRECTIVES

EXECUTIVE SUMMARY

On May 3, 2018, classified employee Jose Castellon was served a Notice of Intention to Recommend Suspension Pursuant to Personnel Commission Rule 13.

Pursuant to Rule 13.2.B, Mr. Castellon had the right to and met with the superintendent on May 15, 2018, before the recommendation was forwarded to the Board of Trustees, with the opportunity to present any documents, statements, evidence or argument he believed pertinent to the causes or penalties in the proposed disciplinary action, so it could be determined whether the disciplinary action, including the proposed penalty, was appropriate.

The superintendent carefully reviewed and considered Mr. Castellon's comments and those of his CSEA Labor Representative, Jose Sanchez who was in attendance at the meeting, and is upholding the discipline (8-day suspension), as proposed. The next step is for the Board of Trustees to consider the matter of the Notice of Intention to Recommend Suspension Pursuant to Personnel Commission Rule 13.

ITEM 24

The Board will be provided supporting documentation for consideration in Closed Session. While employee discipline matters are generally heard and considered in Closed Session, Government Code section 54957 gives the employee the right to have the complaints or charges heard in Open Session. Mr. Castellon made a request on June 1, 2018 to have the complaints heard in Open Session. Mr. Castellon and/or his representative will have the opportunity to address the Board and present an oral or written statements he believes appropriate, but the session before the Board will not be a formal evidentiary hearing within the meaning of California Code of Civil Procedure §1094.5.

RECOMMENDATION:

After Mr. Castellon and/or his representative has addressed the Board, it is recommended that the Board adopt the recommended suspension (eight days without pay) for classified employee Jose Castellon including the recommended written directives.

FUNDING SOURCE:

N/A

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: May 28, 2018

BOARD MEETING DATE: June 7, 2018

PREPARED BY: John Addleman, Exec. Director, Planning Services
Tina Douglas, Associate Superintendent,
Business Services

SUBMITTED BY: Eric R. Dill, Superintendent

SUBJECT: PROPOSED NEW BOARD POLICIES (2) /
BUSINESS SERVICES

EXECUTIVE SUMMARY

As part of the Williams litigation settlement, Education Code 17070.75 requires that each school district participating in the state's School Facility Program have a facility inspection system in place for all schools to ensure that school facilities are kept in good repair. Education Code 17002 defines "good repair" to mean the facility is maintained in a manner that ensures it is clean, safe and functional as determined by the Facility Inspection Tool (FIT) as developed by the Office of Public School Construction (OPSC), or a local evaluation instrument that uses the same criteria.

The following Board Policy and Administrative Regulation have been created to align with the CSBA recommendations:

Current Policy Number	New Policy Number	Title	Comments
	3517 & 3517 AR	Facilities Inspection	To adopt the CSBA recommendations for facilities inspection.

RECOMMENDATION:

This item is being presented for first read and will be resubmitted for board action at the June 21, 2018 board meeting:

- A. BP #3517, "FACILITIES INSPECTION" (NEW)
- B. AR #3517, "FACILITIES INSPECTION" (NEW)

FUNDING SOURCE:

Not applicable

FACILITIES INSPECTION

The Board recognizes its obligation to ensure that school facilities are kept in good repair. Education Code § 17002 defines “good repair” to mean that the facility is maintained in a manner that ensures that it is clean, safe, and functional as determined pursuant to the Facility Inspection Tool (FIT) developed by the Office of Public School Construction (OPSC), or a local evaluation instrument that uses the same criteria. The Superintendent or designee shall regularly assess the facilities to ensure they are maintained in good repair.

FACILITIES INSPECTION

The Superintendent or designee shall inspect school facilities to ensure that they are maintained in good repair and shall, at a minimum, assess those facility conditions specified on the facilities inspection tool developed by the Office of Public School Construction (OPSC), including but not limited to, the following:

1. **Gas Leaks:** Gas systems and pipes appear and smell safe, functional, and free of leaks.
2. **Mechanical Systems:** Heating, ventilation, and air conditioning systems, as applicable, are functional and unobstructed; appear to supply an adequate amount of air to all classrooms, work spaces, and facilities; and maintain interior temperatures within normally acceptable ranges.
3. **Windows and Doors:** Windows and doors are intact, functional, and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
4. **Fences and Gates:** Fences and gates are intact, functional, and free of holes and other conditions that could present a safety hazard to students, staff, or others. Locks and other security hardware function as designed.
5. **Interior Surfaces (walls, floors, ceilings):** Interior surfaces are free of safety hazards from tears, holes, missing floor and ceiling tiles, torn carpet, water damage, or other cause. Ceiling tiles are intact. Surfaces display no evidence of mold or mildew.
6. **Hazardous Materials:** Hazardous and flammable materials are stored properly. No evidence of peeling, chipping, or cracking paint is apparent. No indicators of mold, mildew, or asbestos exposure are evident. There does not appear to be evidence of hazardous materials that may pose a threat to the health and safety of students or staff.
7. **Structures:** Posts, beams, supports for portable classrooms and ramps, and other structures appear intact, secure, and functional as designed. Ceilings and floors are not sloping or sagging beyond their intended design. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines structural components.
8. **Fire Safety and Emergency Equipment:** Fire sprinklers, fire extinguishers, emergency alarm systems, and all emergency equipment and systems appear to be functioning properly. Fire alarm pull stations are clearly visible. Fire extinguishers are current and placed in all required areas, including every classroom and assembly area. Emergency exits are clearly marked and unobstructed.
9. **Electrical Systems:** Electrical systems, components, and equipment, including switches, junction boxes, panels, wiring, outlets, and light fixtures, are securely enclosed, properly covered and guarded from student access, and appear to be working properly.
10. **Lighting:** Interior and exterior lighting appears to be adequate and working properly. Lights do not flicker, dim, or malfunction, and there is no unusual hum or noise from light fixtures.
11. **Pest/Vermin Infestation:** No visible or odorous indicators of pest or vermin infestation are evident.

12. Drinking Fountains: Interior and exterior drinking fountains are functional, accessible, and free of leaks. Drinking water pressure is adequate. Fountain water is clear and without unusual taste or odor, and moss, mold, or excessive staining is not evident.

13. Restrooms: Restrooms are fully operational, maintained and cleaned regularly, and stocked at all times with supplies (including toilet paper, soap, and paper towels or functional hand dryers) in accordance with Education Code 35292.5. The school keeps all restrooms open during school hours when students are not in classes and keeps a sufficient number of restrooms open during school hours when students are in classes, except when necessary to temporarily close a restroom for student safety or to repair the facility.

14. Sewers: The sanitary sewer system controls odors as designed, displays no signs of stoppage, backup, or flooding in school facilities or on school grounds, and appears to be functioning properly.

15. Roofs: Roofs, gutters, roof drains, and downspouts appear to be functioning properly and are free of visible damage and evidence of disrepair when observed from the ground from inside and outside the building.

16. Drainage: School grounds do not exhibit signs of drainage problems, such as visible evidence of flooded areas, eroded soil, water damage to asphalt playgrounds or parking areas, or clogged storm drain inlets.

17. Playground/School Grounds: Playground equipment (exterior fixtures, seating, tables, and equipment), school grounds, fields, walkways, and parking lot surfaces are functional and free of significant cracks, trip hazards, holes, deterioration that affects functionality or safety, and other health and safety hazards.

18. Overall Cleanliness: School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly and are free of accumulated refuse and unabated graffiti. Restrooms, drinking fountains, and food preparation or serving areas appear to have been cleaned each day that school is in session.

In addition, to ensure the health and safety of students, the Superintendent or designee shall provide for the testing of drinking water on campus and of the soil and painted surfaces of school facilities for the presence of lead and/or other harmful substances, in accordance with state and federal standards.

The Superintendent or designee shall ensure that any necessary repairs or removal of hazards identified during the inspection are made in a timely and expeditious manner.

An assessment of the safety, cleanliness, and adequacy of school facilities, including any needed maintenance to ensure good repair as defined in Education Code 17002, shall be reported on the school accountability report card. (Education Code 33126)

Any complaint alleging a school facility condition that poses an emergency or urgent threat to the health or safety of students or staff, or alleging that a school restroom is not clean, maintained, or kept open, shall be addressed in accordance with AR 1312.4 - Williams Uniform Complaint Procedures.

Legal Reference:

1240	County superintendent of schools, duties
17002	Definitions
17070.10-17077.10	Leroy F. Greene School Facilities Act of 1998
17565-17591	Property maintenance and control
17592.72	Urgent or emergency repairs, School Facility Emergency Repair Account
33126	School accountability report card
35186	Williams uniform complaint procedure
35292.5-35292.6	School maintenance

HEALTH AND SAFETY CODE

116277	Lead testing in drinking water
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CODE OF REGULATIONS, TITLE 2

1859.300-1859.330	Emergency Repair Program
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UNITED STATES CODE, TITLE 20

6314	Title I school wide program
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UNITED STATES CODE, TITLE 42

300f-300j-27	Safe Drinking Water Act
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San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: May 11, 2018

BOARD MEETING DATE: June 7, 2018

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

SUBMITTED BY: Eric R. Dill, Superintendent

SUBJECT: PROPOSED REVISED BOARD POLICIES (2) / 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 revised / created to comply with California Assembly Bill 699, and to align with CSBA recommendations:

Current Policy Number	New Policy Number	Title	Comments
0410		Nondiscrimination in District Programs	Revised policy to comply with California Assembly Bill 699
0420.41, AR-1	0420.41, Exhibit	Charter School Oversight	Revised administrative regulation to comply with California Assembly Bill 699

RECOMMENDATION:

PROPOSED REVISED BOARD POLICIES (2) / EDUCATIONAL SERVICES

- A. BP #0410, NONDISCRIMINATION IN DISTRICT PROGRAMS
- B. AR #0420.41 E, CHARTER SCHOOL OVERSIGHT

This item is being presented for first read and will be resubmitted for action on June 21, 2018.

FUNDING SOURCE:

Not applicable.

PHILOSOPHY / GOALS / OBJECTIVES AND COMPREHENSIVE PLANS

NONDISCRIMINATION IN DISTRICT PROGRAMS AND ACTIVITIES

The Governing Board is committed to providing equal opportunity for all individuals in district programs and activities. District programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

All individuals shall be treated equitably in the receipt of district and school services. Personally identifiable information collected in the implementation of any district program, including, but not limited to, student and family information for the free and reduced-price lunch program, transportation, or any other educational program, shall be used only for the purposes of the program, except when the Superintendent or designee authorizes its use for another purpose in accordance with law. Resources and data collected by the district shall not be used, directly or by others, to compile a list, registry, or database of individuals based on race, gender, sexual orientation, religion, ethnicity, national origin, or immigration status or any other category identified above.

District programs and activities shall be free of any racially derogatory or discriminatory school or athletic team names, mascots, or nicknames.

The Superintendent or designee shall annually review district programs and activities to ensure the removal of any derogatory or discriminatory name, image, practice, or other barrier that may unlawfully prevent an individual or group in any of the protected categories stated above from accessing district programs and activities. He/she shall take prompt, reasonable actions to remove any identified barrier. The Superintendent or designee shall report his/her findings and recommendations to the Board after each review.

All allegations of unlawful discrimination in district programs and activities shall be investigated and resolved in accordance with the procedures specified in AR 1312.3 - Uniform Complaint Procedures.

Pursuant to 34 CFR 104.8 and 34 CFR 106.9, the Superintendent or designee shall notify students, parents/guardians, employees, employee organizations, applicants for admission and employment, and sources of referral for applicants about the district's policy on nondiscrimination and related complaint procedures. Such notification shall be included in the annual parental notification distributed pursuant to Education Code 48980 and, as applicable, in announcements, bulletins, catalogs, handbooks, application forms, or other materials distributed by the district. The notification shall also be posted on the district's web site and social media and in district schools and offices, including staff lounges, student government meeting rooms, and other prominent locations as appropriate.

In addition, the annual parental notification shall inform parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, including information on

PHILOSOPHY / GOALS / OBJECTIVES AND COMPREHENSIVE PLANS

educational rights issued by the California Attorney General. Alternatively, such information may be provided through any other cost-effective means determined by the Superintendent or designee. (Education Code 234.7)

The district's nondiscrimination policy and related informational materials shall be published in a format that parents/guardians can understand. In addition, when 15 percent or more of a school's students speak a ~~single~~ primary language other than English, those materials shall be translated into that other language.

ACCESS FOR INDIVIDUALS WITH DISABILITIES

District programs and facilities, viewed in their entirety, shall be in compliance with the Americans with Disabilities Act (ADA) and any implementing standards and/or regulations. When structural changes to existing district facilities are needed to provide individuals with disabilities access to programs, services, activities, or facilities, the Superintendent or designee shall develop a transition plan that sets forth the steps for completing the changes

The Superintendent or designee shall ensure that the district provides appropriate auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity. These aids and services may include, but are not limited to, qualified interpreters or readers, assistive listening devices, assistive technologies or other modifications to increase accessibility to district and school web sites, notetakers, written materials, taped text, and Braille or large~~—~~print materials. Individuals with disabilities shall notify the Superintendent or principal if they have a disability that requires special assistance or services. Reasonable notification should be given prior to a school~~—~~sponsored function, program, or meeting.

The individual identified in AR 1312.3 - Uniform Complaint Procedures as the employee responsible for coordinating the district's response to complaints and for complying with state federal civil rights laws is hereby designated as the district's ADA coordinator. He/she shall receive and address requests for accommodation submitted by individuals with disabilities, and shall investigate and resolve complaints regarding their access to district programs, services, activities, or facilities.

Rick Ayala, Director
Pupil Services & Alternative Programs
710 Encinitas Blvd., Encinitas, CA 92024
760-753-53860 X5601
rick.ayala@sduhsd.net

LEGAL REFERENCE

EDUCATION CODE

200-262.4 Prohibition of discrimination

48980 Parental notifications

48985 Notices to parents in language other than English

San Dieguito Union High School District

Page 2 of 5

Policy Adopted: May 7, 1989

Policy Revised: May 16, 2013

Policy Revised: October 1, 2015

Policy Revised: June 7, 2018, (1st Read)

PHILOSOPHY / GOALS / OBJECTIVES AND COMPREHENSIVE PLANS

51007 Legislative intent: state policy

GOVERNMENT CODE

8310.3 California Religious Freedom Act

11000 Definitions

11135 Nondiscrimination in programs or activities funded by state

12900-12996 —Fair Employment and Housing Act

54953.2 Brown Act compliance with Americans with Disabilities Act

PENAL CODE

422.55 Definition of hate crime

422.6 Interference with constitutional right or privilege

CODE OF REGULATIONS, TITLE 5

4600-4670 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1400-1482 Individuals with Disabilities in Education Act

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

2301-2415 Carl D. Perkins Vocational and Applied Technology Act

6311 State plans

6312 Local education agency plans

UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

2000d-2000d-7 Title VI, Civil Rights Act of 1964

2000e-2000e-17 Title VII, Civil Rights Act of 1964 as amended

2000h-2000h-6 Title IX

12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 28

35.101-35.190 Americans with Disabilities Act

36.303 Auxiliary aids and services

CODE OF FEDERAL REGULATIONS, TITLE 34

100.1-100.13 Nondiscrimination in federal programs, effectuating Title VI

104.1-104.39 Section 504 of the Rehabilitation Act of 1973

106.1-106.61 Discrimination on the basis of sex, effectuating Title IX, especially:

106.9 Dissemination of policy

PHILOSOPHY / GOALS / OBJECTIVES AND COMPREHENSIVE PLANS

Management Resources:

CSBA PUBLICATIONS

Updated Legal Guidance: Protecting Transgender and Gender -Nonconforming Students Against Sex Discrimination, July 2016

CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

Promoting a Safe, and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues, April 2018

CALIFORNIA DEPARTMENT OF FAIR EMPLOYMENT AND HOUSING PUBLICATIONS

California Law Prohibits Workplace Discrimination and Harassment

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

Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016

Dear Colleague Letter: Title IX Coordinators, April 2015

Dear Colleague Letter, May 26, 2011

Dear Colleague Letter: Harassment and Bullying, October 2010

Notice of Non-Discrimination, Fact Sheet, August 2010

Dear Colleague Letter: Electronic Book Readers, June 29, 2010

Nondiscrimination in Employment Practices in Education, August 1991

U.S. DEPARTMENT OF JUSTICE PUBLICATIONS

2010 ADA Standards for Accessible Design, September 2010

Accessibility of State and Local Government Websites to People with Disabilities, June 2003

WORLD WIDE WEB CONSORTIUM PUBLICATIONS

Web Content Accessibility Guidelines, December 2008

WEB SITES

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

California Office of the Attorney General: <http://oag.ca.gov>

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

California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>

Safe Schools Coalition: <http://www.casafeschools.org>

Pacific ADA Center: <http://www.adapacific.org>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

U.S. Department of Justice, Civil Rights Division, Americans with Disabilities Act: <http://www.ada.gov>

U.S. Equal Employment Opportunity Commission: <http://www.eeoc.gov>

World Wide Web Consortium, Web Accessibility Initiative: <http://www.w3.org/wai>

<http://www.ada.gov>

~~in education. or orthe Annually, the Superintendent or designee shall review district programs and activities to ensure the removal of any including the use of facilities. each announcement, bulletin, catalog, handbook, application form, or other materials distributed to these groups. and any implementing standards and/or regulations. the11138 Rules and regulations4687 Providing a Safe, Nondiscriminatory School Environment for Policy Brief, February 2014Interim Guidance~~

San Dieguito Union High School District

Policy Adopted: May 7, 1989

Policy Revised: May 16, 2013

Policy Revised: October 1, 2015

Policy Revised: June 7, 2018, (1st Read)

PHILOSOPHY / GOALS / OBJECTIVES AND COMPREHENSIVE PLANS

~~Regarding Transgender Students, Privacy, Facilities, September 27, 2013 Safe Schools: Strategies for
Governing Boards to Ensure Student Success, 2011 January 1999 Protecting Students from Harassment
and Hate Crime, January 1999~~

WEBSITES

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

~~<http://www.cde.ca.gov><http://www.casafeschools.org><http://www.adapacific.org><http://www.ed.gov/about/offices/list/ocr>~~

**PHILOSOPHY / GOALS / OBJECTIVES
AND COMPREHENSIVE PLANS**ITEM 26
0420.41/ ~~AR-1~~E**CHARTER SCHOOL OVERSIGHT****REQUIREMENTS FOR CHARTER SCHOOLS**

Charter schools shall be subject to the terms of their charters, any memorandum of understanding with their chartering authority, and other legal requirements that **are** expressly **applicable to** charter schools, including, but not limited to, requirements that each charter school:

1. Be nonsectarian in its programs, admission policies, employment practices, and all other operations
2. Not discriminate against any student on the basis of the characteristics listed in Education Code 220
3. Not charge tuition
4. Not charge student fees for any activity that is an integral component of the educational program, except as authorized by those Education Code provisions that explicitly apply to charter schools
5. Adhere to all laws establishing the minimum age for public school attendance
6. Serve students who are California residents and who, if over 19 years of age, are continuously enrolled in a public school and making "satisfactory progress" toward a high school diploma as defined in 5 CCR 11965.
7. Serve students with disabilities in the same manner as such students are served in other district schools
8. Admit all students who wish to attend the school, according to the following criteria and procedures:
 - a. Admission to the charter school shall not be determined according to the student's or parent/guardian's place of residence, within the state, except that- any existing public school converting partially or entirely to a charter school shall adopt and maintain a policy giving admission preference to students who reside within the school's former attendance area.

If a charter school will be physically located in a public elementary school attendance area in which 50 percent or more of the student enrollment is eligible for free or reduced-price meals, it may also establish an **admission** preference for students who are currently enrolled in the public elementary school and for students who reside in the public school attendance area.
 - b. If the number of students who wish to attend the charter school exceeds the school's capacity, attendance shall be determined by a public random drawing, **with**

**PHILOSOPHY / GOALS / OBJECTIVES
AND COMPREHENSIVE PLANS**

- preference extended to students currently attending the charter school and students who reside in the district, except as provided for in Education Code 47614.5.
- c. Other admission preferences may be permitted by the Governing Board of the district on an individual school basis consistent with law.
9. Immediately enroll a homeless student, except where such enrollment would conflict with Education Code 47605(d)
10. Comply with the requirements of Education Code 48850-48859 regarding the enrollment and placement of foster youth
11. If the school offers a kindergarten program:
- Offer a transitional kindergarten (TK) program to students whose fifth birthday is from September 2 through December 2
 - Ensure that any credentialed teacher first assigned to teach a TK class after July 1, 2015 meets the qualifications specified in Education Code 48000 by August 1, 2020
12. Require its teachers to hold a certificate, permit, or other document issued by the Commission on Teacher Credentialing (CTC) equivalent to that which a teacher in other public schools would be required to hold
13. Provide annual training on child abuse and neglect reporting requirements to employees and persons working on the school's behalf who are mandated reporters, within the first six weeks of each school year or within six weeks of employment
14. Not hire any person, who has been convicted of a violent or serious felony except as otherwise provided by law, and, if the school contracts with an entity for specified services, verify that any employee of that entity who will have contact with students has had a criminal background check
15. Report to the CTC any change in a certificated employee's employment status (dismissal, nonreelection, resignation, suspension, unpaid administrative leave for more than 10 days, retirement, or other decision not to employ or reemploy) as a result of an allegation of misconduct or while an allegation of misconduct is pending
16. Meet the requirements of Education Code 47611 regarding the State Teachers' Retirement System
17. Meet the requirements of Government Code 3540-3549.3 related to collective bargaining in public education employment
18. If the school serves students in grades 7-12, adopt a policy on suicide prevention, intervention, and postvention with specified components

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0420.41/ ~~AR-1~~E

19. If the school serves students in grade 9, adopt a fair, objective, and transparent mathematics placement policy, with specified components
20. Meet all statewide standards and conduct any statewide assessments applicable to noncharter public schools
21. Grant a high school diploma to any student who completed grade 12 in the 2003-04 through 2014-15 school year and met all applicable graduation requirements other than the passage of the high school exit examination
22. Offer at least the number of instructional minutes required by law for the grade levels provided by the charter school
23. If the school provides independent study, meet the requirements of Education Code 51745-51749.3, except that the school may be allowed to offer courses required for graduation solely through independent study as an exception to Education Code 51745(e)
24. Identify and report to the Superintendent of Public Instruction (SPI) any portion of its average daily attendance that is generated through non classroom-based instruction, including, but not limited to, independent study, home study, work study, and distance and computer-based education
25. If the school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level
26. If the school offers an athletic program, annually provide information sheets about concussions/head injuries and sudden cardiac arrest to athletes and their parents/guardians, which must be signed and returned to the school before the athlete initiates practice or competition. In the event that an athlete is suspected of sustaining a concussion or head injury, passes out, or faints during or immediately after participation in an athletic activity, he/she shall be immediately removed from the activity for the remainder of the day and shall not be permitted to return to the activity until he/she is evaluated by a licensed health care provider and receives written clearance to do so.
27. On a regular basis, consult with parents/guardians and teachers regarding the school's educational programs
28. Notify parents/guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the charter school
29. Provide students the right to exercise freedom of speech and of the press including, but not limited to, the use of bulletin boards; the distribution of printed materials or petitions; the wearing of buttons, badges, and other insignia; and the right of expression in official publications

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0420.41/ ~~AR-1~~E

30. Adopt policy that is consistent with the model policy developed by the California Attorney General addressing the school's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code 234.7
31. Not collect or solicit social security numbers or the last four digits of social security numbers from students or their parents/guardians unless otherwise required to do so by state or federal law
32. Maintain written contemporaneous records that document all student attendance and make these records available for audit and inspection (Education Code 47612.5)
33. If a student subject to compulsory full-time education is expelled or leaves the charter school without graduating or completing the school year for any reason, notify the Superintendent of the school district of the student's last known address within 30 days and, upon request, provide that district with a copy of the student's cumulative record, including a transcript of grades or report card, and health information
34. If the school serves high school students, submit to the Student Aid Commission, for use in the Cal Grant program, the grade point average (GPA) of all students in grade 12 and verification of high school graduation or its equivalent for students who graduated in the prior academic year. However, such information shall not be submitted when students opt out or are permitted by the rules of the Student Aid Commission to provide test scores in lieu of the GPA.
35. Develop a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus
36. Comply with the California Building Standards Code as adopted and enforced by the local building enforcement agency with jurisdiction over the area in which the charter school is located, unless the charter school facility meets either of the following conditions:
 - a. The facility complies with the Field Act pursuant to Education Code 17280-17317 and 17365-17374.
 - b. The facility is exclusively owned or controlled by an entity that is not subject to the California Building Standards Code, including, but not limited to, the federal government.
37. Provide reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding
38. Ensure the availability and proper use of emergency epinephrine auto-injectors by:
 - a. Providing school nurses or other voluntary, trained personnel with at least one regular and one junior device for elementary schools and, for secondary

**PHILOSOPHY / GOALS / OBJECTIVES
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0420.41/ ~~AR-1E~~

- schools, one regular device if there are no students who require a junior device
- b. Distributing a notice at least once per school year to all staff requesting volunteers and describing the training that volunteers will receive
 - c. Providing defense and indemnification to volunteers for any and all civil liability from such administration
39. If the school chooses to make an opioid antagonist available to persons suffering, or reasonably believed to be suffering, from an opioid overdose, comply with the requirements of Education Code 49414.3, including, but not limited to, providing training to personnel who volunteer to administer the opioid antagonist
40. If the school participates in the National School Lunch and/or Breakfast program, not promote any food or beverage during the school day that does not comply with state nutritional standards pursuant to Education Code 49430-49434, and not participate in a corporate incentive program that offers free or discounted non-nutritious foods or beverages as rewards for students who reach certain academic goals
41. If the school participates in the National School Lunch and/or Breakfast program, notify parents/guardians within 10 days of their child's meal account reaching a negative balance; ensure that a student with unpaid school meal fees is not shamed, treated differently, or served a meal that differs from other students; and prohibit student discipline from resulting in the denial or delay of a nutritionally adequate meal
42. If the school participates in the National School Lunch and/or Breakfast program and is a very high poverty school, as defined, apply to the California Department of Education (CDE) to provide lunch and/or breakfast free of charge to all students under a federal universal service provision
43. Promptly respond to all reasonable inquiries from the district, the county office of education, or the SPI, including, but not limited to, inquiries regarding the school's financial records
44. Annually prepare and submit financial reports to the district Governing Board and the County Superintendent of Schools in accordance with the following reporting cycle:
- a. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
 - b. By July 1, an update of the school's goals and the actions to achieve those goals as identified in the charter, developed using the local control and accountability plan template **adopted by the State Board of Education**. This report shall include a review of the progress toward the goals, an assessment of the effectiveness of the specific actions toward achieving the goals, a description of changes the school will make to the specific actions as a result of the review and assessment, and a listing and description of expenditures for the fiscal year implementing the specific actions.

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0420.41/ ~~AR-1E~~

When conducting this review, the governing body of the school may consider qualitative information including, but not limited to, findings that result from any school quality reviews conducted pursuant to Education Code 52052 or any other reviews. To the extent practicable, data shall be reported in a manner consistent with how information is reported on a school accountability report card. The update shall be developed in consultation with teachers, principals, administrators, other school personnel, parents/guardians and students.

- c. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31.
- d. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- e. By September 15, a final unaudited report for the full prior year. The report submitted to the Board shall include an annual statement of all the charter school's receipts and expenditures for the preceding fiscal year.
- f. By December 15, a copy of the charter school's annual, independent financial audit report for the preceding fiscal year, unless the charter school's audit is encompassed in the district's audit. The audit report shall also be submitted to the **State** Controller and the California Department of Education.

45. **Post specified information related to the prohibition against discrimination under Title IX of the Education Amendments of 1972 in a prominent and conspicuous location on the school web site or on the web site of the charter operator**

46. If a direct-funded charter school, adopt and implement uniform complaint procedures to resolve complaints of unlawful discrimination or alleged violation of a state or federal law or regulation governing educational programs, in accordance with 5 CCR 4600-4670

47. Annually adopt a school accountability report card

In addition, charter schools shall comply with the state and federal constitutions, applicable federal laws, and state laws that apply to governmental agencies in general, such as the Brown Act requirements in Government Code 54950-54963 and the conflict of interest laws in Government Code 1090-1099 and 87100-91014.

~~include or that of his/her parents/guardians admissions. However, shall be admissions chartering their in either a certificated or classified position, Until July 31, 2018, grant return to the activity. school year or a subsequent who has an sheet Electronically concussion and head injury the Student Aid Commission each for use in the Cal Grant program, after notifying the students and their parents/guardians as applicable, October 15 of each year, opportunity opt-out being deemed each year in 5 CCR 15497.5. state Cal Grant applicant within specified period of time of at least 30 days~~

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: May 11, 2018

BOARD MEETING DATE: June 7, 2018

PREPARED BY: Mark Miller, Associate Superintendent of Educational Services

SUBMITTED BY: Eric R. Dill, Superintendent

SUBJECT: PROPOSED NEW / REVISED / DELETED BOARD POLICIES (18) / ADMINISTRATIVE 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 revised / created to comply with California Assembly Bill 699, and to align with CSBA recommendations:

Current Policy Number	New Policy Number	Title	Comments
4116.6		Tobacco	Delete policy - replaced by BP 5131.62, Board approved on March 9, 2017
4116.6, AR-1		Tobacco	Delete administrative regulation - replaced by BP 5131.62, Board approved on March 9, 2017
4213		Tobacco	Delete policy - replaced by BP 5131.62, Board approved on March 9, 2017
4213, AR-1		Tobacco	Delete administrative regulation - replaced by BP 5131.62, Board approved on March 9, 2017
5111		Admission	Revised policy to comply with California Assembly Bill 699
5111.1		District Residency	Revised policy to comply with California Assembly Bill 699

Current Policy Number	New Policy Number	Title	Comments
5111.1, AR-1		District Residency	Revised administrative regulation to comply with California Assembly Bill 699
5125		Student Records	Revised policy to comply with California Assembly Bill 699
5125, AR-1		Student Records	Revised administrative regulation to comply with
5125.1		Release of Directory Information	Revised policy to comply with California Assembly Bill 699
5125.1, AR-1		Release of Directory Information	Revised administrative regulation to comply with California Assembly Bill 699
	5125.1, Exhibit	Release of Directory Information	New exhibit to comply with California Assembly Bill 699
5131.2		Bullying	Revised policy to comply with California Assembly Bill 699
	5145.13	Response to Immigration	New policy to comply with California Assembly Bill 699
	5145.13, AR-1	Response to Immigration	New administrative Regulation to comply with California Assembly Bill 699
5145.3		Nondiscrimination / Harassment	Revised policy to comply with California Assembly Bill 699
5145.3, AR-1		Nondiscrimination / Harassment	Revised administrative regulation to comply with
	5145.9	Hate-Motivated Behavior	New policy to comply with California Assembly Bill 699

RECOMMENDATION:

PROPOSED NEW / REVISED / DELETED BOARD POLICIES (18) / ADMINISTRATIVE SERVICES:

BP #4116.6, TOBACCO (DELETED)

AR #4116.6, AR-1, TOBACCO (DELETED)

BP #4213, TOBACCO (DELETED)

AR #4213, AR-1, TOBACCO (DELETED)

BP #5111, ADMISSION (REVISED)

BP #5111.1, DISTRICT RESIDENCY (REVISED)

AR #5111.1, AR-1. DISTRICT RESIDENCY (REVISED)

BP #5125, STUDENT RECORDS (REVISED)

AR #5125, AR-1, STUDENT RECORDS (REVISED)

Executive Summary
FIRST READING OF NEW / REVISED / DELETED BOARD POLICIES
Page 3

BP #5125.1, RELEASE OF DIRECTORY INFORMATION (REVISED)
AR #5125.1, AR-1, RELEASE OF DIRECTORY INFORMATION (REVISED)
E #5125.1, EXHIBIT, RELEASE OF DIRECTORY INFORMATION (NEW)
BP #5131.2, BULLYING (REVISED)
BP #5145.13, RESPONSE TO IMMIGRATION (NEW)
AR #5145.13, AR-1, RESPONSE TO IMMIGRATION (NEW)
BP #5145.3, NONDISCRIMINATION / HARASSMENT (REVISED)
AR #5145.3, AR-1, NONDISCRIMINATION / HARASSMENT (REVISED)
BP #5145.9, HATE- MOTIVATED BEHAVIOR (NEW)

This item is being presented for first read and will be resubmitted for action on June 21, 2018.

FUNDING SOURCE:

Not applicable.

PERSONNEL**3513.3; 4116.6; 4213; 5146****TOBACCO**

~~The Governing Board recognizes that tobacco use presents serious health risks and desires to provide support and assistance in reducing the number of students who begin or continue to use tobacco. The Superintendent or designee shall establish a comprehensive program that includes consistent enforcement of laws prohibiting tobacco possession and use by students, tobacco use prevention education including youth development activities, and intervention and cessation activities and/or referrals.~~

~~The Board of Trustees prohibits the use of tobacco products at any time in district-owned or leased buildings, on district property, and in district vehicles. (Health and Safety Code 104420; Labor Code 6404.5; 20 USC 6083).~~

~~This prohibition applies 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.~~

~~Prohibited products include any product containing tobacco or nicotine, including, but not limited to, cigarettes, cigars, miniature cigars, smokeless tobacco, snuff, chew, clove cigarettes, betel, and nicotine delivery devices such as electronic cigarettes. Exceptions may be made for the use or possession of prescription nicotine products.~~

~~Students shall not possess, smoke, or use tobacco or any product containing tobacco or nicotine while on campus, while attending school-sponsored activities, or while under the supervision and control of district employees. Prohibited products include, but are not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. (Education Code 48900, 48901)~~

~~Students' possession or use of nicotine delivery devices, such as electronic cigarettes, is also prohibited.~~

~~These prohibitions do not apply to a student's possession or use of his/her own prescription products. (Education Code 48900, 48901)~~

~~Smoking or use of any tobacco-related products and disposal of any tobacco-related waste are prohibited within 25 feet of any playground, except on a public sidewalk located within 25 feet of the playground. (Health and Safety Code 104495)~~

PREVENTION INSTRUCTION

~~The district shall provide developmentally appropriate tobacco use prevention instruction for students at selected grade levels from K-12. Such instruction shall be aligned with state content standards and the state curriculum framework for health education and with any requirements of state and/or federal grant programs in which the district participates.~~

INTERVENTION/CESSATION SERVICES

~~The district may provide or refer students to counseling, intensive education, and other intervention services to assist in the cessation of tobacco use. When appropriate, such intervention services may be provided as an alternative to suspension for tobacco possession.~~

PERSONNEL**3513.3; 4116.6; 4213; 5146****PROGRAM PLANNING**

~~The district's tobacco-use prevention and intervention program shall be based on an assessment of tobacco-use problems in district schools and the community, an examination of existing services and activities in the community, and a determination of high-risk student populations that are most in need of district services.~~

~~The Superintendent or designee shall coordinate with the local health department and county office of education in program planning and implementation. He/she may establish an advisory council including students, parents/guardians, district staff, representatives of the local health department and community organizations, law enforcement professionals, and/or others with demonstrated expertise in tobacco prevention and cessation.~~

~~The Superintendent or designee also shall coordinate the district's tobacco-use prevention and intervention program with other district efforts to reduce students' use of illegal substances and to promote student wellness.~~

~~The Superintendent or designee shall select anti-tobacco programs based on the model program designs identified by the California Department of Education (CDE) and may modify the model to meet district needs. (Health and Safety Code 104420)~~

~~The Superintendent or designee shall not accept for distribution any materials or advertisements that promote the use or sale of tobacco products. He/she also shall not accept tobacco-use prevention or intervention funds or materials from the tobacco industry or from any entity which has received funding from the tobacco industry.~~

PROGRAM EVALUATION

~~To evaluate the effectiveness of the district's program and ensure accountability, the Superintendent or designee shall biennially administer the California Healthy Kids Survey or other appropriate student survey at selected grade levels in order to assess student attitudes toward tobacco and student use of tobacco. He/she also shall annually report to the Board, and to the CDE if required, the data specified in Health and Safety Code 104450.~~

~~The results of program evaluations shall be used to refine program goals and objectives and make changes as needed to strengthen program implementation.~~

LEGAL REFERENCE**EDUCATION CODE**

~~48901 ——— Smoking or use of tobacco prohibited~~

~~35176.6~~

~~35176.5~~

California Health and Safety Code

~~39002 ——— Control of air pollution from non-vehicular sources~~

~~24167 ——— Implementation of Tobacco Use Prevention Program~~

PERB Ruling CSEA

~~#506 ——— Associated Teachers of Metropolitan Riverside vs. Riverside Unified School District (1989)~~

PERSONNEL

3513.3; 4116.6; 4213; 5146

PERB RULING CTA

~~#955~~ — ~~Eureka Teachers Assn. vs. Eureka City School District (1992)~~

ASSEMBLY BILL

~~99~~ — ~~Schools receiving tobacco use prevention education funds (TUPE) must have a smoke-free campus policy in effect by July 1, 1995.~~

LABOR CODE

~~6404.5~~ — ~~Occupational Safety and Health: Use of Tobacco Products~~

PERSONNEL

~~3513.3/AR-1; 4116.6/AR-1; 4213/AR-1; 5146/AR-1~~

TOBACCO

~~Information about the district's tobacco-free schools policy and enforcement procedures shall be communicated clearly to employees, parents/guardians, students, and the community. (Health and Safety Code 104420)~~

~~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.~~

~~Signs stating "Tobacco use is prohibited" shall be prominently displayed at all entrances to school property. (Health and Safety Code 104420)~~

~~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. (Labor Code 6404.5)~~

TOBACCO USE PREVENTION EDUCATION PROGRAM

~~The district's tobacco use prevention program shall provide students in grades 6-12 instruction which addresses the following topics: (Health and Safety Code 104420)~~

- ~~1. Immediate and long-term undesirable physiologic, cosmetic, and social consequences of tobacco use~~
- ~~2. Reasons that adolescents say they smoke or use tobacco~~
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~~These services shall be directed toward current users and shall be voluntary for students who desire assistance in ceasing the use of tobacco.~~

PERSONNEL

~~3513.3/AR-1; 4116.6/AR-1; 4213/AR-1; 5146/AR-1~~

~~In addition to targeting students who currently use tobacco, the district's program shall target students most at risk for beginning to use tobacco as identified through a local needs assessment.~~

~~The district shall provide or refer every pregnant and parenting minor enrolled in the district to tobacco-use prevention services. Such services may be integrated with existing programs for pregnant and parenting minors and shall include: (Health and Safety Code 104460)~~

- ~~1. Referral to perinatal and related support services~~
- ~~2. Outreach services and assessment of smoking status~~
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- ~~4. Motivational messages~~
- ~~5. Cessation services, if appropriate~~
- ~~6. Incentives to maintain a healthy lifestyle~~
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CLASSIFIED**3513.3; 4116.6; 4213; 5146****TOBACCO**

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CLASSIFIED

3513.3; 4116.6; 4213; 5146

PROGRAM PLANNING

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PROGRAM EVALUATION

~~To evaluate the effectiveness of the district's program and ensure accountability, the Superintendent or designee shall biennially administer the California Healthy Kids Survey or other appropriate student survey at selected grade levels in order to assess student attitudes toward tobacco and student use of tobacco. He/she also shall annually report to the Board, and to the CDE if required, the data specified in Health and Safety Code 104450.~~

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LEGAL REFERENCE

EDUCATION CODE

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35176.6
35176.5~~

CALIFORNIA HEALTH AND SAFETY CODE

~~39002 ——— Control of air pollution from non-vehicular sources
24167 ——— Implementation of Tobacco Use Prevention Program~~

CLASSIFIED

3513.3; 4116.6; 4213; 5146

PERB RULING CSEA

~~#506~~ Associated Teachers of Metropolitan Riverside vs. Riverside Unified School District (1989)

PERB RULING CTA

~~#955~~ Eureka Teachers Assn. vs. Eureka City School District (1992)

ASSEMBLY BILL

~~99~~ Schools receiving tobacco use prevention education funds (TUPE) must have a smoke-free campus policy in effect by July 1, 1995.

LABOR CODE

~~6404.5~~ Occupational Safety and Health: Use of Tobacco Products

CLASSIFIED**~~3513.3/AR-1; 4116.6/AR-1; 4213/AR-1; 5146/AR-1~~****TOBACCO**

~~Information about the district's tobacco-free schools policy and enforcement procedures shall be communicated clearly to employees, parents/guardians, students, and the community. (Health and Safety Code 104420)~~

~~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.~~

~~Signs stating "Tobacco use is prohibited" shall be prominently displayed at all entrances to school property. (Health and Safety Code 104420)~~

~~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.~~

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CLASSIFIED

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- ~~4. Motivational messages~~
- ~~5. Cessation services, if appropriate~~
- ~~6. Incentives to maintain a healthy lifestyle~~
- ~~7. Follow-up assessment~~
- ~~8. Maintenance and relapse prevention services~~

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ADMISSION REQUIREMENTS

The Governing Board encourages the enrollment and appropriate placement of all school-aged children in school. The Superintendent or designee shall inform parents/guardians of children seeking admission to a district school at any grade level about admission requirements and shall assist them with enrollment procedures.

The Superintendent or designee shall announce and publicize the timeline and process for registration of students at district schools. Applications for intradistrict or interdistrict enrollment shall be subject to the timelines specified in applicable Board policies and administrative regulations.

All appropriate staff shall receive training on district admission policies and procedures, including information regarding the types of documentation that can and cannot be requested.

The district's enrollment application shall include information about the health care options and enrollment assistance available to families within the district. The district shall not discriminate against any child for not having health care coverage and shall not use any information relating to a child's health care coverage or his/her interest in learning about health care coverage in any manner that would harm the child or his/her family.

VERIFICATION OF ADMISSION ELIGIBILITY

Before enrolling any child in a district school, the Superintendent or designee shall verify the child's age, residency, immunization, and other applicable eligibility criteria specified in law, the accompanying administrative regulation, or other applicable Board policy or administrative regulation.

The district shall not inquire into or request documentation of a student's social security number or the last four digits of the social security number or the citizenship or immigration status of the student or his/her family members.

However, such information may be collected when required by state or federal law or to comply with requirements for special state or federal programs. In any such situation, the information shall be collected separately from the school enrollment process and the Superintendent or designee shall explain the limited purpose for which the information is collected. Enrollment in a district school shall not be denied on the basis of any such information of the student or his/her parents/guardians obtained by the district, or the student's or parent/guardian's refusal to provide such information to the district.

School registration information shall list all possible means of documenting a child's age for grades K-1 as authorized by Education Code 48002 or otherwise prescribed by the Board. Any alternative document allowed by the district shall be one that all persons can obtain regardless of immigration status, citizenship status, or national origin and shall not reveal information related to citizenship or immigrant status.

The Superintendent or designee shall immediately enroll a homeless student, foster youth, student who has had contact with the juvenile justice system, or a child of a military family regardless of outstanding

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fees or fines owed to the student's last school, lack of clothing normally required by the school, such as school uniforms, or his/her inability to produce previous academic, medical, or other records normally required for enrollment.

LEGAL REFERENCES

EDUCATION CODE

234.7 Student protections relating to immigration and citizenship status
46300 Computation of average daily attendance, inclusion of kindergarten and transitional kindergarten
46600 Agreements for admission of students desiring interdistrict attendance
48000 Minimum age of admission (kindergarten)
48002 Evidence of minimum age required to enter kindergarten or first grade
48010 Minimum age of admission (first grade)
48011 Admission from kindergarten or other school; minimum age
48050-48053 Nonresidents
48200 Children between ages of 6 and 18 years (compulsory full-time education)-
48350-48361 Open Enrollment Act
48645.5 Enrollment of former juvenile court school students
48850-48859 Educational placement of homeless and foster youth
49076 Access to records by persons without written consent or under judicial order
49076.7 Student records; data privacy; social security numbers
49408 Information of use in emergencies
49452.9 Health care coverage options and enrollment assistance
49700-49703 Education of children of military families

HEALTH AND SAFETY CODE

120325-120380 Education and child care facility immunization requirements
121475-121520 Tuberculosis tests for students

CODE OF REGULATIONS, TITLE 5

200 Promotion from kindergarten to first grade
201 Admission to high school

CODE OF REGULATIONS, TITLE 17

6000--6075 --School attendance immunization requirements

UNITED STATES CODE, TITLE 5

552a Note Refusal to disclose social security number

UNITED STATES CODE, TITLE 42

11431-11435 McKinney-Vento Homeless Assistance Act

COURT DECISIONS

San Dieguito Union High School District

Policy Adopted: March 27, 1980

Policy Revised: January 16, 1997

Policy Revised: February 8, 2018

Policy Revised: June 7, 2018 (1st Read)

STUDENTS

Plyler v. Doe, 457 U.S. 202 (1982)

Management Resources:

CSBA PUBLICATIONS

Legal Guidance on Providing All Children Equal Access to Education, Regardless of Immigration Status, February 2017

CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues, April 2018

U.S. DEPARTMENT OF JUSTICE CIVIL RIGHTS DIVISION AND U.S. DEPARTMENT OF EDUCATION OFFICE FOR CIVIL RIGHTS JOINT PUBLICATIONS

Dear Colleague Letter: School Enrollment Procedures, May 8, 2014

Fact Sheet: Information on the Rights of All Children to Enroll in School, May 8, 2014

Information on the Rights of All Children to Enroll in School: Questions and Answers for States, School Districts and Parents, May 8, 2014

WEB SITES

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

California Department of Education, Health Care Coverage and Enrollment Assistance:

<http://www.cde.ca.gov/ls/he/hc>

California Office of the Attorney General: <http://oag.ca.gov>

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

U.S. Department of Justice: <http://www.justice.gov>

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DISTRICT RESIDENCY

The Governing Board desires to admit all students who reside within district boundaries or who fulfill the district residency requirements through other means as allowed by law. The Superintendent or designee shall develop procedures to facilitate the receipt and verification of students' proof of residency.

The Superintendent or designee shall annually notify parents/guardians of all existing attendance options available in the district, including, but not limited to, all options for meeting residency requirements for school attendance.

The Superintendent or designee shall require parents/guardians to provide documentation of the student's residency upon admission to a district school. In addition, annual residency verification will be required for each student to continue attending district schools. A copy of the document or written statement offered as verification of residency shall be maintained in the student's mandatory permanent record.

When establishing students' residency for enrollment purposes, the Superintendent or designee shall not inquire into the citizenship or immigration status of students **or their family members**.

A student's enrollment may be denied when the submitted documentation is insufficient to establish district residency. In any such case, the Superintendent or designee shall notify the parent/guardian in writing, including specific reasons for the denial.

INVESTIGATION OF RESIDENCY

When the Superintendent or designee reasonably believes that a student's parent/guardian has provided false or unreliable evidence of residency, he/she may make reasonable efforts to determine that the student meets district residency requirements. An investigation may be initiated when the Superintendent or designee is able to identify specific, articulable facts supporting the belief that the parent/guardian has provided false or unreliable evidence of residency.

The Superintendent or designee may assign a trained district employee to conduct the investigation. The investigation may include the examination of records, including public records, and/or interviews of persons who may have knowledge of the student's residency.

If necessary, the Superintendent or designee may employ the services of a private investigator to conduct the investigation. Before hiring a private investigator, the Superintendent or designee shall make other reasonable efforts to determine whether the student resides in the district.

The investigation shall not include the surreptitious collection of photographic or videographic images of persons or places subject to the investigation. However, the use of technology is not prohibited if done in open and public view.

Any employee or contractor engaged in the investigation shall truthfully identify himself/herself as an investigator to individuals contacted or interviewed during the course of the investigation.

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APPEAL OF ENROLLMENT DENIAL

If the Superintendent or designee, upon investigation, determines that a student does not meet district residency requirements and denies the student's enrollment in the district, he/she shall provide the student's parent/guardian an opportunity to appeal that determination.

The Superintendent or designee shall send the student's parent/guardian written notice specifying the basis for the district's determination. This notice shall also inform the parent/guardian that he/she may, within 10 school days, appeal the decision and provide new evidence of residency.

The burden shall be on the parent/guardian to show why the district's determination to deny enrollment should be overruled.

A student who is currently enrolled in the district shall be allowed to remain in attendance at his/her school pending the results of the appeal. A student who is not currently enrolled in the district shall not be permitted to attend any district school unless his/her appeal is successful.

In an appeal to the Superintendent or designee of a determination that district residency requirements were not met, the Superintendent shall review any evidence provided by the parent/guardian or obtained during the district's investigation and shall make a decision within 10 school days of receipt of the parent/guardian's request for the appeal. The Superintendent's decision shall be final.

ENROLLMENT NOT REQUIRING DISTRICT RESIDENCY

When approved by the Board and the appropriate agency, the district may enroll students from other countries who are in the United States on an F-1 visa or are participating in an international exchange program under the sponsorship of a government-approved agency.

The district may enroll a nonresident student living in an adjoining state or foreign country in accordance with Education Code 48050-48052.

District residency is not required for enrollment in a regional occupational center or program if there are openings in the program or class.

LEGAL REFERENCE:**EDUCATION CODE**

220 Prohibition of discrimination
234.7 Student protections relating to immigration and citizenship status
35160.5 Intradistrict open enrollment
35351 Assignment of students to particular schools
46600-46611 Interdistrict attendance permits
48050-48054 Nonresidents
48200-48208 Compulsory education law, especially:
48204 Residency requirements
48204.1-48204.4 Evidence of residency

STUDENTS

48300-48317 Student attendance alternatives, school district of choice program
48350-48361 Open Enrollment Act transfers
48645.5 Former juvenile court school students, enrollment
48852.7 Education of homeless students; immediate enrollment
48853.5 Education of foster youth; immediate enrollment
48980 Notifications at beginning of term
52317 Regional occupational program, admission of persons including nonresidents-

FAMILY CODE

6550-6552 Caregivers

GOVERNMENT CODE

6205-6210 Confidentiality of residence for victims of domestic violence

CODE OF REGULATIONS, TITLE 5

432 Retention of student records

UNITED STATES CODE, TITLE 8

1229c Immigration and Nationality Act

UNITED STATES CODE, TITLE 42

11431-11435 McKinney-Vento Homeless Assistance Act

COURT DECISIONS

Katz v. Los Gatos-Saratoga Joint Union High School District, (2004) 117 Cal.App.4th 47
Plyler v. Doe, 457 U.S. 202 (1982)

Management Resources:

CSBA PUBLICATIONS

Legal Guidance on Providing All Children Equal Access to Education, Regardless of Immigration Status, February 2017

Legal Guidance Regarding International Student Exchange Placement Organizations, April 2014

CALIFORNIA ATTORNEY GENERAL'S OFFICE PUBLICATIONS

Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues, April 2018

U.S. DEPARTMENT OF JUSTICE CIVIL RIGHTS DIVISION AND U.S. DEPARTMENT OF EDUCATION OFFICE FOR CIVIL RIGHTS JOINT PUBLICATIONS

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WEB SITES

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

San Dieguito Union High School District

Policy Adopted: August 6, 1987

Policy Revised: September 5, 2013

Policy Revised: December 8, 2016

Policy Revised: June 7, 2018 (1st read)

STUDENTS

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

California Office of the Attorney General: <http://oag.ca.gov>

California Secretary of State, Safe at Home Program: <http://www.sos.ca.gov/safeathome>

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

U.S. Department of Justice: <http://www.justice.gov>

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DISTRICT RESIDENCY

A student shall be deemed to have complied with district residency requirements if he/she meets any of the following criteria:

1. The student's parent/guardian resides within district boundaries.
2. The student is placed within district boundaries in a regularly established licensed children's institution, a licensed foster home, or a family home pursuant to a court-ordered commitment or placement.
3. The student has been admitted through the district's interdistrict attendance program.
4. The student is an emancipated minor residing within district boundaries.
5. The student lives with a caregiving adult within district boundaries.
6. The student resides in a state hospital located within district boundaries.
7. The student is confined to a hospital or other residential health facility within district boundaries for treatment of a temporary disability.
8. The student's parent/guardian resides outside district boundaries but is employed within district boundaries and lives with the student at the place of employment for a minimum of three days during the school week.
9. The student's parent/guardian while on active military duty pursuant to an official military order, is transferred or is pending transfer to a military installation within the state.
10. The student's parent/guardian was a resident of California who departed the state against his/her will due to a transfer by a government agency that had custody of the parent/guardian, a lawful order from a court of government agency authorizing his/her removal, or removal or departure pursuant to the federal Immigration and Nationality Act, and the student lived in California immediately before moving out of state as a result of his/her parent/guardian's departure.

Residency Based on Parent/Guardian Employment (Allen Bill Transfers)

District residency status may be granted to a student if at least one of his/her parents/guardians is physically employed within the district boundaries for a minimum of 10 hours during the school week. No student seeking residency on this basis shall be denied enrollment based on race, ethnicity, sex, parental income, scholastic achievement, or any of the individual characteristics set forth in Education Code 220. However, the Superintendent or designee may deny enrollment into the district if any of the following circumstances is present:

1. The additional cost of educating the student would exceed the amount of additional state aid received as a result of the transfer.
2. Enrollment of the student would adversely affect the district's court-ordered or voluntary desegregation plan as determined by the Governing Board.
3. Other circumstances exist that are not arbitrary.
Such circumstances may include, but are not limited to, overcrowding of school facilities at the relevant grade level.

STUDENTS**5111.1/AR-1**

Once a student establishes residency on this basis, he/she shall not be required to reapply for enrollment in subsequent years. The student may continue to attend school in the district through the highest grade level offered by the district if the parent/guardian so chooses and if at least one parent/guardian of the student continues to be physically employed by an employer situated within district boundaries, subject to the exceptions in items !1-3 above.

The Superintendent or designee may deny a transfer out of the district by a student whose parent/guardian is employed within the boundaries of another district if the difference between the number of students entering and exiting the district on the basis of parent/guardian employment exceeds the limits prescribed in Education Code 48204.

Proof of Residency

The District shall not solicit or collect information or documents regarding the citizenship or immigration status of students or their family members for the purpose of determining residency within the district.

Evidence of residency may be established by documentation showing the name and address of the parent/guardian within the district, including, but not limited to, any of the following:

1. Property tax payment receipt
2. Rental property contract, lease, or payment receipt
3. Utility service contract, statement, or payment receipt
4. Pay stub
5. Voter registration
6. Correspondence from a government agency
7. Declaration of residency executed by the student's parent/guardian
8. If the student is an unaccompanied youth as defined in 42 USC 1143a, a declaration of residency executed by the student.
9. If the student is residing in the home of a caregiving adult within district boundaries, an affidavit executed by the caregiving adult in accordance with Family Code 6552

A parent/guardian seeking residency status on the basis of his/her employment within district boundaries shall submit proof of the employment which may include, but not be limited to, a paycheck stub or letter from his/her employer listing a physical address within the district boundaries. Such evidence shall also indicate the number of hours or days per school week that the parent/guardian is employed at that location.

A parent/guardian who is transferred or pending transfer into a military installation within the state shall provide proof of residence in the district within 10 days after the published arrival date provided on official documentation. For this purpose, he/she may use as his/her address a temporary on-base billeting facility, a purchased or leased home or apartment, or federal government of public-private venture off-base military housing.

A student whose parent/guardian's departure from the state occurred against his/her will pursuant to item #10 in the section "Criteria for Residency" above shall be in compliance with district residency requirements if he/she provides official documentation of the parent/guardian's departure and evidence demonstrating that the student was enrolled in a public school in California immediately before moving outside the state.

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Any homeless or foster youth or student who has had contact with the juvenile justice system shall be immediately enrolled in school even if he/she is unable to provide proof of residency.

Safe at Home/Confidential Address Program

When a student or parent/guardian participating in the Safe at Home program requests that the district use the substitute address designated by the Secretary of State, the Superintendent or designee may request the actual residence address for the purpose of establishing residency within district boundaries but shall use the substitute address for all future communications and correspondence and shall not include the actual address in the student's file or any other public record.

~~District residency is not required for enrollment in a regional occupational center or program if there are openings in the program or class. (Education Code 52317)~~

~~The superintendent or designee shall annually notify /guardians of all existing attendance options available in the district, including, but not limited to, all options for meeting residency requirements for school attendance. (Education Code 48980)~~

DEFINITION OF RESIDENCY

~~In determining the place of residence, the following rules apply:~~

- ~~A. It is the place where one remains when not called elsewhere for labor or other special or temporary purpose, and to which he or she returns in seasons of repose.~~
- ~~B. There can only be one residence.~~
- ~~C. A residence cannot be lost until another is gained.~~
- ~~D. The residence of the parent with whom an unmarried minor child maintains his or her place of abode is the residence of such unmarried minor child.~~
- ~~E. The residence of an unmarried minor who has a parent living cannot be changed by his or her own act.~~
- ~~F. The residence can be changed only by the union of act and intent.~~
- ~~G. If at least one parent/guardian is physically employed by the District full-time and the District provides benefits. (Government Code 244)~~

PROOF OF RESIDENCY

~~Prior to admission in district schools, students shall provide proof of residency.~~

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~~The Superintendent or designee shall annually verify the student's residency and retain a copy of the document or written statement offered as verification in the student's mandatory permanent record.~~

~~Reasonable evidence of residency may be established by one original document in each of the following two categories:~~

~~I. — Production of a grant deed to residence property, property tax payment receipts indicating the name of student's parent/guardian as owner of the property~~

~~or~~

~~production of a current, valid lease agreement indicating: A. — the property is located within the District; and,~~

~~B. — the names of all residents who reside at the said property. All lease agreements must contain the management company's name and telephone number. Should the lease agreement expire during the school year, the District may require that a new, valid lease agreement be produced. The District may contact the management company to verify residency and to require the management company to provide evidence of ownership of the property. In the event the rental property is not owned/operated by a management company/corporation, the owner of the property will sign a Declaration under Penalty of Perjury indicating ownership of the property and validity of the lease. If the owner cannot travel to the District to sign the Declaration, the District will mail one to the owner. The owner shall sign the Declaration, have it notarized, and return it to the District within 10 school days after receipt thereof.~~

~~II. — Production of an original copy of a current gas/electric, water, or cable bill containing the name and address of the student's parent/guardian.~~

~~The District will not accept any other form of evidence as proof of residency.~~

~~If any district employee reasonably believes the parent/guardian of a student has provided false or unreliable evidence of residency, the District employee shall report this information to the Director of Pupil Services or designee. Upon receiving this information, the Director of Pupil Services or designee shall make reasonable efforts to determine if the student meets residency requirements. Reasonable efforts include, but are not limited to, home visits and investigation by a private detective.~~

~~Upon enrollment of a student residing in the home of a caregiving adult within district boundaries, the caregiving adult shall execute, under penalty of perjury, the affidavit specified in Family Code 6552.~~

~~Reasonable evidence of residency may be established by documentation including, but not limited to, any of the following:~~

- ~~1. — Property tax payment receipts~~
- ~~2. — Rent payment receipts~~
- ~~3. — Utility service payment receipts~~
- ~~4. — Declaration of residency executed by the student's parent/guardian~~

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~~In order to verify residency, the principal or designee or law enforcement personnel may make a home visit, require the parent or guardian to sign a statement under penalty of perjury as to the validity of his or her residence, or require additional documents establishing proof of residence.~~

~~The Superintendent or designee shall annually notify parents/guardians of all existing attendance options available in the district, including, but not limited to, all options for meeting residency requirements for school attendance. (Education Code 48980)~~

CHANGE OF RESIDENCY STATUS

~~Any parent/guardian of a student enrolled in the District shall notify the District prior to or within 24 hours of any change or circumstance and/or a move which would affect their child's residency determination under this policy. Failure to do so shall result in disenrollment.~~

SAFE AT HOME PROGRAM

~~When a student or parent/guardian participating in the Safe at Home program requests that the district use the substitute address designated by the Secretary of State, the Superintendent or designee may request the actual residence address for the purpose of establishing residency within district boundaries. The Superintendent or designee shall not include the actual address in the student's file or any other public record and shall instead use the substitute address for all future communications and correspondence. (Government Code 6206, 6207)~~

PROCEDURES FOR DENIAL OR REVOCATION OF ENROLLMENT

~~If, upon investigation, the District determines that a student's enrollment or attempted enrollment is based on false or insufficient evidence of residency, it shall revoke or deny the student's enrollment. Prior to making this residency determination, the District may extend the enrollment date for an additional 10 school days to permit the parent/guardian to obtain required documentation. Notification of such an extension shall be in writing.~~

~~In the event the District denies or revokes a student's enrollment, the parent/guardian shall be sent written notice from the District. The written notice shall include the reason for revoking or denying the student's enrollment. The notice shall also advise the parent/guardian to register the pupil in the proper district of residency as soon as possible, and it shall state the effective date of revocation of enrollment, which shall be 5 school days from the date of the notice.~~

~~In addition, the notice shall state the parent/guardian's right, within 5 school days, to schedule a meeting with the Director of Pupil Services to inspect supporting documents, rebut District evidence, question any district witnesses, and present evidence on the student's behalf. The Director of Pupil Services shall prepare a written decision within 10 school days detailing his/her findings. The student shall remain enrolled in the District throughout this process.~~

~~The decision of the Director of Pupil Services shall be final.~~

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LEGAL REFERENCE:

EDUCATION CODE

~~35351 Assignment of students to particular schools~~
~~48050-48054 Nonresidents~~
~~48200-48208 Persons included (compulsory education law)~~
~~48980 Notifications at beginning of term~~
~~52317 ROP, admission of persons including nonresidents to attendance area~~

FAMILY CODE

~~6550-6552 — Caregivers~~

GOVERNMENT CODE

~~6205-6211 — Confidentiality of residence for victims of domestic violence~~

CODE OF REGULATIONS, TITLE 5

~~432 — Varieties of student records~~

UNCODIFIED STATUTES

~~AB 687, Ch. 309, — Statutes of 1995~~

COURT DECISIONS

~~Katz v. Los Gatos-Saratoga Joint Union High School District, (2004) 117 Cal.App.4th 47~~

MANAGEMENT RESOURCES:

~~CALIFORNIA DEPARTMENT OF EDUCATION LEGAL ADVISORIES~~
~~0303.95 — Verification of residency, LO: 1-95~~

WEB SITES

~~California Department of Education: <http://www.cde.ca.gov>~~
~~California Secretary of State, Safe at Home Program: <http://www.ss.ca.gov/safeathome>~~

STUDENTS

STUDENT RECORDS

The Governing Board recognizes the importance of keeping accurate, comprehensive student records as required by law.

The Superintendent or designee shall establish administrative regulations governing the identification, collection, retention, and security of student records. These regulations shall ensure the rights of authorized persons to have timely access to student records while maintaining the confidentiality of student records consistent with state and federal law.

The Superintendent or designee shall designate a certificated employee to serve as custodian of records with responsibility for student records at the district level. At each school, the principal or a certificated employee shall be designated as custodian of records for students enrolled at that school. The custodian of records shall be responsible for implementing Board policy and administrative regulation regarding student records.

All appropriate personnel shall receive training regarding district policies and procedures for gathering and handling sensitive student information.

The district shall not collect or solicit social security numbers or the last four digits of social security numbers of students or their parents/guardians, unless otherwise required to do so by state or federal law.

No information or documents regarding the citizenship or immigration status of students or their family members shall be collected, except as required by state or federal law or as required to administer a state or federally supported educational program. The Superintendent or designee shall not disclose student records to a person, agency, or organization for immigration enforcement purposes without parental consent, a court order, or a judicial subpoena. If a district employee receives such a request, he/she shall immediately report the request to the Superintendent. The Superintendent shall report the request to the Board in a timely manner that ensures the confidentiality and privacy of any potentially identifying information.

The Superintendent or designee shall not compile a list, registry, or database based on students' national origin, ethnicity, or religious belief, practice, or affiliation, nor shall he/she disclose student information to federal government authorities for the purpose of compiling such a list, registry, or database for purposes of immigration enforcement. Such information may only be compiled or exchanged with other local, state, or federal agencies if the information is aggregated and is not personally identifiable.

CONTRACT FOR DIGITAL STORAGE, MANAGEMENT, AND RETRIEVAL OF STUDENT RECORDS

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

LEGAL REFERENCE

EDUCATION CODE

San Dieguito Union High School District

Policy Adopted: March 27, 1980

Policy Revised: September 5, 2002

Policy Revised: February 18, 2016

Policy Revised: June 7, 2018 (1st Read)

STUDENTS

234.7 Student protections relating to immigration and citizenship status

- 17604 Contracts
- 48201 Student records for transfer students who have been suspended/expelled
- 48853.5 Foster youth; placement, immunizations
- 48902 Notification of law enforcement of specified violations
- 48904-48904.3 Withholding grades, diplomas, or transcripts
- 48918 Rules governing expulsion procedures
- 48980 Parental notifications
- 48985 Notices in parent/guardian's primary language
- 49060-49079 Student records
- 49091.14 Parental review of curriculum
- 51747 Independent study
- 56041.5 Rights of students with disabilities
- 56050 Surrogate parents
- 56055 Foster parents
- 69432.9 Cal Grant program; notification of grade point average

BUSINESS AND PROFESSIONS CODE

- 22580-22582 —Digital privacy
- 22584-22585 —Student Online Personal Information Protection Act
- 22586-22587 Early Learning Personal Information Protection Act

CODE OF CIVIL PROCEDURE

- 1985.3 Subpoena duces tecum

FAMILY CODE

- 3025 Access to records by noncustodial parents
- 6552 Caregiver's authorization affidavit

GOVERNMENT CODE

- 6252-6260 Inspection of public records

HEALTH AND SAFETY CODE

- 120440 Immunizations; disclosure of information

PENAL CODE

- 245 Assault with deadly weapon

WELFARE AND INSTITUTIONS CODE

- 681 Truancy petitions
- 701 Juvenile court law
- 16010 Health and education records of a minor

CODE OF REGULATIONS, TITLE 5

- 430-438 Individual student records
- 16020-16027 Destruction of records of school districts

UNITED STATES CODE, TITLE 20

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

UNITED STATES CODE, TITLE 26

San Dieguito Union High School District

Policy Adopted: March 27, 1980

Policy Revised: September 5, 2002

Policy Revised: February 18, 2016

Policy Revised: June 7, 2018 (1st Read)

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152 Definition of dependent child

UNITED STATES CODE, TITLE 42

11434a McKinney-Vento Homeless Assistance Act; definitions

CODE OF FEDERAL REGULATIONS, TITLE 16

Part 312 Children's Online Privacy Protection Rule

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy

300.501 Opportunity to examine records for parents of student with disability

MANAGEMENT RESOURCES:

CSBA PUBLICATIONS

Legal Guidance on Providing All Children Equal Access to Education, Regardless of Immigration Status, February 2017

CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues, April 2018

FEDERAL REGISTER

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

NATIONAL SCHOOL BOARDS ASSOCIATION PUBLICATIONS

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

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

IDEA and FERPA Confidentiality Provisions, 2014

Joint Guidance on the Application of the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act of 1996 (HIPAA) to Student Health Records, 2008

Balancing Student Privacy and School Safety: A Guide to the Family Educational Rights and Privacy Act for Elementary and Secondary Schools, October 2007

WEB SITES

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

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

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

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

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STUDENT RECORDS

Student means any individual who is or has been in attendance at the district and regarding whom the district maintains student records.

Attendance includes, but is not limited to, attendance in person or by paper correspondence, videoconference, satellite, Internet, or other electronic information and telecommunication technologies for students who are not physically present in the classroom, and the period during which a person is working under a work-study program.

Student records are any items of information (in handwriting, print, tape, film, computer, or other medium) gathered within or outside the district that are directly related to an identifiable student and maintained by the district, required to be maintained by an employee in the performance of his/her duties, or maintained by a party acting for the district. Any information maintained for the purpose of second-party review is considered a student record. Student records include the student's health record.

Student records do not include:

1. Directory information
2. Informal notes compiled by a school officer or employee which remain in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a substitute employee
3. Records of the law enforcement unit of the district, subject to 34 CFR 99.8 4.
4. Records created or received by the district after an individual is no longer a student and that are not directly related to the individual's attendance as a student
5. Grades on peer-graded papers before they are collected and recorded by a teacher

Mandatory permanent student records are those records which are maintained in perpetuity and which schools have been directed to compile by state law, regulation, or administrative directive.

Mandatory interim student records are those records which the schools are directed to compile and maintain for **specified** periods of time and are then destroyed in accordance with state law, regulation, or administrative directive.

Permitted student records are those records having clear importance only to the current educational process of the student.

Access means a personal inspection and review of a record or an accurate copy of a record, or receipt of an accurate copy of a record or an oral description or communication of a record, and a request to release a copy of any record.

Disclosure means to permit access to, or the release, transfer, or other communication of, personally identifiable information contained in **student** records to any party, except the party that provided or

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created the record, by any means including oral, written, or electronic

Personally identifiable information includes, but is not limited to:

1. The student's name
2. The name of the student's parent/guardian or other family members
3. The address of the student or student's family
4. A personal identifier, such as the student's social security number, student number, or biometric record (e.g., fingerprints, retina and iris patterns, voiceprints, DNA sequence, facial characteristics, and handwriting)
5. Other indirect identifiers, such as the student's date of birth, place of birth, ~~and~~ mother's maiden name
6. Other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty
7. Information requested by a person who the district reasonably believes knows the identity of the student to whom the student record relates

Adult student is a person who is or was enrolled in school and who is at least 18 years of age.

Parent/guardian means a natural parent, an adopted parent, legal guardian, surrogate parent, or foster parent.

Legitimate educational interest is an interest held by any school official, employee, contractor, or consultant whose duties, responsibilities, or contractual obligations to the district, whether routine or as a result of special circumstances, require him/her to have access to student records

School officials and employees are officials or employees whose duties and responsibilities to the district, whether routine or as a result of special circumstances, require that they have access to student records.

Contractor or consultant is anyone with a formal written agreement or contract with the district regarding the provision of services or functions outsourced to him/her by the district. Contractor or consultant shall not include a volunteer or other party.

Custodian of records is the employee responsible for the security of student records maintained by the district and for devising procedures for assuring that access to such records is limited to authorized persons.

County placing agency means the county social service department or county probation department.

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THE PERSONS GRANTED ABSOLUTE ACCESS

In accordance with law, absolute access to any student records shall be granted to:

1. Parents/guardians of students younger than age 18 years, including the parent is not the student's custodial parent
2. An adult student, or a student under the age of 18 years who attends a postsecondary institution, in which case the student alone shall exercise rights related to his/her student records and grant consent for the release of records
3. Parents/guardians of an adult student with disabilities who is age 18 years or older and has been declared incompetent under state law

ACCESS FOR LIMITED PURPOSE/LEGITIMATE EDUCATIONAL INTEREST

The following persons or agencies shall have access to those particular records that are relevant to their legitimate educational interest or other legally authorized purpose:

1. Parents/guardians of a student age 18 or older who is a dependent child as defined under 26 USC 152
2. Students who are age 16 or older or who have completed the 10th grade
3. School officials and employees, consistent with the definition provided in the section "Definitions" above
4. Members of a school attendance review board (SARB) who are authorized representatives of the district and any volunteer aide age 18 or older who has been investigated, selected, and trained by the SARB to provide follow-up services to a referred student
5. Officials and employees of other public schools, school systems, or postsecondary institutions where the student intends or is directed to enroll, including local, county, or state correctional facilities where educational programs leading to high school graduation are provided, or where the student is already enrolled, as long as the disclosure is for purposes related to the student's enrollment or transfer

Unless the annual parent/guardian notification issued pursuant to Education Code 48980 includes a statement that the district may disclose students' personally identifiable information to officials of another school, school system, or postsecondary institution where the student seeks or intends to enroll, the Superintendent or designee shall, when such a disclosure is made, make a reasonable attempt to notify the parent/guardian or adult student at his/her last known address, provide a copy of the record that is disclosed, and give the parent/guardian or adult student an opportunity for a hearing to challenge the record.

6. The Student Aid Commission, to provide the grade point average (GPA) of all district students in

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grade 12 and, when requested, verification of high school graduation or its equivalent of all students who graduated in the prior academic year, for use in the Cal Grant postsecondary financial aid program. However, such information shall not be submitted when students opt out or are permitted by the rules of the Student Aid Commission to provide test scores in lieu of the GPA.

No later than October 15 each year, the Superintendent or designee shall notify each student in grade 12, and his/her parents/guardians if the student is under age 18 years, that the student's GPA will be forwarded to the Student Aid Commission unless he/she opts out within a period of time specified in the notice, which shall not be less than 30 days.

Students' social security numbers shall not be included in the submitted information unless the Student Aid Commission deems it necessary to complete the financial aid application and the Superintendent or designee obtains permission from the student's parent/guardian, or from the adult student, to submit the social security number.

7. Federal, state, and local officials, as needed for an audit, evaluation, or compliance activity related to a state or federally funded education program and in accordance with a written agreement developed pursuant to 34 CFR 99.35
8. Any county placing agency acting as an authorized representative of a state or local educational agency which is required to audit or evaluate a state or federally supported education program pursuant to item #7 above
9. Any person, agency, or organization authorized in compliance with a court order or lawfully issued subpoena

Unless otherwise instructed by the court, the Superintendent or designee shall, prior to disclosing a record pursuant to a court order or subpoena, give the parent/guardian or adult student at least three days' notice of the name of the requesting agency and the specific record requested, if lawfully possible within the requirements of the judicial order. (Education Code 49077; 5 CCR 435; 34 CFR 99.31)

10. Any district attorney who is participating in or conducting a truancy mediation program or participating in the presentation of evidence in a truancy petition (Education Code 49076)
11. A district attorney's office for consideration against a parent/guardian for failure to comply with compulsory education
12. Any probation officer, district attorney, or counsel of record for a minor student for the purposes of conducting a criminal investigation or an investigation in regards to declaring the minor student a ward of the court or involving a violation of a condition of probation, subject to evidentiary rules specified in Welfare and Institutions Code 701

When disclosing records for these purposes, the Superintendent or designee shall obtain written certification from the recipient of the records that the information will not be disclosed to another party without prior written consent of the student's parent/guardian or the holder of the student's

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educational rights, unless specifically authorized by state or federal law.

13. Any judge or probation officer for the purpose of conducting a truancy mediation program for a student or for the purpose of presenting evidence in a truancy petition pursuant to Welfare and Institutions Code 681

In such cases, the judge or probation officer shall certify in writing to the Superintendent or designee that the information will be used only for truancy purposes. Upon releasing student information to a judge or probation officer, the Superintendent or designee shall inform, or provide written notification to, the student's parent/guardian within 24 hours.

14. A foster family agency with jurisdiction over a currently enrolled or former student; short-term residential treatment program staff responsible for the education or case management of a student; or a caregiver who has direct responsibility for the care of a student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, as defined

Such individuals shall have access to the student's current or most recent records of grades, transcripts, attendance, discipline, online communication on platforms established by schools for students and parents/guardians, and any individualized education program or Section 504 plan developed and maintained by the district

15. A student age 14 years or older who is both a homeless student and an unaccompanied minor as defined in 42 USC 11434a
16. An individual who completes items #1-4 of the caregiver's authorization affidavit pursuant to Family Code 6552 and signs the affidavit for the purpose of enrolling a minor in school
17. A caseworker or other representative of a state or local child welfare agency or tribal organization that has legal responsibility for the care and protection of a student, provided that the information is directly related to providing assistance to address the student's educational needs
18. Appropriate law enforcement authorities, in circumstances where Education Code 48902 requires that the district provide special education and disciplinary records of a student with disabilities who is suspended or expelled for committing an act violating Penal Code 245

When disclosing such records, the Superintendent or designee shall obtain written certification by the recipient of the records as described in item #12 above.

19. Designated peace officers or law enforcement agencies in cases where the district is authorized by law to assist law enforcement in investigations of suspected criminal conduct or kidnapping and a written parental consent, lawfully issued subpoena, or court order is submitted to the district, or information is provided to it indicating that an emergency exists in which the student's information is necessary to protect the health or safety of the student or other

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individuals

In such cases, the Superintendent or designee shall provide information about the identity and location of the student as it relates to the transfer of that student's records to another public school district or California private school.

When disclosing records for the above purposes, the Superintendent or designee shall obtain the necessary documentation to verify that the person, agency, or organization is a person, agency, or organization that is permitted to receive such records.

Any person, agency, or organization granted access is prohibited from releasing information to another person, agency, or organization without written permission from the parent/guardian or adult student unless specifically allowed by state law or the federal Family Educational Rights and Privacy Act.

In addition, the parent/guardian or adult student may provide written consent for access to be granted to persons, agencies, or organizations not afforded access rights by law. The written consent shall specify the records to be released and the party or parties to whom they may be released.

Only a parent/guardian having legal custody of the student may consent to the release of records to others. Either parent/guardian may grant consent if both parents/guardians notify the district, in writing, that such an agreement has been made.

DISCRETIONARY ACCESS

At his/her discretion, the Superintendent or designee may release information from a student's records to the following:

1. Appropriate persons, including parents/guardians of a student, in an emergency, if the health and safety of the student or other persons are at

When releasing information to any such appropriate person, the Superintendent or designee shall record information about the threat to the health or safety of the student or any other person that formed the basis for the disclosure and the person(s) to whom the disclosure was made.

Unless it would further endanger the health or safety of the student or other persons, the Superintendent or designee shall inform the parent/guardian or adult student within one week of the disclosure that the disclosure was made, of the articulable and significant threat to the health or safety of the student or other individuals that formed the basis for the disclosure, and of the parties to whom the disclosure was made.

2. Accrediting associations
3. Under the conditions specified in Education Code 49076 and 34 CFR 99.31, organizations conducting studies on behalf of educational institutions or agencies for the purpose of developing, validating, or administering predictive tests, administering student aid programs, or improving instruction, provided that:

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- a. The study is conducted in a manner that does not permit personal identification of parents/guardians and students by individuals other than representatives of the organization who have legitimate interests in the information.
 - b. The information is destroyed when no longer needed for the purposes for which the study is conducted.
 - c. The district enters into a written agreement with the organization that **complies with 34 CFR 99.31.**
4. Officials and employees of private schools or school systems where the student is enrolled or intends to enroll, **subject to the rights of parents/guardians as provided in Education Code 49068 and in compliance with 34 CFR 99.34**
 5. **Local health departments operating countywide or regional immunization information and reminder systems and the California Department of Public Health, unless the parent/guardian has requested that no disclosures of this type be made**
 6. **Contractors and consultants having a legitimate educational interest based on services or functions which have been outsourced to them through a formal written agreement or contract by the district, excluding volunteers or other parties**
 7. **Agencies or organizations in connection with the student's application for or receipt of financial aid, provided that information permitting the personal identification of a student or his/her parents/guardians for these purposes is disclosed only as may be necessary to determine the eligibility of the student for financial aid, determine the amount of financial aid, determine the conditions which will be imposed regarding the financial aid, or enforce the terms or conditions of the financial aid**
 8. **County elections officials for the purpose of identifying students eligible to register to vote or offering such students an opportunity to register, subject to the provisions of 34 CFR 99.37 and under the condition that any information provided on this basis shall not be used for any other purpose or transferred to any other person or agency**

When disclosing records for the above purposes, the Superintendent or designee shall obtain the necessary documentation to verify that the person, agency, or organization is a person, agency, or organization that is permitted to receive such records.

DE-IDENTIFICATION OF RECORDS

When authorized by law for any program audit, educational research, or other purposes, the Superintendent or designee may release information from a student record without prior consent of the parent/guardian or adult student after the removal of all personally identifiable information. Prior to

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releasing such information, the Superintendent or designee shall make a reasonable determination that the student's identity is not personally identifiable, whether through single or multiple releases and taking into account other reasonably available information.

PROCESS FOR PROVIDING ACCESS TO RECORDS

Student records shall be maintained in a central file at the school attended by the student or, when records are maintained at different locations, a notation shall be placed in the central file indicating where other records may be found. Parents/guardians shall be notified of the location ~~of~~ student records if not centrally located.

The custodian of records shall be responsible for the security of student records and shall ensure that access is limited to authorized persons.

The custodian of records shall develop reasonable methods, including physical, technological, and administrative controls, to ensure that school officials and employees obtain access to only ~~those~~ student records in which they have legitimate educational interests.

To inspect, review, or obtain copies of student records, authorized persons shall submit a request to the custodian of records. Prior to granting the request, the custodian of records shall authenticate the individual's identity. For any individual granted access based on a legitimate educational interest, the request shall specify the interest involved.

When required by law, the parent/guardian shall provide written, signed, and dated consent before the district discloses the student record. Such consent may be given through electronic means in those cases where it can be authenticated. The district's consent form shall specify the records that may be disclosed, state the purpose of the disclosure, and identify the party or class of parties to whom the disclosure may be made. Upon request by the parent/guardian, the district shall provide him/her a copy of the records disclosed.

If the parent/guardian refuses to provide written consent for the release of student information, the Superintendent or designee shall not release the information, unless it is otherwise subject to release based on a court order or a lawful subpoena.

Within five business days following the date of request, a parent/guardian or other authorized person shall be granted access to inspect, review, and obtain copies of student records during regular school hours.

Qualified certificated personnel shall be available to interpret records when requested.

The custodian of records or the Superintendent or designee shall prevent the alteration, damage, or loss of records during inspection.

ACCESS LOG

A log shall be maintained for each student's record which lists all persons, agencies, or organizations

San Dieguito Union High School District

Administrative Regulation Issued: March 27, 1980

Administrative Regulation Revised: September 16, 2010

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requesting or receiving information from the records and the legitimate educational interest of the requester.

In every instance of inspection by persons who do not have assigned educational responsibility, the custodian of records shall make an entry in the log indicating the record inspected, the name of the person granted access, the reason access was granted, and the time and circumstances of inspection.

The custodian of records shall also make an entry in the log regarding any request for records that was denied and the reason for the denial.

The log shall include requests for access to records by:

1. Parents/guardians or adult students
2. Students who are 16 years of age or older or who have completed the 10th grade
3. Parties obtaining district-approved directory information
4. Parties who provide written parental consent, in which case the consent notice shall be filed with the record pursuant to Education Code 49075
5. School officials and employees who have a legitimate educational interest
6. Law enforcement personnel seeking to enforce immigration laws

The log shall be accessible only to the parent/guardian, adult student, dependent adult student, student who is age 16 years or older or who has completed the 10th grade, custodian of records, and certain state or federal officials.

DUPLICATION OF STUDENT RECORDS

To provide copies of any student record, the district shall charge a reasonable fee not to exceed the actual cost of providing the copies. No charge shall be made for providing up to two transcripts or up to two verifications of various records for any former student. No charge shall be made to locate or retrieve any student record.

CHANGES TO STUDENT RECORDS

Only a parent/guardian having legal custody of a student or an adult student may challenge the content of a record or offer a written response to a record.

No additions except routine updating shall be made to a student's record after high school graduation or permanent departure without prior consent of the parent/guardian or adult student.

A student's legal name or gender as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed with proper documentation. However, at the written request of a student

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or, if appropriate, his/her parents/guardians, the district shall use the student's preferred name and pronouns consistent with his/her gender identity on all other district-related documents.

RETENTION AND DESTRUCTION OF STUDENT RECORDS

All anecdotal information and assessment reports maintained as student records shall be dated and signed by the individual who originated the data.

The following mandatory permanent student records shall be kept indefinitely:

1. Legal name of student
2. Date and place of birth and method of verifying birth date
3. Sex of student
4. Name and address of parent/guardian of minor student
 - a. Address of minor student if different from the above
 - b. Annual verification of parent/guardian's name and address and student's residence
5. Entrance and departure dates of each school year and for any summer session or other extra session
6. Subjects taken during each year, half-year, summer session, or quarter, and marks or credits given
7. Verification of or exemption from required immunizations
8. Date of high school graduation or equivalent

Mandatory interim student records, unless forwarded to another district, shall be maintained subject to destruction during the third school year after the school year in which they originated, following a determination that their usefulness has ceased or the student has left the district. These records include:

1. Expulsion orders and the causes therefor
2. A log identifying persons or agencies who request or receive information from the student record
3. Health information, including verification or waiver of the health screening for school entry
4. Information on participation in special education programs, including required tests, case

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- studies, authorizations, and evidence of eligibility for admission or discharge
5. Language training records
 6. Progress slips/notices required by Education Code 49066 and 49067
 7. Parental restrictions/stipulations regarding access to directory information
 8. Parent/guardian or adult student rejoinders to challenged records and to disciplinary action
 9. Parent/guardian authorization or denial of student participation in specific programs
 10. Results of standardized tests administered within the past three years
 11. Written findings resulting from an evaluation conducted after a specified number of missed assignments to determine whether it is in a student's best interest to remain in independent study

Permitted student records may be destroyed six months after the student completes or withdraws from the educational program, including:

1. Objective counselor and/or teacher ratings
2. Standardized test results older than three years
3. Routine disciplinary data
4. Verified reports of relevant behavioral patterns
5. All disciplinary notices
6. Supplementary attendance records

Records shall be destroyed in a way that assures they will not be available to possible public inspection in the process of destruction.

TRANSFER OF STUDENT RECORDS

When a student transfers into this district from any other school district or a private school, the Superintendent or designee shall inform the student's parent/guardian of his/her rights regarding student records, including the right to review, challenge, and receive a copy of student records.

When a student transfers into this district from another district, the Superintendent or designee shall request that the student's previous district provide any records, either maintained by that district in the ordinary course of business or received from a law enforcement agency, regarding acts committed by the transferring student that resulted in his/her suspension or expulsion.

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When a student transfers from this district to another school district or to a private school, the Superintendent or designee shall forward a copy of the student's mandatory permanent record within 10 school days of the district's receipt of the request for the student's records. The original record or a copy shall be retained permanently by this district. If the transfer is to another California public school, the student's entire mandatory interim record shall also be forwarded. If the transfer is out of state or to a private school, the mandatory interim record may be forwarded. Permitted student records may be forwarded to any other district or private school.

Upon receiving a request from a county placing agency to transfer a student in foster care out of a district school, the Superintendent or designee shall transfer the student's records to the next educational placement within two business days.

All student records shall be updated before they are transferred.

Student records shall not be withheld from the requesting district because of any charges or fees owed by the student or parent/guardian.

If the district is withholding grades, diploma, or transcripts from the student because of his/her damage or loss of school property, this information shall be sent to the requesting district along with the student's records.

NOTIFICATION OF PARENTS / GUARDIANS

Upon any student's initial enrollment, and at the beginning of each school year thereafter, the Superintendent or designee shall notify parents/guardians and eligible students, in writing, of their rights related to student records. If 15 percent or more of the students enrolled in the district speak a single primary language other than English, then the district shall provide these notices in that language. Otherwise, the district shall provide these notices in the student's home language insofar as practicable. The district shall effectively notify parents/guardians or eligible students with disabilities.

The notice shall include:

1. The types of student records kept by the district and the information contained therein
2. The title(s) of the official(s) responsible for maintaining each type of record
3. The location of the log identifying those who request information from the records
4. District criteria for defining school officials and employees and for determining legitimate educational interest
5. District policies for reviewing and expunging student records
6. The right to inspect and review student records and the procedures for doing so

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7. The right to challenge and the procedures for challenging the content of a student record that the parent/guardian or student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights
8. The cost, if any, charged for duplicating copies of records
9. The categories of information defined as directory information pursuant to Education Code 49073
10. The right to consent to disclosures of personally identifiable information contained in the student's records except when disclosure without consent is authorized by law
11. Availability of the curriculum prospectus developed pursuant to Education Code 49091.14 containing the titles, descriptions, and instructional aims of every course offered by the school
12. Any other rights and requirements set forth in Education Code 49060-49078, and the right of parents/guardians to file a complaint with the U.S. Department of Education concerning an alleged failure by the district to comply with 20 USC 1232g
13. A statement that the district forwards education records to other agencies or institutions that request the records and in which the student seeks or intends to enroll or is already enrolled as long as the disclosure is for purposes related to the student's enrollment

In addition, the annual parental notification shall include a statement that a student's citizenship status, immigration status, place of birth, or any other information indicating national origin will not be released without parental consent or a court order.

~~Access means a personal inspection and review of a record, an accurate copy of a record, or receipt of an accurate copy of a record, an oral description or communication of a record, and a request to release a copy of any record. (Education Code 49061) stipulated in attendance education created the, by any means including, written, or electronic. (34 CFR 99.3) PERSONS GRANTED ACCESS WITHOUT PRIOR WRITTEN CONSENT~~

~~. School officials and employees include contractors, consultants, volunteers, or other parties to whom the district has outsourced district functions and who perform services for which the district would otherwise use employees. A legitimate educational interest is one held by school following persons or agencies shall have~~

~~Any county placing agency for the purpose of fulfilling educational case management responsibilities required by the juvenile court or by law pursuant to Welfare and Institutions Code 16010 and to assist with the school transfer or enrollment of a student (cf. 6173.1— Education for Foster Youth) or a prosecuting agency for consideration against a parent/guardian for failure to comply with compulsory education laws a person The information shall be released only to designated peace officers, federal criminal investigators, and federal law enforcement officers whose names have been submitted in writing by their law enforcement agency in accordance with the procedures specified in Education Code 49076.5. (Education Code 49076.5) The~~

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~~The students may Access to student records and information shall not be denied to a child's age 18 or older those students' and that may be PERSONS GRANTED ACCESS WITH PRIOR WRITTEN CONSENT~~

~~Persons, agencies, or organizations not afforded access rights by law may be granted access only through written permission of the parent/guardian or adult student, or by judicial order. (Education Code 49075) that they Either parent may grant consent if both parents notify the district, in writing, that such an agreement has been made. (Education Code 49061) (cf. 5021 – Noncustodial Parents)~~

~~Any person or agency granted access is prohibited from releasing information to another person or agency without written permission from the parent/guardian or adult student. (Education Code 49076)~~

~~ACCESS TO RECORDS BY AUTHORIZED PERSONS assure DE-IDENTIFICATION OF RECORDS~~

~~The Superintendent or designee may release information from a student record without prior consent of the parent/guardian or adult student after the removal of all personally identifiable information, provided that he/she has made a reasonable determination that the student's identity is not personally identifiable, whether through single or multiple releases, and taking into account other reasonably available information. (34 CFR 99.31)~~

~~The Superintendent or designee may release de-identified student data from education records for the purpose of educational research in accordance with the conditions specified in 34 CFR 99.31.~~

~~DUPLICATION OF STUDENT RECORDS prior written consent is required by law, the parent/guardian shall provide a signed and dated written For those individuals for whom the law requires that access be granted based on a legitimate educational interest, the request shall specify such interest involved. Only a parent/guardian having legal custody of the student or an adult student may challenge the content of a record or offer a written response to a record. (Education Code 49061) (cf. 5125.3 – Challenging Student Records)~~

~~RETENTION AND DESTRUCTION OF STUDENT RECORDS TRANSFER OF STUDENT RECORDS~~

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5125.1

RELEASE OF DIRECTORY INFORMATION

The Governing Board recognizes the importance of maintaining the confidentiality of directory information and therefore authorizes the release of such information only in accordance with law, Board policy, and administrative regulation.

The Superintendent or designee may release student directory information to representatives of the news media or nonprofit organizations in accordance with Board policy and administrative regulation.

The Superintendent or designee may limit or deny the release of specific categories of directory information to any public or private nonprofit organization based on his/her determination of the best interests of district students.

Colleges and prospective employers, including military recruiters, shall have access to directory information. Military recruiters shall have access to a student's name, address, and telephone number, unless the parent/guardian has specified that the information not be released in accordance with law and administrative regulation.

Under no circumstances shall directory information be disclosed to a private profit-making entity, except for representatives of the news media and prospective employers, in accordance with Board policy. Private schools and colleges may be given the names and addresses of 12th-grade students and students who are no longer enrolled provided that they use this information only for purposes directly related to the institution's academic or professional goals.

LEGAL REFERENCE**EDUCATION CODE**

49061	Definitions
49063	Notification of parents of their rights
49073	Release of directory information
49073.5	Directory information; military representatives; telephone numbers
49603	Public high schools; military recruiting

UNITED STATES CODE, TITLE 10

503	Military recruiter access to directory information
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UNITED STATES CODE, TITLE 20

1232g	Family Educational Rights and Privacy Act
7908	Armed forces recruiter access to students and student recruiting information

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5125.1

UNITED STATES CODE, TITLE 42

11434a McKinney-Vento Homeless Assistance Act; definitions

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy

MANAGEMENT RESOURCES:

WEBSITES

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

U.S. DEPARTMENT OF EDUCATION GUIDANCE

Access to High School Students and Information on Students by Military Recruiters, 2002

STUDENTS

5125.1 / AR-1

RELEASE OF DIRECTORY INFORMATION

~~At the beginning of each school year, all parents/guardians shall be notified as to the categories of directory information the school or district plans to release and the recipients of the information. The notification shall also inform parents/guardians of their right to refuse to let the district designate any or all types of information as directory information and the period of time within which a parent/guardian must notify the district in writing that he/she does not want a certain category of information designated as directory information. (34 CFR 99.37; Education Code 49063, 49073) (cf. 5125 Student Records) (cf. 5145.6 Parental Notifications)~~

Directory information means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. Such student information includes:

1. Name
2. Address
3. Telephone number
4. Email address
5. Date and place of birth
6. Major field of study
7. Participation record in officially recognized activities and sports
8. Weight and height of athletic team members
9. Dates of attendance
10. Degrees and awards received
11. Most recent previous school attended

~~Directory information does not include a student's social security number or student identification number. However, for purposes of accessing or communicating in electronic systems, directory information may include a student identification number, user identification, or other personal identifier used by the student provided that the identifier cannot be used to gain access to education records except when used in conjunction with a personal identification number, password, or other factor known or possessed only by the authorized user.~~

~~Directory information also does not include a student's citizenship status, immigration status, place of birth, or any other information indicating national origin.~~

NOTIFICATION TO PARENTS/GUARDIANS

~~The Superintendent or designee shall notify parents/guardians that they may request that the district not release the name, address, and telephone number of their child to military recruiters, employers, or institutions of higher education without prior written consent. (20 USC 7908)~~

~~At the beginning of each school year, all parents/guardians shall be notified as to the categories of directory information the district plans to release and the recipients of the information. The notification shall also inform parents/guardians of their right to refuse to let the district designate any or all types of information as directory information, how to refuse release, and the period of time within which a parent/guardian must notify the district in writing that he/she does not want a certain category of information designated as directory information.~~

RESPONSE TO IMMIGRATION ENFORCEMENT

ITEM 27

The Superintendent or designee shall notify parents/guardians that they may request that the district not release the name, address, and telephone number of their child to military recruiters, employers, or institutions of higher education without prior written consent.

PARENT/GUARDIAN CONSENT

No directory information of a student identified as a homeless child or youth as defined in 42 USC 1143a shall ~~not~~ be released, unless the parent/guardian, or the student if he/she is 18 years or older, has provided written consent that directory information may be released. For any other student, directory information shall not be released if his/her parent/guardian ~~regarding any student whose parent/guardian~~ notifies the district in writing that such information not be disclosed without the parent/guardian's prior consent. ~~(20 USC 1232g, 7908; Education Code 49073)~~ For a former student, the district shall continue to honor any valid request to opt out of the disclosure of directory information made while the student was in attendance at the district, unless the opt-out request has been rescinded. ~~(34 CFR 99.37)~~

STUDENTS**5125.1 Exhibit**

RELEASE OF DIRECTORY INFORMATION**PARENT/GUARDIAN NOTICE
RELEASE OF DIRECTORY INFORMATION**

The Family Educational Rights and Privacy Act (FERPA), a federal law, requires that San Dieguito Union High School District, with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your child's education records. However, the district may disclose appropriately designated "directory information" without written consent, unless you have advised the district to the contrary in accordance with district procedures. The primary purpose of directory information is to allow the district to include this type of information from your child's education records in certain school and/or district publications. Examples include:

- * a playbill, showing your child's role in a drama production
- * the annual yearbook
- * honor roll or other recognition lists
- * graduation programs
- * sports activity sheets, such as for wrestling, showing weight and height of team members

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent/guardian's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require districts receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA), as amended, to provide military recruiters, upon request, with students' names, addresses, and telephone listings, unless parents/guardians have advised the district that they do not want their child's information disclosed without their prior written consent.

If you do not want the district to disclose directory information from your child's education records without your prior written consent, you must notify the district in writing within five (5) days after completing an enrollment packet. The district has designated the following information as directory information:

1. Name
 2. Address
 3. Telephone number
 4. Email address
 5. Date of birth
 6. Major field of study
 7. Participation in officially recognized activities and sports
-

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5125.1 Exhibit

8. Weight and height of athletic team members
9. Dates of attendance
10. Degrees and awards received
11. Most recent previous school attended

The district also may disclose your child's student identification number, user identification, or other unique personal identifier used to communicate in electronic systems, provided it cannot be used to access education records without a personal identification number (PIN), password, or other factor that only the authorized user knows. Your child's social security number will not be used for this purpose.

Directory information does not include your child's citizenship status, immigration status, place of birth, or any other information indicating national origin. The district will not disclose such information without your consent or a court order.

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ITEM 27
5131.2

BULLYING

The Governing Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

Cyberbullying includes the creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for addressing bullying in district schools shall be developed with involvement of key stakeholders, including students, parents/guardians, and staff, and may be incorporated into the comprehensive safety plan, the local control and accountability plan, and other applicable district and school plans.

As appropriate, the Superintendent or designee may collaborate with law enforcement, courts, social services, mental health services, other agencies, and community organizations in the development and implementation of joint strategies to promote safety in schools and the community and to provide services for alleged victims and perpetrators of bullying.

BULLYING PREVENTION

To the extent possible, district schools shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

As appropriate, the district shall provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

Such instruction shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

The Superintendent or designee shall provide training to teachers and other school staff to raise their

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awareness about the legal obligation of the district and its employees to prevent discrimination, harassment, intimidation, and bullying of district students. Such training shall be designed to provide staff with the skills to:

1. Discuss the diversity of the student body and school community, including their varying immigration experiences.
2. Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims
3. Identify the signs of bullying or harassing behavior
4. Take immediate corrective action when bullying is observed
5. Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior.

~~Staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective response.~~

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

INTERVENTION

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness an act of bullying shall immediately intervene to stop the incident when it is safe to do so.

When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate.

REPORTING AND FILING OF COMPLAINTS

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee. Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report his/her observation to the principal or a district compliance officer, whether or not the alleged victim files a complaint.

STUDENTS

Within two business days of receiving a report of bullying, the principal shall notify the district compliance officer identified in AR 1312.3 - Uniform Complaint Procedures.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

When a report of bullying is submitted, the principal or a district compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with AR 1312.3. The student who is the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

INVESTIGATION AND RESOLUTION OF COMPLAINTS

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3.

If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

DISCIPLINE

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with district policies and regulations.

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

LEGAL REFERENCES

EDUCATION CODE

200-262.4	Prohibition of discrimination
32282	Comprehensive safety plan
32283.5	Bullying; online training
35181	Governing board policy on responsibilities of students
35291-35291.5	Rules
48900-48925	Suspension or expulsion
48985	Translation of notices
52060-52077	Local control and accountability plan

PENAL CODE

San Dieguito Union High School District

Policy Adopted: March 3, 1983

Policy Revised: June 8, 2006

Policy Revised: December 8, 2016

Policy Revised: June 7, 2018 (1st Read)

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422.55	Definition of hate crime
647	Use of camera or other instrument to invade person's privacy; misdemeanor
647.7	Use of camera or other instrument to invade person's privacy; punishment
653.2	Electronic communication devices, threats to safety

CODE OF REGULATIONS, TITLE 5

4600-4687	Uniform complaint procedures
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UNITED STATES CODE, TITLE 47

254	Universal service discounts (e-rate)
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CODE OF FEDERAL REGULATIONS, TITLE 28

35.107	Nondiscrimination on basis of disability; complaints
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CODE OF FEDERAL REGULATIONS, TITLE 34

104.7	Designation of responsible employee for Section 504
106.8	Designation of responsible employee for Title IX
110.25	Notification of nondiscrimination on the basis of age

COURT DECISIONS

Wynar v. Douglas County School District, (2013) 728 F.3d 1062
 J.C. v. Beverly Hills Unified School District, (2010) 711 F.Supp.2d 1094
 Lavine v. Blaine School District, (2002) 279 F.3d 719

MANAGEMENT RESOURCES:**CSBA PUBLICATIONS**

Final Guidance: AB 1266, Transgender and Gender Nonconforming Students, Privacy, Programs, Activities & Facilities, Legal Guidance, March 2014
 Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students, Policy Brief, February 2014
 Addressing the Conditions of Children: Focus on Bullying, Governance Brief, December 2012
 Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011
 Building Healthy Communities: A School Leaders Guide to Collaboration and Community Engagement, 2009
 Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California's Social and Emotional Learning, Guiding Principles, 2018
 Health Education Content Standards for California Public Schools: Kindergarten Through Grade Twelve, 2008
 Bullying at School, 2003

CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California K-12 Schools in Responding to Immigration Issues, April 2018

STUDENTS

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

Guidance to Schools: Bullying of Students with Disabilities, October 2014

Dear Colleague Letter: Bullying of Students with Disabilities, August 2013

Dear Colleague Letter: Guidance on Schools' Obligations to Protect Students from Student-on-Student Harassment on the Basis of Sex, Race, Color and National Origin, and Disability, October 26, 2010

Dear Colleague Letter: Harassment and Bullying, October 2010

WEB SITES

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

California Department of Education, Safe Schools Office: <http://www.cde.ca.gov/lr/ss>

California Office of the Attorney General: <http://oag.ca.gov>

Center on Great Teachers and Leaders: <http://gtlcenter.org>

Collaborative for Academic Social and Emotional Learning: <http://casel.org>

Common Sense Media: <http://www.commonsensemedia.org>

National School Safety Center: <http://www.schoolsafety.us>

Partnership for Children and Youth: <http://www.partnerforchildren.org>

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

STUDENTS**5145.13****RESPONSE TO IMMIGRATION ENFORCEMENT**

The Governing Board is committed to the success of all students and believes that every school site should be a safe and welcoming place for all students and their families irrespective of their citizenship or immigration status.

District staff shall not solicit or collect information or documents regarding the citizenship or immigration status of students or their family members or provide assistance with immigration enforcement at district schools, except as may be required by state and federal law.

No student shall be denied equal rights and opportunities nor be subjected to unlawful discrimination, harassment, intimidation, or bullying in the district's programs and activities on the basis of his/her immigration status.

The Superintendent or designee shall notify parents/guardians regarding their children's right to a free public education regardless of immigration status or religious beliefs and their rights related to immigration enforcement. (Education Code 234.7)

Consistent with requirements of the California Office of the Attorney General, the Superintendent or designee shall develop procedures for addressing any requests by a law enforcement officer for access to district records, school sites, or students for the purpose of immigration enforcement.

Teachers, school administrators, and other school staff shall receive training regarding immigration issues, including information on responding to a request from an immigration officer to visit a school site or to have access to a student.

The Superintendent or designee shall report to the Board in a timely manner any requests for information or access to a school site by an officer or employee of a law enforcement agency for the purpose of enforcing the immigration laws. Such notification shall be provided in a manner that ensures the confidentiality and privacy of any potentially identifying information.

Legal Reference:**EDUCATION CODE**

200 Educational equity

220 Prohibition of discrimination

234.1 Safe Place to Learn Act

234.7 Student protections relating to immigration and citizenship status

48204.4 Evidence of residency for school enrollment

48980 Parental notifications

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48985 Notices to parents in language other than English

GOVERNMENT CODE

8310.3 California Religious Freedom Act

PENAL CODE

422.55 Definition of hate crime

627.1-627.6 Access to school premises, outsiders

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act

COURT DECISIONS

Plyler v. Doe, 457 U.S. 202 (1982)

Management Resources:

CSBA PUBLICATIONS

Legal Guidance on Providing All Children Equal Access to Education, Regardless of Immigration Status, February 2017

CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues, April 2018

WEB SITES

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

California Office of the Attorney General: <http://oag.ca.gov>

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

California Department of Fair Employment and Housing: <http://www.dfeh.ca.gov>

California Department of Justice: <http://www.justice.gov>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

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U.S. Immigration and Customs Enforcement: <http://www.ice.gov>

U.S. Immigration and Customs Enforcement, Online Detainee Locator System:
<http://locator.ice.gov/odls>

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RESPONDING TO REQUESTS FOR INFORMATION

Unless authorized by the Family Educational Rights and Privacy Act pursuant to 20 USC 1232g, student information shall not be disclosed to immigration law enforcement authorities without parental consent, a court order, or judicial subpoena. The Superintendent or designee shall annually notify parents/guardians that the district will not release student information to third parties for immigration enforcement purposes, unless the parent/guardian consents or as required to do so by a court order or judicial subpoena.

Upon receiving any verbal or written request for information related to a student's or family's immigration or citizenship status, district staff shall:

1. Notify the Superintendent or designee about the information request
2. Provide students and families with appropriate notice and a description of the immigration officer's request
3. Document any request for information by immigration authorities
4. Provide students and parents/guardians with any documents provided by the immigration enforcement officer, unless such disclosure is prohibited by a subpoena served on the district or in cases involving investigations of child abuse, neglect, or dependency

Resources and data collected by the district shall not be used, directly or by others, to compile a list, registry, or database of individuals based on national origin, immigration status, religion, or other category of individual characteristics protected against unlawful discrimination.

RESPONDING TO REQUESTS FOR ACCESS TO STUDENTS OR SCHOOL GROUNDS

District staff shall receive parent/guardian consent before a student is interviewed or searched by any officer seeking to enforce civil immigration laws at the school, unless the officer presents a valid, effective warrant signed by a judge or a valid, effective court order. A student's parent/guardian shall be immediately notified if a law enforcement officer requests or gains access to the student for immigration enforcement purposes, unless the judicial warrant or subpoena restricts disclosure to the parent/guardian.

All visitors and outsiders, including immigration enforcement officers, shall register with the principal or designee upon entering school grounds during school hours. Each visitor or outsider shall provide the principal or designee with his/her name, address, occupation, age if less than 21, purpose in entering school grounds, proof of identity, and any other information required by law

District staff shall report the presence of any immigration enforcement officers to on-site district police and other appropriate administrators.

As early as possible, district staff shall notify the Superintendent or designee of any request by an immigration enforcement officer for access to the school or a student or for review of school documents, including service of lawful subpoenas, petitions, complaints, warrants, or other such documents.

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In addition, district staff shall take the following actions in response to an officer present on the school campus specifically for immigration enforcement purposes:

1. Advise the officer that before school personnel can respond to the officer's request, they must first receive notification and direction from the Superintendent or designee, except under exigent circumstances that necessitate immediate action
2. Request to see the officer's credentials, including his/her name and badge number, and the phone number of the officer's supervisor, and note or make a copy of all such information
3. Ask the officer for his/her reason for being on school grounds and document the response
4. Request that the officer produce any documentation that authorizes his/her school access
5. Make a copy of all documents produced by the officer and retain one copy for school records
6. If the officer declares that exigent circumstances exist and demands immediate access to the campus, comply with the officer's orders and immediately contact the Superintendent or designee
7. If the officer does not declare that exigent circumstances exist, respond according to the requirements of the officer's documentation, as follows:
 - a. If the officer has an Immigrations and Customs Enforcement (ICE) administrative warrant, district staff shall inform the agent that they cannot consent to any request without first consulting with the district's legal counsel or other designated district official.
 - b. If the officer has a federal judicial warrant, such as a search and seizure warrant or an arrest warrant signed by a federal judge or magistrate, district staff shall promptly comply with the warrant. If feasible, district staff shall consult with the district's legal counsel or designated administrator before providing the officer with access to the person or materials specified in the warrant.
 - c. If the officer has a subpoena for production of documents or other evidence, district staff shall inform the district's legal counsel or other designated official of the subpoena and await further instructions as to how to proceed.
8. Do not attempt to physically impede the officer, even if the officer appears to be exceeding the authorization given under a warrant or other document. If an officer enters the premises without consent, district staff shall document the officer's actions while on campus.
9. After the encounter with the officer, promptly make written notes of all interactions with the officer, including:
 - a. A list or copy of the officer's credentials and contact information
 - b. The identity of all school personnel who communicated with the officer
 - c. Details of the officer's request
 - d. Whether the officer presented a warrant or subpoena to accompany his/her request, what was requested in the warrant or subpoena, and whether the warrant or subpoena was signed by a judge
 - e. District staff's response to the officer's request
 - f. Any further action taken by the officer
 - g. A photo or copy of any documents presented by the officer
10. Provide a copy of these notes and associated documents collected from the officer to the district's legal counsel or other designated district official

The district's legal counsel or other designated official shall submit a timely report to the Governing

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Board regarding the officer's requests and actions and the district's responses.

The Superintendent or designee shall also email the Bureau of Children's Justice in the California Department of Justice (BCJ@doj.ca.gov) regarding any attempt by a law enforcement officer to access a school site or a student for immigration enforcement purposes.

RESPONDING TO THE DETENTION OR DEPORTATION OF STUDENT'S FAMILY MEMBER

The Superintendent or designee shall encourage students and their families to update their emergency contact information as needed throughout the school year and to provide alternative contacts, including an identified trusted adult guardian, in case a student's parent/guardian is detained or is otherwise unavailable. The Superintendent or designee shall notify students' families that information provided on the emergency cards will only be used in response to specific emergency situations and not for any other purpose.

The Superintendent or designee shall also encourage all students and families to learn their emergency phone numbers and be aware of the location of important documentation, including birth certificates, passports, social security cards, physicians' contact information, medication lists, lists of allergies, and other such information that would allow the students and families to be prepared in the event that a family member is detained or deported.

In the event that a student's parent/guardian is detained or deported by federal immigration authorities, the Superintendent or designee shall release the student to the person(s) designated in the student's emergency contact information or to any individual who presents a caregiver's authorization affidavit on behalf of the student. The Superintendent or designee shall only contact child protective services if district personnel are unable to arrange for the timely care of the student by the person(s) designated in the emergency contact information maintained by the school or identified on a caregiver's authorization affidavit.

The Superintendent or designee shall notify a student whose parent/guardian was detained or deported that the student continues to meet the residency requirements for attendance in a district school, provided that the parent/guardian was a resident of California and the student lived in California immediately before he/she moved out of state as a result of the parent/guardian's departure.

The Superintendent or designee may refer a student or his/her family members to other resources for assistance, including, but not limited to, an ICE detainee locator, legal assistance, or the consulate or embassy of the parent/guardian's country of origin.

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NONDISCRIMINATION/HARASSMENT

The Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying of any student based on the student's actual or perceived race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, **immigration status**, age, religion, marital **status, pregnancy or**, ~~parental~~ status, physical or mental disability, sex, sexual orientation, gender, gender identity, ~~or~~ gender expression **or genetic information**, or association with a person or group with one or more of these actual or perceived characteristics.

This policy shall apply to all acts related to school activity or to school attendance occurring within a district school **and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school.**

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, **may result from** ~~includes~~ physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also ~~shall~~ **includes** the creation of a hostile environment ~~when the~~ **through** prohibited conduct **that** is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who ~~files reports~~ or ~~otherwise~~ participates in the ~~filing reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigation investigates or participates in the investigation of a complaint or report regarding alleging an incident of unlawful~~ discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

to remove any identified barrier to student access to or participation in the **district's** educational program. He/she shall report his/her findings and recommendations to the Board after each review.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. He/she shall provide training and information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing

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requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion for behavior that is severe or pervasive as defined in Education Code 48900.4. Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

RECORD-KEEPING

The Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the district to monitor, address, and prevent repetitive prohibited behavior in district schools.

LEGAL REFERENCE**EDUCATION CODE**

200-262.4	Prohibition of discrimination
48900.3	Suspension or expulsion for act of hate violence
48900.4	Suspension or expulsion for threats or harassment
48904	Liability of parent/guardian for willful student misconduct
48907	Student exercise of free expression
48950	Freedom of speech
48985	Translation of notices
49020-49023	Athletic programs
51500	Prohibited instruction or activity
51501	Prohibited means of instruction
60044	Prohibited instructional materials

CIVIL CODE

1714.1	Liability of parents/guardians for willful misconduct of minor
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GOVERNMENT CODE

11135 Nondiscrimination in programs or activities funded by state

PENAL CODE

422.55	Definition of hate crime
422.6	Crimes, harassment

CODE OF REGULATIONS, TITLE 5

432	Student record
4600-4687	Uniform complaint procedures

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4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 20

1681-1688 Title IX of the Education Amendments of 1972
12101-12213 Title II equal opportunity for individuals with disabilities

UNITED STATES CODE, TITLE 29

794 Section 504 of Rehabilitation Act of 1973

UNITED STATES CODE, TITLE 42

2000d-2000e-17 Title VI and Title VII Civil Rights Act of 1964, as amended
2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964
6101-6107 Age Discrimination Act of 1975

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

99.31 Disclosure of personally identifiable information
100.3 Prohibition of discrimination on basis of race, color or national origin
104.7 Designation of responsible employee for Section 504
106.8 Designation of responsible employee for Title IX
106.9 Notification of nondiscrimination on basis of sex

110.25 Prohibition of discrimination based on age

COURT DECISIONS

Donovan v. Poway Unified School District, (2008) 167 Cal.App.4th 567
Flores v. Morgan Hill Unified School District, (2003) 324 F.3d 1130

MANAGEMENT RESOURCES

CSBA PUBLICATIONS

[Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against Sex Discrimination, July 2016](#)
~~[Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender Nonconforming Students, Policy Brief, February 2014](#)~~
~~[Final Guidance Regarding Transgender Students, Privacy, and Facilities, March 2014](#)~~
~~[Safe Schools: Strategies for Governing Boards to Ensure Student Success, 2011](#)~~

CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

[Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues, April 2018](#)

FIRST AMENDMENT CENTER PUBLICATIONS

[Public Schools and Sexual Orientation: A First Amendment Framework for Finding Common Ground, 2006](#)

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NATIONAL SCHOOL BOARDS ASSOCIATION PUBLICATIONS

~~Dealing with Legal Matters Surrounding Students' Sexual Orientation and Gender Identity, 2004~~

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

Examples of Policies and Emerging Practices for Supporting Transgender Students, May 2016

Dear Colleague Letter: Title IX Coordinators, April 2015

Dear Colleague Letter: Harassment and Bullying, October 2010

Notice of Non-Discrimination, January 1999

WEBSITES

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

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

California Safe Schools Coalition: <http://www.casafeschools.org>

First Amendment Center: <http://www.firstamendmentcenter.org>

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

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

NONDISCRIMINATION / HARRASSMENT

The district designates the individual(s) identified below as the employee(s) responsible for coordinating the district's efforts to comply with state and federal civil rights laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Age Discrimination Act of 1975, and to answer inquiries regarding the district's nondiscrimination policies. The individual(s) shall also serve as the compliance officer(s) specified in AR 1312.3 - Uniform Complaint Procedures as the responsible employee to handle complaints regarding unlawful discrimination, including discriminatory harassment, intimidation, or bullying, based on actual race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, genetic information, or any other legally protected status; ~~the perception of one or more of such characteristics;~~ or association with a person or group with one or more of these actual or perceived characteristics. The coordinator/compliance officer(s) may be contacted at:

Rick Ayala
Director of Pupil Services & Alternative Programs
710 Encinitas Blvd.
Encinitas, CA 92024
760-753-3860 x 5601
rick.ayala@sduhsd.net

MEASURES TO PREVENT DISCRIMINATION

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at district schools or in school activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:

1. Publicize the district's nondiscrimination policy and related complaint procedures, including the coordinator/compliance officer's contact information, to students, parents/guardians, employees, volunteers, and the general public posting them on the district's web site and other prominent locations and providing easy access to them through district-supported social media, when available.
2. Post in a prominent and conspicuous location on the district and school web sites information regarding Title IX prohibitions against discrimination based on a student's sex, gender, gender identity, pregnancy, and parental status, including the following:
 - a. The name and contact information of the district's Title IX coordinator, including the phone number and email address
 - b. The rights of students and the public and the responsibilities of the district under Title IX, including a list of rights as specified in Education Code 221.8 and web links to information about those rights and responsibilities located on the websites of the Office for Equal Opportunity and the U.S. Department of Education's Office for Civil Rights (OCR)
 - c. A description of how to file a complaint of noncompliance with Title IX in accordance with AR 1312.3 – Uniform Complaint Procedures, which shall include:

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- I. An explanation of the statute of limitations within which a complaint must be filed after an alleged incident of discrimination has occurred and how a complaint may be filed beyond the statute of limitations
 - II. An explanation of how the complaint will be investigated and how the complainant may further pursue the complaint, including web links to this information on the OCR's website.
 - III. A web link to the OCR complaints form and the contact information for the office, including the phone number and email address for the office.
3. Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior.

4. Annually notify all students and parents/guardians of the district's nondiscrimination policy. ~~The notice shall inform students and parents/guardians of the possibility that students will participate in a sex-segregated school program or activity together with another student of the opposite biological sex, and that they may inform the compliance officer if they feel such participation would be against the student's religious beliefs and/or practices or a violation of his/her right to privacy. In such a case, the compliance officer shall meet with the student and/or parent/guardian who raises the objection to determine how best to accommodate that student. The notice shall inform students and parents/guardians that the district will not typically notify them of individual instances of transgender students participating in a program or activity.~~

, including its responsibility to provide a safe, nondiscriminatory school environment for all students, including transgender and gender-nonconforming students. The notice shall inform students and parents/guardians that they may request to meet with the compliance officer to determine how best to accommodate or resolve concerns that may arise from the district's implementation of its nondiscrimination policies. The notice shall also inform all students and parents/guardians that, to the extent possible, the district will address any individual student's interests and concerns in private.

5. The Superintendent or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand.

If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

6. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or

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stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include **details of guidelines the district may use to provide a discrimination-free environment for all district students, including for addressing issues related to** transgender and gender-nonconforming students.

7. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so.
8. At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate assistance or resources to protect students **from** ~~privacy rights and ensure their safety from~~ threatened or potentially discriminatory behavior **and ensure their privacy rights.**

ENFORCEMENT OF DISTRICT POLICY

The Superintendent or designee shall take appropriate actions to reinforce BP 5145.3 - Nondiscrimination/Harassment. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti
2. Providing training to students, staff, and parents/guardians about how to recognize unlawful discrimination and how to respond
3. Disseminating and/or summarizing the district's policy and regulation regarding unlawful discrimination
4. Consistent with the laws regarding the confidentiality of student and personnel records, communicating **to students, parents/guardians, and the community** the school's response **plan to students, parents/guardians, and the community to unlawful discrimination or harassment.**
5. Taking appropriate disciplinary action against perpetrators and anyone determined to have engaged in wrongdoing, including any student who is found to have made a complaint of discrimination that he/she knew was not true

PROCESS FOR INITIATING AND RESPONDING TO COMPLAINTS

Any student who feels that he/she has been subjected to unlawful discrimination described above or in district policy is strongly encouraged to immediately contact the compliance officer, principal, or any other staff member. In addition, any student who observes any such incident is strongly encouraged to report the incident to the compliance officer or principal, whether or not the alleged victim files a complaint.

Any school employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported shall report

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the incident to the compliance officer or principal within a school day, whether or not the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so.

When ~~any~~ a verbal report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is submitted to or received by the principal or compliance officer, he/she shall ~~make a note of the report and encourage~~ inform the student or parent/guardian ~~of the right~~ to file a ~~formal~~ the complaint pursuant to the provisions in AR 1312.3 - Uniform Complaint Procedures. ~~Any report of unlawful discrimination involving the~~ Once notified verbally or in writing, the ~~principal or, compliance officer,~~ shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and ensure that all students have access to the educational program and a safe school environment. Any interim measures adopted to address unlawful discrimination shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination.

Any report or complaint alleging unlawful discrimination by the principal, compliance officer, or any other person to whom ~~the complaint~~ a report would ordinarily be ~~reported~~ made or ~~complaint~~ filed shall instead be ~~submitted~~ made or filed to the Superintendent or designee ~~who shall determine how the complaint will be investigated.~~ Even if the student chooses not to file a formal complaint, the principal or compliance officer shall implement immediate measures necessary to stop the discrimination and to ensure all students have access to the educational program and a safe school environment.

~~Upon receiving a complaint of discrimination, the compliance officer shall immediately investigate the complaint in accordance with the district's uniform complaint procedures specified in AR 1312.3.~~

TRANSGENDER AND GENDER-NONCONFORMING STUDENTS

Gender identity ~~of a student~~ means ~~a~~ the student's gender-related identity, appearance, or behavior ~~as determined from the student's internal sense of his/her gender,~~ whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.

Gender expression means a student's gender-related appearance and behavior, whether stereotypically associated with the student's assigned sex at birth.

Gender transition refers to the process in which a student changes from living and identifying as the sex assigned to the student at birth to living and identifying as the sex that corresponds to the student's gender identity.

Gender-nonconforming student means a student whose gender expression differs from stereotypical expectations.

Transgender student means a student whose gender identity ~~or gender expression~~ is different from ~~that traditionally associated with the~~ the gender he/she was assigned sex at birth.

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Regardless of whether they are sexual in nature, acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, gender identity, or gender expression, or that have the purpose or effect of producing a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment are prohibited. Examples of the types of conduct which are prohibited in the district and which may constitute gender-based harassment include, but are not limited to:

~~Acts of verbal, nonverbal, or physical aggression, intimidation, or hostility that are based on sex, gender identity, or gender expression, regardless of whether they are sexual in nature, where the act has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment are prohibited under state and federal law. Examples of types of conduct which are prohibited in the district and which may constitute gender-based harassment include, but are not limited to:~~

1. Refusing to address a student by a name and the pronouns consistent with his/her gender identity
2. Disciplining or disparaging a transgender student **or excluding him/her from participating in activities for behavior or appearance that is consistent with his/her gender identity or that does not conform to stereotypical notions of masculinity or femininity, as applicable** ~~because his/her mannerisms, hairstyle, or style of dress correspond to his/her gender identity, or a non-transgender student because his/her mannerisms, hairstyle, or style of dress do not conform to stereotypes for his/her gender or are perceived as indicative of the other sex~~
3. Blocking a student's entry to the **bathroom-restroom** that corresponds to his/her gender identity ~~because the student is transgender or gender nonconforming~~
4. Taunting a student because he/she participates in an athletic activity more typically favored by a student of the other sex
5. Revealing a student's transgender status to individuals who do not have a legitimate need for the information, **without the student's consent**
6. Use of gender-specific slurs
7. Physical assault of a student motivated by hostility toward him/her because of his/her gender, gender identity, or gender expression

The district's uniform complaint procedures (AR 1312.3) shall be used to report and resolve complaints alleging discrimination against transgender and gender-nonconforming students. Examples of bases for complaints include, but are not limited to, the above list as well as

improper rejection by the district of a student's asserted gender identity, denial of access to facilities

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that correspond with a student's gender identity, improper disclosure of a student's transgender status, discriminatory enforcement of a dress code, and other instances of gender-based harassment.

To ensure that transgender and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students by law and Board policy, the district shall address each situation on a case-by-case basis, in accordance with the following guidelines:

1. Right to privacy: A student's transgender or gender-nonconforming status is his/her private information and the district will only disclose the information to others with the student's prior written consent, except when the disclosure is otherwise required by law or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. ~~In the latter instance any case, the district shall limit disclosure to individuals reasonably believed to be able to protect the student's well being. Any district employee to whom a student discloses his/her transgender or gender-nonconforming status shall seek the student's permission to notify the compliance officer. Only allow disclosure of a student's personally identifiable information to employees with a legitimate educational interest as determined by the district pursuant to 34 CFR 99.31. Any district employee to whom a student's transgender or gender-nonconforming status is disclosed shall keep the student's information confidential. When disclosure of a student's gender identity is made to a district employee by a student, the employee shall seek the student's permission to notify then compliance officer.~~ - If the student refuses to give permission, the employee shall keep the student's information confidential, unless he/she is required to disclose or report the student's information pursuant to this permission, the employee shall keep the student's information confidential, unless he/she is required to disclose or report the student's information pursuant to this ~~procedure~~ **administrative regulation**, and shall inform the student that honoring the student's request may limit the district's ability to meet the student's needs related to his/her status as a transgender or gender-nonconforming student. If the student permits the employee to notify the compliance officer, the employee shall do so within three school days

As appropriate given the ~~student's need for support, the compliance officer may discuss with the student any need to disclose the student's transgender or gender-nonconformity status or gender identity or gender expression to his/her parents/guardians and/or others, including other students, teacher(s), or other adults on campus. physical, emotional, and other significant risks to the student, the compliance officer may consider discussing with the student any need to disclose the student's transgender or gender-nonconformity status to his/her parents/guardians and/or others, including other students, teacher(s), or other adults on campus.~~ The district shall offer support services, such as counseling, to students who wish to inform their parents/guardians of their status and desire assistance in doing so.

2. Determining a Student's Gender Identity: The compliance officer shall accept the student's assertion ~~of his/her gender identity and begin to treat the student consistent with his/her gender identity unless district personnel present a credible and supportable basis for believing that the student's assertion is for an improper purpose.~~ ~~unless district personnel present a credible basis for believing that the student's assertion is for an improper purpose.~~ ~~In such a case, the compliance officer shall document the improper purpose and, within seven school~~

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~~days of receiving notification of the student's assertion, shall provide a written response to the student and, if appropriate, to his/her parents/guardians.~~

3. Addressing a Student's Transition Needs: The compliance officer shall arrange a meeting with the student and, if appropriate, his/her parents/guardians to identify **and develop strategies for ensuring that the student's access to education programs and activities is maintained.** ~~potential issues, including transition-related issues, and to develop strategies for addressing them.~~ The meeting shall discuss the transgender or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the compliance officer shall identify specific school site employee(s) to whom the student may report any problem related to his/her status as a transgender or gender- nonconforming individual, so that prompt action could be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the student's arrangements are meeting his/her educational needs and providing equal access to programs and activities, educate appropriate staff about the student's transition, and serve as a resource to the student to better protect the student from gender-based discrimination.
4. Accessibility to Sex-Segregated Facilities, Programs, and Activities: ~~E h r n~~The district ~~may~~ maintains sex-segregated facilities, such as restrooms and locker rooms, ~~and or offers~~ sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs, ~~—A students~~ shall be ~~entitled—permitted~~ to access facilities and participate in programs and activities consistent with his/her gender identity. **To address any student's privacy concerns in using sex-segregated facilities, if available and requested by any student, regardless of the underlying reason,** the district shall offer **available options to address privacy concerns in sex-segregated facilities,** such as a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, an area in the locker room separated by a curtain or screen, access to a staff member's office, or use of the locker room before or after the other students. However, the district shall not require a student to utilize these options because he/she is transgender or gender-nonconforming. In addition, a student shall be permitted to participate in accordance with his/her gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. A student's right to participate in a sex-segregated activity in accordance with his/her gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.
5. Student Records: A student's legal name or gender as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed ~~pursuant to a court order~~**with proper documentation.** However, at the written request of a student or, if appropriate, his/her parents/guardians, the district shall use the student's preferred name and pronouns consistent with his/her gender identity on all other district-related documents. **Such preferred name may be added to the student's record and official documents as permitted by law.**
6. Names and Pronouns: If a student so chooses, district personnel shall be required to address

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the student by a name and the pronouns consistent with his/her gender identity, without the necessity of a court order or a change to his/her official district record. However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns shall not constitute a violation of this administrative regulation or the accompanying district policy.

7. Uniforms/Dress Code: A student has the right to dress in a manner consistent with his/her gender identity, subject to any dress code adopted on a school site.

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HATE MOTIVATED BEHAVIOR

The Governing Board is committed to providing a safe learning environment that protects students from discrimination, harassment, intimidation, bullying, and other behavior motivated by a person's hostility towards another person's real or perceived ethnicity, national origin, immigrant status, sex, gender, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic. The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents if they occur.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. Such collaborative efforts shall focus on ensuring an efficient use of district and community resources, developing effective prevention strategies and response plans, providing assistance to students affected by hate-motivated behavior, and/or educating students who have perpetrated hate-motivated acts.

The district shall provide students with age-appropriate instruction that includes the development of social-emotional learning, promotes their understanding of and respect for human rights, diversity, and acceptance in a multicultural society, and provides strategies to manage conflicts constructively.

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

The Superintendent or designee shall ensure that the rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident are provided to students and parents/guardians.

The Superintendent or designee shall provide staff with training on recognizing and preventing hate-motivated behavior and on effectively enforcing rules for appropriate student conduct.

COMPLAINT PROCESS

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is strongly encouraged to report the incident to a teacher, the principal, or other staff member.

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the principal or the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, he/she shall also contact law enforcement.

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

LEGAL REFERENCE

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EDUCATION CODE

200-262.4 Prohibition of discrimination

32282 School safety plans

48900.3 Suspension for hate

48900.4 Suspension or expulsion for threats or harassment

PENAL CODE

422.55 Definition of hate crime

422.6 Crimes, harassment

CODE OF REGULATIONS, TITLE 5

4600-4670 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

100.3 Prohibition of discrimination on basis of race, color or national origin

104.7 Designation of responsible employee for Section 504

106.8 Designation of responsible employee for Title IX

110.25 Prohibition of discrimination based on age

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION

PUBLICATIONS

Bullying at School, 2003

CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California K-12 Schools in Responding to Immigration Issues, April 2018

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

Dear Colleague Letter: Harassment and Bullying, October 2010

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Dear Colleague Letter: Prohibited Disability Harassment, July 2000

WEB SITES

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

California Association of Human Relations Organizations: <http://www.cahro.org>

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

California Office of the Attorney General: <http://oag.ca.gov>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

U.S. Department of Justice: <http://www.justice.gov>

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: June 1, 2017

BOARD MEETING DATE: June 7, 2018

**PREPARED &
SUBMITTED BY:** Eric Dill, Superintendent

SUBJECT: SCHOOL START TIMES

EXECUTIVE SUMMARY

The district has a long tradition of providing flexible scheduling options to accommodate family needs and preferences.

Currently, our high schools start between 7:40 and 8:00. If the start times would change to 8:30 a.m. under our current bell schedule configurations, Torrey Pines and La Costa Canyon would end at 3:30 and the two academy schools would end at 3:50. Our middle schools would not be seriously affected as all currently start first period between 8:15 and 8:30, with end times currently between 2:45 and 3:05 p.m.

The district may consider moving start times later. Some members of the community have requested this change. There are many factors to consider. Extra-curricular activities such as performing arts and athletics would experience the greatest impact as all after-school events would be required to start later. Coordinating inter-scholastic competitions with schools in our CIF conference that may end their day earlier would become more challenging or result in students missing class time to travel to away games which may start earlier at other schools. Other considerations are parent work schedules, school supervision, and transportation service shared with middle schools.

If the board is interested in moving start times later, staff would recommend surveying parents, students, and teachers on start time preferences so that all opinions are taken into consideration before making a voluntary change to later high school start times.

The Board previously considered a resolution to support Senate Bill 328 (Portantino) which would require all middle and high schools in the state to begin first period no earlier than 8:30 a.m. The resolution failed.

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The bill passed on a party-line vote in the California Senate, but failed in the Assembly in September 2017. No action has been taken since then, but there is a motion in the Assembly to reconsider scheduled for June 5, 2018. If passed by the Assembly, the bill would head to the conference committee (due to a floor amendment) for a final vote by both houses, and finally to the Governor.

If the bill is signed into law by the Governor in its current form, districts would have until July 1, 2020 to transition to the 8:30 start time. Zero periods are excluded from the mandatory start time, but a full school day would begin no earlier than 8:30. Administration would begin working on a transition plan which would include an option to move to the later start time.

The Assembly Senate Committee on Education offered this analysis of the bill:

Arguments in support. Supporters cite research showing (1) the negative effects of sleep deprivation among adolescents and (2) that start times of 8:30 a.m. or later reverses those effects. They assert that adolescent sleep deprivation "is a public health issue that deserves a serious immediate response," and that starting school later is a "simple and obvious fix." Supporters also argue that adolescents' brains are "hard wired" to not sleep before 11:00 p.m., so simply going to bed earlier is not a solution. Finally, they argue that schools benefit from later start times, because experience has shown that the later time results in increased attendance (which increases revenue), reduced tardiness, improved academic performance, and a lower incidence of behavioral problems.

Arguments in opposition. Opponents argue that the bill "does not consider the impact it creates on various levels from parent drop off times and their work hours; feasible hours for extra-curricular activities, physical education, and athletic programs; and school transportation hours that are coordinated with other local school campuses and city ordinances."

RECOMMENDATION:

It is recommended that the Board discuss middle and high school start times and provide direction to staff based on the Board's consensus.

FUNDING SOURCE:

Not applicable.