



Union High School District

**BOARD OF TRUSTEES
REGULAR BOARD MEETING**

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

Interim Superintendent
Larry Perondi

**THURSDAY, JULY 26, 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, JULY 26, 2018
6:30 PM**

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

PRELIMINARY FUNCTIONS (ITEMS 1 – 6)

- 1. CALL TO ORDER 6:00 PM
 - A. PUBLIC COMMENTS REGARDING CLOSED SESSION ITEMS (2A)
- 2. **CLOSED SESSION** **6:01 PM**
 - A. STUDENT DISCIPLINE / EXPULSIONS/SUSPENDED EXPULSIONS/READMITS
To consider and/or deliberate on student discipline matters. (4 Cases: #2018-084SD, #2018-085SD, #2018-092SD, #2018-094SD)
 - B. ANTICIPATED LITIGATION
To conference with legal counsel to discuss significant exposure to litigation, pursuant to Government Code section 54956.9 (d)(4). (1 potential case; Pursuant to Government Code section 54956.9 (g) the title of or otherwise specifically identifying the litigation to be discussed would jeopardize the agency’s ability to effectuate service of process upon one or more unserved parties, or that to do so would jeopardize its ability to conclude existing settlement negotiations to its advantage.)

REGULAR MEETING / OPEN SESSION 6:30 PM

- 3. RECONVENE REGULAR BOARD MEETING / CALL TO ORDER BOARD PRESIDENT
 - A. WELCOME / MEETING PROTOCOL REMARKS
 - B. PLEDGE OF ALLEGIANCE
- 4. REPORT OUT OF CLOSED SESSION
- 5. APPROVAL OF AGENDA
Motion by _____, second by _____, to approve the agenda of July 26, 2018, Regular Board Meeting of the San Dieguito Union High School District, as presented.
- 6. APPROVAL OF MINUTES (3) / JUNE 21, 2018 REGULAR MEETING, & JUNE 22 & JULY 16, 2018 SPECIAL MEETINGS
Motion by _____, second by _____, to approve the minutes of the June 21, 2018 Regular Meeting, and June 22, and July 16, 2018 Special Meetings, 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 LARRY PERONDI, INTERIM SUPERINTENDENT
- 9. SCHOOL/DEPARTMENT UPDATE..... 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 trip requests, as shown in the attached supplements.

12. HUMAN RESOURCES**A. PERSONNEL REPORTS**

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

1. Certificated and/or Classified Personnel Reports, as shown in the attached supplements.

B. APPROVAL/RATIFICATION OF AGREEMENTS

(None Submitted)

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

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

1. Houghton Mifflin Harcourt Publishing Company, Inc., to provide training and support services of the READ 180 Universal California Program, during the period July 28, 2018 through August 15, 2019, in an amount not to exceed \$166,017.10, to be expended from the General Fund/Unrestricted 01-00.
2. Library Video Company, dba SAFARI Montage, to provide SAFARI Montage digital video and content distribution and licensing, during the period July 1, 2018 through June 30, 2019, in an amount not to exceed \$27,661.38, to be expended from the General Fund/Unrestricted 01-00.

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 Larry Perondi to execute the agreements:

1. The Regents of the University of California, for the lease of facilities at the University of California, San Diego, for the Torrey Pines High School Men's Water Polo tryouts, practices and games, during the period July 27, 2018 through November 30, 2018, in an amount not to exceed \$16,787.50, to be expended from the General Fund/Unrestricted 01-00.
2. Magdalena Ecke Family YMCA, for lease of facilities for La Costa Canyon High School Boys & Girls Water Polo and Boys & Girls Swim Team programs, during the period August 1, 2018 through June 15, 2019, in an amount not to exceed \$31,798.48, to be expended from the General Fund/Unrestricted 01-00.

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

SPECIAL EDUCATION

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

Approve entering into the following non-public school / non-public agency master contracts (NPS/NPAs), independent contractor agreements (ICAs), and or memorandums of understanding (MOUs), and authorize Douglas B. Gilbert, Tina Douglas or Larry Perondi to execute all pertinent documents:

1. Aces Academy (NPS), to provide an alternative education model for non-diploma bound students with moderate to severe Autism and/or intellectual disabilities, during the period July 1, 2018 through June 30, 2019, at the NCCSE approved rates shown on the attachment, to be expended from the General Fund/Restricted 01-00.
2. Banyan Tree Learning Center (NPA), to provide an alternative education model for both diploma bound and non-diploma bound students, during the period July 1, 2018 through June 30, 2019, at the NCCSE approved rates shown on the attachment, to be expended from the General Fund/Restricted 01-00.
3. The Institute of Effective Education (NPS), to provide an alternative education model for non-diploma bound students with moderate to severe autism and/or intellectual disabilities, during the period July 1, 2018 through June 30, 2019, at the NCCSE approved rates shown on the attachment, to be expended from the General Fund/Restricted 01-00.
4. San Diego Center for Children (NPS/RTC), to provide twenty-four-hour residential treatment and an alternative education model for diploma bound students with high functioning autism and/or social, emotional, mental health issues, during the period July 1, 2018 through June 30, 2019, at the NCCSE approved rates shown on the attachment, to be expended from the General Fund/Restricted 01-00.
5. Sierra Academy (NPS), to provide an alternative education model for non-diploma bound students with moderate to severe Autism and/or intellectual disabilities, during the period July 1, 2018 through June 30, 2019, at the NCCSE approved rates shown on the attachment, to be expended from the General Fund/Restricted 01-00.
6. Springall Academy (NPS), to provide an alternative education model for non-diploma bound students with moderate to severe autism and/or intellectual disabilities, during the period July 1, 2018 through June 30, 2019, at the NCCSE approved rates shown on the attachment, to be expended from the General Fund/Restricted 01-00.
7. Stein Education Center (NPS), to provide an alternative education model for non-diploma bound students with moderate to severe autism and/or intellectual disabilities, during the period July 1, 2018 through June 30, 2019, at the NCCSE approved rates shown on the attachment, to be expended from the General Fund/Restricted 01-00.
8. TERI, Inc. (NPS), to provide an alternative education model for non-diploma bound students with moderate to severe autism and/or intellectual disabilities, during the period July 1, 2018 through June 30, 2019, at the NCCSE approved rates shown on the attachment, to be expended from the General Fund/Restricted 01-00.

9. Verbal Behavior Associates (NPA), to provide services as an Independent Educational Evaluator for speech assessments, during the period July 1, 2018 through June 30, 2019, at the NCCSE approved rates shown on the attachment, 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. 2018-095PS, for special education related services, from July 1, 2018 through June 30, 2020, in the amount of \$62,871.89.
2. Student Case No. 2018-058PS, amendment agreement for special education related services, due to a program change, decreasing the amount by \$35,214.81 for a new total of \$137,385.19.
3. Student Case No. 2018-089PS, amendment to agreement for special education related services to include cost of courses, increasing the amount by \$52,440.00 for a new total of \$162,690.00.

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 Larry Perondi to execute the agreements:

1. The New York Times, to provide an academic site license for select access to The New York Times archives, during the period August 27, 2018 through August 26, 2019, at no cost to the District.
2. Rancho Santa Fe Security Systems, Inc. to provide alarm monitoring, maintenance and emergency response throughout the District, during the period July 1, 2018 through June 30, 2019, until terminated by either party with thirty (30) day written prior notice, in an amount not to exceed \$40,000.00, to be expended from the General Fund/Unrestricted 01-00.
3. Rancho Santa Fe Security Systems, Inc. to provide district wide alarm minor repairs, during the period of July 1, 2018 until terminated by either party with thirty (30) day written prior notice, at the rate of \$78.00 per hour plus parts, to be expended from the General Fund/Unrestricted 01-00.
4. Roesling Nakamura Terada Architects, Inc. to provide small project miscellaneous architectural, engineering and construction administration services for maintenance projects as assigned, during the period July 1, 2018 through June 30, 2019, for an amount not to exceed \$45,000.00, to be expended from the fund to which the project is charged.

B. APPROVAL/RATIFICATION OF AMENDMENT TO AGREEMENTS

Approve/ratify amending the following agreements and authorize Douglas B. Gilbert, Tina Douglas or Larry Perondi to execute the agreements:

1. Cable Pipe and Leak Detection, Inc., increasing the annual amount by \$2,000.00 for a new annual total not to exceed \$3,000.00, to be expended from the General Fund/Unrestricted 01-00.
2. Varsity Brands Holding Company, Inc., dba BSN Sports, LLC., increasing the annual amount by \$3,000.00 for a new annual total not to exceed \$18,000.00, to be expended from the General Fund/Unrestricted 01-00.
3. D.O.S. Pizza, Inc., and So Cal Dominoids, Inc., dba Domino's Pizza, for Pizza Supplies, B2017-02, amending the contract to extend the term for one additional year from July 15, 2018 through July 14, 2019 and to increase the price of product, by 3.33%, as allowed by the terms of the contract, with no other changes to the contract, to be expended from the Cafeteria Fund 13-00.
4. Gold Star Foods, Inc., for grocery supplies, B2017-18, extending the contract for a one-year period from July 1, 2018 through June 30, 2019, and to increase the price of product by 2.16%, as allowed by the terms of the contract, with no other changes to the contract, to be expended from the Cafeteria Fund 13-00.

C. ADOPTION OF RESOLUTIONS AND AUTHORIZED SIGNATURES/REPRESENTATIVES

Adopt the following resolutions and approve authorized signatures/representatives, as shown in the attached supplements:

1. RESOLUTION DESIGNATING AUTHORIZED REPRESENTATIVES TO SAN DIEGO COUNTY SCHOOLS RISK MANAGEMENT JOINT POWERS AUTHORITY
Designate Tina Douglas, Associate Superintendent of Business Services as the authorized representative and Cindy Frazee, Associate Superintendent of Human Resources as alternate representative of San Diego Schools Risk Management Joint Powers Authority, effective July 1, 2018.
2. RESOLUTION DESIGNATING AUTHORIZED REPRESENTATIVES TO SAN DIEGO COUNTY SCHOOLS FRINGE BENEFITS CONSORTIUM
Designate Cindy Frazee, Associate Superintendent of Human Resources as the authorized representative and Tina Douglas, Associate Superintendent of Business Services as alternate representative of San Diego Schools Fringe Benefits Consortium, effective July 1, 2018.

D. ADOPTION OF RESOLUTION AUTHORIZING SALE OR DISPOSAL OF SURPLUS PERSONAL PROPERTY AND INSTRUCTIONAL MATERIALS

Adopt the attached resolution authorizing the administration to sell surplus property as needed during the course of the 2018-19 Fiscal Year.

E. 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**F. APPROVAL/RATIFICATION OF AGREEMENTS**

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

1. Trimark Associates, Inc., to provide data management services for the solar meters district wide, during the period June 1, 2018 through May 31, 2021, in an amount not to exceed \$8,496.00, to be expended from General Fund Unrestricted 01-00.
2. Lionakis, to provide architectural/engineering services for the Fume Hood Project at Earl Warren Middle School, during the period July 27, 2018 through completion, in an amount not to exceed \$21,655.00, to be expended from Capital Facilities Fund 25-19.

G. APPROVAL/RATIFICATION OF AMENDMENT TO AGREEMENTS

Approve/ratify amending the following agreements and authorize Douglas B. Gilbert, Tina Douglas or Larry Perondi to execute the agreements:

1. Bert's Trailers, to amend contract CA2017-38 for month-to-month rental on an office trailer as temporary grounds offices at Carmel Valley Middle School, extending the rental period through October 27, 2018, and increasing the amount by \$484.88 for a new total of \$5,237.74, to be expended from Capital Facilities Fund 25-18.
2. Mobile Modular Corporation, to amend contract CB2014-07 for lease of the relocatable building interim campus at San Dieguito High School Academy, increasing the amount by \$316,560.00 for a new total of \$867,971.64, and extending the term through June 30, 2020, to be expended from Building Fund Prop 39 – Fund 21-39.
3. Mobile Modular Corporation, to amend CA2017-22 for lease of the temporary administration office at Oak Crest Middle School, increasing the amount by \$16,511.00 for a new total of \$58,607.40, and extending the term through June 30, 2019, to be expended from Capital Facilities Fund 25-19, General Fund Unrestricted 01-00 and Risk Management Joint Powers Authority.
4. Facilities Maintenance Planning, LLC, to amend contract CA2017-10 to provide a predictive maintenance software program for forecasting long term facilities maintenance costs district wide, increasing the cost by \$70,588.00 for a new total of \$185,288.00, to be expended from Capital Facilities Fund 25-18.
5. Corovan Moving & Storage, to amend contract CA2018-37 to provide crews to move furniture and boxes at Oak Crest Middle School, increasing the cost by \$4,211.20, for a new total of \$13,563.79, to be expended from Building Fund Prop 39 – Fund 21-39.
6. Corovan Moving & Storage, to amend contract CA2018-38 to provide crews to move furniture and boxes and Diegueno Middle School, increasing the amount by \$3,402.20 for a new total of \$12,754.79, to be expended from Building Fund Prop 39 – Fund 21-39.

H. APPROVAL OF CHANGE ORDERS

Approve Change Orders to the following projects, and authorize Douglas B. Gilbert, Tina Douglas or Larry Perondi to execute the change orders:

1. Whillock Contracting, Inc., to amend contract CB2017-10 for Bid Package #1 Civil Trades, Carmel Valley Middle School Music Classroom Building & Site Improvements Project, increasing the amount by \$33,540.00 for a new total of \$444,647.00, to be expended from Building Fund Prop 39 – Fund 21-39 and Other Building Fund 21-09.
2. SWCS, Inc., to amend Combination Bid Package #2 Concrete & Rough Carpentry, Carmel Valley Middle School Music Classroom Building and Site Improvements Project CB2017-10, increasing the amount by \$74,863.00 for a new total of \$1,026,432.00, to be expended from Building Fund Prop 39 – Fund 21-39 and Other Building Fund 21-09.

I. ACCEPTANCE OF CONSTRUCTION PROJECTS

(None Submitted)

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

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

- Roll Call:
Joyce Dalessandro
Beth Hergesheimer
Amy Herman
Maureen “Mo” Muir
John Salazar

DISCUSSION / ACTION ITEMS.....(ITEM 16 - 23)

16. APPROVAL OF SINGLE PLANS FOR STUDENT ACHIEVEMENT (SPSA)

Motion by _____, second by _____, to approve the individual school site SPSA documents, for the period July, 2018 through June, 2019, as shown in the attached supplements.

17. ADOPTION OF 2018-2019 CONSOLIDATED APPLICATION, PART I

Motion by _____, second by _____, to adopt the 2018-2019 Consolidated Application, Part 1, as shown in the attached supplement.

18. ADOPTION OF RESOLUTION ESTABLISHING SPECIAL TAXES FOR 2018-19 FISCAL YEAR

Motion by _____, second by _____, to adopt to adopt the attached resolutions establishing Special Taxes within Community Facilities District No.’s 94-2, 94-3, 95-2, 99-1, 99-2, 99-3 and 03-1, which increases the Alternate Prepayment Tax for single family, multi-family units, and commercial buildings per Lee Saylor Cost of Construction Index or Engineering News-Record Building Cost Index.

- Roll Call

19. ADOPTION OF RESOLUTION LEVYING SPECIAL TAXES FOR 2018-19 FISCAL YEAR

Motion by _____, second by _____, to adopt the attached resolutions levying Special Taxes within Community Facilities District No.’s 94-1, 94-2, 94-3, 95-1, 95-2, 99-1, 99-2, 99-3, and 03-1, and authorize the Auditor of San Diego County to levy taxes on all non-exempt property within each Community Facilities District.

- Roll Call

20. APPOINTMENT OF PERSONNEL COMMISSIONER

Motion by _____, second by _____, to appoint Dr. Justin Cunningham to serve as the Board appointed Commissioner for the San Dieguito Union High School District Personnel Commission, effective July 27, 2018, for the remainder of the three year term to end on December 1, 2020.

21. APPROVAL OF JOB TITLE CHANGES, REALLOCATION OF CLASSIFICATION RANGE & REVISIONS TO BP #4231 APPENDIX A,” SALARY RANGE DEFINITIONS/JOB CLASSIFICATIONS”

Moved by _____, second by _____ to approve the job title changes, reallocation of classification range and revisions to BP #4231 Appendix A, “Salary Range Definitions/Job Classifications”, recommended by the Personnel Commission, as shown in the attached supplements and as follows:

- A. JOB PLACEMENT ASSISTANT (RANGE 35) TO VOCATIONAL DEVELOPER (RANGE 37)
- B. HUMAN RESOURCES BENEFITS ANALYST TO WORKERS COMPENSATION, BENEFITS & HRIS SPECIALIST (NO CHANGE IN RANGE)
- C. PLUMBER/IRRIGATION SPECIALIST TO PLUMBER (NO CHANGE IN RANGE)

22. SAFETY UPDATE / AMENDMENT TO AGREEMENT / ADOPTION OF PROPOSED REVISED BOARD POLICIES (3) / REVIEW OF NEW/REVISED BOARD POLICIES (3) / BUSINESS SERVICES

- A. SAFETY UPDATE
- B. APPROVAL OF AMENDMENT TO AGREEMENT

Motion by _____, second by _____, to approve the amendment to the following agreement and authorize Douglas B. Gilbert, Tina Douglas or Larry Perondi to execute the agreement:

1. SVA Architects, to amend contract A2013-166 for architectural/engineering services at San Dieguito High School Academy, increasing the amount by \$2,000.00 for a new total of \$3,516,570.00, to be expended from building Fund Prop 39 – Fund 21-39.

C. ADOPTION OF PROPOSED REVISED BOARD POLICIES (3) / BUSINESS SERVICES

Motion by _____, second by _____, to adopt the proposed revised Board Policies (3), as shown in the attached supplements and below:

1. BP 0450, COMPREHENSIVE SAFETY PLAN (REVISED)
2. BP 3515, CAMPUS SECURITY (REVISED)
3. BP 3515.2, DISRUPTIONS (REVISED)

D. REVIEW OF PROPOSED NEW/REVISED BOARD POLICIES (3) / BUSINESS SERVICES

1. BP 3515.7, FIREARMS ON SCHOOL GROUNDS (NEW)
2. BP 3516, EMERGENCIES AND DISASTER PREPAREDNESS PLAN (NEW)
3. BP 4157, EMPLOYEE SAFETY (REVISED)

This item is being submitted for 1st read and will be resubmitted for action on August 16, 2018.

E. AUTHORIZATION OF THE CREATION OF A SCHOOL DISTRICT SAFETY & WELLNESS ADVISORY COMMITTEE

Motion by _____, second by _____, to authorize the creation of a School District Safety & Wellness Advisory Committee comprised of two Board Members, parents, students, teachers, administrators and other stakeholders to seek input, establish priorities, align resources, and strengthen the district Safe Schools Plans, and appoint Board Members _____ and _____, to serve as representatives to this committee.

23. 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.

INFORMATION ITEMS..... (ITEMS 24 - 34)

24. UNIFORM COMPLAINT QUARTERLY REPORT, 4TH QUARTER, 2017-18 (APRIL - JUNE)

This item is being submitted as information only for the 4th Quarter, 2017-18 (April – June).

25. PROPOSED DELETED / REVISED BOARD POLICIES (3)

- A. BP 1112.4, DISTRICT AND SCHOOL WEBSITES (DELETE)
- B. BP 1113, DISTRICT AND SCHOOL WEBSITES (REVISED)
- C. BP 1325, ADVERTISING AND PROMOTION (REVISED)

This item is being submitted for 1st read and will be resubmitted for action on August 16, 2018.

26. UPDATE ON GOVERNOR'S ADOPTED BUDGET

This item is being submitted as information only.

27. BUSINESS SERVICES UPDATE.....TINA DOUGLAS, ASSOCIATE SUPERINTENDENT

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

29. HUMAN RESOURCES UPDATE NONE SCHEDULED

30. ADMINISTRATIVE SERVICES UPDATE NONE SCHEDULED

31. FUTURE AGENDA ITEMS

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

- A. STUDENT DISCIPLINE / EXPULSIONS/SUSPENDED EXPULSIONS/READMITS

To consider and/or deliberate on student discipline matters. (4 Cases: #2018-084SD, #2018-085SD, #2018-092SD, #2018-094SD)

B. ANTICIPATED LITIGATION

To conference with legal counsel to discuss significant exposure to litigation, pursuant to Government Code section 54956.9 (d)(4). (1 potential case; Pursuant to Government Code section 54956.9 (g) the title of or otherwise specifically identifying the litigation to be discussed would jeopardize the agency's ability to effectuate service of process upon one or more unserved parties, or that to do so would jeopardize its ability to conclude existing settlement negotiations to its advantage.)

33. REPORT FROM CLOSED SESSION (AS NECESSARY)

34. ADJOURNMENT

The next regularly scheduled Board Meeting is scheduled on [Thursday, August 16, 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.

ITEM 6

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

JUNE 21, 2018

THURSDAY, JUNE 21, 2018
6:30 PM

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

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

1. CALL TO ORDER..... 6:00 PM

President Hergesheimer called the meeting to order at 6:00 p.m.

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

Rita Macdonald asked questions about Interim Superintendent Perondi's temporary employment agreement regarding the term, the meaning of satisfactory, the matrix used to measure the satisfactory performance, and the daily rate.

2. CLOSED SESSION 6:01 PM

Board Members convened to Closed Session at 6:01 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.*

- Superintendent Search

B. CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION

To conference with legal counsel to discuss initiation of litigation, pursuant to Government Code section 54956.9 (d)(4): (1 potential case).

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..... 6:32 PM

ATTENDANCE

BOARD OF TRUSTEES

Joyce Dalessandro
Beth Hergesheimer
Amy Herman
Maureen "Mo" Muir
John Salazar (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
Delores Perley, Chief Financial Officer
Joann Schultz, Executive Assistant to the Superintendent / Recording Secretary

3. RECONVENE REGULAR MEETING / CALL TO ORDER

A. WELCOME / MEETING PROTOCOL REMARKS

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. PLEDGE OF ALLEGIANCE

President Hergesheimer led the Pledge of Allegiance.

4. REPORT OUT OF CLOSED SESSION / ACTION

There was nothing to report.

5. APPROVAL OF AGENDA

Motion by Ms. Dalessandro, seconded by Ms. Muir, to approve the agenda of June 21, 2018, Regular Board meeting of the San Dieguito Union High School District, as presented, except for Items #15A3, Agreements / Fagan Friedman & Fulfroost LLP, #15F, Business Reports, were pulled from the Consent Agenda. BOARD Ayes: Dalessandro, Hergesheimer, Herman, Muir; Noes: None; Abstain: None; Absent: Salazar.

Motion unanimously carried.

6. APPROVAL OF MINUTES (2) / JUNE 7, 2018 REGULAR & SPECIAL MEETINGS

Motion by Ms. Herman, seconded by Ms. Dalessandro, to approve the minutes (2) of the June 7, 2018 Regular & Special Meetings, as presented. Ayes: Dalessandro, Hergesheimer, Herman, Muir; Noes: None; Abstain: None; Absent: Salazar.

Motion unanimously carried.

NON-ACTION ITEMS(ITEMS 7 - 10)

7. STUDENT UPDATES.....NONE DURING SUMMER BREAK

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

A. BOARD OF TRUSTEES

The Board members attended district promotion/graduation ceremonies except for Mr. Salazar, and all attended the Special Board meeting held on June 13, 2018.

Ms. Muir attended the Encinitas Math 24 competition, Diegueno MS (DNO) & La Costa Canyon HS (LCC) promotion/graduation ceremonies, met with site search firms, wants the new superintendent to put children first, reported on her son's accomplishments, and met with Tina Douglas regarding safety.

Ms. Herman attended the San Dieguito Alliance for Drug Free Youth luncheon, the Adult Transition Program (ATP) Exit ceremony, the Earl Warren MS (EWMS) & Canyon Crest Academy (CCA) promotion/graduation ceremonies, the district office potluck, and thanked Superintendent Dill for his integrity and service to the district.

Ms. Dalessandro participated in AP physics portfolio presentations at San Dieguito Academy (SDA), attended the ATP Exit ceremony, San Dieguito Alliance for Drug free Youth luncheon, attended the Sunset HS (SS), Pacific Trails MS (PTMS) & SDA promotion/graduation ceremonies, the MAEGA awards ceremony, the Encinitas City School District Liaison Committee meeting, and the end of the year district office potluck.

Ms. Hergesheimer attended the Salute to Education ceremony, Carmel Valley MS (CVMS) & Torrey Pines HS (TP) promotion/graduation ceremonies, the Encinitas City School District Liaison meeting, and the district office potluck.

B. SUPERINTENDENT’S REPORTS, BRIEFINGS, LEGISLATIVE UPDATES..... ERIC DILL, SUPERINTENDENT
Mr. Dill acknowledged former Board Member Deanna Rich who was in the audience and thanked her for her service and support of the district, thanked the Board for their support, the Associate Superintendents for their work for the district, and assistants Cindy Skeber and Jo Schultz for supporting him during his almost 17 years with the district.

9. FOUNDATION UPDATESFOUNDATION EXECUTIVE DIRECTORS

San Dieguito Academy Foundation Executive Director, Leslie Saldana gave an update on the efforts and effects on the students they support, including the strong collaboration between the students, parents and school; reported on three major areas, 1) what was outstanding this year?: time, talent, treasure, the annual gala; support of booster group; 2) what was different this year?; a new administrative team, foundation board leadership next year; 3) what was impactful this year?; examples included on-campus writing lab serving over 400 students, counseling & career support, and career fair, visual & performing arts equipment, and material & supplies, SDA athletics, parent forums, senior scholarships, and grad night. Ms. Saldana acknowledged Ms. Dalessandro’s attendance at the graduation ceremony.

Torrey Pines High School Foundation Outgoing President, Shelley Stevenson gave an update on the foundation support provided to students including the CTE pathways, and the purchase of 3-D printers; What would TPHS look like without the Foundation? for athletics, performing arts, academic clubs, coaches, refs, athletic trainers, TP Education Fund, equipment, campus beautification; What would TPHS look like without funding for: technology upgrades, carts, Chromebooks, classroom support, challenge days, PALS, teacher mini grants, mentor program, counseling department, AVID. She reported that the Foundation provides support for campus connectedness, parent coffees, a new app, parent volunteers, and staff appreciation. She thanked Founding Foundation Board Member Joyce Dalessandro for her support. Ms. Stevenson introduced Zephyr Fletcher as the new Executive Director. *(A presentation is available in the Superintendent’s Office upon request).*

Canyon Crest Academy Foundation President, Kristy Laliotis gave an update on the foundation support provided to CCA students including funding from individual donors which included athletics, tournaments, uniforms, transportation, supplies; Envision sound equipment, conferences, clay, art supplies and guest artists; new lunch tables, and extra walkie-talkies; general and STEM funding was provided for the English and math departments, world language, PE, social studies and science, Chromebooks, and the college & career center. Funding provided for the graduation ceremony included police officers, chairs, the stage, golf cart rentals, speakers, diplomas & covers, programs, security, on-call ambulance, and honor cords as well as funding for grad night. Ms. Laliotis thanked their donors for their support. *(A presentation is available in the Superintendent’s Office upon request)*

10. PUBLIC COMMENTS

Former SDUHSD Board Member Deanna Rich wished Superintendent Eric Dill well in his new job, commented on the low funding for SDUHSD, thanked Joyce Dalessandro for founding the TPHS Foundation, the parents and the foundations for their support, and is supporting exceptional school Board Member Joyce Dalessandro; Lucienne McCauley made comments about Board Members Dalessandro, Hergesheimer and Herman, their years of attendance at district and school events, thanked them for their time in preparation for board meetings, stated that they do not rubber-stamp board items, and thanked them for their dedication to serve the students, parents and employees, and for keeping this district one of the best in the state; Caroline Brown, Solana Beach School District, commented on their appreciation of the use of the temporary campus at Earl Warren MS while they rebuilt Skyline Elementary, thanked Eric Dill, John Addleman, and Joel Van Hooser for their support, and mentioned the Golden Watchdog Award that was received by both districts; Andrew Johnson, with the American Cancer Society requested support of the Relay of Life and the use of the Oak Crest MS field in July; Wendy Gumb commented on the funding received from foundations, her public records requests, the discrepancies and accounting of foundation donations

ITEM 6

to district, will continue to ask questions, and requested that the Board hire a qualified superintendent that follows the policies, and state and federal laws; Rita Macdonald thanked Mo Muir for her comments on school security, thanked Wendy Gumb for shedding a light, commented on the union reimbursement of president’s salary, and that there is no process for expulsions; Lea Wolf thanked the Board and Rick Ayala for responding to her questions, and had questions about the process for expulsion of students; Tim Staycer wished Eric Dill well and requested judicious and expediency in the selection of the new superintendent; Stephan Lukashev commented on his involvement in a incident, offered his assistance and shared information about 24-Hour swim challenge; Alexei Lukashev commented on the County Board decision that directed the district to reinstate his son, that his son completed all the conditions for readmission, that the district refuses to talk to them, and asked the Board to set an example of integrity for the students; Karla Quintero made comments interpreted by Curtis Davis, about her son and his conduct, the consequences, and requested a more just solution; Edgar Quijano commented on his accomplishments which include community service, is attending counseling learning about his behavior; Curtis Davis, commented on his clients cases with Lukashev and Quintero, the Lukashev expulsion administered by the district, that the County Office reversed the decision and the expulsion be expunged, that the district has not reinstated him, referenced an article regarding district counsel Art Palkowitz, and the process for expulsions.

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

*Items #15A3 & #15F, were pulled from the Consent Agenda, as shown above under Item #5, Approval of Agenda.

Motion by Ms. Herman, seconded by Ms. Muir, to approve Consent Agenda Items #11-15, except for Items # 15A3 & #15F, as presented. Ayes: Dalessandro, Hergesheimer, Herman, Muir; Noes: None; Abstain: None; Absent: Salazar.

Motion unanimously carried.

Ms. Dalessandro recused herself from voting on Item #15A3 due to a conflict of interest.

ITEM #15A3 - Motion by Ms. Herman, seconded by Ms. Muir, to approve Consent Agenda Item #15A3, as presented. Ayes: Hergesheimer, Herman, Muir; Noes: None; Abstain: Dalessandro; Absent: Salazar.

Motion unanimously carried.

ITEM #15F – PUBLIC COMMENTS: Rita Macdonald asked why expenses are paid to MFCU, 14412417 dated 06/01/18, for building materials, custodian materials, grounds materials, material & supplies, non-capitalized equipment, other transport supplies, refreshments, and rents & leases.

ITEM #15F - Motion by Ms. Dalessandro, seconded by Ms. Herman, to approve Consent Agenda Item #15F, as presented. Ayes: Dalessandro, Hergesheimer, Herman, Muir; Noes: None; Abstain: None; Absent: Salazar.

Motion unanimously carried.

11. SUPERINTENDENT

A. GIFTS AND DONATIONS

Accept the gifts and donations, as presented.

B. FIELD TRIP REQUESTS

Accept the field trips, as presented.

12. HUMAN RESOURCES

A. PERSONNEL REPORTS

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

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

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

13. EDUCATIONAL SERVICES

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

14. ADMINISTRATIVE SERVICES

- A. APPROVAL/RATIFICATION OF AGREEMENTS
Approve/ratify entering into the following agreements and authorize Douglas B. Gilbert, Tina Douglas or Eric R. Dill to execute the agreements:
 - 1. AVID Center, to provide AVID Secondary Membership, licenses, and an AVID Weekly subscription, in order to close the achievement gap and prepare district students for college and success in a global society, during the period July 1, 2018 through June 30, 2019, in the amount of \$27,302.00, to be expended from the General Fund/Unrestricted 01-00.
- B. APPROVAL/RATIFICATION OF AMENDMENT TO AGREEMENTS
(None Submitted)

SPECIAL EDUCATION

- C. APPROVAL/RATIFICATION OF NON-PUBLIC SCHOOL / NON-PUBLIC AGENCY CONTRACTS, INDEPENDENT CONTRACTOR AGREEMENTS, AND/OR MEMORANDUMS OF UNDERSTANDING
Approve entering into the following non-public school / non-public agency master contracts (NPS/NPAs), independent contractor agreements (ICAs), and or memorandums of understanding (MOUs), and authorize Douglas B. Gilbert, Tina Douglas or Eric R. Dill to execute all pertinent documents:
 - 1. Community Transition Academy (NPS), non-public school that provides an alternative education model for non-diploma bound students with moderate to severe autism and/or intellectual disabilities, during the period June 1, 2018 through June 30, 2018, at the daily rate of \$282.00, to be expended from the General Fund/Restricted 01-00.
- D. APPROVAL/RATIFICATION OF AMENDMENT TO AGREEMENTS
Approve/ratify amending the following agreements and authorize Douglas B. Gilbert, Tina Douglas, or Eric R. Dill to execute the agreements:
 - 1. Amanda J. Gretsches, Inc., amending the contract to increase the rates, as shown on the attachment, beginning July 1, 2018, with no other changes to the contract.
- 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. 2018-089PS, for special education related services from May 29, 2018 through December 19, 2020, in the amount of \$110,250.00.
 - 2. Student Case No. 2018-090PS, for special education related services from June 8, 2018 through June 30, 2020, in the amount of \$135,000.00.
 - 3. Student Case No. 2018-091PS, for special education related services from June 11, 2018 through June 30, 2019, in the amount of \$3,500.00.

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. Adrian Del Castillo, dba Southcoast Mobil Wash, to provide school bus paint refurbishment services, during the period July 1, 2018 through June 30, 2019, in an amount not to exceed \$16,000.00, to be expended from the General Fund/Unrestricted 01-00.
2. Digital Network Group, Inc., to provide preventative maintenance, repair, and technical support service on audio visual systems and video teleconferencing systems district wide, during the period July 1, 2018 through June 30, 2019, in an amount not to exceed \$12,000.00 per year, to be expended from the fund to which the project is charged.

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

3. Fagen Friedman & Fulfroost LLP, to provide legal services, during the period July 1, 2018 through June 30, 2019 or until terminated by the District at any time or by Fagen Friedman & Fulfroost LLP with ten (10) day written notice, at the rates shown on the attachment, to be expended from the General Fund/Unrestricted 01-00.

B. APPROVAL/RATIFICATION OF AMENDMENT TO AGREEMENTS

1. Mission Linen Supply, amending the contract for shop towel service for Torrey Pines High School, extending the contract period from July 1, 2018 through June 30, 2019 and then automatically renewing for additional one year periods unless terminated with 30-day advance written notice, in an amount not to exceed \$2,000.00 per year, to be expended from the General Fund/Unrestricted 01-00.

C. AWARD/RATIFICATION OF CONTRACTS

1. Gold Star Foods, Inc., for Grocery Supplies, Refrigerated and Frozen B2019-01, during the period July 1, 2018 through June 30, 2019, at the unit prices listed on the attachment, to be expended from the Cafeteria Fund 13-00.
2. The Regents of the University of California, San Diego, to provide Athletic Trainer Services B2018-06, during the period July 1, 2018 through June 30, 2019, with the option of up to four (4) renewal years, at the rates listed on the attachment, to be expended from the General Fund/Unrestricted 01-00.

D. APPROVAL OF CHANGE ORDERS

Authorize and/or approve the following:

1. Authorize the Superintendent of Schools or designee to direct the administration to advertise for any necessary bids, during the period July 1, 2018 through June 30, 2019.
2. Authorize the Superintendent of Schools or designee to approve entering into all contracts/agreements, during the period June 23, 2018 through September 14, 2018, and that the contracts/agreements are presented to the Board of Trustees for ratification at the next regularly scheduled meeting.

E. ACCEPTANCE OF CONSTRUCTION PROJECTS

(None Submitted)

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

F. APPROVAL OF BUSINESS REPORTS

Approve the following business reports:

1. Purchase Orders
2. 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:

1. W. Wood & Associates Development, Inc., to provide Division of State Architect (DSA) certification services for various projects district wide, during the period July 1, 2018 through June 30, 2019, and renewing annually until terminated with 30-days advance notice, in an amount not to exceed \$25,000.00, plus reimbursable expenses, to be expended from Capital Facilities Fund 25-19.
2. The Hanover Insurance Company, to provide builder's risk insurance for the Oak Crest Middle School Administration Building Reconstruction Project, during the period June 18, 2018 through August 16, 2019, in an amount not to exceed \$9,584.00, to be expended from Building Fund Prop 39 – Fund 21-39, General Fund/Unrestricted 01-00 and Risk Management Joint Powers Authority.
3. The Hanover Insurance Company, to provide builder's risk insurance for the Diegueno Middle School New Classroom Building P and Modernization of Buildings B & G Project, during the period June 18, 2018 through August 16, 2019, in an amount not to exceed \$35,233.00, to be expended from Building Fund Prop 39 – Fund 21-39.

H. APPROVAL/RATIFICATION OF AMENDMENT TO AGREEMENTS

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

1. Digital Networks Group, LLC, to amend contract CB2018-17, to provide and install low voltage cabling in the 2nd classroom building at Pacific Trails Middle School, during the period April 20, 2018 through completion, increasing the amount by \$23,626.90 for a new total of \$95,081.05, to be expended from Mello-Roos Funds.
2. Bert's Trailer's, to amend contract CA2017-54, for month-to-month rental of an office trailer for use by the Facilities Planning & Construction staff, extending the rental period through June 30, 2019, and increasing the amount by \$2,443.80 for a new total of \$5,579.06, to be expended from General Fund/Unrestricted 01-00.
3. Bert's Trailer's, to amend contract CA2014-34, for month-to-month rental of an 8x20 office trailer, extending the rental period through June 30, 2019, and increasing the amount by \$2,108.00 for a new total of \$8,988.88, to be expended from the fund to which the project is charged.
4. SVA Architects, Inc., to amend contract A2013-166, for architectural/engineering services at San Dieguito High School Academy, increasing the amount by \$3,500.00 for a new total of \$3,514,570.00, to be expended from Building Fund Prop 39 – Fund 21-39.
5. Western Rim Constructors, Inc., to amend contract CB2017-10 for Bid Package #10 Landscape/Hardscape, Carmel Valley Middle School Music Classroom Building & Site Improvements Project, increasing the amount by \$24,540.67 for a new total of \$365,540.67, to be expended from Building Fund Prop 39 – Fund 21-39 and North City West School Facilities Financing Authority.

I. APPROVAL OF CHANGE ORDERS

Approve Change Orders to the following projects, and authorize Douglas B. Gilbert, Tina Douglas or Eric R. Dill to execute the change orders:

1. LVH Electric, Inc., dba LVH Entertainment Systems, Bid Package #6 Theatrical Equipment, Carmel Valley Middle School Music Classroom Building & Site Improvements Project CB2017-10, decreasing the amount by \$13,200.00 for a new total of \$215,800.00, and extending the contract date by 35 days, to be expended from Building Fund Prop 39 – Fund 21-39 and North City West School Facilities Financing Authority.
2. Brady SoCal, Inc., Combination Bid Package #4 General Construction and Bid Package #5 Finishes, Carmel Valley Middle School Music Classroom Building and Site Improvements Project CB2017-10, increasing the amount by \$3,972.00 for a new total of \$1,094,758.00, to be expended from Building Fund Prop 39 – Fund 21-39, Other Building Fund 21-09 and Carmel Valley Middle School PTSA.

J. ACCEPTANCE OF CONSTRUCTION PROJECTS

Accept the following construction project as complete, and authorize the administration to file Notices of Completion with the County Recorders' Office administration and release final retention:

1. Carmel Valley Middle School Music Classroom Building & Site Improvements Project CB2017-10, Bid Package #6 Theatrical Equipment, contract entered into with LVH Electric, Inc., dba LVH Entertainment Systems.

DISCUSSION / ACTION ITEMS(ITEM 16 - 27)

16. ADOPTION OF RESOLUTION / TAX & REVENUE ANTICIPATION NOTES (TRANS) FOR 2018-19

Motion by Ms. Dalessandro, seconded by Ms. Herman, to adopt the Resolution for Tax and Revenue Anticipation Notes (TRANS) for fiscal year 2018-19, as presented.

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

Motion unanimously carried.

17. ADOPTION OF 2017-2020 DISTRICT LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

PUBLIC COMMENTS: Rita Macdonald made comments about previously making a public records request to Tina Douglas regarding the LCAP goal #4, social & emotional collaborative group, the delay in response to the request, and that John Salazar had requested that Rita Macdonald be nominated to a parent advisory board and she was not appointed.

Motion by Ms. Dalessandro, seconded by Ms. Herman, to adopt the 2017-2020 District Local Control Accountability Plan (LCAP), as presented.

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

Motion unanimously carried.

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

PUBLIC COMMENTS: Rita Macdonald made comments regarding the deficit spending, suggested the teacher's contract be renegotiated, and lower class size.

Ms. Douglas and Ms. Perley gave a presentation on the proposed 2018-19 District Annual Budget / General Fund & Specials Funds.

The Board held a discussion.

Motion made by Ms. Muir, to amend the proposed 2018-19 District Annual Budget to include all safety items.

Motion failed to move forward with no second.

Motion by Ms. Herman, seconded by Ms. Dalessandro, to adopt proposed 2018-19 District Annual Budget / General Fund & Special Funds, as presented.

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

Motion unanimously carried.

19. ADOPTION OF RESOLUTION FOR DESIGNATION OF APPLICANT'S AGENT FOR NON-STATE AGENCIES / GOVERNOR'S OFFICE OF EMERGENCY SERVICES (OES)

Motion by Ms. Dalessandro, seconded by Ms. Herman, to adopt the resolution for Designation of Applicant's Agent for Non-State Agencies, effective for all open and future disasters up to three (3) years following the date of Board approval, as presented.

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

Motion unanimously carried.

20. SAFETY UPDATE / APPROVAL OF AGREEMENT / PREVIEW OF PERIMETER SECURITY FENCING PHASING; SAN DIEGUITO HS ACADEMY & TORREY PINES HS / PROPOSED REVISED BOARD POLICIES (3)

A. SAFETY UPDATE

Ms. Douglas provided an update on safety. She discussed the purchase of security cameras for TPHS shown below under item B. She shared the draft plans for perimeter security fencing around SDA and TPHS under item C. Phase one is to repair and/or replace existing fencing, in addition to the installation of fencing that does not require DSA approval. Phase two includes fencing that would require DSA approval. Phase three will include the remaining limited areas of public access to be addressed in 2019-20. This will be the most costly. She discussed the proposed revised board policies on safety under item D.

B. APPROVAL OF AGREEMENT

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

1. Vector Resources, Inc., to provide and install a turn-key security camera system for Torrey Pines High School, during the period July 1, 2018 through completion, in an amount not to exceed \$73,399.86, to be expended from Mello-Roos Funds and partial reimbursement from Torrey Pines HS Foundation.

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

Motion unanimously carried.

C. PREVIEW OF PERIMETER SECURITY FENCING PHASING PLAN / SAN DIEGUITO HS ACADEMY & TORREY PINES HS

Ms. Douglas gave an update on the security fencing phasing plan for San Dieguito HS Academy and Torrey Pines HS. This item was presented as information for Board review.

D. PROPOSED REVISED BOARD POLICIES (3) / BUSINESS SERVICES

1. BP 0450, COMPREHENSIVE SAFETY PLAN (REVISED)
2. BP 3515, CAMPUS SECURITY (REVISED)
3. BP 3515.2, DISRUPTIONS (REVISED)

This item was submitted for 1st read and will be resubmitted for action on July 26, 2018.

21. APPROVAL OF GUARANTEED MAXIMUM PRICE (GMP) / DIEGUENO MIDDLE SCHOOL NEW CLASSROOM BUILDING P AND MODERNIZATION OF BUILDINGS B & G

Motion by Ms. Dalessandro, seconded by Ms. Herman, to approve the Guaranteed Maximum Price for the Lease-Leaseback contract CB2018-08 entered into with Erickson Hall Construction Company for preconstruction services and construction of the new Classroom Building P and Modernization of Buildings B & G at Diegueno Middle School, at the final Guaranteed Maximum Price (GMP) for Phase 1 of the project of \$8,235,608.00, to be expended from Building Fund Prop 39 – Fund 21-39.

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

Motion unanimously carried.

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22. APPROVAL OF GUARANTEED MAXIMUM PRICE (GMP) / OAK CREST MIDDLE SCHOOL ADMINISTRATION BUILDING RECONSTRUCTION AND F BUILDING PROJECT

Motion by Ms. Dalessandro, seconded by Ms. Herman, to approve the Guaranteed Maximum Price for the Lease-Leaseback contract CB2018-10 entered into with Erickson Hall Construction Company for preconstruction services and construction of the Oak Crest Middle School Administration Building Reconstruction and F Building Project, at the final Guaranteed Maximum Price (GMP) for Phase 1 of the project of \$2,376,823.00, to be expended from Building Fund 39 – Fund 21-39, General Fund/Unrestricted 01-00, Risk Management Joint Powers Authority, Capital Facilities Fund 25-19 and Mello-Roos.

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

Motion unanimously carried.

23. ADOPTION OF NEW BOARD POLICY (1) / BUSINESS SERVICES

Motion by Ms. Herman, seconded by Ms. Dalessandro, to adopt the proposed new Board Policy (1), as presented and as follows:

A. BP 3517, FACILITIES INSPECTION (NEW)

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

Motion unanimously carried.

24. ADOPTION OF PROPOSED REVISED BOARD POLICY (1) / EDUCATIONAL SERVICES

Motion by Ms. Muir, seconded by Ms. Herman, to adopt the proposed revised Board Policy (1), as presented and as follows:

A. BP 0410, NONDISCRIMINATION IN DISTRICT PROGRAMS (REVISED)

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

Motion unanimously carried.

25. ADOPTION OF PROPOSED NEW / REVISED / DELETED BOARD POLICIES (10) / ADMINISTRATIVE SERVICES

Motion by Ms. Dalessandro, seconded by Ms. Herman, to adopt the proposed new/revised/deleted Board Policies (10), as presented and as follows:

A. BP 4116.6, TOBACCO FREE SCHOOLS / SMOKING (DELETED)

B. BP 4213, TOBACCO (DELETED)

C. BP 5111, ADMISSION (REVISED)

D. BP 5111.1, DISTRICT RESIDENCY (REVISED)

E. BP 5125, STUDENT RECORDS (REVISED)

F. BP 5125.1, RELEASE OF DIRECTORY INFORMATION (REVISED)

G. BP 5131.2, BULLYING (REVISED)

H. BP 5145.13, RESPONSE TO IMMIGRATION (NEW)

I. BP 5145.3, NONDISCRIMINATION / HARASSMENT (REVISED)

J. BP 5145.9, HATE-MOTIVATED BEHAVIOR (NEW)

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

Motion unanimously carried.

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

Motion by Ms. Herman, seconded by Ms. Dalessandro, to approve continuing the Torrey Pines High School emergency repair elevator project with Guardian Elevator Mechanical Services Inc.

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

Motion unanimously carried.

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27. APPOINTMENT OF INTERIM SUPERINTENDENT & APPROVAL OF TEMPORARY EMPLOYMENT CONTRACT / LARRY PERONDI

Motion by Ms. Dalessandro, seconded by Ms. Muir, to approve the appointment of Larry Perondi as Interim Superintendent of the San Dieguito Union High School district, effective July 1, 2018, and approve entering into a temporary employment contract with Larry Perondi, for the term commencing July 1, 2018, until complete, except the agreement may be terminated by either party with ten (10) days prior written notice, in the amount of \$1,100.00 per day, plus ordinary or reasonable reimbursement of business expenses, to be expended from the General Fund 01-00, and authorize Beth Hergesheimer to execute the contract.

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

Motion unanimously carried.

INFORMATION ITEMS.....(ITEMS 28 - 36)

28. SCHOOL START TIMES

Mr. Dill gave an update of the history of school start times in the district, the current flexibility to students and parents of the 0 & 7 period start time options, the pros, cons and effects of changing the start times, as presented.

29. BUSINESS SERVICES UPDATE TINA DOUGLAS, ASSOCIATE SUPERINTENDENT

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

31. HUMAN RESOURCES UPDATECINDY FRAZEE, ASSOCIATE SUPERINTENDENT

Ms. Frazee thanked Eric Dill for the opportunity to work with him this last year.

32. ADMINISTRATIVE SERVICES UPDATE MARK MILLER, ASSOCIATE SUPERINTENDENT

Mr. Miller thanked certificated staff for their support of the special education strategic plan.

33. FUTURE AGENDA ITEMS – None presented.

34. ADJOURNMENT TO CLOSED SESSION

35. REPORT FROM CLOSED SESSION – No Closed Session was held.

36. ADJOURNMENT OF MEETING – The meeting adjourned at 8:35 p.m.

Joyce Dalessandro, Board Clerk

Date

Eric R. Dill, Superintendent

Date

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

Superintendent
Eric R. Dill



MINUTES

Union High School District

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

**FRIDAY, JUNE 22, 2018
1:00 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 Board Workshop on Friday, June 22, 2018, at the above location.

Attendance / Board:

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

Attendance / District Management:

Eric Dill, Superintendent
Cindy Frazee, Associate Superintendent, Human Resources
Cindy Skeber, Executive Assistant, Business Services / Recording Secretary

1. CALL TO ORDER
President Hergesheimer called the meeting to order at 1:00 p.m.
2. PUBLIC COMMENTS – See Item #3 below.

INFORMATION ITEMS

3. SUPERINTENDENT SEARCH PLANNING
PUBLIC COMMENTS: No public comments presented.

The Board met with Hazard, Young, Attea and Associates, LLP (HYA) consultants Rudy Castruita and David Cash for a planning workshop to discuss timeline, identify groups of individuals for community/staff input of desired qualities and characteristics of a superintendent and develop a calendar for the superintendent’s search process. The following superintendent search calendar was developed:

Date	Activity
June 22, 2018 1:00PM	Board Planning Meeting
July 2nd-3rd, 2018 Individual and Focus Groups- meeting with consultants Community Meetings-July 2 and 3 at 6:00PM Survey-starts on July 2, ends July 31, 2018	Leadership profile focus groups: Consultants meet with staff, parents, Board members, community members and local officials designated by the Board in order to receive information for the Leadership Profile. Subgroups identified: Parents, Classified, Teachers, Students, ICOC, Admin; Superintendents – neighboring districts; SDFA / CSEA; Board Members / Individually; Foundations/PTSA; ED’s, Presidents; City Councils; Administrators / District Level
August 9, 2018 6:00 PM	Special Board meeting to present, review leadership profile report and finalize criteria for superintendent search.
EdCal, Ed Week, EdJoin and HYA Website Month of JULY	Consultants advertise where requested by the Board for the month of July 2018.
Friday, August 10, 2018 Board receives password for portal	Recommended application deadline - applications will still be accepted until position is filled. Review of all applications
Saturday - August 18, 2018 location TBD	Top candidates are interviewed by the consultants
August 29, 2018 5:00PM Closed Session and 6:30PM Open Session	Special Board Meeting-consultants meet with the Board to identify slate of semifinalists - plan initial interviews and develop questions (open & closed session).
September 7, 8, 2018 – Semi-finalist interviews <i>Consultants will meet with Board at conclusion of interviews for debrief.</i>	Board interviews slate of semifinalists. The Board will meet with consultants at the conclusion of the interviews and facilitate a conversation in determining who will be interviewed as finalists. The consultants will conduct extensive background checks on the finalists.
September 11, 12, 2018 September 12, 2018 3:00PM Closed Session to select finalist	Board interviews finalists Board will meet with consultants immediately following final interview to determine preferred candidate
September 12-20, 2018	Due Diligence completed
October 11, 2018 Board Meeting	Finalize contract, approve appointment, Introduce superintendent

4. ADJOURNMENT

The meeting was adjourned at 3:36 p.m.

Joyce Dalessandro, Clerk

Date

Larry Perondi, Interim Superintendent

Date



MINUTES

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

Interim Superintendent
Larry Perondi

Union High School District

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

**MONDAY, JULY 16, 2018
5:30 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 Special Meeting on Monday, July 16, 2018, at the above location.

Attendance / Board:

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

Attendance / District Management:

Larry Perondi, Interim Superintendent
Cindy Frazee, Associate Superintendent, Human Resources
Tina Douglas, Associate Superintendent, Business Services
Mike Grove, Ed.D., Associate Superintendent, Educational Services
Mark Miller, Associate Superintendent, Administrative Services
Joann Schultz, Executive Assistant to the Superintendent / Recording Secretary

1. CALL TO ORDER

President Hergesheimer called the meeting to order at 5:30 PM to receive public comments regarding Closed Session agenda Item #2A-C.

A. PUBLIC COMMENTS REGARDING CLOSED SESSION

None presented.

2. CLOSED SESSION

President Hergesheimer convened to Closed Session at 5:31 p.m. in the Technology Lab in Suite 206 to discuss the following:

A. UNIFORM COMPLAINT APPEAL

To consider the appeal of a Uniform Complaint to prevent disclosure of confidential student record information pursuant to Education Code section 49073. (Case No. 2018-093SR)

B. ANTICIPATED LITIGATION

To conference with legal counsel to discuss significant exposure to litigation, pursuant to Government Code sections 54956.9 (d)(2) & (d)(4). (3 potential cases)

C. 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 Evaluation

3. REPORT OUT OF CLOSED SESSION

The Special Meeting was reconvened to Open Session at 6:59 p.m. in the Board Room by President Beth Hergesheimer. No action was taken in Closed Session.

4. APPOINTMENT OF BOARD REPRESENTATIVE (NCWSFFA), APPROVAL OF AUTHORIZED SIGNATURES/REPRESENTATIVES & ADOPTION OF RESOLUTION

A. PUBLIC COMMENTS – None presented.

B. APPOINTMENT OF BOARD REPRESENTATIVE / NORTH CITY WEST SCHOOL FACILITIES FINANCING AUTHORITY

Motion by Mr. Salazar, seconded by Ms. Herman, to appoint Tina Douglas, Associate Superintendent of Business Services, to serve as Board Representative to the North City West School Facilities Financing Authority, beginning July 1, 2018.

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

Motion unanimously carried.

C. AUTHORIZE SIGNATURES / DEVELOPER FEES & AGREEMENTS

Motion by Ms. Herman, seconded by Ms. Dalessandro, to authorize Larry Perondi or Tina Douglas or John Addleman to sign all documents pertaining to the collection of developer fees and/or agreements.

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

Motion unanimously carried.

D. RESOLUTION IN SUPPORT OF APPLICATIONS FOR ELIGIBILITY DETERMINATION AND FUNDING & AUTHORIZATION TO SIGN APPLICATIONS AND ASSOCIATED DOCUMENTS

Motion by Ms. Herman, seconded by Ms. Dalessandro, to adopt the resolution in support of applications for eligibility determination and funding and authorization to sign applications and associated document, designating Tina Douglas, Associate Superintendent, Business Services and Larry Perondi, Interim Superintendent, as District Representatives, as presented.

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

Motion unanimously carried.

5. ADJOURNMENT

The meeting was adjourned at 7:04 p.m.

Joyce Dalessandro, Clerk

Date

Larry Perondi, Interim Superintendent

Date

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: July 18, 2018

BOARD MEETING DATE: July 26, 2018

PREPARED AND SUBMITTED BY: Larry Perondi, Interim Superintendent

SUBJECT: ACCEPTANCE OF GIFTS AND DONATIONS

EXECUTIVE SUMMARY

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

RECOMMENDATION:

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

FUNDING SOURCE:

Not applicable

**GIFTS AND DONATIONS
SDUHSD BOARD MEETING**

ITEM 11A

July 26, 2018

Item #	Donation	Description	Donor	Department	School Site
1	\$11,000.00	Technology Support Costs	Pacific Trails Middle School PTSA	Administration	PTMS
2	\$14,511.62	Technology Support Costs	Carmel Valley Middle School PTSA	Administration	CVMS
3	\$2,000.00	Science Support Costs	Carmel Valley Middle School PTSA	Science	CVMS
4	\$412.94	Supplemental Support Costs	Carmel Valley Middle School PTSA	World & US History	CVMS
5	\$260.26	Supplemental Support Costs	Pacific Trails Middle School PTSA	Administration	PTMS
6	\$153.10	Supplemental Support Costs	Carmel Valley Middle School PTSA	Administration	CVMS
7	\$403.11	Music Support Costs	Pacific Trails Middle School Foundation	Music	PTMS
8	\$822.69	Supplemental Support Costs	San Dieguito Academy Foundation	Administration	SDHSA
9	\$2,248.64	Supplemental Support Costs	San Dieguito Academy Foundation	Administration	SDHSA
10	\$873.77	Supplemental Support Costs	San Dieguito Academy Foundation	Administration	SDHSA
11	\$598.40	Supplemental Support Costs	San Dieguito Academy Foundation	Administration	SDHSA
12	\$962.32	Music Support Costs	San Dieguito Academy Foundation	Music	SDHSA
13	\$20,502.82	Supplemental Support Costs	Canyon Crest Academy Foundation	Administration	CCA
14	\$12,819.47	Supplemental Support Costs	Canyon Crest Academy Foundation	Administration	CCA
15	\$13,974.91	Supplemental Support Costs	Canyon Crest Academy Foundation	Administration	CCA
16	\$16,721.29	Supplemental Support Costs	Canyon Crest Academy Foundation	Administration	CCA
17	\$15,108.38	Supplemental Support Costs	Canyon Crest Academy Foundation	Administration	CCA
18	\$16,265.53	Supplemental Support Costs	Canyon Crest Academy Foundation	Administration	CCA
19	\$1,079.90	Floater Coaches - Winter 2017-18	San Dieguito Academy Foundation	Athletics	SDHSA
20	\$633.47	Music Support Costs	Carmel Valley Middle School Music Boosters	Music	CVMS
21	\$191.95	Music Support Costs	Carmel Valley Middle School Music Boosters	Music	CVMS
22	\$14.76	Supplemental Support Costs	Pacific Trails Middle School PTSA	Administration	PTMS
23	\$945.96	Music Support Costs	La Costa Canyon High School Foundation	Music	LCCHS
24	\$1,563.08	Supplemental Support Costs	San Dieguito Academy Foundation	Administration	SDHSA
25	\$276.29	Supplemental Support Costs	San Dieguito Academy Foundation	Administration	SDHSA

**GIFTS AND DONATIONS
SDUHSD BOARD MEETING**

ITEM 11A

July 26, 2018

26	\$1,713.91	Supplemental Support Costs	San Dieguito Academy Foundation	Administration	SDHSA
27	\$828.01	Supplemental Support Costs	San Dieguito Academy Foundation	Administration	SDHSA
28	\$80,132.02	Floater Coaches - Spring 2017-18	Torrey Pines High School Foundation	Athletics	TPHS
29	\$33,355.12	Floater Coaches - Spring 2017-18	San Dieguito Academy Foundation	Athletics	SDHSA
30	\$1,885.66	Field Trip - Wind Ensemble - UCLA	Canyon Crest Academy Foundation	Music	CCA
31	\$45.00	Supplemental Support Costs	Carol Harmon	Administration	SHS
32	\$45.00	Supplemental Support Costs	Douglas Means	Administration	SHS
33	\$1,426.46	Music Support Costs	Diegueño Middle School PTSA - Band	Music	DMS
34	\$4,081.84	Supplemental Support Costs	Torrey Pines High School Foundation	Administration	TPHS
35	\$37,611.23	Supplemental Support Costs	Torrey Pines High School Foundation	Administration	TPHS
36	\$3,488.23	Music Support Costs	Torrey Pines High School Foundation	Music	TPHS
37	\$138.01	Supplemental Support Costs	Torrey Pines High School Foundation	Administration	TPHS
38	\$1,600.00	Supplemental Support Costs	Torrey Pines High School Foundation	Administration	TPHS
39	\$2,073.14	Music Support Costs	Torrey Pines High School Foundation	Music	TPHS
40	\$37,912.87	Supplemental Support Costs	Torrey Pines High School Foundation	Administration	TPHS
41	\$1,995.32	Music Support Costs	San Dieguito Academy Music Council	Music	SDHSA
42	\$69,663.15	Floater Coaches - Spring 2017-18	La Costa Canyon High School Foundation	Athletics	LCCHS
43	\$12,370.60	Technology Support Costs	Diegueño Middle School PTSA	Administration	DMS
44	\$20,000.00	Supplemental Support Costs	Earl Warren Middle School PTSA	Administration	EWMS
		*Donated Items:			
	\$444,710.23	Monetary Donations			
	\$0.00	*Value of Donated Items			
	\$444,710.23	TOTAL VALUE			

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: June 22, 2018

BOARD MEETING DATE: July 26, 2018

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

SUBMITTED BY: Larry Perondi, Interim Superintendent

SUBJECT: Approval / Ratification of Field Trip
Requests

EXECUTIVE SUMMARY

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

RECOMMENDATION:

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

FUNDING SOURCE:

As listed on the attached supplement.

FIELD TRIP REQUESTS
SDUHSD BOARD MEETING
July 26, 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	08-18-18 - 08-19-18	Kortman	Tanner	CCA ASB	45	1	ASB Retreat	Jamul	CA	None	\$3,500.00	CCA ASB Retreat Funds
2	10-05-18 - 10-06-18	Corman	Andrew	CCA Cross Country	20	1	Cross Country Meet	Fresno	CA	1 Day	\$3,000.00	CCA Foundation Athletics - Cross Country
3	08-24-18 - 08-25-18	Dean	Brennan	TPHS Girls Volleyball	18	3	Varsity Volleyball Tournament	Santa Barbara	CA	None	\$2,000.00	TPHS Girls Volleyball Funds
4	09-14-18 - 09-15-18	Dean	Brennan	TPHS Girls Volleyball	18	3	Volleyball Tournament	Las Vegas	NV	2 Days	\$2,500.00	TPHS Girls Volleyball Funds

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: July 17, 2018

BOARD MEETING DATE: July 26, 2018

PREPARED BY: Cindy Frazee
Associate Superintendent/Human Resources

SUBMITTED BY: Larry Perondi
Interim Superintendent

SUBJECT: APPROVAL OF CERTIFICATED and
CLASSIFIED PERSONNEL

EXECUTIVE SUMMARY

Please find the following Personnel actions attached for Board approval:

Certificated

Employment
Change in Assignment
Resignation

Classified

Employment
Change in Assignment
Resignation

RECOMMENDATION:

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

FUNDING SOURCE:

General Fund

ITEM 12A

PERSONNEL LIST**CERTIFICATED PERSONNEL****Employment**

1. **Anne Briscoe**, 80% Temporary Teacher (science) 60% at Diegueno Middle School and 20% at Oak Crest Middle School, for the 2018-19 school year, effective 8/21/2018 through 6/14/2019.
2. **Michael Fine**, 40% Temporary Teacher (CTE – Engineering) at La Costa Canyon High School, for the 2018-19 school year, effective 8/21/2018 through 6/14/2019.
3. **Leonard Fletes**, 100% Temporary Teacher (mathematics) at La Costa Canyon High School, for the 2018-19 school year, effective 8/21/2018 through 6/14/2019.
4. **Maria Cristy Halling**, 100% Temporary Teacher (Special Ed – Mild/Moderate Disabilities) at Earl Warren Middle School, for the 2018-19 school year, effective 8/21/2018 through 6/14/2019.
5. **Alexa Henning**, 60% Temporary Teacher (science) 40% at Earl Warren Middle School and 20% at Carmel Valley Middle School, for the 2018-19 school year, effective 8/21/2018 through 6/14/2019.
6. **Tammy Kotnik**, Temporary Teacher (business) at Canyon Crest Academy, 33% assignment semester I, effective 8/21/2018 through 1/25/2019; increases to 67% assignment semester II, effective 1/28/2019 through 6/14/2019.
7. **Domenica Marchiafava**, 100% Temporary Speech/Language Pathologist, for the 2018-19 school year, effective 8/21/2018 through 6/14/2019.
8. **Jessica Marinelli**, 100% Temporary Speech/Language Pathologist, for the 2018-19 school year, effective 8/21/2018 through 6/14/2019.
9. **Paola Martinez**, 20% Temporary Teacher (Spanish) at Earl Warren Middle School, for the 2018-19 school year, effective 8/21/2018 through 6/14/2019.
10. **Michael Melzer**, 100% Temporary Teacher (social science) at La Costa Canyon High School, for the 2018-19 school year, effective 8/21/2018 through 6/14/2019.
11. **Larry Perondi**, Interim Superintendent at the District Office, for a term not to exceed 45 working days, effective 7/02/2018 through approximately 9/30/2018.
12. **Kelsey Rahon**, 100% Temporary Teacher (Special Ed – Moderate/Severe Disabilities) at Oak Crest Middle School, for the 2018-19 school year, effective 8/21/2018 through 6/14/2019.
13. **Robin Ross**, Probationary Special Education Program Supervisor at the District Office (management), effective on or about 8/01/2018.
14. **Jaya Rubinstein**, 100% Temporary Teacher (Special Ed – Moderate/Severe Disabilities) at La Costa Canyon High School, for the 2018-19 school year, effective 8/21/2018 through 6/14/2019.
15. **Kristin Tompkins**, 100% Temporary Teacher (social science) at Diegueno Middle School, for the 2018-19 school year, effective 8/21/2018 through 6/14/2019.

ITEM 12A

Change in Assignment

1. **Rebecca Erquitt**, Temporary Counselor at Canyon Crest Academy, Change in Assignment from 100% assignment for semester I only, to 100% assignment for the 2018-19 school year, effective 8/08/2018 through 6/14/2019.
2. **Rebecca Gallow**, Special Education Program Supervisor, Change in Assignment to High School Assistant Principal at Torrey Pines High School, in the 2018-19 school year, effective 7/01/2018.
3. **Scott Jay**, Special Education Teacher (Moderate/Severe Disabilities) at La Costa Canyon High School, Change in Assignment to regular education Teacher (art) at La Costa Canyon High School, beginning in the 2018-19 school year, effective 8/21/2018.

Leave of Absence

1. **Sato Umabe**, Teacher (Japanese language) at Torrey Pines High School, Requests a 20% Unpaid Leave of Absence (80% assignment) for the 2018-19 school year, effective 8/21/2018 through 6/14/2019.
2. **Rebecca Vincent**, Counselor at Diegueno Middle School, Requests a 60% Unpaid Leave of Absence (40% assignment) for the 2018-19 school year, effective 8/08/2018 through 6/14/2019.

Resignation

1. **Chelsea Griffin**, Permanent Teacher (culinary arts) at La Costa Canyon High School, resignation from employment, effective 6/26/2018.
2. **Tracy Olander**, High School Assistant Principal at Torrey Pines High School, resignation from employment, effective 6/30/2018.

PERSONNEL LIST

CLASSIFIED PERSONNEL

Employment

1. **Classified Artist in Residence**, employment for the 2018-19 school year, effective 07/01/18 through 06/30/19, per attached supplement.
2. **Coaches**, employment for the 2018-19 school year, effective 07/01/18 through 06/30/19, per attached supplement.
3. **Alston, Pierre**, Custodian, SR32, 100.00% FTE, Canyon Crest Academy, effective 07/16/18.
4. **Hoyos, Yvonne**, School Bus Driver, SR38, 50.00% FTE, Transportation Department, effective 08/20/18.

Change in Assignment

1. **Bernard, Ralf**, from Facilities Construction Planner, SR52, 100.00% FTE, Facilities Construction Department to Construction Projects Manager I, Management G5,R9, 100.00% FTE, Facilities Construction Department, effective 07/02/18.
2. **Mendoza, Omar**, from Custodian, SR32, 100.00% FTE, Facilities Department to Grounds Maintenance Worker II, SR39, 100.00% FTE, Facilities Department, effective 07/16/18.
3. **Ryan-Sonnich, Leah**, from Administrative Secretary, SR40, 100.00% FTE, San Dieguito High School Academy to Administrative Assistant-High School, SR44, 100.00% FTE, San Dieguito High School Academy, effective 07/23/18.

Resignation

1. **Benware, Nancy**, School Bus Attendant, SR35, 87.50% FTE, Transportation Department, resignation for the purpose of retirement, effective 06/29/18.
2. **Dill, Eric**, District Superintendent, Management G5,R1, 100.00% FTE, District Office-Office of the Superintendent, effective 6/30/18.
3. **Varela-Fusco, Vanessa**, Instructional Assistant-SpEd (S), SR36, 68.75% FTE, La Costa Canyon High School-ATP, resignation effective 07/10/18.
4. **Toler, Johnnie**, Plumber/Irrigation Specialist, SR49, 100.00% FTE, Facilities Department, resignation for the purpose of retirement, effective 08/31/18.

ITEM 12A

Classified Artist in Residence

Hall, Tarua, Torrey Pines High School, Dance with Sarah Kaye, effective 7/1/2018

Kwak, Jisoo, Torrey Pines High School, Dance with Sarah Kaye, effective 7/1/2018

Coaches**CCA – Certificated**

Black, Christopher, Girls Tennis, Varsity, Canyon Crest Academy, Fall Season, effective 7/1/2018

Corman, Andrew, Cross Country, Varsity, Canyon Crest Academy, Fall Season, effective 7/1/2018

Farrar, James, Girls Golf, Junior Varsity Assistant, Canyon Crest Academy, Fall Season, effective 7/1/2018

Haas, Ariel, Girls Volleyball, Varsity, Canyon Crest Academy, Fall Season, effective 7/1/2018

Happ, Garrett, Girls Volleyball, Varsity Assistant, Canyon Crest Academy, Fall Season, effective 7/1/2018

Lackey, Dustin, Girls Golf, Varsity, Canyon Crest Academy, Fall Season, effective 7/1/2018

CCA – Walk-on

Belinsky, Jordan, Girls Tennis, Junior Varsity, Canyon Crest Academy, Fall Season, effective 7/1/2018

Cuatok, Luis, Girls Volleyball, Varsity Assistant, Canyon Crest Academy, Fall Season, effective 7/1/2018

De La Vega, Luis, Cross Country, Junior Varsity Assistant, Canyon Crest Academy, Fall Season, effective 7/1/2018

Duncan, Kiana, Field Hockey, Varsity, Canyon Crest Academy, Fall Season, effective 7/1/2018

Montilla, Alberto, Field Hockey, Junior Varsity, Canyon Crest Academy, Fall Season, effective 7/1/2018

Pfefferle, Anna, Girls Volleyball, Freshmen, Canyon Crest Academy, Fall Season, effective 7/1/2018

Ratekin, Nicholas, Boys Water Polo, Varsity, Canyon Crest Academy, Fall Season, effective 7/1/2018

Ziamba, Lisa, Cross Country, Junior Varsity, Canyon Crest Academy, Fall Season, effective 7/1/2018

LCC – Certificated

DiGiulio, Kari, Field Hockey, Varsity Assistant, La Costa Canyon High School, Fall Season, effective 7/1/2018

Farr, Chalise, Cheerleading, Varsity, La Costa Canyon High School, Fall Season, effective 7/1/2018

Happ, Justin, Football, Junior Varsity Assistant, La Costa Canyon High School, Fall Season, effective 7/1/2018

McCullough, Matthew, Girls Golf, Varsity, La Costa Canyon High School, Fall Season, effective 7/1/2018

Sovacool, Casey, Football, Varsity Assistant, La Costa Canyon High School, Fall Season, effective 7/1/2018

Sovacool, Sean, Football, Varsity, La Costa Canyon High School, Fall Season, effective 7/1/2018

Vice, William, Cross Country, Varsity, La Costa Canyon High School, Fall Season, effective 7/1/2018

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Vincent, Rebecca, Cheerleading, Assistant, La Costa Canyon High School, Fall Season, effective 7/1/2018

Vollstedt, Todd, Cross Country, Junior Varsity, La Costa Canyon High School, Fall Season, effective 7/1/2018

Witzmann, Adam, Football, Varsity Assistant, La Costa Canyon High School, Fall Season, effective 7/1/2018

LCC – Walk-on

Barnett, Brenda, Girls Tennis, Varsity, La Costa Canyon High School, Fall Season, effective 7/1/2018

Becker, Damon, Football, Junior Varsity Assistant, La Costa Canyon High School, Fall Season, effective 7/1/2018

Bosier, Andre, Football, Freshmen, La Costa Canyon High School, Fall Season, effective 7/1/2018

Bowen, Bryn, Football, Varsity Assistant, La Costa Canyon High School, Fall Season, effective 7/1/2018

Casinelli, Patrick, Football, Junior Varsity, La Costa Canyon High School, Fall Season, effective 7/1/2018

Cataldo, Nicholas, Football, Varsity Assistant, La Costa Canyon High School, Fall Season, effective 7/1/2018

Cormier, Morgan, Girls Volleyball, Junior Varsity, La Costa Canyon High School, Fall Season, effective 7/1/2018

Damon Moore, Football, Varsity Assistant, La Costa Canyon High School, Fall Season, effective 7/1/2018

Driver, Jacob, Football, Freshmen Assistant, La Costa Canyon High School, Fall Season, effective 7/1/2018

Eden Borsack, Field Hockey, Assistant, La Costa Canyon High School, Fall Season, effective 7/1/2018

Erin Gorman, Cheerleading, Assistant, La Costa Canyon High School, Fall Season, effective 7/1/2018

Esquivel, Mark, Football, Varsity Assistant, La Costa Canyon High School, Fall Season, effective 7/1/2018

Freeman, Clint, Boys Water Polo, Varsity Assistant, La Costa Canyon High School, Fall Season, effective 7/1/2018

Goldberg, Lauren, Girls Tennis, Junior Varsity, La Costa Canyon High School, Fall Season, effective 7/1/2018

Harrington, Grant, Boys Water Polo, Varsity, La Costa Canyon High School, Fall Season, effective 7/1/2018

Hartley, Taylor "Scott", Girls Volleyball, Varsity Assistant, La Costa Canyon High School, Fall Season, effective 7/1/2018

Hartwig, Thomas, Boys Water Polo, Freshmen, La Costa Canyon High School, Fall Season, effective 7/1/2018

Henry, Dale, Football, Varsity Assistant, La Costa Canyon High School, Fall Season, effective 7/1/2018

Hull, Alfred, Football, Freshmen Assistant, La Costa Canyon High School, Fall Season, effective 7/1/2018

Morris, Christopher, Girls Volleyball, Freshmen, La Costa Canyon High School, Fall Season, effective 7/1/2018

Morris, Rachel, Girls Volleyball, Varsity, La Costa Canyon High School, Fall Season, effective 7/1/2018

Pendelton, Amanda, Cheerleading, Assistant, La Costa Canyon High School, Fall Season, effective 7/1/2018

ITEM 12A

Rich, Joshua, Football, Assistant, La Costa Canyon High School, Fall Season, effective 7/1/2018

Sebastian Frausto, Football, Varsity Assistant, La Costa Canyon High School, Fall Season, effective 7/1/2018

Solomon, Caitlin, Field Hockey, Junior Varsity, La Costa Canyon High School, Fall Season, effective 7/1/2018

Soto, Cory, Football, Freshmen Assistant, La Costa Canyon High School, Fall Season, effective 7/1/2018

Steele, Riley, Football, Freshmen Assistant, La Costa Canyon High School, Fall Season, effective 7/1/2018

Ta'amu, Edward, Football, Varsity Assistant, La Costa Canyon High School, Fall Season, effective 7/1/2018

Tanner, Tamara, Girls Tennis, Varsity Assistant, La Costa Canyon High School, Fall Season, effective 7/1/2018

Wollbrinck, Casey, Field Hockey, Varsity, La Costa Canyon High School, Fall Season, effective 7/1/2018

SDA – Certificated

Meyer-Abrahamson, Deborah, Girls Tennis, Junior Varsity, San Dieguito High School Academy, Fall Season, effective 7/1/2018

SDA – Walk-on

Evans, Dana, Field Hockey, Varsity, San Dieguito High School Academy, Fall Season, effective 7/1/2018

Fitchett, Mike, Cross Country, Varsity Assistant, San Dieguito High School Academy, Fall Season, effective 7/1/2018

Giblin, Zachary, Boys Water Polo, Junior Varsity Assistant, San Dieguito High School Academy, Fall Season, effective 7/1/2018

Gibson, Scout, Field Hockey, Junior Varsity, San Dieguito High School Academy, Fall Season, effective 7/1/2018

Glass, Hank, Cross Country, Assistant, San Dieguito High School Academy, Fall Season, effective 7/1/2018

Haskett, Gordon, Boys Cross Country, Varsity, San Dieguito High School Academy, Fall Season, effective 7/1/2018

Kling, Scott, Boys Water Polo, Varsity, San Dieguito High School Academy, Fall Season, effective 7/1/2018

L'Abbate, Giovanna, Girls Cross Country, Varsity, San Dieguito High School Academy, Fall Season, effective 7/1/2018

Ragan, John, Girls Volleyball, Freshmen, San Dieguito High School Academy, Fall Season, effective 7/1/2018

Raschke, William, Girls Volleyball, Varsity, San Dieguito High School Academy, Fall Season, effective 7/1/2018

Sullivan, Daniel, Boys Water Polo, Junior Varsity, San Dieguito High School Academy, Fall Season, effective 7/1/2018

Tomasi, Joseph, Girls Tennis, Varsity, San Dieguito High School Academy, Fall Season, effective 7/1/2018

Zamora, Alfred, Girls Golf, Varsity, San Dieguito High School Academy, Fall Season, effective 7/1/2018

TP – Certificated

Ashby, Scott, Football, Freshmen Assistant, Torrey Pines High School, Fall Season, effective 7/1/2018

Collins, Robert, Football, Varsity Assistant, Torrey Pines High School, Fall Season, effective 7/1/2018

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Doerrer, Charles, Football, Freshmen Assistant, Torrey Pines High School, Fall Season, effective 7/1/2018

Drake, Christopher, Girls Golf, Varsity, Torrey Pines High School, Fall Season, effective 7/1/2018

Escontrias, Kyle, Girls Volleyball, Varsity Assistant, Torrey Pines High School, Fall Season, effective 7/1/2018

Hildebrand, Kaitlin, Cross Country, Varsity, Torrey Pines High School, Fall Season, effective 7/1/2018

Livingston, Matthew, Football, Freshmen Assistant, Torrey Pines High School, Fall Season, effective 7/1/2018

Mihalinec, Josh, Football, Varsity Assistant, Torrey Pines High School, Fall Season, effective 7/1/2018

TP – Walk-on

Acacio, Reynaldo, Cheerleading, Assistant, Torrey Pines High School, Fall Season, effective 7/1/2018

Ahles, Miles, Football, Junior Varsity Assistant, Torrey Pines High School, Fall Season, effective 7/1/2018

Ashby, Jake, Football, Junior Varsity Assistant, Torrey Pines High School, Fall Season, effective 7/1/2018

Bath, Ryan, Football, Freshmen Assistant, Torrey Pines High School, Fall Season, effective 7/1/2018

Bickett, Duane, Football, Varsity Assistant, Torrey Pines High School, Fall Season, effective 7/1/2018

Busby, Lucy, Field Hockey, Varsity, Torrey Pines High School, Fall Season, effective 7/1/2018

Castaneda, Angelina, Boys Water Polo, Junior Varsity, Torrey Pines High School, Fall Season, effective 7/1/2018

Chodorow, Suzanne, Cheerleading, Varsity, Torrey Pines High School, Fall Season, effective 7/1/2018

Chu, Donald, Girls Tennis, Varsity, Torrey Pines High School, Fall Season, effective 7/1/2018

Ciancimino, James, Football, Varsity Assistant, Torrey Pines High School, Fall Season, effective 7/1/2018

Dean, Brennan, Girls Volleyball, Varsity, Torrey Pines High School, Fall Season, effective 7/1/2018

Fely, Josh, Football, Varsity Assistant, Torrey Pines High School, Fall Season, effective 7/1/2018

Figueira, Felipe, Football, Varsity Assistant, Torrey Pines High School, Fall Season, effective 7/1/2018

Gladnick, Ronald, Football, Varsity, Torrey Pines High School, Fall Season, effective 7/1/2018

Goodenough, Kyle, Cross Country, Junior Varsity, Torrey Pines High School, Fall Season, effective 7/1/2018

Gutzwiller, Mark, Football, Varsity Assistant, Torrey Pines High School, Fall Season, effective 7/1/2018

Harrison, Dax, Football, Varsity Assistant, Torrey Pines High School, Fall Season, effective 7/1/2018

Holman, Jeana, Girls Volleyball, Junior Varsity, Torrey Pines High School, Fall Season, effective 7/1/2018

Holman, Jeana, Girls Volleyball, Varsity Assistant, Torrey Pines High School, Fall Season, effective 7/1/2018

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Hourani, Victor, Football, Varsity Assistant, Torrey Pines High School, Fall Season, effective 7/1/2018
Hughley, Scott, Football, Varsity Assistant, Torrey Pines High School, Fall Season, effective 7/1/2018
Kessler, Nicole, Girls Volleyball, Freshmen, Torrey Pines High School, Fall Season, effective 7/1/2018
Long, Austin, Cheerleading, Junior Varsity, Torrey Pines High School, Fall Season, effective 7/1/2018
Montes, Frank, Football, Freshmen, Torrey Pines High School, Fall Season, effective 7/1/2018
Principi, John, Football, Junior Varsity, Torrey Pines High School, Fall Season, effective 7/1/2018
Simsiman, Roger, Football, Freshmen Assistant, Torrey Pines High School, Fall Season, effective 7/1/2018
Singh, Arshdeep, Field Hockey, Junior Varsity Assistant, Torrey Pines High School, Fall Season, effective 7/1/2018
Sipe, Brian, Football, Varsity Assistant, Torrey Pines High School, Fall Season, effective 7/1/2018
Strode, Morris, Girls Tennis, Junior Varsity, Torrey Pines High School, Fall Season, effective 7/1/2018
Swagart, Kaitlin, Field Hockey, Varsity Assistant, Torrey Pines High School, Fall Season, effective 7/1/2018
Williams, Alexander, Boys Water Polo, Varsity, Torrey Pines High School, Fall Season, effective 7/1/2018

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: July 18, 2018

BOARD MEETING DATE: July 26, 2018

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

SUBMITTED BY: Larry Perondi, Interim Superintendent

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

EXECUTIVE SUMMARY

The attached Professional Services Report/Educational Services summarizes two 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 attachment.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT**EDUCATIONAL SERVICES - PROFESSIONAL SERVICES REPORT****Board Meeting Date: 07-26-18**

<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>
07/28/18 – 08/15/19	Houghton Mifflin Harcourt Publishing Company, Inc.	To provide training and support services of the READ 180 Universal California Program.	General Fund/ Unrestricted 01-00	\$166,017.10
07/01/18 – 06/30/19	Library Video Company, dba SAFARI Montage	To provide SAFARI Montage digital video and content distribution and licensing.	General Fund/ Unrestricted 01-00	\$27,661.38

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: July 16, 2018

BOARD MEETING DATE: July 26, 2018

PREPARED BY: Mark Miller, Associate Superintendent
Administrative Services

SUBMITTED BY: Larry Perondi, Interim Superintendent

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

EXECUTIVE SUMMARY

The attached Professional Services Report/Administrative Services summarizes two 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.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT**ADMINISTRATIVE SERVICES - PROFESSIONAL SERVICES REPORT****Board Meeting Date: 07-26-18**

<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>
07/27/18 – 11/30/18	The Regents of the University of California (UCSD)	Lease of facilities at the University of California, San Diego, for the Torrey Pines High School Men's Water Polo tryouts, practices and games.	General Fund/ Unrestricted 01-00	\$16,787.50
08/01/18 – 06/15/19	Magdalena Ecke Family YMCA	Lease of facilities for La Costa Canyon High School Boys & Girls Water Polo and Boys & Girls Swim Team programs.	General Fund/ Unrestricted 01-00	\$31,798.48

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: July 18, 2018

BOARD MEETING DATE: July 26, 2018

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

SUBMITTED BY: Larry Perondi, Interim Superintendent

SUBJECT: APPROVAL / RATIFICATION OF AGREEMENTS

EXECUTIVE SUMMARY

The attached Special Education Agreements Report summarizes nine 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.

ITEM 14C

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT BOARD MEETING

SPECIAL EDUCATION AGREEMENTSBoard Meeting Date: 07/26/18

<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	Aces Academy (NPS)	To provide an alternative education model for non-diploma bound students with moderate to severe Autism and/or intellectual disabilities.	General Fund / Restricted 01-00	1	NCCSE approved rates shown on the attachment
07/01/18 – 06/30/19	Banyan Tree Learning Center (NPA)	To provide an alternative education model for both diploma bound and non-diploma bound students.	General Fund / Restricted 01-00	4	NCCSE approved rates shown on the attachment
07/01/18 – 06/30/19	The Institute of Effective Education (NPS)	To provide an alternative education model for non-diploma bound students with moderate to severe autism and/or intellectual disabilities.	General Fund / Restricted 01-00	2	NCCSE approved rates shown on the attachment
07/01/18 – 06/30/19	San Diego Center for Children (NPS/RTC)	To provide twenty-four-hour residential treatment and an alternative education model for diploma bound students with high functioning autism and/or social, emotional, mental health issues. .	General Fund / Restricted 01-00	3	NCCSE approved rates shown on the attachment
07/01/18 – 06/30/19	Sierra Academy (NPS)	To provide an alternative education model for non-diploma bound students with moderate to severe Autism and/or intellectual disabilities.	General Fund / Restricted 01-00	1	NCCSE approved rates shown on the attachment
07/01/18 – 06/30/19	Springall Academy (NPS)	To provide an alternative education model for non-diploma bound students with moderate to severe autism and/or intellectual disabilities.	General Fund / Restricted 01-00	2	NCCSE approved rates shown on the attachment

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07/01/18 – 06/30/19	Stein Education Center (NPS)	To provide an alternative education model for non-diploma bound students with moderate to severe autism and/or intellectual disabilities.	General Fund / Restricted 01-00	1	NCCSE approved rates shown on the attachment
07/01/18 – 06/30/19	TERI, Inc. (NPS)	To provide an alternative education model for non-diploma bound students with moderate to severe autism and/or intellectual disabilities.	General Fund / Restricted 01-00	2	NCCSE approved rates shown on the attachment
07/01/18 – 06/30/19	Verbal Behavior Associates (NPA)	To provide services as an Independent Educational Evaluator for speech assessments.	General Fund / Restricted 01-00	1	NCCSE approved rates shown on the attachment

ITEM 14C

Name of NPS/A	Daily Rate	Intensive Services	Individual	Language and Speech	Language and Speech	Language and Speech - Speech Therapy Asistant	Language and Speech - Bilingual SLP
Accent Care Home Health of California, Inc.							
ACES Academy	\$298.90						
Advanced Medical Personnel Services, Inc.				\$75.00			\$75.00
AEFCT Autism Experts Empowering Families & Alternative Teaching Strategy Center							
Aseltine School	\$210.73		\$20.50				
Autism Learning Partners							
Autism Spectrum Therapies, LLC							
Banyan Tree Foundations Academy San Diego	\$286.33						
Braille Consultants, Inc.							
Coast to Coast Therapy, Inc.							
Community Transition Academy	\$282.00*						
Dependable Nursing, LLC							
E-Therapy				\$75.00	\$58.43	\$20.50	\$76.88
Gateway Learning Group, Inc.							
New Bridge School	\$151.98						
*North County Family Counseling Specialist (NCFCs)							
Palomar Family Counseling Services, Inc.							
Rancho Coastal Speech Therapy, Inc				\$75.00			
Ro Health, Inc.				\$77.03		\$20.00	\$75.00
San Diego Center for Children Academy	\$211.96						
San Diego County Speech Pathology Services, Inc.				\$75.00	\$58.00		
SHC Services, Inc. dba Supplemental Health Care				\$73.00	\$58.43	\$20.50	\$76.88
Sierra Academy of San Diego	\$164.59						
Springall Academy	\$190.02						
Staff Rehab				\$75.00	\$55.00	\$20.00	\$75.00
Stein Center - Decena	\$258.44						
Stein Center - Transition	\$258.44						
TERI Country School 1:1	\$314.69						
TERI Country School 1:3	\$221.62						
TERI Country School 1:9	\$164.47						
TERI Learning Academy 1:1	\$314.69						
TERI Learning Academy 1:3	\$221.62						
The Koonings Center	\$215.01						
TIEE - AIM HIGH at Mt. Helix Academy (Site 4)	\$201.01						
TIEE - Children's Workshop (Site 1)	\$304.70						
TIEE - Cook Education Center (Site 3)	\$222.40						
TIEE - Urban Skills Center (Site 2)	\$219.53						
TIEE - Workshop @ Cook (Site 3)	\$304.70						
Verbal Behavior Associates (VBA)							
Xcite Steps							

*Not NCCSE approved rates

ITEM 14C

Name of NPS/A	Language and Speech - Assessment	Adapted Physical Education	Health and Nursing: Specialized Physical Health Cre (435) - LVN	Health and Nursing: Specialized Physical Health Cre (435) - RN	Health and Nursing: Specialized Physical Health Cre (435) - Credentialed RN
Accent Care Home Health of California, Inc.			\$37.00	\$50.00	\$60.00
ACES Academy					
Advanced Medical Personnel Services, Inc.	\$75.00				
AEFCT Autism Experts Empowering Families & Alternative Teaching Strategy Center					
Aseltine School					
Autism Learning Partners					
Autism Spectrum Therapies, LLC					
Banyan Tree Foundations Academy San Diego					
Braille Consultants, Inc.					
Coast to Coast Therapy, Inc.					
Community Transition Academy					
Dependable Nursing, LLC			\$37.00	\$50.00	\$60.00
E-Therapy	\$75.00				
Gateway Learning Group, Inc.					
New Bridge School					
*North County Family Counseling Specialist (NCFCs)					
Palomar Family Counseling Services, Inc.					
Rancho Coastal Speech Therapy, Inc					
Ro Health, Inc.	\$75.00		\$38.00	\$51.25	\$61.63
San Diego Center for Children Academy					
San Diego County Speech Pathology Services, Inc.	\$75.00				
SHC Services, Inc. dba Supplemental Health Care			Not Certified	Not Certified	Not Certified
Sierra Academy of San Diego					
Springall Academy					
Staff Rehab	\$75.00	\$75.00	\$37.00	\$50.00	\$60.00
Stein Center - Decena					
Stein Center - Transition					
TERI Country School 1:1					
TERI Country School 1:3					
TERI Country School 1:9					
TERI Learning Academy 1:1					
TERI Learning Academy 1:3					
The Koonings Center					
TIEE - AIM HIGH at Mt. Helix Academy (Site 4)					
TIEE - Children's Workshop (Site 1)					
TIEE - Cook Education Center (Site 3)					
TIEE - Urban Skills Center (Site 2)					
TIEE - Workshop @ Cook (Site 3)					
Verbal Behavior Associates (VBA)					
Xcite Steps					

*Not NCCSE approved rates

ITEM 14C

Name of NPS/A	Health and Nursing: Other Services (436) -RN	Health and Nursing: Other Services (436) - Credentialed RN	Health and Nursing: Other Services (436) - Health Aid/CAN	Assistive Technology Services (445) - Credentialed	Assistive Technology Services (445) - Classified
Accent Care Home Health of California, Inc.	\$50.00	\$60.00			
ACES Academy					
Advanced Medical Personnel Services, Inc.					
AEFCT Autism Experts Empowering Families & Alternative Teaching Strategy Center					
Aseltine School					
Autism Learning Partners					
Autism Spectrum Therapies, LLC					
Banyan Tree Foundations Academy San Diego					
Braille Consultants, Inc.					
Coast to Coast Therapy, Inc.					
Community Transition Academy					
Dependable Nursing, LLC	\$50.00	\$60.00			
E-Therapy					
Gateway Learning Group, Inc.					
New Bridge School					
*North County Family Counseling Specialist (NCFCS)					
Palomar Family Counseling Services, Inc.					
Rancho Coastal Speech Therapy, Inc					
Ro Health, Inc.	\$51.25	\$61.63	\$26.50		
San Diego Center for Children Academy					
San Diego County Speech Pathology Services, Inc.					
SHC Services, Inc. dba Supplemental Health Care	Not Certified	Not Certified	Not Certified		
Sierra Academy of San Diego					
Springall Academy					
Staff Rehab	\$50.00	\$60.00	\$26.00		
Stein Center - Decena				\$76.88	\$20.50
Stein Center - Transition				\$76.88	\$20.50
TERI Country School 1:1					
TERI Country School 1:3					
TERI Country School 1:9					
TERI Learning Academy 1:1					
TERI Learning Academy 1:3					
The Koonings Center					
TIEE - AIM HIGH at Mt. Helix Academy (Site 4)					
TIEE - Children's Workshop (Site 1)					
TIEE - Cook Education Center (Site 3)					
TIEE - Urban Skills Center (Site 2)					
TIEE - Workshop @ Cook (Site 3)					
Verbal Behavior Associates (VBA)					
Xcite Steps					

*Not NCCSE approved rates

ITEM 14C

Name of NPS/A	Occupational Therapy (450)	Occupational Therapy (450) - Certified Assistant OT	Occupational Therapy (450) - Assessment	Physical Therapy (460)	Physical Therapy (460) - PT Assisant	Physical Therapy (460) - Assessment	Individual Counseling (510)	Counseling & Guidance (515)	Parent Counseling (520)
Accent Care Home Health of California, Inc.									
ACES Academy									
Advanced Medical Personnel Services, Inc.									
AEFCT Autism Experts Empowering Families & Alternative Teaching Strategy Center									
Aseltine School								Inclusive Per	
Autism Learning Partners									
Autism Spectrum Therapies, LLC									
Banyan Tree Foundations Academy San Diego				\$85.00					
Braille Consultants, Inc.									
Coast to Coast Therapy, Inc.	\$68.75	\$53.00	\$68.75						
Community Transition Academy									
Dependable Nursing, LLC									
E-Therapy	\$75.00		\$75.00						
Gateway Learning Group, Inc.									
New Bridge School									
North County Family Counseling Specialist (NCFC5)							\$95.00	\$125.00*	\$100.00*
Palomar Family Counseling Services, Inc.							\$45.00*	\$45.00*	\$45.00*
Rancho Coastal Speech Therapy, Inc									
Ro Health, Inc.	\$77.03		\$77.03	\$87.30					
San Diego Center for Children Academy									\$80.00
San Diego County Speech Pathology Services, Inc.									
SHC Services, Inc. dba Supplemental Health Care	Not Certified	Not Certified		Not Certified	Not Certified				
Sierra Academy of San Diego				\$73.00					
Springall Academy							\$57.50		
Staff Rehab	\$75.00	\$55.00	\$75.00	\$75.00	\$55.00	\$75.00		\$75.00	
Stein Center - Decena									
Stein Center - Transition									
TERI Country School 1:1									
TERI Country School 1:3									
TERI Country School 1:9									
TERI Learning Academy 1:1									
TERI Learning Academy 1:3									
The Koonings Center									
TIEE - AIM HIGH at Mt. Helix Academy (Site 4)							\$76.88		
TIEE - Children's Workshop (Site 1)							\$76.88		
TIEE - Cook Education Center (Site 3)							\$76.88		
TIEE - Urban Skills Center (Site 2)							\$76.88		
TIEE - Workshop @ Cook (Site 3)							\$76.88		
Verbal Behavior Associates (VBA)									
Xcite Steps									

*Not NCCSE approved rates

ITEM 14C

Name of NPS/A	Social Work Services (525)	Psychological Services (530)	Psychological Services (530) - Assessment	Behavior Intervention Services (535)	Behavior Intervention Services (535) - Supervision	Behavior Intervention Services (535) - Other Provider: Behavior Tech	Specialized Vision Services (725)
Accent Care Home Health of California, Inc.							
ACES Academy							
Advanced Medical Personnel Services, Inc.							
AEFCT Autism Experts Empowering Families & Alternative Teaching Strategy Center				\$60.00	\$125.00		
Aseltine School				\$60.00	\$125.00/Hour		
Autism Learning Partners				See Notes	See Notes	\$51.26	
Autism Spectrum Therapies, LLC				\$55.00	\$100.00		
Banyan Tree Foundations Academy San Diego							
Braille Consultants, Inc.							\$25.00
Coast to Coast Therapy, Inc.							
Community Transition Academy							
Dependable Nursing, LLC							
E-Therapy	\$75.00						
Gateway Learning Group, Inc.				\$75.00	\$115.00	\$50.00	
New Bridge School							
North County Family Counseling Specialist (NCFCS)		\$95.00	\$95.00*				
Palomar Family Counseling Services, Inc.				\$45.00			
Rancho Coastal Speech Therapy, Inc							
Ro Health, Inc.		\$76.50	\$76.50		\$110.00	\$47.00	NOT CERTIFIED
San Diego Center for Children Academy							
San Diego County Speech Pathology Services, Inc.							
SHC Services, Inc. dba Supplemental Health Care	Not Certified	Not Certified					
Sierra Academy of San Diego							
Springall Academy							
Staff Rehab		\$75.00	\$80.00	\$75.00	\$80.00	\$50.00	
Stein Center - Decena							
Stein Center - Transition							
TERI Country School 1:1							
TERI Country School 1:3							
TERI Country School 1:9							
TERI Learning Academy 1:1							
TERI Learning Academy 1:3							
The Koonings Center							
TIEE - AIM HIGH at Mt. Helix Academy (Site 4)							
TIEE - Children's Workshop (Site 1)							
TIEE - Cook Education Center (Site 3)							
TIEE - Urban Skills Center (Site 2)							
TIEE - Workshop @ Cook (Site 3)							
Verbal Behavior Associates (VBA)				\$52.00	\$100.00		
Xcite Steps					\$125.00	\$50.00	

*Not NCCSE approved rates

ITEM 14C

Name of NPS/A	Specialized Vision Services (725) - Assessment	Orientation and Mobility (730)	Orientation and Mobility (730) - Assessment	College Awareness Preparation (820)	Vocational Assessment, Counseling, Guidance, Assessment (830)
Accent Care Home Health of California, Inc.					
ACES Academy					
Advanced Medical Personnel Services, Inc.					
AEFCT Autism Experts Empowering Families & Alternative Teaching Strategy Center					
Aseltine School				Inclusive Per IEP	Inclusive Per IEP
Autism Learning Partners					
Autism Spectrum Therapies, LLC					
Banyan Tree Foundations Academy San Diego					
Braille Consultants, Inc.	\$75.00				
Coast to Coast Therapy, Inc.					
Community Transition Academy					
Dependable Nursing, LLC					
E-Therapy					
Gateway Learning Group, Inc.					
New Bridge School					
*North County Family Counseling Specialist (NCFCS)					
Palomar Family Counseling Services, Inc.					
Rancho Coastal Speech Therapy, Inc					
Ro Health, Inc.	NOT CERTIFIED				
San Diego Center for Children Academy				\$25.00	\$75.00
San Diego County Speech Pathology Services, Inc.					
SHC Services, Inc. dba Supplemental Health Care					
Sierra Academy of San Diego					
Springall Academy					
Staff Rehab		\$80.00	\$80.00		
Stein Center - Decena					
Stein Center - Transition					
TERI Country School 1:1					
TERI Country School 1:3					
TERI Country School 1:9					
TERI Learning Academy 1:1					
TERI Learning Academy 1:3					
The Koonings Center					
TIEE - AIM HIGH at Mt. Helix Academy (Site 4)					
TIEE - Children's Workshop (Site 1)					
TIEE - Cook Education Center (Site 3)					
TIEE - Urban Skills Center (Site 2)					
TIEE - Workshop @ Cook (Site 3)					
Verbal Behavior Associates (VBA)					
Xcite Steps					

*Not NCCSE approved rates

ITEM 14C

Name of NPS/A	Career Awareness (840)	Work Experience Education (850)	Job Coaching (855)	Other Transition Services (890)
Accent Care Home Health of California, Inc.				
ACES Academy				
Advanced Medical Personnel Services, Inc.				
AEFCT Autism Experts Empowering Families &				
Alternative Teaching Strategy Center				
Aseltine School	Inclusive Per IEP			
Autism Learning Partners				
Autism Spectrum Therapies, LLC				
Banyan Tree Foundations Academy San Diego				
Braille Consultants, Inc.				
Coast to Coast Therapy, Inc.				
Community Transition Academy				
Dependable Nursing, LLC				
E-Therapy				
Gateway Learning Group, Inc.				
New Bridge School				
*North County Family Counseling Specialist (NCFCS)				
Palomar Family Counseling Services, Inc.				
Rancho Coastal Speech Therapy, Inc				
Ro Health, Inc.				
San Diego Center for Children Academy		\$25.00	\$20.50	\$25.00
San Diego County Speech Pathology Services, Inc.				
SHC Services, Inc. dba Supplemental Health Care				
Sierra Academy of San Diego			\$19.00	
Springall Academy			\$19.00	
Staff Rehab				
Stein Center - Decena				
Stein Center - Transition				
TERI Country School 1:1				
TERI Country School 1:3				
TERI Country School 1:9				
TERI Learning Academy 1:1				
TERI Learning Academy 1:3				
The Koonings Center				
TIEE - AIM HIGH at Mt. Helix Academy (Site 4)				
TIEE - Children's Workshop (Site 1)				
TIEE - Cook Education Center (Site 3)				
TIEE - Urban Skills Center (Site 2)				
TIEE - Workshop @ Cook (Site 3)				
Verbal Behavior Associates (VBA)				
Xcite Steps				

*Not NCCSE approved rates

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: July 19, 2018

BOARD MEETING DATE: July 26, 2018

PREPARED BY: Tiffany Hazlewood, Director of Student Services
Mark Miller, Associate Superintendent,
Administrative Services

SUBMITTED BY: Larry Perondi, Interim Superintendent

SUBJECT: APPROVAL OF PARENT SETTLEMENT
AND RELEASE AGREEMENT

EXECUTIVE SUMMARY

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

RECOMMENDATION:

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

FUNDING SOURCE:

As noted on the attached report.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT BOARD MEETING

ITEM 14E

SPECIAL EDUCATION AGREEMENTSBoard Meeting Date: 07/26/18

<u>Student #</u>	<u>Description of Services</u>	<u>Date Executed</u>	<u>Budget #</u>	<u>Amount</u>
2018-095PS	Pursuant to the Settlement Agreement, a negotiated agreement has been reached between the San Dieguito Union High School District and student #2017-095PS for special education related services from July 1, 2018 through June 30, 2020	07/03/18	General Fund/ Restricted 01-00	\$62,871.89

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: July 19, 2018

BOARD MEETING DATE: July 26, 2018

PREPARED BY: Tiffany Hazlewood, Director of Student Services
Mark Miller, Associate Superintendent,
Administrative Services

SUBMITTED BY: Larry Perondi, Interim Superintendent

SUBJECT: APPROVAL / RATIFICATION OF
AMENDMENTS TO AGREEMENTS

EXECUTIVE SUMMARY

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

RECOMMENDATION:

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

FUNDING SOURCE:

As noted on the attached report.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT BOARD MEETING

ITEM 14E

SPECIAL EDUCATION AGREEMENTSBoard Meeting Date: 07/26/18

<u>Student #</u>	<u>Description of Services</u>	<u>Date Executed</u>	<u>Budget #</u>	<u>Amount</u>
2017-058PS	Program change, decreasing the amount by \$35,214.81, for a new total of \$137,385.19.	06/25/18	General Fund/ Unrestricted 01-00	\$137,385.19
2018-089PS	Additional \$52,440.00 for cost of courses, for a new total of \$162,690.00.	05/31/18	General Fund/ Unrestricted 01-00	\$162,690.00

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: July 18, 2018

BOARD MEETING DATE: July 26, 2018

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

SUBMITTED BY: Larry Perondi, Interim 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

BUSINESS - PROFESSIONAL SERVICES REPORT

Board Meeting Date: 07/26/18

<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>
08/27/18 – 08/26/19	The New York Times	To provide an academic site license for select access to The New York Times archives.	N/A	N/A
07/01/18 – 06/30/19 or until terminated by either party with thirty (30) day written prior notice	Rancho Santa Fe Security Systems, Inc.	To provide alarm monitoring, maintenance and emergency response throughout the District.	General Fund/ Unrestricted 01-00	\$40,000.00
07/01/18 – 06/30/19 or until terminated by either party with thirty (30) day written prior notice	Rancho Santa Fe Security Systems, Inc.	To provide District wide alarm minor repairs.	General Fund/ Unrestricted 01-00	At the rate of \$78.00 per hour plus parts
07/01/18 – 06/30/19	Roesling Nakamura Terada Architects, Inc.	To provide small project miscellaneous architectural, engineering and construction administration services for maintenance projects as assigned.	The fund to which the project is charged	\$45,000.00

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: July 18, 2018

BOARD MEETING DATE: July 26, 2018

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

SUBMITTED BY: Larry Perondi, Interim Superintendent

SUBJECT: APPROVAL / RATIFICATION OF
AMENDMENTS TO AGREEMENTS

EXECUTIVE SUMMARY

The attached Amendment to Agreements Report summarizes four amendments to agreements.

RECOMMENDATION:

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

FUNDING SOURCE:

As noted on the attached list.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

ITEM 15B

BUSINESS SERVICES - AMENDMENT TO AGREEMENTS REPORT**Board Meeting Date: 07/26/18**

<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>
07/01/18 – 06/30/19 Renewing annually until either party terminates with 30-day written notice	Cable Pipe and Leak Detection, Inc.	Increase the not to exceed amount by \$2,000.00.	General Fund/ Unrestricted 01-00	New annual total of \$3,000.00
07/01/18 – 06/30/19 Renewing annually until either party terminates with 30-day written notice	Varsity Brands Holding Company, Inc., dba BSN Sports, LLC.	Increase the not to exceed amount by \$3,000.00.	General Fund/ Unrestricted 01-00	New annual total of \$18,000.00
07/15/18 – 07/14/19	D.O.S. Pizza, Inc., and So Cal Dominoids, Inc., dba Domino's Pizza	For Pizza Supplies, B2017-02, amending the contract to extend the term for one additional year and to increase the price of product, as allowed by the terms of the contract, with no other changes to the contract.	Cafeteria Fund 13-00	3.33% increase
07/01/18 – 06/30/19	Gold Star Foods, Inc.	For grocery supplies, B2017-18, extending the contract for a one-year period and to increase the price of product as allowed by the terms of the contract, with no other changes to the contract.	Cafeteria Fund 13-00	2.16% increase

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: July 18, 2018

BOARD MEETING DATE: July 26, 2018

PREPARED BY: Tina Douglas, Associate Superintendent,
Business Services

SUBMITTED BY: Larry Perondi, Interim Superintendent

SUBJECT: **ADOPTION OF RESOLUTIONS /
AUTHORIZED REPRESENTATIVES TO
SAN DIEGO COUNTY SCHOOLS RISK
MANAGEMENT JOINT POWERS
AUTHORITY & FRINGE BENEFITS
CONSORTIUM**

EXECUTIVE SUMMARY

With changes in staffing, it becomes necessary to update resolutions designating authorized representatives to the County Risk Management Joint Powers Authority and Fringe Benefits Consortium. The following is a summary:

As a member of the San Diego County Schools Risk Management Joint Powers Authority, the Board is required to appoint a representative and alternate representative. The attached resolution identifies Tina Douglas, Associate Superintendent of Business Services as the representative, and Cindy Frazee, Associate Superintendent of Human Resources as the alternate representative.

As a member of the San Diego County Schools Fringe Benefits Consortium (FBC), the Board is required to appoint a representative and alternate representative. The attached FBC resolution identifies Cindy Frazee, Associate Superintendent of Human Resources as the representative, and Tina Douglas, Associate Superintendent of Business Services as the alternate representative.

RECOMMENDATION:

Adopt the following resolutions and approve authorized representatives, as shown in the attached supplements:

1. RESOLUTION DESIGNATING AUTHORIZED REPRESENTATIVES TO SAN DIEGO COUNTY SCHOOLS RISK MANAGEMENT JOINT POWERS AUTHORITY

Designate Tina Douglas, Associate Superintendent of Business Services as the authorized representative and Cindy Frazee, Associate Superintendent of Human Resources as alternate representative of San Diego Schools Risk Management Joint Powers Authority, effective July 1, 2018.

2. RESOLUTION DESIGNATING AUTHORIZED REPRESENTATIVES TO SAN DIEGO COUNTY SCHOOLS FRINGE BENEFITS CONSORTIUM

Designate Cindy Frazee, Associate Superintendent of Human Resources as the authorized representative and Tina Douglas, Associate Superintendent of Business Services as the alternate representative of the San Diego Schools Fringe Benefits Consortium, effective July 1, 2018.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

**RESOLUTION TO DESIGNATE AUTHORIZED REPRESENTATIVE
TO
SAN DIEGO COUNTY SCHOOLS RISK MANAGEMENT JOINT POWERS AUTHORITY
FOR
WORKERS' COMPENSATION, PROPERTY & LIABILITY
OR ANY OTHER RISK OR PLAN AUTHORIZED BY LAW**

On motion of Member _____, seconded by Member _____,
the following resolution is adopted:

WHEREAS, school districts in the State of California have determined there is a continuing need for insured and self-insurance plans for workers' compensation, property and liability, miscellaneous property or any other risk or plan authorized by law; and

WHEREAS, Title I, Division 7, Chapter 5, Article I (Sections 6500 et seq.) of the Government Code of the State of California authorizes joint exercise of two or more public agencies of any power common to them; and

WHEREAS, Sections 35214, 17566, 17567, 81602, and 81603 of the Education Code authorize a school district to establish insured and self-insurance plans for workers' compensation, property and liability, miscellaneous property or any other risk or plan authorized by law;

WHEREAS, the San Dieguito Union High School District is a member of and has executed an Articles of Agreement to the San Diego County Schools Risk Management Joint Powers Authority (JPA) and the JPA Agreement requires that the Board of member districts designate and appoint a JPA representative.

NOW THEREFORE BE IT RESOLVED that Tina Douglas, Associate Superintendent of Business Services is designated as the authorized representative of the Board of Trustees of San Dieguito Union High School District, and Cindy Frazee, Associate Superintendent of Human Resources as alternate representative, and is hereby authorized and directed to perform all items pertaining to the interest of the Board of Trustees as a legislative body pursuant to the terms of the San Diego County Schools Risk Management Joint Powers Authority Agreement.

ITEM 15C

PASSED AND ADOPTED by the Governing Board of the San Dieguito Union High School District at San Diego County, California, on the 26th Day of July, 2018, by the following vote:

AYES:_____ NOES:_____ ABSENT:_____ ABSTENTIONS:_____

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

I, Joann Schultz, Recording Secretary of the Governing Board of the San Dieguito Union High School District of Encinitas, California, do hereby certify that the foregoing is a full, true and correct copy of a resolution adopted by said board at the regular meeting hereof at the time and place of vote stated, which resolution is on file and of record in the office of said board.

Recording Secretary

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

**RESOLUTION TO DESIGNATE AUTHORIZED REPRESENTATIVE
TO
SAN DIEGO COUNTY SCHOOLS FRINGE BENEFITS CONSORTIUM
FOR FRINGE BENEFITS PROGRAMS**

On motion of Member _____, seconded by Member _____,
the following resolution is adopted:

WHEREAS, school districts in the State of California have determined there is a continuing need for insured and self-insurance plans for fringe benefits and desire to combine their respective efforts to establish and maintain Fringe Benefit Programs as authorized by law; and

WHEREAS, Title I, Division 7, Chapter 5, Article I (Sections 6500 et seq.) of the Government Code of the State of California authorizes joint exercise of two or more public agencies of any power common to them; and

WHEREAS, Sections 35214, 17566, 17567, 81602, and 81603 of the Education Code authorize a school district to establish a plan for health, vision, mental wellness, physical wellness, dental, IRC Section 125, life, long term care, prepaid legal, long term disability, deferred compensation, voluntary benefits, or any other fringe benefits plan as authorized by law;

WHEREAS, the San Dieguito Union High School District is a member of and has executed an Articles of Agreement to the San Diego County Schools Fringe Benefits Consortium that requires the Board of member districts to designate and appoint an FBC representative.

NOW THEREFORE BE IT RESOLVED that Cindy Frazee, Associate Superintendent of Human Resources is designated as the authorized representative of the Board of Trustees of San Dieguito Union High School District, and Tina Douglas, Associate Superintendent of Business Services as alternate representative, and is

ITEM 15C

hereby authorized and directed to perform all items pertaining to the interest of the Board of Trustees as a legislative body pursuant to the terms of the San Diego County Schools Risk Management Fringe Benefits agreement.

PASSED AND ADOPTED by the Governing Board of the San Dieguito Union High School District at San Diego County, California, on the 26th Day of July, 2018, by the following vote:

AYES: _____ NOES: _____ ABSENT: _____ ABSTENTIONS: _____

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

I, Joann Schultz, Recording Secretary of the Governing Board of the San Dieguito Union High School District of San Diego County, California, do hereby certify that the foregoing is a full, true and correct copy of a resolution adopted by said board at the regularly scheduled and conducted meeting held at the time and place stated, which resolution is on file and of record in the office of said board.

Recording Secretary

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: July 18, 2018

BOARD MEETING DATE: July 26, 2018

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

SUBMITTED BY: Larry Perondi, Interim Superintendent

SUBJECT: RESOLUTION AUTHORIZING SALE OR DISPOSAL
OF SURPLUS PERSONAL PROPERTY &
INSTRUCTIONAL MATERIALS

EXECUTIVE SUMMARY

During the course of every year personal property items and instructional materials (equipment, supplies, textbooks, etc.) become surplus or obsolete to the District. These items are gathered by warehouse personnel for the purpose of disposal by public sale, bid, or auction in accordance with Education Code. This process will allow for the sale or disposal of personal property and instructional materials on an as needed basis during the course of the fiscal year.

The sale or disposal of personal property is authorized pursuant to Education Code Sections 17540 through 17550 and 60510 for instructional materials.

RECOMMENDATION:

It is recommended that the Board adopt the attached resolution authorizing the Administration to sell surplus property on an as needed basis during the course of the 2018-19 fiscal year.

FUNDING SOURCE:

Not applicable.

RESOLUTION AUTHORIZING SALE OF SURPLUS PERSONAL PROPERTY AND INSTRUCTIONAL MATERIALS

On motion of _____, seconded by Member _____, the following resolution is adopted by the Governing Board of the San Dieguito Union High School District of San Diego County, California.

WHEREAS, this District, in the County of San Diego, has the need throughout the fiscal year to sell or dispose of personal property that is no longer needed by the District for its use; and

WHEREAS, Education Code Section 17540 allows the Governing Board of any school district to sell any personal property or school supplies belonging to the district to the federal government or its agencies, to the state, to any county, city and county, city or special district, or to any other school district or any agency eligible under the federal surplus property law, (40 U.S.C. Sec. 484(j)(3)) and the governing board of another school district may purchase the property, for an amount equal to the cost thereof plus the estimated cost of purchasing, storing, and handling the property, without advertisement for or receipt of bids or compliance with any other provisions of this code; and

WHEREAS, Education Code Section 17542 allows the Governing Board of any school district to sell any used personal property belonging to the district to the federal government or its agencies, to the state, to any county, city and county, city or special district, or to any other school district, without advertisement for or receipt of bids, or compliance with any other provisions of this code; and

WHEREAS, Education Code Section 17545 allows the Governing Board of any school district to sell for cash any personal property belonging to the district if the property is no longer required for school purposes, or if it is unsatisfactory, or not suitable for school use; the sale shall not be held until notice has been given by posting in at least three public places in the district for not less than two weeks, or by publication for at least once a week for a period of not less than two weeks in a newspaper published in the district and having a general circulation there; the property shall be sold to the highest responsible bidder, or all bids shall be rejected; and

WHEREAS, Education Code Section 17545 allows the Governing Board to conduct any sale of personal property by means of a public auction conducted by employees of the district or other public agencies, or by contract with a private auction firm; and

WHEREAS, Education Code Section 17546 allows for any item or items of property having previously been offered for sale pursuant to Section 17545, but for which no qualified bid was received, to be donated to any charitable organization deemed appropriate by the Board, sold at a private sale without further advertising, or disposed of in the local public dump; and

ITEM 15D

WHEREAS, Education Code 60510, Disposal of Surplus or Undistributed Obsolete Instructional Materials, allows for the governing board of any school district to donate these materials to (a) any governing board, county free library or other state institution, (b) any public agency of any territory or possession of the United States, (c) any non profit charitable organization, or (d) to children or adults in the State of California, or a foreign country if the purpose is to increase the general literacy of the people, or to sell them for a nominal price,

NOW THEREFORE, BE IT RESOLVED that the Board authorizes the Administration to conduct sales, bids, public auctions, donations, or disposals of surplus personal property and instructional materials as allowed by Education Code.

PASSED AND ADOPTED by said Governing on July 26, 2018 by the following vote:

- AYES:
- NOES:
- ABSENT:

STATE OF CALIFORNIA)
)
 COUNTY OF SAN DIEGO)

I, Larry Perondi, Secretary of the Governing Board of the San Dieguito Union High School District, County of San Diego, California, do hereby certify that the foregoing is a true copy of a resolution adopted by said Board at the regular meeting held at its regular place of meeting on July 26, 2018, which resolution is on file in the office of said Board.

Secretary, Board of Trustees
 San Dieguito Union High School District

Date

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: July 18, 2018

BOARD MEETING DATE: July 26, 2018

PREPARED BY: Tina Douglas, Associate Superintendent,
Business Services

SUBMITTED BY: Larry Perondi, Interim Superintendent

SUBJECT: APPROVAL OF BUSINESS REPORTS

EXECUTIVE SUMMARY

Please find the following business reports submitted for your approval:

1. Purchase Orders
2. Change Orders
3. 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, 5) Warrants, and 6) Revolving Cash Fund.

FUNDING SOURCE:

Not applicable.

ITEM 15E

PO REPORT JUNE 12, 2018 THROUGH JULY 16, 2018

PO NBR	DATE	FUND	VENDOR	LOC	DESCRIPTION	AMOUNT
000008584	26-Jun	0100	ERICKSON-HALL CONSTRUCTION CO	007	NEW CONSTRUCTION	\$ 20,722.00
		2139	ERICKSON-HALL CONSTRUCTION CO	007	NEW CONSTRUCTION	\$ 3,587,468.18
0000010071	12-Jun	2519	CDS Moving Equipment Inc.	007	IMPROVEMENT	\$ 906.72
0000010072	19-Jun	0100	C S B A	(blank)	PREPAID EXPENDITURES (EXPENSES)	\$ 620.00
0000010073	19-Jun	0100	CSU SAN BERNARDINO	(blank)	PREPAID EXPENDITURES (EXPENSES)	\$ 170.00
0000010074	19-Jun	0100	A Z BUS SALES INC	013	MATERIALS-VEHICLE PARTS	\$ 7,437.39
0000010075	19-Jun	0100	NCS PEARSON INC	002	MATERIALS AND SUPPLIES	\$ 3,019.75
0000010076	20-Jun	2139	PROCURETECH	007	NEW CONSTRUCTION	\$ 1,987.99
					EQUIPMENT	\$ 7,951.96
0000010077	20-Jun	2519	DEPT OF GENERAL SERVICES	(blank)	PREPAID EXPENDITURES (EXPENSES)	\$ 343,981.82
0000010078	20-Jun	0100	US BANK CORP PAYMENT SYS	007	BANK CHARGES	\$ 2,660.00
0000010079	20-Jun	0100	ENGIE SERVICES U.S., INC	007	DATA PROCESSING CONTRACT	\$ 31,014.00
0000010080	20-Jun	2139	TWINING, INC.	007	NEW CONSTRUCTION	\$ 22,445.00
0000010081	20-Jun	2139	COROVAN MOVING & STORAGE	007	NEW CONSTRUCTION	\$ 9,352.59
0000010082	20-Jun	2139	COROVAN MOVING & STORAGE	007	NEW CONSTRUCTION	\$ 9,352.59
0000010083	20-Jun	2109	RUHNAU CLARKE ARCHITECTS	007	IMPROVEMENT	\$ 95,602.00
0000010084	20-Jun	2139	BOB'S CRANE SERVICE	007	NEW CONSTRUCTION	\$ 706.20
0000010085	20-Jun	2139	COUNTY OF SAN DIEGO	007	NEW CONSTRUCTION	\$ 153.00
0000010086	20-Jun	2139	GEM INDUSTRIAL, INC.	007	IMPROVEMENT	\$ 324,215.00
0000010087	20-Jun	2519	TELLIARD CONSTRUCTION	007	IMPROVEMENT	\$ 163,859.00
0000010088	20-Jun	2139	WESTBERG & WHITE, INC.	007	NEW CONSTRUCTION	\$ 500.00
0000010089	20-Jun	0100	MISSION FEDERAL CREDIT UNION	017	MATERIALS AND SUPPLIES	\$ 274.76
0000010090	20-Jun	2519	CULVER-NEWLIN INC	007	EQUIPMENT	\$ 14,080.77
0000010091	20-Jun	2519	Daily Journal Corporation	007	PROF/CONSULT./OPER EXP	\$ 150.80
0000010092	20-Jun	0100	COLLEGE BOARD	600	MATERIALS AND SUPPLIES	\$ 14,096.00
0000010094	20-Jun	2139	MCCARTHY BUILDING COMPANY, INC	007	NEW CONSTRUCTION	\$ 108,703.00
0000010095	21-Jun	0100	MISSION FEDERAL CREDIT UNION	600	MATERIALS AND SUPPLIES	\$ 68.62
0000010096	22-Jun	0100	CREATIVE BUS SALES	013	COMPUTER SOFTWARE	\$ 831.29
0000010097	22-Jun	1300	A1 GOLF CARS, INC	014	REPAIRS BY VENDORS	\$ 65.00
0000010098	22-Jun	0100	HERITAGE SCHOOLS	002	ROOM & BOARD	\$ 14,210.00
					MENTAL HEALTH SVCS	\$ 4,814.00
					OTHER CONTR-N.P.S.	\$ 3,840.00
0000010099	22-Jun	0100	WESTERN ENVIRONMENTAL & SAFETY	012	OTHER SERV & OPER. EXP.	\$ 4,733.00
0000010100	25-Jun	0100	Boys & Girls Club of San Diego	004	RENTS & LEASES	\$ 7,375.00
0000010101	25-Jun	0100	LAURA ROMANO	021	LEGAL EXP-BUSINESS	\$ 1,181.25
0000010102	25-Jun	0100	SAN JOAQUIN COUNTY OFFICE OF EDUCATION	004	PROF/CONSULT./OPER EXP	\$ 3,000.00
0000010103	25-Jun	0100	SAN DIEGO STATE UNIVERSITY	001	PROF/CONSULT./OPER EXP	\$ 4,000.00
0000010104	25-Jun	0100	REGENTS OF THE UNIV. OF CA.	004	PROF/CONSULT./OPER EXP	\$ 11,968.75
0000010105	26-Jun	2519	CONSULTING & INSPECTION SVCS	007	LAND IMPROVEMENTS	\$ 7,744.00
0000010108	26-Jun	2139	CONSULTING & INSPECTION SVCS	007	IMPROVEMENT	\$ 8,224.00
0000010109	26-Jun	0100	LAB AIDS	001	COMMUNICATIONS-POSTAGE	\$ 612.22
0000010110	26-Jun	0100	COLBI TECHNOLOGIES, INC.	007	FEES - ADMISSIONS, TOURN	\$ 10,000.00
0000010111	26-Jun	2139	BB&T-JOHN BURNHAM INS SERVICES	007	NEW CONSTRUCTION	\$ 9,584.00
0000010112	26-Jun	2139	BB&T-JOHN BURNHAM INS SERVICES	007	NEW CONSTRUCTION	\$ 7,713.00
0000010113	26-Jun	2139	C&D TOWING	007	NEW CONSTRUCTION	\$ 625.00
0000010114	27-Jun	0100	STAPLES ADVANTAGE	500	MATERIALS AND SUPPLIES	\$ 120.34
0000010115	3-Jul	0100	DIGITAL SCHOOLS OF CA, LLC	011	CONSULTANTS-COMPUTER	\$ 53,376.48
0000010116	3-Jul	0100	XEROX CORPORATION	010	RENTS & LEASES	\$ 1,948.03
					COPIER OVERAGE CHGS	\$ 181.54
0000010117	3-Jul	0100	INTERNATIONAL BACCALAUREATE ORGANIZATION	001	CONFERENCE, WORKSHOP, SEM.	\$ 1,095.00
0000010118	3-Jul	0100	HOME DEPOT CREDIT SERVICES	017	MATERIALS AND SUPPLIES	\$ 1,500.00
0000010119	3-Jul	0100	SHELL CAR WASH & EXPRESS LUBE	017	FUEL	\$ 1,700.00
0000010120	3-Jul	0100	PROCURETECH	017	NON-CAPITALIZED TECH EQUIPMENT	\$ 20,000.00
0000010121	3-Jul	0100	UC REGENTS OFFICE OF THE PRESIDENT	500	CONFERENCE, WORKSHOP, SEM.	\$ 95.00
0000010122	6-Jul	2139	VOLUTONE DISTRIBUTING CO.	007	EQUIPMENT	\$ 10,916.75
0000010123	6-Jul	2519	SCHOOL FACILITY CONSULTANTS	007	PROF/CONSULT./OPER EXP	\$ 30,000.00
0000010124	6-Jul	2139	AREY JONES ED SOLUTIONS	007	EQUIPMENT	\$ 58,282.11
0000010125	6-Jul	2139	CDW GOVERNMENT	007	EQUIPMENT	\$ 4,894.45
0000010126	6-Jul	0100	STAPLES ADVANTAGE	001	MATERIALS AND SUPPLIES	\$ 1,650.00
					MATERIALS AND SUPPLIES	\$ 850.00
0000010127	6-Jul	0100	OGGI'S PIZZA	001	REFRESHMENTS	\$ 500.00
					REFRESHMENTS	\$ 500.00
0000010128	6-Jul	0100	COSTCO CARLSBAD	001	MATERIALS AND SUPPLIES	\$ 994.95
					MATERIALS AND SUPPLIES	\$ 505.05
0000010129	6-Jul	0100	SMART AND FINAL STORES CORP	001	MATERIALS AND SUPPLIES	\$ 500.00
					MATERIALS AND SUPPLIES	\$ 500.00
0000010130	6-Jul	0100	HOME DEPOT CREDIT SERVICES	012	GROUPS MATERIALS	\$ 6,000.00
0000010131	6-Jul	0100	SHEWARD & SON & SONS	012	REPAIRS BY VENDORS	\$ 4,537.00
0000010132	6-Jul	0100	WESTERN FLOORING, INC.	012	REPAIRS BY VENDORS	\$ 31,617.00
0000010133	9-Jul	2139	CDW GOVERNMENT	007	EQUIPMENT	\$ 19,987.70
0000010134	9-Jul	0100	AUDIOMETRICS	004	REPAIRS BY VENDORS	\$ 1,500.00
0000010135	9-Jul	0100	XEROX CORPORATION	011	RENTS & LEASES	\$ 4,274.92
					COPIER OVERAGE CHGS	\$ 1,596.28
0000010136	9-Jul	0100	XEROX CORPORATION	011	RENTS & LEASES	\$ 3,105.79
					COPIER OVERAGE CHGS	\$ 926.31
0000010137	9-Jul	0100	XEROX CORPORATION	011	RENTS & LEASES	\$ 7,610.60
					COPIER OVERAGE CHGS	\$ 2,662.55
0000010138	9-Jul	0100	SCHOOL SERVICES OF CALIFORNIA, INC.	021	CONFERENCE, WORKSHOP, SEM.	\$ 235.00
0000010139	9-Jul	0100	XEROX CORPORATION	011	RENTS & LEASES	\$ 16,512.65
					COPIER OVERAGE CHGS	\$ 5,115.63
0000010140	9-Jul	0100	PROCURETECH	017	NON-CAPITALIZED TECH EQUIPMENT	\$ 4,519.04
0000010141	9-Jul	0100	SCREENCASTIFY LLC	017	COMPUTER LICENSING	\$ 1,200.00
0000010142	9-Jul	0100	STAPLES ADVANTAGE	017	MATERIALS AND SUPPLIES	\$ 1,000.00
0000010143	9-Jul	0100	CDW GOVERNMENT	017	NON-CAPITALIZED TECH EQUIPMENT	\$ 7,995.08
0000010144	9-Jul	0100	AREY JONES ED SOLUTIONS	500	MATERIALS AND SUPPLIES	\$ 303.09
0000010145	9-Jul	0100	TRACE3, LLC	017	COMPUTER LICENSING	\$ 6,187.50
0000010146	9-Jul	0100	XEROX CORPORATION	011	RENTS & LEASES	\$ 4,430.08
					COPIER OVERAGE CHGS	\$ 716.84
0000010147	10-Jul	0100	XEROX CORPORATION	011	RENTS & LEASES	\$ 3,398.91
					COPIER OVERAGE CHGS	\$ 3,771.25
0000010148	10-Jul	0100	XEROX CORPORATION	011	RENTS & LEASES	\$ 15,374.15
					COPIER OVERAGE CHGS	\$ 19,488.62
0000010149	10-Jul	0100	CDW GOVERNMENT	017	NON-CAPITALIZED TECH EQUIPMENT	\$ 38,932.00
0000010150	10-Jul	0100	AREY JONES ED SOLUTIONS	017	NON-CAPITALIZED TECH EQUIPMENT	\$ 3,812.46
0000010151	10-Jul	0100	XEROX CORPORATION	011	RENTS & LEASES	\$ 2,571.26
					COPIER OVERAGE CHGS	\$ 607.06
0000010152	10-Jul	0100	XEROX CORPORATION	011	RENTS & LEASES	\$ 8,827.18

ITEM 15E

PO REPORT JUNE 12, 2018 THROUGH JULY 16, 2018

PO NBR	DATE	FUND	VENDOR	LOC	DESCRIPTION	AMOUNT
0000010152	10-Jul	0100	XEROX CORPORATION	500	COPIER OVERAGE CHGS	\$ 11,215.74
0000010153	10-Jul	0100	TCR SERVICES	500	MATERIALS AND SUPPLIES	\$ 818.68
0000010154	10-Jul	0100	D S SERVICES OF AMERICA INC	011	MATERIALS AND SUPPLIES	\$ 6,000.00
0000010155	10-Jul	0100	CDW GOVERNMENT	600	NON-CAPITALIZED TECH EQUIPMENT	\$ 9,733.00
0000010156	10-Jul	0100	PROCURETECH	007	COMPUTER SUPPLIES	\$ 500.00
0000010157	10-Jul	0100	PROCURETECH	012	COMPUTER SUPPLIES	\$ 400.00
0000010158	10-Jul	0100	PROCURETECH	500	COMPUTER SUPPLIES	\$ 2,000.00
0000010159	10-Jul	0100	PROCURETECH	500	COMPUTER SUPPLIES	\$ 1,000.00
0000010160	10-Jul	0100	PROCURETECH	500	COMPUTER SUPPLIES	\$ 1,000.00
0000010161	10-Jul	0100	PROCURETECH	500	COMPUTER SUPPLIES	\$ 1,000.00
0000010162	10-Jul	0100	PROCURETECH	500	COMPUTER SUPPLIES	\$ 3,000.00
0000010163	10-Jul	0100	PROCURETECH	500	COMPUTER SUPPLIES	\$ 500.00
0000010164	10-Jul	0100	PROCURETECH	500	COMPUTER SUPPLIES	\$ 2,000.00
0000010165	10-Jul	0100	PROCURETECH	500	COMPUTER SUPPLIES	\$ 500.00
0000010166	10-Jul	0100	OFFICE DEPOT, INC	500	MATERIALS AND SUPPLIES	\$ 61.34
0000010167	10-Jul	0100	PC & MACEXCHANGE	500	NON-CAPITALIZED TECH EQUIPMENT	\$ 6,890.61
0000010168	10-Jul	0100	PC & MACEXCHANGE	017	NON-CAPITALIZED TECH EQUIPMENT	\$ 570.00
0000010169	10-Jul	0100	PC & MACEXCHANGE	600	NON-CAPITALIZED TECH EQUIPMENT	\$ 1,378.12
0000010170	10-Jul	0100	OFFICE SOLUTIONS BUSINESS	500	MATERIALS AND SUPPLIES	\$ 21.55
0000010171	10-Jul	0100	CASBO	021	DUES AND MEMBERSHIPS	\$ 3,000.00
0000010172	11-Jul	0100	XEROX CORPORATION	001	RENTS & LEASES	\$ 2,941.32
					COPIER OVERAGE CHGS	\$ 5,279.75
0000010173	11-Jul	0100	XEROX CORPORATION	012	RENTS & LEASES	\$ 2,649.87
					COPIER OVERAGE CHGS	\$ 236.95
0000010174	11-Jul	0100	CDW GOVERNMENT	001	NON-CAPITALIZED TECH EQUIPMENT	\$ 110,961.76
0000010175	11-Jul	0100	STAPLES ADVANTAGE	500	MATERIALS AND SUPPLIES	\$ 1,000.00
0000010176	11-Jul	2519	W WOOD & ASSOCIATES DEVELOPMENT, INC	007	PROF/CONSULT, OPER EXP	\$ 25,000.00
0000010177	11-Jul	0100	STAPLES ADVANTAGE	500	MATERIALS AND SUPPLIES	\$ 1,000.00
0000010178	11-Jul	0100	STAPLES ADVANTAGE	500	MATERIALS AND SUPPLIES	\$ 100.00
0000010179	11-Jul	0100	STAPLES ADVANTAGE	500	MATERIALS AND SUPPLIES	\$ 200.00
0000010180	11-Jul	0100	STAPLES ADVANTAGE	500	MATERIALS AND SUPPLIES	\$ 700.00
0000010181	11-Jul	0100	STAPLES ADVANTAGE	500	MATERIALS AND SUPPLIES	\$ 100.00
0000010182	11-Jul	0100	STAPLES ADVANTAGE	500	MATERIALS AND SUPPLIES	\$ 500.00
0000010183	11-Jul	0100	STAPLES ADVANTAGE	500	MATERIALS AND SUPPLIES	\$ 1,200.00
0000010184	11-Jul	0100	STAPLES ADVANTAGE	500	MATERIALS AND SUPPLIES	\$ 1,500.00
0000010185	11-Jul	0100	STAPLES ADVANTAGE	020	MATERIALS AND SUPPLIES	\$ 800.00
0000010186	11-Jul	0100	STAPLES ADVANTAGE	500	MATERIALS AND SUPPLIES	\$ 150.00
0000010187	11-Jul	0100	STAPLES ADVANTAGE	500	MATERIALS AND SUPPLIES	\$ 100.00
0000010188	11-Jul	0100	STAPLES ADVANTAGE	500	MATERIALS AND SUPPLIES	\$ 175.00
0000010189	11-Jul	0100	INTERNATIONAL BACCALAUREATE ORGANIZATION	001	CONFERENCE, WORKSHOP, SEM.	\$ 600.00
0000010190	11-Jul	0100	BOXWOOD TECHNOLOGY INC	020	ADVERTISING	\$ 200.00
0000010191	11-Jul	0100	SHELL CAR WASH & EXPRESS LUBE	012	GASOLINE SUPPLIES	\$ 8,500.00
0000010192	11-Jul	0100	HOME DEPOT CREDIT SERVICES	012	BLDG.-REPAIR MATERIALS	\$ 40,000.00
0000010193	11-Jul	0100	DUNN EDWARDS CORP	012	BLDG.-REPAIR MATERIALS	\$ 10,000.00
0000010194	11-Jul	0100	CLARK SECURITY PRODUCTS	012	BLDG.-REPAIR MATERIALS	\$ 8,000.00
0000010195	11-Jul	0100	C E D	012	BLDG.-REPAIR MATERIALS	\$ 8,000.00
0000010196	11-Jul	0100	PACWEST AIR FILTER	012	BLDG.-REPAIR MATERIALS	\$ 40,000.00
0000010197	11-Jul	0100	UNITED REFRIGERATION INC	012	BLDG.-REPAIR MATERIALS	\$ 5,000.00
0000010198	11-Jul	0100	JOHNSTONE SUPPLY	012	BLDG.-REPAIR MATERIALS	\$ 3,000.00
0000010199	11-Jul	0100	OFFICE SOLUTIONS BUSINESS	600	MATERIALS AND SUPPLIES	\$ 2,195.56
0000010200	11-Jul	0100	MISSION FEDERAL CREDIT UNION	012	BLDG.-REPAIR MATERIALS	\$ 90,000.00
					RENTS & LEASES	\$ 10,000.00
0000010201	11-Jul	0100	ALLIED REFRIGERATION	012	BLDG.-REPAIR MATERIALS	\$ 5,000.00
0000010202	11-Jul	0100	FERGUSON ENTERPRISES INC	012	BLDG.-REPAIR MATERIALS	\$ 10,000.00
0000010203	11-Jul	0100	MISSION VALLEY PIPE & SUPPLY INC	012	BLDG.-REPAIR MATERIALS	\$ 12,000.00
0000010204	11-Jul	0100	GRAINGER	012	BLDG.-REPAIR MATERIALS	\$ 10,000.00
0000010205	12-Jul	0100	XEROX CORPORATION	016	RENTS & LEASES	\$ 2,472.83
					COPIER OVERAGE CHGS	\$ 1,017.46
				020	RENTS & LEASES	\$ 4,946.40
					COPIER OVERAGE CHGS	\$ 2,035.24
0000010206	12-Jul	0100	XEROX CORPORATION	007	RENTS & LEASES	\$ 3,312.80
					COPIER OVERAGE CHGS	\$ 969.29
0000010207	12-Jul	0100	XEROX CORPORATION	011	RENTS & LEASES	\$ 10,679.92
					COPIER OVERAGE CHGS	\$ 5,196.57
0000010208	12-Jul	0100	XEROX CORPORATION	011	RENTS & LEASES	\$ 24,434.60
					COPIER OVERAGE CHGS	\$ 18,276.58
0000010209	12-Jul	0100	SITEONE LANDSCAPE SUPPLY	012	GROUNDING MATERIALS	\$ 50,000.00
0000010210	12-Jul	0100	HOME DEPOT CREDIT SERVICES	012	CUSTODIAL SUPPLIES	\$ 15,000.00
0000010211	12-Jul	0100	ATLAS PUMPING SERVICES	012	REPAIRS BY VENDORS	\$ 5,740.00
0000010212	12-Jul	0100	C.P.L. Cable, Pipe - Leak Detection	012	OTHER SERV. & OPER. EXP.	\$ 3,000.00
0000010213	12-Jul	0100	BSN SPORTS, INC.,	012	OTHER SERV. & OPER. EXP.	\$ 15,000.00
0000010214	12-Jul	0100	Facilities Protection Systems	012	OTHER SERV. & OPER. EXP.	\$ 1,100.00
0000010215	12-Jul	0100	A1 GOLF CARS, INC	012	REPAIRS BY VENDORS	\$ 13,000.00
0000010216	12-Jul	0100	NVLS PROFESSIONAL SERVICES LLC	017	CONSULTANTS-COMPUTER	\$ 12,650.00
0000010217	12-Jul	0100	WAXIE SANITARY SUPPLY	012	CUSTODIAL SUPPLIES	\$ 40,000.00
0000010218	12-Jul	0100	SHELL CAR WASH & EXPRESS LUBE	012	GASOLINE SUPPLIES	\$ 10,000.00
0000010219	12-Jul	0100	SHELL CAR WASH & EXPRESS LUBE	012	GASOLINE SUPPLIES	\$ 250.00
0000010220	12-Jul	0100	NCTD	003	FEES - ADMISSIONS, TOURN	\$ 14,000.00
0000010221	12-Jul	0100	GRAINGER	012	CUSTODIAL SUPPLIES	\$ 5,000.00
0000010222	12-Jul	0100	NCTD	003	FEES - ADMISSIONS, TOURN	\$ 3,000.00
0000010223	12-Jul	0100	VISTA PAINT CORPORATION	012	BLDG.-REPAIR MATERIALS	\$ 4,000.00
0000010224	12-Jul	0100	CDW GOVERNMENT	001	NON-CAPITALIZED TECH EQUIPMENT	\$ 10,532.20
0000010225	12-Jul	0100	PC & MACEXCHANGE	001	NON-CAPITALIZED TECH EQUIPMENT	\$ 1,378.12
0000010226	12-Jul	0100	PC & MACEXCHANGE	001	NON-CAPITALIZED TECH EQUIPMENT	\$ 1,378.12
0000010227	12-Jul	0100	VERIZON CELLULAR	012	COMMUNICATIONS-TELEPHONE	\$ 18,000.00
0000010228	12-Jul	0100	SMART AND FINAL STORES CORP	500	REFRESHMENTS	\$ 1,000.00
0000010229	12-Jul	0100	PC & MACEXCHANGE	001	NON-CAPITALIZED TECH EQUIPMENT	\$ 1,378.12
0000010230	12-Jul	0100	SMART AND FINAL STORES CORP	500	MATERIALS AND SUPPLIES	\$ 200.00
0000010231	12-Jul	0100	PC & MACEXCHANGE	001	NON-CAPITALIZED TECH EQUIPMENT	\$ 1,378.12
0000010232	12-Jul	0100	PC & MACEXCHANGE	001	NON-CAPITALIZED TECH EQUIPMENT	\$ 1,378.12
0000010233	12-Jul	0100	TCR SERVICES	500	MATERIALS AND SUPPLIES	\$ 500.00
0000010234	12-Jul	0100	PC & MACEXCHANGE	001	NON-CAPITALIZED TECH EQUIPMENT	\$ 1,378.12
0000010235	12-Jul	0100	PC & MACEXCHANGE	001	NON-CAPITALIZED TECH EQUIPMENT	\$ 1,378.12
0000010236	12-Jul	0100	PC & MACEXCHANGE	001	NON-CAPITALIZED TECH EQUIPMENT	\$ 1,378.12
0000010237	12-Jul	0100	TCR SERVICES	500	MATERIALS AND SUPPLIES	\$ 130.00
0000010238	12-Jul	0100	PROCURETECH	500	COMPUTER SUPPLIES	\$ 2,000.00
0000010239	12-Jul	0100	PROCURETECH	500	COMPUTER SUPPLIES	\$ 1,000.00

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PO REPORT JUNE 12, 2018 THROUGH JULY 16, 2018

PO NBR	DATE	FUND	VENDOR	LOC	DESCRIPTION	AMOUNT
0000010240	12-Jul	0100	PROCURETECH	003	COMPUTER SUPPLIES	\$ 200.00
0000010241	12-Jul	0100	STAPLES ADVANTAGE	500	MATERIALS AND SUPPLIES	\$ 300.00
0000010242	12-Jul	0100	STAPLES ADVANTAGE	500	MATERIALS AND SUPPLIES	\$ 500.00
0000010243	12-Jul	0100	STAPLES ADVANTAGE	500	MATERIALS AND SUPPLIES	\$ 750.00
0000010244	12-Jul	0100	STAPLES ADVANTAGE	500	MATERIALS AND SUPPLIES	\$ 3,000.00
0000010245	12-Jul	0100	STAPLES ADVANTAGE	500	MATERIALS AND SUPPLIES	\$ 500.00
0000010246	12-Jul	0100	STAPLES ADVANTAGE	500	MATERIALS AND SUPPLIES	\$ 350.00
0000010247	12-Jul	0100	STAPLES ADVANTAGE	500	MATERIALS AND SUPPLIES	\$ 1,200.00
0000010248	12-Jul	0100	TCR SERVICES	500	MATERIALS AND SUPPLIES	\$ 362.00
0000010249	12-Jul	0100	TCR SERVICES	500	MATERIALS AND SUPPLIES	\$ 500.00
0000010250	12-Jul	0100	MRC360 AKA MR COPY	500	MATERIALS AND SUPPLIES	\$ 300.00
0000010251	12-Jul	0100	MRC360 AKA MR COPY	500	DUPLICATING SUPPLIES	\$ 500.00
0000010252	12-Jul	0100	AMERICAN CHEMICAL	500	MATERIALS AND SUPPLIES	\$ 150.00
0000010253	12-Jul	0100	AMERICAN CHEMICAL	500	MATERIALS AND SUPPLIES	\$ 150.00
0000010254	12-Jul	0100	MISSION FEDERAL CREDIT UNION	012	CUSTODIAL SUPPLIES	\$ 15,000.00
0000010255	12-Jul	0100	LAWNMOVERS PLUS INC	012	REPAIRS BY VENDORS	\$ 8,000.00
0000010256	12-Jul	0100	STAPLES ADVANTAGE	500	OFFICE SUPPLIES	\$ 800.00
0000010257	13-Jul	2139	NINYO & MOORE	007	NEW CONSTRUCTION	\$ 398.00
0000010258	13-Jul	0100	SAN JOAQUIN COUNTY OFFICE OF EDUCATION	016	ADVERTISING	\$ 930.08
				020	ADVERTISING	\$ 930.07
0000010259	13-Jul	0100	STAPLES ADVANTAGE	500	MATERIALS AND SUPPLIES	\$ 100.00
0000010260	13-Jul	0100	RALPHS CUSTOMER CHARGES	500	REFRESHMENTS	\$ 500.00
0000010261	13-Jul	0100	SMART AND FINAL STORES CORP	500	REFRESHMENTS	\$ 250.00
0000010262	13-Jul	0100	SMART AND FINAL STORES CORP	500	MATERIALS AND SUPPLIES	\$ 450.00
0000010263	13-Jul	0100	STAPLES ADVANTAGE	600	MATERIALS AND SUPPLIES	\$ 500.00
0000010264	13-Jul	0100	KELLY PAPER	500	DUPLICATING SUPPLIES	\$ 2,500.00
0000010265	13-Jul	0100	COSTCO CARMEL MTN RANCH	500	REFRESHMENTS	\$ 500.00
0000010266	13-Jul	0100	NORTHSTAR AV LLC	017	MATERIALS AND SUPPLIES	\$ 2,605.41
0000010267	13-Jul	0100	STAPLES ADVANTAGE	500	MATERIALS AND SUPPLIES	\$ 200.00
0000010268	13-Jul	0100	CHICK-FIL-A	500	REFRESHMENTS	\$ 200.00
0000010269	13-Jul	0100	JERSEY MIKE'S SUBS	500	REFRESHMENTS	\$ 750.00
0000010270	13-Jul	0100	LUNA GRILL	500	REFRESHMENTS	\$ 1,000.00
0000010271	13-Jul	0100	COSTCO CARMEL MTN RANCH	500	REFRESHMENTS	\$ 1,000.00
0000010272	13-Jul	0100	RUBIO'S	500	REFRESHMENTS	\$ 450.00
0000010273	13-Jul	0100	TCR SERVICES	500	DUPLICATING SUPPLIES	\$ 1,500.00
0000010274	13-Jul	0100	STAPLES ADVANTAGE	500	MATERIALS AND SUPPLIES	\$ 100.00
0000010275	13-Jul	0100	STAPLES ADVANTAGE	500	MATERIALS AND SUPPLIES	\$ 125.14
0000010276	13-Jul	0100	HAMEL INTERIORS INC	500	MATERIALS AND SUPPLIES	\$ 643.40
0000010277	13-Jul	0100	STAPLES ADVANTAGE	500	MATERIALS AND SUPPLIES	\$ 1,000.00
0000010278	16-Jul	0100	XEROX CORPORATION	002	RENTS & LEASES	\$ 4,882.11
					COMPUTER LICENSING	\$ 671.40
0000010279	16-Jul	0100	XEROX CORPORATION	002	RENTS & LEASES	\$ 1,873.69
					COMPUTER LICENSING	\$ 436.84
0000010280	16-Jul	0100	SAN DIEGO COUNTY OFFICE OF EDUCATION	002	CONFERENCE, WORKSHOP, SEM.	\$ 45.00
0000010281	16-Jul	0100	XEROX CORPORATION	002	RENTS & LEASES	\$ 1,526.90
					COPIER OVERAGE CHGS	\$ 194.53
0000010282	16-Jul	0100	XEROX CORPORATION	002	RENTS & LEASES	\$ 2,004.67
					COPIER OVERAGE CHGS	\$ 115.21
0000010283	16-Jul	0100	WESTERN MICRO GRAPHICS	022	REPAIRS BY VENDORS	\$ 700.00
0000010284	16-Jul	0100	COSTCO CARLSBAD	022	REFRESHMENTS	\$ 400.00
0000010285	16-Jul	0100	RALPHS CUSTOMER CHARGES	022	REFRESHMENTS	\$ 200.00
0000010286	16-Jul	0100	A C S A	020	CONFERENCE, WORKSHOP, SEM.	\$ 499.00
0000010287	16-Jul	0100	OFFICE DEPOT, INC	500	MATERIALS AND SUPPLIES	\$ 147.40
0000010288	16-Jul	0100	PACIFIC PLUMBING SPECIALTIES INC	012	BLDG.-REPAIR MATERIALS	\$ 12,000.00
0000010289	16-Jul	0100	PACIFIC BACKFLOW, INC	012	REPAIRS BY VENDORS	\$ 10,000.00
					OTHER SERV & OPER. EXP.	\$ 6,000.00
0000010290	16-Jul	0100	HAWTHORNE LIFT/NAUMANN HOBBS	012	REPAIRS BY VENDORS	\$ 15,000.00
0000010291	16-Jul	0100	BURNHAM BENEFITS INSURANCE SERVICES	020	PROF/CONSULT./OPER EXP	\$ 70,833.30
0000010292	16-Jul	0100	BEACHSIDE MIRROR AND GLASS INC	012	REPAIRS BY VENDORS	\$ 6,000.00
0000010293	16-Jul	0100	PIONEER ATHLETICS	012	GROUNDNS MATERIALS	\$ 15,000.00
0000010484	12-Jul	0100	AMERICAN EXPRESS	011	BANK CHARGES	\$ 45.83
000009363B	12-Jun	0100	B AND H PHOTO-VIDEO	003	MATERIALS AND SUPPLIES	\$ -
					NON CAPITALIZED EQUIP	\$ 234.90
					NON CAPITALIZED EQUIP	\$ 1,293.00
000009414A	12-Jun	0100	B AND H PHOTO-VIDEO	003	MATERIALS AND SUPPLIES	\$ 1,361.58
0000780003	13-Jul	0100	STAPLES ADVANTAGE	002	MATERIALS AND SUPPLIES	\$ 45.66
					SUB-TOTAL NEW PURCHASES	\$ 6,269,798.52

CHANGE ORDERS

PO NBR	DATE	FUND	VENDOR	LOC	DESCRIPTION	AMOUNT
000008212	6/14/2018	2139	CW DRIVER	007	NEW CONSTRUCTION	\$ 133,639.00
000003907	6/15/2018	2139	LIONAKIS	007	NEW CONSTRUCTION	\$ 5,000.00
000008730	6/21/2018	2139	MCCARTHY	007	NEW CONSTRUCTION	\$ 588,824.00
000000914	6/22/2018	2139	SVA ARCHITECTS	007	NEW CONSTRUCTION	\$ 3,500.00
000008607	6/22/2018	2139	BERTS	007	NEW CONSTRUCTION	\$ 2,108.00
000007298	6/22/2018	0100	BERTS	007	AUDIT	\$ 2,443.80
000008584	6/25/2018	2139	ERICKSON HALL	007	NEW CONSTRUCTION	\$ 15,312.67
					SUB-TOTAL CHANGE ORDERS	\$ 750,827.47

PURCHASE ORDER INCREASE/DECREASE

PO NBR	DATE	FUND	VENDOR	LOC	DESCRIPTION	AMOUNT
000008459	6/3/2018	0100	CURRIER & HUDSON	022	LEGAL EXPENSE	\$ 9,000.00
000008460	6/4/2018	0100	CURRIER & HUDSON	021	LEGAL EXP-PERSONNEL	\$ 8,000.00
000008161	6/13/2018	0100	A1 GOLF	012	REPAIRS BY VENDORS	\$ 500.00
000007518	6/18/2018	0100	AMERICAN CHEMICAL	012	CUSTODIAL SUPPLIES	\$ 1,300.00
000007570	6/18/2018	0100	WAXIE	012	CUSTODIAL SUPPLIES	\$ (1,300.00)
					SUB-TOTAL PO CHANGES	\$ 17,500.00

REPORT TOTAL	\$ 7,038,125.99
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Individual Membership Listings
For the Period of June 12, 2018 through July 16, 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 06/12/18 THROUGH 07/16/18

WARRANT NBR	DATE	VENDOR	FUND	DESCRIPTION	AMOUNT
14417013	6/12/2018	ANTHEM BLUE CROSS	6717	Retiree Vendor Pmts	\$ 74.76
14417014	6/12/2018	DELTA DENTAL INSURANCE CO.	0100	Health & Welfare Benefits, cla	\$ 137.36
14417015	6/12/2018	ANTHEM DENTAL	0100	Health & Welfare Benefits, cer	\$ 102.26
14417016	6/12/2018	ANTHEM BC	0100	Health & Welfare Benefits, cer	\$ 5,785.78
14417017	6/12/2018	KAISER	0100	Health & Welfare Benefits, cer	\$ 1,026.30
14417018	6/12/2018	MARY COURTNEY	0100	Mileage	\$ 39.24
14417019	6/12/2018	RALF BERNARD	0100	Mileage	\$ 236.53
14417020	6/12/2018	US Foods, Inc.	1300	Purchases Food	\$ 30,551.90
14417021	6/12/2018	FLAGHOUSE, INC.	0100	Materials And Supplies	\$ 719.69
14417022	6/12/2018	SSID #7112709066	0100	Mediation Settlements	\$ 14,780.00
14417023	6/12/2018	CHERI BENE	0100	Mileage	\$ 230.54
14417024	6/12/2018	SELMA MCDERMID	0100	Mileage	\$ 38.15
14417025	6/12/2018	SSID #8233009200	0100	Mediation Settlements	\$ 2,375.00
14417026	6/12/2018	MOBILE AIR INC	0100	Repairs-Vehicles	\$ 4,204.75
14417027	6/12/2018	MANUEL MOBILE	0100	Repairs & Maintenance	\$ 206.00
14417028	6/12/2018	CARAFA, ROBIN	1300	Mileage	\$ 186.23
14417029	6/12/2018	A1 GOLF CARS, INC	0100	Repairs & Maintenance	\$ 289.22
14417030	6/12/2018	SSID #8097144658	0100	Mediation Settlements	\$ 10,740.00
14417031	6/12/2018	RICHARD AYALA	0100	Mileage	\$ 134.07
14417032	6/12/2018	JOY BISCHKE	0100	Mileage	\$ 248.52
14417033	6/12/2018	C I F	0100	Dues - CIF	\$ 1,425.00
14417034	6/12/2018	COMMUNITY SCHOOL OF SD, THE	0100	Sub/Other Contr-Nps	\$ 23,063.04
14417035	6/12/2018	CONSULTING & INSPECTION SVCS	2139	New Construction	\$ 33,248.00
14417036	6/12/2018	COOPER, CHERYL	0100	Mileage	\$ 37.61
14417037	6/12/2018	DEBRA CRUSE	0100	Mileage	\$ 74.67
14417038	6/12/2018	D. A. D. ASPHALT, INC.	0100	Repairs & Maintenance	\$ 14,100.00
14417039	6/12/2018	DANIEL & DAVIS OPTOMETRY INC.	0100	Professional/Consult Svs	\$ 1,083.00
14417040	6/12/2018	FAGEN FRIEDMAN & FULFROST, LLP	0100	Legal Exp-Business	\$ 1,961.50
				Legal Expense	\$ 202.90
				Legal Exp-Personnel	\$ 528.00
14417041	6/12/2018	FLINN SCIENTIFIC INC	0100	Materials And Supplies	\$ 702.89
14417042	6/12/2018	SCOTT FROESE	0100	Mileage	\$ 77.39
14417043	6/12/2018	KASEY GALIK	0100	Mileage	\$ 578.81
14417044	6/12/2018	KAREN GEASLIN	0100	Mileage	\$ 9.81
14417045	6/12/2018	GOPHER SPORT	0100	Materials And Supplies	\$ 4,567.41
14417046	6/12/2018	JANUS CORPORATION	0100	Repairs & Maintenance	\$ 5,151.00
14417047	6/12/2018	HEATHER LUTZ	0100	Mileage	\$ 162.96
14417048	6/12/2018	MCCARTHY BUILDING COMPANY, INC	2139	New Construction	\$ 62,390.76
14417049	6/12/2018	JENNIFER MCCLUAN	0100	Mileage	\$ 19.08
14417050	6/12/2018	NIKKO ENTERPRISE	1300	Purchases Food	\$ 429.00
14417051	6/12/2018	NVLS PROFESSIONAL SERVICES LLC	0100	Consultants-Computer	\$ 8,325.00
14417052	6/12/2018	DELORES PERLEY REVOLVING CASH	0100	Bank Charges	\$ 52.48
				Spec Ed Student Stipends	\$ 5,126.00
			1300	Clerical And Office Salaries	\$ 2,774.42
14417053	6/12/2018	SAN DIEGO COUNTY OFFICE OF EDUCATION	0100	Conference,Workshop,Sem.	\$ 35.00
14417054	6/12/2018	SAN DIEGO GAS & ELECTRIC CO	0100	Compressed Natrl Gas (Cng)	\$ 312.66
				Gas & Electric	\$ 132,297.67
14417055	6/12/2018	SAN DIEGO GAS & ELECTRIC CO	0100	Gas & Electric	\$ 8,822.68
14417056	6/12/2018	T E R I INC	0100	Sub/Other Contr-Nps	\$ 38,000.64
14417057	6/12/2018	TOP OF THE BAGEL	1300	Purchases Food	\$ 606.23
14418019	6/13/2018	BARBARA REUER	0100	Professional/Consult Svs	\$ 1,113.68
14418020	6/13/2018	SSID #7157288406	0100	Other Serv.& Oper.Exp.	\$ 537.69
14418021	6/13/2018	CENTER FOR GIFTED EDUCATION- APSI	0100	Prepaid Expenditures (Expenses	\$ 685.00
14418022	6/13/2018	AREY JONES ED SOLUTIONS	0100	Non-Capitalized Tech Equipment	\$ 126,356.79
14418023	6/13/2018	BRAINPOP LLC	0100	Computer Licensing	\$ 1,795.00
14418024	6/13/2018	BREVIK PLUMBING	0100	Repairs & Maintenance	\$ 5,818.00
14418025	6/13/2018	CDW GOVERNMENT	0100	Non-Capitalized Tech Equipment	\$ 58,398.00
14418026	6/13/2018	MELISSA HAIDER, MPT	0100	Professional/Consult Svs	\$ 632.50
14418027	6/13/2018	NO CTY STUDENT TRANSPORTATION	0100	Subagreements For Services	\$ 8,366.08

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WARRANT REPORT FROM 06/12/18 THROUGH 07/16/18

WARRANT NBR	DATE	VENDOR	FUND	DESCRIPTION	AMOUNT
14418029	6/13/2018	NCTD	0100	Fees - Business, Admission,Etc	\$ 1,628.00
14418030	6/13/2018	PREMIER AGENDAS INC	0100	Materials And Supplies	\$ 2,741.16
14418031	6/13/2018	SAN DIEGO SCENIC TOURS, INC.	0100	Subagreements For Services	\$ 594.79
14418032	6/13/2018	SMART AND FINAL STORES CORP	0100	Materials And Supplies	\$ 177.99
14418033	6/13/2018	SUN DIEGO CHARTER COMPANY	0100	Fld. Trips By Prv. Contr	\$ 6,083.93
14418034	6/13/2018	AMERICAN EXPRESS	0100	Repairs & Maintenance	\$ 12,211.76
14418035	6/13/2018	AMERICAN EXPRESS	2518	Improvements	\$ 178.91
14418036	6/13/2018	AMERICAN EXPRESS	2139	New Construction	\$ 172.86
14418037	6/13/2018	XEROX CORPORATION	1300	Copy Charges	\$ 2.75
				Rents & Leases	\$ 226.53
14418651	6/14/2018	PC & MAC EXCHANGE	0100	Non-Capitalized Tech Equipment	\$ 2,756.24
14418652	6/14/2018	ARBOR SCIENTIFIC	0100	Materials And Supplies	\$ 99.00
14418653	6/14/2018	GUITAR CENTER, INC.	0100	Materials And Supplies	\$ 273.68
14418654	6/14/2018	HAMEL INTERIORS INC	0100	Materials And Supplies	\$ 1,357.13
14418655	6/14/2018	Maureen O'Leary Burness	0100	Professional/Consult Svs	\$ 2,068.89
14418656	6/14/2018	OLSON, LINDSEY	0100	Materials And Supplies	\$ 66.21
14418657	6/14/2018	Cinnamon Hills Youth Crisis Center	0100	Mental Health Svcs	\$ 2,907.23
				Other Contr-N.P.S.	\$ 6,849.00
				Room & Board	\$ 12,996.75
14418658	6/14/2018	MEDEX SUPPLY.COM	0100	Materials And Supplies	\$ 54.36
14418659	6/14/2018	IRON NECK, THE	0100	Materials And Supplies	\$ 1,335.00
14418660	6/14/2018	Pacifica Residential Care	0100	Professional/Consult Svs	\$ 804.86
14418661	6/14/2018	Tongzeng Yang	1300	Food Service Sales Cca	\$ 393.75
14418662	6/14/2018	ALTA COPY, PRINT, DESIGN	0100	Printing	\$ 1,133.53
14418663	6/14/2018	AMERICAN CHEMICAL	0100	Non-Capitalized Equipment	\$ 29,588.15
14418664	6/14/2018	BLICK ART MATERIALS	0100	Materials And Supplies	\$ 1,247.40
14418665	6/14/2018	ACES, INC.	0100	Sub/Other Contr-Nps	\$ 4,423.44
14418666	6/14/2018	HERITAGE SCHOOLS, INC.	0100	Other Contr-N.P.S.	\$ 480.00
				Sub/Mental Health Svcs	\$ 332.00
				Sub/Room & Board	\$ 980.00
14418667	6/14/2018	HUNTLEY, SCOTT	0100	Materials And Supplies	\$ 533.83
14418668	6/14/2018	MCLOGAN SUPPLY CO	0100	Materials And Supplies	\$ 24.73
14418669	6/14/2018	PACWEST AIR FILTER	0100	Bldg.-Repair Materials	\$ 727.51
14418670	6/14/2018	RACHEL PAGE	0100	Conference,Workshop,Sem.	\$ 304.34
				Mileage	\$ 294.85
14418671	6/14/2018	Tina Peterson	0100	Materials And Supplies	\$ 260.00
				Refreshments	\$ 522.27
14418672	6/14/2018	PICK UP STIX CATERING	1300	Purchases Food	\$ 10,693.45
14418673	6/14/2018	SIMPLEX GRINNELL LP	0100	Repairs & Maintenance	\$ 1,793.55
14418674	6/14/2018	SO-CAL DOMINOIDS	1300	Purchases Food	\$ 5,002.25
14418675	6/14/2018	SO CAL GRAPHICS	0100	Printing	\$ 600.00
14418676	6/14/2018	T E R I INC	0100	Sub/Other Contr-Nps	\$ 8,906.40
14418677	6/14/2018	TCR SERVICES	0100	Materials And Supplies	\$ 417.70
				Office Supplies	\$ 139.97
14418678	6/14/2018	PERSEUS ASSOCIATES, LLC	0100	Computer Licensing	\$ 800.00
				Consultants-Computer	\$ 1,475.00
14418679	6/14/2018	UNITED PARCEL SERVICE	0100	Communications-Postage	\$ 78.02
14418680	6/14/2018	MEREDITH WADLEY AMSBAUGH	0100	Materials And Supplies	\$ 115.00
				Mileage	\$ 136.80
14418681	6/14/2018	AMERICAN EXPRESS	0100	Other Transport.Supplies	\$ -
				Rents & Leases	\$ 305.12
14419445	6/15/2018	DIANA BRANDIN REALTIME CAPTIONING & ASL	0100	Professional/Consult Svs	\$ 1,900.00
14419446	6/15/2018	CW DRIVER LLC	2139	New Construction	\$ 107,720.00
14419447	6/15/2018	Cinnamon Hills Youth Crisis Center	0100	Mental Health Svcs	\$ 2,095.91
				Other Contr-N.P.S.	\$ 3,042.60
				Room & Board	\$ 9,369.75
14419448	6/15/2018	SSID #4109801220	0100	Mediation Settlements	\$ 1,500.00
14419449	6/15/2018	AMANDA J. GRETSCH, INC.	0100	Professional/Consult Svs	\$ -
				Sub/Prof/Consultnt	\$ 2,750.00

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14419450	6/15/2018	SYNCB/AMAZON	0100	E-Books Other Than Textbooks	\$ 33.65
				Materials And Supplies	\$ 1,139.97
14419452	6/15/2018	AZTEC TECHNOLOGY CORP	2139	New Construction	\$ 436.39
14419453	6/15/2018	CA AGRI CONTROL INC	0100	Pest Control	\$ 700.00
14419454	6/15/2018	CHEVRON & TEXACO BUSINESS	0100	Fuel	\$ 345.72
14419455	6/15/2018	COUNTY OF SAN DIEGO	1300	Fees - Business, Admission,Etc	\$ 372.00
14419456	6/15/2018	IPROMOTEU	0100	Materials And Supplies	\$ 263.22
14419457	6/15/2018	FREDRICKS ELECTRIC INC	0100	Other Serv.& Oper.Exp.	\$ 5,700.00
14419458	6/15/2018	FREE FORM CLAY & SUPPLY	0100	Materials And Supplies	\$ 956.73
14419459	6/15/2018	HERFF JONES, INC	0100	Printing	\$ 12.46
14419460	6/15/2018	MATCH POINT TENNIS COURTS, INC	0100	Other Serv.& Oper.Exp.	\$ 341.00
14419461	6/15/2018	OPTIMUM FLOORCARE	0100	Repairs & Maintenance	\$ 2,353.20
14419462	6/15/2018	S&S BAKERY INC	1300	Purchases Food	\$ 2,078.98
14419463	6/15/2018	SCHOOL SERVICES OF CALIFORNIA, INC.	0100	Conference,Workshop,Sem.	\$ 1,575.00
14419464	6/15/2018	STAPLES ADVANTAGE	0100	Duplicating Supplies	\$ -
				Materials And Supplies	\$ 1,476.23
				Office Supplies	\$ 277.87
14419465	6/15/2018	TRIMARK ASSOCIATES, INC.	0100	Data Processing Contract	\$ 150.00
14419466	6/15/2018	AMERICAN EXPRESS	0100	Rents & Leases	\$ 1,035.08
14419467	6/15/2018	WESTERN PSYCHOLOGICAL SERVICES	0100	Materials And Supplies	\$ 2,979.73
14420054	6/18/2018	TK1SC INC	2139	New Construction	\$ 2,785.00
14420055	6/18/2018	GRACIELA SANCHEZ	0100	Mileage	\$ 57.78
14420056	6/18/2018	Samantha Thacker	0100	Mileage	\$ 215.82
14420057	6/18/2018	Chelsea Pest & Termite Control	0100	Pest Control	\$ 2,050.00
14420059	6/18/2018	Marley Nelms	1300	Mileage	\$ 124.81
14420060	6/18/2018	LAUNDRY LADIES, INC.	0100	Other Serv.& Oper.Exp.	\$ 255.00
14420061	6/18/2018	Papa John's, KJ Consortium	1300	Purchases Food	\$ 11,731.30
14420062	6/18/2018	SSID #7112709066	0100	Mediation Settlements	\$ 375.98
14420063	6/18/2018	POWDER 1	0100	Repairs-Vehicles	\$ 600.00
14420064	6/18/2018	Tongzeng Yang	1300	Food Service Sales Cca	\$ 56.00
14420065	6/18/2018	Linda Ross	1300	Food Service Sales Cca	\$ 24.75
14420066	6/18/2018	A1 GOLF CARS, INC	0100	Repairs & Maintenance	\$ 50.00
14420067	6/18/2018	BERT'S OFFICE TRAILERS	2139	New Construction	\$ 300.62
			2518	Improvements	\$ 242.44
14420068	6/18/2018	NINYO & MOORE	2139	New Construction	\$ 1,372.75
14420069	6/18/2018	OFFICE DEPOT, INC	0100	Materials And Supplies	\$ 61.33
14420070	6/18/2018	PALOMAR REPROGRAPHICS, INC.	2519	Improvements	\$ 34.82
14420071	6/18/2018	PREMIER AGENDAS INC	0100	Materials And Supplies	\$ 7,150.39
14420072	6/18/2018	RANCHO SANTA FE SEC SYSTEMS	0100	Other Serv.& Oper.Exp.	\$ 400.00
				Repairs & Maintenance	\$ 3,076.00
				Security Guard Contract	\$ 1,062.74
14420073	6/18/2018	ROBERT ROSS	0100	Mileage	\$ 259.42
14420074	6/18/2018	MARITZA SANTANDER	0100	Mileage	\$ 320.58
14420075	6/18/2018	SHOECRAFT, KATHERINE	0100	Mileage	\$ 160.18
14420076	6/18/2018	AMERICAN EXPRESS	0100	Other Serv.& Oper.Exp.	\$ 1,577.13
14420077	6/18/2018	WESTBERG & WHITE, INC.	2139	New Construction	\$ 7,545.00
14420078	6/18/2018	XEROX CORPORATION	0100	Copy Charges	\$ 1,332.76
				Rents & Leases	\$ 3,930.27
14420079	6/18/2018	JUAN MANUEL ZAPATA	0100	Mileage	\$ 371.15
14420751	6/19/2018	HOFMAN PLANNING & ENGINEERING	2139	New Construction	\$ 2,125.00
14420752	6/19/2018	CENTER FOR AUTISM AND RELATED DISORDER	0100	Other Contr-N.P.A.	\$ 495.00
14420753	6/19/2018	John Sergio Fisher & Associates, Inc.	2139	New Construction	\$ 12,497.69
14420754	6/19/2018	ACCURATE CONCRETE MOISTURE TESTING	2139	New Construction	\$ 1,460.00
14420755	6/19/2018	SemaYavuz	1300	Food Service Sales Cca	\$ 229.00
14420756	6/19/2018	SYNCB/AMAZON	0100	Books Other Than Textbooks	\$ 198.26
				Materials And Supplies	\$ 5,440.90
				Non-Capitalized Equipment	\$ 989.10
				Non-Capitalized Tech Equipment	\$ 2,063.90
14420758	6/19/2018	BLUE COAST CONSULTING	2139	New Construction	\$ 51,220.00

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14420758	43270.16667	BLUE COAST CONSULTING	2519	Improvements	\$ 2,288.00
14420759	6/19/2018	CA AIR COMPRESSOR	0100	Repairs & Maintenance	\$ 441.13
14420760	6/19/2018	SPARKLETTES	0100	Materials And Supplies	\$ 1,087.46
14420761	6/19/2018	ERICKSON-HALL CONSTRUCTION CO	2139	New Construction	\$ 122,271.06
14420762	6/19/2018	JOHNSON CONSULTING ENGINEERS	2519	Professional/Consult Svs	\$ 2,000.00
14420763	6/19/2018	New Haven Youth & Family Services	0100	Other Contr-N.P.A.	\$ 4,400.00
14420764	6/19/2018	NINYO & MOORE	2139	New Construction	\$ 28,788.75
14420765	6/19/2018	NOVA SERVICES	2139	New Construction	\$ 36,316.00
14420766	6/19/2018	PACWEST AIR FILTER	0100	Bldg.-Repair Materials	\$ 614.53
14420767	6/19/2018	SCHOOL SERVICES OF CALIFORNIA, INC.	0100	Professional/Consult Svs	\$ 305.00
14420768	6/19/2018	SHELL CAR WASH & EXPRESS LUBE	0100	Fuel	\$ 106.88
				Gasoline Supplies	\$ 741.77
14420769	6/19/2018	STAPLES ADVANTAGE	0100	Materials And Supplies	\$ 2,876.87
				Office Supplies	\$ 20.26
14420770	6/19/2018	VERDUGO TESTING CO., INC.	0100	Fees - Business, Admission,Etc	\$ 180.00
14421448	6/20/2018	Daniel Young	0100	Conference,Workshop,Sem.	\$ 483.16
14421449	6/20/2018	DELTA DENTAL INSURANCE CO.	0100	Health & Welfare Benefits, cla	\$ 55.18
14421450	6/20/2018	TIFFANY HAZLEWOOD	0100	Conference,Workshop,Sem.	\$ 260.04
14421451	6/20/2018	SITEONE LANDSCAPE SUPPLY	0100	Grounds Materials	\$ 3.74
14421452	6/20/2018	MARK MILLER	0100	Conference,Workshop,Sem.	\$ 83.37
				Mileage	\$ 259.97
14421453	6/20/2018	Swell DJ Production, Inc.	0100	Materials And Supplies	\$ 2,000.00
				Other Serv.& Oper.Exp.	\$ 1,200.00
14421454	6/20/2018	LAUREN CHAMBERS	0100	Mileage	\$ 527.87
14421455	6/20/2018	RICKY MA	1300	Materials And Supplies	\$ 50.00
14421456	6/20/2018	ANGELITA ANGELES	1300	Materials And Supplies	\$ 24.99
14421457	6/20/2018	EUFRACIO MADUENO	0100	Mileage	\$ 138.98
14421458	6/20/2018	MOBILE AIR INC	0100	Repairs-Vehicles	\$ 2,068.98
14421460	6/20/2018	JULIE BROADWIN	1300	Food Service Sales Cca	\$ 12.50
14421461	6/20/2018	AT&T	0100	Communications-Telephone	\$ 52.07
14421462	6/20/2018	AT&T LONG DISTANCE	0100	Communications-Telephone	\$ 16.13
14421463	6/20/2018	JOHN ADDLEMAN	0100	Conference,Workshop,Sem.	\$ 436.65
14421464	6/20/2018	SYNCB/AMAZON	0100	Materials And Supplies	\$ 5,836.02
14421466	6/20/2018	LAURA BENNETT	0100	Refreshments	\$ 16.98
14421467	6/20/2018	AMERICAN EXPRESS	0100	Prepaid Expenditures (Expenses	\$ 620.00
14421468	6/20/2018	CITY OF CARLSBAD	0100	Rents & Leases	\$ 10,700.00
14421469	6/20/2018	CAROL CLEMONS	0100	Mileage	\$ 31.61
14421470	6/20/2018	ELIZABETH DARGAN	0100	Mileage	\$ 201.65
14421471	6/20/2018	ELIZABETH DEL VAL	0100	Mileage	\$ 96.68
14421472	6/20/2018	DIGIULIO, JOHN	0100	Mileage	\$ 174.40
14421473	6/20/2018	KASEY GALIK	0100	Mileage	\$ 153.69
14421474	6/20/2018	DOUG SCOTT GILBERT	0100	Mileage	\$ 191.30
14421475	6/20/2018	BETH HERGESHEIMER	0100	Conference,Workshop,Sem.	\$ 20.25
14421476	6/20/2018	JENNIFER MCCLUAN	0100	Mileage	\$ 13.08
14421477	6/20/2018	NATHAN MOLINA	0100	Mileage	\$ 1,154.68
14421478	6/20/2018	OGGI'S PIZZA	0100	Refreshments	\$ 232.69
14421479	6/20/2018	RANCHO SANTA FE SEC SYSTEMS	0100	Other Serv.& Oper.Exp.	\$ 400.00
14421480	6/20/2018	SAN DIEGO CITY TREASURER	0100	Sewer Charges	\$ 5,267.68
				Water	\$ 13,945.47
14421481	6/20/2018	SOLUTION TREE	0100	Professional/Consult Svs	\$ 4,960.00
14421482	6/20/2018	STAPLES ADVANTAGE	0100	Materials And Supplies	\$ 683.12
14421483	6/20/2018	WAXIE SANITARY SUPPLY	0100	Custodial Materials	\$ 295.83
14421484	6/20/2018	XEROX CORPORATION	0100	Copy Charges	\$ 72.51
				Rents & Leases	\$ 361.86
14422269	6/21/2018	NATIONAL PETROLEUM INC.	0100	Materials-Vehicle Parts	\$ 746.71
14422270	6/21/2018	BEYNON SPORTS SURFACES INC	0100	Other Serv.& Oper.Exp.	\$ 4,947.00
14422271	6/21/2018	Tyler Durman, Inc.	0100	Other Serv.& Oper.Exp.	\$ 1,500.00
				Professional/Consult Svs	\$ 1,500.00
14422272	6/21/2018	Gang Shao	1300	Food Service Sales Cca	\$ 101.50

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14422273	6/21/2018	Wen Luo Shu Wu	1300	Food Service Sales Cca	\$ 24.00
14422274	6/21/2018	A-Z BUS SALES, INC. - COLTON	0100	Materials-Vehicle Parts	\$ 6,902.45
14422275	6/21/2018	CA DEPT OF EDUCATION	1300	Purchases Food	\$ 262.60
14422276	6/21/2018	COSTCO CARLSBAD	0100	Materials And Supplies	\$ 175.47
14422277	6/21/2018	GOLD STAR FOODS	1300	Purchases Food	\$ 21,077.34
14422278	6/21/2018	JANUS CORPORATION	0100	Repairs & Maintenance	\$ 9,515.00
14422279	6/21/2018	MOBILE MODULAR MANAGEMENT CORP	2139	New Construction	\$ 554.90
14422280	6/21/2018	RACHEL PAGE	0100	Mileage	\$ 67.58
14422281	6/21/2018	CAROLINE ROBERTS	0100	Mileage	\$ 83.55
14422282	6/21/2018	STAPLES ADVANTAGE	0100	Materials And Supplies	\$ 1,587.30
14422283	6/21/2018	TOP OF THE BAGEL	1300	Purchases Food	\$ 193.75
14422284	6/21/2018	WESELOH CHEVROLET CO	0100	Materials-Vehicle Parts	\$ 911.00
14422285	6/21/2018	SAN DIEGO FRICTION PRODUCTS	0100	Materials-Vehicle Parts	\$ 5,252.80
14423229	6/22/2018	A&S Flooring	0100	Repairs & Maintenance	\$ 30,546.00
14423230	6/22/2018	SOLAR CARE INC	0100	Repairs & Maintenance	\$ 625.00
14423231	6/22/2018	Angela wong	1300	Food Service Sales Cvms	\$ 27.75
14423232	6/22/2018	WALPORT ENTERPRISES, INC.	0100	Fuel	\$ 309.44
14423233	6/22/2018	COUNTY OF SAN DIEGO	2139	New Construction	\$ 153.00
14423234	6/22/2018	CREATIVE BUS SALES	0100	Materials-Vehicle Parts	\$ 426.74
14423236	6/22/2018	DEPT OF GENERAL SERVICES	2519	Prepaid Expenditures (Expenses	\$ 343,981.82
14423237	6/22/2018	ERICKSON-HALL CONSTRUCTION CO	2139	New Construction	\$ 123,892.00
14423238	6/22/2018	LAB AIDS	0100	Materials And Supplies	\$ 96.55
14423239	6/22/2018	NAPA AUTO PARTS	0100	Materials-Vehicle Parts Other Transport.Supplies	\$ 318.81 \$ 157.42
14423240	6/22/2018	LAURA ROMANO	0100	Legal Exp-Business	\$ 3,150.00
14423241	6/22/2018	SAN DIEGO RESTAURANT SUPPLY	0100	Non-Capitalized Equipment	\$ 4,406.93
14423242	6/22/2018	SCHOOL SPECIALTY, INC.	0100	Materials And Supplies	\$ 1,821.62
14423243	6/22/2018	SMART AND FINAL STORES CORP	1300	Purchases Food	\$ 39.84
14423244	6/22/2018	SOL TRANSPORTATION, INC.	0100	Spec.Ed.Transportation	\$ 49,867.25
14423245	6/22/2018	ALBERTSONS SAFEWAY	0100	Materials And Supplies	\$ 830.90
14423246	6/22/2018	WESTERN ENVIRONMENTAL & SAFETY	2109	Improvements	\$ 4,935.00
14423247	6/22/2018	XEROX CORPORATION	0100	Copy Charges Rents & Leases	\$ 2,039.75 \$ 1,220.55
14423771	6/25/2018	ACCO BRANDS USA LLC	0100	Materials And Supplies Non-Capitalized Equipment Repairs & Maintenance	\$ 111.21 \$ 1,319.85 \$ 323.73
14423772	6/25/2018	Facilities Protection Systems	0100	Other Serv.& Oper.Exp.	\$ 535.00
14423773	6/25/2018	HAMEL INTERIORS INC	0100	Materials And Supplies Non-Capitalized Equipment	\$ 6,968.82 \$ 888.27
14423774	6/25/2018	US Foods, Inc.	1300	Purchases Food	\$ 1,395.57
14423775	6/25/2018	LEARNING WITHOUT TEARS	0100	Materials And Supplies	\$ 32.34
14423776	6/25/2018	BURNHAM BENEFITS INSURANCE SERVICES	0100	Professional/Consult Svcs	\$ 14,166.66
14423777	6/25/2018	SAM CRESPI	0100	Other Local Income Cca	\$ 16.00
14423778	6/25/2018	LAURA EIDELSON	1300	Food Service Sales Tp	\$ 101.00
14423779	6/25/2018	SHERYL COUGHLIN	1300	Food Service Sales Ew	\$ 86.25
14423780	6/25/2018	JAMES CONLIN	1300	Food Service Sales Lcc	\$ 29.50
14423781	6/25/2018	PAIGE BABIKIAN	1300	Food Service Sales Cca	\$ 114.50
14423782	6/25/2018	A1 GOLF CARS, INC	0100	Rents & Leases	\$ 504.45
14423783	6/25/2018	BLACKBOARD	0100	Computer Licensing	\$ 19,100.00
14423784	6/25/2018	COLLEGE ENTRANCE EXAM BOARD	0100	Materials And Supplies	\$ 14,096.00
14423785	6/25/2018	DE JESUS, VICKI	0100	Conference,Workshop,Sem.	\$ 25.07
14423786	6/25/2018	ELITE SHOW SERVICES INC.	0100	Security Guard Contract	\$ 4,383.36
14423787	6/25/2018	LEUCADIA PIZZERIA	0100	Refreshments	\$ 29.52
14423788	6/25/2018	MODULAR SPACE CORPORATION	0100	Rents & Leases	\$ 540.99
14423789	6/25/2018	OGGI'S PIZZA	0100	Refreshments	\$ 654.50
14423790	6/25/2018	PICK UP STIX CATERING	1300	Purchases Food	\$ 2,069.25
14423791	6/25/2018	R C AWARDS	0100	Materials And Supplies	\$ 1,265.52
14423792	6/25/2018	S&S BAKERY INC	1300	Purchases Food	\$ 988.56
14423793	6/25/2018	22ND DIST AGRICULTURAL ASSN	0100	Rents & Leases	\$ 35,762.50

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14424451	6/26/2018	Harbottle Law Group	0100	Legal Expense	\$ 456.00
14424452	6/26/2018	Follett School Solutions	0100	Materials And Supplies	\$ 1,385.40
14424453	6/26/2018	SITEONE LANDSCAPE SUPPLY	0100	Grounds Materials	\$ 7,963.56
14424454	6/26/2018	Sydney Wilkinson	0100	Mileage	\$ 22.90
14424455	6/26/2018	US Foods, Inc.	1300	Purchases Food	\$ 580.78
14424456	6/26/2018	SemaYavuz	1300	Food Service Sales Cca	\$ 350.00
14424457	6/26/2018	ALICIA ONEIL	1300	Food Service Sales Lcc	\$ 44.75
14424458	6/26/2018	COTTON GAIL TOYONAGA	1300	Food Service Sales Cca	\$ 67.50
14424459	6/26/2018	CHRISTOPHER SHEN	1300	Food Service Sales Tp	\$ 152.50
14424460	6/26/2018	SUSAN WINGATE	0100	Materials And Supplies	\$ 123.37
14424461	6/26/2018	A-Z BUS SALES, INC. - COLTON	0100	Materials-Vehicle Parts	\$ 1,088.68
14424462	6/26/2018	Sandra English	0100	Mileage	\$ 29.43
14424463	6/26/2018	FISHER SCIENTIFIC	0100	Materials And Supplies	\$ 193.55
14424464	6/26/2018	NAUMANN HOBBS MATERIAL HANDLING	0100	Repairs & Maintenance	\$ 291.34
14424465	6/26/2018	HERITAGE SCHOOLS, INC.	0100	Mental Health Svcs	\$ 2,075.00
				Other Contr-N.P.S.	\$ 1,440.00
				Room & Board	\$ 6,125.00
14424466	6/26/2018	INTERPRETERS UNLIMITED	0100	Professional/Consult Svcs	\$ 986.33
14424467	6/26/2018	MATHESON TRI-GAS INC	0100	Materials And Supplies	\$ 267.21
14424468	6/26/2018	NAPA AUTO PARTS	0100	Materials And Supplies	\$ 18.30
14424469	6/26/2018	PACWEST AIR FILTER	0100	Bldg.-Repair Materials	\$ 3,101.90
14424470	6/26/2018	PARRINGTON, ROBERT A.	0100	Mileage	\$ 70.96
14424471	6/26/2018	NCS PEARSON INC	0100	Materials And Supplies	\$ 3,126.17
14424472	6/26/2018	Tina Peterson	0100	Mileage	\$ 232.17
14424473	6/26/2018	MELISSA SAGE	0100	Mileage	\$ 111.23
14424474	6/26/2018	SAN DIEGO SCENIC TOURS, INC.	0100	Subagreements For Services	\$ 957.47
14424475	6/26/2018	SISLER, ROBERT	0100	Athletic Post-Season Travel	\$ 422.80
14424476	6/26/2018	SO-CAL DOMINOIDS	1300	Purchases Food	\$ 2,669.60
14424477	6/26/2018	SOCO GROUP, INC.	0100	Fuel	\$ 32,454.46
14424478	6/26/2018	STAPLES ADVANTAGE	0100	Printing	\$ 3,223.94
14424479	6/26/2018	SUNRISE PRODUCE	1300	Purchases Food	\$ 2,455.91
14424480	6/26/2018	BSN SPORTS,LLC	0100	Repairs & Maintenance	\$ 4,551.30
14424481	6/26/2018	WESTERN PSYCHOLOGICAL SERVICES	0100	Materials And Supplies	\$ 2,311.24
14425189	6/27/2018	ADAM CAMACHO	0100	Materials And Supplies	\$ 75.63
				Refreshments	\$ 204.39
14425190	6/27/2018	CDS Moving Equipment Inc.	2519	Improvements	\$ 906.72
14425191	6/27/2018	Harbottle Law Group	0100	Legal Expense	\$ 15,853.76
14425192	6/27/2018	Follett School Solutions	0100	Materials And Supplies	\$ 1,111.18
14425193	6/27/2018	Terri Storch	0100	Refreshments	\$ 79.34
14425194	6/27/2018	FACILITIES MAINTAINANCE PLANNING LLC	2518	Professional/Consult Svcs	\$ 19,700.00
14425195	6/27/2018	CW DRIVER LLC	2139	New Construction	\$ 1,690,027.63
14425196	6/27/2018	GROUND SERVICE TECHNOLOGY, INC.	2139	New Construction	\$ 2,770.44
14425197	6/27/2018	CURRIER & HUDSON	0100	Legal Expense	\$ 5,264.27
				Legal Exp-Personnel	\$ 24,050.95
14425198	6/27/2018	BGCSDTO	0100	Rents & Leases	\$ 7,375.00
14425199	6/27/2018	KELLY PAPER	0100	Duplicating Supplies	\$ 1,316.14
				Materials And Supplies	\$ 977.07
14425200	6/27/2018	Highline Charter, Inc.	0100	Fld. Trips By Prv. Contr	\$ 1,670.00
14425201	6/27/2018	Silverado Stages, Inc.	0100	Fld. Trips By Prv. Contr	\$ 3,180.00
14425202	6/27/2018	DIANE FRANKLIN	0100	Materials And Supplies	\$ 611.00
14425203	6/27/2018	AMERICAN EXPRESS	0100	Prepaid Expenditures (Expenses)	\$ 170.00
14425204	6/27/2018	A1 GOLF CARS, INC	0100	Repairs & Maintenance	\$ 177.24
14425205	6/27/2018	A-Z BUS SALES, INC. - COLTON	0100	Materials-Vehicle Parts	\$ 296.13
14425206	6/27/2018	TCG ADMINISTRATORS/CALSTRS	0100	Professional/Consult Svcs	\$ 668.00
14425207	6/27/2018	DOOR SERVICE & REPAIR, INC.	0100	Repairs & Maintenance	\$ 1,163.00
14425208	6/27/2018	DUNN EDWARDS CORP	0100	Bldg.-Repair Materials	\$ 3,062.52
14425209	6/27/2018	EDCO DISPOSAL CORPORATION	0100	Rubbish Disposal	\$ 9,236.64
14425210	6/27/2018	ERICKSON-HALL CONSTRUCTION CO	2139	New Construction	\$ 186,428.60
14425211	6/27/2018	ERICKSON-HALL CONSTRUCTION CO	2139	New Construction	\$ 806,405.89

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WARRANT REPORT FROM 06/12/18 THROUGH 07/16/18

WARRANT NBR	DATE	VENDOR	FUND	DESCRIPTION	AMOUNT
14425212	6/27/2018	FEDEX	0100	Communications-Postage	\$ 28.24
14425213	6/27/2018	FLINN SCIENTIFIC INC	0100	Materials And Supplies	\$ 361.59
14425214	6/27/2018	Fred Finch Youth Center	0100	Sub/Other Contr-Nps	\$ 13,142.18
14425215	6/27/2018	GRAND PACIFIC CHARTER	0100	Subagreements For Services	\$ 4,119.99
14425216	6/27/2018	NAUMANN HOBBS MATERIAL HANDLING	0100	Repairs & Maintenance	\$ 1,810.21
14425217	6/27/2018	INTERSTATE BATTERY	0100	Materials-Vehicle Parts	\$ 2,119.79
14425218	6/27/2018	LLOYD PEST CONTROL	1300	Other Serv.& Oper.Exp.	\$ 812.00
14425219	6/27/2018	M T G L, INC	2139	New Construction	\$ 125.00
14425220	6/27/2018	MCCARTHY BUILDING COMPANY, INC	2139	New Construction	\$ 108,703.00
14425221	6/27/2018	NINYO & MOORE	2139	New Construction	\$ 39,988.00
14425222	6/27/2018	NCTD	0100	Fees - Business, Admission,Etc	\$ 350.00
14425223	6/27/2018	OAK GROVE INSTITUTE	0100	Other Contr-N.P.S.	\$ 3,091.41
				Sub/Room & Board	\$ 9,182.00
14425224	6/27/2018	PALOMAR REPROGRAPHICS, INC.	2139	Improvements	\$ -
				New Construction	\$ 347.78
14425225	6/27/2018	DELORES PERLEY	0100	Conference,Workshop,Sem.	\$ 34.34
				Mileage	\$ 581.89
14425226	6/27/2018	RALPHS CUSTOMER CHARGES	0100	Materials And Supplies	\$ 335.43
				Refreshments	\$ 92.78
14425227	6/27/2018	RAPHAEL'S PARTY RENTALS INC	0100	Rents & Leases	\$ 3,432.34
14425228	6/27/2018	LESLEY RHODES	0100	Refreshments	\$ 122.09
14425229	6/27/2018	LAURA ROMANO	0100	Legal Exp-Business	\$ 1,181.25
14425230	6/27/2018	S AND R TOWING INC	0100	Other Serv.& Oper.Exp.	\$ 1,204.50
14425232	6/27/2018	SAFETY-KLEEN SYSTEMS, INC	0100	Hazardous Waste Disposal	\$ 958.86
14425233	6/27/2018	CHARLENNE FALCIS-STEVENS	0100	Athletic Post-Season Travel	\$ 2,386.16
14425234	6/27/2018	SAN DIEGO CENTER FOR CHILDREN	0100	Mental Health Svcs	\$ 2,229.50
				Other Contr-N.P.S.	\$ 1,841.31
				Room & Board	\$ 10,810.00
				Sub/Other Contr-Nps	\$ 3,953.61
14425235	6/27/2018	SAN DIEGUITO ALLIANCE	0100	Professional/Consult Svcs	\$ 13,225.00
14425236	6/27/2018	SAN JOAQUIN COUNTY OFFICE OF EDUCATION	0100	Professional/Consult Svcs	\$ 3,000.00
14425237	6/27/2018	SHELL CAR WASH & EXPRESS LUBE	0100	Fuel	\$ 96.85
				Gasoline Supplies	\$ 633.62
14425238	6/27/2018	JOANN SCHULTZ	0100	Refreshments	\$ 171.46
14425239	6/27/2018	SMART AND FINAL STORES CORP	0100	Materials And Supplies	\$ 1,364.40
				Refreshments	\$ 90.55
14425240	6/27/2018	CASEY SOVACOOOL	0100	Athletic Post-Season Travel	\$ 1,525.57
14425241	6/27/2018	SSID #5018539432	0100	Pay In Lieu Of Transp>	\$ 377.70
14425242	6/27/2018	ARTIANO SHINOFF	0100	Legal Exp-Business	\$ 420.00
				Legal Expense	\$ 19,343.42
14425243	6/27/2018	SVA ARCHITECTS, INC.	2139	New Construction	\$ 34,640.75
14425244	6/27/2018	TWINING, INC.	2139	New Construction	\$ 7,820.00
14425245	6/27/2018	US BANK CORP PAYMENT SYS	0100	Bank Charges	\$ 2,660.00
14425246	6/27/2018	UNITED SITE SERVICES	0100	Rents & Leases	\$ 213.13
14425247	6/27/2018	MEREDITH WADLEY AMSBAUGH	0100	Materials And Supplies	\$ 5.00
14425248	6/27/2018	WESTBERG & WHITE, INC.	2139	New Construction	\$ 500.00
14425249	6/27/2018	WESTERN ENVIRONMENTAL & SAFETY	0100	Other Serv.& Oper.Exp.	\$ 4,733.00
14425250	6/27/2018	WINSTON SCHOOL OF SAN DIEGO	0100	Other Contr-N.P.S.	\$ 2,555.48
				Sub/Other Contr-Nps	\$ 7,876.48
14426248	6/28/2018	UNITED TIRE CENTERS, LLC	0100	Repairs-Vehicles	\$ -
				Tires	\$ 2,907.97
14426249	6/28/2018	SSID# 8170140148	0100	Pay In Lieu Of Transp>	\$ 52.81
14426250	6/28/2018	BB&T-JOHN BURNHAM INS SERVICES	2139	New Construction	\$ 13,159.00
14426251	6/28/2018	DIANA BRANDIN REALTIME CAPTIONING & ASL	0100	Professional/Consult Svcs	\$ 2,600.00
14426252	6/28/2018	ERICA ZUG	0100	Mileage	\$ 74.90
14426253	6/28/2018	Fernanda Aguiar	0100	All Other Local Revenue	\$ 275.00
14426254	6/28/2018	Angela Austin	0100	All Other Local Revenue	\$ 275.00
14426255	6/28/2018	Nicole Baril	0100	All Other Local Revenue	\$ 200.00
14426256	6/28/2018	Nuzhat Pathan	0100	All Other Local Revenue	\$ 275.00

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WARRANT REPORT FROM 06/12/18 THROUGH 07/16/18

WARRANT NBR	DATE	VENDOR	FUND	DESCRIPTION	AMOUNT
14426257	6/28/2018	Marcia Cook	0100	All Other Local Revenue	\$ 200.00
14426258	6/28/2018	LESLIE COSTELLO	0100	All Other Local Revenue	\$ 275.00
14426259	6/28/2018	Blanca Carmona	0100	All Other Local Revenue	\$ 200.00
14426260	6/28/2018	Becky Deller	0100	All Other Local Revenue	\$ 275.00
14426261	6/28/2018	Kristin Edwards	0100	All Other Local Revenue	\$ 200.00
14426262	6/28/2018	Francisco Esquer	0100	All Other Local Revenue	\$ 200.00
14426263	6/28/2018	Mandana Fooladi	0100	All Other Local Revenue	\$ 200.00
14426264	6/28/2018	Kristi Griffith	0100	All Other Local Revenue	\$ 200.00
14426265	6/28/2018	Kris Haire	0100	All Other Local Revenue	\$ 275.00
14426266	6/28/2018	Dasha Hervey	0100	All Other Local Revenue	\$ 200.00
14426267	6/28/2018	Kristine Hole	0100	All Other Local Revenue	\$ 275.00
14426268	6/28/2018	Rachel Jensen	0100	All Other Local Revenue	\$ 200.00
14426269	6/28/2018	Ramona Jones	0100	All Other Local Revenue	\$ 200.00
14426270	6/28/2018	Carol Landry	0100	All Other Local Revenue	\$ 200.00
14426271	6/28/2018	Lynn Lauerman	0100	All Other Local Revenue	\$ 275.00
14426272	6/28/2018	Hongnian Li Qiu Gao	0100	All Other Local Revenue	\$ 400.00
14426273	6/28/2018	Julia Nam	0100	All Other Local Revenue	\$ 275.00
14426274	6/28/2018	Deanna Espinal	0100	All Other Local Revenue	\$ 200.00
14426275	6/28/2018	Lynn Morales	0100	All Other Local Revenue	\$ 200.00
14426276	6/28/2018	Donna Nauss	0100	All Other Local Revenue	\$ 200.00
14426277	6/28/2018	Kamal Rathore	0100	All Other Local Revenue	\$ 275.00
14426278	6/28/2018	Elizabeth Roemer	0100	All Other Local Revenue	\$ 275.00
14426279	6/28/2018	Michelle Seda	0100	All Other Local Revenue	\$ 275.00
14426280	6/28/2018	Zane Stern	0100	All Other Local Revenue	\$ 275.00
14426281	6/28/2018	Donielle Sullivan	0100	All Other Local Revenue	\$ 200.00
14426282	6/28/2018	Joyce Tan	0100	All Other Local Revenue	\$ 200.00
14426283	6/28/2018	Dennise Velasco	0100	All Other Local Revenue	\$ 275.00
14426284	6/28/2018	Mohamed Wehba	0100	All Other Local Revenue	\$ 200.00
14426285	6/28/2018	Katy Wilson	0100	All Other Local Revenue	\$ 275.00
14426286	6/28/2018	Shelby Wyandt	0100	All Other Local Revenue	\$ 275.00
14426287	6/28/2018	Svetlana Zelman	0100	All Other Local Revenue	\$ 275.00
14426288	6/28/2018	Jung Kim Yoo	0100	All Other Local Revenue	\$ 275.00
14426289	6/28/2018	TAMARA SHASHKINA	0100	All Other Local Revenue	\$ 275.00
14426290	6/28/2018	ENGIE SERVICES U.S., INC	0100	Data Processing Contract	\$ 31,014.00
14426291	6/28/2018	CHRISTY PERKINS	0100	All Other Local Revenue	\$ 275.00
14426292	6/28/2018	MARIANNE HADAYA	0100	All Other Local Revenue	\$ 200.00
14426293	6/28/2018	MISHA HARDEMAN	0100	All Other Local Revenue	\$ 200.00
14426294	6/28/2018	DEBBI HOUSHAR	0100	All Other Local Revenue	\$ 200.00
14426295	6/28/2018	ERIN JOHNSTON	0100	All Other Local Revenue	\$ 200.00
14426296	6/28/2018	PATTI LARCHET	0100	All Other Local Revenue	\$ 200.00
14426297	6/28/2018	CATHERINE LIM	0100	All Other Local Revenue	\$ 200.00
14426298	6/28/2018	KRISTINA LOCKHART	0100	All Other Local Revenue	\$ 200.00
14426299	6/28/2018	KATHERINE LUDINGTON	0100	All Other Local Revenue	\$ 275.00
14426300	6/28/2018	ANDREA MACDONALD	0100	All Other Local Revenue	\$ 200.00
14426301	6/28/2018	HARDIP MISSAN	0100	All Other Local Revenue	\$ 200.00
14426302	6/28/2018	CHRIS MITTLEMAN	0100	All Other Local Revenue	\$ 200.00
14426303	6/28/2018	MIHUE KIM	0100	All Other Local Revenue	\$ 200.00
14426304	6/28/2018	ELOISA NAMVAR	0100	All Other Local Revenue	\$ 200.00
14426305	6/28/2018	KARI O'LEARY	0100	All Other Local Revenue	\$ 200.00
14426306	6/28/2018	SHERRY PASCUA	0100	All Other Local Revenue	\$ 275.00
14426307	6/28/2018	TENCIA PRITCHETT	0100	All Other Local Revenue	\$ 200.00
14426308	6/28/2018	AMY RIVIERE	0100	All Other Local Revenue	\$ 200.00
14426309	6/28/2018	YVONNE SCHUGAR	0100	All Other Local Revenue	\$ 200.00
14426310	6/28/2018	STACY BYRNE	0100	All Other Local Revenue	\$ 200.00
14426311	6/28/2018	MARK SHARBO	0100	All Other Local Revenue	\$ 200.00
14426312	6/28/2018	FRANCINECORGAN	0100	All Other Local Revenue	\$ 200.00
14426313	6/28/2018	ESTHER WONG	0100	All Other Local Revenue	\$ 200.00
14426314	6/28/2018	ARETHA HOWARD	0100	All Other Local Revenue	\$ 200.00
14426315	6/28/2018	CARRIE WALDEN-HUISMAN	0100	All Other Local Revenue	\$ 200.00

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WARRANT NBR	DATE	VENDOR	FUND	DESCRIPTION	AMOUNT
14426316	6/28/2018	KEARINS, BORIS L & MARGARET C	2519	Mitigation/Developer Fees	\$ 2,196.00
14426317	6/28/2018	KING, RICHIE & GAIL	2519	Mitigation/Developer Fees	\$ 1,436.55
14426318	6/28/2018	ALTA COPY, PRINT, DESIGN	0100	Materials And Supplies	\$ 815.03
14426319	6/28/2018	ATKINSON, ANDELSON, LOYA, RUUD & ROMO	0100	Legal Expense	\$ 22,914.53
				Legal Exp-Personnel	\$ 1,157.27
14426320	6/28/2018	B D S ENGINEERING, INC	2139	New Construction	\$ 3,015.00
14426321	6/28/2018	COX COMMUNICATIONS	0100	Communications-Telephone	\$ 87.75
14426322	6/28/2018	GEOCON INCORPORATED	2139	New Construction	\$ 7,198.00
14426323	6/28/2018	HOME DEPOT CREDIT SERVICES	0100	Bldg.-Repair Materials	\$ 2,915.87
				Materials And Supplies	\$ 3,038.61
14426324	6/28/2018	ICON ENCLOSURES INC	1300	Other Serv.& Oper.Exp.	\$ 7,000.00
14426325	6/28/2018	MCCARTHY BUILDING COMPANY, INC	2139	New Construction	\$ 216,496.02
14426326	6/28/2018	MISSION FEDERAL CREDIT UNION	0100	Bldg.-Repair Materials	\$ 15,109.81
				Computer Licensing	\$ 409.97
				Custodial Materials	\$ 3,099.12
				Grounds Materials	\$ 12.94
				Materials And Supplies	\$ 10,142.27
				Materials-Vehicle Parts	\$ 26.94
				Other Transport.Supplies	\$ 54.82
				Refreshments	\$ 404.20
14426329	6/28/2018	NO CTY STUDENT TRANSPORTATION	0100	Subagreements For Services	\$ 8,586.05
14426330	6/28/2018	RAPHAEL'S PARTY RENTALS INC	0100	Materials And Supplies	\$ -
				Rents & Leases	\$ 467.00
14426331	6/28/2018	SAN DIEGO CITY TREASURER	0100	Sewer Charges	\$ 3,871.30
				Water	\$ 15,091.68
14426332	6/28/2018	SAN DIEGO STATE UNIVERSITY	0100	Professional/Consult Svcs	\$ 4,000.00
14426333	6/28/2018	SAN DIEGUITO WATER DISTRICT	0100	Water	\$ 7,816.79
14426334	6/28/2018	SAN JOAQUIN COUNTY OFFICE OF EDUCATION	0100	Prepaid Expenditures (Expenses	\$ 750.00
14426335	6/28/2018	SMART AND FINAL STORES CORP	0100	Materials And Supplies	\$ 222.08
14426336	6/28/2018	STAFF PRO	0100	Security Guard Contract	\$ 1,598.00
14426337	6/28/2018	STANDARD DRYWALL INC	0100	Repairs & Maintenance	\$ 4,200.00
14426338	6/28/2018	STAPLES ADVANTAGE	0100	Materials And Supplies	\$ 6,258.94
				Office Supplies	\$ 860.49
				Other Transport.Supplies	\$ 525.76
14426340	6/28/2018	SUN DIEGO CHARTER COMPANY	0100	Fld. Trips By Prv. Contr	\$ 4,380.45
				Subagreements For Services	\$ 36,895.85
14426341	6/28/2018	TURF STAR INC	0100	Materials-Vehicle Parts	\$ 113.94
14426342	6/28/2018	REGENTS OF THE UNIV. OF CA.	0100	Professional/Consult Svcs	\$ 11,968.75
14426343	6/28/2018	VERDUGO TESTING CO., INC.	0100	Fees - Business, Admission,Etc	\$ 280.00
				Repairs & Maintenance	\$ 2,271.24
14426344	6/28/2018	VISTA HILL	0100	Sub/Mental Health Svcs	\$ 37,415.00
14426345	6/28/2018	WESELOH CHEVROLET CO	0100	Materials-Vehicle Parts	\$ 55.51
14426346	6/28/2018	WINSTON SCHOOL OF SAN DIEGO	0100	Sub/Other Contr-Nps	\$ 4,425.68
14427634	6/29/2018	SAN DIEGO CITY TREASURER	0100	Sewer Charges	\$ 1,708.34
				Water	\$ 5,277.34
14427635	6/29/2018	CASEY SOVACOOOL	0100	Athletic Post-Season Travel	\$ 500.38
14429471	7/9/2018	Stein Education Center	0100	Sub/Other Contr-Nps	\$ 5,456.44
14429472	7/9/2018	Specialized Education of CA	0100	Sub/Other Contr-Nps	\$ 7,637.89
14429473	7/9/2018	PACWEST AIR FILTER	0100	Bldg.-Repair Materials	\$ 4,173.71
14429474	7/9/2018	PROVO CANYON SCHOOL	0100	Other Contr-N.P.S.	\$ 3,402.00
				Sub/Mental Health Svcs	\$ 8,928.00
				Sub/Other Contr-Nps	\$ 6,642.00
				Sub/Room & Board	\$ 18,135.00
14429475	7/9/2018	Specialized Education of Ca, Inc.	0100	Other Contr-N.P.S.	\$ 2,097.68
14429476	7/9/2018	UCSD - Regents - Dept of Pediatrics	0100	Professional/Consult Svcs	\$ 1,330.00
14429477	7/9/2018	UNITED PARCEL SERVICE	0100	Materials And Supplies	\$ 176.06
14429478	7/9/2018	XEROX CORPORATION	0100	Copy Charges	\$ 282.82
				Rents & Leases	\$ 1,220.55
14429674	7/10/2018	DAVID SAMUELSON	0100	Mileage	\$ 42.51

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WARRANT REPORT FROM 06/12/18 THROUGH 07/16/18

WARRANT NBR	DATE	VENDOR	FUND	DESCRIPTION	AMOUNT
14429675	7/10/2018	Tina Peterson	0100	Refreshments	\$ 10.28
14429676	7/10/2018	SUN DIEGO CHARTER COMPANY	0100	Subagreements For Services	\$ 15,104.86
14429677	7/10/2018	AMERICAN EXPRESS	0100	Communications-Telephone	\$ 1,111.40
14429982	7/11/2018	KIDS BEHAVIORAL HEALTH OF ALASKA, INC	0100	Other Contr-N.P.S.	\$ 2,185.00
				Sub/Mental Health Svcs	\$ 4,014.50
				Sub/Other Contr-Nps	\$ 650.00
				Sub/Room & Board	\$ 4,805.00
14429983	7/11/2018	SSID #8233009200	0100	Mediation Settlements	\$ 4,750.00
14429984	7/11/2018	DIGITAL SCHOOLS OF CA, LLC	0100	Consultants-Computer	\$ 13,344.12
14429985	7/11/2018	OAK GROVE INSTITUTE	0100	Other Contr-N.P.S.	\$ 883.26
14429986	7/11/2018	MICHAEL SANTOS	0100	Mileage	\$ 1,628.72
14429987	7/11/2018	SCHOOL SERVICES OF CALIFORNIA, INC.	0100	Professional/Consult Svs	\$ 305.00
14429988	7/11/2018	SHOECRAFT, KATHERINE	0100	Mileage	\$ 29.65
14429989	7/11/2018	SOCO GROUP, INC.	0100	Fuel	\$ 11,783.27
14430311	7/12/2018	BERNARD STEINBERGER	0100	Mileage	\$ 100.83
14430312	7/12/2018	INTERNATIONAL BACCALAUREATE ORGANIZAT	0100	Conference,Workshop,Sem.	\$ 1,695.00
14430313	7/12/2018	SCHLOYER EDUCATIONAL AUDIOLOGY ASSOCIA	0100	Professional/Consult Svs	\$ 1,700.00
14430314	7/12/2018	BARBARA REUER	0100	Professional/Consult Svs	\$ 835.26
14430315	7/12/2018	Papa John's, KJ Consortium	1300	Purchases Food	\$ 5,444.40
14430316	7/12/2018	Ashley Albers	0100	Professional/Consult Svs	\$ 1,763.75
14430317	7/12/2018	Sydney Wilkinson	0100	Mileage	\$ 21.26
14430318	7/12/2018	UC REGENTS OFFICE OF THE PRESIDENT	0100	Conference,Workshop,Sem.	\$ 95.00
14430319	7/12/2018	RANCHO SANTA FE SEC SYSTEMS	0100	Other Serv.& Oper.Exp.	\$ 1,162.50
14430320	7/12/2018	SAFETY-KLEEN SYSTEMS, INC	0100	Hazardous Waste Disposal	\$ 175.94
14430321	7/12/2018	SANTA FE IRRIGATION DISTRICT	0100	Water	\$ 4,221.75
14430322	7/12/2018	SHELL CAR WASH & EXPRESS LUBE	0100	Gasoline Supplies	\$ 51.59
14430323	7/12/2018	AMERICAN EXPRESS	0100	Communications-Telephone	\$ 2,050.49
14430324	7/12/2018	STAFF PRO	0100	Security Guard Contract	\$ 815.00
14430325	7/12/2018	STAPLES ADVANTAGE	0100	Materials And Supplies	\$ 618.31
14430326	7/12/2018	T E R I INC	0100	Sub/Other Contr-Nps	\$ 36,813.12
14430327	7/12/2018	DAYNE TSUDA	0100	Mileage	\$ 98.65
14430328	7/12/2018	JOEL VAN HOOSER	0100	Mileage	\$ 101.91
14430623	7/13/2018	AMERICAN EXPRESS	0100	Bank Charges	\$ 45.83
14430893	7/16/2018	SSID #8097144658	0100	Mediation Settlements	\$ 5,370.00
14430894	7/16/2018	AMERICAN EXPRESS	0100	Dues And Memberships	\$ 3,000.00

Report Total

\$ 5,893,587.89

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RCF REPORT FROM 06/12/18 THROUGH 07/16/18

CK NBR	DATE	NAME/VENDOR	DESCRIPTION	AMOUNT
	06/30/2018	BANK SERVICE CHARGE	Service Charge: June 2018	25.93
11640	06/28/2018	AMANDA GILMORE	Replacement Check: Workability	154.00
11641	06/28/2018	RUI SERRA	Replacement Check: TPP	572.00
11642	06/30/2018	CURTIS FILLMORE	INITIAL PETTY CASH - ESY 2017-18	50.00
11643	06/30/2018	DAN LOVE	PETTY CASH REIMBURSEMENT for 2017-18	51.00
11644	06/30/2018	SAN DIEGUITO UHSD	WORKABILITY, TPP, BANK FEE	3,337.16

Report Total

4,190.09

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: July 16, 2018

BOARD MEETING DATE: June 26, 2018

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

SUBMITTED BY: Larry Perondi, Interim Superintendent

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

EXECUTIVE SUMMARY

The attached report summarizes 2 agreements:

An agreement with Trimark Associates, Inc., to provide data management services for the solar meter installations district-wide.

An agreement with Lionakis, to provide architectural/engineering services for the fume hood project at Earl Warren Middle School.

RECOMMENDATION:

It is recommended that the Board approve and/or ratify the professional services contracts and authorize Douglas B. Gilbert, Tina Douglas, or Larry Perondi 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 – AGREEMENTS****Board Meeting Date: 7-26-18**

<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>
06/01/18 – 05/31/21	Trimark Associates, Inc.	To provide data management services for the solar meters district wide.	General Fund Unrestricted 01-00	\$8,496.00
07/27/18 – Completion	Lionakis	To provide architectural/engineering services for the Fume Hood Project at Earl Warren Middle School.	Capital Facilities Fund 25-19	\$21,655.00

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: July 16, 2018

BOARD MEETING DATE: July 26, 2018

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

SUBMITTED BY: Larry Perondi, Interim Superintendent

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

EXECUTIVE SUMMARY

The attached Professional Services Report summarizes amendments to (6) agreements:

An agreement with Bert's Trailers extending the month-to-month rental agreement for temporary Grounds offices at Carmel Valley Middle School.

Two (2) agreements are with Mobile Modular Corporation for lease extensions. The first agreement extends the lease of the relocatable classroom buildings being used as Interim Housing at San Dieguito HS Academy through June 30, 2020 in order to accommodate staff and students from Sunset High School during reconstruction of that campus.

The second agreement is to extend the lease period on the relocatable building being used as the temporary Administration Offices at Oak Crest Middle School through the anticipated completion date of the replacement building project.

In October 13, 2016, the board approved entering into an agreement with Facilities Maintenance Planning, LLC to provide a predictive maintenance software program. The first 2 phases of work are completed and staff is seeking to begin the third phase of work which will add an additional 400,000SF of data to the building database.

Two agreements are with Corovan Moving & Storage, to provide crews to move furniture and boxes at Oak Crest Middle School and Diegueno Middle School; partial moves were made in June to accommodate the start of summer construction projects at these sites. The amendments staff is seeking approval for this date are to move back into the areas which were completed during summer work and ready for fall occupancy.

ITEM 15G

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 Larry Perondi 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 – AMENDMENTSBoard Meeting Date: 7/26/18

<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>
03/28/17 – 10/27/18	Bert's Trailers	To amend contract CA2017-38 for month-to-month rental on an office trailer as temporary grounds offices at Carmel Valley Middle School.	Capital Facilities Fund 25-18	Additional \$484.88 for a new total of \$5,237.74
01/17/14 – 6/30/20	Mobile Modular Corporation	To amend contract CB2014-07 for lease of the relocatable buildings for the interim campus at San Dieguito High School Academy.	Building Fund Prop 39 – Fund 21-39	Additional \$316,560.00 for a new total of \$867,971.64
12/09/16 – 6/30/19	Mobile Modular Corporation	To amend contract CA2017-22 for lease of the temporary administration office at Oak Crest Middle School.	Capital Facilities Fund 25-19, General Fund Unrestricted 01-00 and Risk Management Joint Powers Authority	Additional \$16,511.00 for a new total of \$58,607.40
10/14/16 – Until Terminated In Writing By Either Party	Facilities Maintenance Planning, LLC	To amend contract CA2017-10 to provide a predictive maintenance software program for forecasting long term facilities maintenance costs district wide.	Capital Facilities Fund 25-18	Additional \$70,588.00 for a new total of \$185,288.00
6/21/18 – Completion	Corovan Moving & Storage	To provide crews to move furniture and boxes at Oak Crest Middle School.	Building Fund Prop 39 – Fund 21-39	Additional \$4,211.20 for a new total of \$13,563.79
6/21/18 – Completion	Corovan Moving & Storage	To provide crews to move furniture and boxes at Diegueno Middle School.	Building Fund Prop 39 – Fund 21-39	Additional \$3,402.20 for a new total of \$12,754.79

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: July 16, 2018

BOARD MEETING DATE: July 26, 2018

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

SUBMITTED BY: Larry Perondi, Interim Superintendent

SUBJECT: APPROVAL OF CHANGE ORDERS / FACILITIES
PLANNING & CONSTRUCTION

EXECUTIVE SUMMARY

Contracts for construction of the Carmel Valley Middle School Music Classroom Building and Site Improvements Project were awarded to Whillock Contracting, Inc., (“Whillock”) on May 11, 2017 and to SWCS, Inc., on June 8, 2017. Work to establish a courtyard off of the new music classroom building had not been included in the original plans submitted by the architect for approval by the Division of State Architect (DSA). Once this oversight was discovered, the revised plans were submitted to and approved by the DSA. The resulting additional work constitutes an owner directed change order to the bid packages previously awarded and staff is seeking approval to increase the scope of work for Whillock and SWCS, Inc. as noted below.

RECOMMENDATION:

It is recommended that the Board approve the following change orders and authorize Douglas B. Gilbert, Tina Douglas or Larry Perondi to execute same:

1. Whillock Contracting, Inc., Bid Package #1 Civil Trades, Carmel Valley Middle School Music Classroom Building and Site Improvements Project CB2017-10, increasing the amount by \$33,540.00 for a new total of \$444,647.00, to be expended from Building Fund Prop 39 – Fund 21-39 and Other Building Fund 21-09.
2. SWCS, Inc., Bid Package #2 Concrete & Rough Carpentry, Carmel Valley Middle School Music Classroom Building and Site Improvements Project CB2017-10, increasing the amount by \$74,863.00 for a new total of \$1,026,432.00, to be expended from Building Fund Prop 39 – Fund 21-39 and Other Building Fund 21-09.

FUNDING SOURCE:

The fund to which the project is charged.

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: June 8, 2018

BOARD MEETING DATE: July 26, 2018

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

SUBMITTED BY: Larry Perondi, Interim Superintendent

SUBJECT: Site Plans for Student Achievement (SPSA)

EXECUTIVE SUMMARY

Single Plan for Student Achievement

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

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

All schools in the San Dieguito Union High School District receive some state and federal funding to support teaching and learning opportunities at the site level. A prerequisite for receiving funds is the annual submission of a Single Plan for Student Achievement (SPSA) addressing steps to be taken by the school to raise the academic performance of students and improve the school's educational programs. The SPSA must also describe how the site is utilizing these state and federal categorical funds to directly support these goals. SPSA plans have two or more targets, each of which focuses on the goal to improve learning for each individual student. SPSA targets focus on areas of academic need identified by specific rationale, data, assessments, and instructional practices.

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

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

Currently, our Title I schools operate as schoolwide programs which is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school; its primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards. The emphasis in schoolwide program schools is on serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve a common goal. Schoolwide programs maximize the impact of Title I funds. Adopting this strategy should result in an ongoing, comprehensive plan for school improvement that is owned by the entire school community and tailored to its unique needs.

Single Plans for Student Achievement will be implemented from July 2018 through June, 2019. In many cases, certain targets are implemented over multiple years.

RECOMMENDATION

It is recommended that the Board approve the individual school site's Single Plan for Student Achievement for the period of July 2018 through June, 2019, as shown in the attached supplements.

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



The Single Plan for Student Achievement

School: Canyon Crest Academy
District: San Dieguito Union High School District
County-District School (CDS) Code: 37-68346-0106328
Principal: Brett Killeen
Date of this revision: April 3, 2018

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Brett Killeen
Position: Principal
Telephone Number: 858 350 0253
Address: 5951 Village Center Loop Rd
San Diego, CA 92130
E-mail Address: brett.killeen@sduhsd.net

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

A. School Site Information Canyon Crest Academy

Vision Statement:

Canyon Crest Academy (CCA) is a learning community based on the values of shared responsibility and mutual respect among teachers, staff, parents and students. Canyon Crest Academy commits to providing positive, meaningful and rigorous learning experiences that promote the intellectual, social, physical and creative development of all students. The curriculum responds to evolving student interests and includes specialized and in-depth studies. Students are supported in taking intellectual and creative risks as they engage in their studies. Canyon Crest Academy honors diversity of thought and culture, while being united in its mission. Graduates of Canyon Crest Academy experience a personal connection to the curriculum that enables them to be confident, life-long learners. We are working with stakeholder groups to get input on an updated Vision, Mission, and Values Statement. The new Vision, Mission, and Values will be implemented in the 2018 / 2019 school year.

Mission Statement:

Vision Statement

Canyon Crest Academy is a learning community based on the values of shared responsibility and mutual respect among teachers, staff, parents and students. Canyon Crest Academy commits to providing positive, meaningful and rigorous learning experiences that promote the intellectual, social, physical and creative development of students. The curriculum responds to evolving student interests and includes specialized and in-depth studies. Students are supported in taking intellectual and creative risks as they engage in their studies. Canyon Crest Academy honors diversity of thought and culture, while being united in its mission. Graduates of Canyon Crest Academy experience a personal connection to the curriculum that enables them to be confident, life-long learners.

Mission Statement

Canyon Crest Academy, a professional learning community, challenges and inspires students to discover their passions and pursue their goals throughout high school and beyond.

School Profile: (include site demographics, remedial and advanced course enrollments, local measures of performance, special programs)

Canyon Crest Academy (CCA) is a comprehensive high school in its thirteenth year of operation. It is the newest high school to be added to the San Dieguito Union High School District (SDUHSD). CCA offers a full range of Advanced Placement (AP) and honors courses similar to those courses offered at the other high schools in the San Dieguito District. CCA offers all California Interscholastic Federation (CIF) sports with the exception of football. CCA features a California Department of Education, Specialized Secondary Program called Envision that focuses on arts and technology in the arts. CCA also offers a specialized program in science and math called Quest and a specialized program in Engineering utilizing Project Lead the Way curriculum. CCA is on a 4 by 4 schedule that currently includes grades nine through twelve. It is a school of choice available to all ninth through twelfth graders in the SDUHSD district. With a current enrollment of approximately 2600 students, Canyon Crest Academy has quickly grown from the 350 student enrollment that attended the first year beginning on August 30, 2004.

CCA is one of two schools in the district who implement the 4x4 schedule. This schedule is designed to enhance student learning and create more elective opportunities. Students take four classes that meet ninety minutes every day for one half of the school year. Another four classes are then taken during the second half of the school year. At the end of a complete school year students have had the opportunity to have taken a total of eight classes as opposed to the typical six found in schools with block scheduling. These extra two classes allow students the flexibility to take classes that best meet their academic and career goals. Students have the opportunity to take all necessary courses for entrance into University of California, California State University and private post-secondary institutions, while still having room in their schedules to pursue expanded elective opportunities. Students have opportunities to pace curriculum in a more individualized fashion.

One of the unique founding philosophies of CCA is that of collaboration. This philosophy is recognized in our mission and

vision statements. CCA supports this philosophy through our staff recruitment process which includes, for all interviewees, questions regarding their experience with collaboration, and their willingness to participate as a team member. The yearly schedule is designed to support staff collaboration. Staff collaboration time is set aside on a majority of Wednesdays each semester. On these Wednesdays students begin school ninety minutes later than a normal school day. Staff use this time to develop curriculum, review student achievement data and results, discuss ways to shape school culture and devise student support systems.

Canyon Crest Academy has a technology rich environment. The new facility infrastructure is designed to support state of the art technology systems, i.e. wireless environments, fiber optics, school intra-net, document cameras, Chromebook carts, and digital projectors. Each instructor is also expected to embrace new technologies as indicated to them during the interview process. Staff are trained on ways to use technology in the classroom as a means to improve the quality of instruction and enhance student learning as well as assistance with development of resources such as webpages.

We are proud of the rich tradition of academic excellence available at CCA. Beyond the classroom, CCA students have opportunities to participate in extracurricular activities designed to enrich, challenge, and connect to build a culture of Raven pride. Robust elective course offerings, the award-winning ENVISION program, competitive athletic teams, student clubs, QUEST, our PALs, and ongoing ASB events, each represent opportunities for each child to get involved, foster healthy peer relationships, and contribute to our shared CCA community. We encourage each child to find their 'home' on our campus.

Career Preparation

Envision, The Arts at Canyon Crest Academy, encompasses all of the visual and performing arts (VPA) courses offered at CCA. Envision is a unique arts program that utilizes working artists as instructors. These professional artists work side by side with our VPA teachers to deliver an outstanding arts curriculum. Envision is designed to serve the student who wishes to have the most rigorous arts education as well as the student who may only take one arts course during their high school experience. Students who participate in the extended day Envision Conservatory program will receive instruction and training that will prepare them for a college and professional experience in the arts.

Canyon Crest Academy has a strong STEM program. The STEM program features courses in engineering, science, and math that are extensions beyond the standard scope of study in these disciplines. Additionally, multiple robotics teams are a part of the program and have had success in local and state-wide competitions. As part of STEM / CTE, CCA students can take a four-year sequence of courses, designed to introduce them to the scope, rigor and discipline of the engineering profession. The courses incorporate math, science and engineering concepts into a computer based, hands-on, inquiry-based curriculum.

The Quest program is also a specialized program that is designed to enhance the excellent math and science courses that are already in place. Quest will offer hands-on project based instruction that will add a practical dimension to math and science curriculum. It is designed in many respects to answer the question, "When will I ever use this?" Many of our STEM courses fit within the UC A-G requirements, the SDUHSD Practical Art graduation requirement, and within the Career Technical Education (CTE) structure.

In addition to these specialized programs, CCA also offers additional programs and pathways under the CTE umbrella - including courses such as Digital Photography, Digital Imaging, Audio Recording Technology, and more. We partner with local junior colleges to enhance these offerings on a yearly basis.

Counselors connect with students regarding career preparation through a series of grade level presentations. These presentations are tailored to specific grade level needs in regards to college and career planning and provide students with information regarding careers, career planning resources, college resources, graduation requirements, and more. CCA also has a College and Career Center that is open daily and is staffed with a college and career specialist, a computer lab for research, and hosts a variety of guest speakers and university/college representatives on a regular basis.

B. School and Student Performance Data

See Appendix A for multi-year student performance data tables

Student Performance Summary (conclusions from analysis of student performance data, identify and prioritize the site needs to drive goals)

Identified Strengths:

- Standardized Assessment Data (CAASPP and Advanced Placement)
- D/F reduction
- Graduation rate
- California Healthy Kids Survey

Overall our students scored well on state assessments and AP tests. The CAASPP scores for our juniors dipped slightly in comparison with the previous cohort. AP test results improved even with more students taking AP exams. The D/F data continues to improve. Our graduation rates have maintained at a level above 99 percent. Our Healthy Kids Survey detailed that a percentage of our students need to feel more connected on campus. Some of our students struggle with depression, in particular our juniors.

Below is a more specific breakdown of how are students performed on each assessment category and other relevant performance indicators.

86.88% of 11th grade students who took the CAASPP ELA assessment met or exceeded standards, slightly down from last year's 11th grade student performance.

75.73% of students who took the CAASPP Math assessments met or exceeded standards, also slightly down from last year's 11th grade student performance.

Some students are still earning Ds and Fs (INSERT DATA), but we have established goals and action steps to reduce these numbers.

94.2% of the AP exams taken (2957) earned a 3 or higher. This is an improvement over last year's results. As more students continue to take more rigorous courses and exams, including AP, we want to maintain our pass percentage.

Our Average Daily Attendance Percentage for 2016/2017 was: 96.7%. Students need to be in school to be successful, so strategies will need to be developed to improve attendance for specific students who have attendance problems.

This past spring, our students took the California Healthy Kids Survey. While many results were indeed positive, areas of need were as follows:

- 26.4% felt so sad they stopped doing usual activities at one or more points during the school year.
- Less students feel connected to an adult on campus than in 2015 (75% vs 68%)
- 11.7% do not feel close to anyone at school, student or adult

A professional learning community (PLC) survey taken by staff revealed:

- 40% of our teachers need support on a procedure for providing interventions to students
- 33% of our teachers need support on data analysis from common formative assessments (CFAs)
- 22% of our teachers need support on writing these CFAs

Our suspension rate in the 2015/2016 year was: 0.8%, and our school had about 2,200 students at the time, and this was down from the prior year of 1%. We will establish action steps this year, including developing capacity regarding restorative practices, to reduce the suspension rate.

Identified Priority Focus Areas:

- Increase CSU/UC eligibility

- Increase CTE Pathways
- Increase subgroup achievement for those students not meeting standards on CAASPP
- Increase student connectedness and well-being on campus
- Utilize professional development time and professional learning communities (PLCs) for teachers to a) write common formative assessments (CFA) b) analyze data from CFAs, and c) provide interventions for those students who are not meeting standards.

We aim to have more students CSU/UC eligible, so an action step will be established to improve on our percentage of eligible students.

Though we have a 1 year Career Technical Education (CTE) requirement for graduation, we will create an action step related to developing career pathways.

Because the majority of our students met or exceeded standards in the CAASPP assessments and other assessments, our focus needs to be on those who did not meet standards, and any subgroup students who did not meet or exceed standards, including Special Education. There is a small group of students who did not meet or exceed standards in subgroups, though the subgroups may be too small numerically to qualify as a subgroup. As a result, we need to focus on capturing and supporting individual students who are not proficient.

Goals and Action Steps will address 3 main domains: 1. Student Achievement, Support, and Intervention, 2. Safety, School Connectedness, Balance, and Wellness, and 3. Instruction and Professional Development.

C. Involvement Process

Involvement Process:

How was the SSC and site leadership involved in development of the plan?

The School Site Council made recommendations that were then vetted by the Department Chairs, Cabinet Leaders, Administration, and the whole staff. All constituents know that it is a "living document," and when substantive changes are made, the SSC must approve those changes.

**D. Summary of Progress Made on Goals 1 - 3 Goals
 Canyon Crest Academy**

School Goal 1

Annual increase in pupil achievement on standardized tests, including Advanced Placement exams, develop and implement academic intervention strategies to support access and engagement for all students.

LCAP Priority Area:

State Priority:

- 1- Basic Services
- 2- Implementation of State Standard
- 4- Pupil Achievement
- 7- Course Access

Targeted Pupil Student Group(s):

All students

A. Actual Measurable Outcomes:

CAASPP results for all 11th grade students did not improve over last year's 11th grade testers. On the English test there was a decline of 5.1% meeting or exceeding standards. 86.88% of students met or exceeded standards in English Language Arts. On the math test there was a decline of 4.3% improvement of students meeting or exceeding standards. 75.73% of students met or exceeded standards in math. Our special education subgroup were 70.83% meeting or exceeding standards in English (down slightly) and 58.33% meeting or exceeding standards in math, which is slightly improved over last year. RFEP students scored 85.19% meeting or exceeding standards in English and 81.48% met or exceeded standards in math. The overall comparative results for our school are positive when compared to our district and county high schools. Advanced Placement pass rate improved from 91 to 94 percent of students who received a score of 3 or higher and more AP tests were taken.

B. Summary of Progress:

Though CAASPP scores went down slightly, with the exception of RFEP students and Special Education in a few areas, they are still impressive, and validate our need to focus on those specific students who are nearly meeting standards or not meeting standards. Our students' performance on Advanced Placement tests is outstanding.

C. Relevance:

This goal has partially been met. CAASPP results did not increase in all areas when compared to the prior year. While standardized scores continue to be comparatively impressive, we still have students who have not met or exceeded standards. We have recently implemented support classes for students.

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

Identified Priority Focus Areas applicable to Goal #1:

- Increase subgroup achievement for those students not meeting standards on CAASPP
- Utilize professional development time and professional learning communities (PLCs) for teachers to a)write common formative assessments (CFA) b) analyze data from CFAs, and c) provide interventions for those students who are not meeting standards.

We will modify our Goal #1 to focus on those students who are not meeting standards.

School Goal 2

Develop and implement a comprehensive plan to ensure a safe, orderly, and secure learning environment for all students and staff with emphasis on student connectedness to the school community, attendance, and graduation rates.

LCAP Priority Area:

State Priority:

- 1- Basic Services
- 3- Parent Involvement
- 5- Pupil Engagement
- 6- School Climate

Targeted Pupil Student Group(s):

All students

A. Actual Measurable Outcomes:

Graduation rates remained consistent at 99%. Average Daily Attendance was 96.7% in 2016-2017.

B. Summary of Progress:

School safety was maintained during the 2016-2017 school year. In accordance with this goal, school connectedness was a focus. There was a Field Day centered on student wellness and a "Wellness Week" to reinforce important concepts with students.

C. Relevance:

This goal has been partially met. The campus was safe and secure, but this part of the goal is ongoing. Wellness goals for our students are also ongoing.

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

Adjustments have been made to the Field Day activities and wellness week approach for the 2017 - 2018 school year. We will review the new results from the Healthy Kids Survey to determine what steps we need to take to support this goal.

Identified Priority Focus Areas applicable to Goal #2:

- Increase student connectedness and well-being on campus.

We will modify our Goal #2 to focus not only on connectivity, but wellness. Since our graduation rate is 99%, we can omit this language from the goal.

School Goal 3

Align curriculum, develop instructional practices, and provide professional development to support the transition to California State Standards, Next Generation Science Standards and 21st Century Learning skills to prepare all Canyon Crest Academy graduates for college and career readiness. Make Chromebook carts more available to all teachers.

LCAP Priority Area:

- LCAP state priorities
 1: Basics
 2: Implementation of State Standards
 4: Pupil achievement
 7: Course Access

Targeted Pupil Student Group(s):

All students

A. Actual Measurable Outcomes:

9 PLC meetings were provided to teachers for time to develop their instructional practices. Teachers were also provided professional development days to work with their department and/or course alike teachers within the district. Most departments were given two to five PD days over the course of the year. Ten extra chromebook carts were added prior to the 2017-2018 school year.

B. Summary of Progress:

Implementing the new PLC process supported the transition to California State Standards, Next Generation Science Standards and 21st Century Learning skills. More work is needed in this area.

C. Relevance:

This goal has been partially met.

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

Identified Priority Focus Areas applicable to Goal #3:

- Increase CSU/UC eligibility
- Increase CTE Pathways
- Increase subgroup achievement for those students not meeting standards on CAASPP
- Utilize professional development time and professional learning communities (PLCs) for teachers to a)write common formative assessments (CFA) b) analyze data from CFAs, and c) provide interventions for those students who are not meeting standards. For 2017 - 2018, science departments districtwide are determining course pathways to align with NGSS, which may also have an impact on graduation requirements.

We will modify our Goal #3 to omit reference to the need for Chromebooks, because we satisfied this objective. We are also no longer "transitioning" to California State Standards, so this language will be modified. Our modified goal will focus on using professional development to help teachers support student learning with

an objective of preparing students for college and career.

E. Planned Improvements in Student Performance

The School Site Council has analyzed the student performance data of all student groups and has considered the effectiveness of key elements of instructional programs. As a result, it has adopted the following school goals, related actions, and expenditures to increase outcomes for underperforming students.

LCAP Goal:
 SDUHSD LCAP Goal #1: Annual increase in student achievement for all students in English language arts and math with focus on accelerating student learning outcomes for target subgroup including English Learners, low income pupils and pupils identified as special education.

School Goal 1
 Improve balanced student achievement and implement interventions for those students who are not meeting standards.

LCAP Priority Area:
 State Priority:
 1- Basic Services
 2- Implementation of State Standard
 4- Pupil Achievement
 7- Course Access

Targeted Pupil Student Group(s):
 Any student who is not meeting standards or who is earning Ds or Fs. Our special education subgroup will be an area of focus.

A. Rationale:
 Based upon the CAASPP results, the number of students who meet or exceed standards on this test is impressive, but every year there is need for improvement, and some students are not meeting or exceeding standards. We need to continue to develop systems to identify struggling students as early as possible to offer academic supports to enable them to be proficient.

In terms of academic progress in classes, we want to continue to focus on and reduce the number of students who are receiving Ds and Fs in academic courses.

At progress reporting periods, the D/F list has fluctuated between 10.31% and 12.04%.

The quarterly D/F list has fluctuated between 5.35% and 7.39% (2015-2016 school year)

B. Expected Measurable Outcomes:

1. CAASPP English/Language Arts = 88% meet or exceed standards.
2. CAASPP Math = 77% meet or exceed standards.
3. CAASPP ELA Spec. Ed. = 80% meet or exceed standards.
4. CAASPP Math Spec. Ed. = 55% meet or exceed standards.
5. CAASPP RFEP will score at same percentage meeting or exceeding standards as all students.
6. Students on the D/F List = 5% or less at the end of each quarter
7. AP Pass Percentage = 95%

C. School-wide critical area/s for follow up addressed:

Continue to address struggling students and non-statistically significant subgroups for increased use and refinement of the intervention sequence. Include additional training and resources to design remediation. Develop and implement a schoolwide process for identifying and supporting struggling or disconnected students. Address the issue of free periods created when students drop a class-how can we better serve those students and encourage their success? Additional course offerings available for students who elect to drop courses-remediation and support opportunities available.

D. Strategy:

Using data, we will identify students who need academic support. Our Student Support Team (SST) is our mechanism for collaboratively determining what resources students may need to be successful. The team looks at interventions and tiers of support. Using LCAP funding, we have added support classes in literacy and math to help students who are struggling.

	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
<p>1. Identify students not realizing academic potential based upon test scores. Identify students not realizing academic potential based upon grades. Utilizing the SST process, and the CCA Intervention Sequence, identify academic and non-academic interventions to support these students.</p> <p>CCA Intervention Sequence:</p> <p>Level 1 (Classroom Support) Check if the student has IEP/504 Plan in in Aeries and ensure that you are providing the accommodations on the document. If you have questions about the accommodations, contact counselor (504) or case manager (IEP). Review student testing results/records (i.e. SBAC, CELDT, CST available from prior years) Check the Intervention Screen in Aeries to see any previous strategies implemented Review criteria on Student Profile Chart (below) to determine potential level of intervention Student-Teacher Individual Conference Teacher provides classroom intervention(s). Some examples: Provide support materials to student – templates, skeleton notes, copies of notes, etc. Seating change Pair with peer Check for understanding and prompt student Suggest/provide before or after school help/tutoring Allow for short breaks Progressive discipline/referrals Parent-Teacher contact (phone/email) Document classroom interventions in Aeries</p>	<p>Admin., Counseling</p>	<p>Academic Intervention Sections, three per term, one for math (Math Support), and one for English (Academic Lit). (LCAP is the funding source).</p> <p>Extra hours for teachers to supervise tutoring for any student who needs it after school and other support for students = \$4,832 Total of 125 hours (District Funds).</p>	<p>For students who are supported by the CCA Intervention Sequence, we will look at their grades and test scores to see if the intervention support was helpful.</p>	<p>Fall/Spring 2018-19 quarterly progress checks</p>

	<p>Level 2 (Collaboration) Teacher consults with alpha-counselor, case manager (if student has IEP), and alpha-Assistant Principal Level changes implemented as needed Consult with Dept. Chair and collaborate with fellow teachers (SPED Dept. also has resources) Share and implement best practices and additional strategies Refer to school-sponsored tutoring, teacher office hours and/or Peer Advisory Club Suggest weekly progress report Parent-Student-Teacher conference Teacher assigns necessary discipline consequences (i.e. referral to AP, detention, Saturday School)</p> <p>Level 3 (Intervention- Meets Criteria of “Struggling Student”) Multi/Inter-disciplinary teacher collaboration Implement strategies across all subjects Teacher continues to assign discipline consequences, as necessary Suggest remedial classes if necessary Parent-Counselor-Teacher-Student-Admin conference Place on Academic/Behavior/Attendance (SART) Contract</p> <p>Level 4 (Intensive Intervention- Meets Criteria of “At Risk Student”; prior strategies unsuccessful) Parent-Counselor-Teacher-Student-Admin conference SARB (Student Attendance Review Board) Refer to READI Assign contract violation consequences Post-suspension conference and/or Post-suspension IEP meeting (for SPED students) Refer student to Sunset/North Coast (process handled by the students alpha-counselor and AP) Consider referral to Student Study Team (SST) A 504 plan may be developed as a result of the SST team decision Assessment may be recommended, and if the student qualifies for special education, an IEP will be developed.</p>				
2.	<p>Implement appropriate academic strategies to identify and encourage all students to meet A-G requirements for college eligibility and career readiness. Counselors meet with students to develop 4 year plans. Counselors give presentations to students on A-G requirements and hold evening events for parents. College visits are coordinated. Counselors conduct transcript audits.</p>	<p>Admin., Counseling, College & Career Counseling Staff, Teachers</p>	<p>\$2000.00 for Field Trips (Foundation funded) to local campuses</p>	<p>A-G CSU/UC Eligibility Data</p>	<p>Ongoing</p>
3.	<p>Assess and evaluate the effectiveness of the academic intervention strategies being used.</p>	<p>Admin. and counseling</p>	<p>no cost</p>	<p>Student grades and test scores</p>	<p>Fall/Spring 2018-19 quarterly progress checks</p>

4.	Provide professional development for staff to successfully implement uniform intervention strategies and California state curriculum through PLCs, Late Start Collaboration, conference training, and/or districtwide professional development.	Admin.	Dept., Site, District \$24,160 for PLC support	Struggling student grades and test scores improvementl	monthly through regular Late Start meetings
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LCAP Goal:

SDUHSD LCAP Goal#3: Increase the level of “school connectedness” and "sense of safety" of pupils, staff and parents.

School Goal 2

Implement safety measures and practices that ensure for a safe learning environment, and implement programs and practices that increase student connectivity and wellness.

LCAP Priority Area:

State Priority:

- 1- Basic Services
- 3- Parent Involvement
- 5- Pupil Engagement
- 6- School Climate

Targeted Pupil Student Group(s):

All students

A. Rationale:

LCAP State Priorities #5, and #6 and WASC self-study findings indicate the need to formalize a comprehensive plan to ensure student connectedness and engagement for all, including staff relations, within our school community by creating programs that address and monitor the social/emotional safety, attendance, and well-being of our student body while maintaining a secure learning environment for all shareholders. As our school grows, we need to ensure that our culture that is characterized by a safe, orderly, secure, and connected environment continues. Data included the Healthy Kids Survey and WASC Self-Study. Because our school is growing significantly, we will need to establish baseline growth targets after conducting the Healthy Kids Survey this year.

B. Expected Measurable Outcomes:

- School-wide survey results will be analyzed, looking for improvement in areas related to wellness.
- Extra-curricular and Club participation rates
- ASB participation and programming
- PALs participation and programming
- Attendance Data ()
- Suspension / Expulsion Data ()
- Student and Staff Surveys

C. School-wide critical area/s for follow up addressed:

Develop a collegial relationship between parents / teachers / administration through a variety of communication avenues to promote positive relationships. Ensure for a secure campus.

D. Strategy:

Ensure for many forms of communication between students, staff, parents, and community. Ensure for safety through infrastructure and training. Ensure for wellness, balance, school connectedness via programming throughout the year. Emphasize the importance of attendance to perform well in school. Learn about and implement restorative practices to reduce suspensions and expulsions.

	Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	<p>Continue to implement and develop programs and/or resources that promote student connectedness to the school community, including tours, principal coffees, and wellness programs.</p> <p>Use other funds, such as TUPE funds to support this goal, including: Supplies for tobacco-focused items for Red Ribbon Week events and other tobacco-focused school projects such as art-related projects, building websites and tobacco education visuals (videos, black lung) etc. Incentives and promotional materials including; Tobacco free pencils, stickers, posters, t-shirts, art materials for club activities and tobacco prevention educational youth brochures to support programs and tobacco free activities. \$1,395.00 Materials, incentives and supplies for students and teachers participating in TND \$200.00 Materials and supplies for Wellness Events & Programs at 5 high school sites \$447.50</p> <p>Noncapitalized Equipment Equipment: Example Video Production equipment for youth development groups to develop digital projects and site broadcasts to deliver tobacco-focused messages to students, Two-way radios for security and administration to communicate tobacco use violations on and around campus. not requested in grant]</p> <p>Travel and conferences Miscellaneous staff training for tobacco-related topics to allow funds for staff, students or parents to participation in various trainings held by SDCOE and other organizations to continue to promote tobacco prevention within our youth. \$276.00</p> <p>Noninstructional Consultant Services Speakers for Red Ribbon Week and Body Image presentations, Wellness Days and Tobacco, Alcohol and Drug Prevention Activities \$1,326.00</p> <p>Implement districtwide Sandy Hook Promise program with a focus on "See Something, Say Something." Free</p>	<p>Admin., PALs Coordinator, ASB Director, Wellness Committee</p>	<p>District allocation for teaching sections for PALs and ASB. Site funds Foundation funds</p>	<p>Surveys; Healthy Kids Survey Tobacco Survey, WASC Surveys, Senior Exit Survey</p>	<p>ongoing</p>

	<p>Implement YouSchool resources to support connectivity and wellness programming. \$35,000 (foundation)</p> <p>Implement Parent Programming workshops to improve connectivity and wellness. Free</p>				
2.	<p>Implement multi-tiered system of support targeted programs designed to meet the specific needs of CCA students (ex: Attendance, students facing academic pressure, mental health awareness, student transitions, etc.). Utilize addition of a social worker on campus to support these students.</p>	Admin., Teachers, Social Worker, Counseling	District funded position for Social Worker	Healthy Kids Survey Attendance data	ongoing
3.	<p>Develop, implement, and review site safety plan to ensure a secure learning environment for all students and staff. Utilize new staff resources, such as 2nd Campus Supervisor. Continue training and drills related to ensuring for a safe campus.</p>	Admin.	District funded position for campus supervisor	Surveys	Ongoing, quarterly evacuation drills, annual review of CCA emergency plan
4.	<p>Participate in Training for Restorative Practices Model. Restorative Practice is a means by which student behaviors are improved in a non-punitive manner.</p>	Admin., counselors, and teachers	no cost	Reduction in suspension and expulsions	ongoing
5.	<p>Implement strategies to encourage staff, student, and community connectivity, such as weekly communications to staff, New Raven (Teachers) Lunches, Raven Advisory Board (students), CCA Connection (to parents), Coffee with the Principal, Sunshine Club (staff), Parent workshops (morning and evening opportunities).</p>	Admin.	no cost	Staff Surveys, Parent Feedback	ongoing

LCAP Goal:

SDUHSD LCAP Goal #1: Annual increase in student achievement for all students in English language arts and math with focus on accelerating student learning outcomes for target subgroups including English Learners, low income pupils and pupils identified as special education.

School Goal 3

Develop instructional practices to support under-performing subgroups, and provide professional development, time, and resources to support the transition to Next Generation Science Standards and Career Technical Education pathways to prepare all students for college and career readiness.

LCAP Priority Area:

LCAP state priorities

- 1: Basics
- 2: Implementation of State Standards
- 4: Pupil achievement
- 7: Course Access

Targeted Pupil Student Group(s):

All students

A. Rationale:

Using the PLC structure, teachers in all departments continue to refine their curriculum, offer common formative assessments to determine which students are learning, and which ones are not, and then implement strategies to help students who are not achieving.

We are now making the transition to NGSS, and we are working as a district to prepare for a three-year science requirement for graduation. This coming year, we will be introducing a new course--Chemistry Honors, which will be unweighted, and prepare students for AP chemistry. In addition to a college-readiness culture, our students need to have a better understanding and awareness of career readiness. Early Assessment Program data shows that 63.88% are College Ready in English/Language Arts and 49.75% are College Ready in Math. EAP data is based upon students who "exceed the standard." Meeting the standard is "conditional" readiness.

Teachers consistently report a need for more time to professionally collaborate with one another regarding curriculum, instruction, and assessment.

The WASC Self-Study identified a few key areas of growth for this goal, which are noted below.

The Single Plan for Student Achievement

B. Expected Measurable Outcomes:

1. There are 19 late start days incorporated into the work year calendar, along with 3 District/Site Professional Development Days. There are also funds set aside for District Departmental Collaboration in English, math, social studies, science, visual and performing arts, and world language to facilitate collaboration and articulation.
2. 65% EAP Readiness in E/LA
3. 50% EAP Readiness in Math
4. Teacher feedback via survey results that show an increase in experimentation with new instructional strategies.
5. A-G CSU/UC eligible percentage will increase to 88%.
6. Special Education students: 72% will meet or exceeded standards on the CAASPP ELA test, and 60% will meet or exceeded standards on the CAASPP Math.

The percentage of students who are currently A-G CSU/UC eligible is 86.1%.

In 2016, Special Education student results showed that 76% met or exceeded standards on the CAASPP ELA test, and 53% met or exceeded standards on the CAASPP Math test. 2017 results showed 70.83% Special Education met or exceeded (slight reduction) and 58.33% met or exceeded standards (slight increase).

C. School-wide critical area/s for follow up addressed:

Resources to maintain a technology-rich learning environment have been improved since this was a WASC critical area for follow-up. PLC collaboration is a well-established practice in our district now, though we still need to focus on how to support students in a timely manner who demonstrate evidence of not achieving standards. We still have an issue with time insofar as the 4x4 is a very fast-paced structure and our interventions are sometimes implemented too late.

D. Strategy:

Teachers will have time and resources to collaborate to ensure that students are proficient and college and career ready. Subject area teams, through PLCs, will review common assessments as part of a regular cycle to determine students' learning needs and then implement strategies to address learning deficiencies. Additional time and resources will be dedicated toward implementing the Next Generation Science Standards, as well as new courses in the science pathway. We will focus on developing our CTE pathways and programs.

Actions/Tasks		Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Provide release time and utilize Late Start PLC time to enable teachers to engage in professional development in all subject areas around: 1. Instructional strategies 2. 21st century skills (collaboration, critical thinking, creativity, and communication) and appropriate instructional strategies 3. NGSS 4. College and Career Readiness (CCR) 'Anchor' Standards 5. Formative Assessments to Identify Students' Needs and Inform Instructional Practice	District & Site Admin.	District funded Achievement Funds	Student achievement will improve as per goal #1 in the SPSA.	Ongoing
2.	Increase student access to Career Technical Education (CTE) courses, work/internship placements, and pathway opportunities. We hold elective fairs to promote our offerings, and new courses are sometimes part of a pilot. If there is sufficient interest, based upon student tallies, we may be able to offer the course in the master schedule. Perkins funds were used to support the investment and launching of Principles of Engineering.	Admin. / District CTE Leadership, Counseling	District/site resources.	Enrollment data in CTE	Ongoing

F. School Site Council Membership Canyon Crest Academy

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Brett Killeen	X				
Mark Choudhari				X	
Mary Christensen				X	
Jill Duoto				X	
Ying Yang				X	
Jessica Adams		X			
Dustin Lackey		X			
Chiara Luna		X			
Marianne Tan		X			
Mark Van Over		X			
Karen Burrows			X		
Bernard Steinberger			X		
Melody Li					X
Rajit Agarwal					X
Samiya Rana					X
Shawdi Sani					X
Numbers of members of each category	1	5	2	4	4

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

Approval of Canyon Crest Academy's 2018-19 Single Plan for Student Achievement

Name

Signature

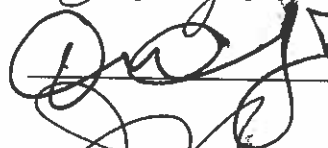
Shawdi Sani



Samiya Rana

Samiya Rana

Dustin Lacey



Jessica Adams



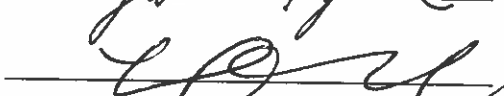
Chiara Luna



RASIT AGARWAL



Ying Yang



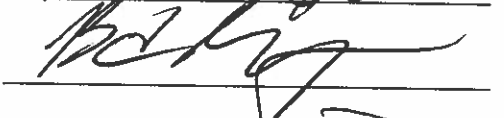
Jill Duoto



Melody Li

Melody Li

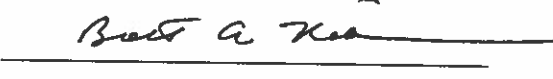
Bernard Steinberger



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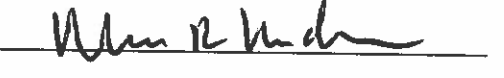
Brett A. Killen



Karen Burrows

Karen Burrows

MARK VAN OVER



**Form G. Budget 2018-19
 Canyon Crest Academy**

State/Federal Categorical Program	Allocation
Site LCFF Supplemental Funding - Site Formative/Achievement Funds	\$17,850.00
Site LCFF Supplemental Funding - Site Tutoring Funds	\$8,925.00
Site LCFF Supplemental Funding – District Funded Sections (non-formula)	\$\$108,900.00
Title I Funds XDoes Not Apply	\$0.00
Total	\$115,692.00

Appendix A. Student Performance Data

Section 1: Enrollment

Table 1.1 Site enrollment trends with Student Group breakdown

	2015-16		2016-17		2017-18	
	#	%	#	%	#	%
Total enrollment	2,255	-	2,406		2,576	100.0%
Black or African American	18	0.8%	18	0.8%	16	0.62%
American Indian or Alaska Native	5	0.2%	5	0.2%	10	0.39%
Asian	578	25.6%	660	27.4%	794	30.82%
Filipino	28	1.2%	29	1.2%	26	1.01%
Hispanic or Latino	155	6.9%	162	6.7%	178	6.91%
Native Hawaiian or Pacific Islander	7	0.3%	4	0.2%	3	0.12%
White	1,423	63.1%	1,475	61.3%	1478	57.38%
Two or More Races	0	0.0%	0	0.0%	0	0%
Socioeconomically Disadvantaged	70	3.1%		%		%
English Learners	15	0.7%		%		%
Students with Disabilities	160	7.1%		%		%
Foster Youth		%		%		%

Conclusions indicated from this data:
1.

Section 2: Student Achievement Indicators

Table 2.1 Percent of 11th grade students tested who scored in the Standard Met to Standard Exceeded range in ELA

	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
2016-17	86.88	85.22	85.19	*	70.83	73.33
2015-16	92	92	90	*	76	95
2014-15	85	85	88	*	53	65

Source: California Department of Education, <https://caaspp.cde.ca.gov/>

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	419	482	596	406	463	587	405	463	587	96.9	96.1	98.5
All Grades	419	482	596	406	463	587	405	463	587	96.9	96.1	98.5

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2683.8	2707.8	2692.2	59	69	63.88	26	23	23.00	11	6	9.20	4	2	3.92
All Grades	N/A	N/A	N/A	59	69	63.88	26	23	23.00	11	6	9.20	4	2	3.92

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	61	70	68.14	34	27	26.75	5	3	5.11
All Grades	61	70	68.14	34	27	26.75	5	3	5.11

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	66	72	68.31	28	24	24.87	5	4	6.81
All Grades	66	72	68.31	28	24	24.87	5	4	6.81

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	40	53	55.37	52	45	40.37	7	2	4.26
All Grades	40	53	55.37	52	45	40.37	7	2	4.26

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	61	73	62.18	35	25	32.20	4	2	5.62
All Grades	61	73	62.18	35	25	32.20	4	2	5.62

Conclusions based on this data:									
1.									

III School and Student Performance Data

Table 2.2 Percent of 11th grade students tested who scored in the Standard Met to Standard Exceeded range in math

	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
2016-17	75.73	71.83	81.48	*	58.33	66.7
2015-16	80	79	78	*	53	75
2014-15	75	72	88	*	25	41

Source: California Department of Education, <https://caaspp.cde.ca.gov/>

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	419	482	596	401	461	589	400	461	589	95.7	95.6	98.8
All Grades	419	482	596	401	461	589	400	461	589	95.7	95.6	98.8

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2696.4	2714.7	2704.7	50	53	49.75	25	27	25.98	12	13	16.30	12	7	7.98
All Grades	N/A	N/A	N/A	50	53	49.75	25	27	25.98	12	13	16.30	12	7	7.98

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	65	69	67.40	23	23	21.73	12	8	10.87
All Grades	65	69	67.40	23	23	21.73	12	8	10.87

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	50	50	48.56	36	41	39.39	14	8	12.05
All Grades	50	50	48.56	36	41	39.39	14	8	12.05

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	53	58	52.80	39	38	41.09	8	4	6.11
All Grades	53	58	52.80	39	38	41.09	8	4	6.11

Conclusions based on this data:	
1.	

Section 3: School Climate Indicators

Table 3.1 Truancy rates

	2013-14	2014-15	2015-16
All Students	54.64	52.55	41.07

Conclusions indicated from this data:

1.

Table 3.2 Chronic Absenteeism Rates by Ethnicity and Student Group

	2016-17
All Students	6.1
Black or African American	22.2
American Indian or Alaska Native	*
Asian	2.4
Filipino	3.4
Hispanic or Latino	10.8
Native Hawaiian or Pacific Islander	*
White	6.8
Two or More Races	13.2
Socioeconomically Disadvantaged	14.6
English Learners	7.7
Students with Disabilities	10.3
Foster Youth	

Conclusions indicated from this data:

1.

Table 3.3 Suspension Data

	2014-15	2015-16	2016-17
Cumulative Enrollment	2,002	2,274	2,424
Total Suspensions	23	26	26
Unduplicated Count of Students Suspended	20	19	20
Suspension rate	1.00%	0.80%	0.80%
Percent of Students Suspended with One Suspension	90.00%	78.90%	85.00%
Percent of Students Suspended with Multiple Suspensions	10.00%	21.10%	15.00%

Conclusions indicated from this data:

1.

Table 3.4 Suspension Rate by Ethnicity and Student Group

	2014-15	2015-16	2016-17
All Students	1.00%	0.80%	0.80%
Black or African American	0.00%	0.00%	0.00%
American Indian or Alaska Native	*	*	*
Asian	0.40%	0.00%	0.20%
Filipino	0.00%	0.00%	0.00%
Hispanic or Latino	0.70%	1.30%	1.20%
Native Hawaiian or Pacific Islander	*	*	*
White	1.20%	1.20%	1.10%
Two or More Races	0.00%	0.00%	0.00%
Socioeconomically Disadvantaged	0.0%	0.0%	2.4%
English Learners			
Students with Disabilities			
Foster Youth	0.0%	0.0%	*

Conclusions indicated from this data:

1.

Table 3.5 Expulsion Data

	2014-15	2015-16	2016-17
Cumulative Enrollment	2,002	2,274	2,424
Total Expulsions	1	2	2
Unduplicated Count of Students Expelled	1	3	2
Expulsion rate	0.05%	0.13%	0.08%

Conclusions indicated from this data:

1.

Table 3.6 Expulsion Rate by Ethnicity and Student Group

	2014-15	2015-16	2016-17
All Students	0.05%	0.13%	0.08%
Black or African American	0.00%	0.00%	0.00%
American Indian or Alaska Native	*	*	*
Asian	0.00%	0.00%	0.00%
Filipino	0.00%	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%	0.60%
Native Hawaiian or Pacific Islander	*	*	*
White	0.08%	0.21%	0.07%
Two or More Races	0.00%	0.00%	0.00%
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			
Foster Youth			

Conclusions indicated from this data:

1.

Table 3.7 Cohort Dropout Rate by Student Group

	2013-14	2014-15	2015-16
All Students	0.2	0.0	0.0
Hispanic or Latino of Any Race	0.0	0.0	0.0
Asian, Not Hispanic	0.0	0.0	0.0
Filipino, Not Hispanic	0.0	0.0	0.0
African American, Not Hispanic	0.0	0.0	0.0
White, Not Hispanic	0.3	0.0	0.0
Two or More Races, Not Hispanic	0.0	0.0	0.0
Socioeconomically Disadvantaged	0.0	0.0	0.0
English Learners	0.0	0.0	0.0
Students with Disabilities	1.9	0.0	0.0
Migrant Education			

Conclusions indicated from this data:

1.

Section 4: Progress Monitoring of English Learners
California English Language Development (CELDT) Data

Table 4. 1 CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9	67	25	40	22	75	40	0		20	11			0		
10	60		67	40	***	33	0	***		0			0		
11	100	25	***	0	75	***	0			0			0		
12	0		75	0		25	0			0			0		
Total	75	20	55	20	70	36	0	10	9	5			0		

Conclusions based on this data:

1.

Table 4.1 Enrollment by English Language Acquisition Status

	English Only	Initial Fluent English Proficient	English Learner	Reclassified Fluent English Proficient	To Be Determined	Total
2017-18	69.9%	16.1%	1.3%	12.7%	0.0%	2,576
2016-17	72.70%	15.40%	1.10%	10.80%	0.00%	2,406
2015-16	74.50%	15.50%	0.70%	9.40%	0.00%	2,255

Conclusions indicated from this data:

1.

Table 4.2 English Learner Enrollment by Years in English Language Development Programs

	English Learners			EL 4+ Years Not At-Risk or LTEL	Reclassified Fluent English Proficient	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years			
2017-18	17	1	8	8	327	361
2016-17	15	0	7	4	259	285
2015-16	6	0	7	2	212	227

* Long-Term English Learners (LTEL)

Table 4.3 2017-18 English Learner Enrollment by Years in English Language Development Programs by Grade

	English Learners			EL 4+ Years Not At-Risk or LTEL	Reclassified Fluent English Proficient	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years			
9	11	0	3	2	96	112
10	6	1	2	2	87	98

11	0	0	3	2	88	93
12	0	0	0	2	56	58

* Long-Term English Learners (LTEL)

Conclusions indicated from this data:

1.

Table 4.4 Reclassification (RFEP) Counts and Rates

	2015-16	2016-17	2017-18
Number and percent of EL students Redesignated to Fluent English Proficient (RFEP)	21.7%	24.9%	26.2%

Conclusions indicated from this data:

1.

Section 5: College and Career Readiness Indicators

Table 5.1 Early Assessment Program (EAP) ELA Results by Student Group

	All Students			English Learners			Socioeconomically disadvantaged			Special Education		
	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready
2016-17	63.88	23	13.12	*	*	*	53.33	20	26.67	37.5	33.33	29.17
2015-16	69	23	8	*	*	*	65	30	5	52	24	24
2014-15	59	26	15	*	*	*	24	41	35	22	31	47

Source: California Department of Education, <https://caaspp.cde.ca.gov/>
 CAASPP ELA Performance Levels and Corresponding EAP Results listed below:
 Standard Exceeded (Level 4) = "College Ready"
 Standard Met (Level 3) = "Conditionally Ready"
 Standard Nearly Met (Level 2) = "Not Ready"
 Standard Not Met (Level 1) = "Not Ready"

Conclusions indicated from this data:

- 1.

Table 5.2 Early Assessment Program (EAP) Math results by subgroup

	All Students			English Learners			Socioeconomically disadvantaged			Special Education		
	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready
2016-17	49.75	25.98	24.22	*	*	*	53.33	13.33	33.33	20.83	37.5	41.67
2015-16	53	27	20	*	*	*	50	25	25	24	29	47
2014-15	50	25	25	*	*	*	12	29	59	14	11	75

Source: California Department of Education, <https://caaspp.cde.ca.gov/>
 CAASPP Math Performance Levels and Corresponding EAP Results listed below:
 Standard Exceeded (Level 4) = "College Ready"
 Standard Met (Level 3) = "Conditionally Ready"
 Standard Nearly Met (Level 2) = "Not Ready"
 Standard Not Met (Level 1) = "Not Ready"

Conclusions indicated from this data:

- 1.

Table 5.3 Advanced Placement Exam results

	2014-15	2015-16	2016-17
Percent of exams with a score of 3+ (passing)	87%	91%	94.2
Number of tests taken	1,955	2,494	2,957
Number of testers	705	958	1050
Average number of tests per student	2.8	2.6	2.82

Source: College Board School Summary Report

Conclusions indicated from this data:

1.

Table 5.4 SAT Report

Year	Enrollment 12	Number Tested	Average Score: Reading	Average Score: Math	Average Score: Writing	Number of Scores >=1500	Percent of Scores >=1500
2015-16	428	297	624	640	628	263	88.55%
2014-15	437	328	611	626	611	299	91.16%
2013-14	475	384	627	647	630	365	95.05%

Table 5.5 ACT Report

Year	Enrollment 12	Number Tested	Average Score: Reading	Average Score: Math	Average Score: Writing	Number of Scores >=1500	Percent of Scores >=1500
2015-16	428	239	29	29	29	228	95.40%
2014-15	437	265	28	28	28	251	94.72%
2013-14	475	276	28	29	29	272	98.55%

Conclusions indicated from this data:

1.

Table 5.5 UC/CSU eligibility Rates by Ethnicity and Student Group

	2014-15	2015-16	2016-17
All students	88.50%	86.10%	92.30%
Black or African American	100.00%	100.00%	80.00%
American Indian or Alaska Native	0.00%	0.00%	0.00%
Asian	96.20%	92.20%	97.00%
Filipino	100.00%	100.00%	100.00%
Hispanic or Latino	82.40%	88.00%	78.90%
Native Hawaiian or Pacific Islander	100.00%	0.00%	100.00%
White	86.70%	83.20%	92.70%
Two or More Races	100.00%	100.00%	80.00%
Socioeconomically Disadvantaged	80.00%	80.00%	80.80%
English Learners	*	*	
Students with Disabilities	*	*	
Foster Youth			

Conclusions indicated from this data:

1.

Table 5.6 Cohort Graduation Rates by Ethnicity and Student Group

	2014-15	2015-16	2016-17
All students	99.3	99.8	
Black or African American	100.0	100.0	
American Indian or Alaska Native			
Asian	100.0	100.0	
Filipino	100.0	100.0	
Hispanic or Latino	100.0	100.0	
Native Hawaiian or Pacific Islander	100.0	100.0	
White	99.4	99.6	
Two or More Races	87.5	100.0	
Socioeconomically Disadvantaged	100.0	100.0	
English Learners	00.0	100.0	
Students with Disabilities	97.7	97.8	
Foster Youth			

Conclusions indicated from this data:
 1.

Table 5.7 2016-17 Advanced Placement (AP) Course Enrollment

Subject	Courses Taught	Number of Courses Meeting UC/CSU Entrance Requirements	Female Enrollment	Male Enrollment	Total Course Enrollment
English Language Arts					
History/Social Science					
Mathematics					

Conclusions indicated from this data:
 1.

Table 5.8 Advanced Placement (AP) Total Course Enrollment

Subject	2014-15	2015-16	2016-17
English Language Arts			
History/Social Science			
Mathematics			

Conclusions indicated from this data:
 1.

Table 5.9 2016-17 Career Technical Education (CTE) Course Enrollment

Subject	Courses Taught	Number of Courses Meeting UC/CSU	Female Enrollment	Male Enrollment	Total Course
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		Entrance Requirements			Enrollment
Arts, Media, and Entertainment	10	5	119	173	292
Building and Construction Trades					
Business and Finance	2	0	30	27	57
Education, Child Development, and Family Services					
Health Science and Medical Technology					
Hospitality, Tourism, and Recreation					
Information and Communication Technologies	7	6	82	171	253
Manufacturing and Product Development	6	6	102	80	182
Marketing, Sales, and Service	3	1	51	35	86
Transportation					

Conclusions indicated from this data:

1.

Table 6.0 Career Technical Education (CTE) Total Course Enrollment

Subject	2014-15	2015-16	2016-17
Arts, Media, and Entertainment	415	448	292
Building and Construction Trades			
Business and Finance	101	151	57
Education, Child Development, and Family Services			
Health Science and Medical Technology			
Hospitality, Tourism, and Recreation			
Information and Communication Technologies	22	32	253
Manufacturing and Product Development			182
Marketing, Sales, and Service	44	79	86
Transportation			

Conclusions indicated from this data:

1.



The Single Plan for Student Achievement

School: Carmel Valley Middle School
District: San Dieguito Union High
School District
County-District School
(CDS) Code): 37-68346-6117352
Principal: Cara Dolnik
Date of this revision: 05/21/2018

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students.

For additional information on school programs and how you may become involved locally, please contact the following person:

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

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

**A. School Site Information
 Carmel Valley Middle School**

Vision Statement:

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

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

Mission Statement:

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

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

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

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

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

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

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

Principal's Message: Carmel Valley Middle School (CVMS) opened in 1999 and celebrates its 19th year of excellence in education. CVMS currently serves approximately 1,150 students in a dynamic and highly involved community. Our mission is to educate our students to become lifelong learners who will be resourceful, responsible, and compassionate community members. Our schoolwide theme, "Carmel Valley Connects", focuses on making middle school a supportive and enjoyable transition while encouraging high academic achievement. Over 30 student clubs and activities help students feel connected on campus. Outstanding teachers and an involved and supportive parent community create a learning environment that is safe and respectful, offering each student a variety of opportunities to succeed. Staff collaborate on a regular basis using the formative process to inform instruction, reteach and individualized student needs. In 2003, 2009 and 2013 CVMS was named a California Distinguished School.

School Profile: (include site demographics, remedial and advanced course enrollments, local measures of performance, special programs)

Carmel Valley Middle School implements a Single Plan for Student Achievement (SPSA) to set goals to increase student achievement and success overall. CVMS has a diverse population of learners with 45.1% White, 35.3% Asian, 11.1%

Hispanic or Latino, 0.6% Black or African American, and 7.9% Two or More Races. The school also has 422 students of 1158 who speak a home language other than English, with 34 different languages represented, which accurately represents the diversity of the area.

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

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

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

Additionally, students who need additional support are targeted for enrollment in a variety of academic support programs including before and after school tutoring, Math A and B Essentials classes, Bobcat Connections, Academic Power Hour, reteach opportunities through PAW and HIRE time, and online reteach opportunities using teacher developed lessons, videos or other teaching tools.

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

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

- 1) Teaming special educators with general education teachers in targeted general education classes.
- 2) All Special Education teachers work with designated core subject teacher to provide support while collaborating and communicating expectations for students with a disability.
- 3) Offering Special Education courses (Fundamentals) in the areas of Math and ELA as well as Reading intervention programs to specific students in need.
- 4) A school psychologist and speech therapist provide Designated Instructional Services to students with special needs as specified in their IEP.
- 5) All teachers receive on-going training in strategies to assist special needs students.
- 6) Students with moderate to severe disabilities are enrolled in our Transitional Alternative Program (TAP) which focuses on functional academics and life skills.

Instructional practices which accelerate as well as remediate learning are employed in all classrooms. Instructional settings and practices are rich in experiences, technology, and materials that enhance the standards-based core curriculum. Educationally-disadvantaged students are provided with opportunities that allow learning time to be extended and all students who need additional support for academics are offered a variety of programs with varying levels of support. Many teachers are trained in "AVID" instructional strategies, which are infused throughout the curriculum. Students are recruited for enrollment in our College Readiness class, Math Skills class or Study Skills class based on academic, socio-emotional or behavioral factors. CVMS has extensive before, during and after school programs that are tailored to address individual learning needs as determined by a variety of both formative and summative assessment

results. These opportunities include: a) Productive Academic Work (PAW) time - 30 minutes three days a week within 3rd or 4th period class b) Homework Intervention Reteach Enrichment (HIRE) time - 15 minutes attached to classes on Thursday and Friday c) Academic Power Hour - after school tutoring offered two days a week d) peer tutoring, e) counseling programs to facilitate readiness to learn, and f) Math and general academic support electives.

Teachers respond to students' linguistic and cultural backgrounds by providing Specially Designed Academic Instruction in English (SDAIE) in designated sheltered and ELD courses and through integration in general ed classes. Sheltered and ELD courses provide all EL students with the district's standards-based core curriculum. English Learners have access to standards-based curriculum in ELD, sheltered science class, sheltered history class, and non-sheltered math courses. All teachers have CLAD/EL certification and some have received SDAIE training. District program specialists, along with a designated counselor, work closely with the CVMS EL program coordinator and teachers to ensure that EL students have access to services and support.

Differentiated curriculum is implemented to support heterogeneous grouping. This is accomplished by adjusting the standards-based core curriculum and instruction by using one or more of the following five dimensions: depth, compacting, complexity, novelty, or acceleration. This is a key component of the long term goal for full implementation of California State Standards and Next Generation Science Standards.

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

Training for parents includes how to help their children transition to and thrive in middle school, and how to support the goals of the school. Parents have a variety of ways to receive training and to be meaningfully involved in the school. These include the summer Parent Orientation, monthly Coffee with the Principal meetings, Parent Information Nights throughout the year based on needs as determined by parent and administrative collaboration, PTSA parent organization membership or board participation, School Site Council, School Site Safety Committee, English Learner Advisory Committee, and a wide variety of volunteering opportunities. Training is provided by parents, staff and consultants.

B. School and Student Performance Data

See Appendix A for multi-year student performance data tables

Student Performance Summary (conclusions from analysis of student performance data, identify and prioritize the site needs to drive goals)

In 2016-17, students scored well above the state and county averages in both ELA and Math. 2017 CAASPP results show that 87.37% of 7th grade students Met or Exceeded Standards in ELA and 85.41% Met or Exceeded Standards in Math. Results for 8th grade students show, 84.91% Met or Exceeded Standards in ELA and 83.25% Met or Exceeded Standards in Math.

An analysis of multi-year CAASPP results for target student groups shows that the percentage of Students with Disabilities who Met/Exceeded standards increased by 1% in ELA, which indicates most students scored similar when compared to the prior year. Students with Disabilities demonstrated significant progress in Math-the percentage of students who Met/Exceeded standards increased by 4% when compared to the previous year.

The percent of English Learners who Met/Exceeded standards decreased by 7.38% in ELA and increased 1.51% in math. It is important to note that there are different English Learner students tested from year to year and these scores do not represent individual student progress. A multi-year review of CELDT scores shows that the percentage of students scoring in the Early Advanced to Advanced range (Level 4/5) on the annual test is steadily declining (2015=83%, 2017=75%) while the percentage of students scoring in the Beginning and Early Intermediate range (Level 1/2) is increasing (2015=6%, 2017=14%). The English Learner student profile has shifted at CVMS over the last few years which provides additional context to the decline in SBAC

score for this English Learners in ELA.

Reclassified Fluent English Proficient (RFEP) students continue to score similarly to their English Only peers on CAASPP assessments in both ELA and Math. Since CVMS is in declining enrollment due to the addition of a middle school in its boundary area, the demographics of the school has changed over the last two years. The 2016-17 CAASPP scores and other performance data will serve as a baseline for the school moving forward with more consistent demographic and enrollment data. Multi-year CAASPP data shows steady and sustainable growth in student performance for all students from 2015 to 2017, which indicates the supports implemented in 2015-16 should continue to be provided for maintain improvement in future years.

The English Learner Progress Indicator on the California School Dashboard reports student progress towards attaining English Proficiency on the CELDT as well as meeting the criteria to become reclassified as Fluent English Proficient. Results from the the Spring 2017 release of the California School Dashboard, shows an English Learner Progress indicator rate of 94.1% which is similar to the previous year. This indicates that English Learners at Carmel Valley continue to demonstrate sufficient progress towards English language proficiency and obtaining the academic skills necessary to become reclassified.

In 2016-17, 22.5%% of EL students at CVMS were redesignated as Fluent English Proficient. Continuing to offer and refine programs and services provided at CVMS to support English Learners is a priority.

For students in Special Education, additional data from those receiving reading intervention shows all students receiving targeted intervention through Read 180, System 44 or Read Naturally programs in 2016-17 increased their lexile performance, some with significant gains. There is still a need for continued use of the reading intervention programs with students identified as scoring below grade level in reading.

School climate indicators show that the continued focus to maintain a positive school culture at CVMS has been effective. Local attendance data reflects a chronic absenteeism (>10% absent rate) of 2.2% for all students. Multiyear discipline data shows that CVMS has had a steady suspension rate of approximately 1.5% and an expulsion rate of 0%-0.2%. 2017 Healthy Kids Survey results indicated 77% of students felt safe at school, and 90% felt there was an adult at school who cared about them and, 68% of students felt like they were a part of the school. These are positive indicators of student connectedness. The goal for student connectedness will be to maintain students' feeling of safety and well being, and to increase the percentage of students who feel like they are part of the school by 5%.

C. Involvement Process

Involvement Process:

How was the SSC and site leadership involved in development of the plan?

During the 2017-18 school year, the SSC worked with the Principal to analyze current goals and to revise and develop goals for the school based on perceived student needs for 2018-19 at meetings on December 11, 2017, February 26, 2018 and April 30, 2018. Input was also taken from the Department Chair leaders as to the overall goals as well as the action plan for each goal at meetings on March 19 and April 23, 2018. The Principal collaborated with the Special Education Department Chairperson and the English Learner Lead teacher to incorporate goals specific to these subgroups into the plan. Input was taken from parents at the English Learner Advisory Committee meetings on March 16 and March 21, 2018. The 2018-19 School Site Council met on May 21, 2018 to approve the 2018-19 CVMS Single Plan for Student Achievement.

**D. Summary of Progress Made on 2017-18 Goals
Carmel Valley Middle School**

School Goal 1

Sustain productive teacher collaboration to implement state content standards, increase innovative learning skills and student achievement.

LCAP Priority Area:

State Priority: 1: Basics 2: Implementation of State Standards, State Standards 4: Pupil Achievement 7: Course Access

Targeted Pupil Student Group(s):

All Students

A. Actual Measurable Outcomes:

ELO's from each PLC group, common formative assessments and results, participation documentation from PLC groups, CAASPP results, PLC group survey results

2017 CAASPP results show

86.09% of all students scored in the Met or Exceeded in ELA and 84.29% in Math which is similar to the previous year's results.

87.37% (similar to prior year) of 7th grade students Met or Exceeded Standards in ELA and 85.41% (-2% from prior year) Met or Exceeded Standards in Math. Results for 8th grade students show, 84.91% (-2%) Met or Exceeded Standards in ELA and 83.25% (+3.3%) Met or Exceeded Standards in Math.

District administered PLC Progress Survey results for the 2017-18 compared to the 2016-17 school year show at CVMS:

100% of teachers understand the PLC and its purpose in both years.

83% (17-18) and 95% (16-17) of teachers agree ELOs are defined for their subject area (-12%)

83% (17-18) and 90% (16-17) say they are aligned to current standards for the subject area. (-7%)

78% (17-18) and 90% (16-17) of teachers have administered and discussed the results of a CFA for their PLC (-12%),

about 65% (17-18) and 85% (16-17) identify students in need of intervention and have a process in place for remediation/reteaching for students. (-20%)

77% (17-18) and 95% (16-17) indicate they are able to use data in their PLC to improve teaching and learning. (-18%)

Note - Science PLCs moved away from the PLC process this year to implement new science NGSS standards and timelines which may

B. Summary of Progress:

Teachers increased collaboration time with use of the Late Start Days which allowed for 1.5 hours of collaboration time, 16 times a year for 24 total hours of collaboration time. PLC groups also took Release Days for collaborative work throughout the year. Course-alike and/or department groups attended district-wide professional development days throughout the year. PLC groups are now established on campus and they have created ELO's, common formative assessments, a timeline for implementation for the current school year, methods to analyze student data, and reteach/intervention strategies for students.

All PLC groups kept notes of meetings in a designated electronic PLC folder to which administrators have access. Every staff member on campus is a part of a PLC including Math, English, Science, Social Science, World Languages, PE, and Electives. Administrators also walked around during PLC time to check in on groups and to support groups as needed.

The continued focus on PLC work has shown a positive impact on student results on CAASPP tests in ELA and Math. In 2016-17, students scored well above the state and county averages in both ELA and Math and maintained over 80% of students scoring in the Standards Met/Exceeded range in both ELA and Math.

District PLC survey results show that CVMS teachers understand the PLC purpose components of a PLC cycle to support student achievement. Survey results show the PLC groups are not consistent in the number of CFA administered as it ranges from 0 to more than 4. Teachers indicated the support they need is in Data Analysis of CFAs and in determining the procedure for providing interventions. District professional development days had activities focused in both of these areas for all departments.

account from some decrease in the PLC Progress.
Teachers indicate they want more professional development with data analysis of CFAs and procedure for providing interventions and reteach.

C. Relevance:

This goal has been partially met. Teacher collaboration increased and designated time was used to address implementation of state content standards and increase innovative learning skills and student achievement. Teachers still need more training and practice in analyzing data and implementing reteach/intervention strategies for student learning.

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

Teachers now have established PLC groups in each content area. For 2018-19, PLC groups will continue using the formative process to implement state content standards and assess student achievement. Targeted training for course-alike groups or departments will be implemented for analyzing data and reteach/intervention strategies.

School Goal 2

Maintain current student achievement for all students and focus on increasing achievement in targeted student group areas.

LCAP Priority Area:

State Priority 1:Basics, 2:Implementation of State Standards, 4: Pupil Performance, 7: Course Access

Targeted Pupil Student Group(s):

All students performing below grade level in ELA and math with focus on EL students, students in special education programs, and students in intervention/readiness classes.

A. Actual Measurable Outcomes:

SBAC results in ELA and Math, Pupil Performance on teacher created SBAC practice tests, Assessments for students enrolled in identified intervention programs, CELDT data, reading intervention data, D/F Lists

2017 CAASPP Results

All Students:

86.09% of all students scored in the Met or Exceeded range in ELA and 84.29% in Math which is similar to the previous year's results

Students with Disabilities

44.12% (+1.12%) scored in the Met or Exceeded range in ELA and 40.3% (+4.3%) in Math

English Learners:

21.62% (-7.38%) scored in the Met or Exceeded range in ELA and 63.51% (+1.5%) in Math

Economically Disadvantaged Students:

62.71% (+5.74%) scored in the Met or Exceeded range in ELA and 64.7% (+11.7%) in Math

Reclassified Fluent English Proficient (RFEP)

RFEP students continue to score similarly to their English Only peers on CAASPP assessments in both ELA and Math.

CELDT

A multi-year review of CELDT scores shows that the percentage of students scoring in the Early Advanced to Advanced range (Level 4/5) on the annual test is steadily declining (2015=83%, 2017=75%) while the percentage of students scoring in the Beginning and Early

B. Summary of Progress:

Although all students and target student groups demonstrated progress on the CAASPP tests, results for English Learners highlight the need to continue to provide and refine supports to increase their academic skills and progress towards attaining English language proficiency.

The percent of English Learners who Met/Exceeded standards decreased by 7.38% in ELA and increased 1.51% in math. It is important to note that there are different English Learner students tested from year to year and these scores do not represent individual student progress. A multi-year review of CELDT scores shows that the percentage of students scoring in the Early Advanced to Advanced range (Level 4/5) on the annual test is steadily declining (2015=83%, 2017=75%) while the percentage of students scoring in the Beginning and Early Intermediate range (Level 1/2) is increasing (2015=6%, 2017=14%). The English Learner student profile has shifted at CVMS over the last few years which provides additional context to the decline in SBAC score for this English Learners in ELA.

The D/F list was reviewed each grading period by counselors, administrators, and the I-Team. Counselors met with all students who had more than one D or F as indicated on their grade report. Counselors reached out to teachers and parents to discuss supports for specific students, and recommended interventions including Bobcat Connections, Math Skills class, Study Skills class, Academic Power Hour, reteach opportunities with teachers or specific subject tutoring by teachers. For students who continued with multiple D or F grades on subsequent lists, counselors referred students to the I-Team for further intervention determination. If students on the lists are EL or on an IEP, counselors worked with the EL Lead or special education case manager for supports.

Intermediate range (Level 1/2) is increasing (2015=6%, 2017=14%). The English Learner student profile has shifted at CVMS over the last few years which provides additional context to the decline in SBAC score for this English Learners in ELA.

ELPAC

The ELPAC assessment for English Learners was given for the first time in Spring 2018. These scores will serve as a baseline to determine future measurable outcomes in determining EL progress.

Reclassification rate

In 2016-17, 22.5%% of EL students at CVMS were redesignated as Fluent English Proficient.

C. Relevance:

This goal was partially met in that overall assessment scores showed students maintained achievement in ELA and mathematics. However, targeted subgroups continue to show an achievement gap that needs to be addressed.

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

Targeted intervention will focus on student groups who are scoring below the school average including students in the EL program, students in special education programs, and students who are economically disadvantaged.

School Goal 3

Increase the level of student connectedness and overall safety of pupils, staff and parents.

LCAP Priority Area:

State Priorities 1: Basic, 3: Parent Involvement, 5: Pupil Engagement, and 6: School Climate

Targeted Pupil Student Group(s):

All students

A. Actual Measurable Outcomes:

Attendance Data

Local attendance data reflects a chronic absenteeism (>10% absent rate) of 2.2% for all students. This represents a decline of 0.8% from the previous year.

CA Healthy Kids Survey

2017 Healthy Kids Survey results indicated

77% of students felt safe at school (-4% from 2015)

90% felt there was an adult at school who cared about them (-3% from 2015)

68% of students felt like they were a part of the school (+2% from 2015)

These are positive indicators of student connectedness. The goal for student connectedness will be to maintain students feeling of safety and well being, and to increase the percentage of students who feel like they are part of the school by 5%.

Student Climate Survey Results 2017-18

70.3% of students feel safe at school, 7.5% do not feel safe at school.

69.1% of students agree or strongly agree they feel like they are a part of school, 9.3% students disagree or strongly disagree they feel like a part of school.

Participation in activities - Students attend school activities at varying degrees - 63.9% attended 7th grade orientation, 34.2% participated in some type of ASB activity, 23.4% attended Academic Power Hour, 29.9% attend a club at lunch time, 19.2% are part of Science Olympiad or Math League, 51.8% attended an after school activity such as dance or movie night, 20.7% are part of Boys & Girls Club athletics, 18.2% were part of some other activity on campus. 9.3% reported they were not a part of any activity on campus.

B. Summary of Progress:

School climate indicators show that the continued focus to maintain a positive school culture at CVMS has been effective.

- Absenteeism has decreased
- Suspension and expulsion rates remain low
- CHKS survey results show positive indicators of student connectedness and sense of safety. However, positive student responses related to safety and teacher connectedness decreased slightly when compared to 2015 HKS results.

The CVMS bell schedule was changed in a previous year to incorporate time each week for students to receive more academic support as well as to allow for time for students to participate in activities during the school day. This time, called PAW, allowed for students to participate in ASB activities such as Welcome Week, Red Ribbon Week, Act of Kindness Week, Spirit Week and the Talent Show without missing class time. There are more than 30 clubs on campus that met during lunch as well as Math League and Science Olympiad that offered opportunities for students to participate in extra-curricular activities. Through the local Boys & Girls Club, students also had an opportunity to participate in athletics with other students from CVMS. There are 6 school-wide or grade level assemblies scheduled throughout the year with targeted topics to increase student awareness, safety, and/or connectedness. Academic Power Hour averaged 25 students per session with two teachers and multiple high school volunteer tutors. Counselors pushed in to classes to directly address students about topics such as career interest and inventory, high school preparedness, and planning for your future. The Safety committee which had representatives from the school community including an administrator, classified staff, certificated staff, and parents met bi-monthly to develop a comprehensive safety plan for the school. Teachers also used PAW time to review safety procedures with students and there were all school drills conducted for student safety. Working with the PTSA, there were monthly parent information sessions with day or evening events covering various topics including CyberSafety, "Anxiety in Tweens and Teens", communication with teenagers, Vaping Use Prevention Information, "High School and Beyond", and parent orientation for incoming 7th graders. Some were well attended with 150-200 parents some were not with only 20-30 parents. There were multiple opportunities for parent volunteers from weekly opportunities in the office and at lunch to other school events such as Spirit Week, school

Academic supports - Students taking advantage of academic supports on campus: PAW time is used by up to 73.8% of students for assignments, teacher questions and test or assignment make-ups. 21.8% have seen a counselor for academic support. 36.3% have seen teachers outside of class time for help. 24.4% have gone to Academic Power Hour.

Treatment of students by adults - Students agreed or strongly agreed teachers treat students fairly 56.1% while 16.7% disagreed or strongly disagreed teachers treat students fairly. 62.6% of students agreed or strongly agreed a teacher or adult "really cares about me". 9.3% disagreed or strongly disagreed a teacher or adult "really cares about me". 73.3% of students agree or strongly agree a teacher or adult tells them when they do a good job, 9.0% disagree or strongly disagree a teacher or adult tells them when they do a good job.

Treatment of students by students on campus - 46.7% of students say they have never been made fun of, insulted or called names while 25.2% of students say they have been made fun of, insulted or called names 4 or more times this year. 71.3% of students say they were not harassed or bullied on campus this year. 10.5% say they were bullied or harassed 4 or more times this year. 62.8% of students say they have not had mean rumors or lies spread about them. 10% of students say they have had mean rumors or lies spread about them on campus.

Online treatment of students by students - 79.3% of students say they have not had mean rumors, lies, or hurtful pictures spread about them on social media or a cell phone. 7% of students say they had mean rumors, lies, or hurtful pictures spread about them on social media or a cell phone 4 or more times.

A Parent Climate Survey was sent out but not enough responses were generated to give accurate data.

Discipline Data

Multiyear discipline data shows that CVMS has had a steady suspension rate of approximately 1.5% and an expulsion rate of 0%-0.2%.

dances, and promotion. There was an increased effort to facilitate staff connectedness during the 2017-18 school year with the implementation of a Staff Sunshine Committee who organized staff events both during and after school time and who had special staff recognition for birthdays or gifts for staff needing support.

C. Relevance:

This goal was partially met with student connectedness to school remaining about the same, parent connectedness continuing to be effective, and staff connectedness increasing.

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

CVMS will continue this goal in 2018-19 to maintain the positive school climate and address areas of concern evident from survey results.

E. Planned Improvements in Student Performance

The School Site Council has analyzed the student performance data of all student groups and has considered the effectiveness of key elements of instructional programs. As a result, it has adopted the following school goals, related actions, and expenditures to increase outcomes for underperforming students.

<p>LCAP Goal: Goal #1 Annual increase in student achievement for all students in English Language Arts and Math with focus on accelerating student learning outcomes for target subgroups including English Learners, low income pupils and pupils performing below grade level.</p> <p>School Goal 1 Sustain productive teacher collaboration to implement state content standards, increase innovative learning skills and student achievement.</p> <p>LCAP Priority Area: State Priority: 1: Basics 2: Implementation of State Standards, State Standards 4: Pupil Achievement 7: Course Access</p> <p>Targeted Pupil Student Group(s): All students</p>	
<p>A. Rationale: Teachers now have established PLC groups in each content area. For 2018-19, PLC groups will use the formative process throughout the year to implement state content standards and assess student achievement. There are now ample technological resources on campus for student access which allows teachers to implement more use of technology in lessons. District administered PLC Progress Survey results at CVMS for the 2016-17 school year show 100% of teachers understand the PLC and its purpose, 95% of teachers agree ELOs are defined for their subject area and 90% say they are aligned to current standards for the subject area. 90% of teachers have administered and discussed the results of a CFA for their PLC, and about 85% identify students in need of intervention and have a process in place for remediation/reteaching for students. 95% indicate they are able to use data in their PLC to improve teaching and learning. Survey results show the PLC groups are not consistent in the number of CFA administered as it ranges from 0 to more than 4. Teachers indicated the support they need is in Data Analysis of CFAs and in determining the procedure for providing interventions. In 2017-18 these numbers declined slightly, although some could be due to Science transitioning to NGSS and elective teachers who do not have a PLC on campus.</p>	<p>B. Expected Measurable Outcomes: On PLC Teacher Survey core subject teachers (excluding Science teachers who are implementing new curriculum):</p> <ul style="list-style-type: none"> • 100% of PLCs develop at least four common formative assessments • 100% of PLCs administer at least four common formative assessments • 100% of PLCs analyze and discuss student learning based on the common formative assessments • 100% of teachers determine reteach/intervention strategies • 75% of teachers take at least one Release Day for collaboration • 100% of teachers report their PLC group make progress in 2018-19.
<p>C. Strategy:</p>	

Administration will provide allotted time and supports for teachers to complete formative process cycle for all ELO's in the PLC groups with specific emphasis on analyzing student data and implementing reteach/intervention strategies. Teachers will be given release days as needed to collaborate as well, and support from PD opportunities and district support personnel will be used.

	Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	<p>Utilize the Professional Learning Community process with course alike groups. PLC groups utilize the formative process cycle in the 2018-19 school year on an on-going basis. PLC groups meet during Late Start Collaboration Days and release days as needed to:</p> <p>a. Evaluate alignment to state content standards, review and revise Essential Learning Outcomes. b. Discuss how they will address the ELO's through lessons and instruction. c. Review and revise common formative assessments that address specific ELO's and create a timeline for administering assessments (at least four throughout the year) to students. d. Administer common formative assessments to students on agreed upon timeline. e. Analyze and discuss student learning based on the common formative assessments. Groups use release days as needed to analyze student learning. f. Through analysis of data, identify students who need intervention or re-teach of subject matter. g. Determine and implement effective intervention, re-teach, and enrichment opportunities for students and discuss instructional best practices for continued student achievement. h. Teachers take reflective survey to analyze PLC group progress through the process and achievement of group goals for the year.</p>	<p>a-g. Teachers, PLC groups h. Principal, teachers</p>	<p>\$4,848.00 for teacher release days as needed Source: Site Formative/Achievement funds</p>	<ul style="list-style-type: none"> • District PLC teacher survey results • Development of ELO's, CFA's and timelines • Participation documentation from on-going PLC meetings • PLC groups descriptions of intervention and re-teach methods. 	<p>a-g. Ongoing h. May 2019</p>
2.	<p>Provide Professional Development opportunities on collaboration and implementation of state content standards and research based instructional practices.</p> <p>a. During staff meetings and Late Start days, provide Professional Development and support for PLC groups with specific emphasis on analyzing student data and implementing effective reteach/intervention strategies. b. Utilize district TOSAs for on-site PD related to state content standards implementation and assessment.</p>	<p>a. Administrators, teachers b. Administrators, district TOSAs</p>	<p>\$3,300.00 for teacher release days and extra work hours as needed Source: Site Formative/Achievement funds</p>	<ul style="list-style-type: none"> • Evidence of Professional Development implemented • Survey from PLC groups on needs for PD • Participation documentation from on-going PLC groups 	<p>Ongoing</p>

LCAP 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 target subgroups including English Learners, low income pupils and pupils performing below grade level.
 Goal #2 All English Learner (EL) pupils will receive instruction and curriculum that includes designated and integrated English language development across all core content areas. Within five (5) years of instruction in SDUHSD, all English learner pupils will meet the criteria to be reclassified as Redesignated Fluent English Proficient (RFEP).

School Goal 2

Maintain current student achievement for all students and focus on increasing achievement in targeted student group areas.

LCAP Priority Area:

State Priority 1:Basics, 2:Implementation of State Standards, 4: Pupil Performance, 7: Course Access

Targeted Pupil Student Group(s):

Students scoring below grade level, specific subgroups include English Learners, students in Special Education, and students in intervention/essentials classes.

A. Rationale:

2017 CAASPP Results

All Students:

86.09% of all students scored in the Met or Exceeded range in ELA and 84.29% in Math which is similar to the previous year's results

Students with Disabilities

44.12% (+1.12%) scored in the Met or Exceeded range in ELA and 40.3% (+4.3%) in Math

English Learners:

21.62% (-7.38%) scored in the Met or Exceeded range in ELA and 63.51% (+1.5%) in Math

Economically Disadvantaged Students:

62.71% (+5.74%) scored in the Met or Exceeded range in ELA and 64.7% (+11.7%) in Math

Reclassified Fluent English Proficient (RFEP)

RFEP students continue to score similarly to their English Only peers on CAASPP assessments in both ELA and Math.

87.37% (similar to prior year) of 7th grade students Met or Exceeded Standards in ELA and 85.41% (-2% from prior year) Met or Exceeded

B. Expected Measurable Outcomes:

CAASPP data:

All students:

Maintain over 80% of all students scoring in the Standard Met/Exceeded range in ELA and Math

Target student groups; Students with Disabilities, English Learners, Economically Disadvantaged Students:

Increase of 2% in the percentage of student in each target student group who score within the Standard Met/Exceeded range in ELA and Math

Decrease number of students on quarterly D/F list by 2% from the 1st Semester Progress Report to the Final 2nd Semester Progress Report.

Standards in Math. Results for 8th grade students show, 84.91% (-2%) Met or Exceeded Standards in ELA and 83.25% (+3.3%) Met or Exceeded Standards in Math.

Although all students and target student groups demonstrated progress on the CAASPP tests, results for English Learners highlight the need to continue to provide and refine supports into increase their academic skills and progress towards attain English language proficiency.

The percent of English Learners who Met/Exceeded standards decreased by 7.38% in ELA and increased 1.51% in math. It is important to note that there are different English Learner students tested from year to year and these scores do not represent individual student progress.

D/F data: For the 2016-17 school year, AERIES data shows the percent of students enrolled with at least one D or F for the 1st Semester Progress Report was 11% which decreased for the 1st Semester Report Card to 10%. The 2nd Semester Progress Report D/F rate was 16% which decreased for the 2nd Semester Report Card to 11%. This does show the 1st 9 weeks D/F rate was the same as the Final Grade D/F rate at 11% but also shows a decrease in the number of students on the list from the 9 weeks progress report to the semester grade for each semester. This data will serve as a baseline for D/F data.

CVMS has experienced a decline in enrollment (approximately -15% since 2015) and a shift in student demographics with the opening of an additional district middle school within CVMS boundaries. In order to effectively assess student achievement trends for target student groups, CVMS will use the 2017 CAASPP scores as a new baseline for measuring future growth target student groups.

C. Strategy:

Actions/Tasks		Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Use SBAC assessment results in ELA and math to identify areas to revise or supplement curriculum. a. Utilize late start collaboration time and provide release days for teacher to meet as department/grade level teams to analyze pupil performance data from SBAC results. b. Identify common standards that were not met and add/revise curriculum and instruction.	Administrators, Teachers	none	CAASPP results	a. November 2018 b. Identify by November 2018, add/revise ongoing

2.	<p>Continue to maintain a system to track effectiveness of interventions for students performing below grade level.</p> <p>a. iTeam (Counselors, Administrator, School Psychologist, Special Ed Dept Chair, Social Worker) meet weekly to review student data including grades, assessment results, teacher reports, attendance, and parent input to determine general education interventions and level of support needed.</p> <p>b. Use established criteria with counselors to identify students who could benefit from Academic Lab or Math Skills (general education) classes - grade in Math and/or English, MDTP entrance test, SBAC score from 6th grade, parent or teacher reports, SRI lexile scores, GPA, I-Team recommendation.</p> <p>c. Counselors meet with each student on D/F list quarterly to identify issue(s) and communicate areas of need to parents and teachers.</p> <p>d. Counselor and/or support teacher will work with student to develop an action plan to address issues.</p> <p>e. Counselors and teachers will track meetings and team agreed upon interventions through the Intervention screen on Aeries.</p> <p>f. iTeam will communicate with families and support teachers related to effectiveness of identified interventions.</p>	<p>a. iTeam members, Assistant Principal b. Counselors c. Counselors d. Counselors, teachers e. Counselors, teachers f. iTeam members, Assistant Principal, counselors</p>	<p>\$72,000 Source: LCAP funded non-formula section</p>	<ul style="list-style-type: none"> • D/F list comparisons throughout year • SBAC • MDTP entrance tests • Progress of students in Math Skills and Study Skills, grades & assessments • Intervention records 	<p>Ongoing</p>
3.	<p>Support implementation of ELD standards to support EL students in ELA and math classes.</p> <p>a. EL Lead will collaborate with specific teachers of EL students to support implementation of standards in ELA and math curriculum.</p> <p>b. EL Lead will meet with administrators and counselors twice a year to review student progress on district EL monitoring documents. Progress will be shared with department chairs or teacher leaders.</p> <p>c. EL Lead meets quarterly with site EL team to support EL students in Sheltered classes and across other core areas.</p> <p>d. EL Lead meets with students to review Reclassification criteria and academic progress.</p>	<p>a. EL Coordinator, teachers b. EL Coordinator, administrators c. EL Coordinator, Sheltered subject area teachers</p>	<p>\$24,000 Source: LCAP funded non-formula section</p>	<ul style="list-style-type: none"> • Student CELDT scores • Assessments given within EL classes • Student performance data including grades, assessments, and SBAC scores • District EL monitoring documents 	<p>a. September 2018 b. September 2018, May 2019 c. Ongoing</p>
4.	<p>For students with disabilities, increase access to general education curriculum while implementing targeted specific support for students.</p> <p>a. Continue Reading Intervention programs for students scoring below grade level lexile with Read 180 Universal, System 44 and Read Naturally in Academic Support classes, English Fundamental classes, and TAP Reading Intervention class. Special Education teachers will continue training and support for these programs to implement in their classes.</p> <p>b. All Special Education teachers work with designated core subject teacher to provide support while collaborating and communicating</p>	<p>a. Special Education teachers, District Reading Intervention Coordinator b. Special Education teacher and support staff c. Special Education teacher, administration</p>	<p>none</p>	<ul style="list-style-type: none"> • SRI scores • Student progress in Essentials classes including assessments on ALEKS program 	<p>Ongoing</p>

	expectations for students with a disability. c. Continue Math Fundamentals class, Team Taught Int Math A Essentials and Int Math B Essentials courses to support students below grade level in math.				
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LCAP Goal:

Goal #4 Increase the level of “school connectedness” and "sense of safety" of pupils, staff and parents.

School Goal 3

Increase the level of student connectedness and overall safety of pupils, staff and parents.

LCAP Priority Area:

State Priority 1:Basics, 2:Implementation of State Standards, 4: Pupil Performance, 7: Course Access

Targeted Pupil Student Group(s):

All students

A. Rationale:

Attendance Data

Local attendance data reflects a chronic absenteeism (>10% absent rate) of 2.2% for all students. This represents a decline of 0.8% from the previous year.

CA Healthy Kids Survey

2017 Healthy Kids Survey results indicated

77% of students felt safe at school (-4% from 2015)

90% felt there was an adult at school who cared about them (-3% from 2015)

68% of students felt like they were a part of the school (+2% from 2015)

The CA Healthy Kids Survey will be administered in Spring 2019 so is the best comparative data for 2018-19.

These are positive indicators of student connectedness. The goal for student connectedness will be to maintain students feeling of safety and well being, and to increase the percentage of students who feel like they are part of the school.

Discipline Data

Multiyear discipline data shows that CVMS has had a steady suspension rate of approximately 1.5% and an expulsion rate of 0%-0.2%.

B. Expected Measurable Outcomes:

Attendance Data

Reduce chronic absenteeism rate by 0.5%

CA Healthy Kids Survey results for 2019:

Increase students' sense of safety by 3%.

Increase number of students who feel there is an adult who cares about them by 3%.

Increase number of students who feel like they are part of the school by 5%.

Establish baseline for staff & student connectedness and safety using climate surveys in Spring 2018.

Discipline Data

Suspension rate of >2% and an expulsion rate of 0%

C. Strategy:

Focus on student opportunities for participation in school related activities both in and out of the classroom. Establish a baseline through student and parent surveys for longitudinal comparison of perceived opinion of student and parent connectedness.

	Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	<p>Continue current programs and implement additional programs to increase student connectedness with one another and staff.</p> <p>a. Administrators and counselors work with ASB to plan student activities throughout the year during PAW time, lunch and after school including Welcome Week, Red Ribbon Week, Act of Kindness Week, Spirit Week, Wellness Week, student dances, and movie nights.</p> <p>b. Utilize PAW time to allow for teachers and staff to check in on students, especially those who need support academically or social/emotionally. Encourage teachers to make personal connections with students during PAW time and other school related activities.</p> <p>c. Offer a variety of student-led clubs including academic, social, student-interest, and creative type clubs, and hold Club Day to encourage students to get involved in at least one activity on campus. Hold a second club day later in the year to encourage student participation.</p> <p>d. Administrators collaborate with counselors and ASB advisor to conduct assemblies based on student needs and safety such as Bully Prevention, Anti-drug & alcohol, Cybersafety, Career Fair and planning for the future.</p> <p>e. Provide voluntary Academic Power Hour tutoring twice a week for students after school to support student success in classes with support from teachers and high school peer volunteers.</p> <p>f. Counselors meet individually with students who are at risk for feeling less connected to school such as students on the D/F list, students whose parents do not have a college degree, and others who have generated concerns from teachers or parents.</p> <p>g. Create a Wellness Committee who will discuss and implement activities to increase student and staff wellness, including student-student, student-staff, and staff-staff connectedness.</p> <p>h. Communicate with Boys & Girls Club on student activities after school which our students are involved in to foster a collaborative environment for student participation.</p> <p>i. Develop a Student Stand Out recognition system which recognizes and rewards students for going above and beyond in areas such as academically, emotional support, community service, extra-curricular activities, etc. Use ASB Bobcat Brag Cards and monthly recognition party as one means of recognition.</p>	<p>a. Administrators, counselors, ASB advisor</p> <p>b. Teachers, Administrators</p> <p>c. Teachers as Club Advisers, ASB advisor, students</p> <p>d. Administrators, counselors, ASB advisor</p> <p>e. Administrators, teachers</p> <p>f. Counselors</p> <p>g. Administrators, school staff</p> <p>h. Administrators, school staff</p> <p>i. Administrators, ASB Adviser, teachers, school staff</p>	<p>a-d. None</p> <p>e. \$4,074 LCAP funded Site Tutoring Funds; \$3,500 Site Budget Tutoring Funds</p> <p>f - i. none</p>	<ul style="list-style-type: none"> • Participation in student activities, number of activities • Data on number of clubs and extra curricular activities offered for students • Survey on student participation in clubs • Participation in Academic Power Hour • CHKS Survey Spring 2019 • Staff climate survey in Spring 2019 • Parent climate survey in Spring 2019 • D/F lists 	Ongoing
2.	<p>Provide a comprehensive safety plan for students and staff.</p> <p>a. Develop school safety plan with safety committee comprised of administrators, classified and certificated staff, and parents. Coordinate with school resource officer for safety on campus and surrounding campus.</p> <p>b. Safety committee will review safety plan and will meet quarterly for updates, school safety walk and feedback on comprehensive safety plan.</p> <p>c. Provide appropriate communication and support regarding school safety procedures for students and staff, and send updates during year to</p>	<p>a - b. Administrators, Safety Committee</p> <p>c - e. Administrators, School Community</p> <p>f. Administrators, teachers</p>	None	<ul style="list-style-type: none"> • Participation in Safety Drills throughout year • Feedback from Safety Committee • CHKS student survey in 2019 • Staff climate 	Ongoing

	<p>all staff through email and staff meetings. c. Use PAW time to review safety plan with students. d. Share safety plan with parents through website and discuss plan as part of Coffee with the Principal series. e. Use email and voice notification system to communicate with school community any safety concerns, and use text message alert system with staff to communicate in emergency situations. f. Implement a Digital Citizenship plan using Common Sense Media curriculum school-wide to educate students regarding online safety and appropriate use of digital media. Include presentation to students and parents regarding cybersafety annually.</p>			<ul style="list-style-type: none"> survey in Spring 2019 Digital Citizenship plan developed and implemented 	
3.	<p>Increase Parent Participation through support programs and volunteer opportunities. a. Incorporate Parent Information nights throughout year for student safety and information on such topics as bullying prevention, drug and alcohol awareness, cybersafety and supporting an independent teenager. b. Encourage parents to volunteer for school activities including Parent Orientation, dances, movie nights, Spirit Week activities, Science Olympiad and Math League, and other opportunities throughout the year.</p>	Administrators	None	<ul style="list-style-type: none"> Number of Parent Information Nights Attendance at Parent Information Nights Number of Parent Volunteers Parent climate survey in Spring 2018 	Ongoing
4.	<p>Communicate with School Community stakeholders on an ongoing basis to support positive atmosphere with students, teachers, staff, parents, and community. a. Send a weekly email (eblast) through communication system to parents highlighting events and giving information about CVMS. Include a message from Principal or other staff members relevant to school connectedness or support of students each week. b. Include updates on school events and information on school website and social media pages. c. Hold Coffee with the Principals each month to update parents on school and community related events and issues. Invite guest speakers to present to parents with any determined needs such as school safety, vape pen prevention and education, and suicide prevention information and protocol. d. Encourage communication with parents by teachers through update websites, email and other messages.</p>	Administrators and support staff	None	<ul style="list-style-type: none"> Weekly Eblasts sent Website updates List of topics discussed at Coffee with the Principal 	Ongoing
5.	<p>Increase student connectedness with school as a means for building capacity of students' college and career readiness. a. Begin to connect students to school through early college and career readiness inventories with online career exploration programs and six year school plans.</p>	<p>a. Counselors b - d. Counselors and Administrators</p>	None	<ul style="list-style-type: none"> College and Career Inventory data Six year plans developed 	<p>a. By January 2019 b. March 2019 c. February 2019 d. January 2019</p>

	<p>b. Hold annual Career Fair supported by counselors and parents for students to begin exploration of careers in our community.</p> <p>c. High School students present to students at an assembly on how to be successful in high school, opportunities to explore in high school both college prep and career technical prep, and how to prepare for the college admission process.</p> <p>d. Principals from high schools present to parents on programs at high school that lead to college and career readiness for students.</p>			<ul style="list-style-type: none"> CHKS student Survey Spring 2019 	
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F. School Site Council Membership Carmel Valley Middle School

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Cara Dolnik	X				
Renee Cody		X			
Lori Meyer		X			
Scott Dreschel		X			
Roberta Blank			X		
Ryan Clairmont					X
Cathy Kuo					X
Aditya Hegde					X
Kyle Peng				X	
Josh Raysman				X	
Stephanie Van Vinkle				X	
Jessica Starcher		X			
Numbers of members of each category	1	4	1	3	3

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

**F. School Site Council Membership
 Carmel Valley Middle School**

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Cara Dolnik <i>Cara Dolnik</i>	X				
Renee Cody		X			
Lori Meyer <i>Lori Meyer</i>		X			
Scott Dreschel <i>Scott Dreschel</i>		X			
Roberta Blank <i>Roberta Blank</i>			X		
Ryan Clairmont					X
Gathy Kuo <i>Gathy Kuo</i>					X
Aditya Hegde <i>Aditya</i>					X
Kyle Peng <i>Kyle Peng</i>				X	
Josh Raysman <i>Josh Raysman</i>				X	
Stephanie VanWinkle <i>S. Van Winkle</i>				X	
Jessica Starcher <i>Jessica Starcher</i>		X			
Numbers of members of each category	1	4	1	3	3

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

Stephanie PETIT - ELAC Representative *Stephanie*
 Susan Polizzotto - P.T.S.A Representative *Susan Polizzotto*

**Form G. Budget 2018-19
 Carmel Valley Middle School**

Of the four following options, please select the one that describes this school site:	
	This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
	This site operates a SWP but does not consolidate its funds as part of operating a SWP
	This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
	This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State/Federal Categorical Program	Allocation
Site LCFF Supplemental Funding - Site Formative/Achievement Funds	\$8,148.00
Site LCFF Supplemental Funding - Site Tutoring Funds	\$4,074.00
Site LCFF Supplemental Funding – District Funded Sections (non-formula)	\$96,000.00
Title I Funds Does Not Apply	\$0.00
Total	\$108,222.00

Appendix A. Student Performance Data

Section 1: Enrollment

Table 1.1 Site enrollment trends with Student Group breakdown

	2015-16		2016-17		2017-18	
	#	%	#	%	#	%
Total enrollment	1,361	-	1,176	-	1,159	100.0%
Black or African American	10	0.7%	5	0.4%	7	0.60%
American Indian or Alaska Native	3	0.2%	3	0.3%	0	0%
Asian	457	33.6%	399	33.9%	408	35.2%
Filipino	17	1.3%	16	1.4%	15	1.30%
Hispanic or Latino	111	8.2%	129	11.0%	131	11.3%
Native Hawaiian or Pacific Islander	3	0.2%	1	0.1%	0	0%
White	724	53.2%	561	47.7%	521	45.0%
Two or More Races	0	0.0%	0	0.0%	91	7.9%
Socioeconomically Disadvantaged	70	5.1%	52	4.6%	71	6.1%
English Learners	71	5.2%	71	6.0%	75	6.5%
Students with Disabilities	112	8.2%	80	7.1%	86	7.4%
Foster Youth		%		%		%

Conclusions indicated from this data:
1.

Section 2: Student Achievement Indicators

Table 2.1 Percent of students tested who scored in the Standard Met to Standard Exceeded range in ELA

8 th grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
2016-17	603	85%	88%	89%	14%	46%	47%
2015-16	781	84%	84%	88%	32%	39%	61%
2014-15	783	83%	83%	89%	50%	50%	57%
7 th grade							
2016-17	562	87%	92%	89%	28%	41%	89%
2015-16	580	88%	91%	92%	25%	47%	51%
2014-15	731	83%	81%	88%	44%	37%	60%
Source: California Department of Education, https://caaspp.cde.ca.gov/							

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	748	590	575	731	580	562	721	577	562	97.7	98.3	97.7
Grade 8	805	793	614	783	781	603	779	779	603	97.3	98.1	98.2
All Grades	1553	1383	1189	1514	1361	1165	1500	1356	1165	97.5	98.2	98

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	2627.4	2645.5	2639.3	44	55	50.89	38	33	36.48	11	7	7.83	6	5	4.80
Grade 8	2643.7	2648.4	2653.9	41	49	49.25	41	35	35.66	13	11	9.62	4	6	5.47
All Grades	N/A	N/A	N/A	43	51	50.04	39	34	36.05	12	9	8.76	5	6	5.15

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	50	60	61.03	40	33	32.56	9	7	6.41
Grade 8	54	58	57.21	38	32	34.49	8	10	8.29
All Grades	52	59	59.06	39	32	33.56	9	9	7.38

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	62	68	63.88	32	28	30.78	5	4	5.34
Grade 8	60	64	66.17	35	29	27.36	5	7	6.47
All Grades	61	66	65.06	34	29	29.01	5	6	5.92

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	29	39	33.27	64	59	61.74	7	2	4.98
Grade 8	35	37	43.12	60	59	52.57	6	4	4.31
All Grades	32	38	38.37	62	59	57.00	6	3	4.64

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	56	64	64.77	39	33	30.60	6	3	4.63
Grade 8	51	53	58.04	44	40	35.99	6	6	5.97
All Grades	53	58	61.29	41	37	33.39	6	5	5.32

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

III School and Student Performance Data

Table 2.2 Percent of students tested who scored in the Standard Met and Exceeded range in Math

8 th grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
2016-17	603	83%	83%	82%	69%	37%	53%
2015-16	779	80%	78%	84%	59%	30%	56%
2014-15	782	80%	75%	90%	70%	38%	56%
7 th grade							
2016-17	562	85%	86%	86%	59%	46%	84%
2015-16	579	87%	85%	88%	67%	41%	50%
2014-15	734	80%	78%	87%	64%	30%	51%
Source: California Department of Education, https://caaspp.cde.ca.gov/							

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	748	590	575	734	579	562	727	575	562	98.1	98.1	97.7
Grade 8	805	793	614	782	776	603	777	774	603	97.1	97.5	98.2
All Grades	1553	1383	1189	1516	1355	1165	1504	1349	1165	97.6	97.8	98

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	2641.9	2664.3	2669.9	58	67	69.04	22	20	16.37	12	9	10.68	7	4	3.91
Grade 8	2667.8	2674.8	2682.8	58	64	67.16	22	16	16.09	13	11	8.96	7	9	7.79
All Grades	N/A	N/A	N/A	58	65	68.07	22	18	16.22	13	10	9.79	7	7	5.92

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	69	75	77.40	20	18	16.37	10	7	6.23
Grade 8	67	69	71.14	23	20	19.57	10	11	9.29
All Grades	68	72	74.16	22	19	18.03	10	9	7.81

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	58	69	69.22	33	25	25.80	9	6	4.98
Grade 8	59	61	66.67	34	32	24.21	6	7	9.12
All Grades	59	65	67.90	33	29	24.98	8	7	7.12

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	57	70	66.90	39	27	29.18	4	3	3.91
Grade 8	52	61	64.51	41	32	28.69	7	7	6.80
All Grades	55	65	65.67	40	30	28.93	6	5	5.41

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

Section 3: School Climate Indicators

Table 3.1 Truancy rates

	2013-14	2014-15	2015-16
All Students	24.86	28.88	28.84

Conclusions indicated from this data:

1.

Table 3.2 Chronic Absenteeism Rates by Ethnicity and Student Group

	2016-17
All Students	3.7
Black or African American	*
American Indian or Alaska Native	*
Asian	0.7
Filipino	0.0
Hispanic or Latino	8.8
Native Hawaiian or Pacific Islander	*
White	5.2
Two or More Races	0.0
Socioeconomically Disadvantaged	10.0
English Learners	8.2
Students with Disabilities	7.1
Foster Youth	*

Conclusions indicated from this data:
 1.

Table 3.3 Suspension Data

	2014-15	2015-16	2016-17
Cumulative Enrollment	1,579	1,411	1,218
Total Suspensions	27	34	28
Unduplicated Count of Students Suspended	23	19	22
Suspension rate	1.50%	1.30%	1.80%
Percent of Students Suspended with One Suspension	87.00%	47.40%	90.90%
Percent of Students Suspended with Multiple Suspensions	13.00%	52.60%	9.10%

Conclusions indicated from this data:
 1.

Table 3.4 Suspension Rate by Ethnicity and Student Group

	2014-15	2015-16	2016-17
All Students	1.50%	1.30%	1.80%
Black or African American	4.80%	30.00%	*
American Indian or Alaska Native	*	*	*
Asian	0.50%	0.20%	1.00%
Filipino	0.00%	0.00%	0.00%
Hispanic or Latino	5.70%	3.40%	3.60%
Native Hawaiian or Pacific Islander	*	*	*
White	1.50%	1.50%	1.90%
Two or More Races	0.00%	0.00%	1.60%
Socioeconomically Disadvantaged	8.0%	8.9%	8.3%
English Learners			
Students with Disabilities			
Foster Youth	0.0%	0.0%	0.0%

Conclusions indicated from this data:

1.

Table 3.5 Expulsion Data

	2014-15	2015-16	2016-17
Cumulative Enrollment	1,579	1,411	1,218
Total Expulsions	0	0	0
Unduplicated Count of Students Expelled	0	1	2
Expulsion rate	0.00%	0.07%	0.16%

Conclusions indicated from this data:
1.

Table 3.6 Expulsion Rate by Ethnicity and Student Group

	2014-15	2015-16	2016-17
All Students	0.00%	0.07%	0.16%
Black or African American	0.00%	0.00%	*
American Indian or Alaska Native	*	*	*
Asian	0.00%	0.00%	0.00%
Filipino	0.00%	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%	1.46%
Native Hawaiian or Pacific Islander	*	*	*
White	0.00%	0.13%	0.00%
Two or More Races	0.00%	0.00%	0.00%
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			
Foster Youth			

Conclusions indicated from this data:

1.

Section 4: Progress Monitoring of English Learners

California English Language Development (CELDT) Data

Table 4. 1 2014-15 CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
7	19	36	29	44	21	41	31	29	12	0	7	1	6	7	18
8	31	33	21	62	43	58	0	7	11	7	13	11	0	3	2
Total	27	34	25	56	36	50	11	14	11	4	11	6	2	5	8

Conclusions based on this data:

1.

Table 4.1 Enrollment by English Language Acquisition Status

	English Only	Initial Fluent English Proficient	English Learner	Reclassified Fluent English Proficient	To Be Determined	Total
2017-18	61.6%	17.4%	6.3%	14.7%	0.0%	1,158
2016-17	62.80%	17.90%	6.00%	13.30%	0.00%	1,176
2015-16	63.60%	17.20%	5.20%	14.00%	0.00%	1,361

Conclusions indicated from this data:

1.

Table 4.2 English Learner Enrollment by Years in English Language Development Programs

	English Learners			EL 4+ Years Not At-Risk or LTEL	Reclassified Fluent English Proficient	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years			
2017-18	65	0	5	3	170	243
2016-17	59	1	7	4	156	227
2015-16	53	0	13	5	190	261

* Long-Term English Learners (LTEL)

Table 4.3 2017-18 English Learner Enrollment by Years in English Language Development Programs by Grade

	English Learners			EL 4+ Years Not At-Risk or LTEL	Reclassified Fluent English Proficient	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years			
6	25	0	2	2	92	121
7	40	0	3	1	78	122
8	27	1	5	2	85	120

* Long-Term English Learners (LTEL)

Conclusions indicated from this data:

1.

Table 4.4 Reclassification (RFEP) Counts and Rates

	2015-16	2016-17	2017-18
Number and percent of EL students Redesignated to Fluent English Proficient (RFEP)	32.5%	31.2%	31.2%

Conclusions indicated from this data:

1.



The Single Plan for Student Achievement

School: Diegueño Middle School
District: San Dieguito Union High School District
County-District School (CDS) Code): 37-68346-610479
Principal: Jeff Copeland
Date of this revision: 4/5/2018

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Jeff Copeland
Position: Principal
Telephone Number: (760) 944-1892, ext. 6641
Address: 2150 Village Park Way
Encinitas, CA 92024
E-mail Address: jeffrey.copeland@sduhsd.net

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

**A. School Site Information
Diegueño Middle School****Vision Statement:**

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

Mission Statement:

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

School Profile: (include site demographics, remedial and advanced course enrollments, local measures of performance, special programs)

Currently, DMS operates Title I targeted assistance programs which allows us to provide educational services only to identified individual students who are performing below grade level in English and Math. The School Site Council completed a comprehensive needs assessment that identified DMS's strengths and challenges in key areas that affect student achievement. As a result this needs assessment, the School Site Council recommends that a Title I schoolwide program is the best way to serve the student population at DMS.

A schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school; its primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards.

Whereas Title I targeted assistance programs only provide educational services to identified individual students, schoolwide programs allow staff in schools with high concentrations of students from low-income families to redesign their entire educational program to serve all students. The emphasis in schoolwide program schools is on serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve a common goal. Schoolwide programs maximize the impact of Title I. Adopting this strategy should result in an ongoing, comprehensive plan for school improvement that is owned by the entire school community and tailored to its unique needs.

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.

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 employees to provide early notice of their retirement in order for the District to hire early for the next school year.

Since opening in 1985, Diegueño has been honored, on three different occasions, as a prestigious California

Distinguished School as well as a nationally-recognized Blue Ribbon School. Our focus is to meet the needs of each student by providing a safe, structured, and academically-focused educational environment. Each student is provided with challenging curriculum, a collaborative and student-centered learning environment, as well as exposure to 21st Century technological skills. At Diegueño Middle School, we inspire, engage and provide students choice and flexibility through servicing nearly 400 students during zero period.

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

Our Math department continues its multi-year transition to the California State Standards, having fully implemented them last school year. The standards are designed to be rigorous and relevant to the real world, reflecting the knowledge and skills each student needs for success in college and careers. Our math classes are collaborative and student-centered with an expectation towards high-quality work. Emphasis is on critical thinking so each student develops a deeper understanding of topics, how they interrelate, and incorporate technology for the 21st century. All students have access to Integrated Math A and B Honors (as well as English 7 and 8 Honors). Seventh grade students can qualify to move into Integrated Math B Honors through the Integrated Math Readiness Test (IMRT) taken before entering 7th grade. Eighth graders who successfully completed Integrated Math B Honors can take Integrated Math 1 Honors, a high-school level course, at either San Dieguito Academy or La Costa Canyon HS. Professional development will continue throughout this current school year (2017-18) and for the 2018-19 school year for each of our math teachers.

The Social Science department is developing units of study to connect past to present events so as to prepare students with the skills to identify, understand, and work to solve the challenges facing our diverse nation. The Social Science department is working on enhancing curriculum that covers site-based essential learning outcomes and common core state standards in literacy by including more primary source documents throughout the units of study. The use of modern technologies, professional development sessions, and common formative and summative assessments, coupled with re-teaching strategies to meet the needs of our students who have not yet mastered understanding of the standards, are utilized to ensure equitable learning for all students.

As our Science Department continues its transition to the Next Generation Science Standards (NGSS), our teachers regularly incorporate critical-thinking opportunities into the topics, activities, readings, labs and experiments in which students engage. Students are being taught to read informational text critically, draw conclusions and give evidence to support their hypothesis. Science students are exposed to graphs, charts, images and asked to identify the patterns found in the data. Our science teachers continue to design lesson plans around the 5-E Model (engage, explore, explain, elaborate & evaluate).

The science department attended district in-service sessions on California State Standards in 2014-15, 2015-16, 2016-17, and this school year, they will continue to work collaboratively on creating California State Standard lessons and curriculum while preparing for the Next Generation Science Standards (NGSS). This includes attending district training on the implementation of NGSS. Science currently has many common-formative assessments in place, and technology is used to administer and gather results of these assessments and then determine which students may need to be re-taught certain concepts.

Our school site continues to work to improve in ensuring that we are providing our special-education students with the appropriate services and accommodations. Two years ago, the Special Education department created a survey in which our general-education teachers had an opportunity to share their concerns, comments and ideas about how our special-education students are being served in the general-education environment. Last year, our Special Education teachers reviewed the results with the staff and communicated a plan as to how best address their concerns and to most appropriately serve our students. Since then, our Special Education teachers have assisted our teachers in implementing strategies and ideas within the classroom that best serve our special-education students.

Each student in special education has a unique and individualized-education program which includes goals based on their areas of need. These are determined by establishing a baseline for the student and setting a goal that they can make progress toward in one year. Special education teachers regularly attend Common Core Professional Development Opportunities in their subject area of expertise.

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

- 1) All special-education teachers work with designated core-subject teachers to provide support while collaborating and communicating expectations for students with a disability
- 2) Offering special-education courses (fundamentals) in the areas of Math and ELA as well as reading-intervention programs to specific students in need
- 3) A school psychologist and speech therapist provide Designated Instructional Services to students with special needs as specified in their IEP
- 4) All teachers receive on-going training in strategies to assist special needs students
- 5) Special-education teachers use technology such as projectors, document cameras, and software to help provide necessary accommodations for students with special need; students within special education also have access to computers, laptops, and - on some occasions - assistive technology is used in order to help them progress

English Learners have access to standards-based curriculum in our ELD sheltered-English class. All teachers have CLAD/EL certification and some have received SDAIE training. Students are recruited for enrollment in our College Readiness class based on a variety of factors. Additionally, these students are targeted for enrollment in a variety of academic support programs, including before and after-school tutoring, Math Skills, Read 180, Academic Lab, Math A and B Essentials classes, and reteach opportunities during CAT (Cougar Academic Time), which is a 30-minute non-instructional period embedded in our block-day schedule four times per week. CAT allows teachers an opportunity to regularly connect with students and assist students who are missing classwork, who need to make up an assessment, or who are scoring below proficient on assessments or who are not demonstrating mastery of the standards. Staff members continually discuss ideas as to how to most efficiently and appropriately serve students during CAT as well as how to make stronger connections and inspire students, in general. We provide and strive to offer mentor opportunities between students and teachers, on-going development of character counts on campus and various student activities facilitated by counseling office and the Associated Student Body (ASB).

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

During the 2018-19 school year, we will again be focusing on creating student autonomy in and outside of the classroom as well as creating a sense of belonging in each of our students. The ultimate goal is for each of our students to become a more engaged member of our student body; this includes both academic and social-emotional engagement. Of course, a more engaged student is likely a more successful, content and positive student. We will be using data recently received from our 2016-17 "Healthy Kids Survey" and our 2017-18 spring "Site Climate Survey" to address areas of concern, particularly as it relates to student-student and student-staff connectedness.

School accountability and student resources are available on Diegueno's homepage. In addition, through the Aeries portal, students and parents can access up-to-date grades and missing assignments. Pertinent information is posted on Diegueno's homepage as well as sent to the external families through "Blackboard Connect" in both English and Spanish. Students, parents and community can sign up for our weekly "E-Option." Additionally, important information and reminders about Diegueno and our upcoming events can be found on our Facebook and Twitter pages. During the 2018-19 school year, we will continue to focus on regularly communicating information/reminders to our school community through our Remind 101 accounts; we will be actively working to encourage all staff, students and parents to join.

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

Training for parents includes how to help their children, how to thrive in middle school, and how to support the goals of the school. Parents have a variety of ways to receive training and to be meaningfully involved in the school. These include Parent Forums, PTSA parent organization, quarterly "Coffee with the Principal," School Site Council, the English Learner

Advisory Committee, our Wellness Committee, and a variety of other volunteering opportunities. During 2018-19, we will be focusing on increasing educational opportunities for our parents to receive information regarding how to best meet the social-emotional, intellectual and physical needs of their middle-school child. We will also continue to partner with Oakcrest Middle School in order to reach as many of our parents as possible.

Diegueño's staff understands that in order to learn, students must feel comfortable and safe. In order to create a safe learning environment, our students, staff, and community commits to instilling positive character into the students' lives as well as a rigorous curriculum. Because our community entrusts Diegueño with their children every day, our staff works together as a team to ensure that students are safe while in our care. Last school year, we updated our "Child Find" process so that we can more efficiently and effectively "catch" students who need additional academic and/or social-emotional support. We also use the main tentacles of a program called "Character Counts," which allows us to recognize students doing the right thing, and reward them for appropriate choices.

Our vision is driven by the importance of student and staff connectedness, continual improvement, and celebrating diversity. We gather information from multiple sources, such as the Healthy Kids Survey (every-other school year) to help us make educated, data-driven decisions on policy and procedures. Last year, we also developed a campus-wide Wellness Committee, comprised of certificated and classified staff, students and parents. This committee has been assigned the task of creating continuous school-wide wellness opportunities and activities for students and staff that will increase student/staff connectedness and school spirit, while also addressing a variety of wellness issues/concerns that are specific towards the needs of our site. This committee will work closely with our staff, students and parents in order to create an even higher level of engagement and acceptance on our campus.

B. School and Student Performance Data

See Appendix A for multi-year student performance data tables

Student Performance Summary (conclusions from analysis of student performance data, identify and prioritize the site needs to drive goals)

Student Achievement:

We considered multiple measures when looking at student achievement, in particular: CAASPP results, the D/F list, and work done in our site's Professional Learning Communities (PLCs).

1) Diegueno students showed improved performance on the SBAC assessments from spring 2016 to spring 2017

Spring 2017 results indicate:

79.4% (+3.4% from previous year, +7.4% when compared to 2015 baseline) of all students scored in the standard met/exceeded range in ELA and 73.7% (+3.7% from previous year, +9.7% when compared to 2015 baseline) in math.

There is still room for improvement on this assessment but the overall trends are heading upward. As we aim to improve learning for all students, we are also focusing on narrowing the achievement gap between the performance of all students, and the performance of targeted student groups.

2) In English Language Arts, all students showed growth, and three of our student groups, RFEP, SWD and EDS also showed improvement, with our RFEP students demonstrating a considerable increase in scores

Spring 2017 results indicate:

English Learners (EL)

18.2% (-3.8% from previous year, +18.2% when compared to 2015 baseline) of all students scored in the standard met/exceeded range in ELA. However, 80% of our English Learners scored a 4 or 5 on the CELDT. There are still 20% of our English Learner students who are performing at an Intermediate level (3) or below. We have 20 English Learners, of which 12 were redesignated Fluent English Proficient. This number represents a 46% reclassification rate. Eight of our students are LTELS, with 6 or more years as an EL.

Redesignated English Proficient (RFEP) Students

75% (+16% from previous year, +26% when compared to 2015 baseline) of all students scored in the standard met/exceeded range in ELA

Students with Disabilities (SWD)

42.4% (+10.4% from previous year, +18.4% when compared to 2015 baseline) of all students scored in the standard met/exceeded range in ELA

Economically Disadvantaged Students (EDS)

55.3% (+5.3% from previous year, +23.3% when compared to 2015 baseline) of all students scored in the standard met/exceeded range in ELA

3) In math, English Learners (EL), students who have been Redesignated English Proficient (RFEP) Students with Disabilities (SWD) and Economically Disadvantaged Students (EDS) all made significant improvements

Spring 2017 results indicate:

English Learners (EL)

13% (+9% from previous year, +13% when compared to 2015 baseline) of all students scored in the standard met/exceeded range in math.

Redesignated English Proficient (RFEP) Students

71.7% (+17.7% from previous year, +28.7% when compared to 2015 baseline) of all students scored in the standard met/exceeded range in math.

Students with Disabilities (SWD)

35.1% (+2.1% from previous year, +13.1% when compared to 2015 baseline) of all students scored in the standard met/exceeded range in math.

Economically Disadvantaged Students (EDS)

47.4% (+5.4% from previous year, +18.4% when compared to 2015 baseline) of all students scored in the standard met/exceeded range in math.

Despite the gains in achievement on standardized assessments, not all students are earning passing grades in all of their classes. Approximately 16% of our students were earning a D or F in at least one of their classes as of March 2018, which is similar to the previous semester and to the previous school year. Teachers at Diegueno work in course-alike groups that have determined common Essential Learning Outcomes and have developed Common Formative Assessments aligned to these. We continue to provide coaching, training and support to increase teachers ability to analyze assessment data, and make adjustments to instruction to identify targeted gaps in learning.

4) School Climate

Diegueno's second goal for the 2017-18 school year is to increase the level of "school connectedness" and "sense of safety" of pupils, staff and parents. Examination of data from the CA Healthy Kids Survey, truancy rates, expulsion rates, and chronic absenteeism rates highlighted the need for this goal. (INCLUDE SPRING

2018 SURVEY RESULTS HERE)

Spring 2017 CA Healthy Kids Survey (most recent survey). Areas of focus:

8% of student respondents stated that they did not feel as if they are a "part of the school." Although this is a 2% improvement from the 2015 survey, it still represents approximately 75 students on our campus who are not feeling as if they are a "part of the school."

32% of students reported that it is "not at all true" or "a little true" when asked whether they believe a "teacher or other adult cares about me." This represents a 4% decrease when compared to the 2015 survey results.

The percentage of students who reported that they feel "very safe" or "safe" at school decreased from 79% in 2015 to 75% in 2017

Although our spring 2017 California Healthy Kids survey results are demonstrating that our students are overwhelmingly feeling connected to our campus, are feeling safe and are communicating that they believe that a teacher/adult cares about them as individuals, we are noticing that we are lower than some of the other district middle schools in a few categories. For instance, there was a 5% gap between our site and the highest middle school when students were asked if they feel as if they are "part of the school." When asked if they "feel safe, there was a 6% gap between our site and the highest middle school. When asked if "a teacher or other adult cares about me," there was a 10% gap between our school and the highest middle school. These results are showing us that we do have room for improvement in how students are perceiving their overall safety and connectedness to their school and our staff.

5) Truancy rates

The 2013-14 truancy rate for all students was 26.7% and in 2014-15 it was 24.3% (2.7% reduction). In 2015-16, however, the rate increased to 31.58%, a 7.27% increase from the previous year. The rate from 2016-17 was not published at the time of this report.

6) Suspension rates

The number of students suspended increased from 12 during the 2013-14 school year to 19 during the 2014-15 year; the suspension rate also increased from 1.4% to 1.9% during the same time frame. The number of students suspended in 2015-16 was 22 (1.6%). However, in 2016-17, our suspension rate increased to 3.7% (51 total). This is more than the district average (2.8%) and is comparable to the county average. Also in 2016-17, the percentage of students with multiple suspensions was 26.3%, which is higher than the district average (19.4%). From 2011 through 2015, Diegueno had maintained a less than 2% suspension rate, so this increase between 2014-15 and 2015-16 is significant.

7) Expulsion rates

Multiyear data shows that Diegueno has maintained a 0-0.1% expulsion rate since 2011.

8) Chronic absenteeism rates

2016-17, All Students: 5.1%, which represents an increase of approximately 1% when compared to the previous year and an increase of 2% over the last two years.

2016-17, Socioeconomically Disadvantaged students: 10.2%, which represents an increase of 2% when compared to the previous year and an increase of approximately 5% over the last two years.

2016-17, Students with Disabilities: 8.8%, which represents an decrease of approximately 1% over the last two years.

2016-17, English Learners: 10.4%, which represents an increase of 0.7% when compared to the previous year and an increase of approximately 4% over the last two years.

C. Involvement Process

Involvement Process:

How was the SSC and site leadership involved in development of the plan?

During the 2017-18 school year, the Diegueno Leadership team, including our Intervention Coordinator, and our School Site Council (SSC) have been involved with reviewing multi-year data, and contributed to the development of our school's plan. A draft of the plan was discussed with the School Site Council (SSC) on April 24, 2018 and SSC members as well as an ELAC representative provided feedback. The final draft was reviewed and approved on May 23, 2018.

**D. Summary of Progress Made on 2017-18 Goals
Diegueño Middle School**

School Goal 1

All students will achieve at or above grade level in ELA and Math.

LCAP Priority Area:

- 1: Basics
- 2: Implementation of State Standards
- 4: Pupil achievement
- 7: Course Access

Targeted Pupil Student Group(s):

All students performing below grade level in ELA and Math, focus on low socio-economic, special education and EL students.

A. Actual Measurable Outcomes:

Diegueno students showed improved performance on the SBAC assessments from spring 2016 to spring 2017.

1) Spring 2017 results indicate:
79.4% (+3.4% from previous year, +7.4% when compared to 2015 baseline) of all students scored in the standard met/exceeded range in ELA and 73.7% (+3.7% from previous year, +9.7% when compared to 2015 baseline) in math.

There is still room for improvement on this assessment but the overall trends are heading upward. As we aim to improve learning for all students, we are also focusing on narrowing the achievement gap between the performance of all students and the performance of targeted student groups.

2) In English Language Arts, all students showed growth, and three of our student groups, RFEP, SWD and EDS also showed improvement, with our RFEP students demonstrating a considerable increase in scores.

Spring 2017 results indicate:
English Learners (EL)
18.2% (-3.8% from previous year, +18.2% when compared to 2015 baseline) of all students scored in the standard met/exceeded range

B. Summary of Progress:

After reviewing the 2016-17 SBAC data, we are noticing a mostly upward trend. The scores demonstrated an increase in math and ELA for “all students” as well as for four of our five student groups. We are seeing a steady increase in math and ELA since the 2015 baseline assessment. Additionally, the percentage of our students earning at least one D/F in March 2017 school year was similar to the percentage to March 2018 (slight decrease). Five of our eight PLC teams developed a measurable SMART goal during the 2016-17 school year; however, during the 2017-18 school year, this number increased to seven of eight teams.

Teachers increased collaboration time with the use of Late Start Days which allowed for 1.5 hours of collaboration time, 16 times a year for 24 total hours of collaboration time. PLC groups also utilized district PLC funds to take Release Days (or after-school time) for collaborative work throughout the year. Groups attended district-wide professional development days throughout the year. PLC groups are now established on campus and have created ELO's, common-formative assessments, SMART goals, a timeline for implementation for the current school year, and methods to analyze data. The continued focus on PLC work has shown a positive impact on student results on CAASPP tests in ELA and math. In 2016-17, students scored above the state and county averages in both ELA and math and, overall, have demonstrated a steady increase since the 2015 baseline assessment.

Also, district PLC survey results show that Diegueno teachers overwhelmingly understand the PLC purposed components of a PLC cycle to support student achievement. Where Diegueno teachers are reporting they could use support is with a procedure for providing interventions and with revising their ELO's.

in ELA

Redesignated English Proficient (RFEP) Students
75% (+16% from previous year, +26% when compared to 2015 baseline) of all students scored in the standard met/exceeded range in ELA

Students with Disabilities (SWD)
42.4% (+10.4% from previous year, +18.4% when compared to 2015 baseline) of all students scored in the standard met/exceeded range in ELA

Economically Disadvantaged Students (EDS)
55.3% (+5.3% from previous year, +23.3% when compared to 2015 baseline) of all students scored in the standard met/exceeded range in ELA

3) In math, English Learners (EL), students who have been Redesignated English Proficient (RFEP) Students with Disabilities (SWD) and Economically Disadvantaged Students (EDS) all made significant improvements.

Spring 2017 results indicate:
English Learners (EL)
13% (+9% from previous year, +13% when compared to 2015 baseline) of all students scored in the standard met/exceeded range in math.

Redesignated English Proficient (RFEP) Students
71.7% (+17.7% from previous year, +28.7% when compared to 2015 baseline) of all students scored in the standard met/exceeded range in math.

Students with Disabilities (SWD)
35.1% (+2.1% from previous year, +13.1% when compared to 2015 baseline) of all students scored in the standard met/exceeded range in math.

Economically Disadvantaged Students (EDS)
47.4% (+5.4% from previous year, +18.4% when compared to 2015 baseline) of all students scored in the standard met/exceeded range in math.

Students were placed in a variety of support classes (Math A & B Skills, Academic Lab and Read 180) based on previous classroom performance, current D/F lists, and/or teacher/Intervention-Team recommendations. Math Skills A & B and our Academic Lab were Title 1 expenditures, and our Read 180 sections were an LCAP expenditure. Student progress was monitored throughout the school year and adjustments were initiated as needed. We utilized site Title 1 funds to purchase supplemental computer subscriptions, such as NEWSELA and IXL, to address specific individual learning goals/needs.

In February 2018, we utilized site Title 1 funds to bring Martha Kaufeldt from Solution Tree to facilitate a professional-development opportunity for Diegueno math and English teachers during which she presented a variety of instructional strategies for differentiated instruction, including multiple intelligences and brain-based research. The strategies offered to teachers were immediately implementable in a variety of subject areas. All site math teachers and all but one English teacher attended the PD, in addition to one site Special Education teacher and several math & English teachers from two of our district's other middle-school sites.

Additionally, we created a focused-tutoring program to support students in math and English (this was a Title 1 expenditure). Math and English teachers were available to assist students multiple days/week, both before and after school. Student attendance and individual work plans were tracked.

Although all students and target student groups demonstrated progress on the 2017 CAASPP assessments, results for English Learners highlight the need to continue to provide and refine supports to increase their academic skills and progress towards attaining English language proficiency.

The percent of English Learners who met/exceeded standards decreased by 3.8% in ELA and increased by 9% in math. It is important to note that there are different English Learner students tested from year to year and these scores do not represent individual student progress.

The D/F list was reviewed each grading period by counselors, administrators, and our Intervention Team, which meets bi-monthly to review students of concern. Counselors met at least twice this year with students on the D/F list to discuss supports. Administration and our Intervention Coordinator subsequently reached out via email and phone calls to parents of students on the D/F list to strongly recommend attending regular before or after-school tutoring and to encourage parents to connect with the teachers of those classes in which their student is earning a D or F. For students who continued with multiple D or F grades on subsequent lists, counselors referred students to the I-Team for further intervention determination. If students on the lists are EL or IEP, counselors worked with the EL Lead or case manager for supports. Additionally, the Intervention Coordinator met with Title 1 students on the D/F list, discuss current grades, develop a plan to complete missing work, and allow supervised time for students to continue to work on missing assignments. The Title 1 Coordinator met with students on a regular basis, alternating between groups of

4) D/F Data

169 (approximately 18%) of our total student body was earning at least one D or F at the most recent "Grade Exception Report" in March 2018. This is slightly down from the same report in March 2017 (190 students; approximately 20% of total student body). Although not a perfect comparison as the number of students on the D/F list at the end of a semester tends to be less than on six-week checks, 143 students (approximately 15%) were earning a D/F grade at the end of 2nd semester in June 2017.

students. The Title 1 Coordinator also monitored student progress and grades. When meeting with students, she guided them on how to best build self-advocacy skills; she periodically followed up with teachers of these students to ensure that they are speaking with their teachers about work that needs to be completed.

5) PLC Progress

Of our eight PLC teams on campus (not including science, which is currently not being accountable to PLC standards due to its transition to NGSS), three did not provide a SMART goal for the 2016-17 school year. However, in 2017-18, all but one of the eight teams developed and provided a A SMART goal that includes at least one specific, targeted and measurable goal.

C. Relevance:

We have not met this goal as targeted student groups are performing below grade level.

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

We will continue to implement planned intervention as we have seen progress in student achievement outcomes. Our focus will remain on student groups who are scoring below the school average including students in the EL program, students in special-education programs, and students who are economically disadvantaged. Also, teachers now have established PLC groups in each content area. For 2018-19, PLC groups will continue using the formative process to implement state content standards and to assess student achievement. There will also be additional technological resources on campus for student access which allows teachers to implement more use of technology in lessons.

School Goal 2

Increase the percentage of our students feeling connected and safe on campus

LCAP Priority Area:

State Priority:

- 1- Basic Services
- 3- Parent Involvement
- 5- Pupil Engagement
- 6- School Climate

Targeted Pupil Student Group(s):

English Language Learners, Low Income Students and SPED Students

A. Actual Measurable Outcomes:

1) School Climate

Spring 2017 CA Healthy Kids Survey:

8% of student respondents stated that they did not feel as if they are a "part of the school." Although this is a 2% improvement from the 2015 survey, it still represents approximately 75 students on our campus who are not feeling as if they are a "part of the school."

32% of students reported that it is "not at all true" or "a little true" when asked whether they believe a "teacher or other adult cares about me." This represents a 4% decrease when compared to the 2015 survey results.

The percentage of students who reported that they feel "very safe" or "safe" at school decreased from 79% in 2015 to 75% in 2017

2) Suspension rates:

The number of students suspended increased from 12 during the 2013-14 school year to 19 during the 2014-15 year; the suspension rate also increased from 1.4% to 1.9% during the same time frame. The number of students suspended in 2015-16 was 22 (1.6%). However, in 2016-17, our suspension rate increased to 3.7% (51 total students). This is more than the district average (2.8%) and is comparable to the county average. Also in 2016-17, the percentage of students with multiple suspensions was 26.3%, which is higher than the district average (19.4%). From 2011 through 2015, Diegueno had maintained a less than 2% suspension rate, so this

B. Summary of Progress:

Although our spring 2017 California Healthy Kids survey results are demonstrating that our students are overwhelmingly feeling connected to our campus, are feeling safe and are communicating that they believe that a teacher/adult cares about them as individuals, we are noticing that we are lower than some of the other district middle schools in a few categories. For instance, there was a 5% gap between our site and the highest middle school when students were asked if they feel as if they are "part of the school." When asked if they "feel safe, there was a 6% gap between our site and the highest middle school. When asked if "a teacher or other adult cares about me," there was a 10% gap between our school and the highest middle school. These results are showing us that we do have room for improvement in how students are perceiving their overall safety and connectedness to their school and our staff.

In partnership with one of our district's other middle schools, we hosted a Cyber Safety Education and Drug Awareness Parent Forum to promote parent involvement in regards to their child's overall health and safety. Both guest speakers included specific strategies and techniques to assist parents. Both guest speakers also presented similar information to Diegueno students. These events were funded by our ASB and our PTSA.

Diegueno's Wellness Committee, along with support from our ASB and PTSA, hosted four Family Nights during which students were not issued homework and were, instead, encouraged to spend quality time together. During two of these Family Nights, students and parents were invited to campus to enjoy food trucks, games, and a chance to connect with other families and staff.

Students and staff also had an opportunity to connect in the Fall 2017 during our annual Spirit Day; students and staff enjoyed an afternoon of games and activities meant to inspire teamwork and connectedness.

increase between 2014-15 and 2015-16 is significant.

3) Expulsion rates:

Multiyear data shows that Diegueno has maintained a 0-0.1% expulsion rate since 2011.

4) Truancy rates:

The 2013-14 truancy rate for all students was 26.7% and in 2014-15 it was 24.3% (2.7% reduction). In 2015-16, however, the rate increased to 31.58%, a 7.27% increase from the previous year. The rate from 2016-17 was not published at the time of this report.

5) Chronic absenteeism rates:

2016-17, All Students: 5.1%, which represents an increase of approximately 1% when compared to the previous year and an increase of 2% over the last two years.

2016-17, Socioeconomically Disadvantaged students: 10.2%, which represents an increase of 2% when compared to the previous year and an increase of approximately 5% over the last two years.

2016-17, Students Education students: 8.8%, which represents an decrease of approximately 1% over the last two years.

2016-17, English Learners: 10.4%, which represents an increase of 0.7% when compared to the previous year and an increase of approximately 4% over the last two years.

In September 2017, two staff members attended the San Diego County Office of Education Restorative Practices (RP) training, paid for by our district. This brought the number of site staff members who have attended the training to 14. Additionally, during a late-start Professional Development session in fall 2017, site administration reviewed the main purpose of RP as well as to demonstrate fundamentals of RP "circles" and how they lead to enhanced student/student connectedness as well as improved student/staff connectedness. Staff members who have participated in the county's RP training participated in the site PD, including sharing specific examples of how to utilize RP strategies in the classroom for a variety of purposes. Site administration, during a subsequent "Coffee with the Principal" session, followed the staff PD by communicating the purpose of RP and our site plan for implementation with our parents.

With the funds provided to our site by the Tobacco Use Prevention Education (TUPE) for the 2017-18 school year, agendas (which included reminders of student expectations) were issued for each student, along with a camera provided to our counseling team that allowed student achievements to be highlighted. Also purchased with these funds were supplies for our Red Ribbon Week and wellness equipment to be used by students in our on-site PE program. A speaker to address body imaging and the overall benefits of wellness was booked for the Spring 2018; however, the speaker cancelled.

As part of a district-wide initiative to prevent suicide Diegueno Middle School staff has participated in multiple suicide prevention workshops. These include district-led PD for school leaders, county office led PD sessions and sessions from outside presenters. Diegueno site leadership and mental health team presented a workshop for staff in August on SDUHSD suicide prevention protocols. In April, 2018, Diegueno parents had an opportunity to hear from a representative from North County Lifeline on the importance of suicide prevention. Also in April, North County Lifeline presented to our teaching staff.

In the spring of 2018, approximately 78% of our students participated in our site's "Spring School Climate Survey. The percentage of students who stated that they do not feel as if they are a "part of the school" was 5%. This is about a 3% improvement over what was reported in the Healthy Kids Survey (HKS) one year ago. It is also an 8% improvement since students were asked the same question on the HKS in 2015. Also, when asked whether they believe a "teacher or other adult cares about me," approximately 8.5% responded "disagree" or "strongly disagree." This is a significant improvement over the 2017 HKS when 32% of students reported that it is "not at all true" or "a little true" when asked whether they believe a "teacher or other adult cares about me." Additionally, approximately 95% of students responded "strongly agree" or "agree" when asked if they "feel safe in school." This was a vast improvement over the 2017 HKS when only 75% responded that they felt "very safe" or "safe" Overall, these results are demonstrating that the efforts to increase student connectedness on campus have been successful and are trending in the right direction.

The results from the 2018 LCAP survey also showed an improvement in the way in which

our parents are viewing our school's culture. For example, 80% of Diegueno parents who responded to the survey stated that they "strongly agreed" or "agreed" when asked if our district schools "are safe." This was the highest percentage of all of the middle schools in our district. Also, 87% of Diegueno parents who responded to the survey stated that they "strongly agreed" or "agreed" when asked if our district schools are "welcoming to parents." This was the highest percentage of all of the middle schools in our district. Additionally, 90% of Diegueno parents who responded to the survey stated that they "strongly agreed" or "agreed" when asked if our district schools are "welcoming to students." This was the highest percentage of all of the middle schools in our district. Finally, 87% of Diegueno parents who responded to the survey stated that they "strongly agreed" or "agreed" when asked if our district schools are "welcoming to community members." This was the highest percentage of all of the middle schools in our district.

Multiyear data shows that Diegueno has maintained a less than 0-0.1% expulsion rate since 2011. However, what is a concern is the increase in our suspension rate from the 2015-16 to the 2016-17 school years. The rate more than doubled from 1.6% to 3.7% during this time. This is an area that we will need to address with specific strategies in School Goal #2 for 2018-19. Additionally, attendance continues to be an area of focus as chronic absenteeism and truancy rates have increased slightly over the last 3 years.

C. Relevance:

We are continuing this goal for 2018-19. Although a School Climate Survey for students was issued in Spring 2018, there was not a CA Healthy Kids Survey (CHKS) administered during the 2017-18 school year; therefore, we are carrying over this goal and will use the 2019 CHKS to track progress here.

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

Diegueno is making improvements to our attendance procedures. We have implemented a clearer tardy policy with consequences for students who are consistently late. We are also offering alternatives to suspension, when necessary, and are increasing our communication to our students and parents regarding behavior expectations, including clarifying what specific offenses can result in suspensions.

E. Planned Improvements in Student Performance

The School Site Council has analyzed the student performance data of all student groups and has considered the effectiveness of key elements of instructional programs. As a result, it has adopted the following school goals, related actions, and expenditures to increase outcomes for underperforming students.

LCAP Goal:
 LCAP Priority #4: 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.

School Goal 1
 All students will achieve at or above grade level in ELA and Math

LCAP Priority Area:
 Improving Student Achievement and Outcomes on the 2019 CAASPP as well as a reduction in the number of students on our D/F list

Targeted Pupil Student Group(s):
 English Language Learners, Economically Disadvantaged Students and SpEd Students

<p>A. Rationale:</p> <p>1) 2017 SBAC results</p> <ul style="list-style-type: none"> • All students: 21.6% of all students scored in the standard nearly met or not met range in ELA 26.3% of all students scored in the standard nearly met or not met range in math • English Language Learners: 81.8% of all students scored in the standard nearly met or not met range in ELA 87% of all students scored in the standard nearly met or not met range in math • SpEd Students: 57.6% of all students scored in the standard nearly met or not met range in ELA 64.9% of all students scored in the standard nearly met or not met range in math 	<p>B. Expected Measurable Outcomes:</p> <p>2019 SBAC Results: Our goal is to see a decrease in the percentage of students who score in the standard nearly met to not met range for all students and targeted student groups (English Language Learners, Economically Disadvantaged Students and SpEd Students).</p> <p>Grade Data: Our goal is to see a decrease in the number of students earning a D or F grade at the end of our second semester when compared to the end of our first semester.</p> <p>PLC Progress: All PLC teams will have developed at least one SMART goal related to increasing student achievement</p>
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- Economically Disadvantaged Students:

44.7% of all students scored in the standard nearly met or not met range in ELA

52.6% of all students scored in the standard nearly met or not met range in math

2) Grade Data:

- 169 (approximately 18%) of our total student body was earning at least one D or F at the most recent "Grade Exception Report" in March 2018. This is slightly down from the same report in March 2017 (190 students; approximately 20% of total student body). Although not a perfect comparison as the number of students on the D/F list at the end of a semester tends to be less than on six-week checks, 143 students (approximately 15%) were earning a D/F grade at the end of 2nd semester in June 2017.

3) PLC Progress:

- Of our eight PLC teams on campus (not including science, which is currently not being accountable to PLC standards due to its transition to NGSS), three did not provide a SMART goal for the 2016-17 school year. In 2017-18, all but one of the eight teams developed and provided a SMART goal that includes at least one specific, targeted and measurable goal.
- Teachers have now established PLC groups in each content area. For 2017-18, PLC groups will use the formative process in its complete cycle to implement state content standards and assess student achievement. There are now ample technological resources on campus for student access which allows teachers to implement more use of technology in lessons. District administered PLC Progress Survey results at Diegueno for the 2016-17 school year (most recent survey) show that almost 100% of teachers understand the PLC and its purpose, 97% of teachers agree that ELO's are defined for their subject area, 97% have administered and discussed the results of a common-formative assessment (CFA) for their PLC, and 88% claim that their PLC uses data to identify how to improve teaching and learning the next time we teach the content.

However, the same survey show that only 50% of the PLC groups administered at least four common-formative assessments during 2016-17, and only about 70% stated that their PLC has a process in place to provide remediation/reteaching for students

Although we have made steady and significant gains during the past three years, there is a significant gap in all student groups from the overall student population. Supports for each of these groups needs to continue to increase student achievement and decrease the achievement gap.

C. Strategy:

To identify students in need early, and then offer a system of intervention (both during the school day and outside of it) to increase student achievement

Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
<p>1. Provide intervention courses for students performing below grade level in English and math.</p> <p>1.) Provide Reading intervention courses. a. Entry Criteria: below grade level SRI scores</p> <p>b. Instructional targets: Students will receive one-on-one support from teacher; Students will work in small groups with teacher on reading comprehension; Students will work as whole group reading stories aloud, Close Reads, and choral reading ; Student will access through the updated Read 180 online curriculum</p> <p>c. Exit Criteria: Proficient Reading Inventory Test score; Increased number of books read; Growth in spelling, vocabulary, writing and speaking skill</p> <p>2.) Provide Math Intervention courses (Math A & B Skills). a. Entry Criteria:</p> <ul style="list-style-type: none"> • 44-55% on MDTP • SBAC scores Not Met & Standards Nearly Met • SBAC score Standard Met (with additional review) • Performance in current math course (D/F) • Students' Math A class grades (C/D/F grades) • Some Sped students eligible by committee placement <p>b. Characteristics:</p> <ul style="list-style-type: none"> • Low student/teacher ratio • Students selected by Admin/Teacher/Counselor Committee • Students to be dual enrolled in grade level math course 	<p>Math & English teachers; Principal; Intervention Coordinator</p>	<p>Title 1 sections: \$111,000 (4 sections, including Intervention Co.)</p> <p>LCAP Sections: \$56,000 (2 sections)</p>	<ul style="list-style-type: none"> • SBAC scores • Grade Data • Course Enrollment Data • Post-Assessment Data • Classroom Assessment Data • Teacher Recommendations • SRI Data 	<p>Ongoing</p>

<p>c. Instructional targets:</p> <ul style="list-style-type: none"> • Identify individual weaknesses using student work samples and assessments from grade level math course • Utilizing ST/IXL math and other supplemental materials to remediate identified skills • Scaffold, remediate, and adapt lessons for students to access grade level math material • Students will become more of a self-advocate by initiating conversations with their grade-level teachers about their progress in math • Front load for upcoming lessons as well as the use of concrete manipulatives to support conceptual understanding • Use of technology (Desmos and Chromebooks) to allow students to see how the graphs are affected as different parts of the equation are changed <p>d. Method of Assessment/Evaluation:</p> <ul style="list-style-type: none"> • Math A course grades • Math A Module tests • Formatively assessed in class with warm-ups, classwork, and homework. • Teacher weekly check in with students referencing Aeries <p>e. Exit Criteria:</p> <ul style="list-style-type: none"> • C or higher at semester in grade level math class • Growth on Math A Module tests • Gradebook data on warm-ups, classroom, and homework • Performance on in class interim assessments (formal and informal) • Student performance on IXL <p>3) Math A and Math B Essentials, a remediation-focused course which will cover essential Math A & Math B standards</p> <p>a. Entry Criteria:</p> <ul style="list-style-type: none"> • MDTP Assessment (score of 44% or below) • SBAC math scores (Standard Not Met) • SBAC math score Standard Nearly Met (with additional review) <p>b. Instructional Targets:</p> <ul style="list-style-type: none"> • Students will demonstrate steady progress on individual and regular “progress goals” (through ALEKS math program) • Students will demonstrate 70% or higher HW completion 				
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<ul style="list-style-type: none"> • Students will demonstrate steady progress made on quizzes and module exams <p>c. Method of Assessment/Evaluation:</p> <ul style="list-style-type: none"> • Module quizzes • Homework quizzes • One final assessment per module • Module performance tasks • Regular homework checks • ALEKS “progress goals” <p>d. Exit Criteria:</p> <ul style="list-style-type: none"> • With an A grade in A Essentials, we recommend enrollment in IMB which requires a summer bridge • If a student does not pass the summer bridge, then enroll in B Essentials in 8th grade • With a B or C grade in A Essentials, students are eligible to complete a summer bridge and, if passed, enroll in Math B in 8th grade • With a D or F in A Essentials, student will be enrolled in B Essentials in 8th grade. <p>4.) Provide Academic Lab section designed to support at-risk students and that focuses on developing organization skills, teaching test preparation strategies, helping students understand how they learn, and working on individual goals as determined by the intervention coordinator and the students’ teachers.</p> <p>a. Entry Criteria:</p> <ul style="list-style-type: none"> • 6th or 7th grade teacher recommendation • Not Met and Nearly Met on SBAC (Math and/or English) • Placement by RTI/SST process for general education students • Multiple D/F’s on progress reports or semester report • Site teacher/Site I-Team recommendation <p>b. Instructional Targets:</p> <ul style="list-style-type: none"> • Students receive teaching and practice of executive skills (i.e. organization, motivation, test taking strategies, etc.) to improve/impact course grades • Teacher meets individually with students to check Aeries, grade/course progress, planners, etc. • Students utilize technology to access Aeries and complete missing assignments, coursework, etc. • Teachers consult with individual students and general education 				
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<p>teachers for student success and support</p> <ul style="list-style-type: none"> • Teacher utilize ongoing assessment data to review progress, identify areas of need, and successes with students • Students to utilize and access additional curriculum/learning materials (i.e. NEWSELA, ST Math, etc.) to support growth in English and math skills <p>c. Method of Assessment/Evaluation:</p> <ul style="list-style-type: none"> • Assignment completion (Aeries missing assignment reports) • Course grades • Use of data from additional curriculum/learning materials to track targeted growth in English and math skills. • Core subject teacher feedback • Individualized meetings with students to review progress and focus on specific students need/issues <p>d. Exit Criteria:</p> <ul style="list-style-type: none"> • Grades of C's or higher in all classes at semester • Teacher recommendations for exit from intervention based on course grade and student work samples <p>5) English Enrichment, designed to support and further develop the academic language and writing skills of the students enrolled in this course, as connected to the English 7 standards and curriculum. Student are enrolled in this course concurrent with their grade level English course. The goal of the class is to encourage college and career readiness.</p> <p>a. Entry Criteria</p> <ul style="list-style-type: none"> • Reading Inventory Scores: 7th: below basic from BR-769; 8th: BR-789 • SBAC Scores: 7th ELA: standard not met from 2258-2478; 8th ELA: 2288-2486 • D/F List in English on first quarterly progress report <p>b. Instructional Targets:</p> <ul style="list-style-type: none"> • Increase written and oral language literacy • Increase in collaborative, interpretive, and productive modes of interacting in English • Students will read short books daily and write or discuss their comprehension • Students will practice their spelling, vocabulary, writing and speaking skills daily through a software program specifically designed for them, as a supplemental portion of the course 				
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<ul style="list-style-type: none"> • Students will work in small groups with teacher on language art skills to include writing and reading • Students will work as whole group reading stories aloud, Cloze Reads, and choral reading • Students will receive one-on-one support from teacher • Students will look at teacher webpages, update their agendas, check Aeries and organize their binders daily • English Learners new to US Schools will be provided with the additional support of Rosetta Stone <p>c. Method of Assessment/Evaluation:</p> <ul style="list-style-type: none"> • SRI Scores • Grade Level English Course Grade • Grade level English class assessment results • Teacher weekly check in with students referencing Aeries • Student progress on Read 180 program • Use of NEWSELA for individualized English enrichment; student progress monitored <p>d. Exit Criteria</p> <ul style="list-style-type: none"> • Reading Inventory Score: 7th: basic to proficient 770-1120; 8th: 790-1185 • C or higher at semester in grade level English class • Growth on grade level assessments in English, as well as other core content area classes <p>6) Title I Intervention Coordinator:</p> <p>a. Title I Coordinator, Counselor and Principal/Assistant Principal will meet and review SBAC results, current D/F list and first-quarter grades in ELA and math for current 7th and 8th grade students.</p> <p>b. Title 1 Coordinator will meet periodically with identified students and provide support</p> <p>c. Title I Coordinator will inform teachers, parents and identified students about the Title I School-Day Interventions and encourage enrollment to identified students.</p> <p>d. Title I Coordinator will record data on the students offered participation in School-Day intervention and evaluate the percentage of those who enrolled in either program.</p> <p>e. Title 1 Coordinator will document and analyze for students attending focused tutoring sessions</p>				
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2.	<p>Provide additional supports for students in need of intervention and enrichment.</p> <p>1) Extended-School Day/Academic Tutoring:</p> <p>a. Entry Criteria: Multiple D's/F's; Classroom Assessment Data; Teacher Recommendations</p> <p>b. Instructional targets: Identify & remediate each student's area(s) of needed growth; Provide one-on-one and small-group tutoring</p> <p>c. Exit Criteria: Classroom Performance Data; Student Grades; Student Work Samples</p> <p>2) Provide an Intervention Coordinator to monitor student progress throughout the year and communicate with staff and families.</p> <p>3) Counseling team to review each D/F list and to call in students to discuss supports, to create an improvement plan, and to invite to academic tutoring</p> <p>4) For students who continue with multiple D or F grades on subsequent lists, counselors refer students to the I-Team for further intervention determination. If students on the lists are EL or IEP, counselors work with the EL Lead or case manager for supports.</p> <p>5) The Counseling Team and Administration reach out via email and phone calls to parents of students on the D/F list to strongly recommend attending regular before or after-school tutoring and to encourage parents to connect with the teachers of those classes in which their student is earning a D or F.</p> <p>6) The Intervention Team, consisting of the Intervention Coordinator, counselors, school psychologist and an administrator, meet bi-monthly to investigate and discuss at-risk students and to provide the appropriate academic supports.</p> <p>7) Utilize site Title 1 funds to purchase individualized computer subscriptions to supplement instruction for students enrolled in support classes (such as NEWSELA & IXL).</p>	<p>Intervention Coordinator; Teachers, Counselors, School Psychologist, Principal</p>	<p>\$28,000 Source: Title 1 (Intervention Coordinator)</p> <p>\$2,800 Source: Title 1 (Individualized computer subscriptions)</p> <p>\$3,430 Source: District Tutoring Allocation</p> <p>\$2,800 Source: Title 1 Funds</p>	<ul style="list-style-type: none"> Attendance at tutoring Number of students meeting with Intervention Coordinator Classroom Assessment Data Teacher feedback forms Grades 	<p>Ongoing</p>
3.	<p>Provide Professional Development opportunities on collaboration and implementation of state content standards and research-based instructional practices</p>	<p>Principal; District TOSA's; Intervention Coordinator</p>	<p>\$14,200 Source: Title I</p>	<ul style="list-style-type: none"> Attendance at PD SBAC scores Teacher Feedback 	<p>Ongoing</p>

	<p>a. During staff meetings/late-start days, provide Professional Development and support for PLC groups</p> <p>b. Utilize district TOSA's for on-site PD related to state content standard implementation and assessment</p> <p>c. Provide opportunities for teachers to attend PD sessions/teacher-education conferences related to ways to increase student achievement.</p> <p>d. Contract with a professional-development expert to lead site PD to offer support strategies for students struggling in math and/or English</p>				
4.	<p>Utilize the Professional Learning Community process with course-alike groups. PLC groups will fully use the formative process cycle during the 2018-19 school year. PLC groups to meet during late-start collaboration days and release days as needed to:</p> <p>a. Evaluate alignment to state-content standards, review and revise Essential Learning Outcomes</p> <p>b. Discuss how they will address the ELO's through lessons and instruction</p> <p>c. Create at least four common assessments that address specific ELO's and create a timeline for administering assessments to students</p> <p>d. Administer common-formative assessments to students on agreed-upon timelines</p> <p>e. Analyze and discuss student learning based on the CFA's. Groups use release days or after school as needed to analyze student learning</p> <p>f. Through analysis of data, identify students who need intervention or reteach of subject matter</p> <p>g. Determine intervention, re-teach, and enrichment opportunities for students and discuss instructional best practices for continued student achievement</p> <p>h. Teachers take reflective survey to analyze PLC group progress through the process and achievement of group goals for the year</p> <p>i. Regular administrative check-ins with each PLC team during the late-start sessions that will be devoted strictly to PLC team work</p> <p>j. Regular PLC training at late starts, including how to appropriately and effectively create a measurable SMART goal</p> <p>k. Each PLC team to complete minutes from each PLC team meeting and then submit them to administration within five school days</p> <p>l. When necessary, teachers to have classrooms covered by administration or counseling when offering reteach opportunities during CAT for students not demonstrating proficiency on CFA's</p>	Principal; Teachers; Administrators	\$6,860.00 Source: Site Formative/Achievement Funds	<ul style="list-style-type: none"> • 2019 SBAC results • CFA performance • D/F lists • Quarter/Semester grades 	Ongoing
5.	<p>Support implementation of ELD standards to support EL students in ELA and math classes.</p> <p>a. EL Lead will collaborate with specific teachers of EL students to support implementation of standards in ELA and math curriculum.</p> <p>b. EL Lead will meet with administrators and counselors twice a year to</p>	EL Lead; Teachers; Principal	\$28,000 Source: LCAP funded non-formula section	<ul style="list-style-type: none"> • Student ELPAC scores <p>Assessments given within EL classes</p>	Ongoing

	<p>review student progress on district EL monitoring documents. Progress will be shared with department chairs or teacher leaders.</p> <p>c. EL Lead meets quarterly with site EL team to support EL students in Sheltered classes and across other core areas.</p> <p>d. EL Lead meets with students to review Reclassification criteria and academic progress.</p> <p>f. EL Lead monitors D/F lists and cross references with EL students and creates individualized plans for student success</p>			<ul style="list-style-type: none"> • Student performance data including grades, assessments, and SBAC scores • District EL monitoring documents 	
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LCAP Goal:

LCAP Priority #6: Increase the level of “school connectedness” and "sense of safety" of pupils, staff and parents.

School Goal 2

Increase the percentage of our students feeling connected and safe on campus

LCAP Priority Area:

School Climate

Targeted Pupil Student Group(s):

English Language Learners, Low Income Students and SPED Students

A. Rationale:

School Climate

Diegueno's second goal for the 2018-19 school year is to increase the level of “school connectedness” and "sense of safety" of pupils, staff and parents. Examination of data from the CA Healthy Kids Survey, Site Climate survey, truancy rates, expulsion rates, and chronic absenteeism rates highlighted the need for this goal.

1) 2017 CA Healthy Kids Survey:

a. 8% of student respondents stated that they did not feel as if they are a "part of the school." Although this is a 2% improvement from the 2015 survey, it still represents approximately 75 students on our campus who are not feeling as if they are a "part of the school."

b. 32% of students reported that it is "not at all true" or "a little true" when asked whether they believe a "teacher or other adult cares about me." This represents a 4% decrease when compared to the 2015 survey results.

c. The percentage of students who reported that they feel "very safe" or "safe" at school decreased from 79% in 2015 to 75% in 2017

2) In the spring of 2018, approximately 78% of our students participated in our site's "Spring School Climate Survey. The percentage of students who stated that they do not feel as if they are a "part of the school" was 5%. This is about a 3% improvement over what was reported in the Healthy Kids Survey (HKS) one year ago. It is also an 8% improvement since students were asked the same question on the HKS in 2015. Also, when asked

B. Expected Measurable Outcomes:

2019 Healthy Kids Survey:

- Our goal is to see a decrease in the percentage of students who state that they do not feel as if they are a "part of the school"
- Our goal is to see a decrease in the percentage of students who demonstrate ambivalence when asked if they feel they are a "part of the school"
- Our goal is to see a decrease in the percentage of students who state "not at all true" or "a little true" when asked whether they believe a "teacher or other adult cares about me"
- Our goal is to see a decrease in the percentage of students who state that they do not feel "very safe" or "safe" at school
- Our goal is to see an increase in the percentage of students who state that they feel as if the "teachers at this school treat the students fairly"
- Our goal is to see a decrease in the percentage of students who say that they have been "made fun, insulted or called names" any where from 2-4 times during the past 12 months.

2019 LCAP Survey:

- Our goal is to see an increase in the percentage of parents who state that the site "provides adequate supports & services to students who need social-emotional interventions

Students/Parents Attending School Activities:

- Our goal is to see an increase in the number of students participating in lunchtime activities
- Our goal is to see an increase in the number of students attending school

whether they believe a "teacher or other adult cares about me," approximately 8.5% responded "disagree" or "strongly disagree." This is a significant improvement over the 2017 HKS when 32% of students reported that it is "not at all true" or "a little true" when asked whether they believe a "teacher or other adult cares about me." Additionally, approximately 95% of students responded "strongly agree" or "agree" when asked if they "feel safe in school." This was a vast improvement over the 2017 HKS when only 75% responded that they felt "very safe" or "safe"

However, although our Spring 2018 Climate Survey results are demonstrating that the efforts to increase student connectedness on campus have been successful and are trending in the right direction, the Climate Survey shows that there is still room for improvement. For instance, approximately 21% of the students responded "neither agree or disagree" when asked if they felt "part of the school." This suggests a significant percentage of our students may be feeling ambivalent about their campus. Additionally, only approximately 15% of the students responded "strongly agree" when asked if they felt as if the "teachers at this school treat the students fairly." Finally, about 37% of the students responded that - on school property - they have been "made fun, insulted or called names" any where from 2-4 times during the past 12 months. Slightly less than half responded "zero times."

3) The results from the 2018 LCAP survey also showed an improvement in the way in which our parents are viewing our school's culture. For example, 80% of Diegueno parents who responded to the survey stated that they "strongly agreed" or "agreed" when asked if our district schools "are safe." This was the highest percentage of all of the middle schools in our district. Also, 87% of Diegueno parents who responded to the survey stated that they "strongly agreed" or "agreed" when asked if our district schools are "welcoming to parents." This was the highest percentage of all of the middle schools in our district. Additionally, 90% of Diegueno parents who responded to the survey stated that they "strongly agreed" or "agreed" when asked if our district schools are "welcoming to students." This was the highest percentage of all of the middle schools in our district. Finally, 87% of Diegueno parents who responded to the survey stated that they "strongly agreed" or "agreed" when asked if our district schools are "welcoming to community members." This was the highest percentage of all of the middle schools in our district.

However, although the LCAP survey is demonstrating progress from the parents' perspective, it also showed some areas that need significant improvement. For example, only 50% of Diegueno parents who responded to the survey stated that they "strongly agreed" or "agreed" when asked if our

events, such as dances, band concerts, drama performances, etc.

- Our goal is to see an increase in the number of parents attending parent events, such as PTSA activities, parent education opportunities, etc.

Truancy Rate:

- Our goal is to see a decrease during the 2018-19 school year in our truancy rate to no more than 24%

Suspension Rate:

- Our goal is to see a decrease during the 2018-19 school year in our suspension rate to no more than 2% as well as a decrease in the percentage of students with multiple suspensions to no more than 19%

Chronic Absenteeism Rate:

- Our goal is to see a decrease in our absenteeism rate during the 2018-19 school year for Limited English Proficient students, Socioeconomically Disadvantaged students, and Special Education students

Expulsion Rate:

- Our goal is to see maintain our low expulsion rate during the 2018-19 school year

district schools "provide adequate supports and services to students who need social-emotional intervention." Only 9% responded "strongly agree." This was the lowest percentage of the middle schools in our district.

4) Truancy rates:

The 2013-14 truancy rate for all students was 26.7% and in 2014-15 it was 24.3% (2.7% reduction). In 2015-16, however, the rate increased to 31.58%, a 7.27% increase from the previous year. The rate from 2016-17 was not published at the time of this report.

5) Suspension rates

The number of students suspended increased from 12 during the 2013-14 school year to 19 during the 2014-15 year; the suspension rate also increased from 1.4% to 1.9% during the same time frame. The number of students suspended in 2015-16 was 22 (1.6%). However, in 2016-17, our suspension rate increased to 3.7% (51 total). This is more than the district average (2.8%) and is comparable to the county average. Also in 2016-17, the percentage of students with multiple suspensions was 26.3%, which is higher than the district average (19.4%). From 2011 through 2015, Diegueno had maintained a less than 2% suspension rate, so this increase between 2014-15 and 2015-16 is significant.

6) Expulsion rates

Multiyear data shows that Diegueno has maintained a 0-0.1% expulsion rate since 2011.

7) Chronic absenteeism rates

2016-17, All Students: 5.1%, which represents an increase of approximately 1% when compared to the previous year and an increase of 2% over the last two years.

2016-17, Socioeconomically Disadvantaged students: 10.2%, which represents an increase of 2% when compared to the previous year and an increase of approximately 5% over the last two years.

2016-17, Students with Disabilities: 8.8%, which represents an decrease of approximately 1% over the last two years.

2016-17, English Learners: 10.4%, which represents an increase of 0.7% when compared to the previous year and an increase of approximately 4% over the last two years

Other school climate indicators indicate a positive school culture and increased student connectedness. Multiyear data shows that Diegueno has maintained a less than 2% suspension rate and a 0-0.1% expulsion rate since 2011.

Attendance continues to be an area of focus as chronic absenteeism and truancy rates have increased over the last 3 years.

With the inclusion of the various alternates to suspension (such as Friday Night School, completing the district's "Making Decisions Unit," etc.), it is our goal to begin to see a decrease in our suspension rate moving forward.

C. Strategy:

Will use results from California Healthy Kids Survey & the School Climate Survey to discover specific areas of concern (as it relates to school culture, absenteeism, and discipline) and then to address these areas through a variety of student, staff and parent Wellness opportunities

Actions/Tasks		Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Site administration will analyze 2017 Healthy Kids Survey data to determine next steps to promote positive school culture and feelings of connectedness, in particular between students and staff. Also, use 2018 Spring Site Climate Survey data to determine next steps to promote positive school culture and feelings of connectedness, to determine success of 2017-18 site Wellness strategy, and to create next steps to support goal of safe, valued, and connected students.	Assistant Principal	No cost	2018 Spring School Climate Survey (for students) and 2019 Healthy Kids Survey	2018 Spring School Climate Survey (for students) data to be shared with site Leadership Team in Fall 2018; Leadership Team will then analyze results
2.	Create a Site Climate Survey for parents and staff (two separate surveys) to determine next steps to promote positive school culture and feelings of connectedness and to create next steps to support goal of safe, valued, and connected parents and staff members. Surveys to be completed by fall 2018.	Assistant Principal	No cost	2018-19 School Climate Survey for staff and 2018-19 School Climate Survey for parents	Principal and AP will work alongside site Leadership Team during early Fall 2018 to develop a School Climate Survey for staff and a School Climate survey for parents; Both surveys to be administered to in Fall 2018
3.	Develop programs dedicated to supporting student safety, wellness and connections:	Principal	<ul style="list-style-type: none"> Student Agendas (TUPE expense) Red Ribbon 	2019 Healthy Kids Survey and 2018-19 School Climate Survey	Ongoing

	<ul style="list-style-type: none"> • Week of Welcome • Revolution's anti-bullying assembly • August Cougar Camp • Family Nights, including on-campus activities for families once/semester • Cyberspace Education for students • Parent Forums (cyber education & READ1 information) combined with Oakcrest • Spirit Day/Week • ASB Lunchtime Clubs • Student/Teacher Recognition Luncheon • School Plays/Dances/Band Events • Student Recognition Lunch with teachers • "Canine Unwind" Therapy Dog visit • Safety Committee • We-Tip and other targeted safety and reporting outreach to students • Continued development of DNO student clubs (with staff advisors) • Red Ribbon Week • Various ASB student lunchtime activities • ASB Step it UP! Fundraiser • Kindness Week • Continuation of site Wellness Committee • Weekly Pragmatics Group for students with disabilities • Counseling Groups for students struggling with grief • Training for counseling student aides to assist those who are struggling with student connections • DLI Parent Potluck • Museum of Tolerance 8th Grade Field Trip • Continued staff participation in San Diego County Office of Education's Restorative Practices training • Site administration's Restorative Practices Professional Development session; included staff members trained in RP strategies • Distributing of agendas for each student that includes reminders of expectations of student relationships • Suicide prevention and awareness efforts include: professional development for staff, speakers for parents and awareness building for students. 		<p>Activities (ASB/TUPE expense)</p> <ul style="list-style-type: none"> • Cougar Camp (Site Principal's budget & ASB expense) • Cyber Ed. Expense (ASB and/or PTSA expense) • Spirit Day (ASB expense) 	<p>for parents</p>	
4.	Continuing to Introduce Restorative Practices:	Principal	No cost	2019 Healthy Kids Survey and 2018-19 School Climate Survey	Ongoing

	<ul style="list-style-type: none"> • Additional training for teachers: Two site members to attend the San Diego County Office of Education training in September, in addition to the 14 site staff members who have already attended this same training • Implementation with students: Teachers who attend this year's training will implement at least one RP session either during instructional time or during CAT time during the 2018-19 school year, in addition to the teachers who are currently implementing RP session in their classroom • Training for staff: Utilize a December 2017 late-start Professional Development day to review main purpose of RP as well as to demonstrate fundamentals of RP "circles" and how they lead to enhanced student/student connectedness as well as improved student/staff connectedness • Communication with families: Site administration to communicate purpose of Restorative Practices and site plan for implementation with our parents during "Coffee with the Principal" sessions and PTSA meetings during this school year 			for parents	
5.	<p>Accountability for Attendance:</p> <ul style="list-style-type: none"> • Site Administration meeting with students and parents who are demonstrating attendance/punctuality concerns • Site Social Worker meeting with students who are demonstrating a high rate of absenteeism and/or punctuality concerns • Site Administration ensuring that students demonstrating attendance/punctuality concerns are being placed on a site Behavior Contract as an initial intervention before proceeding to SART Contract • Site Administration - in conjunction with Attendance Secretary - examining absenteeism/truancy data twice/month and sending letters home to parents 	Assistant Principal	No cost	Monthly Attendance Reports; 2019 SBAC	Ongoing

F. School Site Council Membership Diegueño Middle School

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

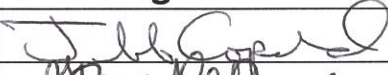
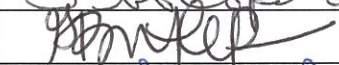

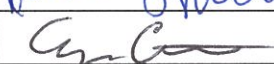





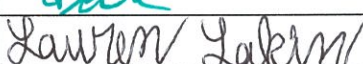
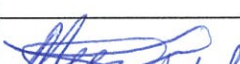

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jeffrey Copeland	X				
Guen Butler			X		
Rebecca Vincent		X			
Emily Coulter		X			
Liz Kenny				X	
Kathy Raymond				X	
Lauren Lakin					X
Landon Block					X
Brandon Feffer					X
Alexis Hillenbrand		X			
Anthony Valencia			X		
Jane Boal				X	
Numbers of members of each category	1	3	2	3	3

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

Diegueño Middle School

School Site Council Member Approval of

2018-19 Single Plan for Student Achievement

Name	Title	Signature
Jeff Copeland	Principal	
Guen Butler	Assistant Principal	
Rebecca Vincent	Counselor	
Emily Coulter	Teacher	
Alexis Hillenbrand	Teacher	
Anthony Valencia	Campus Supervisor	
Kathy Raymond	Parent	
Liz Kenney	Parent	
Jane Boal	Parent	
Landon Block	Student	
Lauren Lakin	Student	
Brandon Feffer	Student	
Gavin Diehl	Student	gdiehl
Lauren	Student	
Manuel Reyes	Parent from ELAC	
Susana Santos	Parent from ELAC	

**Form G. Budget 2018-19
 Diegueño Middle School**

Of the four following options, please select the one that describes this school site:	
	This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
	This site operates a SWP but does not consolidate its funds as part of operating a SWP
	This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
X	This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State/Federal Categorical Program	Allocation
Site LCFF Supplemental Funding - Site Formative/Achievement Funds	\$6,860.00
Site LCFF Supplemental Funding - Site Tutoring Funds	\$3,430.00
Site LCFF Supplemental Funding – District Funded Sections (non-formula)	\$96,000.00
Title I Funds	\$140,409.00
Total	\$249,319.00

Appendix A. Student Performance Data

Section 1: Enrollment

Table 1.1 Site enrollment trends with Student Group breakdown

	2015-16		2016-17		2017-18	
	#	%	#	%	#	%
Total enrollment	993	-	1,002		945	100.0%
Black or African American	6	0.6%	7	0.7%	7	0.74%
American Indian or Alaska Native	1	0.1%	0	0.0%	3	0.32%
Asian	54	5.4%	44	4.4%	29	3.07%
Filipino	5	0.5%	3	0.3%	4	0.42%
Hispanic or Latino	125	12.6%	142	14.2%	152	16.08%
Native Hawaiian or Pacific Islander	0	0.0%	2	0.2%	3	0.32%
White	767	77.2%	755	75.4%	695	73.54%
Two or More Races	0	0.0%	0	0.0%	0	0%
Socioeconomically Disadvantaged	81	8.2%		%		%
English Learners	21	2.1%		%		%
Students with Disabilities	124	12.5%		%		%
Foster Youth		%		%		%

Conclusions indicated from this data:
1.

Section 2: Student Achievement Indicators

Table 2.1 Percent of students tested who scored in the Standard Met to Standard Exceeded range in ELA

8 th grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
2016-17	500	78.43%	80.49	56.25	0%	40.35	60%
2015-16	454	73%	76%	45%	*	29%	43%
2014-15	471	75%	78%	55%	0%	19%	26%
7 th grade							
2016-17	466	80.47%	82.24	89.28	8.33%	44.44%	51.85%
2015-16	515	81%	81%	72%	53%	37%	56%
2014-15	462	72%	76%	41%	*	27%	39%
Source: California Department of Education, https://caaspp.cde.ca.gov/							

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	473	524	479	462	515	466	451	512	466	97.7	98.3	97.3
Grade 8	483	467	523	471	454	510	464	454	510	97.5	97.2	97.5
All Grades	956	991	1002	933	969	976	915	966	976	97.6	97.8	97.4

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	2593.6	2614.5	2616.0	27	37	35.19	44	43	45.28	18	13	13.73	9	7	5.79
Grade 8	2608.9	2615.1	2624.3	27	29	31.37	45	44	47.06	16	19	15.29	10	8	6.27
All Grades	N/A	N/A	N/A	27	33	33.20	45	43	46.21	17	16	14.55	10	7	6.05

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	35	48	44.42	51	44	45.49	14	8	10.09
Grade 8	39	45	47.06	45	43	43.53	16	12	9.41
All Grades	37	46	45.80	48	44	44.47	15	10	9.73

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	47	51	56.22	44	42	37.55	9	7	6.22
Grade 8	46	43	46.86	42	46	45.88	11	10	7.25
All Grades	46	47	51.33	43	44	41.91	10	9	6.76

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	25	28	28.33	64	66	65.02	10	6	6.65
Grade 8	22	26	31.96	66	67	63.14	12	7	4.90
All Grades	24	27	30.23	65	66	64.04	11	6	5.74

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	39	51	50.21	54	43	44.21	7	6	5.58
Grade 8	39	39	45.29	49	49	45.88	12	12	8.82
All Grades	39	45	47.64	51	46	45.08	9	9	7.27

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

III School and Student Performance Data

Table 2.2 Percent of students tested who scored in the Standard Met and Exceeded range in Math

8 th grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
2016-17	510	69.35	72.16	56.25	0	26.32	41.46
2015-16	455	73%	70%	46%	*	26%	33%
2014-15	467	62%	66%	41%	0%	18%	16%
7 th grade							
2016-17	461	78.52	79.61	89.29	25	44.45	51.85
2015-16	514	80%	84%	62%	0%	37%	49%
2014-15	458	68%	76%	49%	*	25%	43%
Source: California Department of Education, https://caaspp.cde.ca.gov/							

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	473	523	479	458	514	461	454	513	461	96.8	98.3	96.2
Grade 8	483	467	523	467	455	510	462	454	509	96.7	97.4	97.5
All Grades	956	990	1002	925	969	971	916	967	970	96.8	97.9	96.9

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	2611.6	2633.4	2633.8	42	53	51.84	25	27	26.68	22	14	14.53	10	6	6.94
Grade 8	2609.4	2631.4	2639.2	37	45	46.56	24	22	22.79	20	20	19.45	18	13	11.20
All Grades	N/A	N/A	N/A	40	49	49.07	24	25	24.64	21	17	17.11	14	9	9.18

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	52	64	64.21	33	26	22.99	15	11	12.80
Grade 8	42	51	49.90	36	32	33.20	21	17	16.90
All Grades	47	58	56.70	35	29	28.35	18	14	14.95

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	46	57	51.63	40	37	40.56	14	7	7.81
Grade 8	45	47	51.87	43	42	35.76	12	11	12.38
All Grades	46	52	51.75	41	39	38.04	13	9	10.21

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	46	61	52.06	48	34	42.08	6	5	5.86
Grade 8	32	44	50.29	48	45	39.10	19	11	10.61
All Grades	39	53	51.13	48	39	40.52	13	8	8.35

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

Section 3: School Climate Indicators

Table 3.1 Truancy rates

	2013-14	2014-15	2015-16
All Students	26.73	24.31	31.58

Conclusions indicated from this data:

1.

Table 3.2 Chronic Absenteeism Rates by Ethnicity and Student Group

	2016-17
All Students	7.7
Black or African American	*
American Indian or Alaska Native	
Asian	4.5
Filipino	*
Hispanic or Latino	7.5
Native Hawaiian or Pacific Islander	*
White	8.1
Two or More Races	2.0
Socioeconomically Disadvantaged	13.2
English Learners	0.0
Students with Disabilities	11.7
Foster Youth	*

Conclusions indicated from this data:

1.

Table 3.3 Suspension Data

	2014-15	2015-16	2016-17
Cumulative Enrollment	975	1,010	1,019
Total Suspensions	24	22	51
Unduplicated Count of Students Suspended	19	16	38
Suspension rate	1.90%	1.60%	3.70%
Percent of Students Suspended with One Suspension	78.90%	87.50%	73.70%
Percent of Students Suspended with Multiple Suspensions	21.10%	12.50%	26.30%

Conclusions indicated from this data:

1.

Table 3.4 Suspension Rate by Ethnicity and Student Group

	2014-15	2015-16	2016-17
All Students	1.90%	1.60%	3.70%
Black or African American	*	*	*
American Indian or Alaska Native	*	*	*
Asian	0.00%	0.00%	9.10%
Filipino	0.00%	*	*
Hispanic or Latino	3.70%	3.10%	5.40%
Native Hawaiian or Pacific Islander	*	*	*
White	1.90%	1.50%	3.30%
Two or More Races	0.00%	0.00%	2.00%
Socioeconomically Disadvantaged	5.6%	4.5%	8.5%
English Learners			
Students with Disabilities			
Foster Youth	0.0%	0.0%	0.0%

Conclusions indicated from this data:

1.

Table 3.5 Expulsion Data

	2014-15	2015-16	2016-17
Cumulative Enrollment	975	1,010	1,019
Total Expulsions	1	0	1
Unduplicated Count of Students Expelled	1	2	2
Expulsion rate	0.10%	0.20%	0.20%

Conclusions indicated from this data:
1.

Table 3.6 Expulsion Rate by Ethnicity and Student Group

	2014-15	2015-16	2016-17
All Students	0.10%	0.20%	0.20%
Black or African American	*	*	*
American Indian or Alaska Native	*	*	*
Asian	0.00%	0.00%	0.00%
Filipino	0.00%	*	*
Hispanic or Latino	0.00%	1.55%	0.68%
Native Hawaiian or Pacific Islander	*	*	*
White	0.13%	0.00%	0.13%
Two or More Races	0.00%	0.00%	0.00%
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			
Foster Youth			

Conclusions indicated from this data:

1.

Section 4: Progress Monitoring of English Learners

California English Language Development (CELDT) Data

Table 4. 1 2014-15 CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
7	0	7	36	63	60	55	25	27	9	0	7		13		
8	31	25	30	46	13	40	23	25	30	0			0	38	
Total	19	13	33	52	43	48	24	26	19	0	4		5	13	

Conclusions based on this data:

1.

Table 4.1 Enrollment by English Language Acquisition Status

	English Only	Initial Fluent English Proficient	English Learner	Reclassified Fluent English Proficient	To Be Determined	Total
2017-18	87.8%	3.6%	2.1%	6.5%	0.0%	945
2016-17	88.00%	3.20%	2.60%	6.20%	0.00%	1,002
2015-16	89.50%	2.50%	2.10%	5.80%	0.00%	993

Conclusions indicated from this data:

1.

Table 4.2 English Learner Enrollment by Years in English Language Development Programs

	English Learners			EL 4+ Years Not At-Risk or LTEL	Reclassified Fluent English Proficient	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years			
2017-18	3	0	8	9	61	81
2016-17	5	0	10	11	62	88
2015-16	5	1	6	9	58	79

* Long-Term English Learners (LTEL)

Table 4.3 2017-18 English Learner Enrollment by Years in English Language Development Programs by Grade

	English Learners			EL 4+ Years Not At-Risk or LTEL	Reclassified Fluent English Proficient	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years			
7	2	0	6	5	24	37
8	1	0	2	4	37	44

* Long-Term English Learners (LTEL)

Conclusions indicated from this data:

1.

Table 4.4 Reclassification (RFEP) Counts and Rates

	2015-16	2016-17	2017-18
Number and percent of EL students Redesignated to Fluent English Proficient (RFEP)	9.9%	8.4%	9.4%

Conclusions indicated from this data:

1.



The Single Plan for Student Achievement

School: Earl Warren Middle School
District: San Dieguito Union High School District (SDUHSD)
County-District School (CDS) Code): 37-68346-6061998
Principal: Reno Medina
Date of this revision: 05/10/2018

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Reno Medina
Position: Principal
Telephone Number: (858) 755-1558
Address: 155 Stevens Avenue
Solana Beach, CA 92075
E-mail Address: reno.medina@sduhsd.net

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

**A. School Site Information
 Earl Warren Middle School**

Vision Statement:

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

Mission Statement:

At our Earl Warren Middle School, our goal is to develop a community of lifelong learners, creative thinkers, and responsible individuals by providing innovative & high quality educational programs in a safe and supportive environment.

Principal's Message:

Earl Warren Middle School (EWMS) is committed to individual student achievement and success. This year's focus is on culture, connections, and refining/reflecting on our professional practices to support all students. We continuously work to develop curriculum strategies that enhance the development of each child's potential. Our school enjoys a small, but diverse student population, in which students benefit from being a part of a true community of learners. EWMS offers numerous support programs to help students' academic and social/emotional growth. Daily Academic Practice Time (APT) is an important part of our learning environment. With guidance, students explore decision-making and coping skills, learn study skills, and develop personal and academic goals. The EWMS learning community is dedicated to the success of each student.

School Profile: (include site demographics, remedial and advanced course enrollments, local measures of performance, special programs)

Currently, EWMS operates as a Title I school wide program based on a comprehensive needs assessment that identified EWMS's strengths and challenges in key areas that affect student achievement. A schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school; its primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on state academic achievement standards. Schoolwide programs maximize the impact of Title I. Adopting this strategy should result in an ongoing, comprehensive plan for school improvement that is owned by the entire school community and tailored to its unique needs.

Earl Warren Middle School is located in Solana Beach, California and is part of the San Dieguito Union High School District. EWMS hosts grades 7th and 8th with a current enrollment of 594 students. The ethnic distribution of students is as follows: 74% White, 15% Hispanic, 6% Asian, 5% multi-ethnic. All Earl Warren students experience a challenging core curriculum that sets high standards for all students. Earl Warren provides additional support for those students who have been identified as below proficient on the California Standards Assessment. We coach them to self-advocate as well as motivate themselves in setting and accomplishing realistic goals. We assist them in the development of sound thinking and problem-solving skills as well as expect them to learn to be responsible citizens who pursue a quality lifestyle marked by wellness and balance.

EWMS strives to attract and retain highly qualified teachers to provide all of our students with an outstanding education. EWMS has frequent staff development opportunities that provide training for staff in the areas of identified needs. We are continually striving to improve and tailor teaching and learning to meet the needs of all of our students. This includes Professional Learning Communities (PLC's) meeting time to review essential learning outcomes, develop common formative assessments, analyze student work, identify students needing intervention, develop reteaching plans, prioritize learning needs, and set learning goals for students. In addition, our beginning teachers participate in Beginning Teacher Support and Assessment (BTSA) and are paired with an experienced SDUHSD teacher as a support provider.

English classes are focused on teaching the California Content Standards in English Language Arts in the areas of reading, writing, speaking, and listening. The courses in this department include English 7, English 7 Honors, English 8, English 8 Honors, plus a targeted intervention course, English Enrichment. The curriculum includes study of both fictional and expository reading and writing. Texts in 7th grade may include: The Giver, Animal Farm, The Outsiders, A

Midsummer Night's Dream and "The Pearl". Texts in 8th grade may include: "Flowers for Algernon," The Martian Chronicles, The Diary of Anne Frank, To Kill a Mockingbird, Twelfth Night, and a war memoir focusing on courage and humanity. Both 7th and 8th will also read a selection of short stories, poetry, plays, and non-fiction texts.

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

Earl Warren's innovative math department offers an integrated approach to honors, college preparatory, and essentials curriculum for math students in grades seven and eight. All math teachers continually collaborate to develop pacing and maintain consistency of instruction. In addition, common formative and summative assessments are being developed and used by our district's math teachers. All courses are based on the Common Core State Standards. Courses include Integrated Math A Honors, Integrated Math A College Prep, Integrated Math A Essentials, Integrated Math B Honors, Integrated Math B College Prep, and Integrated Math B Essentials. Math interventions are provided through the Essentials curriculum and through Math Lab for College Prep students. These interventions provide a valuable resource to struggling math students.

Earl Warren's science department offers courses for seventh and eighth grade students that represent a transition from the former California Content Standards to the Next Generation Science Standards (NGSS). Both 7th Grade Science and 8th Grade Science are designed to include life science, earth science, and physical science in an integrated curriculum. The Performance Expectations, Science and Engineering Practices, and Crosscutting Concepts as outlined in the NGSS are included in both courses. Courses are designed to increase students' scientific knowledge base while also fostering science literacy and skills. Earl Warren uses the district-adopted science curriculum in addition to supplemental materials to meet the needs of our students as we transition to the NGSS.

Exciting and challenging elective classes complement the core subjects of language arts, math, science, social studies and physical education (PE). The electives include art, ASB, leadership, band, guitar, digital arts, art for new media, video film, Spanish I and II, and yearbook. In addition, two of our stand out and growing elective courses are our STEM and Advanced STEM. Students may also participate in Independent Study Physical Education and surf PE to fulfill their PE requirements.

EWMS offers supporting programs to meet the academic, social emotional, and executive functioning needs of all students. We have a designated Intervention team comprised of teachers, counselor, Title I Coordinator, and administration that meets weekly to identify struggling students, discuss current interventions, and recommend students for Student Study Team (SST) meetings. Specifically, EWMS offers courses and programs such as Academic Lab, English Enrichment, College Readiness, Math Lab, After School Academic Support, Homework Hour, and Academic Practice Time (APT).

English Language Learners are provided support in the general education core academic courses. Materials such as Read 180 (reading fiction and non-fiction leveled books, improve writing skills, build vocabulary, practice spelling, practice speaking, oral fluency and reading aloud) and other supplemental materials are used. Teachers use SDAIE strategies to support English Learners in their content area classes.

The EWMS counseling department welcomes the opportunity to work with all students. At the beginning of each school year, the counseling department coordinates activities to foster student connectedness on campus. This includes the New Student Social and Welcome Committee. The EWMS counselor also runs a weekly organizational group that relies on peer mentoring to help struggling students organize their work and study materials. Throughout the year, the EWMS counselor will present guidance lessons to students ranging from topics such as organization, time management, and self advocacy to career exploration and preparing for high school and beyond.

Modifications and accommodations are made for special education and 504 students in the core curriculum program, based on individual need outlined in their IEP or 504. Special education offers a continuum of options of specialized academic instruction to included Fundamental courses, support classes, Learning Center, and related services. A variety of state and local assessments are used to guide instruction, improve student achievement, and provide students with

increased opportunities to participate in mainstream classes. All teachers of special education students and 504 students are provided with each student's IEP or 504 plan. California Science Test (CAST) and California Assessment for Student Performance and Progress (CAASPP) in math and English measure student achievement in standards-based education. The results of these tests are also used for placement in programs and to measure overall student academic success.

There are a variety of family, school, district, and community resources available to our students. Most communication materials (enrollment packets, information regarding support services and enrichment opportunities, etc.) are available in Spanish. Students and parents have access to a Bilingual Resource Specialist for immediate assistance on campus and during parent information nights and parent forums. Information is provided by our telephone "All Call" in both English and Spanish. InTouch provides all students and parents with weekly communication through e-mail and phone messaging services. In addition, Earl Warren has a Title I Coordinator who assists in connecting families with supports available for students performing below grade level at EWMS.

EWMS parents and families have a variety of ways to meaningfully participate at school. Parents have access to parent information nights, Parent Teacher Student Association (PTSA), School Site Council (SSC), principal coffees, parent corners in our weekly Seahawk e-news messages, and English Language Advisory Committee (ELAC).

Providing a safe campus for students is a priority for the entire staff. We stand by the saying of "See Something, Say Something" and work closely with our community and local law enforcement to ensure the safety of our students. Our approach focuses on equity and excellence for everyone, where respect and compassion are the norm. Everyone is provided equal opportunity to achieve their potential as both learners and ethical adults. Staff development focuses on professional development opportunities that build relationships/connection between staff and all student populations. The Healthy Kids survey is administered every two years and the results are used to develop a focus for all staff throughout the years.

B. School and Student Performance Data

See Appendix A for multi-year student performance data tables

Student Performance Summary (conclusions from analysis of student performance data, identify and prioritize the site needs to drive goals)

EWMS's student performance summary based on the present levels of student data revealed the following priority focus areas:

ACADEMICS-

EWMS students demonstrated progress in both ELA and math on 2017 CAASPP tests. Students with disabilities and Economically Disadvantaged students showed significant growth in ELA and math compared to 2016 results. English Learners showed improvement in math scores, but had a decline in ELA scores. We are still waiting for the 2017-18 CAASPP results as testing is currently in progress.

*ELA: 2017 Percent of students scoring the standard met/exceeded range, growth from 2016 baseline

All students: 78.26%, increase of 2.26%

English Learners: 19.23%, decrease of 6.77%

Economically Disadvantaged: 38.98%, increase of 7.98%

Special Education: 43.94%, increase of 5.94%

*Math: 2017 Percent of students scoring the standard met/exceeded range, growth from 2016 baseline

All students: 72.52%, increase of 1.52%

English Learners: 19.23%, increase of 5.23%

Economically Disadvantaged: 37.28%, increase of 8.28%

Special Education: 31.74%, increase of 5.74%

In addition, as a result of targeted intervention for students who were struggling in content area courses, EWMS yielded a decrease of students on the D/F list compared to 2016-17 as of the 3rd quarter reporting period:

2016-17: The percent of students on the D/F list: 19%, decrease of 7%
 2017-18: The percent of students on the D/F list 17%, decrease of 2%

2016-17 % of students enrolled in Honors English
 Baseline: English 56%
 2017-18 data reflects 59%

2016-17 %of students enrolled in Honors Math
 Baseline: Math 38%
 2017-18 data reflects 43%

2016-17 % of students enrolled in below grade level Math courses
 Baseline: 12.5%
 2017-18 data reflects 11%
 Decrease of 1.5% of students enrolled in below grade level math courses.

STUDENT SAFETY/CONNECTEDNESS

Multi-year analysis of Healthy Kids Survey Results indicate that students are feeling less connected to Earl Warren Middle School, and more students are reporting that they do not feel like a teacher or staff member at school cares about them. California Healthy Kids Survey (HKS) is administered every two years. In the 17-18 school year, HKS is not administered. To gather school climate data, the EWMS team developed a local climate survey. Results of the survey were positive with only 2% of students reporting that they do not feel connected to school. While overall this data shows that EWMS school climate is improving in some areas, targeted work needs to be done to address student attendance, discipline, and connectedness for target student groups.

Based on the 2016-17 California Healthy Kids Survey (CHKS), the majority of students at EWMS reported they feel safe (84%) and/or connected to school(77%). However, there are a significant percentage of students who are EL and/or Socio-Economically disadvantaged who do not feel like they are a part of school.

All students: 6% do not feel like they are part of the school
 English Learners: 14% do not feel like they are part of the school
 Socio-Economically Disadvantaged: 13.2% do not feel like they are part of the school.

The results of our 2017-18 local climate survey indicate the following:

All Students: 82% of students felt like they were part of the school (increase of 5% from CHKS)
 EL Students: 2% of EL students reported they do not feel like they are part of the school; 2.5% EL students reported they feel school is not a safe place.
 Socio-Economically Disadvantaged: 2.7% of students do not feel like they are part of the school; 3% of students reported they feel school is not a safe place.

However, another significant finding from our local Climate Survey worth noting is that 35% of all students reported they do not regularly attend school sponsored activities such as school dances, student performances or other school activities. This is an area we will look at improving for 2018-19 to continue to support school connectedness.

Overall, the results indicate a significant increase for EL students and socio-economically disadvantaged students feeling connected and safe at school.

As additional measures of school climate, we reviewed attendance data as well as discipline data. Overall, our school suspension rate increased 1.3% in 16-17 from the prior year resulting in a rate of 3.1% (17 students). A review of suspension rate by ethnicity and student group revealed that EL students, socioeconomically disadvantaged, and Hispanic students were suspended at a higher rate. Local student information system data from the 17-18 school year shows that, to date (5/11/18), EWMS has had 20 out of school suspensions and 5

in-school suspensions, which is an increase from the 16-17 school year.

2016-17 Suspension rates:

All students 3.1% (+1.3%, 17 students)

English Learners 18.5% (+18.5%, 5 students)

Socioeconomically Disadvantaged 9.2% (+6.7%, 6 students)

Attendance data for EWMS shows a chronic absenteeism rate of 6.3% for 2016-17. This rate is significantly lower than the district, county, and statewide averages. Further analysis of chronic absenteeism data by ethnicity and student group shows that socioeconomically disadvantaged and students with disabilities showed higher chronic absenteeism rates.

2016-17 Chronic Absenteeism rates:

All students 6.3%

Socioeconomically Disadvantaged 12.3%

Students with Disabilities 11.5%

C. Involvement Process

Involvement Process:

How was the SSC and site leadership involved in development of the plan?

The EWMS Leadership team collaborated and/or met with department chairs on a monthly basis, non-formula teaching staff on a weekly basis, counseling staff at least weekly, Title I Coordinator 8/25/17, 9/8/17, 9/20/17, and 9/26/17- and then quarterly, ELAC(8/25/17, 9/8/17, 9/20/17, and 9/26/17- and then weekly); District Office staff (6/6/17, 9/8/17, 9/13/17, 9/21/17, and 9/28/17, and than at least monthly, and parent representatives/SSC (9/19/17, 9/26/17, 10/5/17, 11/30/17, 2/22/18,4/19/18, 5/10/18) to acquire data, analyze, conduct a needs assessment to develop student performance summary, develop goals, and action steps to address the specific goal areas.

The EWMS SSC is comprised of parents, students, teachers, administrators, and other school personnel team who were involved in the development of the Single Plan for Student Achievement through the process of gathering feedback from advisory groups and reviewing multiple outcome measures. The SSC meetings were held on 10/5/17, 11/30/17, 2/22/18, 4/19/18, and 5/24/2018

**D. Summary of Progress Made on 2017-18 Goals
 Earl Warren Middle School**

School Goal 1
 Annual increase in student achievement for all students in English Language Arts and Math with focus on accelerating student learning outcomes for targeted student groups including English Learners, socio-economical disadvantaged students and pupils performing below grade level.

LCAP Priority Area:
 1, 2, 4, 7, 8

Targeted Pupil Student Group(s):
 ALL (SES, ELL, SPED)

A. Actual Measurable Outcomes:
 Official SBAC scores will be reported once publicly released in August/September 2018.

*ELA: 2017 Percent of students scoring the standard met/exceeded range, growth from 2016 baseline
 All students: 78.26%, increase of 2.26%
 Growth Target: Increase of 2% for all students.

English Learners: 19.23%, decrease of 6.77%
 Growth Target: Increase of 3% for EL students

Economically Disadvantaged: 38.98%, increase of 7.98%
 Growth Target: Increase of 3% for Economically Disadvantaged

Special Education: 43.94%, increase of 5.94%
 Growth Target: Increase of 3% for students in special education

*Math: 2017 Percent of students scoring the standard met/exceeded range, growth from 2016 baseline
 All students: 72.52%, increase of 1.52%

English Learners: 19.23%, increase of 5.23%
 Growth Target: Increase of 3% for EL students

Economically Disadvantaged: 37.28%, increase of 8.28%
 Growth Target: Increase of 3% for Economically Disadvantaged

B. Summary of Progress:

Current SBAC scores are not released until August/September 2018. However, the current data from 2017 indicates EWMS students demonstrated progress in both ELA and math on CAASPP tests. Students with disabilities and Economically Disadvantaged students showed significant growth in ELA and math compared to 2016 results. English Learners showed improvement in math scores but had a decline in ELA scores when compared to 2016 results.

In the area of students taking Honors English, the 2017-18 data reflects a slight increase in maintaining our growth target of 59% to 59.6%. However, in the area of Honors Math, the data indicates a 1% decrease from 43% to 42% which is 3% short of our growth target for math. Also, in the area of students in below grade level math for 2017-18, the data reflects an increase of 2.8% which does not meet the growth target of decreasing by 2%. This will be an area of focus for our 2018-19 school year.

The D/F list was reviewed each grading period by counselors, administrators, and our intervention team to include our Title I coordinator. Students who were on the D/F list were invited to attend after school academic support. Although the growth target at the 3rd quarter fell short by 1% for students on the D/F list, there was a decrease in the amount of students on the D/F list by 2% which demonstrates a trend of growth. We will continue to work on providing interventions for our low performing students.

Special Education: 31.74%, increase of 5.74%
 Growth Target: Increase of 3% for students in special education

2016-17 # of students enrolled in Honors English
 Baseline: English 56%
 2017-18 data reflects 59%
 Growth Target: maintain at least 59%
 4/2018: 59.6% maintained as of 4/2018

2016-17 # of students enrolled in Honors Math
 Baseline: Math 38%
 2017-18 data reflects 43%
 Growth Target: 45%
 4/2018: 42% indicating a 1% decrease in enrollment and 3% shy of the growth target.

2016-17 # of students enrolled in below grade level Math courses
 Baseline: 12.5%
 2017-18 data reflects 11%
 Decrease of 1.5% of students enrolled in below grade level math courses.
 Growth Target: Decrease by 2%
 4/2018: 13.8%- increase of 2.8%- shy of our growth target.

2016-17 % of students on the D/F list: 19%
 Growth Target: 16%
 4/2018: 2017-18 % of students on the D/F list: 17%

C. Relevance:

This goal has been partially met. EWMS student groups of students with disabilities, Economically Disadvantaged students and English Learners demonstrated an increase of over 5% in math.

Students with disabilities and Economically Disadvantaged student showed over 5% improvement in ELA scores. English Learners showed a decline of over 5% in ELA of students scoring in the Standard Met or Exceeded. We also noticed an increase of students enrolled in below grade level math courses as well as the need to continue addressing lower performing students on our D/F lists.

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

Based on the current measurable outcomes, we will be monitoring our RFEP data and providing supports for our EL students. In addition, we noticed an increase in students taking below grade level math courses to include special education. We will monitor and implement support in this area to include professional

development.

School Goal 2

By 6/2018, EWMS students designated as EL and Economically Disadvantaged will increase their level of school connectedness and sense of safety by at least 3%, as measured by climate surveys.

LCAP Priority Area:

3, 4, 5, 7, 8

Targeted Pupil Student Group(s):

Students Designated EL and/or Economically Disadvantaged

A. Actual Measurable Outcomes:

2016-17 Baseline Data/CHKS

English Learners: 14% do not feel like they are part of the school
 Socio-Economically Disadvantaged: 13.2% do not feel like they are part of the school.

Outcomes:

English Learners: Pre- Climate Survey indicated 2% of EL students feel like they are not part of the school which is a 12% decrease from CHKS

*Feeling safe at school was also surveyed and 2.5% of EL students reported not feeling safe at school.

Economic Disadvantaged: Pre- Climate Survey indicated 2.7% of Economic Disadvantaged students feel like they are not part of the school which is a 10.5% decrease from CHKS

*Feeling safe at school was also surveyed and 3% of economically disadvantaged students reported not feeling safe at school.

B. Summary of Progress:

The goal of increasing the level of school connectedness for our EL and economically disadvantaged students was met and well exceeded a 3% increase. The results of our 2017-18 climate survey (pre-assessment) indicated that we had a significant decrease of 12% of students who did not feel connected to school. In addition, we had a significant decrease of 10.5% in economic disadvantaged students who did not feel connected to school. In addition to student connectedness, we also surveyed both populations in the area of feeling safe at school. The results of the survey indicated 2% of our EL and 3% of our economically disadvantage students reported not feeling safe at school which is similar to the student connectedness findings.

*It should also be noted that for all students, the climate survey results yielded the following: 82% of students felt like they were part of the school (increase of 5% from CHKS).

C. Relevance:

Although the results from our climate survey demonstrate progress for our EL and economically disadvantaged students in the area of school connectedness, this continues to be an area to support for all students.

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

The goal will be redeveloped for the 2018-19 school year to include multiple measures and assessment tools.

School Goal 3	
LCAP Priority Area:	
Targeted Pupil Student Group(s):	
A. Actual Measurable Outcomes:	B. Summary of Progress:
C. Relevance:	
D. What changes, if any, will be made as a result of reviewing measurable outcomes?	

School Goal 4	
LCAP Priority Area:	
Targeted Pupil Student Group(s):	
A. Actual Measurable Outcomes:	B. Summary of Progress:
C. Relevance:	
D. What changes, if any, will be made as a result of reviewing measurable outcomes?	

E. Planned Improvements in Student Performance

The School Site Council has analyzed the student performance data of all student groups and has considered the effectiveness of key elements of instructional programs. As a result, it has adopted the following school goals, related actions, and expenditures to increase outcomes for underperforming students.

LCAP Goal:
 Goal #1 Annual increase in student achievement for all students in English Language Arts and Math with focus on accelerating student learning outcomes for target subgroups including English Learners, low income and pupils performing below grade level.
 Goal #2 All English Learner (EL) pupils will receive instruction and curriculum that includes designated and integrated English language development across all core content areas.
 Within five (5) years of instruction in SDUHSD, all English learner pupils will meet the criteria to be reclassified as Redesignated Fluent English Proficient (RFEP).

School Goal 1
 Annual increase in student achievement for all students in English Language Arts and Math with focus on accelerating student learning outcomes for targeted student groups including English Learners, socio-economically disadvantaged students and pupils performing below grade level.

LCAP Priority Area:
 1, 2, 4, 7, 8

Targeted Pupil Student Group(s):
 ALL (SES, ELL, SPED)

<p>A. Rationale: Based on achievement data from CAASPP in ELA and math, there is still a need to increase overall student achievement with focus improvements for targeted subgroups: EL, Economically Disadvantaged, and students in special education:</p> <p>*ELA: 2017 Percent of students scoring the standard met/exceeded range, growth from 2016 baseline All students: 78.26%, increase of 2.26% English Learners: 19.23%, decrease of 6.77% Economically Disadvantaged: 38.98%, increase of 7.98% Special Education: 43.94%, increase of 5.94%</p> <p>*Math: 2017 Percent of students scoring the standard met/exceeded range, growth from 2016 baseline All students: 72.52%, increase of 1.52% English Learners: 19.23%, increase of 5.23% Economically Disadvantaged: 37.28%, increase of 8.28%</p>	<p>B. Expected Measurable Outcomes: Official SBAC scores will be reported once publicly released in August/September 2018.</p> <p>Establish a baseline from 2018 ELPAC results from which to measure future growth.</p> <p>*ELA: 2017 Percent of students scoring the standard met/exceeded range All students: 78.26% Growth Target: Increase of 2% for all students.</p> <p>English Learners: 19.23%, decrease of 6.77% Growth Target: Increase of 3% for EL students</p> <p>Economically Disadvantaged: 38.98%, increase of 7.98% Growth Target: Increase of 3% for Economically Disadvantaged</p> <p>Special Education: 43.94%, increase of 5.94%</p>
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<p>Special Education: 31.74%, increase of 5.74%</p> <p>2017-18 # of students enrolled in Honors for English Baseline: English 59%</p> <p>2017-18 # of students enrolled in Honors for Math Baseline: Math 43%</p> <p>2017-18 # of students enrolled in below grade level Math courses Baseline: 9%</p> <p>2017-18 % of students on the D/F list: Baseline: 17%</p> <p>2016-17 CELDT DATA Advanced 38% Early Advanced 41% Intermediate 10% Early Intermediate 7% Beginning 3%</p> <p>Fall 2017 LAS results: 14 total students assessed Beginning: 1 Early Intermediate: 2 Intermediate: 7 Proficient: 4</p> <p>2016-17 Redesignated Fluent English Proficient (RFEP) 3.8%</p>	<p>Growth Target: Increase of 3% for students in special education</p> <p>*Math: 2017 Percent of students scoring the standard met/exceeded range All students: 72.52%</p> <p>English Learners: 19.23%, increase of 5.23% Growth Target: Increase of 3% for EL students</p> <p>Economically Disadvantaged: 37.28%, increase of 8.28% Growth Target: Increase of 3% for Economically Disadvantaged</p> <p>Special Education: 31.74%, increase of 5.74% Growth Target: Increase of 3% for students in special education</p> <p>2017-18 # of students enrolled in Honors English Baseline: 59% 2018-19 Growth Target: maintain at least 59%</p> <p>2017-18 # of students enrolled in Honors Math Baseline: 43% 2018-19 Target: 45%</p> <p>2017-18 # of students enrolled in below grade level Math courses Baseline: 11% 2018-19 Target: 9%</p> <p>2017-18 % of students on the D/F list: 17% 2018-19 Target: 15%</p> <p>2018: Establish a baseline from 2018 English Language Proficiency Assessments for California (ELPAC) by which to measure future growth.</p>
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C. Strategy:
 Implement during the school day interventions which includes ELA and Math intervention courses, tutoring programs, and before/after school programs as needed.

Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
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1.	<p>Provide intervention and support classes for students struggling in math:</p> <ol style="list-style-type: none"> 1. Administrators, English and math department chairs and teachers, intervention team and counselor review SBAC results, MDTP results, RI results, CELDT data, LAS Links results, grade reports to identify at-risk students. 2. Counselor and Intervention Coordinator communicate with students and families regarding recommended support courses and programs in ELA and math based on student assessment results. 3. Identified students are enrolled in targeted support courses or programs including: English Enrichment, Academic Lab, Reading Support, Math Essentials, and co-teaching math/English classes with special education support. 4. Intervention team reviews student progress during weekly SST consult meetings. 5. Teachers review student progress quarterly: RI results, grade reports, teacher feedback, attendance data, individual meetings with students and parents. 6. Based on review of student data, counseling staff will make necessary changes in intervention placement and class schedule. 	<p>Administration, Leadership Team, Title I Coordinator, Title I Intervention/Support teacher, Math teacher, Educational Specialist, Interventions Team, and Dept. PLC Teams.</p>	<p>\$48,000: (0.4FTE) source: Title I</p> <p>\$48,000: LCAP (0.4 FTE) Source: LCAP non-formula sections</p> <p>\$48,000: (0.4 FTE) source: site staffing allocation</p>	<p>Common formative assessments, RI, MDTP, SBAC</p>	<p>Staffing: 2018-19 School year 8/2018-6/2019</p> <p>Progress Checks: Quarterly 11/2018, 1/2019, 4/2019, 6/2019</p> <p>Intervention Team: Weekly meetings</p>
2.	<p>Provide intervention and support classes for students struggling in English and Math</p> <ol style="list-style-type: none"> 1. Develop and offer after school academic support programs and Academic Practice Time (APT) support programs during the school day. 2. After School Academic Support- reading specialist and math teacher provide tutoring, study skills and organizational support. 3. APT- identify and develop targeted short term interventions 4. Administrators, counselor and leadership team will evaluate effectiveness of academic support programs by reviewing survey results on student and parent perception data and student participation data. 5. Offer a Homework Hour program before school, at lunch and after school for students who need additional support with assignments or re-teaching course concepts and skills. 6. Intervention support tutors to support students struggling in math, English, and study skills. 7. Provide an academic lab class and math essential classes to support below grade level math students and study skills. 	<p>Administration, Leadership Team, math, English teachers, Title I Coordinator, and Interventions Team</p>	<p>\$48,000: (0.4FTE) source: Title I</p> <p>\$48,000: LCAP (0.4 FTE) Source: LCAP non-formula sections</p> <p>\$48,000: (0.4 FTE) source: site staffing allocation</p> <p>\$7000: Intervention Tutors Source: LCAP and Title I</p>	<p>Common formative assessments, RI, MDTP, SBAC</p>	<p>Staffing: 2018-19 School year 8/2018-6/2019 with quarterly checks.</p>
3.	<p>Provide intervention and support classes for students struggling in English:</p> <ol style="list-style-type: none"> 1. Administrators will work with Title I Coordinator, Academic Lab, and reading support teacher to establish a protocol and process for using the interim assessments. 2. Administrators, Title I Coordinator, English Enrichment teacher, reading support teacher, and Academic Lab teacher will review student overall 	<p>Administration, Leadership Team, Interventions Team, English, Educational Specialist. and Dept. PLC Teams.</p>	<p>\$48,000: (0.4FTE) source: Title I</p> <p>\$48,000: LCAP (0.4 FTE) Source: LCAP non-formula sections</p>	<p>Common formative assessments, RI, MDTP, SBAC</p>	<p>Staffing: 2018-19 School year 8/2018-6/2019</p>

	<p>and claim level SBAC results in ELA, grade reports and RI data to identify areas of need.</p> <p>3. Teachers will administer target interim assessment to students, analyze assessment results and re-teach skills as needed.</p>		<p>\$48,000: (0.4 FTE) source: site staffing allocation</p>		
4.	<p>Utilize the Professional Learning Community process to increase teacher collaboration and implementation of data-driven instructional strategies in the classroom:</p> <p>1. Utilizing late start days, Teachers will collaborate to identify and address essential learning outcomes, build common assessments, analyze data, and offer and develop opportunities for remediation and enrichment to ensure student learning in their classrooms.</p> <p>2. Administrators will work with teachers and PLC groups to identify and purchase necessary resources to meet instructional goals.</p> <p>3. Provide release time and sub days for teachers to attend professional development on 21st Century Instructional Practices in their core content area.</p>	<p>Administration, Leadership Team, Interventions Team, and Dept. PLC Teams.</p>	<p>\$6,190.00 Source: LCAP formative achievement \$9,732.00 Source: Title 1</p>	<ul style="list-style-type: none"> • Staff surveys • Common formative assessments, RI, MDTP, SBAC 	<p>2018-19 School year</p>

LCAP Goal:

Goal #4: Increase the level of “school connectedness” and "sense of safety" of pupils, staff and parents.

School Goal 2

By 6/2019, EWMS students designated as EL and Economically Disadvantaged will increase their level of school connectedness and sense of safety by at least 3%, as measured by climate surveys.

LCAP Priority Area:

3, 4, 5, 7, 8

Targeted Pupil Student Group(s):

Students Designated EL and/or Economically Disadvantaged

A. Rationale:

Multi-year analysis of Healthy Kids Survey Results indicate that students are feeling less connected to Earl Warren Middle School, and more students are reporting that they do not feel like a teacher or staff member at school cares about them. California Healthy Kids Survey (HKS) is administered every two years. In the 17-18 school year, HKS is not administered. To gather school climate data, the EWMS team developed a local climate survey. Results of the survey were positive with only 2% of students reporting that they do not feel connected to school.

As additional measures of school climate, we reviewed attendance data as well as discipline data.

Overall, our school suspension rate increased 1.3% in 16-17 from the prior year resulting in a rate of 3.1% (17 students). A review of suspension rate by ethnicity and student group revealed that EL students, socioeconomically disadvantaged, and Hispanic students were suspended at a higher rate. Local student information system data from the 17-18 school year shows that, to date (5/11/18), EWMS has had 20 out of school suspensions and 5 in-school suspensions, which is an increase from the 16-17 school year.

Attendance data for EWMS shows a chronic absenteeism rate of 6.3% for 2016-17. This rate is significantly lower than the district, county, and statewide averages. Further analysis of chronic absenteeism data by ethnicity and student group shows that socioeconomically disadvantaged and students with disabilities showed higher chronic absenteeism rates.

While overall this data shows that EWMS school climate is improving in some

B. Expected Measurable Outcomes:

- Decrease suspension rates for all students as well as overall number of suspensions school-wide.
- Decrease chronic absenteeism rate.
- Increase level of student connectedness to school and their teachers/staff, as measured by California Healthy Kids Survey.

areas, targeted work needs to be done to address student attendance, discipline, and connectedness for target student groups.

C. Strategy:

EWMS will continue to provide parent and community outreach, input and education opportunities as well as provide programs and events focused on increasing a positive school climate.

Actions/Tasks		Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Administrators and staff will utilize a climate survey (California Healthy Kids Survey) to collect data from EWMS stakeholders (parents, community, students, staff) related to culture, student/parent connectedness for EL and/or Economically Disadvantaged, and overall student's increasing their participation in school based activities.	Administration, Wellness Committee	No Cost	Local Climate Survey	Administer Climate Survey by 5/2019
2.	EWMS will develop a wellness committee, consisting of administrators and staff to develop opportunities for all students and staff to participate in wellness activities throughout the year to include suicide prevention. In addition, this includes school wide-assemblies promoting a positive culture and student connectedness at EWMS.	Administration, Wellness Committee, Title I Coordinator, and Counselor	<ul style="list-style-type: none"> No Cost to develop committee Wellness Activities- appx. \$5000 funded by TUPE, Title I, and Site Budget 	Number of wellness activities, number of committee meetings	<ul style="list-style-type: none"> Develop Wellness Committee by 11/2019 Schedule activities throughout the school year.
3.	Administrators will host at least two formal Parent Information sessions throughout year for student safety and information on topics such as cyber safety/digital identity and drug and alcohol awareness..	Administration, Staff, and Counselor	TUPE Funds, Title I, and Site Budget \$1200	Attendance at parent sessions	By 5/2019
4.	EWMS will meet with representatives from La Colonia and Casa De Amistad at least twice this school year to increase community connections with our EL and/or Economic Disadvantaged community members. The focus will be on encourage our students to participate in school wide events.	Administration and Staff	\$200/Title I	Attendance and date of meeting	By 3/2019
5.	A select group EWMS staff members will receive professional development related to Restorative Practices and positive interventions for students.	Administration and Staff	\$1000/ Title I and/or Site Budget	Review of discipline records/suspension rates	By 3/2019

LCAP Goal:
School Goal 3
LCAP Priority Area:
Targeted Pupil Student Group(s):

A. Rationale: _____ **B. Expected Measurable Outcomes:** _____

C. Strategy: _____

	Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.					

LCAP Goal:
School Goal 4
LCAP Priority Area:
Targeted Pupil Student Group(s):

A. Rationale: **B. Expected Measurable Outcomes:**

C. Strategy:

	Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.					

**F. School Site Council Membership
 Earl Warren Middle School**

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Kaitlin Wood			X		
Erica Williams		X			
Connor Nesseler		X			
Diane Dekker		X			
Reno Medina	X				
Martha Hutchinson			X		
Dana Sisitsky				X	
Solange Brill				X	
Sandra Brook				X	
Logan Levy					X
Halle Devine					X
Lorelei Meunier					X
Numbers of members of each category	1	3	2	3	3

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



SCHOOL SITE COUNCIL SIGN IN SHEET

Earl Warren Middle School

~~November 30th, 2017~~ May 24, 2018

3:00 p.m.

EWMS Administration Conference Room

Print Name

Signature

Lorelei Meunier

Lorelei Meunier

Connor Nesselcer

Connor Nesselcer

Kaitlin Wood

Sandra Brock

Sandra Brock

Martha Klutchnison

Dana Sisitsky

Dana Sisitsky

Erica Williams

Reno Medina

Erica Williams

Diane Decker

Diane Decker

**Form G. Budget 2018-19
 Earl Warren Middle School**

Of the four following options, please select the one that describes this school site:	
	This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
	This site operates a SWP but does not consolidate its funds as part of operating a SWP
	This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
X	This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State/Federal Categorical Program	Allocation
Site LCFF Supplemental Funding - Site Formative/Achievement Funds	\$4270.00
Site LCFF Supplemental Funding - Site Tutoring Funds	\$2135.00
Site LCFF Supplemental Funding – District Funded Sections (non-formula)	\$72,000.00
Title I Funds	\$97,329.00
Total	\$175,734.00

Appendix A. Student Performance Data

Section 1: Enrollment

Table 1.1 Site enrollment trends with Student Group breakdown

	2015-16		2016-17		2017-18	
	#	%	#	%	#	%
Total enrollment	595	-	537	100	600	100
Black or African American	3	0.5%	0	0.0%	0	0%
American Indian or Alaska Native	2	0.3%	3	0.6%	1	0.17%
Asian	38	6.4%	36	6.7%	32	5.33%
Filipino	4	0.7%	1	0.2%	1	0.17%
Hispanic or Latino	98	16.5%	88	16.4%	90	15.00%
Native Hawaiian or Pacific Islander	0	0.0%	0	0.0%	0	0%
White	440	74.0%	393	73.2%	447	74.50%
Two or More Races	0	0.0%	0	0.0%	0	0%
Socioeconomically Disadvantaged	74	12.4%	60	11.6%	85	14.3%
English Learners	26	4.4%	21	4%	23	3.9%
Students with Disabilities	83	14.0%	97	%	117	19.6%
Foster Youth		%		%	0	%

Conclusions indicated from this data:	
1.	EWMS enrollment is leveling out from two years ago around 600 students. However, there is a significant increase in socioeconomically disadvantaged and students with disabilities (IEP/504).

Section 2: Student Achievement Indicators

Table 2.1 Percent of students tested who scored in the Standard Met to Standard Exceeded range in ELA

8 th grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
2016-17	259	74%	81.5%	42.1%	16.6%	39.3%	28.9
2015-16	338	74%	77%	55%	*	38%	54%
2014-15	350	85%	89%	71%	13%	41%	36%
7 th grade							
2016-17	270	82%	85.1%	70%	*	48.4%	56.1%
2015-16	258	76%	84%	65%	10%	37%	41%
2014-15	351	78%	81%	56%	*	44%	26%
Source: California Department of Education, https://caaspp.cde.ca.gov/							

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	364	263	274	351	258	270	350	258	270	96.4	98.1	98.5
Grade 8	356	341	266	350	338	259	349	338	259	98.3	99.1	97.4
All Grades	720	604	540	701	596	529	699	596	529	97.4	98.7	98

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	2609.2	2609.8	2617.9	33	35	38.52	45	41	43.70	16	16	10.37	5	8	7.41
Grade 8	2631.3	2618.6	2623.1	30	29	36.29	55	45	37.84	9	20	16.99	5	7	8.88
All Grades	N/A	N/A	N/A	32	32	37.43	50	44	40.83	13	18	13.61	5	7	8.13

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	41	42	45.19	49	47	43.70	9	10	11.11
Grade 8	51	43	45.95	42	42	42.47	7	14	11.58
All Grades	46	43	45.56	46	44	43.10	8	13	11.34

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	52	52	56.67	41	40	35.93	7	9	7.41
Grade 8	47	45	44.40	48	46	42.08	5	9	13.51
All Grades	50	48	50.66	44	43	38.94	6	9	10.40

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	24	34	29.63	70	58	61.85	6	7	8.52
Grade 8	34	32	34.36	61	62	61.00	5	6	4.63
All Grades	29	33	31.95	66	61	61.44	5	6	6.62

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	45	47	54.07	49	44	38.15	6	9	7.78
Grade 8	40	45	45.95	53	46	45.17	7	9	8.88
All Grades	43	46	50.09	51	45	41.59	6	9	8.32

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

III School and Student Performance Data

Table 2.2 Percent of students tested who scored in the Standard Met and Exceeded range in Math

8 th grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
2016-17	255	70.5%	75.8%	52.5%	16.6%	22.5%	28.9%
2015-16	336	72%	74%	55%	*	23%	28%
2014-15	351	67%	71%	50%	20%	24%	20%
7 th grade							
2016-17	269	74%	76.2%	65%	*	39.6%	52.3%
2015-16	256	71%	75%	65%	10%	31%	30%
2014-15	352	72%	73%	57%	*	28%	32%
Source: California Department of Education, https://caaspp.cde.ca.gov/							

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	364	263	274	352	256	269	351	256	269	96.7	97.3	98.2
Grade 8	356	341	266	351	336	255	351	336	255	98.6	98.5	95.9
All Grades	720	604	540	703	592	524	702	592	524	97.6	98	97

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	2607.2	2614.6	2624.7	38	50	47.96	34	21	26.39	19	16	18.59	9	13	7.06
Grade 8	2629.7	2635.9	2639.2	42	46	48.63	25	26	21.96	25	18	11.76	9	11	17.65
All Grades	N/A	N/A	N/A	40	47	48.28	29	24	24.24	22	17	15.27	9	12	12.21

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	52	58	57.99	34	24	30.48	15	18	11.52
Grade 8	50	52	55.69	36	32	25.10	14	15	19.22
All Grades	51	55	56.87	35	29	27.86	15	16	15.27

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	44	49	51.67	46	38	37.55	9	14	10.78
Grade 8	44	45	48.63	47	46	33.33	9	9	18.04
All Grades	44	47	50.19	47	42	35.50	9	11	14.31

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	40	57	48.33	57	32	45.35	3	11	6.32
Grade 8	40	43	50.98	50	47	35.69	10	10	13.33
All Grades	40	49	49.62	53	41	40.65	7	10	9.73

Conclusions based on this data:	
1.	Our students as a whole performed very well compared to state and county averages with 70.59% of 8th graders and 74.35% of 7th graders meeting or exceeding standards for mathematics and 74.13% of 8th graders and 82.22% of 7th graders meeting or exceeding standards for ELA.
2.	A discrepancy exists between the achievement of subgroups (economically disadvantaged, English Learners, and students with disabilities) and the general student population. Although the number of students in each subgroup is small, assistance must be provided for these students to improve achievement. The goal is for each student to demonstrate proficiency, and it is reflected in our SPSA goals.

Section 3: School Climate Indicators

Table 3.1 Truancy rates

	2013-14	2014-15	2015-16
All Students	34.99	41.99	43.44

Conclusions indicated from this data:

1.

Table 3.2 Chronic Absenteeism Rates by Ethnicity and Student Group

	2016-17
All Students	6.3
Black or African American	
American Indian or Alaska Native	*
Asian	3.1
Filipino	*
Hispanic or Latino	6.3
Native Hawaiian or Pacific Islander	
White	6.5
Two or More Races	8.3
Socioeconomically Disadvantaged	12.3
English Learners	3.7
Students with Disabilities	11.5
Foster Youth	

Conclusions indicated from this data:
 1.

Table 3.3 Suspension Data

	2014-15	2015-16	2016-17
Cumulative Enrollment	1	617	557
Total Suspensions	0	13	20
Unduplicated Count of Students Suspended	0	9	17
Suspension rate	0.00%	1.50%	3.10%
Percent of Students Suspended with One Suspension	0.00%	77.80%	88.20%
Percent of Students Suspended with Multiple Suspensions	0.00%	22.20%	11.80%

Conclusions indicated from this data:
 1.

Table 3.4 Suspension Rate by Ethnicity and Student Group

	2014-15	2015-16	2016-17
All Students	0.00%	1.50%	3.10%
Black or African American	*	*	*
American Indian or Alaska Native	*	*	*
Asian	0.00%	0.00%	6.30%
Filipino	*	*	*
Hispanic or Latino	4.80%	2.90%	4.20%
Native Hawaiian or Pacific Islander	*	*	*
White	1.80%	1.30%	2.50%
Two or More Races	3.40%	0.00%	4.20%
Socioeconomically Disadvantaged	4.5%	2.5%	9.2%
English Learners			
Students with Disabilities			
Foster Youth	0.0%	0.0%	0.0%

Conclusions indicated from this data:

1.

Table 3.5 Expulsion Data

	2014-15	2015-16	2016-17
Cumulative Enrollment	1	617	557
Total Expulsions	0	0	0
Unduplicated Count of Students Expelled	0	0	0
Expulsion rate	0.00%	0.00%	0.00%

Conclusions indicated from this data:
1.

Table 3.6 Expulsion Rate by Ethnicity and Student Group

	2014-15	2015-16	2016-17
All Students	0.00%	0.00%	0.00%
Black or African American	*	*	*
American Indian or Alaska Native	*	*	*
Asian	0.00%	0.00%	0.00%
Filipino	*	*	*
Hispanic or Latino	0.95%	0.00%	0.00%
Native Hawaiian or Pacific Islander	*	*	*
White	0.00%	0.00%	0.00%
Two or More Races	0.00%	0.00%	0.00%
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			
Foster Youth			

Conclusions indicated from this data:

1.

Section 4: Progress Monitoring of English Learners

California English Language Development (CELDT) Data

Table 4. 1 2014-15 CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
7	17	53	40	17	26	60	67	16		0	5		0		
8	19	17	39	31	67	39	31	17	11	6		6	13		6
Total	18	44	39	27	36	43	41	16	9	5	4	4	9		4

Conclusions based on this data:

1.

Table 4.1 Enrollment by English Language Acquisition Status

	English Only	Initial Fluent English Proficient	English Learner	Reclassified Fluent English Proficient	To Be Determined	Total
2017-18	84.0%	4.5%	3.8%	7.7%	0.0%	600
2016-17	83.60%	4.10%	5.00%	7.30%	0.00%	537
2015-16	83.00%	4.00%	4.40%	8.60%	0.00%	595

Conclusions indicated from this data:

1.

Table 4.2 English Learner Enrollment by Years in English Language Development Programs

	English Learners			EL 4+ Years Not At-Risk or LTEL	Reclassified Fluent English Proficient	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years			
2017-18	5	0	9	9	46	69
2016-17	4	0	8	15	39	66
2015-16	6	0	5	15	51	77

* Long-Term English Learners (LTEL)

Table 4.3 2017-18 English Learner Enrollment by Years in English Language Development Programs by Grade

	English Learners			EL 4+ Years Not At-Risk or LTEL	Reclassified Fluent English Proficient	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years			
7	3	0	6	5	27	41
8	2	0	3	4	19	28

* Long-Term English Learners (LTEL)

Conclusions indicated from this data:

1.

Table 4.4 Reclassification (RFEP) Counts and Rates

	2015-16	2016-17	2017-18
Number and percent of EL students Redesignated to Fluent English Proficient (RFEP)	11.9%	12.6%	11.4%

Conclusions indicated from this data:

1.



The Single Plan for Student Achievement

School: La Costa Canyon High School
District: San Dieguito Union High School District
County-District School (CDS) Code): 37-68346-3731007
Principal: Bryan Marcus
Date of this revision: 6/4/2018

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Bryan Marcus
Position: Principal
Telephone Number: (760) 436-6136 x6000
Address: 1 Maverick Way
Carlsbad, CA 92009
E-mail Address: bryan.marcus@sduhsd.net

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

A. School Site Information La Costa Canyon High School

Vision Statement:

At La Costa Canyon High School, we believe in building a school community of life-long learners, creative thinkers, and responsible individuals through innovative course and career pathways that include an international understanding of global communities and cultures.

Mission Statement:

La Costa Canyon High School's mission is to be an inclusive, collaborative, and energetic learning community dedicated to preparing students to be creative innovators, exemplary citizens, compassionate leaders, and inquisitive life-long learners.

LCCHS Expected School-wide Learning Results (ESLRs)

La Costa Canyon High School graduates will be:

I. Students who will acquire knowledge consistent with state standards.

II. Capable and Responsible Citizens Who:

- understand and appreciate their roles and responsibilities in our democratic society
- are responsible and accountable for their actions and choices
- demonstrate concern, tolerance, compassion, and respect
- understand the impact of human activities on the environment
- actively provide service to both the school and local communities
- understand the choices necessary to develop a healthy lifestyle

III. Self-Directed Lifelong Learners Who:

- are able to analyze and evaluate their own learning
- ask questions in order to solve problems
- are committed to excellence in their work
- understand the importance of new experiences and continual education
- demonstrate creative thought in problem solving
- possess the skills necessary to succeed in the global community
- effectively collaborate in a variety of learning environments

IV. Effective Communicators Who:

- are able to listen and communicate well in written, verbal, and nonverbal modes
- understand and use technology in communication
- show respect for diverse perspectives
- research, create, and evaluate in written, verbal, and artistic modes
- use communication skills to resolve conflicts through positive, non-violent alternatives

V. Creative and Critical Thinkers Who:

- successfully acquire, analyze, organize and apply information
- develop and express creative ideas and solutions
- examine moral, ethical, and cultural issues from multiple perspectives
- integrate and synthesize information across disciplines
- demonstrate growth in higher-level thinking skills

School Profile: (include site demographics, remedial and advanced course enrollments, local measures of performance, special programs)

La Costa Canyon High School (LCC) is a student-centered educational community located in south Carlsbad. Current enrollment is approximately 1900 students in grades 9-12, educationally servicing students who live within the San Dieguito Union High School District coastal communities of Cardiff, Encinitas, Leucadia, Olivenhain, and south Carlsbad.

Established in 1996, LCC is a stunning campus with state-of-the-art facilities which include 120 classrooms equipped with short-throw projectors, 5 computer labs, a 470-seat Performing Arts Center, a newly remodeled 13,000 sq. ft. media center, audio-visual technology facilities, music performance classrooms, architecture/engineering lab, a two-story gymnasium with capacity to seat 2,200, and a newly renovated all-weather track and field with a stadium seating 5,000 people.

Our commitment to academic excellence has resulted in being recognized as a California Distinguished school as well as National Blue Ribbon School. LCC is dedicated to providing each student a well-rounded education through exposures to creative and innovative curriculum through college-bound courses as well as opportunities in career-based courses. LCC is committed to addressing the California Core Standards, as well as Expected Schoolwide Learning Results (ESLRs). In addition, teachers campus-wide participate in Professional Learning Communities to establish common assessments that are consistent in academic departments. A bell schedule change in the 2016-17 school year allows for departments to collaborate every other Monday during an early release of students. LCC also offers a Work Experience program that encourages students to develop career-related experience and skills by completing internships or working while receiving high school credit. In the past couple of years, the school has worked to provide additional supports for students new to United States, or with limited English proficiency. Our "Newcomer Academy" allows additional Math and ELA support courses for students new to U.S. schools. The LCC community also includes a broad and diverse grouping of special education programs that is able to support students with a wide variety of special needs. 21 different AP courses are offered, and over 700 students took an AP exam last year. In addition to a robust AP program, LCC received authorization as an International Baccalaureate World School, offering a Diplom .

LCC provides a comprehensive interscholastic athletics program with 26 different varsity-level sports, earning numerous League, CIF, and Open Division Titles. LCC offers more than 80 extracurricular student clubs and an Associated Student Body (ASB) to ensure each student remains connected and engaged on a daily basis. In addition, students can participate in nationally recognized programs to include speech and debate, theatrical/performing arts and the only marching band in the district, The Maverick Brigade. LCC recognizes the increasingly important role community service plays in education and personal growth. Large numbers of students are involved in service projects that are curriculum and community-oriented, and student-based.

B. School and Student Performance Data

See Appendix A for multi-year student performance data tables

Student Performance Summary (conclusions from analysis of student performance data, identify and prioritize the site needs to drive goals)

The primary sources of data that have instructed the work of the School Site Council and site leadership decisions pertaining to SPSA have been the California Assessment of Student Performance and Progress (CAASPP) - including Early Assessment Program (EAP), California English Language Development Test (CELDT), an internal school survey conducted in the Spring of 2018, D/F lists, tardy/truancy statistics, the California School Dashboard (www.californiaschooldashboard.org), and UC/CSU eligibility rates. As a result of extensive data analysis, specific areas of need have been identified pertaining to improvement in closing the achievement gap in English/Language Arts (ELA) and Math, increasing College and Career Readiness for all students, and continuing work to expand student connectedness campus-wide. These goals align with district

LCAP goals, and remain consistent from the previous school SPSA.

According to the most recent CAASPP data (2017), LCC demonstrated significant growth in ELA/Literacy success for all students. Over the course of two years, LCC has gone from 61% of students reaching the "Standard Met"(SM) or "Standard Exceeded"(SE) bands to 78%. 17% improvement over the course of two years in unprecedented in the San Dieguito Union High School District. This accomplishment can be attributed to a number of different factors, but primarily the work of teachers to address literacy across the curriculum and ensure that the California Core Standards are being addressed in the classroom. While this growth should be commended, there is still significant room for improvement for the overall population and, particularly, our English Learner (EL) and Students with Disabilities (SWD) student groups. Students who were previously EL and have been reclassified as Fluent English proficient (RFEP) have stood out for tremendous growth over the past two years. These students have gone from 40% SE and SM in 2015 to 72% in 2017. Students categorized as EL went from 0% SE and SM in 2016 to 12.5% in 2017. While this is a welcomed improvement, there is significant need to work to close that achievement gap. Students with Disabilities (SWD) and Economically-Disadvantaged Students (EDS) both had modest growth in ELA scores.

In regards to math, the growth has been much more modest for the overall population and there have been dips in scores for some key student groups. The overall student population demonstrated less than a 1% improvement over the students tested the previous year. It is important to note that since the CAASPP is only given to 11th grade students in high school, the comparison is between different student populations from one year to the next. RFEP, SWD, and EDS student groups all saw small dips in success on the math portion of the CAASPP. While ELA/literacy continues to be an area of need for growth as LCC continues to work to shrink the achievement gap with student groups, Math has become more of an area of focus due to somewhat stagnant growth for the overall school population.

Based on the 2017 California Healthy Kids Survey, 2% of student either feel "unsafe" or "very unsafe" on campus. CHKS results show that 18% of students do not feel like they are a part of LCC, and 27% of students feel as though they do not do things that make a difference at their school. In the Spring of 2018, LCC administered an internal survey regarding student connectedness. 89% of students reported feeling safe on campus. It should be noted that there have been several high-profile acts of violence on school campuses around the nation this year. LCC's truancy rate is 68% and chronic absenteeism stands at 12%. Attendance continues to be a major area of concern for the School Site Council and administration. Student safety will always be a priority at LCC, but there continues to be very little data to suggest that students and staff do not currently feel safe at school. As a result, Goal #2 has been redeveloped from previous years to focus explicitly on student connections and attendance: Goal #2: Increase the level of "school connectedness" and improve overall attendance.

Based on 2017 Early Assessment Program (EAP) data for ELA, 34% of all students are considered college ready, while 0% of EL and SWD students are considered college ready. In Math, 27.4% of all students are college ready, while 0% of EL and SWD students are college ready. In addition, our overall UC/CSU eligibility rate for students was 66.9% and 0% for EL students. The cohort graduation rate is 95.6% for all students, 71.9% for EL students, and 79.4% for SPED students. While the graduation rate stays strong year-over-year, EAP and college eligibility data continues to be an area of need for improvement from the overall population (74%), and specific student groups of Students with Disabilities (11.5%) and EL students (0%). This data supports goal #3: All LCCHS graduates will be college and career ready.

The California School Dashboard has provided a new metric as of this year to assess school performance. The Equity Report identifies a number of student groups in Red/Orange (areas of concern) pertaining to Graduation Rates, Suspension Rates, and EL Progress. While suspension rates are considered "medium" overall, there was a significant increase (1.4%) from the previous year. English Learner progress and graduation rates both saw significant decreases. These are areas of concern.

C. Involvement Process

Involvement Process:

How was the SSC and site leadership involved in development of the plan?

All La Costa Canyon High School Site Council meetings this year have focused on specific goals. The first meeting of the year was an overview of the SSC process and SPSA. The following three meetings have addressed the three SPSA goals for the year respectfully. The council explored all elements of the goal, data, and actions, and the council's input drove the creation of the 2018-19 SPSA. The SSC will meet in May to continue to refine the SPSA, and eventually determine approval at a meeting in June.

The SPSA was discussed with ELAC parents at a meeting early in 2018, and an ELAC representative will sit in on School Site Council meetings when the plan is revised in May, and eventually approved in June.

**D. Summary of Progress Made on 2016-17 Goals
 La Costa Canyon High School**

<p>School Goal 1</p> <p>Annual increase in student achievement in ELA and Math for all students.</p> <p>LCAP Priority Area:</p> <p>LCAP State Priorities</p> <ul style="list-style-type: none"> 1. Basics 2. Implementation of State Standards 4. Pupil Achievement 7. Course Access <p>Targeted Pupil Student Group(s):</p> <p>English Learners; Students with Disabilities</p>	
<p>A. Actual Measurable Outcomes:</p> <p>CAASPP data: ELA - Percent Standard Exceeded (SE) or Standard Met (SM) 2015: All Students - 61 Students With Disabilities - 11 EL - 13 2016: All Students - 69 SWD - 23 EL - 0 2017: All students - 78 SWD - 24 EL - 12.5</p> <p>Math: Percent SE or SM 2015L 54 2016: 56 2017: 56</p> <p>Did not achieve 5% target increase</p> <p>Slight decrease in D/Fs in ELA/Math over '16-'17. Slight increase over '15-'16.</p>	<p>B. Summary of Progress:</p> <p>Overall, students are showing a pattern of benefiting from instruction in ELA/Literacy and Math, but targeted subgroups clearly need additional supports. 2017 CAASPP results for all students in ELA surpassed the 5% improvement goal. Math scores were somewhat higher than previous years, but the numbers suggest that additional district funded sections may be necessary in 2018-19 for math support, as well as focused funds on math tutoring. Overall goals of 5% increase in Math were not achieved.</p> <p>According to the most recent CAASPP data (2017), LCC demonstrated significant growth in ELA/Literacy success for all students. Over the course of two years, LCC has gone from 61% of students reaching the "Standard Met"(SM) or "Standard Exceeded"(SE) bands to 78%. 17% improvement over the course of two years in unprecedented in the San Dieguito Union High School District. This accomplishment can be attributed to a number of different factors, but primarily the work of teachers to address literacy across the curriculum and ensure that the California Core Standards are being addressed in the classroom. While this growth should be commended, there is still significant room for improvement for the overall population and, particularly, our English Learner (EL) and Students with Disabilities (SWD) student groups. Students who were previously EL and have been reclassified as Fluent English proficient (RFEP) have stood out for tremendous growth over the past two years. These students have gone from 40% SE and SM in 2015 to 72% in 2017. Students categorized as EL went from 0% SE and SM in 2016 to 12.5% in 2017. While this is a welcomed improvement, there is significant need to work to close that achievement gap. Students with Disabilities (SWD) and Economically-Disadvantaged Students (EDS) both had modest growth in ELA scores.</p>

In regards to math, the growth has been much more modest for the overall population and there have been dips in scores for some key student groups. The overall student population demonstrated less than a 1% improvement over the students tested the previous year. It is important to note that since the CAASPP is only given to 11th grade students in high school, the comparison is between different student populations from one year to the next. RFEP, SWD, and EDS student groups all saw small dips in success on the math portion of the CAASPP. While ELA/literacy continues to be an area of need for growth as LCC continues to work to shrink the achievement gap with student groups, Math has become more of an area of focus due to somewhat stagnant growth for the overall school population.

D/Fs in ELA/Math remain consistent over the past three years. There were minor improvements since last year, but not the significant growth that was hoped for as a result of Academic Survival courses that target students struggling in Math.

C. Relevance:

While there is certainly continued need for growth, LCC has demonstrated marked improvement, particularly in ELA.

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

There is a need to create more targeted, prescriptive tutoring opportunities for Math. The "MAV Math Hour" after school has been a tremendous resource for the students who have used it, but the numbers have not been sufficient to continue this approach as-is. With the input of parents, students, and teachers, next year's Math tutoring will be organized based upon student need as opposed to a constant schedule. Teachers will identify students with additional needs - particularly prior to assessments - and will organize tutoring sessions outside of school hours that are most beneficial for the largest number of students.

School Goal 2

Increase the level of school connectedness and sense of safety of pupils, staff, and parents at LCCHS.

LCAP Priority Area:

Targeted Pupil Student Group(s):

All students

A. Actual Measurable Outcomes:

2017 California Healthy Kids Survey data:
 "...feel unsafe or very unsafe on campus": 2%
 "...do not feel part of LCC" - 18%
 "...do not do things that make a difference at school" - 27%

2018 Internal Survey data:
 89% of students feel safe on campus.
 83% of students feel that they are connected to LCC beyond the classroom.
 86% of students feel that there is at least one adult on campus who cares about them.

Attendance:
 Chronic Absenteeism Rate - 2016-17: 12.1%

B. Summary of Progress:

Questions from the California Healthy Kids Survey did not all directly align with questions from the internal LCC survey that was developed by committees within School Site Council. The one question that does connect well was the question of feeling safe at school. While the questions were asked quite differently, there is certainly an increase in the number of students at LCC that do not feel safe this year over last. This is certainly a national trend that correlates with high-profile examples of school violence that have taken place across the country. Due to the climate of fear and concern on campuses nationwide, including LCC, there is a renewed vigor to look at school safety practices and procedures.

The most updated truancy rate available from California Department of Education was from 2015-16, which is not an accurate depiction of LCC. The Chronic Absenteeism Rate (students absent more than 10% of classes) last year was 12.1%. As a result, there has been a renewed focus district-wide attendance letters and the SART/SARB process. The chronic absenteeism issue at LCC includes students with trancies, and students with excused illnesses, and personal absences.

C. Relevance:

School safety has become a renewed concern this year, along with continued concerns about student attendance, and connectedness.

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

1. A more targeted focus on attendance interventions has already begun. Friday Night and Saturday Schools are occurring more regularly as a deterrent for tardies and trancies. 2. Assemblies are more topical this year, as opposed to "pep rally" style. Guest speakers have been selected to provide messages that relate to areas of concern for our students (substance abuse, stress, making the transition to college) 3. The addition of a social worker on staff allows for more tiered intervention for students who are struggling emotionally on campus.

School Goal 3

All LCCHS graduates will be college and career ready.

LCAP Priority Area:

SDUHSD LCAP Goal #4: All district graduates will be college and career ready.

Targeted Pupil Student Group(s):

All students

A. Actual Measurable Outcomes:

Early Assessment Program

ELA
 2016-17
 All students
 College Ready - 42%
 Ready - 26%
 Conditionally Ready - 37%
 ready - 30%
 Not Ready - 21%
 44%

2015-16
 All students
 College Ready - 33%
 Ready - 26%
 Conditionally Ready - 36%
 Ready - 30%
 Not Ready - 31%
 44%

2014-15
 All students
 College Ready - 25%
 Ready - 24%
 Conditionally Ready - 36%
 Ready - 30%
 Not Ready - 39%
 46%

Graduation Rates
 2015-16 - All Students - 94.0%
 2014-15 - All Students - 95.6%

MATH
 2016-17
 All students
 College
 Conditionally
 Not Ready -

2015-16
 All Students
 College
 Conditionally
 Not Ready -

All students
 College
 Conditionally
 Not Ready -

B. Summary of Progress:

Based on 2017 Early Assessment Program (EAP) data for ELA, 34% of all students are considered college ready, while 0% of EL and SWD students are considered college ready. In Math, 27.4% of all students are college ready, while 0% of EL and SWD students are college ready. In addition, our overall UC/CSU eligibility rate for students was 66.9% and 0% for EL students. The cohort graduation rate is 95.6% for all students, 71.9% for EL students, and 79.4% for SPED students. While the graduation rate stays strong year-over-year, EAP and college eligibility data continues to be an area of need for improvement from the overall population (74%), and specific student groups of Students with Disabilities (11.5%) and EL students (0%). This data supports goal #3: All LCCHS graduates will be college and career ready.

The precipitous drop of students who are considered "not ready" for college in ELA is commendable. This can be attributed in part to more targeted tutoring of students struggling in English. In addition, Read 180 courses have provided foundations for students well below grade level. English Learners have benefited from small classes in ELD, and the case management periods of ELD teachers. All of this has resulted in tremendous improvements in ELA; however, all students need additional support in Math.

Advanced Placement course enrollment data has been added this year. There was a significant drop two years ago in course enrollments. With the addition of the International Baccalaureate program in the 2018-19, tracking participation in AP and IB courses will serve as an additional metric of student college and career readiness.

Advanced Placement course enrollments 2016-17: 1691 2015-16: 1643 2014-15: 1910	
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C. Relevance:

Goal has been partially met. Despite significant improvements, there are still areas of need - particularly with math and A-G Readiness of 12th graders.

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

The International Baccalaureate diploma program will begin in the 2018-19 school year. This will provide additional courses to support students in preparation for college and careers. Next year, teachers will have more time during early releases to focus on the Professional Learning Community process now that WASC accreditation has been completed. Professional development opportunities for IB teachers will continue to take place, and will allow teachers to share best practices associated with the IB program.

Looking at graduation rates for English Language Learners, as well as performance on Math assessments, there is a need for a Sheltered Integrated Math I course to support students in achieving the graduation requirement of Integrated Math I.

E. Planned Improvements in Student Performance

The School Site Council has analyzed the student performance data of all student groups and has considered the effectiveness of key elements of instructional programs. As a result, it has adopted the following school goals, related actions, and expenditures to increase outcomes for underperforming students.

<p>LCAP Goal: SDUHSD LCAP Goal #1: Annual increase in student achievement for all students in English language arts and math with focus on accelerating student learning outcomes for students performing below grade level.</p> <p>School Goal 1 Annual increase in student achievement in ELA and Math for all students.</p> <p>LCAP Priority Area: LCAP State Priorities 1: Basics 2: Implementation of State Standards 4: Pupil Achievement 7: Course Access</p> <p>Targeted Pupil Student Group(s): All students, with focus on English Learners and Students with Disabilities</p>	
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<p>A. Rationale: While the school demonstrated marked improvement in ELA - as evidenced by 2017 CAASPP data, there is still significant room for improvement for the overall population and, particularly, English Learners (EL) and Students With Disabilities (SWD) student groups. 77% of students scored in the "Standard Met" or "Standard Exceeded" range in ELA, up 8% from the previous year. In Math, the improvement was 1% and now stands at 56%. English Learners demonstrated some growth in ELA, but continue to struggle in Math. 12% of English Learners scored in SM or SE in ELA and 4% did so in Math. Students with Disabilities had 15% of students in SM or SE for ELA, and only 4% in Math. This data supports our #1 goal to demonstrate improvement in ELA and Math campus-wide, while targeting EL and Students with Disabilities student groups.</p> <p>Comparing 3rd quarter progress report data over the past three years, the number of students receiving D/Fs in English and Math has not added up to a 5% decrease. Those numbers continue to stay consistent over the past three</p>	<p>B. Expected Measurable Outcomes:</p> <p>A 5% increase for all students in Standard Exceeded/Standard Met for both ELA and Math</p> <p>A 5% increase for SWD students in SE/SM for both ELA and Math</p> <p>A 5% increase for EL students in SE/SM for both ELA and Math</p> <p>5% decrease in D/F for all students in ELA and Math</p>
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years when comparing the same grading period.

C. School-wide critical area/s for follow up addressed:

This goal aligns with "critical areas for follow-up" goal #2 from the 2011 WASC VC report. This goal discusses the need for, "rigorous and relevant curriculum for all students at all levels." The current draft of the 2017 WASC self-study lists "Critical Learner Needs" #1 as, "Raise level of academic achievement of subgroup students (EL, SPED) including critical thinking and analysis skills."

D. Strategy:

Site tutoring funds are directly targeting the need for improvement in math since ELA scores have shown such significant growth over the past two years. In addition, courses have been developed and implemented to support Students with Disabilities. The data pertaining to the efficacy of the Newcomers' Academy is under review as a result of concerns raised through California School Dashboard regarding EL progress.

Actions/Tasks		Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Targeted tutoring based upon student need - primarily math.	Mostly math department - some science and ELA	\$4,762.50 yearly - Site Tutoring	tracking numbers of students attending; D/F lists in Math classes; CAASPP results in Math	August - June
2.	One section of EL Lead. This teacher functions as a "case manager" to support EL students. The teacher is a liaison between other teachers - particularly ELA and Math - and the EL students who often struggle with self-advocacy. The teacher works with other teachers to ensure supports are in place to help prepare these students to meet the criteria for reclassification. EL Lead also monitors students' academic and language acquisition progress.	Teacher	\$24,000 District Funded Sections	D/F rates for EL population in Math and ELA	Year long
3.	Two sections of Sheltered Integrated Math I Readiness 1. Entry Criteria: Language learners who are below grade level in math. 2. Prioritized Instructional Goals: Identify and remediate each students' weaknesses in math. 3. Methods of Assessment: Diagnostic, Formative and Summative 4. Exit Criteria: Passing grade, prepared for Integrated Math I	Teacher	\$48,000 District Funded sections - LCAP	CAASPP Math data for EL students, as well as UC/CSU eligibility rates	August - June
4.	Two sections of ELD support. 1. English Learners 2. Prioritized Instructional Goals: Support for all classes through SDAIE strategies and foundational language skills 3. Methods of Assessment: Grades in other academic courses, CAASPP data for EL students; increase in ELPAC/LAS proficiency levels 4. Exit Criteria: Reclassification	Teachers	\$48,000 District Funded Sections - LCAP	CAASPP ELA data for EL students; CELDT redesignation	August - June

LCAP Goal:

SDUHSD LCAP Goal #3: Increase the level of "school connectedness" and "sense of safety" of pupils, staff, and parents.

School Goal 2

Increase the level of school connections and improved attendance schoolwide

LCAP Priority Area:

State Priority:

- 1-Basic Services
- 3-Parent Involvement
- 5-Pupil Engagement
- 6- School Climate

Targeted Pupil Student Group(s):

All students - particularly fostering connections for underrepresented populations such as EL and SWD.

A. Rationale:

2017 CHKS results show that 18% of students do not feel like they are a part of LCC, and 27% of students feel as though they do not do things that make a difference at their school. LCC's truancy rate (According to Education Code: A student, "who is absent from school without a valid excuse three full days in one school year or tardy or absent for more than a 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, shall be classified as a truant") for 2015-16 was 68% and chronic absenteeism (absent 10% or more of school days) stands at 12.1% for the 2016-17 school year. 32 suspensions were issued over the course of the 2016-17 school year.

B. Expected Measurable Outcomes:

- Based on internal survey data, a 5% decrease in the number of students who do not feel like they are a part of LCC
- Based on internal survey data, a 5% decrease in the number of students who feel as though they do not do things that make a difference at LCC.
- A 10% decrease in the number of students suspended out of school
- A 5% decrease in truancy rates

C. School-wide critical area/s for follow up addressed:

4. "The school needs to continue to find ways to foster ways to foster a culture of inclusion, so that all sub-groups are represented equally." In addition, the 2017 self-study "Critical Learner Need" #2 states, "Improve the culture of inclusion, school engagement, and character skills."

D. Strategy:

Addition of Academic Survival course to connect struggling students; formalizing of Friday Night and Saturday School; revision of school-wide assemblies/activities

Actions/Tasks		Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Revised assemblies and school-wide activities. Incorporation of more topical speakers to address student wellness concerns, and opportunities	Admin/ASB	N/A	Attendance during assemblies;	August through June

	for students to access information regarding ways to connect at school (Club fairs, demos). Partnership with outside agencies (Sandy Hook Promise and North County Lifeline) to provide specialized services to support socio-emotional wellness of students school wide.			participation rates of clubs	
2.	<p>Three sections of "Academic Survival"</p> <p>1. Entry Criteria: D/F data from middle schools, does not currently have Individualized Education Plan, identified through SST, counselor, teacher recommendation</p> <p>2. Prioritized Instructional Goals: Personalized support from staff allows for additional connections on campus; math-focused for most students - teacher is credentialed in math.</p> <p>3. Exit Criteria: Yearly assessment of grades and ability to access Integrated Math I / passing Integrated Math I Readiness</p>	teacher	\$72,000 - District Funded section	grade comparison year-over-year; attitudinal surveys of students	August through June
3.	Friday Night and Saturday Schools for students with excessive tardies and truancies	admin	N/A	Truancy rates	October through June

LCAP Goal:

SDUHSD LCAP Goal #4: All district graduates will be college and career ready.

School Goal 3

All LCCHS graduates will be college and career ready.

LCAP Priority Area:

State Priority:

4-Pupil Achievement

5-Pupil Engagement

7-Course Access

8- Other Pupil Outcomes

Targeted Pupil Student Group(s):

All students, with focus on English Learners and Students with Disabilities

A. Rationale:

According to Early Assessment Program (EAP) data, LCC went from 31% of students considered "not ready" for college in English in 2015-16 to 10% in 2016-17. In Math, the growth was less marked, but 1% more students were considered "college ready" than the previous year. UC/CSU eligibility rates among graduating seniors remained similar to previous years - consistently at 74%, and continues to be an area of need - particularly students with disabilities (11.5%) and EL students (0%). Graduation rates have remained similar year-over-year for overall population and targeted student groups. Overall graduation rates have remained strong, but graduation rates of EL and SWD are below expectations. These numbers are influenced by a number of factors, including SWD students who are not on a graduation track due to IEP, and EL students who come to LCC as Juniors or Seniors.

B. Expected Measurable Outcomes:

- 5% increase in percentage of students who scored in the "College Ready" range in math and ELA as measured by EAP
- 5% increase in percentage of EL students who scored in the "College Ready" range in math and ELA as measured by EAP
- 5% increase in percentage of students with disabilities who scored in the "College Ready" range in math and ELA as measured by EAP
- Increase UC/CSU eligibility rates for EL and SWD students
- Increase cohort graduation rates for EL and SWD students

C. School-wide critical area/s for follow up addressed:

2. "There is a need to increase ongoing rigorous and relevant curriculum for all students at all levels."

D. Strategy:

AVID I course to provide college-focused preparation for students in at-risk populations; professional development of teachers in preparation for IB programme and Professional Learning Communities; Sheltered Life Science to provide additional support in academic language acquisition, and support EL students in getting on

track for graduation

Actions/Tasks		Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Teacher release to supplement teacher PLC work (District Writing Benchmark, etc.) and professional development for teachers who will be offering IB courses in the 2018-19 school year	admin	\$18,750 - Formative Achievement Funds	IB courses offered in 2018-19; implementation of common assessments across all disciplines	August through June
2.	Counselors lead grade-level presentations on A-G requirements to ensure student understanding, as well as evening activities to support parents - particularly targeting EL population to assist in 4-year planning	counselors	N/A	UC/CSU eligibility rates; cohort graduation rates	August through June
3.	Two sections of AVID I. Entry Criteria: Average to high test scores; 2.0-3.5 GPA, college potential with support, desire and determination Prioritized Instructional Goals: College readiness Methods of Assessment: CAASPP/EAP/graduation data for AVID students Exit Criteria: Students remain in AVID throughout high school, with goal of 4-year college attendance	staff	\$48,000 district funded section	CAASPP/EAP/graduation data for AVID students	August through June
4.	One section of Sheltered Integrated Math I 1. Entry Criteria: Language learners who are below grade level in math. 2. Prioritized Instructional Goals: Identify and remediate each students' weaknesses in math. 3. Methods of Assessment: Diagnostic, Formative and Summative 4. Exit Criteria: Passing grade - fulfilling graduation requirement for math	staff	\$24,000 district funded section	Math D/F data for targeted students	August through June

LCAP Goal:
School Goal 4
LCAP Priority Area:
Targeted Pupil Student Group(s):

A. Rationale: | **B. Expected Measurable Outcomes:**
C. School-wide critical area/s for follow up addressed:

D. Strategy:

	Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.					

F. School Site Council Membership La Costa Canyon High School

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Korri Ball				X	
Julia Collins					X
Justin Conn			X		
Kristin Jenkins			X		
Caitlin Eichlin		X			
Katie Ellis		X			
Annie Files				X	
Scott Geier					X
Melissa Hernandez-Cyr			X		
Chad Hines					X
Julie Hnatek				X	
Christina Holland		X			
Bonnie Kraemer				X	
Bryan Marcus	X				
Crosby McQueen					X
Saralyn Miller				X	
Morgan Overman		X			
Katie Stapko		X			
Emily Steward		X			
Emily Medrano					X
Numbers of members of each category	1	6	3	5	5

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



La Costa Canyon High School
One Maverick Way
Carlsbad, CA 92009
Tel: (760) 436-6136
Fax: (760) 943-3539
Web: www.lchcs.com

Principal
Bryan Marcus

**San
Dieguito**
Union High School District

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

Superintendent
Eric R. Dill

As a member of the School Site Council at La Costa Canyon High School,
I approve the 2018-2019
Single Plan for Student Achievement

[Handwritten signatures in black ink on lined paper]
Chloe
Phil
Dion Jenkins
Emily Ann
Katal Stapko
Mel
Julie
Dana
Lynne
Sarah Miller
Catherine
Caitlin
Hanna
Christina

[Handwritten signatures in blue ink on lined paper]
Bryan Marcus
B.R.K.
Annie Files

**Form G. Budget 2017-18
 La Costa Canyon High School**

State/Federal Categorical Program	Allocation
Site LCFF Supplemental Funding - Site Formative/Achievement Funds	\$18,750.00
Site LCFF Supplemental Funding - Site Tutoring Funds	\$4,762.50
Site LCFF Supplemental Funding – District Funded Sections (non-formula)	\$264,000.00
Title I Funds XDoes Not Apply	\$0.00
Total	\$287,512

Appendix A. Student Performance Data

Section 1: Enrollment

Table 1.1 Site enrollment trends with Student Group breakdown

	2015-16		2016-17		2017-18	
	#	%	#	%	#	%
Total enrollment	1,894	-	1,919		1,935	100.0%
Black or African American	21	1.1%	19	1.0%	17	0.88%
American Indian or Alaska Native	6	0.3%	6	0.3%	4	0.21%
Asian	83	4.4%	82	4.3%	66	3.41%
Filipino	24	1.3%	23	1.2%	19	0.98%
Hispanic or Latino	284	15.0%	296	15.4%	309	15.97%
Native Hawaiian or Pacific Islander	6	0.3%	7	0.4%	6	0.31%
White	1,432	75.6%	1,449	75.5%	1454	75.14%
Two or More Races	0	0.0%	0	0.0%	0	0%
Socioeconomically Disadvantaged	183	9.7%		%		%
English Learners	98	5.2%		%		%
Students with Disabilities	275	14.5%		%		%
Foster Youth		%		%		%

Conclusions indicated from this data:

1. While we have seen some growth in the Hispanic/Latino population, demographics have remained relatively the same over the past few years.

Section 2: Student Achievement Indicators

Table 2.1 Percent of 11th grade students tested who scored in the Standard Met to Standard Exceeded range in ELA

	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
2016-17	78	85	72	13	24	37
2015-16	69	73	50	0	23	32
2014-15	61	64	40	13	11	28

Source: California Department of Education, <https://caaspp.cde.ca.gov/>

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	474	471	423	455	458	404	450	457	403	96.0	97.2	95.5
All Grades	474	471	423	455	458	404	450	457	403	96.0	97.2	95.5

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2602.1	2624.1	2644.8	25	33	40.94	36	36	36.97	21	20	11.91	17	11	10.17
All Grades	N/A	N/A	N/A	25	33	40.94	36	36	36.97	21	20	11.91	17	11	10.17

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	36	39	47.26	47	47	40.55	17	14	12.19
All Grades	36	39	47.26	47	47	40.55	17	14	12.19

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	32	42	51.99	46	43	35.07	20	16	12.94
All Grades	32	42	51.99	46	43	35.07	20	16	12.94

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	21	26	35.32	60	63	56.47	18	10	8.21
All Grades	21	26	35.32	60	63	56.47	18	10	8.21

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	36	41	49.00	48	50	40.80	16	9	10.20
All Grades	36	41	49.00	48	50	40.80	16	9	10.20

Conclusions based on this data:	
1.	Only 17% of our students scored in the "Standards Not Met" category, which is below the county average. Achievement was fairly consistent across the four claims of Reading, Writing, Listening, and Research/Inquiry.
2.	61% of students tested scored in the "Standards Exceeded" and "Standards Met" category. This is below the district average of 76% and just above the county average of 60%. Teachers and administration will review results to make adjustments to instruction and curriculum as necessary.

III School and Student Performance Data

Table 2.2 Percent of 11th grade students tested who scored in the Standard Met to Standard Exceeded range in math

	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
2016-17	56	62	39	6	6	15
2015-16	56	59	40	5	8	16
2014-15	54	57	25	6	7	14

Source: California Department of Education, <https://caaspp.cde.ca.gov/>

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	474	471	423	456	457	405	454	456	405	96.2	97	95.7
All Grades	474	471	423	456	457	405	454	456	405	96.2	97	95.7

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2623.7	2632.1	2625.3	24	26	25.19	30	30	30.86	22	24	21.73	24	20	22.22
All Grades	N/A	N/A	N/A	24	26	25.19	30	30	30.86	22	24	21.73	24	20	22.22

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	41	42	40.35	34	33	32.67	26	25	26.98
All Grades	41	42	40.35	34	33	32.67	26	25	26.98

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	25	27	25.25	55	52	49.26	20	21	25.50
All Grades	25	27	25.25	55	52	49.26	20	21	25.50

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	29	32	33.58	54	55	50.37	17	13	16.05
All Grades	29	32	33.58	54	55	50.37	17	13	16.05

Conclusions based on this data:	
1.	"Concepts and procedures" were an area of relative strength during this first baseline year of CAASPP results as evidenced by having the highest number of students scoring in the "Above Standard" range (41%) of the three claim areas.
2.	We have significant areas for growth in "Problem Solving" and "Communicating Reasoning." These areas are primarily tested through performance tasks, so student exposure to our integrated math model should continue to improve those results. All math courses at LCC need to provide students the opportunity to explore performance tasks.
3.	54% of students scored in the "Standard Exceeded" and "Standard Met" categories combined. Countywide, the commensurate percentage was 60, and the district was 76%.

Section 3: School Climate Indicators

Table 3.1 Truancy rates

	2013-14	2014-15	2015-16
All Students	58.31	65.85	68.38

Conclusions indicated from this data:

1. Truancy rates increased markedly a few years ago.

Table 3.2 Chronic Absenteeism Rates by Ethnicity and Student Group

	2016-17
All Students	12.1
Black or African American	9.5
American Indian or Alaska Native	*
Asian	9.6
Filipino	13.0
Hispanic or Latino	17.1
Native Hawaiian or Pacific Islander	*
White	11.1
Two or More Races	2.8
Socioeconomically Disadvantaged	25.3
English Learners	25.4
Students with Disabilities	24.1
Foster Youth	*

Conclusions indicated from this data:

1. EL, SED, and SWD all have chronic absentee rates that are well beyond their peer groups. These are the same groups who continue to fall behind on assessment data as well.

Table 3.3 Suspension Data

	2014-15	2015-16	2016-17
Cumulative Enrollment	2085	1,964	1,983
Total Suspensions	34	42	69
Unduplicated Count of Students Suspended	29	31	59
Suspension rate	1.4%	1.60%	3.00%
Percent of Students Suspended with One Suspension	86.2%	80.60%	86.40%
Percent of Students Suspended with Multiple Suspensions	13.8%	19.40%	13.60%

Conclusions indicated from this data:

1. Total suspensions are on a significant upward trend.

Table 3.4 Suspension Rate by Ethnicity and Student Group

	2014-15	2015-16	2016-17
All Students	2.20%	1.60%	3.00%
Black or African American	0.00%	11.10%	4.80%
American Indian or Alaska Native	0.00%	*	*
Asian	0.00%	1.20%	1.20%
Filipino	0.00%	0.00%	0.00%
Hispanic or Latino	3.70%	1.90%	2.10%
Native Hawaiian or Pacific Islander	*	*	*
White	1.10%	1.40%	3.30%
Two or More Races	0.00%	0.00%	2.80%
Socioeconomically Disadvantaged	5.0%	4.3%	3.4%
English Learners	9.2	5.3	0
Students with Disabilities	4.6	5.5	6.5
Foster Youth	0.0%	0.0%	0.0%

Conclusions indicated from this data:

1. The overall rate is the most significant concern in the area of suspensions.

Table 3.5 Expulsion Data

	2014-15	2015-16	2016-17
Cumulative Enrollment	2085	1,964	1,983
Total Expulsions	1	1	3
Unduplicated Count of Students Expelled	1	2	6
Expulsion rate	0.13%	0.10%	0.30%

Conclusions indicated from this data:

1. Expulsions continue to be at very low numbers, despite some growth

Table 3.6 Expulsion Rate by Ethnicity and Student Group

	2014-15	2015-16	2016-17
All Students	0.13%	0.10%	0.30%
Black or African American	0.00%	0.00%	0.00%
American Indian or Alaska Native	0.00%	*	*
Asian	0.00%	0.00%	0.00%
Filipino	0.00%	0.00%	0.00%
Hispanic or Latino	0.00%	0.32%	0.61%
Native Hawaiian or Pacific Islander	*	*	*
White	0.00%	0.07%	0.27%
Two or More Races	0.00%	0.00%	0.00%
Socioeconomically Disadvantaged	*	*	0.00%
English Learners	*	*	0.06
Students with Disabilities	*	*	0.72%
Foster Youth	*	*	0.00%

Conclusions indicated from this data:

1. No significant changes

Table 3.7 Cohort Dropout Rate by Student Group

	2013-14	2014-15	2015-16
All Students	2.1	2.5	3.6
Hispanic or Latino of Any Race	9.6	7.1	21.5
Asian, Not Hispanic	0.0	3.3	0.0
Filipino, Not Hispanic	0.0	0.0	0.0
African American, Not Hispanic	0.0	0.0	0.0
White, Not Hispanic	0.8	1.7	0.8
Two or More Races, Not Hispanic	0.0	0.0	0.0
Socioeconomically Disadvantaged	9.9	5.4	18.4
English Learners	24	15.6	39.4
Students with Disabilities	8.6	4.8	3.3
Migrant Education	40	0.0	42.9

Conclusions indicated from this data:
1. The dropout rate for EL students in 2015-16 can be attributed to a large number of 12th graders with who were newcomers. This data reflects a need to more effectively partner with Mira Costa to ensure support for EL students after high school.

Section 4: Progress Monitoring of English Learners
California English Language Development (CELDT) Data

Table 4. 1 CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9	4	9	8	19	27	25	42	36	25	23		17	12	27	25
10	17	13		42	42	23	13	17	31	25	13	15	4	17	31
11	20	11		13	11	39	13	44	30	13	22	17	40	11	13
12	16	6	8	47	25	13	5	6	25	11	25	33	21	38	21
Total	13	10	4	31	28	25	20	25	28	19	16	22	17	22	21

Conclusions based on this data:

- The number of students at beginning and intermediate levels is on an upward trend, while fewer students are at Advanced and Early Advanced levels.

Table 4.1 Enrollment by English Language Acquisition Status

	English Only	Initial Fluent English Proficient	English Learner	Reclassified Fluent English Proficient	To Be Determined	Total
2017-18	87.1%	2.5%	5.1%	5.3%	0.0%	1,935
2016-17	86.60%	2.90%	5.60%	5.00%	0.00%	1,919
2015-16	87.00%	3.40%	5.20%	4.50%	0.00%	1,894

Conclusions indicated from this data:

- No significant shifts

Table 4.2 English Learner Enrollment by Years in English Language Development Programs

	English Learners			EL 4+ Years Not At-Risk or LTEL	Reclassified Fluent English Proficient	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years			
2017-18	41	3	35	19	103	201
2016-17	44	8	32	24	95	203
2015-16	34	4	44	16	85	183

* Long-Term English Learners (LTEL)

Table 4.3 2017-18 English Learner Enrollment by Years in English Language Development Programs by Grade

	English Learners			EL 4+ Years Not At-Risk or LTEL	Reclassified Fluent English Proficient	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years			
9	5	0	1	8	22	36

10	10	0	9	2	22	43
11	11	1	12	0	35	59
12	15	2	13	2	22	54

* Long-Term English Learners (LTEL)

Conclusions indicated from this data:

1. No significant shifts

Table 4.4 Reclassification (RFEP) Counts and Rates

	2015-16	2016-17	2017-18
Number and percent of EL students Redesignated to Fluent English Proficient (RFEP)	7.5%	7.9%	7.8%

Conclusions indicated from this data:

1. Consistent data

Section 5: College and Career Readiness Indicators

Table 5.1 Early Assessment Program (EAP) ELA Results by Student Group

	All Students			English Learners			Socioeconomically disadvantaged			Special Education		
	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready
2016-17	42	37	21	0	8	92	0	17	83	2	22	76
2015-16	33	36	31	0	0	100	8	24	68	5	18	77
2014-15	25	36	39	0	13	87	5	23	72	0	11	89

Source: California Department of Education, <https://caaspp.cde.ca.gov/>
CAASPP ELA Performance Levels and Corresponding EAP Results listed below:
Standard Exceeded (Level 4) = "College Ready"
Standard Met (Level 3) = "Conditionally Ready"
Standard Nearly Met (Level 2) = "Not Ready"
Standard Not Met (Level 1) = "Not Ready"

Conclusions indicated from this data:

1. "All students" EAP results for ELA is a bright spot. The decrease in "Not Ready" over the past two years is substantial.
2. Students with Disabilities have seen significant growth over the past two years.
3. Socioeconomically Disadvantaged students demonstrate have seen the most significant drops in results. There is a significant crossover with English Learners.

Table 5.2 Early Assessment Program (EAP) Math results by subgroup

	All Students			English Learners			Socioeconomically disadvantaged			Special Education		
	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready
2016-17	26	30	44	3	0	97	0	6	94	0	6	94
2015-16	26	30	44	0	5	95	10	6	84	3	5	92
2014-15	24	30	46	0	6	94	7	7	86	0	7	93

Source: California Department of Education, <https://caaspp.cde.ca.gov/>
CAASPP Math Performance Levels and Corresponding EAP Results listed below:
Standard Exceeded (Level 4) = "College Ready"
Standard Met (Level 3) = "Conditionally Ready"
Standard Nearly Met (Level 2) = "Not Ready"
Standard Not Met (Level 1) = "Not Ready"

Conclusions indicated from this data:

1. There has been less overall movement in Math vs. ELA.
2. Socioeconomically Disadvantaged students experienced a drop in Math, much like ELA.

Table 5.3 Advanced Placement Exam results

	2014-15	2015-16	2016-17
Percent of exams with a score of 3+ (passing)	73%	75%	75
Number of tests taken	1,722	1,344	1259
Number of testers	721	591	579
Average number of tests per student	2.4	2.3	2.2

Source: College Board School Summary Report

Conclusions indicated from this data:

1. There are fewer overall students taking AP exams recently, and each student is taking fewer exams on average.

Table 5.4 SAT Report

Year	Enrollment 12	Number Tested	Average Score: Reading	Average Score: Math	Average Score: Writing	Number of Scores >=1500	Percent of Scores >=1500
2015-16	470	293	540	570	548	205	69.97%
2014-15	537	357	542	574	542	264	73.95%
2013-14	478	302	552	573	553	231	76.49%

Table 5.5 ACT Report

Year	Enrollment 12	Number Tested	Average Score: Reading	Average Score: Math	Average Score: Writing	Number of Scores >=1500	Percent of Scores >=1500
2015-16	470	309	25	25	26	255	82.52%
2014-15	537	307	26	26	26	270	87.95%
2013-14	478	271	25	26	26	230	84.87%

Conclusions indicated from this data:

1. ACT and SAT average scores have stayed relatively similar.
2. Percent of scores > 1500 continue to decrease each year.

Table 5.5 UC/CSU eligibility Rates by Ethnicity and Student Group

	2014-15	2015-16	2016-17
All students	75.40%	72.60%	71.90%
Black or African American	50.00%	60.00%	83.30%
American Indian or Alaska Native	100.00%	100.00%	33.30%
Asian	89.30%	77.80%	84.60%
Filipino	100.00%	62.50%	66.70%
Hispanic or Latino	58.30%	35.60%	60.30%
Native Hawaiian or Pacific Islander	66.70%	0.00%	50.00%
White	76.90%	77.70%	73.60%
Two or More Races	100.00%	55.60%	33.30%
Socioeconomically Disadvantaged	51.80%	41.90%	47.30%
English Learners	0.00%	0.00%	0.00%
Students with Disabilities	*	*	
Foster Youth			

Conclusions indicated from this data:

1. Overall UC/CSU eligibility rates have seen a decline over the past three years.
2. Some subgroups have exceptionally small sample sizes.

Table 5.6 Cohort Graduation Rates by Ethnicity and Student Group

	2014-15	2015-16	2016-17
All students	95.6	94.0	
Black or African American	100.0	100.0	
American Indian or Alaska Native	100.0	100.0	
Asian	93.3	94.7	
Filipino	100.0	100.0	
Hispanic or Latino	87.1	69.2	
Native Hawaiian or Pacific Islander	100.0	0.0	
White	97.1	98.1	
Two or More Races	100.0	100.0	
Socioeconomically Disadvantaged	88.2	72.4	
English Learners	71.9	42.4	
Students with Disabilities	79.4	83.6	
Foster Youth			

Conclusions indicated from this data:
1. The precipitous drop for EL students in graduation is attributed to a population of less than 40 students. Many of these students came to LCC as Juniors or Seniors with little to no experience with English.
2. The drop for Socioeconomically disadvantaged students coincides with drop for EL students.

Table 5.7 2016-17 Advanced Placement (AP) Course Enrollment

Subject	Courses Taught	Number of Courses Meeting UC/CSU Entrance Requirements	Female Enrollment	Male Enrollment	Total Course Enrollment
Art	4	4	102	24	126
English Language Arts	4	4	207	108	315
History/Social Science	23	23	472	404	876
Mathematics	5	5	92	85	177
Science	7	7	93	104	197

Conclusions indicated from this data:
1. Female students are taking far more AP courses overall.

Table 5.8 Advanced Placement (AP) Total Course Enrollment

Subject	2014-15	2015-16	2016-17
Art	138	125	126
English Language Arts	445	386	315
History/Social Science	844	766	876
Mathematics	196	137	177
Science	287	229	197

Conclusions indicated from this data:

1. The total number of students in AP courses has steadily decreased over the past three years.

Table 5.9 2016-17 Career Technical Education (CTE) Course Enrollment

Subject	Courses Taught	Number of Courses Meeting UC/CSU Entrance Requirements	Female Enrollment	Male Enrollment	Total Course Enrollment
Arts, Media, and Entertainment	12	10	148	280	428
Building and Construction Trades					
Business and Finance	7	1	45	69	114
Education, Child Development, and Family Services	2	2	45	4	49
Health Science and Medical Technology	2	2	40	25	65
Hospitality, Tourism, and Recreation	7	6	136	161	297
Information and Communication Technologies	4	2	14	97	111
Manufacturing and Product Development	3	2	36	83	119
Marketing, Sales, and Service	10	5	81	192	273
Transportation					

Conclusions indicated from this data:

1. LCC continues to provide diverse offerings for CTE courses.

Table 6.0 Career Technical Education (CTE) Total Course Enrollment

Subject	2014-15	2015-16	2016-17
Arts, Media, and Entertainment	427	336	428
Building and Construction Trades			
Business and Finance	61	78	114
Education, Child Development, and Family Services	42	46	49
Health Science and Medical Technology			65
Hospitality, Tourism, and Recreation	164	169	297
Information and Communication Technologies			111
Manufacturing and Product Development		53	119
Marketing, Sales, and Service	76	155	273
Transportation			

Conclusions indicated from this data:

1. The number of students in CTE courses continues to grow, as students in AP courses continue to shrink.



The Single Plan for Student Achievement

School: Oak Crest Middle School
District: San Dieguito Union High School District
County-District School (CDS) Code): 37-68346-6059737
Principal: Brieahna Weatherford
Date of this revision: May 26, 2018

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Brieahna Weatherford
Position: Principal
Telephone Number: (760) 753-6241
Address: 675 Balour Drive
Encinitas, CA 92024
E-mail Address: brieahna.weatherford@sduhsd.net

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

**A. School Site Information
 Oak Crest Middle School**

Vision Statement:

Oak Crest Middle School will offer high quality education, focusing on social, emotional, and academic enrichment and growth for all students.

Oak Crest Middle School Believes:

- that a caring atmosphere allows all students, parents, and staff to feel valued, welcomed, and safe.
- that focusing on the needs of all students results in maximizing their academic, social, and emotional growth.
- that professionalism, including collaboration, of all members of the school community leads to a positive learning environment.
- the diversity of our school community strengthens all aspects of school life.
- that all students will be challenged to meet high standards with the expectation of academic excellence.

Mission Statement:

Oak Crest Middle School is a learning community which nurtures the individual, promotes academic rigor for future success in high school and beyond, provides varied opportunities for success and academic intervention, values excellence, and celebrates student academic, social, and emotional growth. Oak Crest Middle School's dynamic staff focuses on providing all students with high-quality instruction, based on challenging curriculum, in a safe, supportive environment, to best prepare students for their futures. We provide our students opportunities for adult-student connections (homeroom), and a unique schedule, based upon semester long elective class offerings, allowing students more choice when it comes to elective classes throughout the school year. Oak Crest Middle School is the only middle school in the district to earn a Gold Ribbon Award and continues to focus on the success of all students for the future.

School Profile: (include site demographics, remedial and advanced course enrollments, local measures of performance, special programs)

Oak Crest Middle School currently serves 708 students including the following breakdown:
 Total students for the 2017-2018 school year: 708
 7th grade:354
 8th grade: 354
 Female: 341
 Male: 367

The school's enrollment number continues to grow annually, with an increase of 16 students from the 2016-2017 to the 2017-2018 school year.

The school's student breakdown by student Ethnicity/Race continues to grow consistently with enrollment numbers, including the following:

2017-2018 school year
 470 students reported being of non-Hispanic ethnicity/race
 184 students reported being of Hispanic ethnicity/race

2016-2017 school year
 467 students reported being of non-Hispanic ethnicity/race
 167 students reported being of Hispanic ethnicity/race

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 on student learning.

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 employees to provide early notice of their retirement in order for the District to hire early for the next school year.

In addition to student academics, Oak Crest Middle School also provides student opportunities for social and emotional growth by setting high expectations for student achievement, providing comprehensive support systems for all students, and offering a variety of enrichment programs for student exploration. Each teacher not only focuses on teaching the essential standards for their specific subject area and/or course but also provides a nurturing student experience, preparing students for both the transition to and from middle school.

OCMS offers a language arts program that is aligned with the California State Standards (CSS). Grade level and honors English courses are available to all students, as well as ELA intervention courses to best support specific student populations. Additionally, Oak Crest offers support programs during lunch and after school. Students in need of reading remediation utilize the Read 180 program with the support of specially trained teachers.

Our math curriculum is CSS-aligned, and we have adopted an integrated approach to math. Our students have multiple levels of math accessible to them based on their needs. Oak Crest offers below and at-grade level math courses and honors courses. OCMS also offers the opportunity for incoming 7th-grade students to accelerate to an 8th-grade level math course if the student qualifies, by earning a passing score on an Integrated Math Readiness test. Students at risk of slipping below grade level have access to math skills support classes. Additional math support is available to all students before and after school. All three levels of math courses at OCMS use an integrated approach to conceptually teaching math. The below grade level and support math classes utilize online curriculum to help meet the students' math needs, including the personalized, remediation program ST Math.

Oak Crest uses the district-adopted science curriculum as we transition to the Next Generation Science Standards, NGSS. Both grade-level courses offer hands-on, lab-based activities using technology in a structured environment that builds content knowledge and skills.

Our social science program is aligned with the California Social Studies Framework which includes literacy standards outlined in the California State Standards. No matter the content area of focus, all students will be developing critical thinking and problem-solving skills in order to be best prepared for career, college, and civic life.

Oak Crest offers a wide range of academic supports for our English Language Learner (EL) population. Teachers in these programs are all either bilingual or CLAD certified and committed to supporting the acquisition of the English language. We also assign qualified, trained, college student tutors to assist in the classrooms to provide an additional layer of support to our EL students. For Long-Term English Learners (LTEL), we offer an Academic Literacy class geared toward vocabulary acquisition and reading skills.

Students with Individualized Educational Plans are supported through a wide range of levels of support to facilitate individual needs including team teaching in mainstreamed classes, fundamental classes in math and English, and special-day programs. Oak Crest boasts a team of five full-time teachers supported by instructional assistants who provide the support necessary for students with special needs to succeed. An on-site speech & language therapist and psychologist are also part of the OCMS SPED team.

OCMS also offers a wide variety of elective courses. From academic courses such as Spanish I and II, to creative classes such as art and cartooning/animation, students have opportunities to experience and learn new skills while broadening their perspectives.

Oak Crest's PE department promotes the students' physical development while exploring passions and interests. Our general PE course differs from the typical traditional PE course as it integrates a diverse array of units into its curriculum. For example, students learn about other cultures through dance units and take advantage of current affairs, such as the

Olympics, by participating in activities that mirror those events.

We provide opportunities for students to grow socially and emotionally with the initiation and facilitation of over twenty clubs, based on student interest. We utilize a character program to help our students develop traits such as responsibility and compassion. We recognize academic and character achievement on a monthly and quarterly basis with restaurant gift certificates, theme days, and other celebrations.

Oak Crest benefits from an active Parent Foundation. This group, supported by donations from our parent population, helps support academic and enrichment programs such as STEM, Lego robotics, and math technology.

Currently, OCMS operates Title I schoolwide program. A schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school; its primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards. Schoolwide programs allow staff in schools with high concentrations of students from low-income families to redesign their entire educational program to serve all students. The emphasis in schoolwide program schools is on serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve a common goal. Schoolwide programs maximize the impact of Title I. The adoption of this strategy has provided Oak Crest Middle School with the opportunity to focus on an ongoing, comprehensive plan for school improvement that is owned by the entire school community and tailored to its unique needs.

B. School and Student Performance Data

See Appendix A for multi-year student performance data tables

Student Performance Summary (conclusions from analysis of student performance data, identify and prioritize the site needs to drive goals)

After analyzing multiple measures of student achievement and school climate which include; state test scores, Healthy Kids survey results, attendance data, grades, course enrollment data we identified the following as target/priority areas:

1. Increase student achievement for all students in math and English language arts with a focus on accelerating outcomes for students with disabilities and English Learners.

SBAC scores:

Continued tracking of data from the 15-16 and 16-17 SBAC assessments represent specific areas of student growth and success. For example, rates for all students exceeding standard expectations on the math assessment grew from 39% in 15-16 to 42.16% in the 16-17 school year. Additionally, students whose scores nearly met or did not meet performance standards declined from 36% in 15-16 to 35.21% in 16-17. Students with disabilities increased scores from 4% to 7.23% in exceeding standards and declined for standard not met from 60% in 15-16 to 51.81% in 16-17. For our English Learners, growth on the math assessment was seen with a rise from 8% of students exceeding or meeting standards in 15-16, to 12.76% in 16-17.

Rates for all students exceeding performance standards on the English Language Arts assessment declined from 78% in 15-16 to 74.89% in the 16-17 school year. Additionally, students whose scores nearly met or did not meet performance standards increased from 23% in 15-16 to 25.11% in 16-17. Students with disabilities increased scores from 3% to 7.14% in exceeding standards and declined for standard not met from 37% in 15-16 to 32.14% in 16-17. For our English Learners, there was a decline in the English Language Arts assessment from 13% of students exceeding or meeting standards in 15-16, to 10.87% in 16-17.

However, in 16-17, 28.57% of students with disabilities and 10.87% of English Language Learners scored in the Standard Met and Exceeded range in English Language Arts. Additionally, in math, 20.48% of students with disabilities and 12.76% of English Language Learners scored in the Standard Met and Exceeded range.

This data shows that all student subgroups at OCMS continue to make annual progress on students exceeding and/or meeting standard expectations in math. For English Language Arts, this data shows that there was a decline in all students exceeding standards and with English Learners exceeding and/or meeting standards.

Grades:

OCMS reviews D/F data every 9 weeks. 2017-18 grade data reflects a decrease of 19 students during the fall semester, in the number of students on the D/F list.

2016-17 # of students with D/F grades

Fall 1st semester progress: 188 (123 at final grading period)

Spring 1st semester progress: 191 (120 at final grading period)

Total for Year: 243

2017-18 # of students with D/F grades

Fall 1st semester progress: 149 (104 at final grading period)

Spring 1st semester progress: 268 (TBD at final grading period, estimated 101 based on past data)

Total for Year: TBD (estimated 205 based on past data)

Course enrollment data:

2017-18 course enrollment data reflects that enrollment in below grade level or support math (Math Essentials) and English Language Arts (Read 180, Reading Support) courses has increased by 41 students when compared to prior year. Included in this increase is the addition of 2 sections; one of Math A and Math B Essentials courses.

2016-2017

Math A Essentials 25 students

Math B Essentials 28 students

Math Skills 7th 16 students

Math Skills 8th 16 students

Academic Literacy 10 students

ELD Support 9 students

Reading 28 students

Academic Lab 18 students

Total: 150 students

2017-2018

Math A Essentials 49 students

Math B Essentials 41 students

Math Skills 7th 17 students

Math Skills 8th 15 students

Academic Literacy 9 students

ELD Support 9 students

Reading 35 students

Academic Lab 16 students

Total: 191 students

2. Increase the positive school climate and culture at OCMS.

The 2017 California Healthy Kids Survey data showed:

71.6% of our students feel part of the school (+9.6% when compared to 2015 results)

93.4% of our students who feel that an adult cares about them (+2.3% when compared to 2015 results)

81% of students who feel safe at school. (+10% when compared to 2015 results)

The 2018 OCMS School Internal Climate Survey showed:

94.5% of students surveyed (617 total respondents) have a trusted adult in their life.

59.8% of students surveyed (617 total respondents) reported to having a trusted adult at OCMS (21.2% of the respondents said they "were not sure.").

54.8% of students surveyed reported that their trusted adult on campus is a teacher.

48.5% of students surveyed reported that their trusted adult on campus is a counselor.

34.2% of students surveyed reported that their trusted adult on campus is an administrator (principal or assistant principal).

90.4% of students surveyed reported that their trusted adult outside of school is their parent(s).

55.3% of students surveyed reported that their trusted adult outside of school is an extended family member.

Students survey reported the following top three reasons an individual was selected as a trusted adult:

85.7% selected because he/she can be trusted.

84.3% selected because he/she cares about me.

75% selected because he/she listens to me.

Attendance

2015-16 Truancy rate (most recent published) is 52.54% which represent an increase of 14.56% when compared to prior year.

It is important to note that per Education Code Section 48260, a truant is defined as "a pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without a valid excuse three full days in one school year or tardy or absent for more than a 30 minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, shall be classified as a truant." Excused absences and tardies are not reflected in the CDE reported Truancy rates.

Multiyear local attendance data reflects a consistent chronic absenteeism rate of approximately 6% for all students.

Discipline data

2016-17 (most recent published) suspension rate is 3.7% (27 students) which represent a consistent rate (however 2 less students suspended based on enrollment numbers) when compared to prior year.

Middle School drop out rate

OCMS has maintained a 0% drop out rate over the last 4 years reviewed.

C. Involvement Process

Involvement Process:

How was the SSC and site leadership involved in development of the plan?

Site leadership from Oak Crest Middle School, comprised of administrators, counselor, department chairs, and program coordinators, analyzed multi-year data trends related to student achievement and school climate. With input from this team, the School Site Council (SSC) then read, edited, and re-worked site goals and action steps. During SSC meetings and discussions in the spring of 2016 and fall of 2017, the team provided input on the feasibility of achievement goals, action steps to increase student connectedness, and decided on site-wide focus to accomplish the goals.

The OCMS School Site Council reviewed the final draft of the SPSA and gathered feedback from ELAC via our site representative and ELAC meeting group on 4/3/18. SSC approved OCMS SPSA on 4/3/2018.

**D. Summary of Progress Made on 2017-2018 Goals
 Oak Crest Middle School**

School Goal 1
 Annual increase in student achievement for all students in English Language Arts focus on accelerating student learning outcomes for target subgroups including English Learners, low income pupils and students with disabilities.
LCAP Priority Area:
 4 and 5
Targeted Pupil Student Group(s):
 SES, ELL, SPED

A. Actual Measurable Outcomes:
 SABC results Change Over Time Report from CDE (7th grade 2016 results compared to 8th grade 2017 results):
 Percent of students who scored in the Standard Met/Exceeded range each year:

 All students:
 ELA
 Rates for all students exceeding performance standards on the English Language Arts assessment declined from 78% in 15-16 to 74.89% in the 16-17 school year. Additionally, students whose scores nearly met or did not meet performance standards increased from 23% in 15-16 to 25.11% in 16-17.

 Students with Disabilities and English Language Learners:
 ELA
 Students with disabilities increased scores from 3% to 7.14% in exceeding standards and declined for standard not met from 37% in 15-16 to 32.14% in 16-17. For our English Learners, there was a decline in the English Language Arts assessment from 13% of students exceeding or meeting standards in 15-16, to 10.87% in 16-17.

 However, in 16-17, 28.57% of students with disabilities and 10.87% of English Language Learners scored in the Standard Met and Exceeded range in English Language Arts. Additionally, in math, 20.48% of students with disabilities and 12.76% of English Language Learners scored in the Standard Met and Exceeded range.

B. Summary of Progress:

 For English Language Arts, this data shows that there was a decline in all students exceeding standards and with English Learners exceeding and/or meeting standards.

 Based on the review and analysis of SBAC results for the students who were assessed in 7th grade (2016) and 8th grade (2017) at OCMS, the percentage of students scoring in the Standard Met/Exceeded range decreased for all student groups. Additionally, there was an increase in the number of D/F grades earned by students in ELA.

 This data indicates that the implemented actions and services outlined in the 2017-18 plan were not effective in increasing student scores at OCMS. It is important to note that the standards assessed are different in 7th and 8th-grade years as well as the parameter for scoring in the standard Met/Exceeded range differ for 7th and 8th grade.

 However, overall site results show consistent, sustainable growth for all students and targeted student groups. Additionally, OCMS continues to outperform county and state averages.

Economically Disadvantaged Students

ELA

7th grade 2016 results= 53%

8th grade 2017 results= 50.75% (-2.25%)

2017-18 grade/report card data:

The number of students earning D and F grades increased by 16 students 2nd semester when compared to 1st semester (first 9-week progress report).

2017-18 # of students with D/F grades for ELA

1st sem progress: 36

2nd sem progress: 52

C. Relevance:

We did not meet this goal.

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

We will continue to provide intervention/support class in English for all students and targeted student groups.

This goal will be re-developed and separated to address ELA progress towards increasing overall student achievement. Growth targets will be adjusted to track the percentage of students meeting or exceeding standards on SBAC tests.

School Goal 2

Annual increase in student achievement for all students in math with focus on accelerating student learning outcomes for target subgroups including English Learners, low income pupils and students with disabilities.

LCAP Priority Area:

1, 2, 4, 7

Targeted Pupil Student Group(s):

SES, ELL, SPED

A. Actual Measurable Outcomes:

SABC results Change Over Time Report from CDE (7th grade 2016 results compared to 8th grade 2017 results):
 Percent of students who scored in the Standard Met/Exceeded range each year:

All students:

Math

Rates for all students exceeding standard expectations on the math assessment grew from 39% in 15-16 to 42.16% in the 16-17 school year. Additionally, students whose scores nearly met or did not meet performance standards declined from 36% in 15-16 to 35.21% in 16-17.

Students with Disabilities and English Language Learners:

Math

Students with disabilities increased scores from 4% to 7.23% in exceeding standards and declined for standard not met from 60% in 15-16 to 51.81% in 16-17. For our English Learners, growth on the math assessment was seen with a rise from 8% of students exceeding or meeting standards in 15-16, to 12.76% in 16-17.

2017-18 grade/report card data:

The number of students earning D and F grades increased by 83 students 2nd semester when compared to 1st semester (first 9-week progress report).

2016-17 # of students with D/F grades for Math

1st sem.: 51

2nd sem.: 134

B. Summary of Progress:

This data shows that all student subgroups at OCMS continue to make annual progress on students exceeding and/or meeting standard expectations in math.

Based on the review and analysis of SBAC results for the students who were assessed in 7th grade (2016) and 8th grade (2017) at OCMS, the percentage of students scoring in the Standard Met/Exceeded range increased for all student groups. However, there was an increase in the number of D/F grades earned by students in math.

This data indicates that the implemented actions and services outlined in the 2017-18 plan were not effective in increasing student scores at OCMS. It is important to note that the standards assessed are different in 7th and 8th grade years as well as the parameter for scoring in the standard Met/Exceeded range differ for 7th and 8th grade.

However, overall site results show consistent, sustainable growth for all students and targeted student groups. Additionally, OCMS continues to outperform county and state averages.

C. Relevance:

No, we did not meet the goal.

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

We will continue to provide intervention/support class in math for all students and targeted student groups as well as tutoring support during, before/after the school day.

This goal will be re-developed and separated from goal 1 to address increasing overall student achievement in math. Growth targets will be adjusted to track the percentage of students meeting or exceeding standards on SBAC tests.

School Goal 3

OCMS will increase the level of “school connectedness” and "sense of safety" for students.

LCAP Priority Area:

1, 3, 5, 6

Targeted Pupil Student Group(s):

All

A. Actual Measurable Outcomes:

2017 California Healthy Kids Survey data:
 71.6% of our students feel part of the school (+9.6% when compared to 2015 results)
 93.4% of our students who feel that an adult cares about them (+2.3% when compared to 2015 results)
 81% of students who feel safe at school. (+10% when compared to 2015 results)

The 2018 OCMS School Internal Climate Survey showed:
 94.5% of students surveyed (617 total respondents) have a trusted adult in their life.
 59.8% of students surveyed (617 total respondents) reported to having a trusted adult at OCMS (21.2% of the respondents said they "were not sure.").
 54.8% of students surveyed reported that their trusted adult on campus is a teacher.
 48.5% of students surveyed reported that their trusted adult on campus is a counselor.
 34.2% of students surveyed reported that their trusted adult on campus is an administrator (principal or assistant principal).
 90.4% of students surveyed reported that their trusted adult outside of school is their parent(s).
 55.3% of students surveyed reported that their trusted adult outside of school is an extended family member.
 Students survey reported the following top three reasons an individual was selected as a trusted adult:
 85.7% selected because he/she can be trusted.
 84.3% selected because he/she cares about me.
 75% selected because he/she listens to me.

Other indicators of school climate include attendance data, discipline data and drop out rates.

B. Summary of Progress:

The 2017 CA Healthy Kids Survey (CHKS) shows an increase in overall school connectedness and sense of safety for students as compared to the 2015 Healthy Kids Survey results. The 207-2018 OCMS School Internal Climate Survey shows that students have a trusted adult on campus and that the most important indicators of a trusted adult are that the individual can be trusted, cares about the student, and listens. Other school climate indicators represent progress as evidence by consistently low suspension rates and drop out rates. However, OCMS will continue to focus on student attendance, specifically truancy rates.

Attendance

2015-16 Truancy rate is 52.54% which represent an increase of 14.56% when compared to prior year.

It is important to note that per Education Code Section 48260, a truant is defined as "a pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without a valid excuse three full days in one school year or tardy or absent for more than a 30 minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, shall be classified as a truant." Excused absences and tardies are not reflected in the CDE reported Truancy rates.

Multiyear local attendance data reflects a consistent chronic absenteeism rate of approximately 6% for all students.

Discipline data

2016-17 (most recent published) suspension rate is 3.7% (27 students) which represent a consistent rate (however 2 less students suspended based on enrollment numbers) when compared to prior year.

Middle School drop out rate

OCMS has maintained a 0% drop out rate over the last 4 years reviewed.

C. Relevance:

We are making progress in increasing a positive school climate. Growth targets were partially met.

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

We will continue to implement homeroom and anti-bullying/character program to bolster our social and emotional support of students. In homeroom, Homeroom Ambassadors will take leadership roles in school activities. Other focuses will be support weeks/days such as Wellness Week, Yellow Ribbon Day, Red Ribbon Week, etc. The goal will be developed to include multiple measures of school climate.

E. Planned Improvements in Student Performance

The School Site Council has analyzed the student performance data of all student groups and has considered the effectiveness of key elements of instructional programs. As a result, it has adopted the following school goals, related actions, and expenditures to increase outcomes for underperforming students.

LCAP Goal:

Goal #1 Annual increase in student achievement for all students in English Language Arts and Math with focus on accelerating student learning outcomes for target subgroups including English Learners, low income pupils and pupils performing below grade level.

Goal #2 All English Learner (EL) pupils will receive instruction and curriculum that includes designated and integrated English language development across all core content areas. Within five (5) years of instruction in SDUHSD, all English learner pupils will meet the criteria to be reclassified as Redesignated Fluent English Proficient (RFEP).

School Goal 1

Annual increase in student achievement for all students in English Language Arts focus on accelerating student learning outcomes for target subgroups including English Learners, low income pupils and students with disabilities.

LCAP Priority Area:

2 (implementation of California’s academic standards), 4 (student achievement), 7 (prepare students for college and careers), and 8 (measuring other important student outcomes)

Targeted Pupil Student Group(s):

SES (Socioeconomic Status), SPED (Special Education), ELL (English Language Learners)

A. Rationale:

A review of multi-year student achievement data, revealed the need to continue to focus on increasing student achievement outcomes for all students in ELA.

SBAC results:

Percent of students who scored in the Standard Met/Exceeded range in 2017 (% change noted from data between the 2016 and 2017 school year/most recent data available):

English Language Arts

All students:

74.9% (-3.1% when compared to 2016 results)

Students with Disabilities:

28.6% (+5.6% when compared to 2016 results)

B. Expected Measurable Outcomes:

SBAC results, percent of students who score in the Standard Met/Exceeded range in 2018:

English Language Arts

- All students: 77%
- Students with Disabilities: 31%
- English Learners: 13%
- Economically Disadvantaged Students: 53%

Grade/report card data:

Increase in the number of students earning D and F grades 2nd semester when compared to 1st semester progress in English courses.

<p>English Learners 10.9% (-2.1% when compared to 2016 results)</p> <p>Economically Disadvantaged Students 51.8% (+1.8% when compared to 2016 results)</p> <p>2017-18 grade/report card data: The number of students earning D and F grades increased by 16 students 2nd semester when compared to 1st semester (first 9-week progress report).</p> <p>2017-18 # of students with D/F grades for ELA 1st sem progress: 36 2nd sem progress: 52</p>
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C. Strategy:
 Continue to provide targeted English Language Arts interventions to increase student learning outcomes for all students.

Actions/Tasks		Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	<p>OCMS will continue to implement Professional Learning Communities/Site Collaboration Time and research proven instructional strategies:</p> <p>Teachers will collaborate to identify and address essential learning outcomes, build common assessments, analyze data, and offer opportunities for remediation and enrichment to ensure student learning.</p>	Administration, PLC Teams	<p>\$2,474.50 Source: PLC Support Allocation \$2,000 Source: Title I (supplemental materials and supplies)</p>	Track data from content-area PLC teams and progress on Common Formative Assessments.	Ongoing
2.	<p>OCMS will offer targeted intervention courses in ELA.</p> <p>Targeted intervention courses in English Language Arts; English Enrichment (Title 1) and READ 180 (LCAP):</p> <p>English Enrichment a. Entry criteria: Students will be identified for enrollment/participation in ELA intervention courses based on a review of multiple student achievement measures including; Lexile levels, English course grade, ELPAC/CELDT scores, LAS Links scores, SBAC scale scores, teacher recommendation.</p> <p>b. Instructional targets: Increase in reading and writing fluency and comprehension skills Increase in collaborative, interpretive, and productive modes of interacting in English.</p>	Administration, Program Coordinators, Support Teachers	<p>\$24,000 (0.2 FTE) Source: Title I (English Enrichment) \$48,000 (0.4 FTE) Source: LCAP non-formula sections (READ 180) \$8,000 Source: Title I (supplemental materials and supplies)</p>	Grade and assessment data	Ongoing

	<p>Skills for remediation will be identified using English course assessments and class work as well as standardized test scores to best meet students individual needs.</p> <p>c. Exit criteria: Increase in LAS Links scores from fall to spring, increase in Lexile level, increase in course grade.</p>				
3.	<p>OCMS will provide academic monitoring and support for struggling students via a Title I and EL Lead. Title I and ELD Lead will also support intervention teachers, track data, and work with families.</p> <p>Additional academic monitoring and support for struggling students will be offered via Academic Lab courses, focusing on increasing students organizational and executive function skills.</p> <p>a. Entry criteria: Low course grades in core content areas, low levels of homework/class assessment completion, teacher/counselor recommendation, SBAC scores in the Standard Not met/low Nearly Met range, students in need of additional support developing organization, time management, and study skills.</p> <p>b. Instructional targets: Explicit instruction on targeted executive functioning skills to increase work completion and course grades. Provide additional time and individual support for course work completion and re-teaching skills as needed.</p> <p>c. Exit criteria: Increase in course grade, decrease in number of missing assignments</p>	Title I and ELD Coordinator, teachers	<p>\$24,000 (0.2 FTE) Source: Title I (Title 1 Coordinator) \$24,000 (0.2 FTE) Source: LCAP non-formula sections (ELD Coordinator)</p> <p>\$48,000 (0.4 FTE) Source: Title 1 (Academic Lab) \$8,000 Source: Title I (supplemental materials and supplies)</p>	Grade and assessment data	Ongoing
4.	<p>OCMS will provide opportunities for teachers to attend professional development sessions on ways to increase student achievement.</p>	Administration; Teachers	<p>\$21,000 Source: Title I</p>	Attendance at PD, SBAC scores, D/F Rates	Ongoing
5.	<p>OCMS will offer interventions and support through school tutoring programs/opportunities and aide/tutor support for low performing student subgroups.</p> <p>a. Entry criteria: D or F grade in English, SBAC scores in the Standard Not met/low Nearly Met range, teacher recommendations.</p> <p>b. Instructional targets: Review targeted concepts and lessons from grade level courses for remediation, re-teaching and enrichment. Aide/tutor support will offer</p>	Teachers; Tutors	<p>\$1,237.50 Source: Tutoring Support Allocation \$24,000 Source: Title I \$6,000 Source: Title I (supplemental materials and supplies)</p>	Attendance at tutoring, Course grades	Ongoing

	<p>these scaffolded supports within the grade level courses.</p> <p>c. Exit criteria: Increase in course grade, course assessment scores, student work samples</p>				
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LCAP 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 target subgroups including English Learners, low income pupils and pupils performing below grade level.

Goal #2 All English Learner (EL) pupils will receive instruction and curriculum that includes designated and integrated English language development across all core content areas. Within five (5) years of instruction in SDUHSD, all English learner pupils will meet the criteria to be reclassified as Redesignated Fluent English Proficient (RFEP).

School Goal 2

Annual increase in student achievement for all students in math with focus on accelerating student learning outcomes for target subgroups including English Learners, low income pupils and students with disabilities.

LCAP Priority Area:

2 (implementation of California’s academic standards), 4 (student achievement), 7 (prepare students for college and careers), and 8 (measuring other important student outcomes)

Targeted Pupil Student Group(s):

SES (Socioeconomic Status), SPED (Special Education), ELL (English Language Learners)

A. Rationale:

A review of multi-year student achievement data, revealed the need to continue to focus on increasing student achievement outcomes for all students in math.

SBAC results:

Percent of students who scored in the Standard Met/Exceeded range in 2017 (% change noted from prior year):

Mathematics

All students:

64.8% (+0.8% when compared to 2016 results)

Students with Disabilities:

20.5% (-0.5% when compared to 2016 results)

English Learners

12.8% (+4.8% when compared to 2016 results)

Economically Disadvantaged Students

39.9% (+5.9% when compared to 2016 results)

The Single Plan for Student Achievement

B. Expected Measurable Outcomes:

SBAC results, percent of students who score in the Standard Met/Exceeded range in 2018:

Mathematics

All students: 67%

Students with Disabilities: 23%

English Learners: 15%

Economically Disadvantaged Students: 42%

Grade/report card data:

Decrease the number of students earning D and F grades 2nd semester when compared to 1st semester in English and math courses.

2016-17 grade/report card data:
 The number of students earning D and F grades increased by 14 students
 2nd semester when compared to 1st semester for Math.

2016-17 # of students with D/F grades for Math
 1st sem.: 55
 2nd sem.: 69

C. Strategy:

	Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	OCMS will continue to implement Professional Learning Communities/Site Collaboration Time and research proven instructional strategies: Teachers will collaborate to identify and address essential learning outcomes, build common assessments, analyze data, and offer opportunities for remediation and enrichment to ensure student learning.	Administration, PLC Teams	\$2,474.50 Source: PLC Support Allocation \$2,000 Source: Title I (supplemental materials and supplies)	Track data from content-area PLC teams and progress on Common Formative Assessments.	Ongoing
2.	OCMS will offer targeted intervention courses in math. Targeted intervention courses in math; Math Skills A/B (Title 1) and Math A Essentials (LCAP): Math Skills A: a. Entry Criteria 45-55% on MDTP SBAC math scores Standard Not Met SBAC math score Standard Nearly Met (with additional review) Performance in 6th-grade math course (D/F) Students' Math A class grades (C/D/F grades) b. Instructional Targets Identify individual weaknesses using student work samples and assessments from grade level math course. Utilizing ST math and other supplemental materials to remediate identified skills. Scaffold, remediate, and adapt lessons for students to access grade level math material. Front load for upcoming lessons as well as the use of concrete manipulatives to support conceptual understanding Students will become more of a self-advocate by initiating conversations	Administration, Program Coordinators, Support Teachers	\$48,000 (0.4 FTE) Source: Title I (Math Skills A/B) \$24,000 (0.2 FTE) Source: LCAP non-formula sections (Math A Essentials) \$8,091 Source: Title I (supplemental materials and supplies)	Grade and assessment data	Ongoing

	<p>with their grade-level teachers about their progress in math</p> <p>c. Exit Criteria C or higher at semester in grade level math class. Growth on Math A Module tests Gradebook data on warm-ups, classroom, and homework Performance on in class interim assessments (formal and informal) Student Detail Report from ST Math</p> <p>Math Skills B: a. Entry Criteria Nearly Met on SBAC SBAC math scores Standard Not Met SBAC math score Standard Nearly Met (with additional review) Performance in 7th-grade math course (D/F) Students' Math B class grades (C/D/F grades)</p> <p>b. Instructional Targets Identify individual weaknesses using student work samples and assessments from grade level math course. Utilizing ST math and other supplemental materials to remediate identified skills. Scaffold, remediate, and adapt lessons for students to access grade level math material. Front load for upcoming lessons as well as the use of concrete manipulatives to support conceptual understanding Students will become more of a self-advocate by initiating conversations with their grade-level teachers about their progress in math</p> <p>c. Exit Criteria C or higher at semester in grade level math class. Growth on Math A Module tests Gradebook data on warm-ups, classroom, and homework Performance on in class interim assessments (formal and informal) Student Detail Report from ST Math</p>				
3.	<p>OCMS will provide academic monitoring and support for struggling students via a Title I and EL Lead. Title I and ELD Lead will also support intervention teachers, track data, and work with families.</p> <p>Additional academic monitoring and support for struggling students will be offered via Academic Lab courses, focusing on increasing students organizational and executive function skills.</p> <p>a. Entry criteria: Low course grades in core content areas, low levels of homework/class assessment completion, teacher/counselor recommendation, SBAC</p>	Title I and ELD Coordinator, teachers	<p>*Duplicated from Goal #1 costs and funding source: \$24,000 (0.2 FTE) Source: Title I (Title 1 Coordinator) \$24,000 (0.2 FTE) Source: LCAP non-formula sections (ELD Coordinator)</p>	Grade and assessment data	Ongoing

	<p>scores in the Standard Not met/low Nearly Met range, students in need of additional support developing organization, time management, and study skills.</p> <p>b. Instructional targets: Explicit instruction on targeted executive functioning skills to increase work completion and course grades. Provide additional time and individual support for course work completion and re-teaching skills as needed.</p> <p>c. Exit criteria: Increase in course grade, decrease in number of missing assignments</p>		<p>\$48,000 (0.4 FTE) Source: Title 1 (Academic Lab) \$8,000 Source: Title I (supplemental materials and supplies)</p>		
4.	<p>OCMS will provide opportunities for teachers to attend professional development sessions on ways to increase student achievement.</p>	<p>Administration; Teachers</p>	<p>\$21,000 Source: Title I</p>	<p>Attendance at PD, SBAC scores, D/F Rates</p>	<p>Ongoing</p>
5.	<p>OCMS will offer interventions and support through before and after school math tutoring programs and aide/tutor support for low performing student subgroups. .</p> <p>a. Entry criteria: D or F grade in math and/or English, SBAC scores in the Standard Not met/low Nearly Met range, teacher recommendations.</p> <p>b. Instructional targets: Review targeted concepts and lessons from grade level courses for remediation, re-teaching and enrichment. Aide/tutor support will offer these scaffolded supports within the grade level courses.</p> <p>c. Exit criteria: Increase in course grade, course assessment scores, student work samples</p>	<p>Teachers</p>	<p>\$1,237.50 Source: Tutoring Support Allocation Source: Title I \$6,000 Source: Title I (supplemental materials and supplies)</p>	<p>Attendance at tutoring, course grades</p>	<p>Ongoing</p>

LCAP Goal:

Goal #4 Increase the level of “school connectedness” and "sense of safety" of pupils, staff and parents.

School Goal 3

OCMS will increase the level of “school connectedness” and "sense of safety" for students.

LCAP Priority Area:

3 (parent involvement), 5 (supporting student engagement), 6 (highlighting school climate and connectedness)

Targeted Pupil Student Group(s):

SES (Socioeconomic Status), EL (English Learners), SPED (Special Education)

A. Rationale:

2017 California Healthy Kids Survey data:
 71.6% of our students feel part of the school (+9.6% when compared to 2015 results)
 93.4% of our students who feel that an adult cares about them (+2.3% when compared to 2015 results)
 81% of students who feel safe at school. (+10% when compared to 2015 results)

The 2018 OCMS School Internal Climate Survey showed:
 94.5% of students surveyed (617 total respondents) have a trusted adult in their life.
 59.8% of students surveyed (617 total respondents) reported to having a trusted adult at OCMS (21.2% of the respondents said they "were not sure.").
 54.8% of students surveyed reported that their trusted adult on campus is a teacher.
 48.5% of students surveyed reported that their trusted adult on campus is a counselor.
 34.2% of students surveyed reported that their trusted adult on campus is an administrator (principal or assistant principal).
 90.4% of students surveyed reported that their trusted adult outside of school is their parent(s).
 55.3% of students surveyed reported that their trusted adult outside of school is an extended family member.
 Students survey reported the following top three reasons an individual was selected as a trusted adult:
 85.7% selected because he/she can be trusted.
 84.3% selected because he/she cares about me.
 75% selected because he/she listens to me.

B. Expected Measurable Outcomes:

California Healthy Kids Survey data:
 75% of our students feel part of the school
 97% of our students who feel that an adult cares about them
 83% of students who feel safe at school.

Other indicators of school climate include attendance data, discipline data and drop out rates.

Attendance
 2018-19 Truancy rate will decrease by 2% (50%)

2018-19 Chronic absenteeism rate will decrease by 0.3% (5.5%)

Discipline data
 2018-19 or most recently published suspension rate will decrease by 0.2% (1.5%)

Middle School Drop Out Rate
 OCMS will maintain a 0% drop out rate.

Other indicators of school climate include attendance data, discipline data and drop out rates.

Attendance

2015-16 Truancy rate is 52.54% which represent an increase of 14.56% when compared to prior year.

It is important to note that per Education Code Section 48260, a truant is defined as "a pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without a valid excuse three full days in one school year or tardy or absent for more than a 30 minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, shall be classified as a truant." Excused absences and tardies are not reflected in the CDE reported Truancy rates.

Multiyear local attendance data reflects a consistent chronic absenteeism rate of approximately 6% for all students.

Discipline data

2016-17 (most recent published) suspension rate is 3.7% (27 students) which represent a consistent rate (however 2 less students suspended based on enrollment numbers) when compared to prior year.

Middle School drop out rate

OCMS has maintained a 0% drop out rate over the last 4 years reviewed.

C. Strategy:

OCMS will implement homeroom, wellness weeks, and a social-emotional program to address safety, connectedness, and student-to-teacher relationships.

	Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	OCMS will continue to offer a homeroom period from which students will participate in student connectedness activities: a.) Elect homeroom ambassadors to distribute leadership opportunities; b.) Create a Connectedness Committee to monitor and promote our homeroom and wellness week activities; c.) Utilize homeroom events with a focus on academic and character celebrations.	Administration; Counselor; Homeroom teachers	none	Local student survey data; discipline and attendance data	Ongoing

2.	<p>OCMS will implement an anti-bullying program(s) and character development program.</p> <p>a.) Provide an anti-bullying and cyber education assembly.</p> <p>b.) Implement Character Counts program with an extension of Character traits (each month we focus on one Character trait)</p> <p>c.) Charter traits are reviewed and discussed during homeroom.</p>	Administration; Counselor; Homeroom teachers	none	Local student survey data; discipline and attendance data	Ongoing
3.	<p>OCMS staff will continue to implement restorative practices focusing on repairing and restoring relationships broken by poor behavior.</p> <p>a.) OCMS staff will attend Restorative Practice training each year.</p> <p>b.) OCMS staff facilitate restorative circles and peer mediation for conflict resolution.</p>	Administration; Counselor, teachers, social worker	none	Local student survey data; discipline data	Ongoing
4.	<p>OCMS will monitor and track attendance and discipline data.</p> <p>a.) Targeted intervention will be provided for and respond discipline issues, chronic absenteeism, trancies, and tardies.</p> <p>b.) To help motivate students, monthly awards will be given for student attendance goals and progress.</p>	Administration; Counselor	none	Discipline and attendance data	Ongoing
5.	<p>OCMS will collaborate with families and the community to support our learners:</p> <p>a.) Offer parent forums which include; parent intervention nights, drugs, alcohol and cyber education awareness and parent education workshops.</p>	Administration; Counselor	none	Attendance and feedback at parent forums and workshops	Ongoing

**F. School Site Council Membership
 Oak Crest Middle School**

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Briehna Weatherford	X				
Katie Friedrichs			X		
Stephanie Lytle			X		
Susan Lesan		X			
Kellie Maul		X			
Mariah Weibel		X			
Kary Pusi				X	
Veronica Ruiz				X	
Jenny Stackle				X	
Nitin Chatlani					X
Kate Miller					X
Reagan Ericson					X
Numbers of members of each category	1	3	2	3	3

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

SCHOOL SITE COUNCIL SIGNATURE SHEET
*2018-2019 Plan Approval



June 5, 2018
3:00pm-4:00pm
Room M3

Print Name

Signature

Susan Lesan
Kate Miller
Beagan Ericson
Nitin Chattani
Stephanie Lytle
Jenny Stackle
Katie Friedrichs
Kellie Maul
Mariah Weibel
Gary Puz

Susan B. Lesan
Kate Miller
Beagan Ericson
Nitin Chattani
Stephanie Lytle
Jenny Stackle
Katie Friedrichs
Kellie Maul
Mariah Weibel
Gary Puz

**Form G. Budget 2017-2018
 Oak Crest Middle School**

Of the four following options, please select the one that describes this school site:	
	This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
	This site operates a SWP but does not consolidate its funds as part of operating a SWP
	This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
X	This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State/Federal Categorical Program	Allocation
Site LCFF Supplemental Funding - Site Formative/Achievement Funds	\$4,949.00
Site LCFF Supplemental Funding - Site Tutoring Funds	\$2,475.00
Site LCFF Supplemental Funding – District Funded Sections (non-formula)	\$120,000.00
Title I Funds	\$213,091.00
Total	\$340,011.00

Appendix A. Student Performance Data

Section 1: Enrollment

Table 1.1 Site enrollment trends with Student Group breakdown

	2015-16		2016-17		2017-18	
	#	%	#	%	#	%
Total enrollment	761	-	717	-	703	100.0%
Black or African American	3	0.4%	2	0.3%	4	0.57%
American Indian or Alaska Native	8	1.1%	6	0.8%	3	0.43%
Asian	24	3.2%	20	2.8%	16	2.28%
Filipino	8	1.1%	4	0.6%	7	1.00%
Hispanic or Latino	176	23.1%	173	24.1%	187	26.60%
Native Hawaiian or Pacific Islander	3	0.4%	2	0.3%	1	0.14%
White	507	66.6%	477	66.5%	459	65.29%
Two or More Races	0	0.0%	33	4.6%	0	0%
Socioeconomically Disadvantaged	147	19.3%	146	20%	169	24%
English Learners	56	7.4%	50	7%	56	7.9%
Students with Disabilities	100	13.1%	108	15%	115	16.3%
Foster Youth		%		%		%

Conclusions indicated from this data:
1. Enrollment continues to decline.
2. Diversity continues to exist on campus.
3. The percentage of socioeconomically disadvantaged students continues to rise.

Section 2: Student Achievement Indicators

Table 2.1 Percent of students tested who scored in the Standard Met to Standard Exceeded range in ELA

8 th grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
2016-17	356	74	80	59	11	25	51
2015-16	346	76	81	74	10	17	49
2014-15	450	71	75	58	0	13	47
7 th grade							
2016-17	322	76	81	85	11	32	53
2015-16	365	79	84	79	15	26	52
2014-15	355	69	75	58	12	24	37
Source: California Department of Education, https://caaspp.cde.ca.gov/							

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	364	371	328	355	365	322	353	365	322	97.5	98.4	98.2
Grade 8	481	365	366	450	346	356	449	346	355	93.6	91.1	97.3
All Grades	845	736	694	805	711	678	802	711	677	95.3	94.7	97.7

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	2593.6	2613.7	2605.8	28	35	31.99	40	44	43.79	22	14	16.15	9	7	8.07
Grade 8	2606.9	2619.9	2625.3	26	32	31.55	44	44	42.54	20	17	20.28	10	7	5.63
All Grades	N/A	N/A	N/A	27	34	31.76	42	44	43.13	21	16	18.32	9	7	6.79

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	36	44	41.61	48	47	45.96	17	9	12.42
Grade 8	42	43	45.63	42	43	42.25	16	14	12.11
All Grades	39	43	43.72	44	45	44.02	16	12	12.26

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	48	52	47.04	41	42	44.86	11	6	8.10
Grade 8	41	49	50.70	47	44	41.97	12	7	7.32
All Grades	44	51	48.96	44	43	43.34	11	6	7.69

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	24	30	25.78	69	65	64.29	7	6	9.94
Grade 8	22	26	28.17	70	68	67.61	8	7	4.23
All Grades	23	28	27.03	69	66	66.03	8	6	6.94

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	43	47	48.76	48	47	43.48	9	6	7.76
Grade 8	36	40	46.48	54	52	45.07	10	8	8.45
All Grades	39	43	47.56	51	50	44.31	10	7	8.12

Conclusions based on this data:	
1.	As 25% of our total school population did not meet standard, we have school-wide work to accomplish.
2.	Reading represents the largest percentage of students scoring below standards (12.26%).
3.	Research/Inquiry represents the second largest percentage of students scoring below standards (8.12%).

III School and Student Performance Data

Table 2.2 Percent of students tested who scored in the Standard Met and Exceeded range in Math

8 th grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
2016-17	355	59	65	36	10	21	35
2015-16	350	59	65	49	0	13	23
2014-15	449	65	68	53	0	24	37
7 th grade							
2016-17	322	71	76	68	15	20	44
2015-16	366	70	75	63	15	27	44
2014-15	355	60	67	54	8	19	33
Source: California Department of Education, https://caaspp.cde.ca.gov/							

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	364	371	328	355	366	322	354	366	322	97.5	98.7	98.2
Grade 8	481	365	366	449	350	354	448	350	354	93.3	92.1	96.7
All Grades	845	736	694	804	716	676	802	716	676	95.1	95.3	97.4

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	2590.6	2610.3	2608.4	36	40	44.41	24	30	26.40	25	21	15.22	15	10	13.98
Grade 8	2610.5	2602.3	2619.8	32	38	40.11	33	21	19.21	23	21	25.71	12	21	14.97
All Grades	N/A	N/A	N/A	34	39	42.16	29	25	22.63	24	21	20.71	13	15	14.50

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	47	52	55.59	30	31	23.91	24	17	20.50
Grade 8	41	45	44.63	44	28	36.44	16	26	18.93
All Grades	43	49	49.85	38	30	30.47	19	22	19.67

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	37	41	43.79	47	46	41.30	17	13	14.91
Grade 8	36	37	41.53	51	45	39.83	13	18	18.64
All Grades	37	39	42.60	49	45	40.53	14	16	16.86

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	40	48	46.89	55	45	42.86	6	7	10.25
Grade 8	33	36	38.98	56	48	43.50	11	16	17.51
All Grades	36	42	42.75	55	47	43.20	9	11	14.05

Conclusions based on this data:	
1.	As 35% of our total school population did not meet standard on math assessments, we have school-wide work to accomplish.
2.	Concepts and procedures represents the largest percentage of students scoring below standards (19.67%).
3.	Problem Solving & Modeling/Data Analysis represents the second largest percentage of students scoring below standards (16.86%).

Section 3: School Climate Indicators

Table 3.1 Truancy rates

	2013-14	2014-15	2015-16
All Students	1.82	6.06	29.4

Conclusions indicated from this data:

1. Truancy percentage increased due to how we report absences (personal is unexcused, only medical is excused).

Table 3.2 Chronic Absenteeism Rates by Ethnicity and Student Group

	2016-17
All Students	8.4
Black or African American	*
American Indian or Alaska Native	*
Asian	5.0
Filipino	*
Hispanic or Latino	10.6
Native Hawaiian or Pacific Islander	*
White	8.0
Two or More Races	9.1
Socioeconomically Disadvantaged	13.7
English Learners	8.6
Students with Disabilities	19.0
Foster Youth	

Conclusions indicated from this data:
1. Higher percentage of chronic absenteeism rate are higher for our subgroups, socioeconomic and students with disabilities

Table 3.3 Suspension Data

	2014-15	2015-16	2016-17
Cumulative Enrollment	881	779	736
Total Suspensions	25	36	43
Unduplicated Count of Students Suspended	15	29	27
Suspension rate	1.70%	3.70%	3.70%
Percent of Students Suspended with One Suspension	73.30%	79.30%	55.60%
Percent of Students Suspended with Multiple Suspensions	26.7%	20.70%	44.40%

Conclusions indicated from this data:
1. The suspension rate is slightly higher than district average (one percent).
2. The percentage of students with multiple suspensions doubled from 15-16 to 16-17.

Table 3.4 Suspension Rate by Ethnicity and Student Group

	2014-15	2015-16	2016-17
All Students	1.40%	3.70%	3.70%
Black or African American	*	*	*
American Indian or Alaska Native	*	*	*
Asian	0.00%	4.20%	0.00%
Filipino	0.00%	*	*
Hispanic or Latino	2.10%	3.20%	2.80%
Native Hawaiian or Pacific Islander	*	*	*
White	1.60%	3.70%	4.10%
Two or More Races	0.00%	6.10%	0.00%
Socioeconomically Disadvantaged	3.7%	3.7%	5.6%
English Learners			
Students with Disabilities			
Foster Youth	0.0%	0.0%	0.0%

Conclusions indicated from this data:

1. The socioeconomically disadvantaged student subgroup has the highest percentage of suspension rate.

Table 3.5 Expulsion Data

	2014-15	2015-16	2016-17
Cumulative Enrollment	2,085	779	736
Total Expulsions	0	0	0
Unduplicated Count of Students Expelled	0	2	1
Expulsion rate	0.00%	0.26%	0.14%

Conclusions indicated from this data:

1. Expulsion rates declined by 0.12% from 2015-2016 rates.

Table 3.6 Expulsion Rate by Ethnicity and Student Group

	2014-15	2015-16	2016-17
All Students	0.00%	0.26%	0.14%
Black or African American	*	*	*
American Indian or Alaska Native	*	*	*
Asian	0.00%	0.00%	0.00%
Filipino	0.00%	*	*
Hispanic or Latino	0.00%	0.54%	0.56%
Native Hawaiian or Pacific Islander	*	*	*
White	0.16%	0.19%	0.00%
Two or More Races	0.00%	0.00%	0.00%
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			
Foster Youth			

Conclusions indicated from this data:

1. Expulsion rate is highest for Hispanic or Latino students.

Section 4: Progress Monitoring of English Learners

California English Language Development (CELDT) Data

Table 4. 1 2014-15 CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
7	39	15	16	32	58	47	16	23	22	10	4	3	3		13
8	13	22	23	44	52	41	6	13	23	6	4	14	31	9	0
Total	30	18	19	36	55	44	13	18	22	9	4	7	13	4	7

Conclusions based on this data:

- 63% of students tested performed in the Advanced/Early Advanced levels.
- 14% of students tested performed in the Early Intermediate/Beginning levels.

Table 4.1 Enrollment by English Language Acquisition Status

	English Only	Initial Fluent English Proficient	English Learner	Reclassified Fluent English Proficient	To Be Determined	Total
2017-18	78.1%	2.7%	8.0%	11.2%	0.0%	703
2016-17	80.10%	2.20%	7.00%	10.70%	0.00%	717
2015-16	81.30%	2.20%	7.40%	9.10%	0.00%	761

Conclusions indicated from this data:

- Percentage of Reclassified Fluent English Proficient students continues to rise.
- Percentage of English Only students continues to decline.

Table 4.2 English Learner Enrollment by Years in English Language Development Programs

	English Learners			EL 4+ Years Not At-Risk or LTEL	Reclassified Fluent English Proficient	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years			
2017-18	9	1	21	25	79	135
2016-17	8	1	11	30	77	127
2015-16	6	0	25	25	69	125

* Long-Term English Learners (LTEL)

Table 4.3 2017-18 English Learner Enrollment by Years in English Language Development Programs by Grade

	English Learners			EL 4+ Years Not At-Risk or LTEL	Reclassified Fluent English Proficient	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years			

7	5	1	5	18	36	65
8	4	0	16	7	43	70
* Long-Term English Learners (LTEL)						

Conclusions indicated from this data:
1. The largest number of English Learners continues to be the Ever-EL student group.
2. Distribution by student grades in these classifications continues to be relatively even.

Table 4.4 Reclassification (RFEP) Counts and Rates

	2015-16	2016-17	2017-18
Number and percent of EL students Redesignated to Fluent English Proficient (RFEP)	12.1%	11.3%	13.0%

Conclusions indicated from this data:
1. The reclassification rate continues to fluctuate from year to year.
2. The reclassification rate declined from the previous year by 0.8%.



The Single Plan for Student Achievement

School: Pacific Trails Middle School
District: San Dieguito Union High
School District
County-District School
(CDS) Code): 37-68346-0131649
Principal: Mary Anne Nuskin
Date of this revision: June 2018

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Mary Anne Nuskin
Position: Principal
Telephone Number: 858-509-1000
Address: 5975 Village Center Loop
Road
San Diego, CA 92130
E-mail Address: maryanne.nuskin@sduhsd.net

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

A. School Site Information Pacific Trails Middle School

Vision Statement:

We believe that together, we ignite the joy of learning to inspire confident, curious, and creative global citizens.

Mission Statement:

Core Values:

- Flexible, evolving, collaborative,
- Innovative learning environments with integrated technology
- Connectedness
- Continuous improvement
- Partnerships with parents, local business, feeder elementary, and district high schools
- Shared Leadership

School Profile: (include site demographics, remedial and advanced course enrollments, local measures of performance, special programs)

Pacific Trails Middle School (PTMS) is our newest of five middle schools in the San Dieguito Union High School District. We opened in the Fall, 2015 with approximately 265 seventh grade students. In 2017-18, we reached preliminary capacity with classes of both 7th and 8th grade students.

We are committed to creating a safe, nurturing, and rigorous learning environment that leads to the success of individual student achievement. There are 671 students enrolled at Pacific Trails Middle School. Demographic data is currently 8.5% Hispanic, 51.5% white, 33% Asian, and 7% other ethnicities. Other subgroup data includes 10.9% socioeconomically disadvantaged students, 5.5% sped students, and 4.4% are English Language Learner students.

We are recognized by Common Sense Media as a Digital Citizenship Certified School. Students attend six classes on a modified block schedule - Mondays are single period days (students see all six classes) and Tuesday through Friday are block period days (students attend periods 1, 3, 5 or periods 2, 4, 6). All students are enrolled in a homeroom class, which focuses on making positive peer to peer connections, student wellness, enrichment opportunities, and incorporates learning opportunities with the school counselor and administration. A priority during homeroom is to support students with their academic achievement. Targeted interventions are available to students and include Math Lab, Reading Lab, and Organizational Group. We are dedicated to creating a learning community where all students are challenged to reach their academic potential and to be prepared to further their success in high school.

Course offerings and enrollment data for Math and English are as follows:

English 7 (college prep): 125 students

English Honors 7: 192 students

English 8 (college prep): 126 students

English Honors 8: 226 students

Integrated Math A Essentials: 12 students

Integrated Math A: 99 students

Integrated Math A Honors: 169 students

Integrated Math B Essentials: 17 students

Integrated Math B: 133 students

Integrated Math B Honors: 195 students

Integrated Math 1 Honors: 44 students

Other core academic course offerings include US History, World History, 7th Grade Science, 8th Grade Science, and Physical Education. We have a variety of year-long elective courses, which include Art Explorations, STEM Explorations, Advanced STEM Explorations, Band, Orchestra, Vocal Performance, Yearbook, Leadership/ASB, Spanish I, and Spanish

II.

Students with an Individualized Education Plan (IEP) receive specialized academic instruction via team-taught classes, such as Integrated Math A Essentials and/or English. Fundamental English and Math Classes are also offered to support students. An Academic Support class is offered as an elective to help students meet their educational goals and provide access to additional instruction and/or reteaching opportunities.

B. School and Student Performance Data

See Appendix A for multi-year student performance data tables

Student Performance Summary (conclusions from analysis of student performance data, identify and prioritize the site needs to drive goals)

After analyzing multiple measures, which include the 2017 Healthy Kids Survey, Smarter Balanced Assessment Consortium (SBAC) results, grade reports, and Math Diagnostic Test Project (MDTP), and the Scholastic Reading Inventory (SRI) our school will focus on the following goal areas:

1. Maintain a campus that supports student connectedness and overall student safety.

The 2017 Healthy Kids Survey yielded positive results in many areas that surveyed student perception of student connectedness; however, there are a couple of areas that we will focus on for the 2017-18 school year. Bullying: Although 3% disagreed with feeling safe at school, which is the lowest rate in the district, we had the highest reported bullying of SDUHSD middle schools, with 39.6% of students reporting being bullied in the past 12 months. Violence, Safety, and Harassment is another area of concern as 67% of students reported at least one instance of violence and harassment in the last 12 months. Two groups reported higher rates of violence and harassment: Latinos and LGBT.

2. An annual increase in student achievement in English Language Arts (ELA) and math for all students.

We are a new school with one year of baseline SBAC data for grades 7 and 8. It is evident that our school is meeting or exceeding growth targets (88.8% of students in ELA and 81.9% of students in math). Most of our various student groups (i.e. Students with Disabilities (SWD), English Language Learners (ELL), and Economically Disadvantaged Students (EDS)) made improvements in ELA and math; however, we are concerned that our SWD group decreased 3% in the number of math students that met or exceeded standard.

Additional concerns that we see with the three student groups mentioned above are the achievement gaps in ELA and math:

Students With Disabilities (SWD):

SWD ELA achievement gap: -38% (was -51% in 2016)

SWD Math achievement gap: -53% (was -54% in 2016)

English Language Learners (ELL):

ELL ELA achievement gap: -57% (no data in 2016 due to lack of ELL enrollment)

ELL Math achievement gap: -33% (no data in 2016 due to lack of ELL enrollment)

Economically Disadvantaged Students (EDS):

EDS ELA achievement gap: -30% (was -38% in 2016)

EDS Math achievement gap: -35% (was -40% in 2016)

SBAC data along with grade data, Scholastic Reading Inventory (SRI), and Math Diagnostic Testing Project (MDTP) scores were used to identify students who would benefit from a math and/or reading intervention, specifically Reading Lab and/or Math Essentials classes.

3. Increase teacher collaboration to implement state content standards and increase student learning PTMS opened in 2015-16 and we are in year three. Our staff size continues to grow as our enrollment increases (2015-16: 267 only seventh-grade students, 2016-17: 630 seventh & eighth-grade students, 2017-18: 671 seventh & eighth-grade students). Due to this growth, we acknowledge the need to focus on establishing Professional Learning Communities (PLC's) and utilize the PLC process to focus on student learning and continuous improvement.

C. Involvement Process

Involvement Process:

How was the SSC and site leadership involved in development of the plan?

School data was shared with the SSC, Department Chairs, and all teachers. Goals were reviewed with the SSC and all teachers. Goals and progress were shared at the March 21, 2018 ELAC meeting. Input from all groups was received.

**D. Summary of Progress Made on 2017-18 Goals
 Pacific Trails Middle School**

School Goal 1
 Maintain a campus that supports student connectedness and overall student safety.

LCAP Priority Area:
 State Priority:
 1- Basic Services
 3- Parent Involvement
 5- Pupil Engagement
 6- School Climate

Targeted Pupil Student Group(s):
 All students

A. Actual Measurable Outcomes:

1. School Connectedness Survey Results
2. Attendance Data: Chronic absenteeism rate will remain below 6% for all students.
3. Discipline Data: Suspension data will be below 1% and expulsion data will be between 0-0.1%
4. Site Safety Plan

B. Summary of Progress:

1. The School Connectedness Survey was administered to students via science classes mid to end of April 2018 (after Wellness Day). The survey provided data of students' perceptions of connectedness, Wellness Day activities, peer to peer and peer to teacher connections, school safety, bullying, and homeroom. Of the 670 student body enrollment, 541 students participated in the survey. Positive data results include:

- 95% of students feel that they have friends at PTMS
- 95% of students feel they have a peer they can talk to at lunch, break, etc.
- 90% of students enjoy attending PTMS
- 97% of students feel that PTMS is a supportive and inviting place for students to learn
- 93% of students report that they feel safe at school

Areas of focus for the 2018-19 school year include:

- Students treat each other with respect (165 students disagree = 30%)
- If another student was bullying me I would tell a teacher or staff member (158 students disagree = 29%)
- Teachers or staff members help students solve conflicts with one another (120 students disagree = 22%)
- Students at PTMS try to stop bullying when they see it happening (224 students disagree = 41%)

2. In reviewing attendance data and as of March 2018, 2.9% of students were considered chronically absent. Our goal is to have an absenteeism rate below 6% for all students. The

assistant principal reviews bi-monthly excessive absences and tardy reports. Students who fall within the guidelines of chronic absenteeism receive notification and are referred to our Student Attendance Review Team (SART). An official referral to the Student Attendance Review Board (SARB) is made for those students who do not improve.

3. According to the California Dashboard data and as of March 2018, 1.1% of all students have been suspended from school, which is representative of five students. Two of which have multiple suspensions. Our goal is to have suspension and expulsion data be below 1%. Although this data is not a significant number, it represents 4.3% of socio-economic disadvantaged students and 3.6% of our special education population.

4. The school site safety plan was updated and approved by School Site Council on October 4, 2017. All teachers have been trained in various drills and safety roles outlined in the safety plan. Participation in emergency drills is up to date and the Safety Committee meets quarterly. In addition, assistant principal created a discipline committee composed of teachers and classified staff. Assistant principal solicited feedback regarding school discipline to the Homeroom Ambassadors and ASB students. A vision supporting school discipline was created and a progressive plan was developed and communicated to teachers at the February late start meeting. The updated plan will be presented to students and parents at the start of the 2018-19 school year.

C. Relevance:

Although the 2017 Healthy Kids Survey yielded positive results in many areas that surveyed student perception of student connectedness, 3.3% of students disagreed with feeling safe at school and 39.6% of students reported being bullied in the past 12 months.

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

A more comprehensive school safety plan that incorporates supports needed for special education students (to support a new Functional Life Skills Program (FLS) special education program in 2018-19) and more education for staff and students around lock-down and active shooter procedures.

School Goal 2

Annual increase in student achievement in English Language Arts (ELA) and math for all students.

LCAP Priority Area:

State Priority:

- 1- Basic Services
- 2- Implementation of State Standards
- 4- Pupil Achievement
- 7- Course Access

Targeted Pupil Student Group(s):

All students

A. Actual Measurable Outcomes:

- 1. SBAC Data: Maintain over 80% of "all students" will score in the standard met/exceed range in math
- Maintain over 80% of "all students" will score in the standard met/exceed range in ELA. The achievement gap for SWD, ELL, and EDS will decrease by 5% in math and ELA.

B. Summary of Progress:

1. After reviewing SBAC school data results it is evident that our school is meeting or exceeding growth targets (88.8% of students in ELA and 81.9% of students in math). Most of our various student groups (i.e. Students with Disabilities (SWD), English Language Learners (ELL), and Economically Disadvantaged Students (EDS) made improvements in ELA and math; however, we are concerned that our SWD group decreased 3% in the number of math students that met or exceeded standard.

Additional concerns that we see with the three student groups mentioned above are the achievement gaps in ELA and math:

SWD ELA achievement gap: -38% (was -51% in 2016)
 SWD Math achievement gap: -53% (was -54% in 2016)

ELL ELA achievement gap: -57% (no data in 2016 due to lack of ELL enrollment)
 ELL Math achievement gap: -33% (no data in 2016 due to lack of ELL enrollment)

EDS ELA achievement gap: -30% (was -38% in 2016)
 EDS Math achievement gap: -35% (was -40% in 2016)

In the fall, Scholastic Reading Inventory (SRI) scores were used to identify students who would benefit from a reading intervention. Approximately 28 7th grade students and 24 8th grade students were enrolled in the Homeroom Intervention called Reading Lab and receive prescribed computer-based reading support/intervention with the Read 180 software. At semester, these students were reassessed with the SRI to check progress. Four 7th graders and one 8th grader were exited from the program because these students met the

growth target.

Math Diagnostic Testing Project (MDTP) scores were used to identify 7th-grade students who would benefit from a math intervention class called Integrated Math A Essentials. We have one section of Integrated Math A Essentials for our 7th-grade students, which incorporates Assessment and Learning in Knowledge Spaces (ALEKS) software to support individual student's needs. The 7th grade Math Essentials A class has 12 students enrolled. We also have an Integrated Math Essentials B class for 8th graders. This class currently has 17 students enrolled and the software incorporated to support individual learning needs is called ST Math. Both math essentials classes also support special education students with a team-teaching model. D/F grade data was reviewed in the fall at the progress report mark and again at semester.

Math Lab Homeroom is a math intervention used during the school day to support students in need of extra math help using a peer tutoring model. The 8th grade Math Lab has approximately 18 seekers and 16 coaches. The 7th grade Math Lab also has approximately 18 seekers and 18 coaches. Seekers are selected based on low course grade, teacher/parent referral, and/or student self-referral.

English Language Learners are supported with an EL focused homeroom, which incorporates peer tutoring and access to Read 180/Rosetta Stone (online language support). Our students are also clustered in the development of the master schedule and our school hosted it's first ELAC meeting with a focus on high school selection. Individual student monitoring meetings were held Dec/January with the assistant principal.

C. Relevance:

Baseline data has been established and we are progressing toward goal. The need to create a flexible master schedule to support all students, create systems of support and interventions, implement a focused homeroom for ELL students, implement Math Lab, implement Reading Lab is evident.

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

School Goal 3

Increase teacher collaboration to implement state content standards and increase student learning.

LCAP Priority Area:

State Priority:

- 1- Basic Services
- 2- Implementation of State Standards
- 4-Pupil Achievement
- 7-Course Access

Targeted Pupil Student Group(s):

All students

A. Actual Measurable Outcomes:

- a. Department Chairs submit Professional Learning Community's (PLC's) mid-year update of progress in lieu of updating the "PLC Work" website link.
- b. Essential learning objectives (ELO's) and a minimum of four common formative assessments (CFA's) with an assessment calendar
- c. Late start Monday professional development opportunities focus on increasing student learning and closing the achievement gap

B. Summary of Progress:

a. February 2018 - Department Chairs provide mid-year feedback as it relates to the Actions/Tasks:

Science: Seventh and eighth-grade science teachers are in the process of transitioning to the new Next Generation Science Standards (NGSS). PLC work focuses on developing scope and sequence to reflect the integrated model, learning new content, and piloting instructional materials.

Social Studies: Release days are used as needed to analyze student data. PLC's regularly meet during late start days and participate in the PLC cycle. Student data is used to inform instruction. Prep periods are also used to complete PLC work that was not finished during the late start meeting. Seventh and eighth grade courses have ELO's aligned with four CFA's (2 in fall and 2 in spring). The PLC is also engaged in longitudinal studies using the same common assessment for two-three years. Strategies used for intervention and reteach include instructional methods that focus on low performing students and English language learners such as scaffolding, graphic organizers, sentence starters, etc.

Math: PLC's are made up of course-alike groups and meet with site and district teachers during late start time to review curriculum pacing and student data to monitor learning and inform instruction. Math ELO's have been written for every math course (accessible online for all district teachers to access via the "math curriculum support website). CFA's are aligned with ELO's and an assessment calendar is established. CFA's are updated each year. Specific questions on CFA's are changed as needed, based on student performance. Student academic progress is consistently monitored in all math classes and students in Math A and Math B are provided additional support in Math Lab (teacher directed peer tutoring program) during Homeroom.

English: PLC's meet during late start Mondays in course alike/grade specific groups. ELO's are established and regularly reviewed. CFA's are aligned with the ELO's and include assessments of student essays (Informative, argumentative, literary analysis, and narrative), collaborative speaking assessments (Fishbowl), reading comprehension (quizzes, annotations), and formal presentations (speeches). During PLC meetings assessment rubrics are reviewed and updated based on current student work samples and observations. Further development of CFA's are in the works such as "leading in and blending quotation - parenthetical citations."

Spanish: Teachers use release days as needed and late start days to analyze student learning. Spanish teachers are aligned in Spanish 1. Teaching tools, resources, quizzes and tests are shared. ELO's and four CFA's are established. Right now, we are working on a speaking assessment. The other common assessments are a quiz and a test (later this semester). Speaking in Spanish is a focus - trying to get students to speak more in class. We are working together to create an intervention opportunity for students, such as a "Spanish Buddy" system during HR. Spanish 1 and Spanish 2 students that need additional help and support in class would be paired (coach/seeker).

PE: PLC meets during late start mornings. ELO's are established and CFA's are created and student work is analyzed and assessed using vocabulary quizzes, knowledge checks, and via Google classroom (students video themselves doing a skill and the video is uploaded for assessment). Rubrics are being developed.

b. See ELO and CFA details above (part a.)

c. Late Start Staff Development Topics: Suicide Prevention, Restorative Practices, PTMS Vision work, Homeroom vision work/Intervention/Enrichments, Various Wellness topics, Safety Training, 504 Training, and Disconnected Students, Technology Topics, EL Training and Documenting Interventions in Aeries.

C. Relevance:

Due to the quick growth of our new middle school, we acknowledge the need to focus on establishing Professional Learning Communities and utilize the PLC process to focus on student learning and continuous growth.

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

The "PLC Work" website link is not a user friendly way to keep track of PLC progress. Instead, PLC's will provide a mid-year and year-end progress up date to the principal.

E. Planned Improvements in Student Performance

The School Site Council has analyzed the student performance data of all student groups and has considered the effectiveness of key elements of instructional programs. As a result, it has adopted the following school goals, related actions, and expenditures to increase outcomes for underperforming students.

<p>LCAP Goal: SDUHSD LCAP - Goal #4: Increase the level of “school connectedness” and "sense of safety" of pupils, staff and parents.</p> <p>School Goal 1 Maintain a campus that supports student connectedness and overall student safety.</p> <p>LCAP Priority Area: State Priority: 1-Basic Services, 3-Parent Involvement, 5-Pupil Engagement, 6-School Climate</p> <p>Targeted Pupil Student Group(s): All students</p>	
<p>A. Rationale: The 2017 Healthy Kids Survey yielded positive results in many areas that surveyed student perception of student connectedness. For example, 3.3% disagreed with feeling safe at school, which is the lowest rate in the district. However, we had the highest reported bullying of SDUHSD middle schools, with 39.6% of students reporting being bullied in the past 12 months.</p> <p>Violence, Safety, and Harassment: Another area of concern is that 67% of students reported at least one instance of violence and harassment in the last 12 months. Two groups reported higher rates of violence and harassment: Latinos and LGBT.</p> <p>The School Connectedness Survey was administered to students via science classes mid to end of April 2018 (after Wellness Day). The survey provided data on students' perceptions of connectedness, Wellness Day activities, peer to peer and peer to teacher connections, school safety, bullying, and homeroom. Of the 670 student body enrollment, 541 students participated in the survey. Positive data results include:</p> <ul style="list-style-type: none"> • 95% of students feel that they have friends at PTMS • 95% of students feel they have a peer they can talk to at lunch, break, etc. • 90% of students enjoy attending PTMS 	<p>B. Expected Measurable Outcomes:</p> <p>Healthy Kids Survey will be administered to students in the Spring of 2019 to capture current students' perception of school safety and connectedness.</p> <p>Attendance Data: Chronic absenteeism rate will remain below 6% for all students.</p> <p>Discipline Data: Suspension data will be below 1% and expulsion data will be between 0-0.1%.</p>

- 97% of students feel that PTMS is a supportive and inviting place for students to learn
 - 93% of students report that they feel safe at school
- Areas of focus for the 2018-19 school year include:
- Students treat each other with respect (165 students disagree = 30%)
 - If another student was bullying me I would tell a teacher or staff member (158 students disagree = 29%)
 - Teachers or staff members help students solve conflicts with one another (120 students disagree = 22%)
 - Students at PTMS try to stop bullying when they see it happening (224 students disagree = 41%)

C. Strategy:

The Wellness Committee and ASB/Leadership will align the four areas of wellness (social, physical, intellectual, and emotional) to each quarter, implement activities/presentations during homeroom, train at least five more teachers and continue to implement restorative practices, hold monthly Homeroom Ambassador meetings, and hold a spring Wellness Day or Wellness Week.

Actions/Tasks		Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Develop a comprehensive wellness program that supports social, emotional, physical, and intellectual wellness; 1. Identify members for the Wellness Committee 2. Committee will develop a wellness plan a. Committee will identify wellness themes for each quarter including a timeline of activities b. Activities will be developed and implemented related to the current theme and building on the previous quarter's theme c. Committee will plan a spring Wellness Day or Wellness Week	Principal, Counselor, Wellness Committee	Admin Budget	Healthy Kids Survey, Wellness Day/Week post survey	1. Fall 2018 2. Fall 2018 a. Fall 2018 b. Fall 2018 and ongoing c. Spring 2019
2.	Use the Homeroom period for Wellness activities and Restorative Circles 1. Counselor, Assistant Principal, and Principal will provide a brief training of Restorative Practices during August inservice 2. Aug inservice training with a representative from San Diego County Office of Education (SDCOE) will be scheduled to train teachers on Restorative Circle strategies to be used in all classes, including homeroom. 3. Counselor will work with teachers to co-facilitate Restorative Circle strategies in subject-specific classes.	Principal, Assistant Principal and Counselor	Admin Budget	Homeroom Survey	1. Fall 2018 2. Ongoing 3. Ongoing 4. Summer 2018 5. Fall 2018 6. Fall 2018 and ongoing

	<p>4. Principal will arrange a formal Restorative Practices training for a team of approximately five PTMS teachers (1 from each subject area)</p> <p>5. Discipline Team will determine how to use restorative practices effectively for student conflict resolution</p>				
3.	<p>Develop a comprehensive school safety plan</p> <p>1. Establish a safety committee of certificated and classified school staff</p> <p>2. Assistant Principal works with safety committee and district support to develop site safety plan</p> <p>3. Assistant Principal will work with School Site Council to approve and adopt the PTMS Safety Plan. The safety plan will include details to support the new sped functional life skills (FLS)program.</p> <p>4. Utilize late start time to train staff on how to implement PTMS Safety Plan</p>	Assistant Principal	no cost	-Safety Committee meeting agenda and minutes, Site Council agenda and minutes, Site safety plan	September 2018
4.	<p>Earn a Digital Citizen Certification with Common Sense Media</p> <p>1. Inform and train teachers about the Common Sense Media digital certification at the October late start meeting</p> <p>2. Deliver Common Sense Media approved lessons in each subject area (math, science, social studies, English, and PE).</p> <p>3. Staff and students are participating in Digital Citizenship week via homeroom activities.</p> <p>4. Family Nights will include distribution of online/media safety tips</p>	Principal, Assistant Principal, Counselor, and Subject Specific Teachers	no cost	Late Start Agenda, Lesson plans, and receipt of Common Sense Digital Citizenship Certification, weekly emails blasts to parents (eoption), homeroom activity schedule	<p>1. Fall 2018</p> <p>2. 1st quarter and on going</p> <p>3. October 2018</p> <p>4. 12/3/18, 2/4/19, 4/13/19</p>

LCAP Goal:

SDUHSD LCAP Goal #1: Annual increase in student achievement for all students in English language arts and math with a focus on accelerating student learning outcomes for target subgroups including English Learners, low income pupil, and pupils identified as special education.

School Goal 2

Annual increase in student achievement in English Language Arts (ELA) and math for all students.

LCAP Priority Area:

State Priority: 1-Basic Services, 2-Implementation of State Standards, 4-Pupil Achievement, 7-Course Access

Targeted Pupil Student Group(s):

All students

A. Rationale:

We are a new school establishing baseline data. After reviewing SBAC school data results it is evident that our school is meeting or exceeding growth targets (88.8% of students in ELA and 81.9% of students in math). Most of our various student groups (i.e. Students with Disabilities (SWD), English Language Learners (ELL), and Economically Disadvantaged Students (EDS)) made improvements in ELA and math; however, we are concerned that our SWD group decreased 3% in the number of math students that met or exceeded standard.

Additional concerns that we see with the three student groups mentioned above are the achievement gaps in ELA and math:

SWD ELA achievement gap: -38% (was -51% in 2016)

SWD Math achievement gap: -53% (was -54% in 2016)

ELL ELA achievement gap: -57% (no data in 2016 due to lack of ELL enrollment)

ELL Math achievement gap: -33% (no data in 2016 due to lack of ELL enrollment)

EDS ELA achievement gap: -30% (was -38% in 2016)

EDS Math achievement gap: -35% (was -40% in 2016)

SBAC data along with grade data, Scholastic Reading Inventory (SRI), and Math Diagnostic Testing Project (MDTP) scores were used to identify students who would benefit from a math and/or reading intervention.

B. Expected Measurable Outcomes:

SBAC results from spring 2018 will reflect:

Maintain over 80% of "all students" will score in the standard met/exceed range in math

Maintain over 80% of "all students" will score in the standard met/exceed range in ELA

The achievement gap for SWD, ELL, and EDS will decrease by 5% in math and ELA.

Approximately 20 students are enrolled in the Homeroom Intervention called Reading Lab and receive prescribed computer-based reading support/intervention with the Read 180 software. Approximately 14 seventh graders and 8 eighth graders are enrolled in our newly created ELL Homeroom. Math Lab Homeroom uses a peer tutoring model and has approximately 17 seekers for grade 7 and 17 seekers for grade 8.

We have two sections of Math Essentials, which incorporates Assessment and Learning in Knowledge Spaces (ALEKS) software to support individual student's needs. The 7th grade Math Essentials A class has 14 students enrolled and the 8th grade Math Essentials B class has 23 students enrolled. These two math essentials classes also support special education students with a team-teaching model.

C. Strategy:

Create a flexible master schedule to support all students, create systems of support and interventions, implement a Sheltered English class for English Language Learner students, implement Math Lab, implement Reading Lab, Writing Lab. Teachers regularly meet in their Professional Learning Communities to review assessment data to drive instruction.

	Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	A flexible master schedule will be developed to allow students access to grade level appropriate courses 1. Principal and counselor review student data (MDTP scores, grade data, SBAC, parent/teacher input) for appropriate course placement. 2. Integrated Math Essential courses for grades 7 & 8 to offer targeted instruction by utilizing district-approved curriculum and ALEKS software to remediate identified learning gaps for students performing below grade level. 3. Effectiveness of interventions will be reviewed and evaluated based on course-specific grade and assessment data. 4. Review ELL enrollment in August to determine if a Sheltered English class is appropriate for our ELL students or if students would be better supported clustered with an English teacher in grades 7 & 8.	Principal and Counselor	1 Section of Integrated Math A Essentials - \$24,000 (Source: Non-Formula LCAP) 1 Section of Integrated Math B Essentials - \$24,000 (Source: Non-Formula LCAP)	SBAC scores	1. August 2018 2. August 2018 3. Spring 2019 4. August 2018
2.	PTMS will maintain an after-school homework/study hour and Math Mornings to be implemented and staffed with PTMS teachers. 1. Counselor and principal review grade reports and teacher feedback to identify students who could benefit from this after-school program. 2. Identify teachers to support after-school sessions as needed. 3. Principal and counselor will review student survey results, grade reports, and teacher feedback to measure effectiveness of program 4. Program will be evaluated and adjusted based on data review	Principal	After-School Homework Club - 2 teachers, 2x/week, 30 min sessions at approx \$35/hr - \$2,389 (Tutoring Support Allocation and PTSA budget)	SBAC scores, grade reports, student sign in/out attendance sheet	1. Fall 2018 2. September 2018 3. Spring 2019 4. Spring 2019 5. Spring 2019

			Math Mornings - 1 teacher, 2x/week, 30 min sessions at approx \$35/hr - \$1,195 (PTSA Budget)		
3.	<p>Develop a clearly articulated pyramid of intervention</p> <ol style="list-style-type: none"> 1. Intervention coordinator will work with targeted teachers, principal and resource specialists to identify current support and needed supports 2. Intervention coordinator will share PTMS intervention plan with teachers and train them on how to implement the plan 3. Intervention coordinator and principal will review grade data and teacher feedback on the effectiveness of current intervention plan 4. Intervention Coordinator will be a member of the Student Study Team (SST) 	Principal and Intervention Coordinator	1 Section for Intervention Coordinator - \$24,000 (general FTE staffing formula)	SBAC scores, grade report data	<ol style="list-style-type: none"> 1. Fall 2018 and ongoing 2. January 2019 3. Ongoing 4. Ongoing
4.	<p>All College Prep English students will be administered the Scholastic Reading Inventory (SRI) to identify students reading below grade level.</p> <ol style="list-style-type: none"> 1. Counselor, Intervention Coordinator, and Assistant Principal will review test results and identify struggling readers for additional support to participate in the homeroom reading intervention called "Reading Lab." 2. Student Scholastic Reading Inventory (SRI) data will be reviewed quarterly. 	Assistant Principal, Counselor, Intervention Coordinator	no cost	SRI data	<ol style="list-style-type: none"> 1. September 2018 2. Quarterly
5.	<p>Develop a comprehensive Homeroom that incorporates interventions and enrichment opportunities for all students</p> <ol style="list-style-type: none"> 1. Math Lab (math peer tutoring program) 2. Writing Lab (peer tutoring model) 3. Reading Lab (targeted intervention using Read 180 software) 4. Organizational Group (selected students work with Intervention Coordinator and counselor to gain skills for organizational success) 5. Homeroom Enrichment (various enrichment opportunities such as Makerspace Lab, American Sign Language, Career Explorations, etc.) 6. Individualized teacher assistance as needed 7. Various small group activities to support SWD and EDS needs 	Principal, Intervention Coordinator, Counselor, Assistant Principal, and Teachers	Admin budget	Homeroom Student Survey SBAC Data Subject Specific Common Formative Assessments	1.-7. Fall 2018 and ongoing

LCAP Goal:

SDUHSD LCAP Goal #1: Annual increase in student achievement for all students in English language arts and math with a focus on accelerating student learning outcomes for target subgroups including English Learners, low income pupil, and pupils identified as special education.

School Goal 3

Increase teacher collaboration to implement state content standards and increase student learning.

LCAP Priority Area:

State Priority: 1-Basic Services, 2-Implementation of State Standards, 4-Pupil Achievement, 7-Course Access

Targeted Pupil Student Group(s):

All students

A. Rationale:

PTMS opened in 2015-16 and we are in year four. Our staff size continues to grow as our enrollment increases (2015-16: 267 only seventh-grade students, 2016-17: 630 seventh & eighth-grade students, 2017-18: 673 seventh & eighth-grade students, 2018-19: the projected enrollment is 685). Due to this growth, we acknowledge the need to focus on establishing Professional Learning Communities (PLC's) and utilize the PLC process to focus on student learning and continuous improvement.

B. Expected Measurable Outcomes:

SBAC results from spring 2018 will reflect:

- Maintain over 80% of "all students" will score in the standard met/exceed range in math
- Maintain over 80% of "all students" will score in the standard met/exceed range in ELA
- The achievement gap for SWD, ELL, and EDS will decrease by 2% in math and ELA.

C. Strategy:

PLC groups will meet a minimum of two times/month with a focus on and a commitment to the learning of all students using data to inform instruction and increase student achievement. All departments will have agreed upon ELO's, a minimum of four common formative assessments, and an assessment calendar.

Actions/Tasks		Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Utilize the Professional Learning Community process with course alike groups. PLC groups meet during Late Start Collaboration Days and release days as needed to: <ol style="list-style-type: none"> 1. Groups use release days as needed to analyze student data. 2. Evaluate alignment of curriculum and assessments to state content standards, review and revise Essential Learning Outcomes. 3. Create common formative assessments (CFA's) that address specific ELO's and create an agreed upon timeline for administering CFA's to students. 4. Analyze and discuss student learning based on the common formative 	Principal, Assistant Principal, and teachers.	Sub costs for release days and collaboration days - \$4,795 (PLC Support Allocation)	PLC Survey, meet SBAC growth targets	<ol style="list-style-type: none"> 1. Fall 2018 and ongoing 2. September late start meeting 3. Fall 2018 and ongoing 4. Fall 2018 and ongoing 4. Fall 2018 and ongoing

	<p>assessments. 5. Determine intervention and re-teach opportunities/strategies for students and discuss instructional best practices for continued student achievement. 6. Teachers take reflective survey to analyze PLC group progress through the process and achievement of group goals for the year. 7. PLC groups will post ELO's, agendas, and meeting minutes on the PTMS PLC website.</p>				<p>5. Fall 2018 and ongoing 6. Second Semester 9. Fall 2018 and ongoing</p>
2.	<p>During late start meetings provide professional development opportunities for all teachers. Targeted PD topics include educational technology, intervention strategies, collaboration strategies, school climate, restorative practices, etc.</p>	Principal and Assistant Principal	no cost	Grade reports, SBAC scores, CFA data	<p>1. Starting August 2018 and ongoing 2. Starting August 2018 and ongoing</p>

**F. School Site Council Membership
 Pacific Trails Middle School**

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Mary Anne Nuskin	X				
Parnak Memar		X			
Patricia Storey		X			
Cecily Wheeler		X			
Mona Healy			X		
Kathryn Freeman		X			
Marie Vaughn				X	
Ilene Schaffer				X	
Kristin Gibson				X	
Amanda Chen					X
Helen Blackstone- Gardner					X
Kaley Mafong					X
Numbers of members of each category	1	4	1	3	3

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

**F. School Site Council Membership
 Pacific Trails Middle School**

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Mary Anne Nuskin <i>M. Nuskin</i>	X				
Parnak Memar <i>P. Memar</i>		X			
Patricia Storey <i>Patricia Storey</i>		X			
Cecily Wheeler <i>Cecily Wheeler</i>		X			
Mona Healy <i>Mona Healy</i>			X		
Kathryn Freeman <i>Kathryn Freeman</i>		X			
Marie Vaughn <i>Marie Vaughn</i>				X	
Ilene Schaffer <i>Ilene Schaffer</i>				X	
Kristin Gibson <i>Kristin Gibson</i>				X	
Amanda Chen <i>Amanda Chen</i>					X
Helen Blackstone- Gardner <i>Helen B. G.</i>					X
Kaley Mafong <i>Kaley Mafong</i>					X
Numbers of members of each category	1	4	1	3	3

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

**Form G. Budget 2018-19
 Pacific Trails Middle School**

Of the four following options, please select the one that describes this school site:	
	This site operates as a targeted assistance school (TAS), not as a schoolwide program (SWP).
	This site operates a SWP but does not consolidate its funds as part of operating a SWP
	This site operates a SWP and consolidates only applicable federal funds as part of operating a SWP.
	This site operates a SWP and consolidates all applicable funds as part of operating a SWP.

State/Federal Categorical Program	Allocation
Site LCFF Supplemental Funding - Site Formative/Achievement Funds	\$4,795.00
Site LCFF Supplemental Funding - Site Tutoring Funds	\$2,398.00
Site LCFF Supplemental Funding – District Funded Sections (non-formula)	\$48,000.00
Title I Funds Does Not Apply	\$0.00
Total	\$55,193.00

Appendix A. Student Performance Data

Section 1: Enrollment

Table 1.1 Site enrollment trends with Student Group breakdown

	2015-16		2016-17		2017-18	
	#	%	#	%	#	%
Total enrollment	264	-	623	*	671	100.0%
Black or African American	2	0.8%	5	0.8%	6	0.89%
American Indian or Alaska Native	2	0.8%	3	0.5%	1	0.15%
Asian	97	36.7%	213	34.2%	219	32.64%
Filipino	2	0.8%	5	0.8%	6	0.89%
Hispanic or Latino	12	4.6%	47	7.5%	59	8.79%
Native Hawaiian or Pacific Islander	0	0.0%	1	0.2%	1	0.15%
White	141	53.4%	328	52.7%	354	52.76%
Two or More Races	0	0.0%	0	0.0%	0	0%
Socioeconomically Disadvantaged	12	4.5%		%		%
English Learners	**	**%		%		%
Students with Disabilities	35	13.2%		%		%
Foster Youth		%		%		%

Conclusions indicated from this data:
1.

Section 2: Student Achievement Indicators

Table 2.1 Percent of students tested who scored in the Standard Met to Standard Exceeded range in ELA

8 th grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
2016-17	287	90%	64%	14%	*	.08%	.07%
2015-16	*	*	*	*	*	*	*
2014-15	*	*	*	*	*	*	*
7 th grade							
2016-17	337	91%	67%	15%	*	.07%	.06%
2015-16	268	89%	91%	81%	*	43%	53%
2014-15	*	*	*	*	*	*	*
Source: California Department of Education, https://caaspp.cde.ca.gov/							

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	*	271	339	*	268	337	*	268	337	*	98.9	99.4
Grade 8	*	*	289	*	*	287	*	*	287	*	*	99.3
All Grades	*	271	628	*	268	624	*	268	624	*	98.9	99.4

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	*	2642.8	2645.9	*	53	49.85	*	36	42.14	*	6	5.64	*	4	2.37
Grade 8	*	*	2654.7	*	*	50.52	*	*	34.49	*	*	11.85	*	*	3.14
All Grades	N/A	N/A	N/A	*	53	50.16	*	36	38.62	*	6	8.49	*	4	2.72

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	*	57	58.46	*	36	37.69	*	7	3.86
Grade 8	*	*	57.49	*	*	37.98	*	*	4.53
All Grades	*	57	58.01	*	36	37.82	*	7	4.17

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	*	68	70.33	*	27	26.41	*	4	3.26
Grade 8	*	*	61.67	*	*	32.75	*	*	5.57
All Grades	*	68	66.35	*	27	29.33	*	4	4.33

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	*	37	37.98	*	59	58.16	*	4	3.86
Grade 8	*	*	39.02	*	*	57.14	*	*	3.83
All Grades	*	37	38.46	*	59	57.69	*	4	3.85

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7		66	68.25		30	29.08		4	2.67
Grade 8			59.58			35.89			4.53
All Grades		66	64.26		30	32.21		4	3.53

Conclusions based on this data:									
1.									

III School and Student Performance Data

Table 2.2 Percent of students tested who scored in the Standard Met and Exceeded range in Math

8 th grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
2016-17	287	80%	71%	82%	*	29%	45%
2015-16	*	*	*	*	*	*	*
2014-15	*	*	*	*	*	*	*
7 th grade							
2016-17	337	83%	84%	86%	*	37%	53%
2015-16	268	84%	85%	84%	*	34%	47%
2014-15	*	*	*	*	*	*	*
Source: California Department of Education, https://caaspp.cde.ca.gov/							

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	*	271	339	*	268	336	*	268	336	*	98.9	99.1
Grade 8	*		289	*	*	287	*	*	287	*	*	99.3
All Grades	*	271	628	*	268	623	*	268	623	*	98.9	99.2

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	*	2664.1	2656.8	*	65	60.71	*	19	22.62	*	10	12.80	*	5	3.87
Grade 8	*	*	2681.6	*	*	63.41	*	*	16.72	*	*	12.54	*	*	7.32
All Grades	N/A	N/A	N/A	*	65	61.96	*	19	19.90	*	10	12.68	*	5	5.46

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	*	73	71.73	*	18	19.64	*	9	8.63
Grade 8	*		67.25	*	*	21.95	*	*	10.80
All Grades	*	73	69.66	*	18	20.71	*	9	9.63

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	*	65	61.01	*	28	33.63	*	7	5.36
Grade 8	*	*	63.76	*	*	27.87	*	*	8.36
All Grades	*	65	62.28	*	28	30.98	*	7	6.74

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	*	71	63.99	*	24	31.25	*	6	4.76
Grade 8	*	*	63.07	*	*	28.92	*	*	8.01
All Grades	*	71	63.56	*	24	30.18	*	6	6.26

Conclusions based on this data:	
1.	

Section 3: School Climate Indicators

Table 3.1 Truancy rates

	2013-14	2014-15	2015-16
All Students	*	*	2.3%

Conclusions indicated from this data:

1. Baseline data established.
2. Truancy rate is not a concern at this time.

Table 3.2 Chronic Absenteeism Rates by Ethnicity and Student Group

	2016-17
All Students	2.4
Black or African American	*
American Indian or Alaska Native	*
Asian	*
Filipino	*
Hispanic or Latino	7
Native Hawaiian or Pacific Islander	*
White	3.2
Two or More Races	*
Socioeconomically Disadvantaged	6.8
English Learners	*
Students with Disabilities	8.1
Foster Youth	*

Conclusions indicated from this data:
1. Baseline data established.
2. Our at-risk sub groups, where we see concerns with student achievement, also have a higher chronic absenteeism rate.

Table 3.3 Suspension Data

	2014-15	2015-16	2016-17
Cumulative Enrollment	*	277	635
Total Suspensions	*	1	10
Unduplicated Count of Students Suspended	*	1	7
Suspension rate	*	0.40%	1.10%
Percent of Students Suspended with One Suspension	*	100.00%	57.10%
Percent of Students Suspended with Multiple Suspensions	*	0.00%	42.90%

Conclusions indicated from this data:
1. Suspension rates are low
2. We have a concern with the high percentage of students with multiple suspensions.

Table 3.4 Suspension Rate by Ethnicity and Student Group

	2014-15	2015-16	2016-17
All Students	*	0.40%	1.10%
Black or African American	*	*	*
American Indian or Alaska Native	*	*	*
Asian	*	1.00%	0.50%
Filipino	*	*	*
Hispanic or Latino	*	0.00%	3.90%
Native Hawaiian or Pacific Islander	*	*	*
White	*	0.00%	1.20%
Two or More Races	*	*	0.00%
Socioeconomically Disadvantaged	*	*	4.3%
English Learners	*	*	*
Students with Disabilities	*	*	*
Foster Youth	*	*	*

Conclusions indicated from this data:
1. Baseline data established.
2. Suspension rates doubled, but the school enrollment doubled with the addition of 8th grade.

Table 3.5 Expulsion Data

	2014-15	2015-16	2016-17
Cumulative Enrollment	*	277	635
Total Expulsions	*	*	*
Unduplicated Count of Students Expelled	*	*	*
Expulsion rate	*	*	*

Conclusions indicated from this data:
1. Baseline data established.

Table 3.6 Expulsion Rate by Ethnicity and Student Group

	2014-15	2015-16	2016-17
All Students	*	*	*
Black or African American		*	*
American Indian or Alaska Native		*	*
Asian		0.00%	0.00%
Filipino		*	*
Hispanic or Latino		0.00%	0.00%
Native Hawaiian or Pacific Islander		*	*
White		0.00%	0.00%
Two or More Races		*	0.00%
Socioeconomically Disadvantaged		*	*
English Learners		*	*
Students with Disabilities		*	*
Foster Youth		*	*

Conclusions indicated from this data:

1. Baseline data established.

Section 4: Progress Monitoring of English Learners

California English Language Development (CELDT) Data

Table 4. 1 2014-15 CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
7	*	44%	28%	*	57%	51%	*	*	7.5%	*	*	7.5%	*	*	6%
8	*	61%	37%	*	28%	49%	*	6%	6%	*	*	2%	*	6%	6%
Total	*	51%	33%	*	44%	50%	*	2%	6.6%	*	*	4.7%	*	2.4%	6%

Conclusions based on this data:

1. Baseline data established
2. Majority of English Language Learners are Advanced and Early Advanced

Table 4.1 Enrollment by English Language Acquisition Status

	English Only	Initial Fluent English Proficient	English Learner	Reclassified Fluent English Proficient	To Be Determined	Total
2017-18	63.6%	16.1%	4.0%	16.2%	0.0%	671
2016-17	66.00%	16.90%	2.20%	14.90%	0.00%	623
2015-16	64.80%	20.10%	1.50%	13.60%	0.00%	264

Conclusions indicated from this data:

1. Baseline data established.
2. English Language Learner population is low.

Table 4.2 English Learner Enrollment by Years in English Language Development Programs

	English Learners			EL 4+ Years Not At-Risk or LTEL	Reclassified Fluent English Proficient	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years			
2017-18	17	0	7	3	109	136
2016-17	7	1	2	4	93	107
2015-16	2	0	1	1	36	40

* Long-Term English Learners (LTEL)

Table 4.3 2017-18 English Learner Enrollment by Years in English Language Development Programs by Grade

	English Learners			EL 4+ Years Not At-Risk or LTEL	Reclassified Fluent English Proficient	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years			

7	8	0	5	1	55	69
8	9	0	2	2	54	67
* Long-Term English Learners (LTEL)						

Conclusions indicated from this data:

1. Baseline ELL data established.

Table 4.4 Reclassification (RFEP) Counts and Rates

	2015-16	2016-17	2017-18
Number and percent of EL students Redesignated to Fluent English Proficient (RFEP)	*	33.7%	31.8%

Conclusions indicated from this data:

1. Baseline data established.



The Single Plan for Student Achievement

School: San Dieguito High School
Academy
District: San Dieguito Union High
School District
County-District School
(CDS) Code): 37-68346-3737418
Principal: Adam Camacho
Date of this revision: May 2018

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Adam Camacho
Position: Principal
Telephone Number: (760) 753-1121
Address: 800 Santa Fe Drive
Encinitas, CA 92024
E-mail Address: adam.camacho@sduhsd.net

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

**A. School Site Information
 San Dieguito High School Academy**

Vision Statement:

Vision Statement: We cultivate compassion, optimism, and love for learning, while building on our core values, so all students may lead rewarding lives and contribute to their communities.

Mission Statement:

San Dieguito High School Academy is a learning community which nurtures the individual, promotes academic rigor, provides varied opportunities for success, values excellence, and celebrates creative expression. Principal's Message: San Dieguito H.S. Academy (SDA) is a school of choice for students in the San Dieguito Union High School District. We offer our students a challenging and relevant curriculum that is delivered by a caring staff, adult-student connections (because of our homeroom), and a flexible (4x4) schedule. Students have access to all courses, including Advanced Placement (AP), honors, CTE Pathways, and college prep, as well as a wide variety of electives. SDA received the California Distinguished School Award in the spring of 2010 and a six-year term of accreditation from the Western Association of Schools and Colleges in the spring of 2012.

Career Preparation: San Dieguito Academy has made a serious commitment to career preparation. All students have multiple opportunities to explore career options, to learn about their interests and abilities, and to take advantage of the many exciting educational opportunities the Academy offers. Nearly all ninth graders take the Introduction to Technology course in which they explore five sectors of technology and one unit of visual arts. As an introductory course to one of our CTE pathways, this class helps students understand their abilities and interests through inventories and activities, and allows them to sample some of SDA's career-centered elective offerings. SDA students use Naviance (an Internet-based career and academic planning program) and every ninth grader prepares a four-year Personal Learning Plan with their counselor, as part of the Naviance program. Tenth graders meet with their counselor to use Naviance for career exploration, first participating in a personality inventory and then exploring career clusters. Juniors meet with their counselor to begin the Naviance college search process, in light of their career goals. Seniors use Naviance to prepare for their future after high school. Every San Dieguito Academy student receives a copy of Career Pathways Guide which outlines the SDA courses that prepares students for twelve industry sectors, suggested supplementary classes, related careers in each field, and community partners for each career pathway. Students also have the opportunity to explore a field-of-interest through an Internship.

School Profile: (include site demographics, remedial and advanced course enrollments, local measures of performance, special programs)

Community Surroundings

San Dieguito Academy is located in north San Diego County. All 9th through 12th grade students who are residents of the San Dieguito Union High School District may choose to attend their local school (Torrey Pines High School or La Costa Canyon High School) or San Dieguito High School Academy or Canyon Crest Academy. Students living in Cardiff-by-the-Sea, Carmel Valley, Del Mar, Encinitas, Fairbanks Ranch, La Costa, Leucadia, Olivenhain, Rancho Santa Fe and Solana Beach bring a rich diversity of socio-economic backgrounds to San Dieguito Academy.

School

San Dieguito Academy (SDA) is a school of choice. It is a comprehensive, public, four-year high school serving 1855 students. The SDA campus reflects the warmth and grace of its 1936 construction, updated both architecturally and technologically to meet the demands of a modern high school. The SDA learning community fosters active student involvement, leadership, and teamwork. SDA values both rigorous academics and personal student attention. Career awareness ties the classroom to the community through our Career Pathways Program. Additionally, SDA students volunteer their time to support a wide variety of causes.

SDA's active Associated Student Body leadership team offer a tremendous range of student involvement opportunities throughout the year. Clubs and other campus events allow students to pursue interests including academic fields-of-study,

visual arts, world languages, career interest areas, community service, physical activities, and politics. Parents and community members are encouraged to take an active role at SDA. They serve as members of SDA's School Site Council, SDA Foundation, Student Success Services, and in numerous other volunteer capacities.

SDA seeks to form meaningful partnerships with other learning institutions. Many students in their junior and senior years take classes at Mira Costa or Palomar Community Colleges. Ninety-eight percent of SDA's class of 2017 self-reported their intention to attend post-secondary institutions, with 36% attending two-year colleges and 62% attending four-year colleges, including: M.I.T., Univ of Illinois, Univ of S. California, Penn State Univ, Univ of San Diego, New York Univ, Univ of Oregon, Univ of San Francisco, Purdue Univ, Santa Clara Univ, Loyola Marymount Univ, Univ of Washington, UC Boulder, Univ of Hawaii, Northeastern Univ, Bryn Mawr Coll, Belmont Univ, Tulane Univ, Pepperdine, Emerson Coll, Univ of Redlands, Rhode Is. School of Design, Rensselaer, and a variety of colleges within the University of California and Cal State University systems.

During the 2016-17 school year, SDA students boasted an average ACT composite score of 25.3 and an SAT total score of 1668. Out of the 477 members of SDA's current senior class, 7 have been recognized as National Merit Scholarship Program Semi-Finalists and 22 additional students have earned Commended Student status.

Schedule

SDA operates on a 4 x 4 block schedule, in which students attend four 90-minute classes daily. SDA's two 18-week terms are divided into four 9-week quarters. The school day includes a twenty-five minute homeroom period four times a week. Upon graduation from high school, students who entered as freshmen could have earned 320 credits over four years. Underclassmen are required to earn at least 80 credits each year. This schedule allows SDA students to enroll in a wide array of elective courses, including culinary arts, video/film production, psychology, photography, computer programming, speech and debate, and American Sign Language.

Faculty

The faculty at SDA completely reflects the dedication, enthusiasm and expertise that has become synonymous with the San Dieguito Union High School District. More than half of SDA's faculty members hold advanced degrees. Teachers and counselors serve as homeroom advisors to students and as liaisons to their parents. Students have the special opportunity of remaining with the same homeroom advisor throughout their four years in high school.

B. School and Student Performance Data

See Appendix A for multi-year student performance data tables

Student Performance Summary (conclusions from analysis of student performance data, identify and prioritize the site needs to drive goals)

A detailed evaluation of the performance data allowed the School Site Council and site leadership to identify specific areas of need, including increasing student connectedness, increasing college and career readiness, increasing the number of English Learners who are reclassified, and increasing student achievement. These goals were based on a thorough analysis of CAASPP scores, California Healthy Kids Survey results, career readiness indicators, D/F lists, and English Learner data.

1. Increasing student connectedness campus-wide - Based on 2017 CA Healthy Kids Survey results, 11% of students reported not feeling they are a part of the school, 24% students reported they do not feel that they do things that make a difference at the school. An analysis of this data reveals that SDA should continue to focus on improving student connectedness. SDA attendance data indicates a 2015-16 truancy rate of 52.59%. During the 2016-17 school year, 733 SARB 1 letters were sent to SDA families. 295 SDA families received both SARB 1 & SARB 2 letters while 189 families received SARB 1, 2 & 3 letters. These attendance data points support the need to focus on improving school connectedness.

2. Increasing college and career readiness - Based on 2016-17 EAP Math results, 32% of all SDA students scored in the "college ready" range. None of SDA's of English Learners scored in the "college ready" range, 14% of low SES students and 4% of Special Education students scored in the "college ready" range. 2016-17 EAP ELA results indicate that 53% of all SDA students scored in the "college ready" range. Again, none of SDA's English Learner's scored in the "college ready" range, 25% of low-SES students and 15% of Special Education students scored in the "college ready" range. Seventy percent of all SDA students fulfilled the 2015-16 UC/CSU eligibility requirements. Forty-one percent of SDA's low-SES students met the UC/CSU eligibility requirements, but none of SDA's EL students did. SDA's 2015-16 cohort graduation rate was 99.7%. One hundred percent of both EL and Low-SES students graduated in 2016. That said, SDA's English Learners and Special Education students are underrepresented in Advanced Placement and Honors courses: 0.2% of all students enrolled in AP and honors courses were EL students and 2.0% were Special Education students. This data supports the need to focus on increasing college and career readiness for all students.

3. Continuing to implement strategies to increase reclassification of all English Learners - Based on 2016-17 enrollment data, 44% of SDA's English Learners are classified as Long-term English Learners (6+ years classified at an EL). 21.4% of SDA's English Learners scored in the "met standards" or "exceeded standards" ranges on the CAASPP ELA test and none of SDA's English Learners scored in the "met standards" or "exceeded standards" ranges for math. None of SDA's of English Learners scored in the "college ready" range on either the EAP Math or ELA tests. Additionally, 0% of SDA's English Learners met the 2017 UC/CSU eligibility requirements. Eight percent of English Learners are currently enrolled in Advanced Placement or Honors courses. This data supports the need to focus on implementing strategies to increase SDA's English Learner reclassification rate.

4. Increasing student achievement - 86.7% of all SDA students scored in the "met standards" or "exceeded standards" ranges on the 2016-17 CAASPP ELA test. 73.7% of Reclassified Fluent English Proficient (RFEP) students scored in the "met standards" or "exceeded standards" ranges on the CAASPP ELA test, while 21.4% of English Learners, 53.2% of Special Education students, and 67.2% of low-SES students scored in the same ranges in ELA. Turning to Math, 65% of all SDA students scored the "met standards" or "exceeded standards" ranges on the 2016-17 CAASPP math test. 35.1% of Reclassified Fluent English Proficient (RFEP) students scored in the "met standards" or "exceeded standards" ranges on the CAASPP math test, while 0.0% of English Learners, 25.5% of Special Education students, and 39.1% of low-SES students scored in the same ranges in math. A focus on increasing student achievement for all students is clearly indicated by these results.

C. Involvement Process

Involvement Process:

How was the SSC and site leadership involved in development of the plan?

SDA's School Site Council meets four times annually. The 2017-18 SSC will meet on:

October 10
December 4
February 26
May 21

The Council's primary function is to review the Single Plan for Student Achievement (SPSA) with a particular focus on the plan's goals, action plans, and progress toward goal achievement. At the October meeting, the Council reviewed their roles and responsibilities. SSC members were given the opportunity to provide feedback on the 2017-18 SPSA via electronic communication and signatures indicating plan approval were secured. At the December 4th SSC meeting, the ELAC representative will present English Learner data and related goals for consideration. At the May 21st SSC meeting, the 2018-19 SPSA will be presented for feedback and approval.

The school leadership/administrative team is also guided by these four goals. The team collaborates every Tuesday and a larger Principal's Cabinet meets every Friday. The SPSA document, data, and goals are regularly discussed and inform decisions made by site leadership. The administrative team collaboratively develops the SPSA with input from department chairs, parent advisory groups, and student focus groups.

of the date of this report (May 2018) but will be updated to reflect the entire year when that data is available. The starting points of 1.73% and 0.22% for SART and SARB respectively made the 5% reduction goals an impossibility.

Growth target #2: A 5% decrease in the percentage of students who "disagree" or "strongly disagree" with the statement, "I feel like I am a part of this school."

2016-17: 11% [2017 CA Healthy Kids Survey]
2017-18: 7% [2018 SDA Student Connectedness Survey]
Change: 4% DECREASE

Growth target met: NO

Notes: Given the very small number of students who expressed disagreement with the statement, a 4% decrease is quite notable. That said, while the questions posed on 2017 and 2018 are identically worded, the CA Healthy Kids Survey differs from the SDA Student Connectedness Survey in content and administrative platform.

Growth target #3: A 5% decrease in the percentage of students who "disagree" or "strongly disagree" with the statement, "At school, I do things that make a difference."

2016-17: 24% [2017 CA Healthy Kids Survey]
2017-18: 20% [2018 SDA Student Connectedness Survey]
Change: 4% DECREASE

Growth target met: NO

Notes: As noted above, while the questions posed on each survey are identically worded, the surveys themselves differs in content and administrative platform.

Growth target #4: A 5% decrease in the truancy rate for all students.

2014-15: 77.5%

2015-16: 63.2%
Change: 14.3% DECREASE

Growth target met: YES

Notes: The most recently reported truancy rates are from 2015-16.

C. Relevance:

Partially met. The truancy growth target (#4) was surpassed. The two survey question growth targets (#2 & #3) were only short by 1 percentage point. The SART/SARB growth target (#1) of a 5% decrease was impossible to reach given the starting points of 1.73% and 0.22%.

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

Changes to actions/services: Current programs that contribute to student connectedness will continue, but with an added focus on evaluating program effectiveness. Armed with effectiveness data, we will strength the initiatives that are proving to make a measurable difference, reexamine those that are not, and improve collaboration and communication between these disparate programs.

Changes to goal: None

Changes to methods/metrics to measure progress: Moving forward, the SDA Student Connectedness Survey will be administered in even numbered years (to augment the California Healthy Kids Survey, which is administered in odd-numbered years). Trend analysis will be conducted for the following four key indicators, which appear on both surveys:

- 1) I feel like I am a PART of this school
- 2) I feel CLOSE to people at this school
- 3) There is a teacher or other adult at school who really CARES about me
- 4) There is a teacher or other adult at school how LISTENS when I have something to say

Two similar indicators from the Senior Exit Survey will also be monitored, "I developed a strong relationship with at least one adult at SDA during my time here" and "There are adults at SDA who I can turn to with school-related or personal problems."

In addition to monitoring SART and SARB attendance metrics, we will also conduct a multiyear review of suspension rates. Due to the two-year reporting lag for DataQuest truancy rates, we will no longer monitor this data point.

School Goal 2

To increase college and career readiness.

LCAP Priority Area:

Goal # 3: All district graduates will be college and career ready.

Targeted Pupil Student Group(s):

All students, with focus on the following student groups: English Learners (EL), students who qualify for Special Education programs (SPED), and socio-economically disadvantaged students (low-SES)

A. Actual Measurable Outcomes:

During the 2017-18 school year, progress on college and career readiness was assessed based on:

- SBAC CAASPP results in ELA and Math (measured by EAP)
- CDE reported UC/CSU eligibility rates
- Cohort graduation rates
- AP and honors enrollment

Growth Target #1: a 5% INCREASE in percentage of all students who scored in the "College Ready" range in math and ELA as measured by EAP (Standard Exceeded on CAASPP assessment).

ELA
 College Ready (2015, 2016, 2017): 50%, 54%, 53%
 MATH
 College Ready (2015, 2016, 2017): 32%, 36%, 32%

Growth Target #2: a 5% INCREASE in percentage of EL students who scored in the "College Ready" range in math and ELA as measured by EAP (Standard Exceeded on CAASPP assessment).

ELA
 College Ready (2015, 2016, 2017): No data, 0%, 0%
 MATH
 College Ready (2015, 2016, 2017): No data, 6%, 0%

Note: How many EL students each year? Small number could account for large shifts in percentages

Growth Target #3: a 5% INCREASE in percentage of SPED students who scored in the "College Ready" range in math and ELA as measured by EAP (Standard Exceeded on CAASPP assessment).

B. Summary of Progress:

Overall, most student groups, aside from low-SES students, have performed consistently on SBAC assessments, evidenced by multi-year data. Low-SES student scores on the SBAC have increased dramatically in Math and ELA, which emphasizes that low-SES students are more college ready today than previously. This is also reflected in low-SES students' increase in UC/CSU eligibility rates. Though already high, cohort graduation rates for EL and low-SES student groups have increased. Looking at AP and Honors enrollment, there is limited change in enrollment percentage for these student groups, and the enrollment does not reflect our student population.

ELA
College Ready (2015, 2016, 2017): 11%, 20%, 15%
MATH
College Ready (2015, 2016, 2017): 3%, 3%, 4%

Growth Target #4: a 5% INCREASE in percentage of low-SES students who scored in the "College Ready" range in math and ELA as measured by EAP (Standard Exceeded on CAASPP assessment).

ELA
College Ready (2015, 2016, 2017): 12%, 9%, 25%
MATH
College Ready (2015, 2016, 2017): 5%, 2%, 14%

Note: Significant improvements in low-SES student scores in both Math and ELA

Growth Target #5: a 5% INCREASE in AP and Honors enrollment for EL and Low-SES subgroups to more closely reflect the demographics of SDHSA

EL
(2015-16, 2016-17, 2017-18): 0%, 0%, 0%

Low-SES
(2015-16, 2016-17, 2017-18): __%, 9.1%, __%

Note: Our EL and low-SES student group enrollment in Honors and AP courses does not reflect the demographics of SDHSA. In 2017-2018, 285 students (of 1854) were classified as low-SES, which is 15.4% of our student population, and 19 students (of 1854) were EL's, 1% of our population.

Growth Target #6: an INCREASE in UC/CSU eligibility rates for EL and Low-SES.

EL
(2014-15, 2015-16, 2016-17): 0%, 0%, 33% (1 of 3)

Low-SES
(2014-15, 2015-16, 2016-17): 54.4%, 41.4%, 59.3%

Note: UC/CSU eligibility rates are reported for 12th grade students only, after graduation. In 2015-2016, there were 4 English Learners

in 12th grade, and none met UC/CSU entrance requirements. In 2016-17, there were 3 English Learners in 12th grade and one (1) of the three (3) graduated meeting UC/CSU entrance requirements.

Growth Target #7: an INCREASE in cohort graduation rates for EL and Low-SES.

EL

(2014-15, 2015-16, 2016-17): 93.3%, 100%, No Data

Low-SES

(2014-15, 2015-16, 2016-17): 96.1%, 100%, No Data

C. Relevance:

Partially met. Increase in percentage of "college-ready" scoring low-SES students, along with a trend of increasing percentage of EL's and low-SES students meeting UC/CSU eligibility rates. However, there has been no marked increase in "college ready" scoring on SBAC assessments for all other subgroups, along with lack of improvement in EL and low-SES enrollment in AP/Honors courses.

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

Utilize site tutoring programs, district-wide and site based Professional Development (PD), math/English intervention classes, and AP Potential data, along with increase marketing and awareness of CTE pathway options to increase college and career readiness for all students.

School Goal 3

Increase the reclassification rate of SDA's English Language Learners.

LCAP Priority Area:

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 (R-FEP).

Targeted Pupil Student Group(s):

English Language Learners

A. Actual Measurable Outcomes:

During the 2017-18 school year, progress toward English Language (EL) Learner reclassification was gauged based on:

- Annual reclassification (RFEP) counts and rates [DataQuest]
- SBAC CAASPP results including Early Assessment Program (EAP) indicators
- D and/or F Grade List [Aeries]

Growth target #1: 5% increase in the percentage of EL Learners reclassified from Limited English Proficient (LEP) to Redesignated Fluent English Proficient (R-FEP).

2016-17: 21.4% reclassification rate
 2017-18: 24.4% reclassification rate
 Change: 0.3% INCREASE

Growth target met: NO

Growth target #2: 5% increase in the percentage of EL Learners who score in the or STANDARD MET or STANDARD EXCEEDED performance levels on the CAASPP English Language Arts/Literacy Assessment.

2015-16: 25.0% met or exceeded standard
 2016-17: 21.4% met or exceeded standard
 Change: 3.6% DECREASE

B. Summary of Progress:

SDA'S 24% reclassification rate has held steady since 2016. This rate surpasses the San Dieguito Union High School District rate of 20% and far surpasses the San Diego County reclassification rate by 9 percentage points.

Given the small number of students in San Dieguito Academy's English Language Learner Program, the incremental changes (even those that moved in the wrong direction) are not statistically significant. Overall, the rate of English Language Learners progressing toward reclassification remained steady.

Growth target met: NO

Notes: The small EL Learner student group size (28 students) limits the amount of movement available in either direction.

Growth target #3: 5% decrease in the percentage of EL Learners earning as least one final course grade of a D or F.

2nd term 2016-17: 37.5% on D/F list

1st term 2017-18: 42.1% on D/F list

Change: 4.6% INCREASE

Growth target met: NO

NOTES: While the percentage of students did not decrease, the number of students earning at least one D or F did decrease from 9 students to 8.

Growth target #4: 5% increase in the percentage of EL Learners designated as "College Ready" in English as measured by EAP (STANDARD EXCEEDED on the CAASPP English Language Arts/Literacy Assessment).

2015-16: 54% college ready

2016-17: 53% college ready

Change: 1.0% DECREASE

Growth target met: NO

Notes: A 1% decrease is statistically insignificant, especially given the small number of EL Learners being examined.

C. Relevance:

NO - The goal of increasing the percentage of EL Learners reclassified from Limited English Proficient (LEP) to Redesignated Fluent English Proficient (R-FEP) was not met. Effective support of EL Learners continues to be a high priority for San Dieguito Academy however, the 5% growth targets were probably overly ambitious given the small number of students in this student group.

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

Changes to actions/services: Significant resources are already dedicated to increasing students' English language proficiency including:

- The EL Learner Program lead teacher/site coordinator is released from instructional duties for one period daily to focus on this goal.
- Academic Literacy support class students are taught by a highly trained teacher and assisted by peer tutors.
- Student progress conferences are conducted after each progress report and report card.
- The EL Learner Program team meets quarterly to monitor each student's progress toward reclassification and to discuss interventions.
- A school counselor and assistant principal are designated to support SDA's EL Learners and their families.

All of the aforementioned resources and interventions will continue. Additionally, some students will be recommended for reclassification based on an alternative process for EL Learners who have Individual Education Plans (IEP) and do not meet the district's reclassification criteria. A multidisciplinary IEP team can now recommend reclassification if they determine that a student's disability (as opposed to his or her English proficiency) is the primary reason the student is not able to meet the district's reclassification criteria.

Changes to goal: In addition to monitoring the reclassification rate for EL Learners, we will also assess the academic achievement of recently reclassified students (< or equal to 4 years). The objective of monitoring the academic success of reclassified students is to ensure that they were not prematurely exited from the language assistance program.

Changes to methods/metrics to measure progress: Moving forward, the English Learner Progress Indicator on the California School Dashboard will be used to assess how efficiently students move through the English proficiency levels and the timeliness of their reclassification as Fluent English Proficient. Additionally, we will evaluate our recently reclassified students' performance in their core academic courses, based on the D/F Grade List.

School Goal 4

Increase student achievement in English Language Arts (ELA) and Math.

LCAP Priority Area:

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

Targeted Pupil Student Group(s):

All students, with focus on the following student groups: English Language Learners (EL Learners), Reclassified Fluid English Proficient students (RFEP), students who qualify for Special Education programs (SPED), and socio-economically disadvantaged students (low-SES)

A. Actual Measurable Outcomes:

During the 2017-18 school year, progress on student achievement in ELA and Math was assessed based on:

- SBAC CAASPP results in ELA and Math (measured by EAP)
- D/F List Fall and Spring
- Enrollment in grade level math courses

Growth Target #1: a 5% INCREASE in met or exceeded range on the CAASPP in ELA and math for all students
 ELA (2015, 2016, 2017): 79%, 89%, 87%
 MATH (2015, 2016, 2017): 58%, 64%, 65%

Growth Target #2: a 5% INCREASE in students in the met or exceeded range on the CAASPP in ELA and math for the EL student group.
 ELA (2015, 2016, 2017): N/A, 25%, 21%
 MATH (2015, 2016, 2017): N/A, 7%, 0%

Growth Target #3: a 5% INCREASE in students in the met or exceeded range on the CAASPP in ELA and math for the RFEP student group.
 ELA (2015, 2016, 2017): 63%, 94%, 74%
 MATH (2015, 2016, 2017): 23%, 31%, 35%

Growth Target #4: a 5% INCREASE in students in the met or exceeded range on the CAASPP in ELA and math for the SPED student group.
 ELA (2015, 2016, 2017): 50%, 63%, 53%

B. Summary of Progress:

While the percentage of all students in the met or exceeded range remained relatively consistent in both 2015-2016 and 2016-2017, after an impressive increase between 2014-15 and 2015-26, specific student groups showed a significant decrease in ELA scores. Math scores have remained consistent for all students, but all other student groups perform far below schoolwide percentages (particularly EL students). All student group performance is not reflective of SDHSA "all student" scores. Low-SES students have increased performance over the past year of reported data.

The percentage of 11th and 12th grade students enrolled in below grade level math courses has increased, while the percentage of students on the D/F list has _ between Fall 2016 and 2017.

MATH (2015, 2016, 2017): 18%, 26%, 26%

Growth Target #5: a 5% INCREASE in students in the met or exceeded range on the CAASPP in ELA and math for the low-SES student group.

ELA (2015, 2016, 2017): 52%, 68%, 67%

MATH (2015, 2016, 2017): 16%, 22%, 39%

Growth Target #6: a 5% DECREASE in the percentage of 11th and 12th students enrolled in below grade level integrated math courses.

2016-17 (711 total 11th/12th grade students enrolled in math classes): 9.6%, 68 total students

2017-18 (811 total 11th/12th grade students enrolled in math classes): 13.2%, 107 total students

Change: 3.6% increase

*For data analysis purposes, "grade level" math courses are 9th grade - Math I, 10th grade - Math II, 11th grade Math III, 12th grade - precalculus, calculus, statistics, business math

Growth Target #7: a 5% DECREASE in the percentage of students on D/F list in Fall term.

All Students

2016-17: 18% (315 out of 1780) - Spring term

2017-18: 14.6% (270 of 1854) - Fall term

Change: __ *awaiting Fall 2016-17 data

C. Relevance:

Partially met. With the exception of mathematics scores for low-SES students, CAASPP ELA and math scores for most student groups have either remained consistent or decreased. There has been an increase in percentage of 11th and 12th graders enrolled in below grade-level math courses, clearly demonstrating no growth in set goals for increasing student achievement in math.

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

Use of intervention classes, tutoring, after school support programs, and staff collaboration through the PLC process to identify student needs through formative assessment and develop methods for intervention/reteach to increase student achievement.

Changes to actions/services: addition of general education support class

Changes to methods/metrics to measure progress: In growth target #7, we will include both Fall and Spring terms, as we are on the quarter system and each term provides final grades for our students that can be used as valuable data.

E. Planned Improvements in Student Performance

The School Site Council has analyzed the student performance data of all student groups and has considered the effectiveness of key elements of instructional programs. As a result, it has adopted the following school goals, related actions, and expenditures to increase outcomes for underperforming students.

LCAP Goal:
 Goal #4 Increase the level of “school connectedness” and "sense of safety" of pupils, staff and parents.

School Goal 1
 Enhance the strong sense of school connectedness reported by San Dieguito Academy students.

LCAP Priority Area:
 Related State Priorities 5 (Pupil Engagement) & 6 (School Climate)

Targeted Pupil Student Group(s):
 All students

<p>A. Rationale:</p> <p>Research shows that when students feel a positive connection to their school and to the adults in their school, they learn better, have healthier relationships, and feel better about life, in general. San Dieguito Academy prides itself on being an inclusive community where students feel accepted and cared for. The following metrics will be used to assess progress toward a strong sense of school connectedness for SDA students.</p> <hr style="width: 25%; margin-left: 0;"/> <p>California Healthy Kids Survey/SDA Connectedness Survey</p> <p>I feel like I am PART of this school: Based on the 2018 SDA Student Connectedness Survey, only 7% of students "disagree" or "strongly disagree" with the statement, "I feel like I am PART of this school." The 7% of students who do not feel connected to school, according to this question, is an improvement over the 11% from the 2017 California Healthy Kids Survey.</p> <p>I feel CLOSE to people at this school: When asked on the 2018 SDA Student Connectedness Survey about their relationships with people generally, 7% of students "disagree" or "strongly disagree" that they "feel CLOSE to people at this school." As with the prior statement, this is an improvement over the 11% from the 2017 California Healthy Kids Survey.</p> <p>There is a teacher or other adult at school who really CARES about me:</p>	<p>B. Expected Measurable Outcomes:</p> <p>1) Less than or equal to 7% of students will “disagree” or “strongly disagree” with the statement, "I feel like I am PART of this school" on the 2019 California Healthy Kids Survey*. Because the percentage of students who disagree with this (and the following three) statement(s) is already extremely low and in consideration of the longitudinal trend, SDA’s focus is on maintaining the current sense of connectedness.</p> <p>2) Less than or equal to 7% of students will “disagree” or “strongly disagree” with the statement, "I feel CLOSE to people at this school" on the 2019 California Healthy Kids Survey.</p> <p>3) Less than or equal to 4% of students will choose "not true at all" in response to the statement, "There is a teacher or other adult at school who really CARES about me" on the 2019 California Healthy Kids Survey.</p> <p>4) Less than or equal to 4% of students will choose "not true at all" in response to the statement, "There is a teacher or other adult at school who LISTENS to me when I have something to say" on the 2019 California Healthy Kids Survey.</p> <p>*NOTE: The California Healthy Kids Survey is administered in odd-numbered years and the SDA Student Connectedness Survey is administered in even-numbered years.</p> <p>5) The percentage of seniors (on the SDA Senior Exit Survey) who choose</p>
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Results from the 2018 SDA Student Connectedness Survey reveal a more noticeable opportunity to improve the relationships students have with staff members. When asked whether, "There is a teacher or other adult at school who really CARES about me," 96% of SDA students reported that this is "a little true," "pretty much true" or "very much true." This is up from 92% on the 2017 California Healthy Kids Survey.

There is a teacher or some other adult at school who LISTENS to me when I have something to say: 98% of students reported on the 2018 SDA Student Connectedness Survey that it is "a little true," "pretty much true" or "very much true" that "there is a teacher or some other adult at school who LISTENS to me when I have something to say." This is 4 percentage points higher than the 94% reported on the 2017 California Healthy Kids Survey.

2019 Senior Exit Survey

I developed a strong RELATIONSHIP with at least one adult at SDA during my time here: Between 2010 and 2016, an average of 92.5% of graduating seniors reported on the Senior Exit Survey that they "agree" or "strongly agree" with the statement, "I developed a strong RELATIONSHIP with at least one adult at SDA during my time here." In 2017, the percentage dropped slightly to 90.3. We would like to see the 2019 results be more in line with the 2010-16 average.

There are adults at SDA who I can TURN TO with school-related or personal problems: Between 2010 and 2016, an average of 92.0% of graduating seniors have reported on the Senior Exit Survey that they "agree" or "strongly agree" with the statement, "There are adults at SDA who I can TURN TO with school-related or personal problems." In 2017, the percentage dropped to 87.1. We would like to see the 2019 results be more in line with the 2010-16 average.

Attendance Metrics

SDA's School Attendance Review Team contract and School Attendance Review Board referral rates are consistently very low so we will strive to maintain, if not improve, these metrics.

"disagree" or "strongly disagree" in response to the statement, "I developed a strong RELATIONSHIP with at least one adult at SDA during my time here" will remain at (or be lower than) the 2010-17 average of 10%.

6) The percentage of seniors (on the SDA Senior Exit Survey) who choose "disagree" or "strongly disagree" in response to the statement, "There are adults at SDA who I can TURN TO with school-related or personal problems" will return to (or be lower than) the 8% 2010-17 average (a decrease of 5% from 13% in 2017).

7) The percentage of students who are placed on a School Attendance Review Team contract will remain less than 2% of all SDA students. For a frame of reference, 1.7% of students were suspended in 2016-17 (32 students) and 1.2% of students have been suspended, to date, during the 2017-18 school year (22 students).

8) The percentage of students who are referred to the SDUHSD School Attendance Review Board will remain under 0.3% of all SDA students. In 2016-17, 0.2% of students (2 students) were referred and thus far this year, 0.1% of students (1 student) have been referred.

9) The percentage of students suspended (out-of-school suspensions only) will decrease by at least 0.3% from a 2.5% suspension rate in 2016-17 (Aeries) to less than or equal to 2.2% in 2017-18. At the time of this report, the suspension rate according to Aeries was 1.7%.

10) The percentage of Hispanic students suspended (unduplicated; out-of-school) will be proportional (or less than) their representation within the general student enrollment.

Suspension Rates

SDA's 2016-17 out-of-school suspension rates range from 2.5% (AERIES) to 3.0% (DataQuest). These rates are higher than the previous year's (1.4% according to AERIES and 1.6% according to DataQuest/Calpads). However, these rates are in line with the 3.0% San Diego County rate and are far lower than the 4.3% State rate. Suspension rates throughout San Dieguito Union High School District spiked in 2016-17 for reasons that are still being explored. We would like to see the 2017-18 suspension rate decrease significantly from the previous year's level.

Note: DataQuest suspension rates were filtered such that only out-of-school suspensions and those for students in grades 9 - 12.

Hispanic Student Group Suspension Rate: Hispanic students have comprised 19-21% of SDA's cumulative enrollment for the past 6 years. In 2015-16, 22.6% of the SDA students suspended identified as Hispanic and in 2016-17, 18.3% of suspended SDA students identified as Hispanic. We will strive to keep the suspension rate for Hispanic students proportional to, if not lower than, their representation within SDA's total enrollment.

C. School-wide critical area/s for follow up addressed:

2012 WASC Goal 1: Increase learning for all under-performing students with particular attention to our student groups: English Learners, Latino students and students from socioeconomically disadvantaged families.

Task 4: Foster personal connections with students by continuing to offer support for students on a one-on-one basis.

D. Strategy:

We will move toward data-driven decision making when it comes to the numerous initiatives that contribute to school connectedness. This will necessitate the development and analysis of effectiveness metrics. We will also work to improve collaboration and communication between the various groups and programs that promote student connectedness. Specifically, we will...

	Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Key stakeholders will analyze student connectedness data with a focus	Administrative	None	Artifacts: Meeting	Fall Term

	on 2018 SDA Student Connectedness Survey and 2018 Senior Exit Survey results.	Leadership Team Counseling Team School Site Council		agendas and notes; data analysis documents (presentation slide deck, spreadsheet, graphic organizers)	
2.	Develop effectiveness metrics (pre- and post-intervention surveys) for school-wide connectedness including: Link Crew, PALs, Mustang Mentors, and counseling support groups.	Assistant Principal Counseling Team Link Crew Advisors	None	Artifacts: Pre- and post-intervention surveys	Develop surveys during Fall term to be administered by May 2019
3.	Launch the Project Connect Club, which will serve as a coordinating body for the various student connectedness and school climate programs on campus. Additionally, the Project Connect Club will implement some of the Sandy Hook Promise SAVE Club activities. Finally, this group will facilitate collaborative analysis of the effectiveness results that are detailed in Action #2.	Assistant Principal Relevant program/ club advisors Student leaders	None	Artifacts: Club meeting agendas and notes; survey results and data analysis	Launch club by September 2018 1st Sandy Hook Promise activities in October 2018 Program effectiveness analysis by May 2019
4.	Monitor relevant discipline data, including: <ul style="list-style-type: none"> • CA School Dashboard suspension rate report • AERIES suspension data • School Attendance Review Team contracts 	Assistant Principal	None	Artifacts: Meeting agendas and notes; data analysis documents (presentation slide deck, spreadsheet, graphic organizers)	Each term (Feb & May 2019)

LCAP Goal:

Goal # 3: All district graduates will be college and career ready.

School Goal 2

To increase college and career readiness.

LCAP Priority Area:

Related State and/or Local Priorities: 1, 2, 4, 7

Targeted Pupil Student Group(s):

All students, with focus on English Learners, socio-economically disadvantaged students, and students who qualify for Special Education programs

A. Rationale:

The Early Assessment Program identifies students as "college ready" if they score in the Exceeded Standards category for ELA or Mathematics on the SBAC assessments.

Based on multi-year data on SBAC assessment results for ELA, the EAP has identified the following percentage of students as "College Ready" in English Language Arts (2015, 2016, 2017):

- All Students - 50%, 54%, 53%
- EL - NDA, 0%, 0%
- Low-SES - 12%, 9%, 25%
- SPED - 11%, 20%, 15%

Based on multi-year data on SBAC assessment results for mathematics, the EAP has identified the following percentage of students as "College Ready" in mathematics (2015, 2016, 2017):

- All Students - 32%, 36%, 32%
- EL - NDA, 6%, 0%
- Low-SES - 5%, 2%, 14%
- SPED - 3%, 3%, 4%

Note that in 2018, SBAC student sample sizes are as follows: all students - 481, EL's - 3, low-SES - __, SPED - 34

Multiyear data proves there have been slight increases in all cohort graduation rates (2014-15, 2015-16):

- All students - 99.1%, 99.7%

The Single Plan for Student Achievement

B. Expected Measurable Outcomes:

Increase percentage of all, EL, low-SES, and SPED students who scored in the "College Ready" range in math and ELA as measured by EAP.

Maintain cohort graduation rates for all students, EL, and Low-SES

Increase AP and Honors enrollment for EL and Low-SES subgroups to more closely reflect the demographics of SDHSA

Increase UC/CSU eligibility rates for EL and Low-SES to more closely reflect the demographics of SDHSA

Increase the percentage of students identified as "college prepared" in the California Dashboard Fall 2018 release

Increase in percentage of students enrolled in CTE course

Increase in percentage of students that have completed a CTE pathway

EL - 93.3%, 100%
 SPED - 91.9%, 97.8%
 Low-SES - 96.1%, 100%

English Learner, low-SES, and SPED student groups are underrepresented in AP and Honors courses. The demographics of SDHSA are not reflected in AP/Honors enrollment. Each student group comprises the following percentage of our AP/Honors enrollment (2016-17, 2017-18):

All Students - ___% (___ of 1851) , 46.5% (863 of 1854)

EL - 0%(0 of 23) , 0% (0 of 19)

Low-SES - 9.1% (___ of ___) , ___% (___ of 285)

SPED - 16.8% (26 of 155), ___% (___ of 147)

In addition, multiyear data on students meeting UC/CSU entrance requirements are as follows:

All Students

2013-16: stagnant around 70%, 2016-17: 72.1%, slight INCREASE

EL Students

2013-2016: 0%, 2016-17: 33% (1 of 3 EL graduates), INCREASE

Low-SES Students

2013-2015: 54.4%, 2015-16: 41.4%, 2016-17: 59.3% (35 of 59 low-SES graduates), INCREASE

Though greatly increasing UC/CSU eligibility rates are evident in EL and low-SES student groups in 2016-17, the small sample size can trigger immense growth over the course of a given year. The stagnant and at times decreasing rates show a long-term need to improve college and career readiness. This is especially true for EL and low SES students, whose percentage of students meeting requirements are far below that of the entire student population.

In the California School Dashboard, the College/Career Indicator for the class of 2016 reports that 76.4% of students are prepared, 19.3% are approaching prepared, and 4.3% are not prepared. Although this is only a status report (no multi-year data available), the Fall 2018 Dashboard report will report change over time.

SDHSA total CTE course enrollment has followed an increasing trend over multiple years. Enrollment (including duplicates) has been as follows:

2014-15 - 782 students (8 pathways)
 2015-16 - 856 students (9 pathways, new pathway enrolled 33 students)
 2016-17 - 1056 students (10 pathways, 2015-16's new pathway enrolled 65 students, new pathway enrolled 39 students)

*Awaiting data on CTE Pathways completers for 2016-17 and 2017-18)

An analysis of this data reveals that SDHSA should seek to improve college and career readiness.

C. School-wide critical area/s for follow up addressed:

1) use of data to drive instruction

D. Strategy:

SDA will utilize site tutoring programs, district-wide and site based Professional Development (PD), math/English intervention classes, and AP Potential data to increase college and career readiness for all students.

Actions/Tasks		Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Counselors will utilize Aeries to track A-G completion rates/UC/CSU eligibility requirements, CaliforniaColleges.edu, and provide interventions to students via classroom presentations and individual student meetings to complete 4-year plans.	Counselors	N/A	UC/CSU rates	Ongoing
2.	Counselors will analyze AP Potential data to: <ul style="list-style-type: none"> • identify potential AP students with a focus on underrepresented student groups • counselors to schedule and hold student meetings to encourage AP course enrollment • send home informational letters in English and Spanish to notify parents of students' AP potential 	Counselors	N/A	# of student meetings and AP/Honors enrollment data	Ongoing
3.	After School Support Program (ASSP) tutoring opportunity/intervention for students referred by MRT team (admin., counselors, sped., school psychologist, gen. ed., and social worker)	MRT team members	\$3,304 Source: Site Tutoring Funds	D/F reports	Ongoing
4.	Counselors will educate student body, parents, and community about CTE Pathways available at SDHSA via website, classroom presentations, and parent presentations/webinars.	Counselors	N/A	CTE enrollment and pathways completer data	Ongoing

LCAP Goal:

Goal #2: All English Learner (EL) pupils will receive instruction and curriculum that includes designated and integrated English language development across all core content areas. Within five (5) years of instruction in SDUHSD, all English learner pupils will meet the criteria to be reclassified as Redesignated Fluent English Proficient (RFEP).

School Goal 3

SDA's English Language Learners will:

- Progress through the English proficiency levels in a timely manner (an increase of at least one level annually until Early Advanced or Advanced attainment)
- Meet reclassification criteria after 4-7 years in a language assistance program
- Academic success in core academic courses that is commensurate with non-EL peers

LCAP Priority Area:

Related State Priorities 2 (State Standards), 4 (Pupil Achievement) & 8 (Other Pupil Outcomes)

Targeted Pupil Student Group(s):

English Language Learners

A. Rationale:

English Language (EL) Learners should progress efficiently through the English proficiency levels (at least one proficiency level annually until they reach the Early Advanced or Advanced level, at which point their proficiency should be maintained). EL Learners are expected to meet reclassification criteria following 4 - 7 years in a language assistance program. Students who are appropriately exited from their language assistance program (through reclassification as Fluent English Proficient) should perform as well as their non-EL peers in core academic courses.

The following metrics will be used to assess EL Learner language development, reclassification and academic success following reclassification.

B. Expected Measurable Outcomes:

- 1) Maintenance of or an increase in the English Learner Progress Indicator (ELPI), which measures language development and reclassification rates. According to the Spring 2017 ELPI Report, SDA's English Learners performed at the green/HIGH level.
- 2) The representation of recently reclassified students on the D or F Report (for core academic courses) will move closer to the representation of recently reclassified students in the total student population, thus reducing the achievement gap which is currently at 7.5%.

English Learner Progress Indicator [California School Dashboard]

Based on the Spring 2017 ELPI Report, SDA's 72 EL Learners performed at the green/HIGH level (4th highest out of 5 levels). The ELPI is calculated based on CELDT or ELPAC results and reclassification rates.

Post-reclassification appearance on SDA's D/F Grade Report [AERIES]

When students are appropriately exited from their language assistance program (through the reclassification process), they should not appear on the D/F Grade Report at a higher frequency than their non-EL peers.

During the fall term of 2017-18, recently reclassified students made up only 5.9% of the student body but represented 13.4% of the students who earned at least one D or F in one of the four core academic areas (English, math, science or social science). This indicates a 7.5% achievement gap.

C. School-wide critical area/s for follow up addressed:

2012 WASC Goal 1: Increase learning for all under-performing students with particular attention to our student groups: English Language Learners, Latino students, and students from socioeconomically disadvantaged families.

Task 3: Increase communication regarding student learning to involve all stakeholders: teachers, counselors, students, and parents.

D. Strategy:

In addition to supporting our English Language Learners' language development and timely reclassification as Fluent English Proficient, we will be increasing the academic support for our recently reclassified students (those who have been reclassified within the previous 4 years).

Actions/Tasks		Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	The English Language Learner team will add monitoring of the growth targets detailed above to their quarterly progress meetings.	EL Lead EL Assistant Principal	N/A	Artifacts: Meeting agendas and minutes; growth target	Quarterly

		EL Counselor Academic Literacy Teacher		monitoring spreadsheets	
2.	Cluster a group of incoming 9th grade EL Learners into a cohort. These students will be scheduled together in their core academic classes and in their Academic Literacy course. This will permit their teachers to collaborate more effectively.	EL Team Lead EL Counselor	N/A	Artifacts: Class rosters; cohort meeting minutes	August 2018
3.	Develop professional development for core academic course teachers focused on English Language Development best practices.	EL Team	N/A	Artifacts: professional development materials	Identify content areas to target by September 2018 Develop training materials by November 2018 Implement professional development workshops by February 2019 Repeat for Spring Term
4.	Continue to offer one section of Academic Literacy (English Language Development Intervention) Course each term. Peer tutors are strategically scheduled in this course.	EL Counselor EL Assistant Principal Academic Literacy Teacher	\$38,000 Source: LCAP non-formula section	Artifacts: master schedule	August 2018 & February 2019
5.	Continue to fund EL Lead role, including a period of release time each term.	EL Lead	\$38,000 Source: LCAP non-formula section	Artifacts: master schedule	August 2018 & February 2019

LCAP 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.

School Goal 4

Increase student achievement in ELA and math

LCAP Priority Area:

Related State and/or Local Priorities: 1, 2, 4, 7

Targeted Pupil Student Group(s):

All students, with focus on English Learners, reclassified English learners, socio-economically disadvantaged students, and students who qualify for Special Education programs

A. Rationale:

Reviewing multi-year data in the following areas has revealed that SDHSA should seek to increase student achievement in ELA and math:

- SBAC CAASPP results in ELA and Math (measured by EAP)
- Enrollment in grade level math courses
- D/F List Fall and Spring

Reported percentage of ALL STUDENTS that scored in the met or exceeded range on the CAASPP in ELA and math are as follows:

ELA (2015, 2016, 2017): 79%, 89%, 87%
 MATH (2015, 2016, 2017): 58%, 64%, 65%

Reported percentage of EL STUDENTS that scored in the met or exceeded range on the CAASPP in ELA and math are as follows:

ELA (2015, 2016, 2017): N/A, 25%, 21%
 MATH (2015, 2016, 2017): N/A, 7%, 0%

Reported percentage of RFEP STUDENTS that scored in the met or exceeded range on the CAASPP in ELA and math are as follows:

ELA (2015, 2016, 2017): 63%, 94%, 74%
 MATH (2015, 2016, 2017): 23%, 31%, 35%

Reported percentage of SPED STUDENTS that scored in the met or exceeded range on the CAASPP in ELA and math are as follows:

ELA (2015, 2016, 2017): 50%, 63%, 53%
 MATH (2015, 2016, 2017): 18%, 26%, 26%

B. Expected Measurable Outcomes:

Increase in percentage of students scoring in the met or exceeded range on the CAASPP in ELA and math for all students.

Increase in percentage of all student groups scoring in the met or exceeded range on the CAASPP in ELA and math, to more closely reflect scores of "all student" group at SDHSA.

Decrease in the percentage of 11th and 12th students enrolled in below grade level math courses.

Decrease in the percentage of students on D/F list in Fall and Spring term.

Decrease in percentage of EL and RFEP students on the D/F list, to more accurately reflect the percentage of "all students" on the D/F list.

Reported percentage of LOW-SES STUDENTS that scored in the met or exceeded range on the CAASPP in ELA and math are as follows:

ELA (2015, 2016, 2017): 52%, 68%, 67%

MATH (2015, 2016, 2017): 16%, 22%, 39%

While the percentage of all students in the met or exceeded range remained relatively consistent in both 2015-2016 and 2016-2017 across both ELA and mathematics after an impressive increase for all student groups between 2014-15 and 2015-16, specific student groups showed a significant decrease in ELA scores (RFEP and SPED).

Math scores have remained consistent across multi-year data for all students and most student groups, but all other student groups perform far below "all student" schoolwide percentages (particularly EL students).

All student group performance in both ELA and mathematics is not reflective of SDHSA "all student" scores, particularly math.

Via Student Information System (Aeries), the percentage of 11th and 12th students enrolled in below grade level integrated math courses are as follows:

2016-17: 9.6%, (68 of 711 total 11th/12th graders enrolled in math in Fall and Spring)

2017-18: 13.2%, (107 of 811 total 11th/12th graders enrolled in math in Fall and Spring)

There has been a 3.6% increase in 11th and 12th graders enrolled in below grade-level courses over the last two years. For data analysis purposes, "grade level" math courses are 9th grade - Math I, 10th grade - Math II, 11th grade Math III, 12th grade - precalculus, calculus, statistics, business math.

In 2016-17, ___% of all students (_ out of 1780) appeared on the D/F list at the end of Fall term, and 18% of all students (315 out of 1780) appeared on the D/F list at then end of the Spring term.

In 2017-18, 14.6% of all students (270 out of 1854) appeared on the D/F list at the end of Fall term, and ___% of all students (__ out of 1854) appeared on the D/F list at the end of the Spring term.

16% (44 of 271) EL and RFEP students appeared on the D/F list in Fall 2017-

18, and ___ of 271 appeared in Spring 2017-18. These reported percentages are slightly higher than "all student" reports for D/F list.

An analysis of this data reveals that SDHSA should seek to increase student achievement in ELA and math, particularly in student groups of EL, RFEP, SPED, and low-SES students.

C. School-wide critical area/s for follow up addressed:

2) Strengthen PLC process

D. Strategy:

Using intervention classes, tutoring, and staff collaboration to increase student achievement.

Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1. Implement math and English intervention classes, to provide targeted strategies for under-performing students: a) Academic Literature course: <ul style="list-style-type: none"> • Identification: teachers and administrators review CELDT, LAS links, and grades for placement in this intervention course • Target: instruction is targeted at both language acquisition and and the development of academic skills • Exit: students are exited by reviewing reclassification requirements, including grades, CELDT, LAS links, and CAASPP results b) Math readiness course: <ul style="list-style-type: none"> • Identification: review of SBAC scores and D/F list for student placements • Target: instruction is targeted on bridging and reviewing math concepts to best support student success in IM1 • Exit: students are exited by reviewing grades c) General Education support class	Administrators/teachers	Source: LCAP non-formula section (cost reflected in Goal 3, Action 2) b) \$36,000 Source: LCAP non-formula section	CELDT, LAS Links, grades, SBAC, enrollment data, D/F list	Ongoing
2. Continue to offer of after-school subject specific tutoring opportunities for all students. <ul style="list-style-type: none"> • sign in sheets track attendance • tutoring provided by both SDA teachers and NHS students 	Teachers	N/A	Grades, D/F list	Ongoing
3. In addition to collaboration during late start and hour lunch, provide	Administrators/Teacher	Source: Site	Common assessments	Ongoing

	opportunities for professional development, release time, and sub days for teachers to utilize the PLC process to review student data and analyze student achievement data, in order to identify targeted interventions and best practices for underperforming student populations.	s	Formative/Achievement Funds \$13,216		
4.	After School Support Program (ASSP) tutoring opportunity/intervention for students referred by MRT team (admin., counselors, sped., school psychologist, gen. ed., and social worker)	MRT team	Source: Site Tutoring Funds \$3,304	D/F list	Ongoing

F. School Site Council Membership San Dieguito High School Academy

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




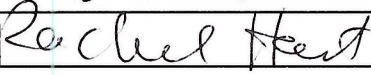


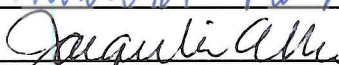
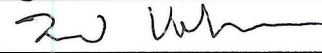
Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Adam Camacho	X				
Todd Vollstedt		X			
Sean Floyd		X			
Curt Erales		X			
Jacqueline Parks		X			
Kalani Crosby			X		
Nancy Lazerson				X	
Rachel Hart				X	
Paul Abel				X	
Kristina Quandt					X
Amelia Kaiser					X
Madison Noyes					X
Numbers of members of each category	1	4	1	3	3

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

San Dieguito H.S. Academy – School Site Council 2017-2018

Monday, May 21, 2018

I have received and approve the 2018-2019 Single Plan for Student Achievement (SPSA) for San Dieguito High School Academy

Name	Position	Signature	Date
Abel, Paul	Parent	not in attendance	
Camacho, Adam	Principal		5-21-18
Crosby, Kalani	Classified		5/21/18
Erales, Curt	Teacher		5-21-18
Floyd, Sean	Teacher	not in attendance	
Hart, Rachel	Parent		5/21/18
Kaiser, Amelia	Student	not in attendance	
Lazerson, Nancy	Parent		5/21/18
Noyes, Madison	Student		5-21-18
Parks, Jacqueline	Teacher		5-21-18
Quandt, Kristina	Student	not in attendance	
Vollstedt, Todd	Teacher		5-21-18

**Form G. Budget 2018-19
 San Dieguito High School Academy**

State/Federal Categorical Program	Allocation
Site LCFF Supplemental Funding - Site Formative/Achievement Funds	\$13,216.00
Site LCFF Supplemental Funding - Site Tutoring Funds	\$6,608.00
Site LCFF Supplemental Funding – District Funded Sections (non-formula)	\$195,000.00
Title I Funds Does Not Apply	\$0.00
Total	\$214,82400

Appendix A. Student Performance Data

Section 1: Enrollment

Table 1.1 Site enrollment trends with Student Group breakdown

	2015-16		2016-17		2017-18	
	#	%	#	%	#	%
Total enrollment	1,828	-	1,834	-	1,902	100.0%
Black or African American	4	0.2%	3	0.2%	3	0.16%
American Indian or Alaska Native	12	0.7%	12	0.7%	9	0.47%
Asian	92	5.0%	91	5.0%	92	4.84%
Filipino	14	0.8%	14	0.8%	14	0.74%
Hispanic or Latino	364	19.9%	367	20.0%	374	19.66%
Native Hawaiian or Pacific Islander	2	0.1%	2	0.1%	1	0.05%
White	1,311	71.7%	1,312	71.5%	1356	71.29%
Two or More Races	29	1.6%	33	1.8%	53	2.8%
Socioeconomically Disadvantaged	253	13.8%	230	12.5%	326	17.1%
English Learners	54	3.0%	41	2.2%	28	1.5%
Students with Disabilities	185	10.1%	167	9.1%	158	8.3%
Foster Youth	0	0.0%	0	0.0%	0	0.0%

Conclusions indicated from this data:
1.

Section 2: Student Achievement Indicators

Table 2.1 Percent of 11th grade students tested who scored in the Standard Met to Standard Exceeded range in ELA

	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
2016-17	86.7%	90.9%	73.7%	21.4%	53.2%	67.2%
2015-16	89%	91%	94%	25%	63%	68%
2014-15	79%	83%	63%	NA	50%	52%

Source: California Department of Education, <https://caaspp.cde.ca.gov/>

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	382	406	475	372	386	465	366	384	465	97.4	95.1	97.9
All Grades	382	406	475	372	386	465	366	384	465	97.4	95.1	97.9

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2661.3	2680.8	2677.8	49	54	52.90	28	35	33.76	15	9	10.32	6	2	3.01
All Grades	N/A	N/A	N/A	49	54	52.90	28	35	33.76	15	9	10.32	6	2	3.01

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	55	59	58.71	36	38	36.13	9	3	5.16
All Grades	55	59	58.71	36	38	36.13	9	3	5.16

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	55	63	62.58	34	33	32.69	9	4	4.73
All Grades	55	63	62.58	34	33	32.69	9	4	4.73

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	33	43	42.58	56	52	52.04	10	4	5.38
All Grades	33	43	42.58	56	52	52.04	10	4	5.38

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	57	58	60.22	37	40	36.13	5	2	3.66
All Grades	57	58	60.22	37	40	36.13	5	2	3.66

Conclusions based on this data:	
1.	Students are performing well on the standardized tests as evinced by the 77% of the 11th graders who tested at SDA scored within the Standard Met and Standard Exceeded range.
2.	SDA needs to focus instruction to increase student's ability to "demonstrate effective communication skills" as evidenced by the 10% of students tested who scored within the Below Standard range in this assessed area.

III School and Student Performance Data

Table 2.2 Percent of 11th grade students tested who scored in the Standard Met to Standard Exceeded range in math

	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
2016-17	65%	70.6%	35.1%	0%	25.5%	39.1%
2015-16	64%	71%	30%	7%	26%	22%
2014-15	58%	64%	23%	NA	18%	16%
Source: California Department of Education, https://caaspp.cde.ca.gov/						

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	382	406	475	369	385	465	365	383	465	96.6	94.8	97.9
All Grades	382	406	475	369	385	465	365	383	465	96.6	94.8	97.9

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2645.0	2664.1	2661.4	32	36	31.83	25	28	33.12	21	22	20.86	21	14	14.19
All Grades	N/A	N/A	N/A	32	36	31.83	25	28	33.12	21	22	20.86	21	14	14.19

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	45	48	48.60	32	33	31.83	24	19	19.57
All Grades	45	48	48.60	32	33	31.83	24	19	19.57

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	36	40	36.56	46	48	44.52	17	12	18.92
All Grades	36	40	36.56	46	48	44.52	17	12	18.92

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	39	45	40.65	47	43	51.61	15	11	7.74
All Grades	39	45	40.65	47	43	51.61	15	11	7.74

Conclusions based on this data:	
1.	A significant percentage of SDA students (57%) perform in the "Standard Met" and "Standard Nearly Met" categories. In addition, one in every five of our students scored "Below Standard", and we must do more to help these students catch up to grade level and improve math skills.
2.	Nearly a quarter of our students struggled with "applying mathematical concepts and procedures" (the highest category for "Below Standard.") Specific help on these concepts and procedures are needed to help them succeed.

Section 3: School Climate Indicators

Table 3.1 Truancy rates

	2013-14	2014-15	2015-16
All Students	62.41	77.53	63.24

Conclusions indicated from this data:

1. Following a spike in 2014-15, the truancy rate in 2015-16 returned to a more anticipated level.

Table 3.2 Chronic Absenteeism Rates by Ethnicity and Student Group

	2016-17
All Students	7.2
Black or African American	*
American Indian or Alaska Native	33.3
Asian	4.4
Filipino	0.0
Hispanic or Latino	7.0
Native Hawaiian or Pacific Islander	*
White	7.3
Two or More Races	6.1
Socioeconomically Disadvantaged	6.0
English Learners	4.8
Students with Disabilities	10.7
Foster Youth	*

Conclusions indicated from this data:

1. The 2016-17 chronic absenteeism rate serves as a baseline so year-to-year change cannot be evaluated.
2. While the 33.3% rate for American Indians/Alaskan Natives appears to be alarmingly high, this student group's extremely small sample size diminished the statistical power of this result.
3. The higher than average chronic absenteeism rate for students with disabilities warrants monitoring.

Table 3.3 Suspension Data

	2014-15	2015-16	2016-17
Cumulative Enrollment	1,651	1,850	1,851
Total Suspensions	22	36	115
Unduplicated Count of Students Suspended	19	31	93
Suspension rate	1.20%	1.70%	5.00%
Percent of Students Suspended with One Suspension	89.50%	83.90%	82.80%
Percent of Students Suspended with Multiple Suspensions	10.50%	16.10%	17.20%

Conclusions indicated from this data:

1. The 115 suspensions reported for 2016-17 actually represents 67 out of school suspensions and 48 in school/online suspensions. Sixty-seven suspensions are still worthy of further exploration.
2. The relatively small % of students who are suspended multiple times indicates that interventions may be effectively impacting recidivism.

Table 3.4 Suspension Rate by Ethnicity and Student Group

	2014-15	2015-16	2016-17
All Students	1.20%	1.70%	5.00%
Black or African American	*	*	*
American Indian or Alaska Native	*	0.00%	16.70%
Asian	0.00%	0.00%	2.20%
Filipino	0.00%	0.00%	0.00%
Hispanic or Latino	2.40%	1.90%	4.60%
Native Hawaiian or Pacific Islander	*	*	*
White	0.90%	1.80%	5.30%
Two or More Races	0.00%	0.00%	3.00%
Socioeconomically Disadvantaged	2.5%	2.9%	5.2%
English Learners			
Students with Disabilities			
Foster Youth	0.0%	0.0%	0.0%

Conclusions indicated from this data:

1. As reported above, questions abound for SDA's overall 2016-17 suspension statistics.
2. Hispanic/Latino students comprise approximately 20% of SDA's enrollment and are therefore the most statistically significant non-White student group. In 2015-16, Hispanic/Latino students were suspended at a slightly higher rate than would be predicted.
3. In 2014-15, Hispanic/Latino students were suspended twice as often as one would expect given this student group's relative representation within the general student enrollment.

Table 3.5 Expulsion Data

	2014-15	2015-16	2016-17
Cumulative Enrollment	1,651	1,850	1,851
Total Expulsions	0	0	1
Unduplicated Count of Students Expelled	0	0	1
Expulsion rate	0.00%	0.00%	0.05%

Conclusions indicated from this data:

1. SDA's expulsion rates for the past 5 years have been extremely low (either 0 or 1 expulsion per year).

Table 3.6 Expulsion Rate by Ethnicity and Student Group

	2014-15	2015-16	2016-17
All Students	0.00%	0.00%	0.05%
Black or African American	*	*	*
American Indian or Alaska Native	*	0.00%	0.00%
Asian	0.00%	0.00%	0.00%
Filipino	0.00%	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%	0.00%
Native Hawaiian or Pacific Islander	*	*	*
White	0.00%	0.00%	0.00%
Two or More Races	0.00%	0.00%	0.00%
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			
Foster Youth			

Conclusions indicated from this data:

1. Given the sample size of 0 or 1, no statistically significant conclusions can be drawn about racial or student group expulsion rate disparities.

Table 3.7 Cohort Dropout Rate by Student Group

	2013-14	2014-15	2015-16
All Students	1.0	0.3	0.3
Hispanic or Latino of Any Race	1.2	1.3	0.0
Asian, Not Hispanic	6.3	0.0	0.0
Filipino, Not Hispanic	0.0	0.0	0.0
African American, Not Hispanic	0.0	0.0	0.0
White, Not Hispanic	0.7	0.0	0.4
Two or More Races, Not Hispanic	0.0	0.0	0.0
Socioeconomically Disadvantaged	1.2	1.3	0
English Learners	4.2	0.0	0
Students with Disabilities	2.5	2.7	2.2
Migrant Education	0.0	0.0	0.0

Conclusions indicated from this data:

1. The 2016-17 dropout rate for all SDA students was reported to be 0.3 for a third straight year, but doesn't appear in the table above (reported on DataQuest). This extremely low rate is worthy of celebration.
2. In 3 out of the last 4 years (with the exception of 2015-16), the Hispanic/Latino dropout rate was slightly higher than the dropout rate for all students.
3. The dropout rate for students with disabilities continued to surpass the dropout rate for all students in 2014-15 and 2015-16.

Section 4: Progress Monitoring of English Learners
California English Language Development (CELDT) Data

Table 4.1 CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9	27	0	44	54	0	33	15	0	11	4	0	11	0	0	
10	5	23	0	47	46	0	37	19	0	11	8	0	0	4	
11	18	27	59	55	53	18	27	20	12	0	0	12	0	0	
12	23	14	55	62	57	27	15	29	18	0	0	0	0	0	
Total	19	22	51	54	50	23	23	22	18	4	4	8	0	2	

Conclusions based on this data:

- The percentage of English Learners scoring at the ADVANCED proficiency level has increased over time and doubled from 2015-16 to 2016-17.
- When combining the ADVANCED and EARLY ADVANCED proficiency levels, the percentage of students had held steady (73% to 72% to 74%).

Table 4.1 Enrollment by English Language Acquisition Status

	English Only	Initial Fluent English Proficient	English Learner	Reclassified Fluent English Proficient	To Be Determined	Total
2017-18	82.4%	3.3%	1.5%	12.8%	0.0%	1,902
2016-17	82.30%	3.80%	2.20%	11.70%	0.00%	1,834
2015-16	82.40%	3.80%	3.00%	10.80%	0.00%	1,828

Conclusions indicated from this data:

- SDA's English Learner population has been decreasing since 2015-16.
- The percentage of Reclassified Fluent English Proficient students is steadily increasing.

Table 4.2 English Learner Enrollment by Years in English Language Development Programs

	English Learners			EL 4+ Years Not At-Risk or LTEL	Reclassified Fluent English Proficient	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years			
2017-18	6	4	18	10	244	272
2016-17	5	1	35	11	215	256
2015-16	3	0	35	16	198	252

* Long-Term English Learners (LTEL)

Table 4.3 2017-18 English Learner Enrollment by Years in English Language Development Programs by Grade

	English Learners	EL 4+ Years Not At-Risk or	Reclassified Fluent English	Total (Ever-EL)
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	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	LTEL	Proficient	
9	1	1	0	2	67	71
10	2	2	4	3	54	61
11	2	2	2	0	67	71
12	1	1	11	5	56	69

* Long-Term English Learners (LTEL)

Conclusions indicated from this data:

1. As the # of Ever-English Learners and # of Reclassified students are increasing, the # of Long-Term English Learners is dropping.
2. The 2017-18 10th grade class of Ever-English Learners is slightly smaller than the other classes.

Table 4.4 Reclassification (RFEP) Counts and Rates

	2015-16	2016-17	2017-18
Number and percent of EL students Redesignated to Fluent English Proficient (RFEP)	5.8%	24.1%	24.4%

Conclusions indicated from this data:

1. The reclassification rate is increasing.

Section 5: College and Career Readiness Indicators

Table 5.1 Early Assessment Program (EAP) ELA Results by Student Group

	All Students			English Learners			Socioeconomically disadvantaged			Special Education		
	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready
2016-17	53%	34%	13%	0%	21%	79%	25%	42%	33%	15%	38%	47%
2015-16	54%	35%	11%	0%	25%	75%	9%	58%	32%	20%	43%	38%
2014-15	50%	29%	22%	*	*	*	12%	40%	47%	11%	39%	50%

Source: California Department of Education, <https://caaspp.cde.ca.gov/>
 CAASPP ELA Performance Levels and Corresponding EAP Results listed below:
 Standard Exceeded (Level 4) = "College Ready"
 Standard Met (Level 3) = "Conditionally Ready"
 Standard Nearly Met (Level 2) = "Not Ready"
 Standard Not Met (Level 1) = "Not Ready"

Conclusions indicated from this data:

1.

Table 5.2 Early Assessment Program (EAP) Math results by subgroup

	All Students			English Learners			Socioeconomically disadvantaged			Special Education		
	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready
2016-17	32%	33%	35%	0%	0%	100%	14%	25%	61%	4%	21%	74%
2015-16	36%	28%	36%	6%	0%	94%	2%	19%	79%	3%	23%	75%
2014-15	32%	26%	42%	*	*	*	5%	14%	81%	3%	15%	83%

Source: California Department of Education, <https://caaspp.cde.ca.gov/>
 CAASPP Math Performance Levels and Corresponding EAP Results listed below:
 Standard Exceeded (Level 4) = "College Ready"
 Standard Met (Level 3) = "Conditionally Ready"
 Standard Nearly Met (Level 2) = "Not Ready"
 Standard Not Met (Level 1) = "Not Ready"

Conclusions indicated from this data:

1.

Table 5.3 Advanced Placement Exam results

	2014-15	2015-16	2016-17
Percent of exams with a score of 3+ (passing)	74%	73%	75%
Number of tests taken	1,091	1236	1426
Number of testers	476	527	601
Average number of tests per student	2.3	2.3	2.37

Source: College Board School Summary Report

Conclusions indicated from this data:

1.

Table 5.4 SAT Report

Year	Enrollment 12	Number Tested	Average Score: Reading	Average Score: Math	Average Score: Writing	Number of Scores >=1500	Percent of Scores >=1500
2015-16	384	266	558	561	549	198	74.44%
2014-15	341	240	562	580	553	179	74.58%
2013-14	417	321	570	579	566	250	77.88%

Table 5.5 ACT Report

Year	Enrollment 12	Number Tested	Average Score: Reading	Average Score: Math	Average Score: Writing	Number of Scores >=1500	Percent of Scores >=1500
2015-16	384	206	26	26	25	173	83.98%
2014-15	341	183	26	25	25	151	82.51%
2013-14	417	221	26	26	26	188	85.07%

Conclusions indicated from this data:

1.

Table 5.5 UC/CSU eligibility Rates by Ethnicity and Student Group

	2014-15	2015-16	2016-17
All students	70.10%	70.30%	72.10%
Black or African American	100.00%	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%	75.00%
Asian	94.70%	94.10%	95.20%
Filipino	100.00%	50.00%	100.00%
Hispanic or Latino	54.50%	56.90%	58.10%
Native Hawaiian or Pacific Islander	100.00%	0.00%	0.00%
White	72.80%	73.30%	74.70%
Two or More Races	50.00%	57.10%	50.00%
Socioeconomically Disadvantaged	54.40%	41.40%	59.30%
English Learners	0.00%	0.00%	33.30%
Students with Disabilities	*	*	
Foster Youth			

Conclusions indicated from this data:

1.

Table 5.6 Cohort Graduation Rates by Ethnicity and Student Group

	2014-15	2015-16	2016-17
All students	99.1	99.7	
Black or African American	100.0	100.0	
American Indian or Alaska Native			
Asian	100.0	100.0	
Filipino	100.0	100.0	
Hispanic or Latino	96.3	100.0	
Native Hawaiian or Pacific Islander	100.0	0.0	
White	100.0	99.6	
Two or More Races	100.0	100.0	
Socioeconomically Disadvantaged	96.1	100.0	
English Learners	93.3	100.0	
Students with Disabilities	91.9	97.8	
Foster Youth			

Conclusions indicated from this data:
 1.

Table 5.7 2016-17 Advanced Placement (AP) Course Enrollment

Subject	Courses Taught	Number of Courses Meeting UC/CSU Entrance Requirements	Female Enrollment	Male Enrollment	Total Course Enrollment
Art	2	2	59	15	
English Language Arts	7	7	142	88	230
History/Social Science	18	18	324	290	614
Mathematics	4	4	78	71	149
Science	11	11	85		

Conclusions indicated from this data:
 1.

Table 5.8 Advanced Placement (AP) Total Course Enrollment

Subject	2014-15	2015-16	2016-17
Art	34	59	74
English Language Arts	226	182	230
History/Social Science	509	555	614
Mathematics	68	93	149
Science	102	150	183

Conclusions indicated from this data:
 1.

Table 5.9 2016-17 Career Technical Education (CTE) Course Enrollment

Subject	Courses Taught	Number of Courses Meeting UC/CSU Entrance Requirements	Female Enrollment	Male Enrollment	Total Course Enrollment
Arts, Media, and Entertainment	8	6	141	110	251
Building and Construction Trades	2	0	12	60	72
Business and Finance	8	1	100	152	252
Education, Child Development, and Family Services	1	1	38	1	39
Health Science and Medical Technology	2	1	38	21	59
Hospitality, Tourism, and Recreation	1	0	15	9	24
Information and Communication Technologies	2	1	6	59	65
Manufacturing and Product Development	6	0	58	149	207
Marketing, Sales, and Service	1	0	7	1	8
Transportation	4	0	3	76	79

Conclusions indicated from this data:
 1.

Table 6.0 Career Technical Education (CTE) Total Course Enrollment

Subject	2014-15	2015-16	2016-17
Arts, Media, and Entertainment	189	235	251
Building and Construction Trades	71	64	72
Business and Finance	205	261	252
Education, Child Development, and Family Services			39
Health Science and Medical Technology	101	37	59
Hospitality, Tourism, and Recreation	20	31	24
Information and Communication Technologies		33	65
Manufacturing and Product Development	140	112	207
Marketing, Sales, and Service	19	33	8
Transportation	37	50	79

Conclusions indicated from this data:
 1.



The Single Plan for Student Achievement

School: Sunset High School
District: San Dieguito Union High School District
County-District School (CDS) Code: 37-68346-3737384
Principal:
Date of this revision: May 18, 2018

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Rick Ayala
Position: Principal
Telephone Number: (760) 753-3860
Address: 684 Requeza St.
Encinitas, CA 92024
E-mail Address: rick.ayala@sduhsd.net

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

A. School Site Information Sunset High School

Vision Statement:

Vision Statement Sunset: We inspire students to strive, learn and succeed, thus encouraging students to manifest their potential.

Each and every teacher, staff member, volunteer, and often other students, serve as role models to encourage growth and development academically, socially and emotionally.

Mission Statement:

Sunset High School is the continuation high school in the San Dieguito Union High School District. Sunset earned full accreditation by the Western Association of Schools and Colleges (WASC) during the 2014-15 school year. Sunset is designed to give extensive help to students in need of flexibility and individualized attention. Students who graduate from Sunset meet the same graduation requirements as those at the four comprehensive high schools in the district. Sunset High School prides itself on the continual focus on growth and learning, not only academically but emotionally and socially. Our school is very student-centered with an emphasis on "Respect and Responsibility" and on helping students to recognize their own potential. An advisor system is at the core of the school whereby all teachers serve as advisors to a group of approximately fifteen to twenty-five students with whom they have daily contact. This establishes an immediate connection to the school and helps students to be more aware and accountable for their progress, attendance and behavior. Our goals for our students are represented in Sunset's Expected School-wide Learning Results (ESLRs) where the focus is on creating self-directed learners, effective communicators, critical thinkers, responsible citizens and resilient individuals. We do this through our curriculum, through our instruction, and through our individual relationships. Our goal is to empower students. We learn, grow, and improve alongside our students.

Sunset High School Mission: Sunset High School develops respectful, responsible, self-directed learners by fostering a safe, supportive, and flexible learning environment in which students can experience academic success and personal growth.

Expected Schoolwide Learning Results (ESLRs)

Sunset High School Prepares its graduates to be:

1) Self-Directed Learners Who

- Reflect on and take responsibility for their academic and personal growth.
- Develop and use effective strategies to overcome obstacles and aid in their social and academic development.
- Apply technology to enhance learning and growth.

2) Effective Communicators Who

- Exhibit interpersonal interaction skills.
- Use self-expression to explore ideas and emotions.
- Are capable of advocating for themselves.

3) Critical Thinkers Who

- Engage in problem-solving and decision-making.
- Employ and develop media literacy.
- Integrate knowledge, skills and procedures into a cohesive plan in order to solve unrehearsed problems.

4) Responsible Citizens Who

- Respect and appreciate individuality and diversity of people and cultures.
- Appreciate the value of awareness and contribution to the global community.
- Successfully transition from high school prepared with a plan for the future.

5) Resilient Individuals Who

- Value and strive for mental, emotional and physical well-being.
- Demonstrate adaptability in the face of obstacles.
- Accept responsibility for their actions.

The Expected School-Wide Learning Results were revised in the 2012-2013 school year with input from the entire staff and administration at Sunset High School. While many of the ESLRs were still relevant, some were changed to reflect the growing use of technology and the shift to the Common Core Standards. In addition, the focus on global communities and the need for our students to understand their place in the world factored into the revisions.

School Profile: (include site demographics, remedial and advanced course enrollments, local measures of performance, special programs)

Sunset High School is the continuation high school serving the San Dieguito Union High School District. As of this report, May 18, 2018, there are approximately 140 students enrolled. As the school year progresses, the number of students enrolled increases to approximately 150 students.

Students arrive at Sunset for a variety of reasons. Many students are referred from one of the four comprehensive high schools in our district. Others enroll without a referral and choose Sunset for its smaller atmosphere. Some students present issues that include credit deficiency, attendance and truancy issues, behavior problems, substance abuse, and other personal issues. In addition, students who wish to accelerate and graduate early, as well as those who appreciate a small, unique environment, also find a home at Sunset. Over the past few years, the number of students who choose to attend Sunset as their first choice in our district has risen.

Sunset High School's curriculum and graduation requirements are aligned with the other high schools in the San Dieguito Union High School District. Our continuation school incorporates college preparatory courses for our students, a point of which we are very proud. Students from Sunset apply to and are accepted by four year universities each year. Every staff member at Sunset works hard to prepare students for the next level in education, and the counselor works to assist students towards graduation and beyond. The textbooks used at Sunset are approved by the California Department of Education and adopted by the SDUHSD school board. The textbooks, supplemental materials, and the course requirements are standards-based. Sunset's curriculum and the education we provide are driven by the state academic standards and the quest to raise performance for all students.

Obviously the core courses of English, math, physical education, social studies and science are offered at Sunset. In addition, students are required to earn ten credits in the category of Fine Arts, and ten credits of Practical Arts, as well as seventy credits of electives. This corresponds with every other high school in the district, as the requirements at Sunset are the same as the other high schools. Students can earn these credits through courses at Sunset that include Drawing, Cuisine, Child Development, Creative Writing, Poetry, Film and Society, Psychology, Sociology and Geography. Students can also earn credit by working on the Yearbook staff or by participating in work experience. During the summer, Sunset students are provided the opportunity to earn elective credits through a program called "Having a Voice" that focuses on leadership skills through the empowerment of young people.

Sunset has a full-time Resource Specialist to assist students with special needs. Throughout the last few years, Sunset has had a consistent number of students with Individualized Education Plans (IEPs), which fall under the Special Education Program within the district. The percentage of students who currently have an IEP is approximately 20% of Sunset's population. Each teacher is provided with IEP's, as well as assistance in accommodating students, if needed.

Support groups are available to all students and are an integral part of Sunset. Trained facilitators run these groups and, at the present time, we have 7 weekly support groups. Sunset teachers, principal, social workers and counselor co-facilitate most of the groups on campus. Outside agencies are sometimes brought in to facilitate some groups, for example, we have had the district READI (Recovery Education Alcohol Drug Instruction) specialists run the sobriety group in the past. Types of groups include: General, Women's, Men's, Grief, and Sobriety. Students who participate in support groups benefit in a variety of ways including becoming more effective at communication and introspection, as well as valuing and respecting others and themselves. In addition to support groups, Sunset has social workers on campus two days a week, these social workers see students based on their risk-level. Social workers, a counselor and support groups are ways that Sunset provides emotional support for our students.

Weekly staff meetings provide opportunities for staff members to address issues and concerns regarding students. Conferences with students and parents are regularly set up as a result of these meetings. Progress reports and a school letter with relevant information are sent home every six weeks. Parents also receive regular e-mails and all-calls regarding pertinent information. A school facebook page is maintained by the principal to document school happenings.

Sunset added an automated school wake-up call that calls each morning to wake up students who are habitually truant.

Sunset students are required to attend school four hours a day, five days a week. Though the state of California requires continuation school students to attend only fifteen hours a week, Sunset's requirement is more stringent. The school day consists of four periods, and teachers are available an additional period after school for individual help or tutoring. Students generally enroll in four classes at a time and work at their own pace. When a class is completed, students work with the counselor and their advisor to select and enroll in a new course. Sunset students take courses on campus but also earn credits off-campus through working a job, attending community college courses, taking classes at one of the comprehensive high schools, attending private school classes, or taking Regional Occupational Program (ROP) courses.

Smaller class sizes than found at the district's comprehensive high schools allow for more individualized instruction. The courses at Sunset are student-paced, and students work independently to complete them. A wide availability of teacher attention, as well as technological resources, provides opportunities for all students to meet standards and excel academically. A one-to-one student-to-computer ratio facilitates informational literacy. Other techniques used in an effort to meet students' needs are short lectures, quick answer class sessions, the use of a Magic Board, white boards, and websites and Blackboards for instruction.

At Sunset High School, student progress is assessed in a number of ways. Students take state standardized tests including the SBAC for 11th graders in ELA and Math. In each individual classroom, students are assessed in a variety of ways. Many teachers use a number of different summative and formative assessments in an attempt to accurately assist students in learning the standards for each course. At Sunset High School, students benefit from a variety of resources that encourage them to plan and meet their goals beyond graduation. We offer students the ability to take the PSAT for free at the high school campus closest to their homes. Sunset boasts a self-reported 95% post-graduate enrollment in an institution of higher education. Though the majority of our students opt to attend community colleges right out of high school, rather than four-year colleges or universities, we have students each year who take the SAT and/or the ACT.

The school is extremely student-centered with an emphasis on helping students to recognize their own potentials and possibilities. We have an advisor/advisee system whereby all teachers serve as advisors to a group of 15 to 25 students with whom they have daily contact, as well as meet as a class every Wednesday during 3rd period. As a result, students have contact with someone whose role is to support them in their growth, every day. Students are required to check-out with their advisor every afternoon before they leave. Often times, this provides an opportunity to see how students are faring academically and emotionally. Advisors provide encouragement, as well as discipline, when needed. Every teacher on Sunset's campus has chosen to be at this school, and consequently enjoys working with our students. This is clearly seen in the interaction that takes place between teachers and students on this campus. It really is a very supportive, happy, safe place to be.

B. School and Student Performance Data

See Appendix A for multi-year student performance data tables

Student Performance Summary (conclusions from analysis of student performance data, identify and prioritize the site needs to drive goals)

Sunset relies on data to make informed decisions at the site. The data demonstrates how students are doing in regards to discipline, attendance, school climate, and student performance. Due to Sunset's small enrollment, certain populations, such as our English Learner (EL) population, make up such a small percentage of students that the numbers are not significant and therefore we are unable to make generalizations based on the data. Specifically; SBAC scores, UC/CSU eligibility rates, graduation rates, California Healthy Kids Survey (CHKS), truancy rates, are the sources of data used to guide our practice.

SBAC scores and graduation data allow us to track our students' academic achievement. Last year Sunset's 11th grade SBAC scores show gains in both ELA and Math scores. Even with the improved scores, Sunset is below the district average in ELA and Math. Through continued focus on both ELA and Math, Sunset plans to see continued gain in test scores and closing of the gap between our average and the district's average scores. Looking at graduation rates, only 12% of Sunset's seniors were UC/CSU eligible. The data coupled

with teachers' concerns about students' lack of access to UC/CSU requirements makes this a priority area for Sunset.

In addition to academic data we look at attendance data. Sunset has a very high mobility rate. This is evidenced by the amount of students who enroll with us each year versus the average number of students we have each day. The mobility rate is a difficult issue to address, as students come and go from the school. Sunset's most recently reported truancy rate is 96.3%, it is difficult to review this longitudinally because the way the data is calculated changed last year and therefore the data doesn't align with previous years. Knowing that 96.3% is extremely high and that improved attendance will have a correlated effect on student achievement and SBAC scores, truancy needs to be one of our goals. Sunset's tardy rate to 1st period is consistently the highest in the district. Sunset's strengths in regards to attendance are period 2-5 tardies and detecting period truancies. As a staff we are able to detect partial-day truancies in a timely manner because as a small school with constant communication among staff, we are able to notify the principal almost immediately when a student has left without permission. Full-day truancies, 1st period tardies, and excused absences are continuing struggles that we have at Sunset, therefore making attendance an important goal for this school year.

We also want to know how our students are feeling because we know this has a direct impact on their attendance and achievement. The California Healthy Kids Survey (CHKS) results provide us with data about students' connections and perceptions that is often difficult to calculate. We know that most of our students choose Sunset because they are not being successful at their home schools, but a few categories from the CHKS stood out, 19% of our students do not feel like they are part of the school, 30% report that they do not feel close to people at this school, and an alarming 57% say they do not do things that make a difference at school. This demonstrates that a number of Sunset's students feel disconnected to what is happening on campus.

The data highlights areas of need for the coming school year. Goals need to address ELA and math achievement, UC/CSU eligibility, attendance, and students' connections. Sunset High School continues to improve and these goals will help focus the staff on a path to greater success for all students.

C. Involvement Process

Involvement Process:

How was the SSC and site leadership involved in development of the plan?

Sunset High School's SPSA was developed with input from numerous stakeholders. The principal and an English teacher wrote the plan through input from all staff members and the school site council. The ten staff members gave direct input on the sections of the report that impacts their practice, this occurred through Monday's staff meetings, and individual meetings. As the report was put together, updates were given to the SSC and the staff at their meetings. The updates, were followed by time for the members to give feedback and therefore shape the plan as it was developed.

**D. Summary of Progress Made on 2016-2017 Goals
 Sunset High School**

<p>School Goal 1</p> <p>To increase the number of courses completed and the graduation rate of students at Sunset High School.</p> <p>LCAP Priority Area:</p> <p>4 - Pupil Achievement, 5 - Pupil Engagement, 7 - Course Access, 8 - Other Pupil Outcomes</p> <p>Targeted Pupil Student Group(s):</p> <p>All Sunset Students</p>	
<p>A. Actual Measurable Outcomes:</p> <p>In 2013-2014 1275 semester classes were completed, in 2014-2015 1271 classes, in 2015-2016 1235 classes, and in 2016-2017 the number decreased to 1101 semester courses completed.</p> <p>UC/CSU Eligibility rates All students 12%, 0% ELs, 0% Low SES EAP results show 13% College Ready in ELA 2% College Ready in Math</p>	<p>B. Summary of Progress:</p> <p>The data reveals a decrease in courses completed last year and therefore this is an area where Sunset needs to improve. This is the 2nd year Sunset has had an advisory period, allowing students to meet with their advisors on Wednesdays during 3rd period which provides students with regular academic counseling and coaching. Teachers are still coming up with ways to use this period effectively, and often each advisor uses it differently. More time and thought need to be given to advisory period. Sunset teachers did meet with course alike teachers from other sites and this helped us to align our curriculum to the other sites, CA state standards, and the common core. Staff meetings were used to insure students were in the correct classes and moving towards their goals.</p>
<p>C. Relevance:</p>	
<p>D. What changes, if any, will be made as a result of reviewing measurable outcomes?</p> <p>This year, more planned activities/interventions will be provided during advisory period. Also, more activities will be planned throughout the year to help students feel connected to school. Students often arrive at Sunset with not enough time to get caught up, they need to arrive while there is still plenty of time for them to complete their courses in time to graduate.</p>	

School Goal 2

To increase student performance in Math as evidenced by a yearly improvement in SBAC scores.

LCAP Priority Area:

1 – Basic Service, 2 – Implementation of State Standard, 4 – Pupil Achievement, 7 – Course Access

Targeted Pupil Student Group(s):

All students enrolled in a math course.

A. Actual Measurable Outcomes:

SBAC scores - 15.6% of Sunset students scored in the Standard Met/Exceeded range in math (+6.6% from 2016)

B. Summary of Progress:

Building SBAC prep into math classes helped the students who were enrolled in math at that time. But, not all students are enrolled in math and not all students are enrolled in their grade level math course. The math teachers worked hard to complete the writing of Math 3. Student skill levels are discussed at staff meetings, lunch meetings, and between the two math teachers.

C. Relevance:

This goal was partially met. Sunset saw a 2% increase in the number of students in the Standard Met/Exceeded range in math. But, the 15.6% is still far below the SDUHSD average of 72%, San Diego County average of 44%, and State of California average of 38% of students in the Standard Met/Exceeded range in math.

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

Grade eleven students will receive SBAC test preparation in math. An additional math class will be offered.

School Goal 3

Increase student performance in ELA as evidenced by a yearly improvement in SBAC scores.

LCAP Priority Area:

1 – Basic Services, 2 – Implementation of State Standards, 4 – Pupil Achievement, 7 – Course Access

Targeted Pupil Student Group(s):

All students enrolled in an ELA course.

A. Actual Measurable Outcomes:

SBAC scores – 71% of Sunset students scored in the Standards Met/Exceeded range in ELA (+13% from 2016).

B. Summary of Progress:

Similar to math, building SBAC prep into ELA classes helped the students who were enrolled in English at that time. But, not all students are enrolled in English and not all students are enrolled in their grade level English course. Student skill levels are discussed at staff meetings, lunch meetings, and between the two English teachers. There has been a push throughout other content areas to build reading and writing skills into their curriculums which supports the ELA program. The English teachers further aligned their courses to allow for greater consistency and building of skills from one class to the other.

C. Relevance:

This goal was partially met. Sunset is still below the SDUHSD average of 81%, but has surpassed SD County average of 56% and State of California average of 49% of students who scored within the Standards Met/Exceeded range in ELA.

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

Grade eleven students will receive SBAC test preparation in ELA. A new district writing assessment will be built into the school year to give the students extra practice and feedback on their writing.

School Goal 4

Increase students choosing to come to school by decreasing truanancies and increasing the percentage of students who feel connected to Sunset.

LCAP Priority Area:

1 – Basic Services, 3 – Parent Involvement, 5 – Pupil Engagement, 6 – School Climate

Targeted Pupil Student Group(s):

All Students

A. Actual Measurable Outcomes:

Sunsets truancy rate is 96.31%
 California Healthy Kids Survey results show
 I do things at school that make a difference, 57% disagree
 I feel safe in my school, 12% disagree
 Teachers at this school treat students fairly, 13% disagree

B. Summary of Progress:

- 1) A survey was conducted with graduating seniors. The results indicate that students really like that they develop a relationship with their teachers and appreciate having an advisor to help them stay on track. Many students offered the suggestion to have more electives and more school activities.
- 2) Support groups are offered and many students connect through their support group. Some of the support groups were not as successful as others. The topics being covered in the group are often serious and could use a facilitator with a counseling/psychology background.
- 3) The new traditions helped to connect students to school, yet became redundant.
- 4) The advisee/adviser structure was strengthened by adding in a weekly period for meetings, this insured advisees would have time to see their advisers every week.
- 5) The principal reports about attendance and discipline at all of the weekly meetings.

C. Relevance:

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

The senior survey will continue to be updated and improved to provide meaningful data to the school. Sunset will look into the option of bringing in additional help to run support groups. We will look to create new traditions and experiences where students feel like they make a difference at school. New forms of data will be designed to more effectively measure what is happening at the school. Sunset will replace the truancy rate and total classes completed with more specific forms of data, and we will add additional ways to measure math and English success besides the SBAC. Attendance will have to be addressed to improve tardies and absences.

E. Planned Improvements in Student Performance

The School Site Council has analyzed the student performance data of all student groups and has considered the effectiveness of key elements of instructional programs. As a result, it has adopted the following school goals, related actions, and expenditures to increase outcomes for underperforming students.

LCAP Goal:
 All district graduates will be college and career ready.

School Goal 1
 To increase the number of courses completed and the number of graduating students at Sunset High School.

LCAP Priority Area:
 1, 2, 4, 7

Targeted Pupil Student Group(s):
 All Sunset Students.

<p>A. Rationale: In 2013-2014 1275 semester classes were completed, in 2014-2015 1271 classes, in 2015-2016 1235 classes, and in 2016-2017 the number decreased to 1101 semester courses completed.</p> <p>UC/CSU Eligibility rates All students 10%, 0% ELs, 0% Low SES EAP results show 13% College Ready in ELA (+2%) 2% College Ready in Math (-3%)</p> <p>In 2013-2014 Sunset had 55 graduates, in 2014-2015 there were 39, 2015-2016 there were 34, and last year 2016-2017 Sunset had 44 graduates.</p> <p>C. School-wide critical area/s for follow up addressed: Goal #4 - Continue to improve student credit completion rates, especially for students struggling to get back on track for graduation. (e.g., students at and below the median credit accrual rate)</p>	<p>B. Expected Measurable Outcomes:</p> <p>Sunset would like to see the number of courses completed increase to 1150. The goal for the UC/CSU eligibility rates is to increase by 2%, making 12% of all graduating seniors UC/CSU eligible. Sunset would like to see 46 students graduate from Sunset high school this year.</p>
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D. Strategy:
 The majority of Sunset's population chooses Sunset because they are credit deficient, and we want to do everything in our power to help all students graduate. For this to happen students need to arrive at Sunset early enough in their high school career that there is still a chance for them to complete their courses. Once at Sunset, students need to have the support and resources needed to graduate. This includes support from their advisors on goal setting, pacing, and course selection. Sunset hopes to expand their course offerings and opportunities in order for students to meet the requirements for their post-high school path of their choice.

Actions/Tasks		Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	<p>Improve student advisement/student planning component to include specific tasks on specific days.</p> <p>a. Adviser will review student goals weekly and make adjustments as necessary.</p> <p>b. All students will review their progress reports with their advisors.</p> <p>c. All students will make short term and long term goals.</p>	Principal, Adviser	Teacher collaboration during site prep days	<p># of student/Adviser meetings</p> <p>Sample student progress reports</p> <p>Sample of student's short and long term goals</p>	ongoing
2.	Build in a year-long new elective, Senior Seminar, to provide students another college prep elective.	Principal	<p>Extra hours (5) for the 2 teachers creating the course =10 hours total @ \$43 per hour =\$430</p> <p>Source: site achievement funds</p>	enrollment data	1st semester of course completed by fall 2018, second semester completed by spring 2018.
3.	Per WASC recommendation the site will look at alternative forms of data for student academic success at Sunset. For example, ratios instead of total #, credit completion ratio. Know about the Alternative Ed Dashboard that is coming out instead of API. Start addressing the State Career Technical Education expectations.	Principal	Teacher collaboration during department release days.	Data truly represents success of students	On-going
4.	Continue reviews of individual student progress at weekly staff meetings, adjust course enrollment on an as needed basis to ensure students meet their graduation goals.	Principal, counselor	None	student transcript audits	Weekly, Mondays after school
5.	Principal and counselor will identify criteria and profiles to enroll students from other schools in a more timely manner, giving Sunset the time needed to get the students on track to graduate.	Principal, counselor	None	Profile created and shared Student enrollment process	Ongoing

LCAP Goal:

Annual increase in student achievement for all students in English Language Arts and Math with focus on accelerating student learning outcomes for target subgroups including English Learners, low income pupils and pupils performing below grade level.

School Goal 2

To increase student performance in Math as evidenced by a yearly improvement in SBAC scores.

LCAP Priority Area:

1, 2, 4, 7

Targeted Pupil Student Group(s):

All students enrolled in a math course.

A. Rationale:

SBAC scores - 15.6% of Sunset students scored in the Standard Met/Exceeded range in math (+6.6% from 2016)

15.6% of Sunset students scored in the Standard Met/Exceeded range; while SDUHSD scored 71.7%, San Diego county scored 43.6% and state of California scored 37.6%

B. Expected Measurable Outcomes:

An increase in 2% of Sunset students' score in the Standard Met/Exceeded range in math.

Close the gap by 2% between Sunset's SBAC scores and the district, city, and state averages.

C. School-wide critical area/s for follow up addressed:

1. Fully implement Common Core ELA and Math curriculum and supporting instruction, including providing student activities addressing peer collaboration, analytical reasoning, and cross-curricular critical reading, writing, speaking.
2. Make use of CCSS/SBAC aligned formative and summative assessments including items/tasks that address non-SBAC assessed content areas and grade levels.

D. Strategy:

Math teachers have been working on a complete overhaul and resequencing of the math courses. This process will continue this year as they finish working on Math 4. This process has allowed for common core standards and SBAC material to be embedded into the sequence of courses. Technology is a goal for this year, with more technology built into the math courses. The increase in technology will help with math scores both by allowing students to access more curriculum and in a different way, similar to what they find on the test. SBAC prep will also be done outside of the math classes with all test takers, to allow for all students to be able to access the test material and format.

Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
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1.	<p>Math teachers will finish the creating and re-writing of Introduction to Calculus</p> <p>a. Teachers will insure the course is common core aligned.</p> <p>b. Teachers will build SBAC knowledge and skills into the course.</p>	Math teacher	<p>Extra hours (4) for the one math teachers = 4 hours @ \$43 per hour = \$172</p> <p>Source: site achievement funds</p>	Course curriculum, student enrollment, and student grades in the course	Spring 2019
2.	<p>Utilize students' SBAC assessment results in math to identify areas to revise or augment curriculum.</p> <p>a. Teachers will review the SBAC practice tests and sample questions and make revisions to instruction and curriculum that more closely align to CA standards.</p> <p>b. Teachers will implement curriculum and identify strategies to assist students in Math alignment with Common Core Standards and assessment.</p> <p>c. Teachers will create lessons to deliver to all students prior to SBAC, to provide all students additional preparation, especially those who are not currently enrolled in a math course.</p>	Math teachers	<p>Extra hours (4) for the two math teachers = 8 hours total @ \$43 per hour = \$344</p> <p>Source: site achievement funds</p>	Practice test results, SBAC results, and student feedback	On-going
3.	<p>Incorporate technology into all math courses</p> <p>a. Teachers will review illuminate assessment results and make adjustments to instruction as needed.</p> <p>b. Teachers will create assessments in illuminate to track student progress on targeted skill areas addressed in the curriculum and assessed on the SBAC.</p> <p>c. Teachers will inbed new technology to mirror technology used on the SBAC, insuring greater comfort while taking the test.</p>	Math teachers	None	SBAC results	2018-2019 school year.
4.	<p>Teachers will identify a yearly growth target, in addition to SBAC scores in order to monitor growth in math. Teachers will monitor student progress towards mastery of grade level math skills.</p> <p>a. Teachers will come up with additional assessments to monitor growth.</p> <p>b. Utilize the weekly advisement period to allow time to meet with students to review and discuss progress and areas of strength and concern.</p> <p>c. Utilize weekly staff meetings for regular collaboration between teachers to monitor students progress in math and discuss methods to increase student success.</p>	Advisors, Principal	None	Student transcripts and progress reports	On-going
5.	<p>Provide a math support class for students performing below grade level</p> <p>a. Students will be identified for enrollment through a review of multiple measures including; SBAC scores, graders, and teacher recommendations.</p> <p>b. Identify individual student's math skills for remediation and address through differentiation and targeted instruction. Support grade level math</p>	Math teacher	\$24,000, one section of LCAP non-formula	Increase in course grades, course assessment scores, student work samples	On-going

	courses through re-teaching and differentiating lessons.				
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LCAP Goal:

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

School Goal 3

Increase the percentage of students who feel connected to Sunset High School.

LCAP Priority Area:

3, 4, 5, 7, 8

Targeted Pupil Student Group(s):

All Students

A. Rationale:

California Healthy Kids Survey results show
 I do things at school that make a difference, 57% disagree
 I feel safe in my school, 12% disagree
 Teachers at this school treat students fairly, 13% disagree

B. Expected Measurable Outcomes:

Sunset wants more students feeling that they make a difference at our school, we would like to start by seeing a 5% decrease to 52% of our students who disagree with the statement, I do things at school that make a difference. Sunset also wants to see an improvement in attendance, believing that students' feelings about school and attendance go hand in hand. Sunset wants both tardies and trancies to decrease in the 2017-2018 school year.

C. School-wide critical area/s for follow up addressed:

3. Improve connectedness by improving student attendance, including daily attendance for students struggling with truancy, and first period tardies for students habitually arriving late.

D. Strategy:

Sunset houses many students who have been traditionally unsuccessful in school. Numerous students come to us with attendance and/or personal issues. We want to address absences and tardies and also get additional support for students who need emotional support. When students experience growth in these areas, we want incentives to be in place, where students receive short term recognition for the positive changes they are making.

Actions/Tasks		Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Improve the senior exit survey to measure growth in areas of need identified from the 2016 CHKS results. a. teachers and administrator will specifically address areas of need on the survey. b. teachers and counselor will collaborate during weekly staff meetings to improve the senior exit survey to assess growth in identified areas of need, c. Sunset Senior Survey will be administered to seniors in the spring of	Counselor	Counselor or teacher to write, give, and compile data from survey. Extra hours 2 for one teacher = 2 hours @ \$43 per hour = \$86 Source: site achievement funds	Results of the senior exit survey	on-going

	each year. d. Staff will review results during weekly staff meetings to identify areas of need and areas of strength to focus on for the following school year.				
2.	Increase support system for students; increasing counselors and social workers. a) Create and administer a Needs Survey to better understand how the students are feeling b) To work with students individually who need greater emotional support. c) To run support group for students who have more serious concerns.	Counselor and social workers	None	Support list created and distributed to students	On-going
3.	Continue rewards luncheons, field trips, and assemblies to recognize students for their positive behavior, attendance and/or academic achievement. a) Create new incentives for students' positive behaviors	Counselor and ASB teacher	None	# of students participating	Quarterly throughout the school year.
4.	Principal and counselor will explore other methods of monitoring student attendance and creating interventions. Instead of truancy rate, need to look at horizontal and vertical trends in attendance. a. Principal will work with counselor to develop a plan for attendance interventions, including phone calls, home visits, and the SARB process. b. Site will look into implementing a wake-up call system for students who are habitual truants.	Principal and counselor	None	Track truancies throughout the year	On-going
5.	Continue to implement a detention system for tardies a. The detentions will be scheduled on set days every week b. Advisors will be responsible for running detentions with their advisees c. Principal will monitor the assigning and tracking of the tardies and detentions	Principal	None	Track number of tardies and detentions throughout the year.	On-going

LCAP Goal:

Annual increase in student achievement for all students in English Language Arts and Math with focus on accelerating student learning outcomes for target subgroups including English Learners, low income pupils and pupils performing below grade level.

School Goal 4

Increase student performance in ELA as evidenced by yearly improvements in SBAC scores.

LCAP Priority Area:

1, 2, 4, 7

Targeted Pupil Student Group(s):

All students enrolled in an ELA course.

A. Rationale:

SBAC scores – 71% of Sunset students scored in the Standards Met/Exceeded range in ELA (+13% from 2016).

Sunset is still approximately 10% behind the district average, but ahead of both the state and county averages in ELA.

B. Expected Measurable Outcomes:

SBAC scores to improve 2%, therefore 73% of Sunset students scoring in the Standards Met/Exceeded range.

C. School-wide critical area/s for follow up addressed:

1. Fully implement Common Core ELA and Math curriculum and supporting instruction, including providing student activities addressing peer collaboration, analytical reasoning, and cross-curricular critical reading, writing, speaking.
2. Make use of CCSS/SBAC aligned formative and summative assessments including items/tasks that address non-SBAC assessed content areas and grade levels.

D. Strategy:

English teachers will work to complete their course alignment with the common core standards. They will also use SBAC assessment results to make changes to their curriculum and instruction. SBAC practice will be provided to students within English courses, through embedding practice within the curriculum. SBAC practice will also be provided as stand alone workshops, to reach students not currently enrolled in an English class. Social studies teachers will take an active role in connecting the ELA standards within their courses. This will provide extra practice on key skills with which students need extra practice. ELA skills and development will be monitored throughout the year during weekly advisement periods and staff meetings.

Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
---------------	-----------------------	-------------------------	-----------------------------	----------

1.	<p>Build SBAC prep into all English courses.</p> <p>a. Teachers will review student SBAC results</p> <p>b. Teachers will create assessments in illuminate to track student progress on target skill areas addressed in the curriculum and assessed on the SBAC.</p> <p>c. Teachers will review illuminate assessment results and make adjustments to instruction as needed.</p>	English teachers	<p>Extra hours (2.5) for the two English teachers = 5 hours @ \$43 per hour = \$215</p> <p>Source: site achievement funds</p>	Review assessment results	Fall 2018
2.	<p>Utilize students' SBAC assessment results in English to identify areas to revise or augment curriculum.</p> <p>a. Teachers will review the SBAC practice tests and sample questions and make revisions to instruction and curriculum that more closely align to CA standards.</p> <p>b. Teachers will implement curriculum and identify strategies to assist students in English in alignment with Common Core Standards and assessment.</p> <p>c. Teachers will create lessons to give to all students prior to SBAC, to provide all students preparation, especially those who are not currently enrolled in an English course.</p>	English teachers	<p>Extra hours (4) for the two English teachers = 8 hours total @ \$43 per hour = \$344</p> <p>Source: site achievement funds</p>	Practice test results, SBAC results, and student feedback	On-going
3.	<p>Monitor student progress towards mastery of grade level English skills.</p> <p>a. Utilize the weekly advisement period to allow time to meet with students to review and discuss progress and areas of strength and concern.</p> <p>b. Utilize weekly staff meetings for regular collaboration between teachers to monitor students progress in English and discuss methods increase student success.</p>	English teachers	None	Progress reports, report cards, and staff feedback	On-going
4.	<p>Develop and implement the new district writing assessment. Explore whether there is a way to assess reading in addition to writing.</p> <p>a) Create a time-line that works for Sunset</p> <p>b) Align grading practices between the 2 English teachers</p> <p>c) Insure curriculum is aligned to the assessment</p> <p>d) Agree on how test results will be used</p>	English teachers	District staff development time	District Writing assessment results	By the fall of 2018, English teachers will begin utilizing the assessment
5.	<p>Look at the state of CA Digital Citizenship in Technology requirements. Include them in the ELA curriculum where appropriate.</p>	English Teachers	District staff development time	Requirements are included in the curriculum	Spring 2018








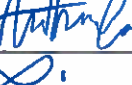




F. School Site Council Membership Sunset High School

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Rick Ayala	X				
Amy Souza		X			
Michelle Horsley		X			
Mike Marvil		X			
Craig Williams		X			
April Llamas			X		
Denise Cope				X	
Marcia Mercurio				X	
Megan Yu				X	
Tabitha Dill					X
Linette Luus					X
Sarah Trigg					X
Numbers of members of each category	1	4	1	3	3

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

**SCHOOL SITE COUNCIL
 SUNSET HIGH SCHOOL
 2018-2019**

NAME	POSITION	SIGNATURE
RICK AYALA	PRINCIPAL	
AMY SOUZA	TEACHER	
MICHELLE HORSLEY	TEACHER	
MIKE MARVIL	TEACHER	
CRAIG WILLIAMS	TEACHER	
APRIL LLAMAS	CLASSIFIED	
SARAH TRIGG	STUDENT	
CASSIDY DAVIS	STUDENT	
AMBER CASSIANO	STUDENT	
LINDA ALSTRIN	PARENT/GUARDIAN	
MILAN GRBA	PARENT/GUARDIAN	
ISAURA VILLANUEVA	PARENT/GUARDIAN	

**Form G. Budget 2018-19
 Sunset High School**

State/Federal Categorical Program	Allocation
Site LCFF Supplemental Funding - Site Formative/Achievement Funds	\$1,205
Site LCFF Supplemental Funding - Site Tutoring Funds	\$420
Site LCFF Supplemental Funding – District Funded Sections (non-formula)	\$24,000
Title I Funds Does Not Apply	\$0.00
Total	\$25,625

Appendix A. Student Performance Data

Section 1: Enrollment

Table 1.1 Site enrollment trends with Student Group breakdown

	2015-16		2016-17		2017-18	
	#	%	#	%	#	%
Total enrollment	123	-	115	-	114	100.0%
Black or African American	3	2.4%	4	3.5%	6	5.26%
American Indian or Alaska Native	1	0.8%	0	0.0%	1	0.88%
Asian	3	2.4%	3	2.6%	5	4.39%
Filipino	0	0.0%	0	0.0%	1	0.88%
Hispanic or Latino	33	26.8%	22	19.1%	30	26.32%
Native Hawaiian or Pacific Islander	0	0.0%	0	0.0%	1	0.88%
White	81	65.9%	85	73.9%	68	59.65%
Two or More Races	0	0.0%	0	0.0%	0	0%
Socioeconomically Disadvantaged	37	30.1%		%		%
English Learners	*	*%		%		%
Students with Disabilities	23	18.7%		%		%
Foster Youth		%		%		%

Conclusions indicated from this data:
1.

Section 2: Student Achievement Indicators**Table 2.1 Percent of 11th grade students tested who scored in the Standard Met to Standard Exceeded range in ELA**

	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
2016-17	71.1	70.3	*	*	*	*
2015-16	58	63	*	*	*	54
2014-15	55	58	*	*	*	25

Source: California Department of Education, <https://caaspp.cde.ca.gov/>

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	63	62	54	54	55	45	54	55	45	85.7	85.9	83.3
All Grades	63	62	54	54	55	45	54	55	45	85.7	85.9	83.3

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2582.1	2599.9	2617.9	11	13	26.67	44	45	44.44	24	33	15.56	20	9	13.33
All Grades	N/A	N/A	N/A	11	13	26.67	44	45	44.44	24	33	15.56	20	9	13.33

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	33	27	53.33	46	60	31.11	20	13	15.56
All Grades	33	27	53.33	46	60	31.11	20	13	15.56

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	20	24	31.11	54	62	57.78	24	15	11.11
All Grades	20	24	31.11	54	62	57.78	24	15	11.11

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	13	11	24.44	67	82	64.44	20	7	11.11
All Grades	13	11	24.44	67	82	64.44	20	7	11.11

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	22	33	35.56	67	64	55.56	11	4	8.89
All Grades	22	33	35.56	67	64	55.56	11	4	8.89

Conclusions based on this data:	
1.	44% of Sunset students Nearly/Not met the ELA standards.
2.	20% or more students were Below Standard in Reading, Writing, and Listening, these areas should be a focus in the ELA classrooms.
3.	85.7% of students took the test, improved attendance will allow for a greater percentage of students taking the test and therefore part of the school results.

III School and Student Performance Data

Table 2.2 Percent of 11th grade students tested who scored in the Standard Met to Standard Exceeded range in math

	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
2016-17	15.6	18.9	*	*	*	*
2015-16	9	11	*	*	*	8
2014-15	5	5	*	*	*	0

Source: California Department of Education, <https://caaspp.cde.ca.gov/>

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	63	62	54	55	55	45	55	55	45	87.3	85.9	83.3
All Grades	63	62	54	55	55	45	55	55	45	87.3	85.9	83.3

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2507.3	2507.2	2536.3	5	2	6.67	0	7	8.89	31	22	24.44	64	69	60.00
All Grades	N/A	N/A	N/A	5	2	6.67	0	7	8.89	31	22	24.44	64	69	60.00

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	5	4	11.11	22	22	20.00	73	75	68.89
All Grades	5	4	11.11	22	22	20.00	73	75	68.89

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	5	4	11.11	53	49	37.78	42	47	51.11
All Grades	5	4	11.11	53	49	37.78	42	47	51.11

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	7	4	8.89	44	56	51.11	49	40	40.00
All Grades	7	4	8.89	44	56	51.11	49	40	40.00

Conclusions based on this data:	
1.	95% of students Nearly/Not Met the Math standards, this is an alarming percentage and math should be a goal for Sunset.
2.	73% of students were below standards in Concepts & Procedures.
3.	5%-7% of students Exceeded/Met Standards in all three categories; therefore concepts & procedures, problem solving & modeling/data analysis, and communicating need to be focused on in all math classes.

Section 3: School Climate Indicators

Table 3.1 Truancy rates

	2013-14	2014-15	2015-16
All Students	36.71	96.76	80.28

Conclusions indicated from this data:

1.

Table 3.2 Chronic Absenteeism Rates by Ethnicity and Student Group

	2016-17
All Students	69.4
Black or African American	*
American Indian or Alaska Native	*
Asian	*
Filipino	*
Hispanic or Latino	71.1
Native Hawaiian or Pacific Islander	
White	68.5
Two or More Races	*
Socioeconomically Disadvantaged	70.2
English Learners	72.7
Students with Disabilities	73.2
Foster Youth	

Conclusions indicated from this data:

1.

Table 3.3 Suspension Data

	2014-15	2015-16	2016-17
Cumulative Enrollment	216	213	229
Total Suspensions	10	29	17
Unduplicated Count of Students Suspended	10	23	13
Suspension rate	4.60%	10.80%	5.70%
Percent of Students Suspended with One Suspension	100.00%	73.90%	76.90%
Percent of Students Suspended with Multiple Suspensions	0.00%	26.10%	23.10%

Conclusions indicated from this data:

1.

Table 3.4 Suspension Rate by Ethnicity and Student Group

	2014-15	2015-16	2016-17
All Students	4.60%	10.80%	5.70%
Black or African American	*	*	*
American Indian or Alaska Native	*	*	*
Asian	*	*	*
Filipino	*	*	*
Hispanic or Latino	3.30%	6.10%	4.40%
Native Hawaiian or Pacific Islander	*	*	*
White	5.70%	12.30%	6.10%
Two or More Races	*	*	*
Socioeconomically Disadvantaged	4.5%	13.6%	5.7%
English Learners			
Students with Disabilities			
Foster Youth	0.0%	0.0%	0.0%

Conclusions indicated from this data:

1.

Table 3.5 Expulsion Data

	2014-15	2015-16	2016-17
Cumulative Enrollment	216	213	229
Total Expulsions	1	1	0
Unduplicated Count of Students Expelled	1	0	2
Expulsion rate	0.46%	0.00%	0.87%

Conclusions indicated from this data:

1.

Table 3.6 Expulsion Rate by Ethnicity and Student Group

	2014-15	2015-16	2016-17
All Students	0.46%	0.00%	0.87%
Black or African American	*	*	*
American Indian or Alaska Native	*	*	*
Asian	*	*	*
Filipino	*	*	*
Hispanic or Latino	1.64%	0.00%	2.22%
Native Hawaiian or Pacific Islander	*	*	*
White	0.00%	0.00%	0.61%
Two or More Races	*	*	*
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			
Foster Youth			

Conclusions indicated from this data:

1.

Table 3.7 Cohort Dropout Rate by Student Group

	2013-14	2014-15	2015-16
All Students	22.9	38.7	38
Hispanic or Latino of Any Race	38.9	59.1	47.8
Asian, Not Hispanic	0.0	0.0	33.3
Filipino, Not Hispanic			33.3
African American, Not Hispanic	66.7		
White, Not Hispanic	15.9	30.6	
Two or More Races, Not Hispanic			0.0
Socioeconomically Disadvantaged	42.9	55.2	45.7
English Learners	25	70	63.6
Students with Disabilities	23.1	50	31.3
Migrant Education			

Conclusions indicated from this data:

1.

Section 4: Progress Monitoring of English Learners
California English Language Development (CELDT) Data

Table 4.1 CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9	*			*			*			*			*		
10	*			*			*			*			*		
11	*			*	***		*			*			*		
12	50	100		50		***	0		***	0			0		
Total	44	80		44	20	50	11		50	0			0		

Conclusions based on this data:

1.

Table 4.1 Enrollment by English Language Acquisition Status

	English Only	Initial Fluent English Proficient	English Learner	Reclassified Fluent English Proficient	To Be Determined	Total
2017-18	79.8%	4.4%	9.6%	6.1%	0.0%	114
2016-17	82.60%	6.10%	4.30%	7.00%	0.00%	115
2015-16	76.40%	6.50%	4.10%	13.00%	0.00%	123

Conclusions indicated from this data:

1.

Table 4.2 English Learner Enrollment by Years in English Language Development Programs

	English Learners			EL 4+ Years Not At-Risk or LTEL	Reclassified Fluent English Proficient	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years			
2017-18	1	2	7	1	7	18
2016-17	1	0	3	1	8	13
2015-16	0	0	4	1	16	21

* Long-Term English Learners (LTEL)

Table 4.3 2017-18 English Learner Enrollment by Years in English Language Development Programs by Grade

	English Learners			EL 4+ Years Not At-Risk or LTEL	Reclassified Fluent English Proficient	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years			
9	0	0	0	0	0	0
10	0	2	0	0	2	4

11	0	0	3	0	2	5
12	1	0	4	1	3	9

* Long-Term English Learners (LTEL)

Conclusions indicated from this data:
 1.

Table 4.4 Reclassification (RFEP) Counts and Rates

	2015-16	2016-17	2017-18
Number and percent of EL students Redesignated to Fluent English Proficient (RFEP)	18.3%	19.5%	13.0%

Conclusions indicated from this data:
 1.

Section 5: College and Career Readiness Indicators

Table 5.1 Early Assessment Program (EAP) ELA Results by Student Group

	All Students			English Learners			Socioeconomically disadvantaged			Special Education		
	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready
2015-16	13	56	42	*	*	*	8	46	46	*	*	*
2014-15	11	44	44	*	*	*	0	25	75	*	*	*

Source: California Department of Education, <https://caaspp.cde.ca.gov/>
 CAASPP ELA Performance Levels and Corresponding EAP Results listed below:
 Standard Exceeded (Level 4) = "College Ready"
 Standard Met (Level 3) = "Conditionally Ready"
 Standard Nearly Met (Level 2) = "Not Ready"
 Standard Not Met (Level 1) = "Not Ready"

Conclusions indicated from this data:

1.

Table 5.2 Early Assessment Program (EAP) Math results by subgroup

	All Students			English Learners			Socioeconomically disadvantaged			Special Education		
	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready
2015-16	2	7	91	*	*	*	8	0	92	*	*	*
2014-15	5	0	95	*	*	*	0	0	100	*	*	*

Source: California Department of Education, <https://caaspp.cde.ca.gov/>
 CAASPP Math Performance Levels and Corresponding EAP Results listed below:
 Standard Exceeded (Level 4) = "College Ready"
 Standard Met (Level 3) = "Conditionally Ready"
 Standard Nearly Met (Level 2) = "Not Ready"
 Standard Not Met (Level 1) = "Not Ready"

Conclusions indicated from this data:

1.

Table 5.3 Advanced Placement Exam results

	2014-15	2015-16	2016-17
Percent of exams with a score of 3+ (passing)	*	*	*
Number of tests taken	*	*	*
Number of testers	*	*	*
Average number of tests per student	*	*	*

Source: College Board School Summary Report

Conclusions indicated from this data:

1.

Table 5.4 SAT Report

Year	Enrollment 12	Number Tested	Average Score: Reading	Average Score: Math	Average Score: Writing	Number of Scores >=1500	Percent of Scores >=1500
2015-16	73	3	*	*	*	*	*
2014-15	72	4	*	*	*	*	*
2013-14	63	5	*	*	*	*	*

Table 5.5 ACT Report

Year	Enrollment 12	Number Tested	Average Score: Reading	Average Score: Math	Average Score: Writing	Number of Scores >=1500	Percent of Scores >=1500
2015-16	73	2	*	*	*	*	*
2014-15	72	1	*	*	*	*	*
2013-14	63	3	*	*	*	*	*

Conclusions indicated from this data:

1.

Table 5.5 UC/CSU eligibility Rates by Ethnicity and Student Group

	2014-15	2015-16	2016-17
All students	10.00%	10.80%	8.70%
Black or African American	0.00%	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%	0.00%
Asian	50.00%	50.00%	0.00%
Filipino	0.00%	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%	14.30%
Native Hawaiian or Pacific Islander	0.00%	0.00%	0.00%
White	11.50%	12.00%	7.90%
Two or More Races	0.00%	0.00%	0.00%
Socioeconomically Disadvantaged	0.00%	0.00%	0.00%
English Learners	0.00%	0.00%	
Students with Disabilities	*	*	
Foster Youth			

Conclusions indicated from this data:

1.

Table 5.6 Cohort Graduation Rates by Ethnicity and Student Group

	2014-15	2015-16	2016-17
All students	54.7	50.6	
Black or African American			
American Indian or Alaska Native		0.0	
Asian	100.0	66.7	
Filipino			
Hispanic or Latino	40.9	47.8	
Native Hawaiian or Pacific Islander	50.0		
White	59.2	51.0	
Two or More Races		100.0	
Socioeconomically Disadvantaged	41.4	48.6	
English Learners	30.0	36.4	
Students with Disabilities	37.5	37.5	
Foster Youth	0.0		

Conclusions indicated from this data:
 1.

Table 5.7 2016-17 Advanced Placement (AP) Course Enrollment

Subject	Courses Taught	Number of Courses Meeting UC/CSU Entrance Requirements	Female Enrollment	Male Enrollment	Total Course Enrollment
English Language Arts					
History/Social Science					
Mathematics					

Conclusions indicated from this data:
 1.

Table 5.8 Advanced Placement (AP) Total Course Enrollment

Subject	2014-15	2015-16	2016-17
English Language Arts			
History/Social Science			
Mathematics			

Conclusions indicated from this data:
 1.

Table 5.9 2016-17 Career Technical Education (CTE) Course Enrollment

Subject	Courses Taught	Number of Courses Meeting UC/CSU	Female Enrollment	Male Enrollment	Total Course
---------	----------------	----------------------------------	-------------------	-----------------	--------------

		Entrance Requirements			Enrollment
Arts, Media, and Entertainment	1	1	2	4	6
Building and Construction Trades					
Business and Finance	4	0	13	8	21
Education, Child Development, and Family Services	3	0	4	1	5
Health Science and Medical Technology					
Hospitality, Tourism, and Recreation	4	0	13	1	14
Information and Communication Technologies					
Manufacturing and Product Development					
Marketing, Sales, and Service	1	0	11	2	13
Transportation					

Conclusions indicated from this data:

1.

Table 6.0 Career Technical Education (CTE) Total Course Enrollment

Subject	2014-15	2015-16	2016-17
Arts, Media, and Entertainment			6
Building and Construction Trades			
Business and Finance	25	25	21
Education, Child Development, and Family Services	8	4	5
Health Science and Medical Technology			
Hospitality, Tourism, and Recreation	10	23	14
Information and Communication Technologies			
Manufacturing and Product Development			
Marketing, Sales, and Service		23	13
Transportation			

Conclusions indicated from this data:

1.



The Single Plan for Student Achievement

School: Torrey Pines High School
District: San Dieguito Union High School District
County-District School (CDS) Code: 37-68346-3730033
Principal: Robert Coppo
Date of this revision: April 2018

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Robert Coppo
Position: Principal
Telephone Number: (858) 755-0125
Address: 3710 Del Mar Heights Road
San Diego, CA 92130
E-mail Address: robert.coppo@sduhsd.net

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

**A. School Site Information
Torrey Pines High School****Vision Statement:**

Our vision is to be a dynamic community of lifelong learners who make significant contributions in our world. We strive to facilitate student growth so that they are self-directed learners, effective communicators, collaborative workers, quality producers, and world citizens who are active community participants.

Mission Statement:

Torrey Pines High School is committed to fostering an Academic & Supportive School Culture that promotes academic proficiency in state standards through rigorous & challenging courses, access to and achievement in Honors & Advanced Placement courses, continuous academic improvement via support and intervention, literacy across content areas, positive school spirit and connectivity, creative and academic use of technology, literate, forward-thinking citizens who listen, speak, and write effectively and critically, respect diversity and accept others in a safe learning environment, resolve conflicts peacefully and develop positive relationships, use technology and social media responsibly and effectively, employ innovative thought in assessing and solving real life problems, actively involved participants who engage in a variety of service learning and extracurricular activities, collaborate, communicate, and engage within their community, think critically and solve problems creatively, demonstrate college and career readiness, achieve a healthy balance of academics, social relations, and personal commitments.

School Profile: (include site demographics, remedial and advanced course enrollments, local measures of performance, special programs)

Torrey Pines High School (TPHS) is one of four comprehensive high schools in the San Dieguito Union High School District (SDUHSD) in San Diego's North County, serving a population in 2017-2018 of 2,418 students in grades 9 through 12. A high-achieving school, proud of its tradition of excellence and achievement, Torrey Pines has been receiving acclaim from places like US News and World Report. In 2017, 77.8% of the students met or exceeded UC requirements and 90% of the students planned on attending a four year school. In May 2017, 2,067 Advanced Placement Exams were administered, with a pass rate of 86.5%. Students at Torrey Pines consistently demonstrate high achievement on standardized tests, including California Assessment of Student Performance and Progress (CAASPP), Advanced Placement (AP), ACT and SAT exams. More than 60% of graduating seniors take the ACT and/or SAT.

A booming population growth and increasing diversity have characterized North County, SDUHSD, and Torrey Pines for over 20 years. Families from all parts of the world are attracted to the inviting climate and exceptional learning institutions, enriching local schools with a wide variety of languages and cultural backgrounds. Many parents are employed at such neighboring institutions as the University of California, San Diego, Scripps Institute of Oceanography, Salk Institute, Scripps Clinic and Research Foundation, and Neurocrine, as well as nearby high tech giants like Qualcomm, Peregrine and Cisco Systems, and biotechnology firms in Sorrento Valley, all of which influence the high standards of education and expectations at Torrey Pines and in the District. As a well-respected school in an educated community, Torrey Pines has benefited from the generous support from its Foundation, which raises approximately \$2 million per year to benefit both academic and extracurricular pursuits at Torrey Pines.

Originally opened in 1973, the Torrey Pines campus has continually grown and expanded due to increasing development in the community. Additions to the school campus were made in 1980, 1999, and 2003. Since then, portables have also been included to meet the needs of the growing population. In November 2012, Proposition AA was passed as a \$449 billion bond initiative for the San Dieguito Union High School District with the goal of creating technology rich facilities, sustainable high performance environments for learning, and community focused campuses. Torrey Pines has begun a four phase improvement plan with the specific goals of: connecting separate areas of the campus, creating a welcoming entrance to the school, improving visual/performing arts and athletics facilities, and significantly improving the technological infrastructure and security of the campus. The revamping of the entrance to Torrey Pines was completed in 2016. In 2017, the construction of a new Performing Arts Center began. Over the course of the next 6 years, every

portion of the TPHS campus will be touched by over \$75 million worth of improvements.

To meet the changing needs of students and families, the District has supported and encouraged the development and expansion of programs such as Advancement Via Individual Determination (AVID), Academic Support classes, Peer Assisted Listeners (PALS), Career Technical Education (CTE), and the English Language Development program. As new teachers have joined the staff in recent years, the California New Teacher Induction Program (CTIP) continues to support these new teachers and provide them with opportunities for professional growth. The District has its own California New Teacher Induction Program (CTIP) which includes a week-long orientation and continued support from accomplished, veteran teacher who function as support providers throughout the year. In addition, TPHS has regular New Teacher Luncheons to provide new staff with an opportunity to ask questions, give feedback, and exchange best practices in a small group with administrators and colleagues.

As with many schools around the state and across the nation, TPHS has also worked to meet the needs of a changing society. Technology has become a primary focus incorporated into curriculum and instruction, social and academic support is provided to students and families, and the school has aligned its curriculum with the Common Core Standards and Next Generation Science Standards. The school focus is to encourage larger percentages of the student population to be college and career ready by participating in rigorous coursework and being well-rounded through participation in extracurricular programs. In 2017, TPHS offered courses aligned to six Career Technical Education (CTE) Pathways. Engineering Design, Business Management, Food Service & Hospitality, Digital Media Production, Design, Visual, & Media Arts, and Software & Systems Development are the six pathways currently offered at TPHS. Rigorous courses and high academic standards have led 21 Torrey Pines Seniors to qualify as finalists for the National Merit Scholarship award and 953 students to take 2,067 AP exams with a pass rate of 86.5%.

Torrey Pines High School offers a wide array of extracurricular opportunities for students. During the 2017-2018 school year, there were over 80 school sponsored clubs and over 30 non-school sponsored clubs. Traditionally, Torrey Pines California Interscholastic Federation (CIF) athletic teams win the most league titles of any school in the North County. In its history, Torrey Pines has won more CIF championships than any school in the San Diego Section. In addition, for the second time in three years, Torrey Pines was named the number one school for girls sports in California. TP Players Theatre Company has over 300 students involved as actors, designers, technicians, directors, choreographers, musical directors, and musicians and performed 3 main stage plays in 2017-2018. The TPHS Music Program, Academic Team, Falconer Student Newspaper, Visual Arts, Science, Foreign Language, Math, Mock Trial, and Speech and Debate teams have been consistently recognized among the finest in both local and national competitions.

Several student groups and community members have worked hard to beautify the unique campus of Torrey Pines. PALS, Visual Arts, Torrey Pines High School Foundation and The Key Club have improved the appearance of our school by creating new murals in the "B" building and Lecture Hall, as well as providing trees, banners, and directional signs in the front of our campus. Each year, the principal works with local Eagle Scouts on projects to enhance the campus including the signage with keys to help visitors navigate the campus with ease and trees planted around campus.

Torrey Pines is continually working on creating a positive school spirit. Many fans show up to sporting events, especially the Friday night football games and the many CIF championship playoff games. The ASB established a "TP Chaos" group which has students leading fans in cheers in the stadium and traveling to away games in support of teams. PALs has made a strong impact on the school community in the past two years by promoting student well-being and connectedness by sponsoring all school events, establishing one-on-one student peer assistance, facilitating campus tours, and supporting campus activities. They also host the week long Challenge Days in October where more than 600 students and 150 adult volunteers come together to "Be the change they wish to see in the world". Challenge Days are one of the major programs designed to connect students to each other and to their teachers by engaging in activities and dialogue focused on breaking down social/emotional barriers. PALs also hosts Red Ribbon Week and Yellow Ribbon Week which raise awareness about drug, alcohol, and suicide prevention. The Torrey Pines ASB program plans and leads the school-wide pep rallies throughout the year, creates lunch-time activities to increase student connectedness, and hosts dances throughout the year.

B. School and Student Performance Data

See Appendix A for multi-year student performance data tables

Student Performance Summary (conclusions from analysis of student performance data, identify and prioritize the site needs to drive goals)

A comprehensive needs assessment which included multi-year qualitative and quantitative measure including, stakeholder feedback, local survey data, California Healthy Kids Survey data, CAASPP results, CELDT scores, course enrollment data, D/F lists, graduation rates, A-G rates, dropout rates, discipline data, and attendance data have instructed the work of the Torrey Pines High School (TPHS) School Site Council (SSC) and site leadership in developing the Single Plan for Student Achievement. As a result of this work, specific areas of need have been identified as increasing student achievement in English Language Arts and Mathematics, fostering collaboration among staff/teachers as it relates to student achievement, ensuring all TPHS graduates are college and career ready, and improving the sense of school connection and safety for all students. These goals align with the San Dieguito Union High School District (SDUHSD) Local Control Accountability Plan (LCAP) and the TPHS Western Association of Schools and Colleges (WASC) goals.

According to the most recent California Assessment of Student Performance and Progress (CAASPP) data, TPHS 68.4% of students met or exceeded standards in the area of English Language Arts and 56.7% of students met or exceeded standards in the area of Mathematics. These scores demonstrate a decline of 10.7% in English Language Arts and a decline of 5.3% in the area of mathematics. It is important to note that several sub-groups of students showed an increase in performance on CAASPP assessments. The Multi-year analysis of CAASPP data showed scores for students who are English Learners grew in the area of English Language Arts by 9.7% and in the area of Mathematics by 11.8%. In addition, scores for students with disabilities increased in the area of Mathematics by 11.8%. Students with disabilities demonstrated an increase in the percentage of students who met or exceeded standards in Math based on CAASPP scores by 6% even though the overall mathematics scores demonstrated a decline. In the area of English Language Arts, our students with disabilities who met or exceeded standards decreased showing an alignment to the overall population. Offering support and intervention for all students continues to be a focus for Torrey Pines. We offer multiple programs for students with special needs and make student achievement and success a priority. Changes to curriculum and course alignment to the Common Core State Standards may be factors into the decline in scores for the overall population of students. Each department has been working with their Professional Learning Communities (PLCs) in order to identify possible factors into the overall decline and interventions and improvements to instruction in order to increase future scores. D/F lists are run twice during the course of each semester and counselors meet with students on the lists to provide support and discuss success plans. Data showed a decline in the number of students on the D/F mid-way through semester one as compared to final semester one grades.

A multi-year review of California English Language Development Test (CELDT) scores shows that the percentage of students scoring in the Early Advanced to Advanced range (Level 4/5) on the annual test is slightly declining (2016=68%, 2017=65%) while the percentage of students scoring in the Beginning and Early Intermediate range (Level 1/2) is increasing slightly (2015=5%, 2017=8%). English Learners at TPHS showed a performance growth higher than their English Speaking peers on the CAASPP data. Enrollment of students who are English Learners has grown at Torrey Pines in the past few years. This may factor into the assessment results and trends. The English Learner (EL) Progress Indicator on the California School Dashboard shows English Learner Progress and College and Career Indication for English Learners. The 2017 release showed a slight decline (2016=93.6%, 2017=88.1%) in the English Learner Progress Indicators for EL students at Torrey Pines. We continue to adjust and improve our services and support for English Learners at Torrey Pines High School. Our English Learner department works closely with counselors, teachers, and families to ensure students are provided with the appropriate supports and challenges in order to excel in their academic endeavors. Students who need additional academic supports may be placed in sheltered subject area classes with teachers who are trained and understand how to best support students who are English Learners. In addition, these sheltered classes provide students with smaller class sizes and more opportunities to practice English in addition to learning the subject content. As observed in our CAASPP data, English Learners at Torrey Pines demonstrated growth. This growth surpassed the English Learner performance of all other schools within SDUHSD.

Torrey Pines has 11 Professional Learning Communities (PLCs) on campus based on subject areas. Twice a

month, Torrey Pines offers a Late Start Day which enables teachers to meet with their PLC in order to collaborate, reflect and assess their programs based on student achievement, and determine steps for improving instruction and supports for students. Counselors, teachers, and administration meet once a week to discuss students who are at risk during Intervention Team time. During this time, the team brainstorms next steps and supports to ensure student success. Some additional supports offered to students include Peer Tutoring, Teacher Tutoring, TPHS Mentor Program, Parent Meetings, Student Success Team (SST) Meetings, Academic Survival courses, behavior interventions, and course adjustments.

Based on the California School Dashboard, Torrey Pines High School students are in the very high range for College and Career Readiness with 80% of our students being prepared. This is higher than the San Dieguito Union High School District average of 77.5% of students being College and Career Ready. Counselors work diligently with students to understand their options and bring in guests from universities, colleges, community colleges, and career industries. In addition, the multiple Career Technical Education pathways offered at Torrey Pines allows students to explore some of the popular industry sectors as outlined by labor market information within California.

In regards to school connectedness and safety, local and state data helps to provide a good snapshot of areas of strength and areas for improvement. According to the California School Dashboard, Chronic Absenteeism Rates show Torrey Pines High School (13.9%) higher than SDUHSD (9.4%), San Diego County (10.2%), and State (10.8%). Improving attendance rates is a focus for Torrey Pines High School. According to the 2017 Healthy Kids Survey, 66% of our students feel like they are part of Torrey Pines High School. That was a 2% drop from the 2015 Healthy Kids Survey results. However, it is important to note that the number of students who strongly agreed that they feel like they are part of this school went up 10% from the 2015 results. 91% of students surveyed feel there is a teacher or other adult at school who cares about them. 84% of the students surveyed feel safe at school and 16% of the students surveyed felt neither safe nor unsafe. TPHS has placed a large emphasis on social-emotional well being. Peer Assistant Listeners (PALS) and Associated Student Body Leaders (ASB) run various activities throughout the year to help students make connections and form relationships with peers and staff. Weekly lunches are hosted by PALS and are open to all students. ASB and PALS are present during Info Nights, Readiness Days, and New Student Orientation to welcome incoming Falcons and show them around campus. The TPHS counseling department oversees a mentor program that links students with staff mentors in order to increase the number of trusted adults students have on campus. Red Ribbon week helps students to learn about the dangers drugs, alcohol, and tobacco present and options for support to refrain from use. Yellow Ribbon Week is hosted by PALS and helps students to understand the importance and coping mechanisms for improving mental health. TPHS principal, Rob Coppo, hosts parent meetings monthly to update parents on school news and answer questions parents may have about campus security and climate. While school connectedness and safety are a strength, it is always an improvement priority.

C. Involvement Process

Involvement Process:

How was the SSC and site leadership involved in development of the plan?

Torrey Pines Single Plan for Student Achievement (SPSA) involved a variety of Torrey Pines stakeholder groups including Department Chairs, WASC Committee Members, Site Administration, AP Advisory Counselors, Counselors, English Learner Advisory Committee and School Site Council (SSC). Each group presented Site Administration with specific needs that have been assessed through a thorough review of state and local data. A review of data was presented to School Site Council (January 2018 and April 2018), English Learner Advisory Committee (March 2018), and Department Chairs (January 2018, February 2018, March 2018). Each stakeholder group provided TPHS leadership with input and suggestions for updating and improving site goals.

**D. Summary of Progress Made on 2017-2018 Goals
 Torrey Pines High School**

School Goal 1

Increase student achievement for all students with a focus on target student groups who are under-performing in comparison to their peers.

LCAP Priority Area:

Priority #2: Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners.
 Priority #4: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program

Targeted Pupil Student Group(s):

All students with a focus on students who qualify for special education, Low Socioeconomic Status (SES), English Language Learners (EL), and students of Hispanic ethnicity.

A. Actual Measurable Outcomes:

Decrease the percent of students on the D/F list from semester 1 to semester 2 by 3%:
 2016-2017 Semester 1: 482 students were identified on the D/F list. 18.7% of the school population.
 2016-2017 Semester 2: 583 students were identified on the D/F list. 22.6% of the school population.
 2017-2018 Semester 1: 476 students were identified on the D/F list. Approximately 19.6% of the school population.
 2017-2018 May D/F List for Semester 2: 552 students were identified on the D/F list. Approximately 22.8% of the school population.
 *Increase percent of students in all subgroups who meet or exceed standard in ELA on CAASPP by 2%
 2015-2016: 79% of students met or exceeded standard in ELA.
 2016-2017: 68.28% of students met or exceeded standard in ELA.
 *Increase percent of students in all sub-groups who meet or exceed standard in Math on CAASPP by 2%
 2015-2016: 62% of students met or exceeded standard in Math.
 2017-2018: 56.68% of students met or exceeded standard in Math.
 *Increase English Learner Reclassification rates.

B. Summary of Progress:

The timeline of SPSA progress makes it challenging to analyze current year D/F List of semester 1 versus semester 2. In comparing Semester 1 of 2016-2017 and 2017-2018, there was a 3.6% decrease in the number of students on the Semester 1 D/F List. CAASPP testing results showed a decline in the percentage of students who met or exceeded standard in both ELA and Math. The percentage of students who met or exceeded standard in ELA dropped by 10.7%. The percentage of students who met or exceeded standard in Math declined by 5.3%

*AP and honors course enrollment reflects demographics of Torrey Pines High School

C. Relevance:

No. Data shows a decline in the percentage of students who met or exceeded standard in both ELA and Math.

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

This goal will be reevaluated to focus on increasing achievement for all students.

School Goal 2

Continue to develop the PLC process with all departments to foster more collaboration among staff/teachers that will help increase student achievement.

LCAP Priority Area:

Priority #2: Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners.
 Priority #4: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program

Targeted Pupil Student Group(s):

All students including students who qualify for Special Education, Low Socioeconomic Status (SES), and English Language Learners (EL).

A. Actual Measurable Outcomes:

All Students:
 Based on 2017 CAASPP scores, 68% (-10.72% when compared to prior year) of Torrey Pines students tested scored in the Standards Met or Exceeded range in the area of English Language Arts. While 56.68% (-5.32% when compared to prior year) of Torrey Pines students tested scored in the Standards Met or Exceeded range in the area of Mathematics.

English Learners:
 Based on 2017 CAASPP scores, 41.67% (+9.67% when compared to prior year) of Torrey Pines students tested scored in the Standards Met or Exceeded range in the area of English Language Arts. While 45.8% (+11.84% when compared to prior year) of Torrey Pines students scored in the Standards Met or Exceeded range in the area of Mathematics.

Students with Disabilities:
 Based on 2017 CAASPP scores, 21.74% (-4.26% when compared to prior year) of Torrey Pines students tested scored in the Standards Met or Exceeded range in the area of English Language Arts. While 11.1% (+6.11% when compared to prior year) of Torrey Pines students scored in the Standards Met or Exceeded range in the area of Mathematics.

Students who are Low Socioeconomic:
 Based on 2017 CAASPP scores, 41.68% (-10.33% when compared to prior year) of Torrey Pines students tested scored in the Standards

B. Summary of Progress:

Based on a thorough review of statewide assessment data, target student groups of English Language Learners demonstrated significant progress in both ELA and Math. Students with Disabilities showed significant progress in Math. All other student groups demonstrated a decline in the percent of students scoring in the Standards Met or Exceeded range in both ELA and Math.

Met or Exceeded range in the area of English Language Arts. While 30.56% (-3.44% when compared to prior year) of Torrey Pines students scored in the Standards Met or Exceeded range in the area of Mathematics.

Hispanic Students:

Based on 2017 CAASPP scores, 43.53% (-14.47% when compared to prior year) of Torrey Pines students tested scored in the Standards Met or Exceeded range in the area of English Language Arts. While 35.82%(-7.18% when compared to prior year) of Torrey Pines students scored in the Standards Met or Exceeded range in the area of Mathematics.

C. Relevance:

No. We did not show a 5% increase in the number of 11th grade students who met or exceeded standards on the SBAC.

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

Create and implement a structured calendar of PLC processes and procedures. Departments will be working together and collecting data to show what supports are in place for students who are not meeting standards based on common formative and summative assessments. In addition, PLCs will work to identify students who would benefit from academic interventions and invite these students to targeted tutoring/intervention groups.

School Goal 3

Create Career and Technical Education (CTE) pathways that allow students to gain valuable experience and real-world experience in careers.

LCAP Priority Area:

Priority #4: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program

Targeted Pupil Student Group(s):

All Students including students who qualify for Special Education, Low Socioeconomic Status (SES), English Language Learners (EL), and students of Hispanic ethnicity.

A. Actual Measurable Outcomes:

TPHS has developed the following completed CTE pathways with a signed articulation agreement with Mira Costa College for the 2017-2018 school year:
 Business Management
 Systems, Diagnostics, Service & Repair
 TPHS has the following CTE pathways that have a Capstone course:
 Graphic Design, Film/Video Production, Multimedia Production, Business Management, Engineering Technology, Food Service & Hospitality, Software & Systems Development, and Systems, Diagnostics, Service & Repair.

B. Summary of Progress:

Torrey Pines has worked hard to develop Career and Technical Education pathways to support students' interests and provide opportunities for real-world experience to support the SDUHSD LCAP goal of all students will be college and career ready. We now have two completed CTE pathways with articulation agreements with Mira Costa College. In addition, TPHS has eight CTE pathways with capstone courses.

C. Relevance:

Yes, Torrey Pines has two complete CTE pathways and signed articulation agreements with Mira Costa College.

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

This goal will be redeveloped for 18-19 to include multiple measures of transferable professional skills to include technical skills, online job searches, and additional Career and Technical Education Pathways with capstone projects.

School Goal 4

Create a sense of connection and safety with the underclassmen, underrepresented, and new students.

LCAP Priority Area:

Priority #5: Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduation rates.

Priority #6: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness

Targeted Pupil Student Group(s):

All Students including students who qualify for Special Education, Low Socioeconomic Status (SES), English Language Learners (EL), and students of Hispanic ethnicity.

A. Actual Measurable Outcomes:

The 2017 Healthy Kids Survey showed a 4.2% increase in overall school connectedness as compared to the 2015 Healthy Kids Survey.

An analysis of a three year trend in truancy rates between 2014 and 2015 showed a 41.7% increase in truancy rates.

The number of all day unexcused absences at Torrey Pines showed a decrease. 2015-2016, showed 952 all day unexcused absences. 2016-2017, showed 892 all day unexcused absences.

Chronic Absenteeism at Torrey Pines has shown a decrease. In 2015-2016, Chronic Absenteeism rates were at 13.7% for all students. In 2016-2017, the Chronic Absenteeism Rate was 10.5% for all students.

B. Summary of Progress:

While we did not meet our goal of increasing school connectivity/safety of 5%, we came very close. The PALS program and anti-bullying activities and programs have helped build student connectivity. High Truancy and Chronic Absenteeism rates show a need for a stronger system to improve school-wide attendance.

C. Relevance:

This goal was not met.

D. What changes, if any, will be made as a result of reviewing measurable outcomes?

Continuation of programs that increase student-school connections. A more cohesive staff will foster the student-staff-school relationship. Attendance procedures and systems for following up on attendance concerns will be reviewed and adjusted based on staff suggestions.

E. Planned Improvements in Student Performance

The School Site Council has analyzed the student performance data of all student groups and has considered the effectiveness of key elements of instructional programs. As a result, it has adopted the following school goals, related actions, and expenditures to increase outcomes for underperforming students.

LCAP Goal:
 Annual increase in student achievement for all students in English Language Arts and Math with focus on accelerating student learning outcomes for target subgroups including English Learners, low income pupils and pupils performing below grade level.

School Goal 1
 Increase student achievement for all students with focus on target student groups who are under-performing in comparison to their peers.

LCAP Priority Area:
 LCAP priority #2 and #4

Targeted Pupil Student Group(s):
 All students with a focus on students who qualify for special education, Low Socio-Economic Status (SES), and English Language Learners (EL).

<p>A. Rationale:</p> <p>Historic data from the school/district of discrepancies in achievement of these sub-groups in graduation rates, AP/honors course enrollment, GPA, and the number of sub-group students on the D/F list. Number of identified students on D/F list on the 2nd semester progress report will be 5% lower than on the semester 1 progress report: Semester 1: 476 students were identified on the D/F list for semester 1 Semester 2: 552 students were identified on the D/F list for semester 2 28.9% of all students enrolled in Advanced Placement courses. Enrollment in Advanced Placement courses for our underachieving subgroups was: 1.2% of our Special Education population 13.9% of our Low Socioeconomic Status population 2.0% of our Limited English Proficient population 17.8% of our Hispanic Population</p> <p>All Students: Based on 2017 CAASPP scores, 68% (-10.72% when compared to prior year) of Torrey Pines students tested scored in the Standards Met or Exceeded range in the area of English Language Arts. Based on 2017 CAASPP scores, Torrey Pines 56.68% (-5.32% when compared to prior year) of Torrey Pines students scored in the Standards Met or Exceeded range in the area of Mathematics.</p> <p>English Learners: Based on 2017 CAASPP scores, 41.67% (+9.67% when compared to prior</p>	<p>B. Expected Measurable Outcomes:</p> <p>*Decrease the percent of students on the D/F list from semester 1 to semester 2 by 3%</p> <p>*Increase percent of students in all subgroups who meet or exceed standard in ELA on CAASPP by 2%</p> <p>*Increase percent of students in all sub-groups who meet or exceed standard in Math on CAASPP by 2%</p> <p>*Increase English Learner Reclassification rates</p> <p>*AP and honors course enrollment reflects demographics of Torrey Pines High School</p>
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year) of Torrey Pines students tested scored in the Standards Met or Exceeded range in the area of English Language Arts. Based on 2017 CAASPP scores, Torrey Pines 45.8% (+11.84% when compared to prior year) of Torrey Pines students scored in the Standards Met or Exceeded range in the area of Mathematics.

Students with Disabilities:

Based on 2017 CAASPP scores, 21.74% (-4.26% when compared to prior year) of Torrey Pines students tested scored in the Standards Met or Exceeded range in the area of English Language Arts. Based on 2017 CAASPP scores, Torrey Pines 11.1% (+6.11% when compared to prior year) of Torrey Pines students scored in the Standards Met or Exceeded range in the area of Mathematics.

Students who are Economically Disadvantaged:

Based on 2017 CAASPP scores, 41.68% (-10.33% when compared to prior year) of Torrey Pines students tested scored in the Standards Met or Exceeded range in the area of English Language Arts. Based on 2017 CAASPP scores, Torrey Pines 30.56% (-3.44% when compared to prior year) of Torrey Pines students scored in the Standards Met or Exceeded range in the area of Mathematics.

During the 2016-2017 school year, Torrey Pines reclassified 50 students resulting in a reclassification rate of 32.3%.

During the 2017-2018 school year, Torrey Pines reclassified

C. School-wide critical area/s for follow up addressed:

Continue instructional efforts to raise English Learner and Special Education students' pass and proficiency rates on CAHSEE; high school exit exam is currently being reevaluated at the state and is not an applicable metric at this time. (CAHSEE is suspended at this time and is being reevaluated at the state level)
 Create a systematic, formalized Multi-Tiered System of Supports to ensure success for all students with particular emphasis on long-term English Learners and academically at-risk students.

D. Strategy:

Identify instructional best practices to support struggling students within the school day. Identify struggling students and provide targeted interventions to support academic improvement.

Actions/Tasks		Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Help facilitate the process to make AP/Honors enrollment more reflective of the overall student population a. Have counselors/registrar identify the at risk students in under performing sub-groups and collect transcript information on each one	Administration, Counselors and Teachers	none	<ul style="list-style-type: none"> Creation of a list of students and documentation of 	Quarterly

	<p>b. Assistant principals and counselors analyze each identified student's record and identify students that could have been in AP/Honors classes</p> <p>c. Counselors, administration, and teacher leaders create a process/intervention that will encourage enrollment of these subgroup of students into AP/Honors classes.</p>			<p>interactions with those students.</p> <ul style="list-style-type: none"> Course enrollment data 	
2.	<p>Provide release time for teachers to attend professional development opportunities with the intent of increasing student achievement for all students (ie PLC/department curriculum work after school/targeted department release days).</p>	Administration and Teachers	\$3,000 Source: Site Formative/Achievement Funds	Agendas/PLC work from PDs to demonstrate movement to help students	Ongoing
3.	<p>Intervention Team:</p> <p>a. Identify students in need of Academic Supports based on specific criteria</p> <p>b. Weekly meetings to discuss struggling students and brainstorm intervention strategies</p> <p>c. Focus on underlying themes and concerns across subjects, grade levels, and student sub-groups</p> <p>d. Plan targeted school-wide intervention strategies</p>	Administrators, Counselors, and Teachers	none	Intervention list of students who need support based on teacher and PLC recommendations	Quarterly
4.	<p>Intervention Courses for Struggling Students:</p> <p>AVID: Entry Criteria: Student that shows academic potential (student in the middle) and has other circumstances which can include the following: 1st generation college student, Low SES, Underrepresented demographic in college, or other circumstances</p> <p>Prioritized Instructional Goals: Building critical thinking and analytical skills through constant reading and writing exercises and projects. Developing student study skills and self-advocacy through tutorials and class discussions (socratic seminars, philosophical chairs, etc.). Creation of a support system for students to help ensure their academic and personal success</p> <p>Exit Criteria: Student is exited when: at family's discretion, violation of AVID contract and no remediation during probation period, or graduate HS</p> <p>Provide Academic Literacy course/s designed specifically to develop literacy skills for students who are identified as deficient in these skills.</p> <p>Entry Criteria: Students currently enrolled in an ELD or Sheltered English class. Student that has been identified by teachers/grades that need more language/academic support.</p> <p>Prioritized Instructional Goals: Give students more specialized instruction in language and writing, as well as academic help in all classes</p> <p>Exit Criteria: Student is exited when student is no longer in an</p>	Administration and Teacher	\$216,000 Source: LCAP Funded Non-Formula Intervention Sections	Course enrollment data	ongoing

	<p>ELD/Sheltered English class Provide Integrated Math 1 Readiness Course/s designed specifically to prepare students to enroll in grade level math courses. Entry Criteria: Student that had one or more of the following:was in a math readiness class in middle school failed Math B in middle school struggling in Int. Math recommended by their teacher to be class Prioritized Instructional Goals: Helping students build the foundational skills to be successful in math (basic algebra and arithmetic skills).Help students familiarize themselves with the common core curriculum. Exit Criteria: Student is exited when they finish the class. Provide additional support for English Learners which include Sheltered English courses, English Language Development courses and an EL Lead Teacher to monitor student progress throughout the year. Entry Criteria: Students currently enrolled in an ELD or Sheltered English class. Prioritized Instructional Goals: Build language skills through more exposure to curriculum everyday Exit Criteria: Student is exited when student is no longer in an ELD/Sheltered English class</p>				
5.	<p>Provide tutoring in core academic subjects. Target invitations to identified struggling students and students on D/F list.</p>	<p>Teachers and Administration</p>	<p>\$8,715 Source: Site Tutoring Funds</p>	<p>Create a sign-in sheet for all before/after school tutoring opportunities to create a baseline of tutoring use</p>	<p>ongoing</p>

LCAP 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 target subgroups including English Learners, low income pupils and pupils performing below grade level.
 Goal #3: All district graduates will be college and career ready.

School Goal 2

Continue to develop the PLC process with all departments to foster more collaboration among staff/teachers that will help increase student achievement

LCAP Priority Area:

Priority #2: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners.
 Priority #4: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program

Targeted Pupil Student Group(s):

All students including students who qualify for special education, Low Socio-Economic Status (SES), and English Language Learners (EL)..

A. Rationale:

Research data shows student achievement increases in schools that have effective Professional Learning Communities (PLC) routines in place for their staff. Effective PLCs discuss best instructional practices, formative and summative assessment, and means to support struggling students.
 All Students:
 Based on 2017 CAASPP scores, 68% (-10.72% when compared to prior year) of Torrey Pines students tested scored in the Standards Met or Exceeded range in the area of English Language Arts. 56.68% (-5.32% when compared to prior year) of Torrey Pines students tested scored in the Standards Met or Exceeded range in the area of Mathematics.
 Departments are still in the development phase of creating common formative assessments and course alike Essential Learning Outcomes (ELO's).

B. Expected Measurable Outcomes:

- *Increase performance of CAASPP scores for 11th grade students:
- *Increase percent of students who meet or exceed standard in ELA by 5%
- *Increase percent of students who meet or exceed standard in Mathematics by 5%
- *Decrease in number of students enrolled in remedial courses
- *Establish baseline of number of common formative assessments and creation of ELO's in all PLC groups

C. School-wide critical area/s for follow up addressed:

Increase collaboration time in order to develop common formative assessments, allow for in-depth analysis of assessment data, develop Common Core State Standards (CCSS) aligned lessons, share instructional pbest practices, and use the Formative Process.
 Align curriculum, learning objectives, and instructional strategies with the CCSS and increase collegial best practices across the curriculum.
 Create a systematic, formalized Multi-Tiered System of Supports to ensure success for all students, with particular emphasis on long-term English Learners and academically at-risk students.

Increase professional development in the effective use of technology to support 21st Century classroom practices within updated classrooms and facilities.

D. Strategy:

Foster a PLC culture with dedicated time for department collaboration and implementation of the entire PLC process so that the teachers can identify effective teaching practices and implement them throughout the department.
 Continue to develop effective methods to identify, monitor, and support at-risk students who do not qualify for traditional support systems such as Special Education, ELD, and AVID.

Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1. Foster the implementation of the PLC process with each course-alike class a. Department members and administration attend course-alike class make a schedule for PLC meeting times (at least once a month) b. Department members and administration attend course-alike PLC meetings that take place at least once a month during late starts/release days/after-school c. Department chairs will collect course-alike meeting minutes from each PLC meeting and send to administration d. Department chairs and administration will create a PLC survey for each department for each of its member to fill out anonymously to help improve the PLC process. e. Administration and department chairs will give the PLC survey to the staff and the staff will take it. f. Administration and department chairs will dis-aggregate and analyze the data collected from the PLC surveys.	Administration, Department Chairs and Department Members	\$17,430 for department release days as needed Source: Site Formative/Achievement Funds	*Collection of department agendas/minutes *PLC survey results	Ongoing
2. Establish protocol for professional learning communities (PLC) a. Administration will work with department chairs to identify areas of needs and concerns by department. b. Departments will develop a shared vision for student achievement and the formative process work	Administration, Department Chairs and Department Members	none	*Creation of PLC needs for each department list *Document from each department that lists its shared vision for student achievement and the PLC process	Spring 2019
3. Formative and Summative Assessment Review: a. PLCs identify evidence of student achievement to be used during PLC cycles b. PLCs review evidence of student achievement used during PLC cycles c. PLC identify areas for strengthening in subjects based on review of evidence	Administration, Department Chairs and Department Members	Reflected in Action 1, cost for release days as needed	Documented identified evidence and review of data	Ongoing

LCAP Goal:

Goal # 3: All district graduates will be college and career ready.

School Goal 3

All Torrey Pines graduates will be college and career ready.

LCAP Priority Area:

Priority #4: Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program.

Targeted Pupil Student Group(s):

All students including students who qualify for special education, Low Socio-Economic Status (SES), and English Language Learners (EL).

A. Rationale:

CAASPP percent of students scoring in the College Ready range as defined by the Early Assessment Program:

38.82% of students scored in the College Ready range in English.

31.2% of students scored in the College Ready range in Mathematics.

Graduation Rates have decreased slightly over the last three years.

Cohort graduation rate for the class of

16-17 was 97.1%

15-16 was 97.1%

14-15 was 97.5%

AP Passing Exam Scores have slowly decreased over the last three years.

84% pass rate for 2015-2016

85% pass rate for 2014-2015

86% pass rate for 2013-2014

UC/CSU eligibility Rates have dropped over the last three years. However, they have shown an increase since last year.

77.7% eligibility rate for 2016-2017

71.4% eligibility rate for 2015-2016

95.9% eligibility rate for 2014-2015

Continue to increase the number of students enrolled in CTE Pathway courses:

Based on a review of 2015-2016 and 2016-2017 CTE enrollment data, Torrey Pines offered 12 additional CTE courses when compared to prior year with

B. Expected Measurable Outcomes:

CAASPP increase percent of students scoring in the College Ready range as defined by the Early Assessment Program

Increase Graduation Rates

Increase the percent of students with AP Passing Exam Scores

Increase UC/CSU eligibility Rates

Continue to increase the number of students enrolled in CTE Pathway courses.

2,139 students enrolled in at least 1 CTE course. This is an increase of 658 students when compared to the previous year.

C. School-wide critical area/s for follow up addressed:

Further discuss and encourage students and their families regarding multiple post-high school options and opportunities that align with the 21st Century Learning Outcomes.

D. Strategy:

Increase course access to include rigorous academic classes as well as a wide variety of college prep and career-based electives.

Actions/Tasks		Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Department members/chair and administration will align current pathway classes to the industry sector expectation by having meetings with the current pathway teachers and meeting to change classes/curriculum to national and local community college curriculum.	Department Members/Chair and Administration	None	*Course listing/curriculum sheets that are aligned to industry/community college expectations	3rd - 4th quarter
2.	Market pathway classes to all students a. Using students/staff to advertise classes to incoming and current students. Marketing classes to help with this action. b. Administration and teachers reach out to AP, SPED, Low SES, EL, and Hispanic students to encourage them to enroll in these classes c. Administration and counselors review enrollment to evaluate if promotion efforts increased participation in target pathways. d. Marketing and information sessions about pathways to occur 1 month prior to course registration.	Administration and Teachers	none	*Creation of advertisement (flyers, websites, etc) for CTE pathways *Schedule of talking to classes/individual students in regards to CTE classes	3rd quarter
3.	Administrators and CTE teachers will connect CTE pathway courses with work based learning opportunities (ie. facility tours, guest speakers, etc), and training in transferable technical skills (ie. online job search, etc.)	Administrators, CTE Teachers, Foundation Representatives	none	*Creation of database of speakers and industry partners willing to support the CTE program	Ongoing
4.	Administration and CTE teachers will articulate CTE course with community colleges so that students will receive certification after completing the capstone class.	Administration, CTE Teachers, District Officials	none	*Articulation/certification for CTE pathways documented with local community colleges	Ongoing
5.	Market Pathways and provide clear CTE course descriptions to incoming students and families	Administration, CTE Teachers	none	*Creation of Pamphlets	Semester 1

	a. Creation of Pathway Descriptor Pamphlets b. Provide to middle school counselors c. Provide to incoming students and families at Info Night				
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LCAP Goal:

Goal #4: Increase the level of “school connectedness” and "sense of safety" of pupils, staff and parents.

School Goal 4

Create a sense of connection and safety with the underclassmen, underrepresented, and new students.

LCAP Priority Area:

Priority #5: Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates.

Priority #6: School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Targeted Pupil Student Group(s):

All students including students who qualify for special education, Low Socio-Economic Status (SES), English Language Learners (EL), and are of Hispanic ethnicity.

A. Rationale:

Data from the 2017 California Healthy Kids Survey (CHKS), as well as suspension rates and attendance/discipline data show that some students are not connected or feel safe at TPHS.

2017 CHKS data indicates that
 82.7% of students reported that they feel safe in school
 68.7% of students reported that they agree with the statement An Adult or Teacher at school cares about me
 66.7% of students reported that they agree with the statement I feel like I am part of this school

2016-17 Student Information System data indicates that 13.9% of students were chronically absent

Suspension Rates:
 2016-17 Suspension rate = 2.70%, 86 suspensions
 2015-16 Suspension rate = 1.10%, 42 suspensions
 2014-15 Suspension rate = 1.0%, 28 suspensions

Expulsion Rates:
 2016-17 Expulsion rate = 0.04%, 1 student expelled
 2015-16 Expulsion rate = 0%, 0 students expelled

B. Expected Measurable Outcomes:

5% increase in the percentage of students who agree with target Safety and Connectedness statements on a local climate survey that assesses similar resiliency and risk factors as Healthy Kids. Note Healthy Kids Survey will not be administered in 2017-2018 school year. Local survey data will be used to measure progress in this area.
 Reduce the percentage of students that are chronically absent as measured by local attendance data.
 Reduce the number if students suspended and expelled.

2014-15 Expulsion rate = 0.1%, 8 students expelled

C. School-wide critical area/s for follow up addressed:

Increase student access to school-wide activities such as Challenge Days (previously FalconFest), Pep Rallies, and other campus events.

D. Strategy:

Create and strengthen systems to support student safety and connectedness at TPHS.

Create systems to improve school-wide attendance. Continue to implement restorative practices and determine alternatives to suspension when possible,

Actions/Tasks		Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Create and facilitate student-teacher connections a. Promote and increase participation in the Mentor Program by administration personally encouraging all teachers to participate. b. Administration will share and maintain a google document that staff can add students and concerns about them that all can see (I-Team).	Administration, counselors and Teachers	None	Documentation of a 5% teacher increase in participation in the Mentor Program *Creation of the google document for teachers to fill in	Ongoing
2.	Increase student attendance schoolwide a. Assistant principals will meet and discuss truant/tardy student lists every month and decide who should be SARTed and SARBed b. Create a consistent attendance policy that all staff will abide by c. Use Freshman Academies to educate freshman students on attendance policies during the first week of school in Year One PE, Dance, Freshman Football classes. d. Use Freshman Readiness Day to educate the new TPHS parents on the attendance policies e. Administration will create an accountability plan for teachers to keep accurate attendance and take attendance within the first 10 minutes of class f. Creation of a weekly parent newsletter that will address attendance issues as well as the going-ons at the school	Administration, Support Staff and Teachers	None	*creation of lists and newsletter	Ongoing
3.	Increasing Awareness and Support of Social-Emotional Well Being of all students a. Staff Suicide Prevention training b. Monthly Newsletters c. Challenge Days d. Safe Schools Week	Administration, Support Staff and Teachers	None	Challenge Day participation rates Monthly newsletters Mid-year Survey to determine staff and student connectedness	a. September 2018 and February 2019 b. Monthly b. October 2018 c. October 2018

4.	Creation, Administration and Analysis of local climate survey to mimic Healthy Kids Survey which assess student safety, connectedness, resiliency and other risk factors.	Administration and Teachers	None	Survey Results	Late Spring
5.	Increase Parent Awareness and Involvement a. English Learner Advisory Committee meetings b. Parent Education Events: Suicide Prevention, Social Media, Drug and Alcohol Awareness, Quarterly Social/Emotional Tips Newsletter c. Cup o' Joe with Coppo	a. Administration b. Administration, Counselors, and teacher volunteers c. Administration	None	Sign in sheets for ELAC meetings Registration and Participation of Parent Education Events Participation at Cup O Joe with Coppo	Ongoing





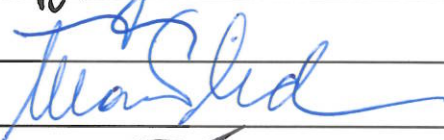
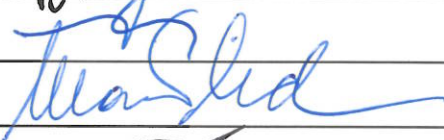










**F. School Site Council Membership
 Torrey Pines High School**

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Robert Coppo	X				
Tracy Olander			X		
Roxzana Sudo		X			
Brenda Robinette		X			
Mary Sisti		X			
Matt Chess		X			
Sato Umabe		X			
Junior Villegas		X			
Pam Brand			X		
Natalie Seward			X		
Madhan Subhas				X	
Wendi Santino-Ramseyer				X	
Doreen Hom				X	
Sajani Patel				X	
Hillary Shear				X	
Emma Chen				X	X
Lindy Byrne					X
Sean Circosta					X
Devyn Solo					X
Sarina Hegli					X
Ian King					X
Numbers of members of each category	1	6	5	6	6

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

**Torrey Pines School Site Council
 2018-2019 SPSA Approval Signatures
 June 5, 2018 Meeting**

Name	2018-2019 SPSA Approval Signature
Rob Coppo	
Tracy Olander	
Roxzana Sudo <i>Absent</i>	
Brenda Robinette	
Mary Sisti	
Matt Chess	
Sato Umabe	
Junior Villegas	
Natalie Seward <i>Absent</i>	
Pam Brand	
Toni Zurcher	
Rachel Gasca <i>Absent</i>	
Doreen Hom	
Sajani Patel	
Hillary Shear	
Emma Chen	

Wendi Santino-Ramseyer		<i>Wendi</i>
Madhan Subhas		<i>M. Subhas</i>
Sarina Hegli	Absent	
Ian King	Absent	
Lindy Byrne		<i>Lindy Byrne</i>
Sean Circosta		<i>Sean Circosta</i>
Devyn Solo		<i>Devyn Solo</i>

**Form G. Budget 2018-19
Torrey Pines High School**

State/Federal Categorical Program	Allocation
Site LCFF Supplemental Funding - Site Formative/Achievement Funds	\$17,430
Site LCFF Supplemental Funding - Site Tutoring Funds	\$8,715
Site LCFF Supplemental Funding – District Funded Sections (non-formula)	\$216,000
Title I Funds Does Not Apply	\$0.00
Total	\$245,875

Appendix A. Student Performance Data

Section 1: Enrollment

Table 1.1 Site enrollment trends with Student Group breakdown

	2015-16		2016-17		2017-18	
	#	%	#	%	#	%
Total enrollment	2,602	-	2,574		2,418	100.0%
Black or African American	36	1.4%	35	1.4%	33	1.36%
American Indian or Alaska Native	4	0.2%	5	0.2%	5	0.21%
Asian	592	22.8%	556	21.6%	493	20.39%
Filipino	27	1.0%	27	1.1%	24	0.99%
Hispanic or Latino	308	11.8%	299	11.6%	322	13.32%
Native Hawaiian or Pacific Islander	5	0.2%	5	0.2%	4	0.17%
White	1,593	61.2%	1,610	62.6%	1494	61.79%
Two or More Races	0	0.0%	1	0.0%	0	0%
Socioeconomically Disadvantaged	166	6.4%		%		%
English Learners	131	5.0%		%		%
Students with Disabilities	261	10.0%		%		%
Foster Youth		%		%		%

Conclusions indicated from this data:
1.

Section 2: Student Achievement Indicators

Table 2.1 Percent of 11th grade students tested who scored in the Standard Met to Standard Exceeded range in ELA

	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
2016-17	68%	67%	68%	41%	21%	41%
2015-16	79%	78%	82%	32%	76%	52%
2014-15	84%	83%	72%	34%	53%	66%

Source: California Department of Education, <https://caaspp.cde.ca.gov/>

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	695	717	587	677	698	577	674	698	577	97.4	97.5	98.3
All Grades	695	717	587	677	698	577	674	698	577	97.4	97.5	98.3

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2671.7	2660.3	2630.0	51	46	38.82	33	33	29.46	11	15	17.85	5	6	13.86
All Grades	N/A	N/A	N/A	51	46	38.82	33	33	29.46	11	15	17.85	5	6	13.86

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	58	49	42.81	35	42	39.34	7	9	17.85
All Grades	58	49	42.81	35	42	39.34	7	9	17.85

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	64	57	48.87	31	34	38.82	5	9	12.31
All Grades	64	57	48.87	31	34	38.82	5	9	12.31

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	34	38	33.45	59	55	51.99	6	7	14.56
All Grades	34	38	33.45	59	55	51.99	6	7	14.56

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	49	53	41.59	46	40	44.02	5	7	14.38
All Grades	49	53	41.59	46	40	44.02	5	7	14.38

Conclusions based on this data:	
1.	84% of 11th grade students scored within the Standard Met and Standard Exceeded range.
2.	TPHS teachers need to incorporate listening and communication skills into the ELA curriculum as evidenced by only 33.45% of students scoring above standard (which is almost 10 points lower than any other category)
3.	Research/Inquiry is also an area for improvement for TPHS (41.59% at the above standard level which is the 2nd lowest score in all categories)

III School and Student Performance Data

Table 2.2 Percent of 11th grade students tested who scored in the Standard Met to Standard Exceeded range in math

	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
2016-17	56%	45%	58%	45.%	11.%	30.%
2015-16	62%	58%	80%	34%	5%	34%
2014-15	70%	67%	65%	54%	20%	41%

Source: California Department of Education, <https://caaspp.cde.ca.gov/>

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	695	717	587	680	700	577	680	700	577	97.8	97.8	98.3
All Grades	695	717	587	680	700	577	680	700	577	97.8	97.8	98.3

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2684.8	2660.9	2648.3	42	38	31.20	28	24	25.48	19	19	24.09	11	19	19.24
All Grades	N/A	N/A	N/A	42	38	31.20	28	24	25.48	19	19	24.09	11	19	19.24

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	54	52	46.62	33	25	30.68	13	22	22.70
All Grades	54	52	46.62	33	25	30.68	13	22	22.70

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	43	38	31.20	49	46	45.06	8	16	23.74
All Grades	43	38	31.20	49	46	45.06	8	16	23.74

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	44	44	37.61	46	44	47.83	9	12	14.56
All Grades	44	44	37.61	46	44	47.83	9	12	14.56

Conclusions based on this data:	
1.	56.68% of 11th grade students scored within the Standard Met and Standard Exceeded range.
2.	TPHS math curriculum needs to incorporate more problem solving and using appropriate tools and strategies to solve real world and mathematical problems. This area showed percentages of students scoring in the above standard range 15 percentage points lower than the assessed area of concepts and procedures.
3.	Math Communicating Reasoning: Demonstrating ability to support mathematical conclusions is another area of focus for the TPHS Math Department. This area showed percentages of students in the above range 9% lower than the assessed area of Concepts and Procedures.

Section 3: School Climate Indicators

Table 3.1 Truancy rates

	2013-14	2014-15	2015-16
All Students	55.59	64.95	71.57

Conclusions indicated from this data:

1. Three year data trends demonstrate a dramatic increase in truancy rates.
2. Students and families need to understand the importance of school attendance.
3. Improve communication surrounding the importance of school attendance and increase school-wide strategies for attendance improvement.

Table 3.2 Chronic Absenteeism Rates by Ethnicity and Student Group

	2016-17
All Students	13.9
Black or African American	16.7
American Indian or Alaska Native	*
Asian	8.3
Filipino	7.4
Hispanic or Latino	13.1
Native Hawaiian or Pacific Islander	*
White	16.1
Two or More Races	10.8
Socioeconomically Disadvantaged	16.2
English Learners	12.1
Students with Disabilities	23.1
Foster Youth	*

Conclusions indicated from this data:

1. Chronic Absenteeism rate for TPHS was 13.9% for the 2016-2017 school year.
2. Chronic Absenteeism rates for Black/African American students and White students were greater than the school percentage by at least 3%.
3. Chronic Absenteeism rates for Students with Disabilities and Socioeconomically Disadvantaged Students were greater than the school percentage by 3-10 percent.

Table 3.3 Suspension Data

	2014-15	2015-16	2016-17
Cumulative Enrollment	2,862	2,719	2,653
Total Suspensions	34	42	86
Unduplicated Count of Students Suspended	28	31	72
Suspension rate	1.00%	1.10%	2.70%
Percent of Students Suspended with One Suspension	89.30%	77.40%	86.10%
Percent of Students Suspended with Multiple Suspensions	10.70%	22.60%	13.90%

Conclusions indicated from this data:

1. The three-year trend shows an increase in the amount of suspensions.
2. The percent of students suspended with multiple suspensions has been inconsistent. The 2016-2017 school year demonstrated a decline of almost 10% from the 2015-2016 data.
3. While an overall suspension rate of 2.7% is not bad, TPHS should research the implementation of alternative means to suspension.

Table 3.4 Suspension Rate by Ethnicity and Student Group

	2014-15	2015-16	2016-17
All Students	1.00%	1.10%	2.70%
Black or African American	5.00%	5.30%	5.60%
American Indian or Alaska Native	*	*	*
Asian	0.60%	1.00%	1.00%
Filipino	0.00%	0.00%	3.70%
Hispanic or Latino	1.20%	2.10%	3.50%
Native Hawaiian or Pacific Islander	*	*	*
White	1.00%	0.90%	3.10%
Two or More Races	0.00%	2.60%	0.00%
Socioeconomically Disadvantaged	1.9%	4.6%	5.4%
English Learners			
Students with Disabilities			
Foster Youth	0.0%	0.0%	0.0%

Conclusions indicated from this data:

1. Three year trends show suspension rates for Torrey Pines have increased.
2. Suspension rates for Black/African American Students and Socioeconomically Disadvantaged Students are higher than any other group.
3. TPHS should research reasons for suspensions and determine intervention options and opportunities to support these students.

Table 3.5 Expulsion Data

	2014-15	2015-16	2016-17
Cumulative Enrollment	2,862	2,719	2,653
Total Expulsions	3	0	0
Unduplicated Count of Students Expelled	3	0	1
Expulsion rate	0.10%	0.00%	0.04%

Conclusions indicated from this data:

1. The 2016-2017 expulsion rate is below 1%.
2. TPHS expulsion rates for 2016-2017 were lower than the District, County, and State expulsion rates.
3. TPHS should research reasons for expulsions and determine intervention strategies for these offences.

Table 3.6 Expulsion Rate by Ethnicity and Student Group

	2014-15	2015-16	2016-17
All Students	0.10%	0.00%	0.04%
Black or African American	0.00%	0.00%	0.00%
American Indian or Alaska Native	*	*	*
Asian	0.00%	0.00%	0.00%
Filipino	0.00%	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%	0.32%
Native Hawaiian or Pacific Islander	*	*	*
White	0.17%	0.00%	0.00%
Two or More Races	0.00%	0.00%	0.00%
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			
Foster Youth			

Conclusions indicated from this data:

1. Three year expulsion data does not show a trend of expulsions for any ethnicity.
2. One Hispanic/Latino student was expelled during the 2016-2017 school year.
3. TPHS should determine and implement interventions for student groups whose behaviors show they may be at risk for expulsion.

Table 3.7 Cohort Dropout Rate by Student Group

	2013-14	2014-15	2015-16
All Students	1.0	1.5	0.7
Hispanic or Latino of Any Race	1.4	4.2	1.3
Asian, Not Hispanic	0.0	1.5	0.0
Filipino, Not Hispanic	0.0	0.0	0.0
African American, Not Hispanic	11.1	0.0	10
White, Not Hispanic	1.1	1.2	0.7
Two or More Races, Not Hispanic	0.0	0.0	0.0
Socioeconomically Disadvantaged	2.8	7.4	1.6
English Learners	2.3	8.5	3.5
Students with Disabilities	1.4	8.6	3.1
Migrant Education	0.0	0.0	

Conclusions indicated from this data:

1. Three year data trends show a decrease in dropout rates.
2. Dropout rates among Hispanic/Latino students to be higher than any other significant ethnic sub-group. Dropout rates of students with disabilities and students who are English Learners are higher than other significant sub-groups.
3. TPHS should incorporate interventions for students at-risk for dropping out.

Section 4: Progress Monitoring of English Learners

California English Language Development (CELDT) Data

Table 4.1 CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9	5	29	8	40	42	58	45	25	19	5	4	15	5		
10	15	17	27	50	35	32	24	43	36	9	4	5	3		
11	29	24	16	39	48	53	23	17	26	6	10	5	3		
12	30	19	25	48	56	45	17	25	25	4		5	0		
Total	20	23	18	44	45	47	26	27	26	6	5	8	3		

Conclusions based on this data:

1. The majority of TPHS English Learners score in the Early Advanced range.
2. The amount of students scoring in the Advanced range has decreased.
3. The amount of students scoring in the Intermediate range has remained steady over the three years.

Table 4.1 Enrollment by English Language Acquisition Status

	English Only	Initial Fluent English Proficient	English Learner	Reclassified Fluent English Proficient	To Be Determined	Total
2017-18	71.1%	11.4%	6.2%	11.3%	0.0%	2,418
2016-17	73.40%	11.20%	5.10%	10.30%	0.00%	2,574
2015-16	73.20%	12.80%	5.00%	9.00%	0.00%	2,602

Conclusions indicated from this data:

1. Enrollment of Reclassified Fluent English Proficient students has increased.
2. English Learner enrollment has remained steady.
3. Enrollment of students who are categorized as Initial Fluent English Proficient has dropped by 3.6% over the last three years.

Table 4.2 English Learner Enrollment by Years in English Language Development Programs

	English Learners			EL 4+ Years Not At-Risk or LTEL	Reclassified Fluent English Proficient	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years			
2017-18	87	6	36	20	273	422
2016-17	78	3	34	15	266	396
2015-16	82	3	27	19	234	365

* Long-Term English Learners (LTEL)

Table 4.3 2017-18 English Learner Enrollment by Years in English Language Development Programs by Grade

	English Learners			EL 4+ Years Not At-Risk or LTEL	Reclassified Fluent English Proficient	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years			
9	20	2	8	12	61	103
10	29	0	10	6	72	117
11	20	2	9	1	76	108
12	18	2	9	1	64	94

* Long-Term English Learners (LTEL)

Conclusions indicated from this data:

1. The number of students who have been reclassified Fluent English Proficient has increased. This may be due to the increase in the EL population.
2. During the 2016-2017 school year, the number of Long Term English Learners has increased.
3. The number of at-risk English Learners has remained steady.

Table 4.4 Reclassification (RFEP) Counts and Rates

	2015-16	2016-17	2017-18
Number and percent of EL students Redesignated to Fluent English Proficient (RFEP)	22.1%	21.8%	21.6%

Conclusions indicated from this data:

1. The percent of EL students Redesignated to Fluent English Proficient has decreased over the last 3 years.
2. The enrollment of Students who are English Learners has increased.
3. TPHS should continue to implement intervention and support classes to ensure the academic success and growth of our English Learners.

Section 5: College and Career Readiness Indicators

Table 5.1 Early Assessment Program (EAP) ELA Results by Student Group

	All Students			English Learners			Socioeconomically disadvantaged			Special Education		
	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready
2015-16	46	33	21	7	25	67	19	33	48	3	23	74
2014-15	51	33	16	3	31	66	28	38	36	13	24	62

Source: California Department of Education, <https://caaspp.cde.ca.gov/>
 CAASPP ELA Performance Levels and Corresponding EAP Results listed below:
 Standard Exceeded (Level 4) = "College Ready"
 Standard Met (Level 3) = "Conditionally Ready"
 Standard Nearly Met (Level 2) = "Not Ready"
 Standard Not Met (Level 1) = "Not Ready"

Conclusions indicated from this data:

- 1.

Table 5.2 Early Assessment Program (EAP) Math results by subgroup

	All Students			English Learners			Socioeconomically disadvantaged			Special Education		
	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready
2015-16	38	25	38	17	17	66	15	19	67	0	5	95
2014-15	42	28	30	20	34	46	17	24	59	2	18	44

Source: California Department of Education, <https://caaspp.cde.ca.gov/>
 CAASPP Math Performance Levels and Corresponding EAP Results listed below:
 Standard Exceeded (Level 4) = "College Ready"
 Standard Met (Level 3) = "Conditionally Ready"
 Standard Nearly Met (Level 2) = "Not Ready"
 Standard Not Met (Level 1) = "Not Ready"

Conclusions indicated from this data:

- 1.

Table 5.3 Advanced Placement Exam results

	2014-15	2015-16	2016-17
Percent of exams with a score of 3+ (passing)	85%	84%	86.5%
Number of tests taken	2,642	2,278	2,067
Number of testers	1,117	979	953
Average number of tests per student	2.4	2.3	

Source: College Board School Summary Report

Conclusions indicated from this data:

1. The number of students taking Advanced Placement Exams has decreased.
2. The pass rate of students taking Advanced Placement Exams has increased.

Table 5.4 SAT Report

Year	Enrollment 12	Number Tested	Average Score: Reading	Average Score: Math	Average Score: Writing	Number of Scores >=1500	Percent of Scores >=1500
2015-16	687	412	604	635	612	361	87.62%
2014-15	719	492	612	639	617	432	87.80%
2013-14	613	413	606	636	616	364	88.14%

Table 5.5 ACT Report

Year	Enrollment 12	Number Tested	Average Score: Reading	Average Score: Math	Average Score: Writing	Number of Scores >=1500	Percent of Scores >=1500
2015-16	687	405	27	28	27	377	93.09%
2014-15	719	376	28	28	28	341	90.69%
2013-14	613	300	27	27	28	271	90.33%

Conclusions indicated from this data:

1. The number of students taking ACT exams has increased.
2. The number of students taking SAT exams jumped in 2014-2015, but returned to 2013-2014 numbers in 2015-2016.

Table 5.5 UC/CSU eligibility Rates by Ethnicity and Student Group

	2014-15	2015-16	2016-17
All students	74.30%	71.40%	77.70%
Black or African American	66.70%	50.00%	83.30%
American Indian or Alaska Native	100.00%	0.00%	50.00%
Asian	84.20%	70.30%	82.30%
Filipino	50.00%	75.00%	80.00%
Hispanic or Latino	50.70%	46.70%	61.40%
Native Hawaiian or Pacific Islander	0.00%	66.70%	0.00%
White	74.50%	77.30%	79.10%
Two or More Races	0.00%	25.00%	50.00%
Socioeconomically Disadvantaged	39.50%	50.00%	63.50%
English Learners	11.10%	0.00%	0.00%
Students with Disabilities	81.4%	*	0%
Foster Youth			

Conclusions indicated from this data:

1. The percent of students meeting UC/CSU eligibility has increased overall.
2. The number of students who are socioeconomically disadvantaged and Black/African American students meeting UC/CSU has increased dramatically over the last three years.
3. The number of students with disabilities meeting UC/CSU eligibility has dropped to 0%. Is this an error in data?

Table 5.6 Cohort Graduation Rates by Ethnicity and Student Group

	2014-15	2015-16	2016-17
All students	97.5	97.1	97.1
Black or African American	100.0	80.0	*
American Indian or Alaska Native	100.0		*
Asian	97.6	98.8	98.8
Filipino	100.0	100.0	*
Hispanic or Latino	93.0	96.1	96.1
Native Hawaiian or Pacific Islander		100.0	*
White	98.1	96.9	96.9
Two or More Races	100.0	100.0	*
Socioeconomically Disadvantaged	88.2	92.2	92.2
English Learners	87.2	89.5	89.5
Students with Disabilities	81.4	76.9	76.9
Foster Youth			*

Conclusions indicated from this data:
1. Cohort graduation rates for all students has remained steady.
2. Cohort graduation rates for our Black/African American students has dropped by 20%. This is a significant drop. What caused this decline?
3. Cohort graduation rates for our students who are socioeconomically disadvantaged increased by nearly 5%.

Table 5.7 2016-17 Advanced Placement (AP) Course Enrollment

Subject	Courses Taught	Number of Courses Meeting UC/CSU Entrance Requirements	Female Enrollment	Male Enrollment	Total Course Enrollment
English Language Arts					
History/Social Science					
Mathematics					

Conclusions indicated from this data:
1.

Table 5.8 Advanced Placement (AP) Total Course Enrollment

Subject	2014-15	2015-16	2016-17
English Language Arts			
History/Social Science			
Mathematics			

Conclusions indicated from this data:
1.

Table 5.9 2016-17 Career Technical Education (CTE) Course Enrollment

Subject	Courses Taught	Number of Courses Meeting UC/CSU Entrance Requirements	Female Enrollment	Male Enrollment	Total Course Enrollment
Arts, Media, and Entertainment	12	8	118	264	382
Building and Construction Trades	3	0	12	93	105
Business and Finance	9	4	87	145	232
Education, Child Development, and Family Services	2	0	59	3	62
Health Science and Medical Technology	2	2	45	32	77
Hospitality, Tourism, and Recreation	6	5	126	101	227
Information and Communication Technologies	5	5	67	110	177
Manufacturing and Product Development	6	6	90	123	213
Marketing, Sales, and Service	7	3	129	118	247
Transportation	2	0	5	74	79

Conclusions indicated from this data:
1. Course enrollment for Arts, Media, and Entertainment has the highest enrollment overall. But, has over 100 more males than females enrolled.
2. Arts, Media, and Entertainment and Business and Finance have more course offerings than any other subject. The number of males enrolled in these classes far outnumber the females enrolled.
3. Education, Child Development, and Family Services offers two courses, neither of which meet UC/CSU entrance requirements, and has far more females enrolled than males.

Table 6.0 Career Technical Education (CTE) Total Course Enrollment

Subject	2014-15	2015-16	2016-17
Arts, Media, and Entertainment	410	463	382
Building and Construction Trades	96	70	105
Business and Finance	214	65	232
Education, Child Development, and Family Services	31	68	62
Health Science and Medical Technology			77
Hospitality, Tourism, and Recreation	216	209	227
Information and Communication Technologies		31	177
Manufacturing and Product Development			213
Marketing, Sales, and Service	130	271	247
Transportation	85	77	79

Conclusions indicated from this data:
1. The number of students enrolled in Marketing, Sales, and Service has nearly doubled in the three year data dig.
2. Enrollment in Information and Communication Technologies has more than quadrupled in one year.
3. Enrollment for Arts, Media, and Entertainment has dipped.

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: June 28, 2018

BOARD MEETING DATE: July 26, 2018

PREPARED BY: Manuel Zapata
Director of Accountability and
Special Programs
Michael Grove, Ed.D.
Associate Superintendent /Educational
Services

SUBMITTED BY: Larry Perondi, Interim Superintendent

SUBJECT: APPROVAL OF 2018-19 CONSOLIDATED
APPLICATION, PART 1

EXECUTIVE SUMMARY

In order to receive federal and state categorical monies, districts are required to submit an annual two-part Consolidated Application. In Part I, the San Dieguito Union High School District declares its intent to participate in all applicable programs. Part II of the application (received in October, due in December) includes funding entitlements and requires submission of fiscal expenditures and summary reports for each of the programs (listed below).

Title I, Part A (Basic Grant)
Title II, Part A (Teacher Quality)
Title III, Part A (Immigrant)
Title III, Part A (LEP Students)
Title IV, Part A (Student Support)

RECOMMENDATION

It is recommended that the Board approve the 2018-19 Consolidated Application, Part I, as shown in the attached supplement.

FUNDING SOURCE

Federal Funding

California Department of Education**Consolidated Application**

ITEM 17

San Dieguito Union High (37 68346 0000000)

Status: Certified
Saved by: Juan Zapata
Date: 6/29/2018 10:11 AM**2018-19 Certification of Assurances**

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <http://www.cde.ca.gov/fg/aa/co/ca18asstoc.asp>.

CDE Program Contact:Joy Paull, jpaul@cde.ca.gov, 916-319-0297**Consolidated Application Certification Statement**

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Larry Perondi
Authorized Representative's Signature	
Authorized Representative's Title	Interim Superintendent
Authorized Representative Signature Date	06/29/2018

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

California Department of Education**Consolidated Application**

ITEM 17

San Dieguito Union High (37 68346 0000000)

Status: Draft
Saved by: Juan Zapata
Date: 6/29/2018 10:12 AM**2018-19 Protected Prayer Certification**

ESSA Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov, 916-319-0269

Protected Prayer Certification Statement

The LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Larry Perondi
Authorized Representative Title	Interim Superintendent
Authorized Representative Signature Date	06/29/2019
Comment If the LEA is not able to certify at this time an explanation must be provided in the Comment field. (Maximum 500 characters)	

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California Department of Education

Consolidated Application

ITEM 17

San Dieguito Union High (37 68346 0000000)

Status: Certified
Saved by: Juan Zapata
Date: 6/29/2018 9:42 AM

2018-19 LCAP Federal Addendum Certification

CDE Program Contact:Local Agency Systems Support Office, LCFF@cde.ca.gov, 916-323-5233

Pursuant to Section 1112 (Title 20, United States Code, Section 6312) of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA), a local educational agency (LEA) may receive a subgrant from the State only if the LEA has on file with the State a plan approved by the State educational agency.

Within California, LEAs that apply for ESSA funds are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve as the ESSA LEA Plan.

In order to apply for funds, the LEA must certify that the completed Addendum will be approved by the local governing board or governing body of the LEA and submitted to the California Department of Education (CDE), and that the LEA will work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

County Offices of Education and School Districts Enter the original approval date of the county office of education or school district 2017-18 – 2019-20 LCAP	06/21/2018
Note: For districts, the date should be the day your county office of education (COE) approved your 2017-18 - 2019-20 LCAP. For COEs, it should be the date the California Department of Education (CDE) approved your 2017-18 - 2019-20 LCAP.	
Charter Schools Enter the adoption date of the charter school LCAP	
Authorized Representative's Full Name	Juan Manuel Zapata
Authorized Representative's Title	Director of Accountability and Special Programs

*****Warning*****

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California Department of Education**Consolidated Application**

ITEM 17

San Dieguito Union High (37 68346 0000000)

Status: Certified
Saved by: Juan Zapata
Date: 6/29/2018 9:42 AM**2018-19 Application for Funding****CDE Program Contact:**Education Data Office, ConApp@cde.ca.gov, 916-319-0297**Local Governing Board Approval**

The LEA is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	07/26/2018
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District English Learner Advisory Committee (DELAC) Review

Per Title 5 of the California Code of Regulations Section 11308, if your district has more than 50 English learners the district must establish a District English Learner Advisory Committee (DELAC) and involve them in the application for funding for programs that serve English learners.

DELAC representative's full name	Manuel Zapata
DELAC review date	04/24/2018
Meeting minutes web address	http://www.sduhsd.net/Parents--Students/English-Learner-Program/index.html
Please enter the Web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a Web address is not available, the LEA must keep the minutes on file which indicates that the application is approved by the committee.	
DELAC comment	
If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	

Application for Categorical Programs

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	Yes

*****Warning*****

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California Department of Education

Consolidated Application

ITEM 17

San Dieguito Union High (37 68346 0000000)

Status: Certified
Saved by: Juan Zapata
Date: 6/29/2018 9:42 AM

2018-19 Application for Funding

CDE Program Contact:

Education Data Office, ConApp@cde.ca.gov, 916-319-0297

Title IV, Part A (Student Support) ESSA Sec. 1112(b) SACS 4127	Yes
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California Department of Education

Consolidated Application

San Dieguito Union High (37 68346 0000000)

Status: Certified
Saved by: Juan Zapata
Date: 6/29/2018 9:43 AM

ITEM 17

2018-19 Title III English Learner Student Program Subgrant Budget

The purpose of this form is to provide a proposed budget for 2018-19 English learner (EL) Student Program Subgrant funds only per the Title III English Learner Students Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831**Estimated Entitlement Calculation**

Estimated English learner per student allocation	\$99.05
Estimated English learner student count	475
Estimated English learner entitlement amount	\$47,049

Note: \$10,000 minimum program eligibility criteria

If the LEA's estimated entitlement amount is less than \$10,000 it does not meet the minimum program eligibility criteria for direct funding status and requires further action. To receive instructions regarding the consortium application process, please go to the CDE Title III EL Consortium Details Web page at <http://www.cde.ca.gov/sp/el/t3/elconsortium.asp>.

Budget

Professional development activities	\$14,000
Program and other authorized activities	\$6,432
English Proficiency and Academic Achievement	\$22,000
Parent, family, and community engagement	\$2,077
Direct administration costs (Amount cannot exceed 2% of the estimated entitlement)	\$0
Indirect costs (LEAs can apply approved indirect cost rate to the portion of subgrant that is not reserved for direct administration costs)	\$2,540
Total budget	\$47,049

*****Warning*****

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California Department of Education

Consolidated Application

San Dieguito Union High (37 68346 0000000)

Status: Certified
Saved by: Juan Zapata
Date: 6/29/2018 9:43 AM

ITEM 17

2018-19 Title III Immigrant Student Program Subgrant Budget

The purpose of this form is to provide a proposed budget for 2018-19 Immigrant Student Program Subgrant funds only per the Title III Immigrant Student Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:Geoffrey Ndirangu, Language Policy and Leadership Office, gndirang@cde.ca.gov, 916-323-5831**Estimated Entitlement Calculation**

Estimated immigrant per student allocation	\$92.35
Estimated immigrant student count	340
Estimated immigrant entitlement amount	\$31,399

Note: Eligibility criteria

An LEA which has 21 or more eligible immigrant students, or has experienced a significant increase of two percent or more in eligible immigrant students enrollment in the current year compared with the average of the two preceding fiscal years, is eligible to apply.

Budget

Authorized activities	\$29,704
Direct administration costs (Amount should not exceed 2% of the estimated entitlement)	\$0
Indirect costs (LEAs can apply approved indirect cost rate to the portion of subgrant that is not reserved for direct administration costs)	\$1,695
Total budget	\$31,399

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

California Department of Education**Consolidated Application**

ITEM 17

San Dieguito Union High (37 68346 0000000)

Status: Certified
Saved by: Juan Zapata
Date: 6/29/2018 9:43 AM**2018-19 Substitute System for Time Accounting**

This certification may be used by auditors and by CDE oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the LEA submits and certifies this data collection.

CDE Program Contact:Julie Brucklacher, Financial Accountability and Info Srv Office, jbruckla@cde.ca.gov, 916-327-0858

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate. Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the Web at <http://www.cde.ca.gov/fg/ac/sa/>.

2018-19 Request for authorization	Yes
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	No known deficiencies at this time.

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: July 16, 2018

BOARD MEETING DATE: July 26, 2018

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

SUBMITTED BY: Larry Perondi, Interim Superintendent

SUBJECT: **ADOPTION OF RESOLUTIONS
ESTABLISHING SPECIAL TAXES FOR
2018-19 FISCAL YEAR**

EXECUTIVE SUMMARY

The Board of Trustees has adopted ordinances authorizing the levy of a special tax within CFD 94-2, CFD 94-3, CFD 95-2, CFD 99-1, CFD 99-2, CFD 99-3, and CFD 03-1. These ordinances were adopted pursuant to the Rate and Method of Apportionment of Special Taxes approved in the elections. The Rate and Method of Apportionment of Special Taxes also require the Board to determine the amount for the alternate prepayment to be collected each year. The Lee Saylor Material/Cost of Construction Index can increase this rate for all CFD's except for CFD 99-2 and CFD 99-3 for which the Engineering News-Record Building Cost Index is used.

The 2018-2019 prepayment amounts have been established as follows:

- CFD 94-2 - \$4,955.00 for a single family home and \$1,350.00 for a multi-family home.
- CFD 94-3 - \$10,690.82 for a single family home and \$2,912.74 for a multi-family home.
- CFD 95-2 - \$10,327.41 for a single family home and \$2,813.72 for a multi-family home.
- CFD 99-1 - \$10,634.70 for a single family home and \$2,872.48 for a multi-family home.

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- CFD 99-2 – One-Time Special Tax of \$1.27 per square foot of assessable space for residential homes and \$0.17 per square foot of assessable space for commercial buildings located in the Rancho Santa Fe School District and \$0.28 per square foot of assessable space for commercial buildings located in the Encinitas Union School District.
- CFD 99-3 – One-Time Special Tax of \$1.27 per square foot of assessable space for residential homes and \$0.28 per square foot of assessable space for commercial buildings.
- CFD 03-1 - \$12,612.79 for a Tax Class A single family home, and \$3,407.80 for a Tax Class A multi-family home, \$10,634.70 for a Tax Class B single family home, and \$2,872.48 for a Tax Class B multi-family home.

RECOMMENDATION:

It is recommended that the Board adopt the attached resolutions establishing Special Taxes within Community Facilities District No.'s 94-2, 94-3, 95-2, 99-1, 99-2, 99-3, and 03-1, which increases the Alternate Prepayment Tax for single family, multi-family units, and commercial buildings per Lee Saylor Cost of Construction Index or Engineering News-Record Building Cost Index.

FUNDING SOURCE:

Not Applicable.

**RESOLUTION OF THE BOARD OF TRUSTEES OF THE SAN DIEGUITO
UNION HIGH SCHOOL DISTRICT ESTABLISHING SPECIAL TAXES
WITHIN COMMUNITY FACILITIES DISTRICT NO. 94-2 FOR
PREPAYMENTS FOR THE 2018-19 FISCAL YEAR**

WHEREAS, on September 22, 1994 the Board of Trustees of the San Dieguito Union High School District (the “Board of Trustees”) adopted a resolution entitled “Resolution of Formation of the Board of Trustees of the San Dieguito Union High School District Establishing Community Facilities District No. 94-2 of the San Dieguito Union High School District, Authorizing the Levy of a Special Tax, the Incurrence of Bonded Indebtedness not to Exceed \$50,000,000 within Proposed Community Facilities District 94-2 and Calling an Election” (the “Resolution”), which established Community Facilities District No. 94-2 of the San Dieguito Union High School District (the “District”) pursuant to the Mello-Roos Community Facilities Act of 1982, as amended, to finance the construction and acquisition of certain school facilities within the District;

WHEREAS, the Resolution authorized the levy of a special tax on property lying within the District, authorized the issuance of bonds in an aggregate principal amount not to exceed \$50,000,000 and called an election;

WHEREAS, on November 3, 1994, an election (the “Election”) was held within the District in which the eligible electors approved by more than two-thirds of the votes cast the propositions of levying a special tax on property within the District, incurring indebtedness in an amount not to exceed \$50,000,000 and establishing an appropriations limit;

WHEREAS, on December 5, 1994, the Board of Trustees adopted an ordinance entitled, “Ordinance of the Board of Trustees of the San Dieguito Union High School District Authorizing the Levy of a Special Tax Within Community Facilities District No. 94-2” (the “Ordinance”) authorizing the levy of a special tax within the District pursuant to the rate and method of apportionment of special taxes approved in the Election (the “Rate and Method”) which is set forth in Exhibit A attached to the Ordinance (terms used but not defined herein have the meaning provided in the Rate and Method);

WHEREAS, the Ordinance authorized the Board of Trustees to provide, by resolution, for the levy of the special tax in accordance with the Rate and Method;

WHEREAS, pursuant to the Rate and Method, within five (5) business days from the time of issuance of the initial building permit with respect to any Assessor’s Parcel, the owner of such Assessor’s Parcel of Developed Property may elect to prepay fifty percent of the aggregate Maximum Special Tax obligation attributable to the Assessor’s Parcel;

NOW THEREFORE, THE BOARD OF TRUSTEES DOES HEREBY RESOLVE, DETERMINE AND ORDER AS FOLLOWS:

Section 1. In accordance with the Rate and Method, the Board of Trustees hereby establishes \$4,955.00 as the Alternate Prepayment Tax for Single-Family units and \$1,350.00 for Multi-Family units with respect to Developed Property for the 2018-19 fiscal year.

Section 2. The Alternate Prepayment Tax with respect to any Assessor’s Parcel shall be collected by the District within five (5) business days from the time of issuance of the initial building permit of such Assessor’s Parcel of Developed Property in accordance with Section VII of the Rate and Method and Section 5 of the Ordinance.

Section 3. The Board of Trustees hereby ratifies any action taken prior to adoption of this resolution to collect the Alternate Prepayment Taxes with respect to Developed Property for the 2018-19 fiscal year.

Section 4. This Resolution shall take effect immediately on the date of final passage.

ADOPTED, SIGNED AND APPROVED, this 26th day of July, 2018.

BOARD OF TRUSTEES OF THE SAN
DIEGUITO UNION HIGH SCHOOL DISTRICT

By: _____

Title: President, Board of Trustees

ATTEST:

By: _____

Title: Clerk, Board of Trustees

ITEM 18

STATE OF CALIFORNIA)
)
COUNTY OF SAN DIEGO)

I, Joyce Dalessandro, Clerk of the Board of Trustees of the San Dieguito Union High School District, do hereby certify that the foregoing Resolution was duly adopted by the Board of Trustees at a regular meeting of said Board held on the 26th day of July, 2018, and that it was so adopted by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

Clerk, Board of Trustees

**RESOLUTION OF THE BOARD OF TRUSTEES OF THE SAN DIEGUITO
UNION HIGH SCHOOL DISTRICT ESTABLISHING SPECIAL TAXES
WITHIN COMMUNITY FACILITIES DISTRICT NO. 94-3 FOR
PREPAYMENTS FOR THE 2018-19 FISCAL YEAR**

WHEREAS, on March 21, 1996 the Board of Trustees of the San Dieguito Union High School District (the “Board of Trustees”) adopted a resolution entitled “Resolution of Formation of the Board of Trustees of the San Dieguito Union High School District Establishing Community Facilities District No. 94-3 of the San Dieguito Union High School District, Authorizing the Levy of a Special Tax, the Incurrence of Bonded Indebtedness not to Exceed \$50,000,000 within Proposed Community Facilities District No. 94-3 and Calling an Election” (the “Resolution”), which established Community Facilities District No. 94-3 of the San Dieguito Union High School District (the “District”) pursuant to the Mello-Roos Community Facilities Act of 1982, as amended, to finance the construction and acquisition of certain school facilities within the District;

WHEREAS, on July 18, 1996 the Board amended the Resolution by adopting a resolution entitled “Amendment to Resolutions of Formation of the Board of Trustees of the San Dieguito Union High School District Regarding Establishment of Community Facilities District Nos. 94-3 and 95-2 of the San Dieguito Union High School District” (the “Amending Resolution”) changing the date of the election;

WHEREAS, the Resolution authorized the levy of a special tax on property lying within the District, authorized the issuance of bonds in an aggregate principal amount not to exceed \$50,000,000 and called an election;

WHEREAS, on September 10, 1996 an election (the “Election”) was held within the District in which the eligible electors approved by more than two-thirds of the votes cast the propositions of levying a special tax on property within the District, incurring indebtedness in an amount not to exceed \$50,000,000 and establishing an appropriations limit;

WHEREAS, on September 19, 1996 the Board of Trustees adopted an ordinance entitled, “Ordinance of the Board of Trustees of the San Dieguito Union High School District Authorizing the Levy of a Special Tax Within Community Facilities District No. 94-3” (the “Ordinance”) authorizing the levy of a special tax within the District pursuant to the rate and method of apportionment of special taxes approved in the Election (the “Rate and Method”) which is set forth in Exhibit A attached to the Ordinance (terms used but not defined herein have the meanings provided in the Rate and Method);

WHEREAS, the Ordinance authorized the Board of Trustees to provide, by resolution, for the levy of the special tax in accordance with the Rate and Method;

WHEREAS, pursuant to the Rate and Method, within five (5) business days from the time of issuance of the initial building permit with respect to any Assessor’s Parcel,

the owner of such Assessor’s Parcel of Developed Property may elect to prepay fifty percent of the aggregate Maximum Special Tax obligation attributable to the Assessor’s Parcel;

NOW THEREFORE, THE BOARD OF TRUSTEES DOES HEREBY RESOLVE, DETERMINE AND ORDER AS FOLLOWS:

Section 1. In accordance with the Rate and Method, the Board of Trustees hereby establishes \$10,690.82 as the Alternate Prepayment Tax for Single-Family units and \$2,912.74 for Multi-Family units with respect to Developed Property for the 2018-19 fiscal year.

Section 2. The Alternate Prepayment Tax with respect to any Assessor’s Parcel shall be collected by the District within five (5) business days from the time of issuance of the initial building permit of such Assessor’s Parcel of Developed Property in accordance with Section VII of the Rate and Method and Section 5 of the Ordinance.

Section 3. The Board of Trustees hereby ratifies any action taken prior to adoption of this resolution to collect the Alternate Prepayment Taxes with respect to Developed Property for the 2018-19 fiscal year.

Section 4. This Resolution shall take effect immediately on the date of final passage.

ADOPTED, SIGNED AND APPROVED, this 26th day of July, 2018.

BOARD OF TRUSTEES OF THE SAN
DIEGUITO UNION HIGH SCHOOL DISTRICT

By: _____

Title: President, Board of Trustees

ATTEST:

By: _____

Title: Clerk, Board of Trustees

ITEM 18

STATE OF CALIFORNIA)
)
COUNTY OF SAN DIEGO)

I, Joyce Dalessandro, Clerk of the Board of Trustees of the San Dieguito Union High School District, do hereby certify that the foregoing Resolution was duly adopted by the Board of Trustees at a regular meeting of said Board held on the 26th day of July, 2018, and that it was so adopted by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

Clerk, Board of Trustees

**RESOLUTION OF THE BOARD OF TRUSTEES OF THE SAN DIEGUITO
UNIONHIGH SCHOOL DISTRICT ESTABLISHING SPECIAL TAXES WITHIN
COMMUNITY FACILITIES DISTRICT NO. 95-2 FOR PREPAYMENTS FOR
THE 2018-19 FISCAL YEAR**

WHEREAS, on March 21, 1996 the Board of Trustees of the San Dieguito Union High School District (the “Board of Trustees”) adopted a resolution entitled “Resolution of Formation of the Board of Trustees of the San Dieguito Union High School District Establishing Community Facilities District No. 95-2 of the San Dieguito Union High School District, Authorizing the Levy of a Special Tax, the Incurrence of Bonded Indebtedness not to Exceed \$50,000,000 within Proposed Community Facilities District No. 95-2 and Calling an Election” (the “Resolution”), which established Community Facilities District No. 95-2 of the San Dieguito Union High School District (the “District”) pursuant to the Mello-Roos community Facilities Act of 1982, as amended, to finance the construction and acquisition of certain school facilities within the District;

WHEREAS, on July 18, 1996 the Board amended the Resolution by adopting a resolution entitled “Amendment to Resolutions of Formation of the Board of Trustees of the San Dieguito Union High School District Regarding Establishment of Community Facilities District Nos. 94-3 and 95-2 of the San Dieguito Union High School District” (the “Amending Resolution”) changing the date of the election;

WHEREAS, the Resolution authorized the levy of a special tax on property lying within the District, authorized the issuance of bonds in an aggregate principal amount not to exceed \$50,000,000 and called an election;

WHEREAS, on September 10, 1996 an election (the “Election”) was held within the District in which the eligible electors approved by more than two-thirds of the votes cast the propositions of levying a special tax on property within the District, incurring indebtedness in an amount not to exceed \$50,000,000 and establishing an appropriations limit;

WHEREAS, on September 19, 1996 the Board of Trustees adopted an ordinance entitled, “Ordinance of the Board of Trustees of the San Dieguito Union High School District Authorizing the Levy of a Special Tax Within Community Facilities District No. 95-2” (the “Ordinance”) authorizing the levy of a special tax within the District pursuant to the rate and method of apportionment of special taxes approved in the Election (the “Rate and Method”) which is set forth in Exhibit A attached to the Ordinance (terms used but not defined herein have the meanings provided in the Rate and Method);

WHEREAS, the Ordinance authorized the Board of Trustees to provide, by resolution, for the levy of the special tax in accordance with the Rate and Method;

WHEREAS, pursuant to the Rate and Method, within five (5) business days from the time of issuance of the initial building permit with respect to any Assessor's Parcel, the owner of such Assessor's Parcel of Developed Property may elect to prepay fifty percent of the aggregate Maximum Special Tax obligation attributable to the Assessor's Parcel;

NOW THEREFORE, THE BOARD OF TRUSTEES DOES HEREBY RESOLVE, DETERMINE AND ORDER AS FOLLOWS:

Section 1. In accordance with the Rate and Method, the Board of Trustees hereby establishes \$10,327.41 as the Alternate Prepayment Tax for Single-Family units and \$2,813.72 for Multi-Family units with respect to Developed Property for the 2018-19 fiscal year.

Section 2. The Alternate Prepayment Tax with respect to any Assessor's Parcel shall be collected by the District within five (5) business days from the time of issuance of the initial building permit of such Assessor's Parcel of Developed Property in accordance with Section VII of the Rate and Method and Section 5 of the Ordinance.

Section 3. The Board of Trustees hereby ratifies any action taken prior to adoption of this resolution to collect the Alternate Prepayment Taxes with respect to Developed Property for the 2018-19 fiscal year.

Section 4. This Resolution shall take effect immediately on the date of final passage.

ADOPTED, SIGNED AND APPROVED, this 26th day of July, 2018.

BOARD OF TRUSTEES OF THE SAN
DIEGUITO UNION HIGH SCHOOL DISTRICT

By: _____

Title: President, Board of Trustees

ATTEST:

By: _____

Title: Clerk, Board of Trustees

**RESOLUTION OF THE BOARD OF TRUSTEES OF THE SAN DIEGUITO
UNION HIGH SCHOOL DISTRICT ESTABLISHING SPECIAL TAXES
WITHIN COMMUNITY FACILITIES DISTRICT NO. 99-1 FOR
PREPAYMENTS FOR THE 2018-19 FISCAL YEAR**

WHEREAS, on May 6, 1999 the Board of Trustees of the San Dieguito Union High School District (the “Board of Trustees”) adopted a resolution entitled “Resolution of Formation of the Board of Trustees of the San Dieguito Union High School District Establishing Community Facilities District No. 99-1 of the San Dieguito Union High School District Authorizing the Levy of a Special Tax, the Incurrence of Bonded Indebtedness not to Exceed \$50,000,000 with Proposed Community Facilities District No. 99-1 and Calling an Election” (the “Resolution), which established Community Facilities District No. 99-1 of the San Dieguito Union High School District (the “District”) pursuant to the Mello-Roos Community Facilities Act of 1982, as amended, to finance the construction and acquisition of certain school facilities within the District; and

WHEREAS, on August 19, 1999 the Board amended the Resolution by adopting a resolution entitled “Amendment to Resolution of Formation of the Board of Trustees of the San Dieguito Union High School District Regarding Establishment of Community Facilities District No. 99-1 of the San Dieguito Union High School District” (the “Amending Resolution”) changing the date of the election; and

WHEREAS, the Resolution authorized the levy of a special tax on property lying within the District, authorized the issuance of bonds in an aggregate principal amount not to exceed \$50,000,000 and called an election; and

WHEREAS, on September 16, 1999 an election (the “Election”) was held within the District in which the eligible electors approved by more than two-thirds of the votes cast the propositions of levying a special tax on property within the District, incurring indebtedness in an amount not to exceed \$50,000,000 and establishing an appropriations limit; and

WHEREAS, on September 16, 1999 the Board of Trustees adopted an ordinance entitled, “Ordinance of the Board of Trustees of the San Dieguito Union High School District Authorizing the Levy of a Special Tax Within Community Facilities District No. 99-1” (the “Ordinance”) authorizing the levy of a special tax within the District pursuant to the rate and method of apportionment of special taxes approved in the Election (the “Rate and Method”) which is set forth in Exhibit A attached to the Ordinance (terms used but not defined herein have the meanings provided the Rate and Method); and

WHEREAS, the Ordinance authorized the Board of Trustees to provide, by resolution, the levy of the special tax in accordance with the Rate and Method; and

WHEREAS, pursuant to the Rate and Method, within five (5) business days from the time of issuance of the initial building permit with respect to any Assessor’s Parcel, the owner of such Assessor’s Parcel of Developed Property may elect to prepay fifty percent of the aggregate Maximum Special Tax obligation attributable to the Assessor’s Parcel;

NOW THEREFORE, THE BOARD OF TRUSTEES DOES HEREBY RESOLVE, DETERMINE AND ORDER AS FOLLOWS:

Section 1. In accordance with the Rate and Method, the Board of Trustees hereby establishes \$10,634.70 as the Alternate Prepayment Tax for Single-Family units and \$2,872.48 for multi-Family units with respect to Developed Property for the 2018-19 fiscal year.

Section 2. The Alternate Prepayment Tax with respect to any Assessor’s Parcel shall be collected by the District within five (5) business days from the time of issuance of the initial building permit of such Assessor’s Parcel of Developed Property in accordance with Section VII of the Rate and Method and Section 5 of the Ordinance.

Section 3. The Board of Trustees hereby ratifies any action taken prior to adoption of this resolution to collect the Alternate Prepayment Taxes with respect to Developed Property for the 2018-19 fiscal year.

Section 4. This Resolution shall take effect immediately on the date of final passage.

ADOPTED, SIGNED AND APPROVED, this 26th day of July, 2018.

BOARD OF TRUSTEES OF THE SAN
DIEGUITO UNION HIGH SCHOOL DISTRICT

By: _____

Title: President, Board of Trustees

ATTEST:

By: _____

Title: Clerk, Board of Trustees

**RESOLUTION OF THE BOARD OF TRUSTEES OF THE SAN DIEGUITO
UNION HIGH SCHOOL DISTRICT ESTABLISHING SPECIAL TAXES
WITHIN COMMUNITY FACILITIES DISTRICT NO. 99-2 FOR
PREPAYMENTS FOR THE 2018-19 FISCAL YEAR**

WHEREAS, on May 6, 1999 the Board of Trustees of the San Dieguito Union High School District (the “Board of Trustees”) adopted a resolution entitled “Resolution of Formation of the Board of Trustees of the San Dieguito Union High School District Establishing Community Facilities District No. 99-2 (The Bridges at Rancho Santa Fe) of the San Dieguito Union High School District, Authorizing the Levy of a Special Tax, the Incurrence of Bonded Indebtedness Not to Exceed \$50,000,000 Within Proposed Community Facilities District No. 99-2 (The Bridges at Rancho Santa Fe) and Calling an Election” (The “Resolution”), which established Community Facilities District No. 99-2 of the San Dieguito Union High School District (the “District”) pursuant to the Mello-Roos Community Facilities Act of 1982, as amended, to finance the construction and acquisition of certain school facilities within the District; and

WHEREAS, the Resolution authorized the levy of a special tax on property lying within the District, authorized the issuance of bonds in an aggregate principal amount not to exceed \$50,000,000 and called an election; and

WHEREAS, on May 11, 1999 an election (the “Election”) was held within the District in which the eligible electors approved by more than two-thirds of the votes cast the propositions of levying a special tax on property within the District, incurring indebtedness in an amount not to exceed \$50,000,000 and establishing an appropriations limit; and

WHEREAS, on May 20, 1999 the Board of Trustees adopted an ordinance entitled, “Ordinance of the Board of Trustees of the San Dieguito Union High School District Authorizing the Levy of a Special Tax Within Community Facilities District No. 99-2 (The Bridges at Rancho Santa Fe)” (the “Ordinance”) authorizing the levy of a special tax within the District pursuant to the rate and method of apportionment of special taxes approved in the Election (the “Rate and Method”) which is set forth in Exhibit “A” attached to the Ordinance (terms used but not defined herein have the meanings provided in the Rate and Method); and

WHEREAS, the Ordinance authorized the Board of Trustees to provide, by resolution, for the levy of the special tax in accordance with the Rate and Method; and

WHEREAS, pursuant to the Rate and Method, at or prior to the issuance of a building permit for an Assessor’s Parcel of Residential Property, the owner of such property may elect to exempt his property from the Annual Special Tax by paying the One-Time Special Tax then applicable to such Assessor’s Parcel and upon payment of such One-Time Special Tax, such Assessor’s Parcel shall thereafter be treated as Exempt Property. If an owner of an Assessor’s Parcel of Residential Property does not elect to pay the One-Time Special Tax, then that Assessor’s Parcel of Residential Property shall

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I, Joyce Dalessandro, Clerk of the Board of Trustees of the San Dieguito Union High School District, do hereby certify that the foregoing Resolution was duly adopted by the Board of Trustees at a regular meeting of said Board held on the 26th day of July, 2018, and that it was so adopted by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

Clerk, Board of Trustees

**RESOLUTION OF THE BOARD OF TRUSTEES OF THE SAN DIEGUITO
UNION HIGH SCHOOL DISTRICT ESTABLISHING SPECIAL TAXES
WITHIN COMMUNITY FACILITIES DISTRICT NO. 99-3 FOR
PREPAYMENTS FOR THE 2018-19 FISCAL YEAR**

WHEREAS, on October 7, 1999 the Board of Trustees of the San Dieguito Union High School District (the “Board of Trustees”) adopted a resolution entitled “Resolution of Formation of the Board of Trustees of the San Dieguito Union High School District Establishing Community Facilities District No. 99-3 of the San Dieguito Union High School District, Authorizing the Levy of a Special Tax, the Incurrence of Bonded Indebtedness Not to Exceed \$50,000,000 Within Proposed Community Facilities District No. 99-3 and Calling an Election” (the “Resolution”), which establishes Community Facilities District No. 99-3 of the San Dieguito Union High School District (the “District”) pursuant to the Mello-Roos Community Facilities Act of 1982, as amended, to finance the construction and acquisition of certain school facilities within the District; and

WHEREAS, the Resolution authorized the levy of a special tax on property lying within the District, authorized the issuance of bonds in an aggregate principal amount not to exceed \$50,000,000 and called an election; and

WHEREAS, on October 12, 1999 an election (the “Election”) was held within the District in which the eligible electors approved by more than two-thirds of the votes cast the propositions of levying a special tax on property within the District, incurring indebtedness in an amount not to exceed \$50,000,000 and establishing an appropriations limit; and

WHEREAS, on November 4, 1999 the Board of Trustees adopted an ordinance entitled, “Ordinance of the Board of Trustees of the San Dieguito Union High School District Authorizing the Levy of a Special Tax Within Community Facilities District No. 99-3” (the “Ordinance”) authorizing the levy of a special tax within the District pursuant to the rate and method of apportionment of special taxes approved in the Election (the “Rate and Method”) which is set forth in Exhibit “A” attached to the Ordinance (terms used but not defined herein have the meanings provided in the Rate and Method); and

WHEREAS, the Ordinance authorized the Board of Trustees to provide, by resolution, for the levy of the special tax in accordance with the Rate and Method; and

WHEREAS, pursuant to the Rate and Method, at or prior to the issuance of a building permit for an Assessor’s Parcel of Residential Property, the owner of such property may elect to exempt his property from the Annual Special Tax by paying the One-Time Special Tax then applicable to such Assessor’s Parcel and upon payment of such One-Time Special Tax, such Assessor’s Parcel of Residential Property shall thereafter be treated as Exempt Property. If an owner of an Assessor’s Parcel of Residential Property does not elect to pay the One-Time Special Tax, then that Assessor’s

Parcel of Residential Property shall be subject to Annual Special Taxes and shall not be subject to the One-Time Special Tax.

NOW THEREFORE, THE BOARD OF TRUSTEES DOES HEREBY RESOLVE, DETERMINE AND ORDER AS FOLLOWS:

Section 1. In accordance with the Rate and Method, the Board of Trustees hereby establishes \$1.27 per square foot of Assessable Space for Assessor’s Parcels of Residential Property, or \$0.28 per square foot of Chargeable Covered and Enclosed Space for Assessor’s Parcels of Commercial Property as the One-Time Special Tax for the 2018-19 fiscal year.

Section 2. The One-Time Special Tax with respect to any Assessor’s Parcel shall be collected by the District at or prior to the issuance of a building permit of such Assessor’s Parcel in accordance with Section C of the Rate and Method and Section C of the Ordinance.

Section 3. The Board of Trustees hereby ratifies any action taken prior to adoption of this resolution to collect the One-Time Special Tax with respect to Developed Property for the 2018-19 fiscal year.

Section 4. This Resolution shall take effect immediately on the date of final passage.

ADOPTED, SIGNED AND APPROVED, this 26th day of July, 2018.

BOARD OF TRUSTEES OF THE SAN
DIEGUITO UNION HIGH SCHOOL DISTRICT

By: _____

Title: President, Board of Trustees

ATTEST:

By: _____

Title: Clerk, Board of Trustees

**RESOLUTION OF THE BOARD OF TRUSTEES OF THE SAN DIEGUITO
UNION HIGH SCHOOL DISTRICT ESTABLISHING SPECIAL TAXES
WITHIN COMMUNITY FACILITIES DISTRICT NO. 03-1 FOR
PREPAYMENTS FOR THE 2018-19 FISCAL YEAR**

WHEREAS, on May 1, 2003 the Board of Trustees of the San Dieguito Union High School District (the "Board of Trustees") adopted a resolution entitled "Resolution of Formation of the Board of Trustees of the San Dieguito Union High School District Establishing Community Facilities District No. 03-1 of the San Dieguito Union High School District, Authorizing the Levy of a Special Tax, the Incurrence of Bonded Indebtedness not to Exceed \$75,000,000 within Proposed Community Facilities District 03-1 and Calling an Election" (the "Resolution"), which established Community Facilities District No. 03-1 of the San Dieguito Union High School District (the "District") pursuant to the Mello-Roos Community Facilities Act of 1982, as amended, to finance the construction and acquisition of certain school facilities within the District;

WHEREAS, the Resolution authorized the levy of a special tax on property lying within the District, authorized the issuance of bonds in an aggregate principal amount not to exceed \$75,000,000 and called an election;

WHEREAS, on May 13, 2003, an election (the "Election") was held within the District in which the eligible electors approved by more than two-thirds of the votes cast the propositions of levying a special tax on property within the District, incurring indebtedness in an amount not to exceed \$75,000,000 and establishing an appropriations limit;

WHEREAS, on May 15, 2003, the Board of Trustees adopted an ordinance entitled, "Ordinance of the Board of Trustees of the San Dieguito Union High School District Authorizing the Levy of a Special Tax Within Community Facilities District No. 03-1" (the "Ordinance") authorizing the levy of a special tax within the District pursuant to the rate and method of apportionment of special taxes approved in the Election (the "Rate and Method") which is set forth in Exhibit A attached to the Ordinance (terms used but not defined herein have the meaning provided in the Rate and Method);

WHEREAS, the Ordinance authorized the Board of Trustees to provide, by resolution, for the levy of the special tax in accordance with the Rate and Method;

WHEREAS, pursuant to the Rate and Method, within five (5) business days from the time of issuance of the initial building permit with respect to any Assessor's Parcel, the owner of such Assessor's Parcel of Developed Property may elect to prepay fifty percent of the aggregate Maximum Special Tax obligation attributable to the Assessor's Parcel;

NOW THEREFORE, THE BOARD OF TRUSTEES DOES HEREBY RESOLVE, DETERMINE AND ORDER AS FOLLOWS:

Section 1. In accordance with the Rate and Method, the Board of Trustees hereby establishes \$12,612.79 as the Alternate Prepayment Tax for Tax Class A Single-Family units, \$3,407.80 for Tax Class A Multi-Family units, \$10,634.70 for Tax Class B Single-Family units, and \$2,872.48 for Tax Class B Multi-Family units with respect to Developed Property for the 2018-19 fiscal year.

Section 2. The Alternate Prepayment Tax with respect to any Assessor’s Parcel shall be collected by the District within five (5) business days from the time of issuance of the initial building permit of such Assessor’s Parcel of Developed Property in accordance with Section VI of the Rate and Method and Section 5 of the Ordinance.

Section 3. The Board of Trustees hereby ratifies any action taken prior to adoption of this resolution to collect the Alternate Prepayment Taxes with respect to Developed Property for the 2018-19 fiscal year.

Section 4. This Resolution shall take effect immediately on the date of final passage.

ADOPTED, SIGNED AND APPROVED, this 26th day of July, 2018.

BOARD OF TRUSTEES OF THE SAN
DIEGUITO UNION HIGH SCHOOL DISTRICT

By: _____

Title: President, Board of Trustees

ATTEST:

By: _____

Title: Clerk, Board of Trustees

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: July 16, 2018

BOARD MEETING DATE: July 26, 2018

PREPARED BY: John Addleman, Exec. Director of
Planning Services
Tina Douglas, Assoc. Supt. of Business Services

SUBMITTED BY: Larry Perondi, Interim Superintendent

SUBJECT: **ADOPTION OF RESOLUTIONS LEVYING
SPECIAL TAXES FOR 2018-2019 FISCAL
YEAR**

EXECUTIVE SUMMARY

The Board of Trustees has adopted ordinances authorizing the levy of a special tax within Community Facilities District (CFD) 94-1, CFD 94-2, CFD 94-3, CFD 95-1, CFD 95-2, CFD 99-1, CFD 99-2, CFD 99-3, and CFD 03-1. These ordinances authorized the Board of Trustees to provide, by resolution, for the levy of the special tax in accordance with the Rate and Method established. The special tax will appear on each property owner's tax bill and is to be collected by the County Assessor's Office, per arrangement.

The special tax collected by the County Assessor's Office provides for ongoing debt service payments of the San Dieguito Public Facilities Authority Revenue Refunding Bonds, Series 2006, San Dieguito School Facilities Financing Authority Subordinate Special Tax Revenue Bonds, Series 2016, and CFD administrative costs. It should be noted that without a levy these obligations would go unpaid resulting in default.

The 2017/18 year saw continued growth, though further restrained, in residential housing development of 1.87% compared to 2016/17 of 3.04% and 2014/15 of 5.67%. Staff processed a total of 343 units permitted across 180 parcels in five of the nine CFDs. The permits represented approval to construct 195 single family residential units (SFD) and 148 multi-family dwelling units (MFD), of which 161 SFD and 79 MFD were permitted in Pacific Highlands Ranch, CFD 03-1.

The three most active community facilities districts for 2017/18 were:

ITEM 19

CFD 03-1:

SFD - Pacific Highlands Ranch (Alta Del Mar, Portofino, Casavia, Artesana, Olvera, Palomar, Vista Santa Fe, Cresta, Vista Del Mar, Sendero, Terraza, and Almeria) – 161 units; \$137,655.00

MFD – Luna - 79 units; \$9,124.50

CFD 99-1:

SFD - Meadowood II and Meadows Del Mar – 21 units; \$17,955.00.

MFD - LaTerra – 69 units; \$15,939.00.

CFD 95-2:

SFD - One Oak – 7 units; \$5,600.00.

The additional activity will increase the total developed parcels to 9,790 parcels, and will increase the annual levy of special taxes by \$189,408.50 from \$8,077,830.00 for 2017-2018 to \$8,267,238.50 for 2018-2019.

The detail parcel information, Attachment A, to the attached resolutions is available for inspection in the Facilities Planning and Construction Department and will be filed as part of the minutes of this meeting.

RECOMMENDATION:

It is recommended that the Board adopt the attached resolutions levying Special Taxes within Community Facilities District No.'s 94-1, 94-2, 94-3, 95-1, 95-2, 99-1, 99-2, 99-3, and 03-1, and authorize the Auditor of San Diego County to levy taxes on all non-exempt property within each Community Facilities District.

FUNDING SOURCE:

Community Facilities Districts 94-1, 94-2, 94-3, 95-1, 95-2, 99-1, 99-2, 99-3, and 03-1

Enclosure: 2018/2019 Executive Summary Chart

**SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
COMMUNITY FACILITIES DISTRICTS
2018-2019 EXECUTIVE SUMMARY**

Attachment A

DISTRICT	PARCELS LEVIED	PROJECTED LEVY APPLIED AT COUNTY	LEVY AMOUNT HANDBILLED	TOTAL PROJECTED LEVY AMOUNT
CFD No. 94-1	8	\$6,400.00	\$0.00	\$6,400.00
CFD No. 94-2	2,888	2,124,800.00	\$0.00	2,124,800.00
CFD No. 94-3	878	537,046.00	\$0.00	537,046.00
CFD No. 95-1	2,371	2,423,364.00	\$0.00	2,423,364.00
CFD No. 95-2	614	462,682.00	\$0.00	462,682.00
CFD No. 99-1	731	519,682.50	\$0.00	519,682.50
CFD No. 99-2	45	25,650.00	\$0.00	25,650.00
CFD No. 99-3	140	79,800.00	\$0.00	79,800.00
CFD No. 03-1	2,115	2,087,814.00	\$0.00	2,087,814.00
Total	9,790	\$8,267,238.50	\$0.00	\$8,267,238.50

RESOLUTION OF THE BOARD OF TRUSTEES
OF THE SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
LEVYING SPECIAL TAX FOR 2018-19 FOR
COMMUNITY FACILITIES DISTRICT 94-1 OF
THE SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

WHEREAS, the Board of Trustees (the “Board”) of the San Dieguito Union High School District (the “District”) has previously completed proceedings pursuant to the Mello-Roos Community Facilities Act of 1982, as amended, commencing with Section 53311 of the Government Code of the State of California (the “Act”) to form Community Facilities District 94-1 of the San Dieguito Union High School District; and

WHEREAS, the Board, acting on behalf of CFD 94-1, has reviewed the financial affairs of CFD 94-1; and

WHEREAS, the Board desires at this time to levy the special taxes at the rates specified herein for the fiscal year for CFD 94-1,

NOW, THEREFORE, the Board of Trustees of the San Dieguito Union High School District, acting as the legislative body of Community Facilities District 94-1, does hereby resolve, determine, and order as follows:

Section 1. That the Clerk of the Board of Trustees of the District is hereby authorized to file a certified copy of this Resolution with the Auditor of the County of San Diego and such other public agencies as may be necessary.

Section 2. Pursuant to Section 53340 of the Act, the Board hereby levies the special taxes on all non-exempt property within CFD 94-1 pursuant to the Rate and Method of Apportionment of the Special Tax for CFD 94-1, and in the amounts and on property within CFD 94-1 for Fiscal Year 2018-19 as set forth on Attachment A attached hereto and incorporated herein by this reference.

ADOPTED, SIGNED, AND APPROVED THIS 26th DAY OF JULY, 2018.

San Dieguito Union High School District
Acting as the Legislative Body of
Community Facilities District 94-1

By: _____
President of the Board of Trustees

ATTEST:

By: _____
Clerk, Board of Trustees

RESOLUTION OF THE BOARD OF TRUSTEES
OF THE SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
LEVYING SPECIAL TAX FOR 2018-19 FOR
COMMUNITY FACILITIES DISTRICT 94-2 OF
THE SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

WHEREAS, the Board of Trustees (the “Board”) of the San Dieguito Union High School District (the “District”) has previously completed proceedings pursuant to the Mello-Roos Community Facilities Act of 1982, as amended, commencing with Section 53311 of the Government Code of the State of California (the “Act”) to form Community Facilities District 94-2 of the San Dieguito Union High School District; and

WHEREAS, the Board, acting on behalf of CFD 94-2, has reviewed the financial affairs of CFD 94-2; and

WHEREAS, the Board desires at this time to levy the special taxes at the rates specified herein for the fiscal year for CFD 94-2,

NOW, THEREFORE, the Board of Trustees of the San Dieguito Union High School District, acting as the legislative body of Community Facilities District 94-2, does hereby resolve, determine, and order as follows:

Section 1. That the Clerk of the Board of Trustees of the District is hereby authorized to file a certified copy of this Resolution with the Auditor of the County of San Diego and such other public agencies as may be necessary.

Section 2. Pursuant to Section 53340 of the Act, the Board hereby levies the special taxes on all non-exempt property within CFD 94-2 pursuant to the Rate and Method of Apportionment of the Special Tax for CFD 94-2, and in the amounts and on property within CFD 94-2 for Fiscal Year 2018-19 as set forth on Attachment A attached hereto and incorporated herein by this reference.

ADOPTED, SIGNED, AND APPROVED THIS 26th DAY OF JULY, 2018.

San Dieguito Union High School District
Acting as the Legislative Body of
Community Facilities District 94-2

By: _____
President of the Board of Trustees

ATTEST:

By: _____
Clerk, Board of Trustees

RESOLUTION OF THE BOARD OF TRUSTEES
OF THE SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
LEVYING SPECIAL TAX FOR 2018-19 FOR
COMMUNITY FACILITIES DISTRICT 94-3 OF
THE SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

WHEREAS, the Board of Trustees (the “Board”) of the San Dieguito Union High School District (the “District”) has previously completed proceedings pursuant to the Mello-Roos Community Facilities Act of 1982, as amended, commencing with Section 53311 of the Government Code of the State of California (the “Act”) to form Community Facilities District 94-3 of the San Dieguito Union High School District; and

WHEREAS, the Board, acting on behalf of CFD 94-3, has reviewed the financial affairs of CFD 94-3; and

WHEREAS, the Board desires at this time to levy the special taxes at the rates specified herein for the fiscal year for CFD 94-3,

NOW, THEREFORE, the Board of Trustees of the San Dieguito Union High School District, acting as the legislative body of Community Facilities District 94-3, does hereby resolve, determine, and order as follows:

Section 1. That the Clerk of the Board of Trustees of the District is hereby authorized to file a certified copy of this Resolution with the Auditor of the County of San Diego and such other public agencies as may be necessary.

Section 2. Pursuant to Section 53340 of the Act, the Board hereby levies the special taxes on all non-exempt property within CFD 94-3 pursuant to the Rate and Method of Apportionment of the Special Tax for CFD 94-3, and in the amounts and on property within CFD 94-3 for Fiscal Year 2018-19 as set forth on Attachment A attached hereto and incorporated herein by this reference.

ADOPTED, SIGNED, AND APPROVED THIS 26th DAY OF JULY, 2018.

San Dieguito Union High School District
Acting as the Legislative Body of
Community Facilities District 94-3

By: _____
President of the Board of Trustees

ATTEST:

By: _____
Clerk, Board of Trustees

RESOLUTION OF THE BOARD OF TRUSTEES
OF THE SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
LEVYING SPECIAL TAX FOR 2018-19 FOR
COMMUNITY FACILITIES DISTRICT 95-1 OF
THE SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

WHEREAS, the Board of Trustees (the “Board”) of the San Dieguito Union High School District (the “District”) has previously completed proceedings pursuant to the Mello-Roos Community Facilities Act of 1982, as amended, commencing with Section 53311 of the Government Code of the State of California (the “Act”) to form Community Facilities District 95-1 of the San Dieguito Union High School District; and

WHEREAS, the Board, acting on behalf of CFD 95-1, has reviewed the financial affairs of CFD 95-1; and

WHEREAS, the Board desires at this time to levy the special taxes at the rates specified herein for the fiscal year for CFD 95-1,

NOW, THEREFORE, the Board of Trustees of the San Dieguito Union High School District, acting as the legislative body of Community Facilities District 95-1, does hereby resolve, determine, and order as follows:

Section 1. That the Clerk of the Board of Trustees of the District is hereby authorized to file a certified copy of this Resolution with the Auditor of the County of San Diego and such other public agencies as may be necessary.

Section 2. Pursuant to Section 53340 of the Act, the Board hereby levies the special taxes on all non-exempt property within CFD 95-1 pursuant to the Rate and Method of Apportionment of the Special Tax for CFD 95-1, and in the amounts and on property within CFD 95-1 for Fiscal Year 2018-19 as set forth on Attachment A attached hereto and incorporated herein by this reference.

ADOPTED, SIGNED, AND APPROVED THIS 26th DAY OF JULY, 2018.

San Dieguito Union High School District
Acting as the Legislative Body of
Community Facilities District 95-1

By: _____
President of the Board of Trustees

ATTEST:

By: _____
Clerk, Board of Trustees

RESOLUTION OF THE BOARD OF TRUSTEES
OF THE SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
LEVYING SPECIAL TAX FOR 2018-19 FOR
COMMUNITY FACILITIES DISTRICT 95-2 OF
THE SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

WHEREAS, the Board of Trustees (the “Board”) of the San Dieguito Union High School District (the “District”) has previously completed proceedings pursuant to the Mello-Roos Community Facilities Act of 1982, as amended, commencing with Section 53311 of the Government Code of the State of California (the “Act”) to form Community Facilities District 95-2 of the San Dieguito Union High School District; and

WHEREAS, the Board, acting on behalf of CFD 95-2, has reviewed the financial affairs of CFD 95-2; and

WHEREAS, the Board desires at this time to levy the special taxes at the rates specified herein for the fiscal year for CFD 95-2,

NOW, THEREFORE, the Board of Trustees of the San Dieguito Union High School District, acting as the legislative body of Community Facilities District 95-2, does hereby resolve, determine, and order as follows:

Section 1. That the Clerk of the Board of Trustees of the District is hereby authorized to file a certified copy of this Resolution with the Auditor of the County of San Diego and such other public agencies as may be necessary.

Section 2. Pursuant to Section 53340 of the Act, the Board hereby levies the special taxes on all non-exempt property within CFD 95-2 pursuant to the Rate and Method of Apportionment of the Special Tax for CFD 95-2, and in the amounts and on property within CFD 95-2 for Fiscal Year 2018-19 as set forth on Attachment A attached hereto and incorporated herein by this reference.

ADOPTED, SIGNED, AND APPROVED THIS 26th DAY OF JULY, 2018.

San Dieguito Union High School District
Acting as the Legislative Body of
Community Facilities District 95-2

By: _____
President of the Board of Trustees

ATTEST:

By: _____
Clerk, Board of Trustees

STATE OF CALIFORNIA)
)
COUNTY OF SAN DIEGO)

I, Joyce Dalessandro, Clerk of the Board of Trustees of the San Dieguito Union High School District, do hereby certify that the foregoing Resolution was duly adopted by the Board of Trustees at a regular meeting of said Board held on the 26th day of July, 2018, and that it was so adopted by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

Clerk, Board of Trustees

RESOLUTION OF THE BOARD OF TRUSTEES
OF THE SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
LEVYING SPECIAL TAX FOR 2018-19 FOR
COMMUNITY FACILITIES DISTRICT 99-1 OF
THE SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

WHEREAS, the Board of Trustees (the “Board”) of the San Dieguito Union High School District (the “District”) has previously completed proceedings pursuant to the Mello-Roos Community Facilities Act of 1982, as amended, commencing with Section 53311 of the Government Code of the State of California (the “Act”) to form Community Facilities District 99-1 of the San Dieguito Union High School District; and

WHEREAS, the Board, acting on behalf of CFD 99-1, has reviewed the financial affairs of CFD 99-1; and

WHEREAS, the Board desires at this time to levy the special taxes at the rates specified herein for the fiscal year for CFD 99-1,

NOW, THEREFORE, the Board of Trustees of the San Dieguito Union High School District, acting as the legislative body of Community Facilities District 99-1, does hereby resolve, determine, and order as follows:

Section 1. That the Clerk of the Board of Trustees of the District is hereby authorized to file a certified copy of this Resolution with the Auditor of the County of San Diego and such other public agencies as may be necessary.

Section 2. Pursuant to Section 53340 of the Act, the Board hereby levies the special taxes on all non-exempt property within CFD 99-1 pursuant to the Rate and Method of Apportionment of the Special Tax for CFD 99-1, and in the amounts and on property within CFD 99-1 for Fiscal Year 2018-19 as set forth on Attachment A attached hereto and incorporated herein by this reference.

ADOPTED, SIGNED, AND APPROVED THIS 26th DAY OF JULY, 2018.

San Dieguito Union High School District
Acting as the Legislative Body of
Community Facilities District 99-1

By: _____
President of the Board of Trustees

ATTEST:

By: _____
Clerk, Board of Trustees

STATE OF CALIFORNIA)
)
COUNTY OF SAN DIEGO)

I, Joyce Dalessandro, Clerk of the Board of Trustees of the San Dieguito Union High School District, do hereby certify that the foregoing Resolution was duly adopted by the Board of Trustees at a regular meeting of said Board held on the 26th day of July, 2018, and that it was so adopted by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

Clerk, Board of Trustees

RESOLUTION OF THE BOARD OF TRUSTEES
OF THE SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
LEVYING SPECIAL TAX FOR 2018-19 FOR
COMMUNITY FACILITIES DISTRICT 99-2 OF
THE SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

WHEREAS, the Board of Trustees (the “Board”) of the San Dieguito Union High School District (the “District”) has previously completed proceedings pursuant to the Mello-Roos Community Facilities Act of 1982, as amended, commencing with Section 53311 of the Government Code of the State of California (the “Act”) to form Community Facilities District 99-2 of the San Dieguito Union High School District; and

WHEREAS, the Board, acting on behalf of CFD 99-2, has reviewed the financial affairs of CFD 99-2; and

WHEREAS, the Board desires at this time to levy the special taxes at the rates specified herein for the fiscal year for CFD 99-2,

NOW, THEREFORE, the Board of Trustees of the San Dieguito Union High School District, acting as the legislative body of Community Facilities District 99-2, does hereby resolve, determine, and order as follows:

Section 1. That the Clerk of the Board of Trustees of the District is hereby authorized to file a certified copy of this Resolution with the Auditor of the County of San Diego and such other public agencies as may be necessary.

Section 2. Pursuant to Section 53340 of the Act, the Board hereby levies the special taxes on all non-exempt property within CFD 99-2 pursuant to the Rate and Method of Apportionment of the Special Tax for CFD 99-2, and in the amounts and on property within CFD 99-2 for Fiscal Year 2018-19 as set forth on Attachment A attached hereto and incorporated herein by this reference.

ADOPTED, SIGNED, AND APPROVED THIS 26th DAY OF JULY, 2018.

San Dieguito Union High School District
Acting as the Legislative Body of
Community Facilities District 99-2

By: _____
President of the Board of Trustees

ATTEST:

By: _____
Clerk, Board of Trustees

RESOLUTION OF THE BOARD OF TRUSTEES
OF THE SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
LEVYING SPECIAL TAX FOR 2018-19 FOR
COMMUNITY FACILITIES DISTRICT 99-3 OF
THE SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

WHEREAS, the Board of Trustees (the “Board”) of the San Dieguito Union High School District (the “District”) has previously completed proceedings pursuant to the Mello-Roos Community Facilities Act of 1982, as amended, commencing with Section 53311 of the Government Code of the State of California (the “Act”) to form Community Facilities District 99-3 of the San Dieguito Union High School District; and

WHEREAS, the Board, acting on behalf of CFD 99-3, has reviewed the financial affairs of CFD 99-3; and

WHEREAS, the Board desires at this time to levy the special taxes at the rates specified herein for the fiscal year for CFD 99-3,

NOW, THEREFORE, the Board of Trustees of the San Dieguito Union High School District, acting as the legislative body of Community Facilities District 99-3, does hereby resolve, determine, and order as follows:

Section 1. That the Clerk of the Board of Trustees of the District is hereby authorized to file a certified copy of this Resolution with the Auditor of the County of San Diego and such other public agencies as may be necessary.

Section 2. Pursuant to Section 53340 of the Act, the Board hereby levies the special taxes on all non-exempt property within CFD 99-3 pursuant to the Rate and Method of Apportionment of the Special Tax for CFD 99-3, and in the amounts and on property within CFD 99-3 for Fiscal Year 2018-19 as set forth on Attachment A attached hereto and incorporated herein by this reference.

ADOPTED, SIGNED, AND APPROVED THIS 26th DAY OF JULY, 2018.

San Dieguito Union High School District
Acting as the Legislative Body of
Community Facilities District 99-3

By: _____
President of the Board of Trustees

ATTEST:

By: _____
Clerk, Board of Trustees

RESOLUTION OF THE BOARD OF TRUSTEES
OF THE SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
LEVYING SPECIAL TAX FOR 2018-19 FOR
COMMUNITY FACILITIES DISTRICT 03-1 OF
THE SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

WHEREAS, the Board of Trustees (the “Board”) of the San Dieguito Union High School District (the “District”) has previously completed proceedings pursuant to the Mello-Roos Community Facilities Act of 1982, as amended, commencing with Section 53311 of the Government Code of the State of California (the “Act”) to form Community Facilities District 03-1 of the San Dieguito Union High School District; and

WHEREAS, the Board, acting on behalf of CFD 03-1, has reviewed the financial affairs of CFD 03-1; and

WHEREAS, the Board desires at this time to levy the special taxes at the rates specified herein for the fiscal year for CFD 03-1,

NOW, THEREFORE, the Board of Trustees of the San Dieguito Union High School District, acting as the legislative body of Community Facilities District 03-1, does hereby resolve, determine, and order as follows:

Section 1. That the Clerk of the Board of Trustees of the District is hereby authorized to file a certified copy of this Resolution with the Auditor of the County of San Diego and such other public agencies as may be necessary.

Section 2. Pursuant to Section 53340 of the Act, the Board hereby levies the special taxes on all non-exempt property within CFD 03-1 pursuant to the Rate and Method of Apportionment of the Special Tax for CFD 03-1, and in the amounts and on property within CFD 03-1 for Fiscal Year 2018-19 as set forth on Attachment A attached hereto and incorporated herein by this reference.

ADOPTED, SIGNED, AND APPROVED THIS 26th DAY OF JULY, 2018.

San Dieguito Union High School District
Acting as the Legislative Body of
Community Facilities District 03-1

By: _____
President of the Board of Trustees

ATTEST:

By: _____
Clerk, Board of Trustees

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: June 26, 2018

BOARD MEETING DATE: July 26, 2018

PREPARED BY: Cindy Frazee
Associate Superintendent/Human Resources
Susan Dixon
Director, Classified Personnel

SUBMITTED BY: Larry Perondi
Interim Superintendent

SUBJECT: APPOINTMENT OF PERSONNEL
COMMISSIONER

EXECUTIVE SUMMARY

The San Dieguito Union High School District's Personnel Commission consists of three members who serve three-year staggered terms. One Commissioner is appointed by the Board of Trustees, the second is appointed by the employees' exclusive bargaining representative, and the third is appointed by the two other Commissioners. The Personnel Commission oversees the operation of the District's Merit System of employment for Classified Personnel.

Mr. Kamran Azimzadeh has served on the Personnel Commission as the Board's appointee since December of 2017. Mr. Azimzadeh has informed the District that he will be unable to continue serving as a Commissioner after the July Personnel Commission meeting as his primary residence will no longer be within our District boundary.

Dr. Justin Cunningham is a long-time resident of the San Dieguito Union High School District. He recently retired as the Superintendent of the Bonsall Unified School District having served in that role for nine years. He has a lengthy career in education including service with the San Diego County Office of Education, a merit-system employer. He understands the role and responsibility of the Personnel Commission and is a supporter and adherent of the Merit System.

ITEM 20

RECOMMENDATION:

It is recommended that the Board of Trustees appoint Dr. Justin Cunningham for service on the Personnel Commission effective July 27, 2018, for the remainder of the three-year term to end on December 1, 2020.

FUNDING SOURCE:

General Fund

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: July 12, 2018

BOARD MEETING DATE: July 26, 2018

PREPARED BY: Susan Dixon
Director of Classified Personnel
Cindy Frazee
Associate Superintendent, Human Resources

SUBMITTED BY: Larry Perondi
Interim Superintendent

SUBJECT: **Job Title Revision and Salary Range Reallocation for “Job Placement Assistant”; Job Title Revision for “Human Resources Benefits Analyst”, and Job Title Revision for “Plumber/Irrigation Specialist”, Proposed Revised Board Policy #4231 Appendix A, “Salary Range Definitions”**

EXECUTIVE SUMMARY

This agenda item is to reflect the change in job titles for three job classifications and to recommend approval of a salary range reallocation for one of these classifications. The background is as follows:

At the July 12, 2018 Personnel Commission meeting, the commission took action to revise the job description for “Job Placement Assistant”. The changes to the job description were the result of a comprehensive study of the classification and a review of the WorkAbility and Transition Partnership Programs related to delivery of services, current student needs, staff roles, and processes and systems utilized. A primary outcome of the study was adding the transportation of students as an essential function of the Job Placement Assistants to ensure successful participation in student work opportunities. In addition, to better reflect the breadth of the role of the incumbents, the title of the classification was changed to Vocational Developer. Based on the revisions to the duties and responsibilities of the assignment, the Personnel Commission has recommended a salary reallocation of the classification from Range 35 to Range 37 on the Classified Salary Schedule.

At the March 14, 2017 Personnel Commission meeting, the commission took action to revise the job description and retitle the “Human Resources Benefits Analyst” classification to “Workers’ Compensation, Benefits & HRIS Specialist” to more accurately describe the breadth of the assignment. The revision did not impact the salary allocation.

ITEM 21

At the August 9, 2016 Personnel Commission meeting, the commission took action to revise the job description and retitle the “Plumber/Irrigation Specialist” classification to “Plumber” in light of the establishment of the “Irrigation Specialist” classification. The revision did not impact the salary allocation.

RECOMMENDATION:

It is recommended that the Board of Trustees approve the job title changes, reallocation of classification range and revisions to BP #4231 Appendix A, “Salary Range Definitions/Job Classifications”, recommended by the Personnel Commission, as shown in the attached supplements and as follows:

- A. JOB PLACEMENT ASSISTANT (RANGE 35) TO VOCATIONAL DEVELOPER (RANGE 37)
- B. HUMAN RESOURCES BENEFITS ANALYST TO WORKERS COMPENSATION, BENEFITS & HRIS SPECIALIST (NO CHANGE IN RANGE)
- C. PLUMBER/IRRIGATION SPECIALIST TO PLUMBER (NO CHANGE IN RANGE)

FUNDING SOURCE:

District General Fund

Attachments

CLASSIFIED

VOCATIONAL DEVELOPER

JOB SUMMARY

Under the direction of an assigned supervisor, a Vocational Developer performs a broad range of duties in support of District special education student work programs including providing direct support to students in both classroom and workplace settings; general clerical, data entry and reporting functions; and varied communication with parents, staff and local business members to provide information and promote participation in student work programs. Incumbents may provide services to students at multiple school sites and may support either the Transition Partnership Program (TPP) and/or the Workability I Program depending upon assignment.

ESSENTIAL FUNCTIONS

- Provides information and promotes assigned program(s) to the business community, students, teachers, parents, and other interested parties. Identifies potential businesses partners and participates in outreach efforts as directed. Establishes and maintains business relationships with employers through regular, on-going communication.
- Participates in meetings, trainings and/or workshops (e.g., IEP when appropriate, conferences, staffing, business community, State).
- Prepares program packets and documents, progress reports, letters of recommendation, certificates, displays, correspondence, and other materials.
- Researches and compiles information to prepare, modify and present relevant materials used to inform students regarding career exploration, interview techniques, and other vocational and life skills.
- Prepares assessment tools and conducts written and oral assessments to identify training needs and effectiveness of delivered trainings.
- Researches and synthesizes information from multiple sources to provide students, parents and staff with a variety of reference tools.
- Compares student data against participating employers business needs to make appropriate recommendations for placements and prepare work schedules accordingly as defined in the IEP/ITP.
- Using a District vehicle, transports students and staff to various locations as necessary to ensure successful participation in student work opportunities.
- Confers with student participants, parents, teachers, and job site supervisors as necessary.
- Monitors, documents, and reports students' performance at a variety of work sites according to program guidelines. Shares best practices regarding student participation in work programs with other instructional support staff as needed.
- Compiles and records program data (e.g., services provided, job types, pay type, grade) to comply with District and State requirements.
- Performs clerical duties and recordkeeping activities (e.g., scheduling meetings, copying materials, posting information, issuing work permits, running queries within a database, distributing reports) to meet program requirements.
- Performs other job-related duties as assigned.

JOB REQUIREMENTS: MINIMUM QUALIFICATIONS

KNOWLEDGE OF:

CLASSIFIED

VOCATIONAL DEVELOPER

- Basic math, including calculations using fractions, percents, and/or ratios.
- Child guidance principles and practices, especially as they relate to students with learning disabilities.
- Basic subjects taught in the District schools, including arithmetic, grammar, spelling, language and reading .
- Safe practices utilized in work sites and other activities.
- Correct English usage, grammar, spelling, punctuation and vocabulary .
- Oral and written communication skills.
- Recordkeeping techniques.
- Modern office practices and procedures .
- Pertinent federal and state labor laws and/or program requirements.
- Local employers and employment opportunities for program participants.

ABILITY TO:

- Schedule activities, meetings, and/or events.
- Gather, collate, and/or classify data.
- Operate standard office equipment including using pertinent software applications.
- Work with a significant diversity of individuals and groups in a wide variety of circumstances.
- Develop rapport with students.
- Understand individual student needs and behaviors and apply techniques appropriate to those individual needs and behaviors.
- Analyze data utilizing defined but different processes.
- Work with data of varied types and purposes.
- Apply assessment instruments.
- Recognize and identify issues and create action plans to solve problems following prescribed guidelines.
- Assist students to develop appropriate work behaviors (e.g., attendance, timeliness, attitude) to succeed in a work experience program.
- Learn the methods, procedures, functions and limitations of assigned duties.
- Maintain simple records.
- Write legibly.
- Make arithmetic calculations quickly and accurately.
- Understand and follow oral and written directions.
- Communicate effectively orally and in writing with students and adults of varied cultural and educational backgrounds.
- Read, interpret and follow rules, regulations, policies and procedures.
- Establish and maintain effective working relationships with others.
- Maintain confidentiality.

RESPONSIBILITY

Responsibilities include working under limited supervision using standardized practices and/or methods; leading, guiding, and/or coordinating others; and operating within a defined budget.

CLASSIFIED

VOCATIONAL DEVELOPER

Utilization of some resources from other work units is often required to perform the job's functions. There is a continual opportunity to impact the Organization's services.

EDUCATION

High school diploma or equivalent. College level coursework or vocational training is preferred.

EXPERIENCE

A minimum of one year of experience working directly with students is required. Experience must include vocational work within a community.

WORKING ENVIRONMENT

The usual and customary methods of performing the job's functions requires the physical demands outlined below. All requirements are subject to possible modification to reasonably accommodate individuals with a disability. Additionally, this assignment requires the ability to travel to and from work locations in order to perform the essential functions.

Physical Demands Frequency Definitions Based on an 8-Hour Day:

Seldom = 1-10% (<45 minutes)

Occasionally = 11-33% (up to 3 hours)

Frequently = 34-66% (up to 6 hours)

Continuously = 67-100% (more than 6 hours)

Seldom	With assistance and devices provided, lift students weighing more than 100 lbs. at waist height and carrying a distance of up to 5 feet; reach above shoulder; climbing, balancing
Occasionally	Lifting up to 25 lbs. at waist height and carrying a distance of up to 30 feet; fingering/fine manipulation; power/firm grasping sitting/standing; twisting back; reach at, above, or below shoulder height; pushing/pulling including students in wheelchairs
Occasionally/Frequently	Stooping/bending; squatting/crouching; kneeling, crawling
Frequently	Lifting up to 10 lbs. at waist height and carrying a distance of up to 30 feet; handling/simple grasping
Frequently/Continuously	Reach below shoulder height

Generally the job requires 34% sitting, 33% walking and 33% standing.

AUDITORY OR VISUAL REQUIREMENTS

Auditory ability to hear alarms, respond to student needs and emergencies. Vision ability to see near, distant, depth and peripherally.

ENVIRONMENTAL CONDITIONS

The job is performed under minimal temperature variations, some hazardous conditions, and in varying atmospheric conditions. The condition/functioning of some students may expose the incumbent to

CLASSIFIED

VOCATIONAL DEVELOPER

behavior that includes biting, hitting, bolting away, and/or abusive language. There is also potential for exposure to bodily fluids and biohazardous materials.

DISTINGUISHING CHARACTERISTICS

This job is distinguished from other student support assignments by the following characteristics: the Vocational Developer is responsible for assisting students by administering relevant program services specific to the Workability I Program and the TPP and by serving as a point of contact to disseminate program information to staff, students, parents and businesses. Tasks are non-cyclical and are carried out as appropriate to varying situations and may regularly be performed independently at various business sites away from the school district and in the absence of the assigned supervisor, requiring initiative and situational problem solving and interpersonal communication skills. This classification differs from those in the Instructional Assistant series which are responsible for assisting teachers within the classroom.

REQUIRED TESTING

Pre-employment Proficiency Test.

LICENSING AND CERTIFICATION REQUIREMENTS

Valid Class C California Driver's License and a record of driving history issued by the California DMV. The record of driving history must be issued by the DMV less than 30 days prior to applying for the position. The record must be submitted at time of application. Employees hired in this classification will be enrolled in the DMV Employee Pull Notice Program. The District will receive a driver record report at least once every twelve (12) months or when any subsequent conviction, failure to appear, accident, driver's license suspension, revocation, or any other action is taken against the employee's driving privilege during employment.

CONTINUING EDUCATION/TRAINING

Blood Borne Pathogen Training, First Aid, CPR, Crisis Prevention Intervention

CLEARANCES

California Department of Justice (DOJ) and Federal Bureau of Investigation (FBI) background (fingerprint) clearance; pre-employment physical examination including Tuberculosis (TB) and drug screen clearances.

CLASSIFIED PERSONNEL

WORKERS' COMPENSATION, BENEFITS & HRIS SPECIALIST

OVERALL JOB PURPOSE STATEMENT

Under the direction of the Associate Superintendent/Human Resources and the Director of Human Resources, the Workers' Compensation, Benefits & HRIS Specialist performs a broad range of duties in support of multiple human resources functions. Duties are concentrated in the areas of: workers' compensation filings and subsequent processes including reasonable accommodation considerations and return to work programs; benefits administration for employees and retirees; HRIS support; and coordination and ongoing maintenance of a wide variety of notifications, records and reports to ensure the District is in compliance with regulations and mandates.

DISTINGUISHING CHARACTERISTICS

Positions in the human resources program are responsible for activities district-wide to support the acquisition and retention of a quality workforce to carry out the instructional mission and administrative support functions of the District. The Workers' Compensation, Benefits & HRIS Specialist is responsible for coordinating and overseeing workers' compensation, long-term leaves, benefits, HRIS support and for providing necessary reporting, customer service, and training to users of the information.

ESSENTIAL FUNCTIONS

- Performs a variety of complex technical work in the area of workers' compensation and long-term leave benefits; calculates, processes and posts workers' compensation, medical and other leaves; maintains knowledge of and assures compliance with applicable laws, codes, rules, regulations and contract provisions.
- Receives, reviews and responds to subpoenaed documents to comply with workers' compensation requirements.
- Analyzes workers' compensation voucher reports for accurate wage reporting to provide tax abatement information.
- Monitors, coordinates and communicates workers' compensation claims with injured employees, management, and claims administrators; serves as a District representative during Interactive Process meetings; analyzes circumstances of claims; assures prompt delivery of medical services and informs employees of benefit entitlements; coordinates return-to-work and transition to full duty within doctor restrictions.
- Coordinates and administers the benefits insurance program for District employees and retirees; coordinates the annual open enrollment period including dissemination of plan information; answers questions or refers individuals to appropriate resource to assist with determining plan selection; enrolls new hires as needed.
- Reviews and analyzes legislative regulations regarding health care reform, COBRA, etc.
- Assists with the benefit plan design and the development of updates to assure all new legislation is applied properly to various benefits plans.
- Determines employee eligibility and entitlements for various long-term benefits such as industrial accident leave, sick leave, donated/catastrophic leave, Family Medical Leave Act, California Family Rights Act, Pregnancy Disability Leave, long-term disability, etc.; tracks long-term leaves and makes adjustments to leave accounts.
- Provides accurate benefit information for annual budget projections and actual costs.

CLASSIFIED PERSONNEL

WORKERS' COMPENSATION, BENEFITS & HRIS SPECIALIST

- In conjunction with human resources managers, coordinates and oversees a wide variety of notifications, records and reports (e.g., mandated reporter, sexual harassment, annual notifications) to ensure compliance with regulations and mandates; emails annual notifications to District employees, monitors receipt of acknowledgement and follows up with employees who are out of compliance.
- Prepares and disseminates various HR reports to ensure accurate financial and audit information pertaining to staffing, benefit plans, and actual compared to projected costs.
- Trains current and new human resources staff on applicable human resources systems.
- Develops and tests data procedures to validate and analyze system output to meet information needs.
- Researches system problems, recommends alternative solutions.
- Analyzes EDD disability submissions for dispute.
- Extracts, compiles and submits monthly and quarterly EDD employee payroll data and multiple wage reports.
- Assists in the ongoing maintenance of the substitute employee management system to ensure its efficiency and effectiveness.
- Coordinates activities to support site personnel for the purpose of ensuring proper use of and procedures to maintain HR systems.
- Designs various reports and report formats and data applications for the purpose of providing information to meet specific reporting needs.
- Analyzes HR information using applications software for the purpose of providing information needed to make various HR program decisions.
- Designs and prepares various presentations to communicate information to District departments, to other agencies, and to the general public.
- Assists in the support of systems and projects as directed for the purpose of maintaining integrity of the HR system and meeting the information needs of system users.
- Consults with system vendors to ensure proper linkage among components of the HR system and the District's payroll, budgeting and financial reporting systems for the purpose of maintaining system integrity and accuracy.
- Performs other job-related duties as assigned.

JOB REQUIREMENTS: MINIMUM QUALIFICATIONS

KNOWLEDGE AND ABILITIES

KNOWLEDGE OF:

- Workers' compensation program requirements
- Human resource data systems and records requirements
- Procedures to maintain complex database and reporting system
- Industry standards and procedures of relating to database application and maintenance for organization human resource/human capital information needs

CLASSIFIED PERSONNEL

WORKERS' COMPENSATION, BENEFITS & HRIS SPECIALIST

- Modern office practices, procedures and equipment
- Design and format of reports extracted from human resource database systems
- Troubleshooting and diagnostic techniques for identifying and resolving database and reporting errors
- Time and attendance accounting procedures and leave policies and legislation (e.g., FMLA, CFRA)
- Benefit and retirement insurance programs, policies, procedures, and legislation (e.g., COBRA, ACA)
- Basic principles of training
- Software applications used by the District
- Oral and written communication skills
- Telephone techniques and etiquette
- Correct English usage, grammar, spelling, punctuation and vocabulary
- Interpersonal skills using tact, patience and courtesy
- Principles of providing work direction and guidance

ABILITY TO:

- Communicate and work effectively with others
- Understand written and oral instructions
- Organize and plan an effective work schedule with users
- Maintain complex human resource database systems and applications
- Troubleshoot database applications and software problems
- Train and assist others in the use and functions of assigned software
- Provide and maintain documentation of installed systems
- Work without close supervision on complex data problems and related software
- Communicate with vendors and other technical experts to diagnose and eliminate data and software problems
- Demonstrate effective project management skills
- Work with accuracy and precise attention to details and provide similar guidance to system end-users
- Provide work direction and guidance to others
- Read, interpret and apply technical manuals and documentation
- Apply personnel policies, practices, and pertinent codes, policies, regulations and/or laws
- Enter data with speed and accuracy for recording, modifying and reporting information, including use of complex spreadsheets, word processing, and databases
- Operate standard office equipment
- Detect errors in data output
- Prepare and maintain accurate records
- Analyze situations accurately and adopt an effective course of action
- Meet schedules and timelines

CLASSIFIED PERSONNEL

WORKERS' COMPENSATION, BENEFITS & HRIS SPECIALIST

WORKING ENVIRONMENT

The usual and customary methods of performing the job's functions requires working in an office. The job functions require the physical demands listed below. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.

Physical Demands Frequency Definitions Based on an 8-Hour Day:

Seldom = 1-10% (<45 minutes)

Occasionally = 11-33% (up to 3 hours)

Frequently = 34-66% (up to 6 hours)

Continuously = 67-100% (more than 6 hours)

Seldom or Occasionally	Pushing and pulling, reach above shoulder, reach at shoulder, stooping/bending, climbing/balancing, pushing/pulling, crawling
Occasionally	Walking, standing, squatting/crouching, lifting and carrying up to 25 pounds at waist or overhead/shoulder height up to a distance of 25 feet
Occasionally or Frequently	Handling, simple grasping
Frequently	Neck flexation/rotation, reach below shoulder, fingering/fine manipulation to operate a keyboard and special equipment
Frequently or Continuously	Sitting up to one hour in intervals

AUDITORY OR VISUAL REQUIREMENTS

Auditory ability to hear others in order to communicate and make presentations, vision ability to see near, distant, depth and peripherally.

ENVIRONMENTAL CONDITIONS

There is the potential for contact with dissatisfied or abusive individuals. Some travel may be required to attend business meetings, conferences or workshops. Must be able to operate a vehicle requiring a California Class C driver's license.

EDUCATION

College-level coursework in human resources, business, accounting, finance or closely related field is preferred.

EXPERIENCE

Five years of increasingly responsible Human Resources experience including a minimum of three years of experience working directly with the processing of Workers' Compensation claims and employee benefits administration and one year of experience using a large information system and database to include complex queries and data extraction. Experience in a school district or public administration environment is preferred.

REQUIRED TESTING

Pre-employment testing and assessment to demonstrate minimum qualifications required for the position.

CLASSIFIED PERSONNEL

WORKERS' COMPENSATION, BENEFITS & HRIS SPECIALIST

LICENSES AND CERTIFICATES

Possession of a valid State of California Class C or higher driver's license and evidence of insurability.

CONTINUING EDUCATION/TRAINING

None specified.

CLEARANCES

California Department of Justice (DOJ) and Federal Bureau of Investigation (FBI) background (fingerprint) clearance; pre-employment physical examination including tuberculosis (TB) and drug screen clearances.

CLASSIFIED

PLUMBER

OVERALL JOB PURPOSE STATEMENT

Under the direction of the Maintenance Supervisor, the Plumber ensures the availability and proper operation of services and systems; provides required information for future reference and for requirements of outside agencies; ensures the completion of projects in a timely manner and according to specifications; troubleshoots and performs preventative maintenance; assembles, installs and repairs pipes, fittings, and fixtures; prepares designs and blueprints for irrigation systems; and operates a variety of tools and power equipment.

DISTINGUISHING CHARACTERISTICS

This job is distinguished from similar jobs by the following characteristics: The Plumber is a journey-level trades class responsible for performing skilled plumbing duties in the maintenance and repair of heating, water, natural gas and drainage systems and the construction, installation, repair and modification of sprinkler systems.

ESSENTIAL FUNCTIONS

- Installs and maintains irrigation and/or plumbing systems, and equipment.
- Diagnoses and repairs plumbing and/or irrigation systems, and equipment.
- Records and documents a variety of activities including preventive maintenance, purchases, and inspections.
- Instructs and orients school personnel on the proper operation of systems and services.
- Researches, engineers and designs irrigation and/or plumbing systems and equipment.
- Coordinates and monitors the work of outside contractors to ensure the completion of projects in a timely manner and according to specifications.
- Oversees and directs the performance of assigned workers to ensure the completion of projects in a timely and accurate manner.
- Operates a variety of equipment (e.g., trencher, solder torch, lathe, pipe cutters, etc.)
- Operates and maintains well systems (e.g. water pressure, computer board, smart flow controller, transducer, gauges).
- Maintains supplies, equipment and tools.
- Inspects water systems and identifies repairs and/or replacement needs.
- Estimates time and material costs for specific jobs.

CLASSIFIED

PLUMBER

- Diagnoses problems and/or failures in irrigation and water conservation systems.
- Determines irrigation schedules (e.g., controllers, clocks, GPM/S) to ensure adequate irrigation and appropriate water conservation measures.
- Repairs irrigation and water conveying systems (e.g., controllers/clocks, sprinkler heads, impact heads, rotors, etc.)
- Responds to emergency situations such as broken pipes, sprinklers, drainage problems, etc. and takes necessary action to resolve the situation.
- Assists in the performance of other directly-related job duties as assigned.

JOB REQUIREMENTS: MINIMUM QUALIFICATIONS

KNOWLEDGE, SKILLS AND ABILITIES

KNOWLEDGE is required to perform algebra and/or geometry; read technical information, complete required documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Specific knowledge required to satisfactorily perform the functions of the job includes: specialized tools and methods used in plumbing repair and installation and repair of sewage, irrigation, water and natural gas systems; back flow prevention; use and application of electric controllers, prevention of storm water issues, reclaimed water testing; calculating and applying hydraulic mathematical formulas; various types of pipe and their proper repair and maintenance; watering requirements for lawns, trees and plants and various types of soil; building and plumbing codes; State of California certification requirements for a public school to receive water from a local water district; record-keeping techniques; and health and safety regulations.

SKILLS are required to perform multiple, highly complex, technical tasks with a need to occasionally upgrade skills in order to meet changing job conditions. Specific skills required to satisfactorily perform the functions of the job include: adhering to safety practices; operating equipment used in plumbing trade and in the installation and repair of irrigation and water systems; and preparing and maintaining accurate records.

ABILITY is required to schedule a number of activities, meetings, and/or events; gather and/or collate data; and consider a wide variety of factors when using equipment. Flexibility is required to independently work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using a variety of processes. Ability is also required to work with a significant diversity of individuals and/or groups; work with a variety of data; and utilize a wide variety of types of job-related equipment. In working with others, problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent

CLASSIFIED**PLUMBER**

interpretation of guidelines; and problem solving with equipment is significant. Specific abilities required to satisfactorily perform the functions of the job include: understanding and following oral and written directions; communicating effectively with others; working cooperatively with others; analyzing situations accurately and adopting an effective course of action; meeting schedules and time lines; maintaining routine records; working independently with little direction; and reading, interpreting and following rules, regulations, policies and procedures.

RESPONSIBILITY

Responsibilities include: working under limited supervision following standardized practices and/or methods; providing information and/or advising others; and operating within a defined budget. Utilization of some resources from other work units is often required to perform the job's functions. There is a continual opportunity to impact the Organizations services.

WORKING ENVIRONMENT

The usual and customary methods of performing the job functions require the following physical demands:

Physical Demands Frequency Definitions Based on an 8-Hour Day:

Never = 0%

Seldom = 1-10% (<45 minutes)

Occasionally = 11-33% (up to 3 hours)

Frequently = 34-66% (up to 6 hours)

Continuously = 67-100% (more than 6 hours)

Seldom	with assistance: lifting up to 100 lbs. at waist height and carrying up to 100 lbs. up to 20 feet (toilets, urinals, water heaters, drain cleaning machines)
Occasionally	lifting up to 75 lbs. at waist height, carrying up to 75 lbs. up to 30 feet, twisting back
Occasionally/Frequently	sitting, walking, squatting/crouching, climbing/balancing, kneeling, pushing/pulling, fingering/fine manipulation, handling/simple grasping, power/firm grasping;; reach above, at, and below shoulder, hand and foot controls
Frequently	standing, stooping/bending, neck flexion/rotation, lifting up to 25 lbs. at shoulder height, carrying up to 50 lbs. up to 500 feet
Frequently/Continuously	pushing and pulling
Continuously	lifting up to 10 lbs. overhead/shoulder

CLASSIFIED

PLUMBER

AUDITORY OR VISUAL REQUIREMENTS

Auditory ability to respond to safety buzzers, communicate with coworkers and staff, operate vehicles safely, and react to emergency situations. Vision ability to see near, distant, color, depth and peripherally.

ENVIRONMENTAL CONDITIONS

Ability to operate a motor vehicle requiring a California Class C driver's license to conduct work, drive cars, trucks, forklifts or other moving equipment, work near hazardous equipment/machinery, walk on uneven ground, tolerate exposure to dust, gas, fumes, noise (required to wear ear protection), vibration, extremes in temperature and humidity, biohazard materials such as sewage; work at heights. Hazards include use of acids for drain cleaners; exposure to raw sewage.

EXPERIENCE

Three years of job-related experience performing plumbing and irrigation tasks.

EDUCATION

Targeted job-related education that meets organizational prerequisite requirements.

REQUIRED TESTING

Pre-employment testing and assessment to demonstrate minimum qualifications required for the position.

CERTIFICATES

Valid California Class C driver's license and a record of driving history issued by the California DMV on its Form H-6 less than 30 days prior to applying for the position. Training in backflow, reclaimed water, electronic controllers, irrigation clock controller, water conservation and/or materials and practices of water systems is highly desirable.

CONTINUING EDUCATION/TRAINING

Targeted job-related education and training as needed and maintenance of certifications obtained.

CLEARANCES

Criminal Justice Fingerprint/Background Clearance; TB Clearance

PERSONNEL / CLASSIFIED

4231 APPENDIX A

SALARY RANGE DEFINITIONS

25	Nutrition Services Assistant I		
26	Nutrition Services Assistant-Floater	42	Accounting Technician
27	Nutrition Services Assistant II		Administrative Assistant
	Nutrition Services Assistant-Transporter I		Human Resources Technician
29	Instructional Assistant		Risk Management Technician
	Nutrition Services Assistant III	43	Learning Commons Technician II
	Nutrition Services Assistant-Transporter II		Transportation Router/Scheduler
	Nutrition Services Catering Assistant	44	Administrative Assistant-High School
	School Bus Attendant		Bus Driver Trainer
30	Office Assistant		Construction & Facility Projects Coordinator
31	Instructional Assistant-Bilingual		Information Systems Support Technician
32	Campus Supervisor		Lead Grounds Worker
	Custodian		Media Technician/Web Technician
	Receptionist		Payroll Technician
33	Custodian-Floater	45	Senior Buyer
	Nutrition Services Production Assistant		Warehouse Supervisor
	Receptionist-Bilingual (Spanish)	47	Planning Finance Technician
34	Instructional Assistant SpEd (Non-Severe)		Locksmith
	Locker Room Attendant/Custodian	48	Speech/Language Pathology Assistant
	Maintenance Worker I		Construction Projects Information Technician
	Testing Assistant-Bilingual (Spanish)	49	Painter
35	Grounds Maintenance Worker I		Electrician
	Health Technician		HVAC Technician
	Job Placement Assistant		Plumber/ Irrigation Specialist
36	Instructional Assistant–SpEd (SED)		Skilled Maintenance Worker
	Instructional Assistant SpEd (Severe)	51	Vehicle & Equipment Mechanic
	Instructional Assistant SpEd (Behavior Intervention)		Computer Support Technician
	Secretary	52	Telecommunications Technician
37	Library/Media Technician		Accounting Specialist
	Vocational Developer		Budget Analyst
	Warehouse/Delivery Worker		Facilities Construction Planner
38	Administrative Secretary-Middle School		Human Resources Analyst
	Custodian Crew Leader		Human Resources Benefits Analyst
	Purchasing Assistant		Human Resources Certificated Analyst
	School Bus Driver		Information Systems Support Analyst
39	Grounds/Maintenance Worker II		Lead Maintenance Worker
	Warehouse/Stores Worker		Payroll Analyst
	School Plant Supervisor-Middle School		Vehicle & Equipment Supervisor
40	Administrative Secretary	54	Workers' Compensation, Benefits & HRIS Specialist
	Accounting Assistant		Information Systems Support Specialist
	Accounting Assistant-ASB	57	Interpreter for the Hearing Impaired
	Buyer		Interpreter for the Hearing Impaired (NIC)
	Grounds Maintenance Worker/Applicator		Network Technician
	Human Resources Assistant	60	Interpreter for the Hearing Impaired (NIC Adv.)
	Learning Commons Technician I		Interpreter for the Hearing Impaired (NIC Adv.)
	Maintenance Worker II		Loss Control Analyst
	Registrar		Occupational Therapist
	Tutoring Center Specialist	62	Contracts Analyst
41	Administrative Secretary-Bilingual (Spanish)		Construction Services Analyst
	Grounds/Maintenance Equipment Operator		Facilities Planning Analyst
	Irrigation Specialist	63	Interpreter for the Hearing Impaired (NIC Master)
	Lead School Bus Driver		Network Analyst
	School Plant Supervisor-High School	66	
	Theater Technician		
	Transportation Dispatcher		
	Translator/Interpreter (Spanish)		
	Vehicle & Equipment Service Worker		

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: July 17, 2018

BOARD MEETING DATE: July 26, 2018

PREPARED BY: Tina Douglas, Associate Superintendent,
Business Services

SUBMITTED BY: Larry Perondi, Interim Superintendent

SUBJECT: SAFETY UPDATE / APPROVAL OF AMENDMENT
TO AGREEMENT / ADOPTION OF BOARD
POLICIES (3) / REVIEW OF BOARD POLICIES (3)

EXECUTIVE SUMMARY

This safety update is being provided to keep the Board apprised of the work that is being done district wide to improve the physical safety of our schools in an effort to ensure that everyone on our campuses are safe.

The cameras for Torrey Pines High School have been delivered. We are working on running the cables and installing the mounts. The camera installation will be complete prior to the start of the school year.

SVA Architects is providing architectural/engineering services for the Arts and Humanities Building at San Dieguito High School Academy. Their contract is being amended to update the plans to ensure the infrastructure is in place for future installation of cameras.

The following new and revised Board polices are submitted for a first read: 3515.7 Firearms on School Grounds (new), 3516 Emergencies and Disaster Preparedness Plan (new) and 4157 Employee Safety (revised). These policies are being established and/or revised to align with the California School Boards Association (CSBA) recommendations which reflect changes in federal regulations and California Education Code. Board Policy 3515.7 Firearms on School Grounds prohibits the use of firearms on school campus. Board Policy 3516 Emergencies and Disaster Preparedness Plan, is being revised to align with CSBA numbering and outlines the formulation of a disaster plan. Board Policy 4157 Employee Safety is being revised to align with CSBA. Additional Board policy revisions as they relate to safety will be brought to future meetings for approval.

RECOMMENDATION:

A. SAFETY UPDATE

Staff will provide an update at the meeting.

B. APPROVAL OF AMENDMENT TO AGREEMENT

Motion by _____, second by _____, to approve the amendment to the following agreement and authorize Douglas B. Gilbert, Tina Douglas or Larry Perondi to execute the agreement:

1. SVA Architects, to amend contract A2013-166 for architectural/engineering services at San Dieguito High School Academy, increasing the amount by \$2,000.00 for a new total of \$3,516,570.00, to be expended from building Fund Prop 39 – Fund 21-39.

C. ADOPTION OF PROPOSED REVISED BOARD POLICIES (3) / BUSINESS SERVICES

1. BP #0450, Comprehensive Safety Plan (revised)
2. BP #3515, Campus Security (revised)
3. BP #3515.2, Disruptions (revised)

D. Review of PROPOSED NEW/REVISED BOARD POLICIES (3) / BUSINESS SERVICES

1. BP 3515.7, Firearms on School Grounds (New)
2. BP 3516, Emergencies and Disaster Preparedness Plan (New)
3. BP 4157, Employee Safety (Revised)

This item is being submitted for 1st read and will be resubmitted for action on July 26, 2018.

FUNDING SOURCE:

As indicated above.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT**SAFETY UPDATE - PROFESSIONAL SERVICES REPORT****Board Meeting Date: 07/26/18**

<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>
04/04/13 – Completion	SVA Architects	To amend contract A2013-166 for architectural/ engineering services at San Dieguito HS Academy, Increasing the amount by \$2,000.00	Fund Prop 39 – Fund 21-39	New total of \$3,516,570.00

PHILOSOPHY / GOALS / OBJECTIVES AND COMPREHENSIVE PLANS

0450

COMPREHENSIVE SAFETY PLAN

The Governing Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that ~~teaches~~ includes strategies for violence prevention and ~~emphasizes~~ high expectations for student conduct, responsible behavior, and respect for others.

~~Each principal or designee shall ensure the development of a site-level plan, in accordance with law, tailored to the specific concerns of each school. The~~ The school site council at each district school shall develop a comprehensive school safety plan relevant to the needs and resources of that particular school. New school campuses shall develop a safety plan within one year of initiating operations.

The school safety plan shall take into account the school's staffing, available resources, and building design, as well as other factors unique to the site.

~~New school campuses shall develop a safety plan within one year of initiating operations. (Education Code 32281, 32286)~~

The comprehensive school safety plan(s) shall be reviewed and updated ~~annually~~ by March 1 of each year and forwarded to the Board for approval. ~~Each school shall forward its comprehensive safety plan to the district for approval.~~

The Board shall ~~approve~~ review the comprehensive ~~district-wide and/or school~~ safety plan(s) in order to ensure compliance with state law, Board policy, and administrative regulation and shall approve the plan(s) at a regularly scheduled meeting.

By October 15 of each year, the Superintendent or designee shall notify the California Department of Education of any schools that have not complied with the requirements of Education Code 32281.

TACTICAL RESPONSE PLAN

Notwithstanding the process described above, any portion of a comprehensive safety plan that includes tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, including steps to be taken to safeguard students and staff, secure the affected school premises, and apprehend the criminal perpetrator(s), shall be developed by district administrators in accordance with Education Code 32281. In developing such strategies, district administrators shall consult with law enforcement officials and with a representative of an employee bargaining unit, if he/she chooses to participate.

When reviewing the tactical response plan, the Board may meet in closed session to confer with law enforcement officials, provided that any vote to approve the tactical response plan is announced in open session following the closed session.

PUBLIC ACCESS TO SAFETY PLAN(S)

The ~~principal~~ Superintendent or designee shall ensure that an updated file of all safety-related plans and Materials is readily available for inspection by the public.

PHILOSOPHY / GOALS / OBJECTIVES AND COMPREHENSIVE PLANS

0450

However, those portions of the comprehensive safety plan that include tactical responses to criminal incidents shall not be publicly disclosed.

LEGAL REFERENCE:

EDUCATION CODE

200-262.4	Prohibition of discrimination
32260-32262	Interagency School Safety Demonstration Act of 1985
32270	School safety cadre
32280-32289	School safety plans
32290	Safety devices
35147	School site councils and advisory committees
35183	School dress code; uniforms
35291	Rules
35291.5	School-adopted discipline rules
35294.10-35294.15	School safety and Violence Prevention Act
41510-41514	School Safety Consolidated Competitive Grant Program
48900-48927	Suspension and expulsion
48950	Speech and other communication
49079	Notification to teacher; student act constituting grounds for suspension or expulsion
67381	Violent crime

PENAL CODE

422.55	Definition of hate crime
626.8	Disruptions
11164-11174.3	Child Abuse and Neglect Reporting Act

CALIFORNIA CONSTITUTION

Article 1	Section 28(c) Right to Safe Schools
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CODE OF REGULATIONS, TITLE 5

11987-11987.7	School Community Violence Prevention Program requirements
11992-11993	Definition, persistently dangerous schools

UNITED STATES CODE, TITLE 20

71101-712265	Safe and Drug Free Schools and Communities Student Support and Academic Enrichment Grants
7912	Transfers from persistently dangerous schools

UNITED STATES CODE, TITLE 42

12101-12213	Americans with Disabilities Act
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PHILOSOPHY / GOALS / OBJECTIVES AND COMPREHENSIVE PLANS

0450

Management Resources:

CSBA PUBLICATIONS

Updated Legal Guidance: Protecting Transgender and Gender Nonconforming Students Against Sex Discrimination, July 2016

Safe Schools: Strategies for Governing Boards to Ensure Student Success, ~~Third Edition~~, October 2011
Community Schools: Partnerships Supporting Students, Families and Communities, Policy Brief, October 2010

Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2010

Providing a Safe, Nondiscriminatory School Environment for ~~All Students~~ Transgender and Gender-Nonconforming Students, Policy Brief, ~~April 2010~~ February 2014

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Safe Schools: A Planning Guide for Action, 2002

FEDERAL BUREAU OF INVESTIGATION PUBLICATIONS

Uniform Crime Reporting Handbook, 2004

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Practical Information on Crisis Planning: A Guide for Schools and Communities, January 2007

~~Early Warning, Timely Response: A Guide to Safe Schools, August 1998~~

U.S. SECRET SERVICE AND U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Threat Assessment in Schools: A Guide to Managing Threatening Situations and to Creating Safe School Climates, 2002

WEB SITES

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

California Department of Education, Safe Schools: <http://www.cde.ca.gov/ls/ss>

California Emergency Management Agency: <http://www.calema.ca.gov>

California Healthy Kids Survey: <http://chks.wested.org>

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

Federal Bureau of Investigation: <http://www.fbi.gov>

~~National Alliance for Safe Schools: <http://www.safeschools.org>~~

National Center for Crisis Management: <http://www.schoolcrisisresponse.com>

National School Safety Center: <http://www.schoolsafety.us>

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

U.S. Secret Service, National Threat Assessment Center:

<http://www.secretservice.gov/protection/ntac> ~~http://www.secretservice.gov/ntac_ssi.shtml~~

BUSINESS

3515

SCHOOL SAFETY AND CAMPUS SECURITY

The ~~Governing Board of Trustees~~ is ~~fully~~ committed to providing a school environment that promotes the safety of students, employees and visitors to school grounds. The Board also recognizes the importance of protecting district property, facilities, and equipment from vandalism and theft. ~~preventing violence and crime on school grounds. The Superintendent and staff shall strictly enforce all Board policies related to crime, campus disturbances, campus intruders, student safety, student conduct and student discipline.~~

The Superintendent or designee shall ~~establish~~ develop campus security procedures which are consistent with the goals and objectives of the district's comprehensive safety plan and site-level safety plans. Such procedures shall be regularly reviewed to reflect changed circumstances and to assess their effectiveness in achieving safe school objectives. ~~for securing records and funds and for protecting buildings against vandalism and burglary during non-business hours. The Superintendent or designee also shall investigate ways that school grounds can be made more secure.~~

SURVEILLANCE SYSTEMS

The Board believes that reasonable use of surveillance cameras will help the district achieve its goals for campus security. In consultation with the safety planning committee and relevant staff, the Superintendent or designee shall identify appropriate locations for the placement of surveillance cameras. Cameras shall not be placed in areas where students, staff, or community members have a reasonable expectation of privacy. Any audio capability on the district's surveillance equipment shall be disabled so that sounds are not recorded.

Prior to the operation of the surveillance system, the Superintendent or designee shall ensure that signs are posted at conspicuous locations at affected school buildings and grounds. These signs shall inform students, staff, and visitors that surveillance may occur and shall state whether the district's system is actively monitored by school personnel. The Superintendent or designee shall also provide prior written notice to students and parents/guardians about the district's surveillance system, including the locations where surveillance may occur, explaining that the recordings may be used in disciplinary proceedings, and that matters captured by the camera may be referred to local law enforcement, as appropriate.

To the extent that any images from the district's surveillance system create a student or personnel record, the Superintendent or designee shall ensure that the images are accessed, retained, and disclosed in accordance with law, Board policy, administrative regulation, and any applicable collective bargaining agreements.

~~The principal of each school shall ensure that his/her school has a comprehensive school safety plan which includes strategies for preventing crime and violence on school premises. The Board encourages principals to solicit the participation of local law enforcement agencies, staff, parents/guardians and students in the development of these plans.~~

BUSINESS

3515

~~LEGAL REFERENCE~~

~~CALIFORNIA EDUCATION CODE~~

~~32020 Access gates~~

~~32211 Threatened disruption or interference with classes~~

~~35294-35294.5 School safety plans~~

~~39670-39675 Security patrols~~

~~PENAL CODE~~

~~469 Unauthorized making, duplicating or possession of key to public building~~

~~626-626.10 Crimes on school grounds~~

~~CALIFORNIA STATE CONSTITUTION~~

~~"Right to Safe Schools" Article 1, Section 28(c)~~

BUSINESS

3515.2

~~INTRUDERS ON CAMPUS~~DISRUPTIONS

The ~~Governing Board of Trustees~~ is committed to ~~keeping the schools safe from intruders and requires all visitors to register upon coming on campus~~ providing a safe and orderly environment for students, staff, and others on district property or while engaged in school activities.

The ~~principal-Superintendent~~ or designee shall ~~promptly expel from school premises~~ remove any individual who, by his/hershe presence or action, ~~thinks might disrupts normal school operations, or threatens to disrupt normal operations at a school campus or any other district facility, threatens the health and or safety of anyone on district property, students or staff, or causes or threatens to cause damage to district property~~ damage or to any property on school grounds.

The Superintendent or designee shall establish a plan describing staff responsibilities and actions to be taken when an individual is causing or threatening to cause a disruption. The plan shall address, as appropriate, visitor registration procedures; campus security measures; evacuation procedures; lock-down procedures; possible responses to an active shooter situation; communications within the school and with parents/guardians, law enforcement, and the media in the event of an emergency; and crisis counseling or other assistance for students and staff after a disruption. In developing such a plan, the Superintendent or designee shall consult with law enforcement to create guidelines for law enforcement support and intervention when necessary.

The Superintendent or designee shall provide training to school staff on how to identify and respond to actions or situations that may constitute a disruption.

Any employee who believes that a disruption may occur shall immediately contact the principal. The principal or designee shall notify law enforcement in accordance with Education Code 48902 and 20 USC 7961 and in other situations, as appropriate.

~~The principal or designee shall ensure that all staff members know what action to take when they observe strangers on school grounds and when and how to get help from law enforcement authorities.~~

LEGAL REFERENCE**CALIFORNIA EDUCATION CODE**

32210	Willful disturbance of public school or meeting: misdemeanor
32211	Threatened disruption or interference with classes: misdemeanor
35160	Authority of governing boards
44810	Willful interference with classroom conduct
44811	Disturbance-Disruption of class work or extracurricular activities
48902	Notification of law enforcement authorities
49334	Injurious objects - notice to law enforcement agency
51512	Prohibited use of electronic listening or recording device

PENAL CODE

243.5	Assault or battery on school property
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BUSINESS**3515.2**

415.5	Disturbance of peace of school
626- 626.11	Definitions Schools, crimes, especially
626.4	626.4 Notice of withdrawal or consent; report; action on report; reinstatement of consent; hearing; unlawful entry upon campus or facility; punishment
626.6	Committing act, or entry upon campus or facility to commit act, likely to interfere with peaceful activities
626.7	Failure to leave campus or facility; wrongful return; penalties; notice; exceptions
626.8	Disruptive presence at schools
626.81	Misdemeanor for registered sex offender to come onto school grounds
626.85	Misdemeanor for specified drug offender presence on school grounds
626.9 - 626.10	Bringing or possessing firearms or weapons on school Grounds Gun Free School Zone Act
627- 627.3 ¹⁰	Access to school premises
627.4	Refusal or revocation of registration 627.7 Misdemeanors; punishment
653gb	Loitering about schools or public places
12556	Imitation firearms
30310	Prohibition against ammunition on school grounds

UNITED STATES CODE, TITLE 20

7961	Gun-Free Schools Act
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BUSINESS AND NONINSTRUCTIONAL OPERATIONS

3515.7

FIREARMS ON SCHOOL GROUNDS

The Governing Board is committed to providing a safe environment for students, staff, and visitors on campus. The Superintendent or designee shall consult with local law enforcement and other appropriate individuals and agencies to address the security of school campuses.

Possession of a firearm on or within 1,000 feet of school grounds is prohibited, except under the limited circumstances specified in Penal Code 626.9. School grounds include, but are not limited to, school buildings, fields, storage areas, and parking lots.

If a district employee observes or suspects that any unauthorized person is in possession of a firearm on or near school grounds or at a school activity, he/she shall immediately notify the principal or designee and law enforcement.

The prohibition against the possession of firearms on school grounds shall be included in the district's comprehensive safety plan and shall be communicated to district staff, parents/guardians, and the community.

LEGAL REFERENCES**EDUCATION CODE**

32281 Comprehensive safety plan
38001.5 District security officers; requirements if carry firearm

PENAL CODE

626.9 Gun Free School Zone Act
830.32 District police department; district decision to authorize carrying of firearm
16150 Definition of ammunition
16520 Definition of firearm
26150-26225 Concealed weapons permit
30310 Prohibition against ammunition on school grounds

UNITED STATES CODE, TITLE 18

921 Definitions, firearms and ammunition
922 Firearms, unlawful acts
923 Firearm licensing

UNITED STATES CODE, TITLE 20

7961 Gun-Free Schools Act; student expulsions for possession of firearm

MANAGEMENT RESOURCES**WEB SITES**

Office of the Attorney General: <http://oag.ca.gov/firearms>

EMERGENCIES AND DISASTER PREPAREDNESS PLAN ~~EMPLOYEE INJURY AND ILLNESS PREVENTION PROGRAM~~

The Governing Board recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster. The district shall take all reasonable steps to prevent and/or mitigate the impact of a disaster on district students, staff, and schools.

The Superintendent or designee shall develop and maintain a disaster preparedness plan which contains routine and emergency disaster procedures, including, but not limited to, earthquake emergency procedures, and adaptations for individuals with disabilities in accordance with the Americans with Disabilities Act. Such procedures shall be incorporated into the comprehensive school safety plan.

In developing the disaster preparedness plan, the Superintendent or designee shall involve district staff at all levels, including administrators, campus safety officers, facilities managers, transportation managers, food services personnel, school psychologists, counselors, school nurses, teachers, and classified employees. As appropriate, he/she shall also collaborate with law enforcement, fire safety officials, emergency medical services, health and mental health professionals, parents/guardians, and students.

The plan shall comply with state-approved Standardized Emergency Management System (SEMS) guidelines established for multiple-jurisdiction or multiple-agency operations and with the National Incident Management System.

The Superintendent or designee shall provide training to employees regarding their responsibilities, including periodic drills and exercises to test and refine staff's responsiveness in the event of an emergency.

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services the district may deem necessary to meet the community's needs.

District employees are considered disaster service workers and are subject to disaster service activities assigned to them.

LEGAL REFERENCE**EDUCATION CODE**

32001	Fire alarms and drills
32040	Duty to equip school with first aid kit
32280-32289	School safety plans
32290	Safety devices
39834	Operating overloaded bus
46390-46392	Emergency average daily attendance in case of disaster
49505	Natural disaster; meals for homeless students; reimbursement

CIVIL CODE

1714.5 Release from liability for disaster service workers and shelters

GOVERNMENT CODE

3100-3109 Public employees as disaster service workers; oath or affirmation
8607 Standardized emergency management system

CALIFORNIA CONSTITUTION

Article 20, Section 3 Oath or affirmation

CODE OF REGULATIONS, TITLE 5

550 Fire drills
560 Civil defense and disaster preparedness plans

CODE OF REGULATIONS, TITLE 19

2400-2450 Standardized emergency management system

UNITED STATES CODE, TITLE 42

12101-12213 Americans with Disabilities Act

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS
Crisis Response Box, 2000

CALIFORNIA GOVERNOR'S OFFICE OF EMERGENCY SERVICES PUBLICATIONS
Active Shooter Awareness Guidance, February 2018
State of California Emergency Plan, 2017
School Emergency Response: Using SEMS at Districts and Sites, June 1998

FEDERAL EMERGENCY MANAGEMENT AGENCY PUBLICATIONS
National Incident Management System, 3rd ed., October 2017

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS
Guide for Developing High-Quality School Emergency Operations Plans, 2013

WEB SITES

CSBA: <http://www.csba.org>
American Red Cross: <http://www.redcross.org>
California Attorney General's Office: <http://oag.ca.gov>
California Department of Education, Crisis Preparedness: <http://www.cde.ca.gov/ls/ss/cp>
California Governor's Office of Emergency Services: <http://www.caloes.ca.gov>
California Seismic Safety Commission: <http://www.seismic.ca.gov>
Centers for Disease Control and Prevention: <http://www.cdc.gov>
Federal Emergency Management Agency: <http://www.fema.gov>

U.S. Department of Education, Emergency Planning:
<http://www2.ed.gov/admins/lead/safety/crisisplanning.html>
U.S. Department of Homeland Security: <http://www.dhs.gov>

~~The personal safety and health of each student and employee is a primary concern of the San Dieguito Union High School District Board of Trustees and shall always be a part of and equal to any function of work performed. The objective of the District's injury and illness prevention program is to minimize the number of injuries and illnesses that occur during any school year.~~

~~The injury and illness prevention program shall conform with the practices of the California Occupational Safety and Health Act of 1973 and California Administrative Code Title 8 and shall include:~~

- ~~1.—A system for ensuring compliance with safe and healthy work practices.~~
- ~~2.—A system to communicate with employees on matters relating to occupational safety and health, such as training programs, administration staff safety committees, postings, written communication, and a method for employees to notify the District of hazardous conditions without fear of reprisal.~~
- ~~3.—Procedures for identifying and evaluating work place hazards, including scheduled periodic inspections to identify unsafe conditions and practices.~~
- ~~4.—Methods for correcting unsafe or unhealthy conditions or work practices in a timely manner based on the severity of the hazard.~~
- ~~5.—Investigating, promptly and thoroughly, every accident to find out what caused it in an attempt to prevent reoccurrence.~~
- ~~6.—Developing and utilizing procedures for prompt attention to injuries and medical controls to insure that no injured employee returns to work unless fit to perform their duties.~~
- ~~7.—Establishing procedures for the rehabilitation and return to work of injured employees.~~
- ~~8.—Designation of the person or persons with authority to implement the program.~~

~~The Superintendent is authorized to develop administrative regulations to implement the Employee Injury and Illness Prevention Program.~~

LEGAL REFERENCE

CALIFORNIA ADMINISTRATIVE CODE, TITLE 8

300 et seq. Safety Regulations

BUSINESS

4157; 4257; 4357

EMPLOYEE SAFETY

The Governing Board is committed to maximizing employee safety and believes that workplace safety is every employee's responsibility. Working conditions and equipment shall comply with standards prescribed by federal, state, and local laws and regulations.

No employee shall be required or permitted to be in any place of employment which is unsafe or unhealthful.

The Board expects all employees to use safe work practices and, to the extent possible, correct any unsafe conditions which may occur. If an employee is unable to correct an unsafe condition, he/she shall immediately report the problem to the Superintendent or designee.

The Superintendent or designee shall promote safety and correct any unsafe work practices through education and enforcement.

The Superintendent or designee shall establish and implement a written injury and illness prevention program in accordance with law.

The Superintendent or designee shall ensure the ready availability of first aid materials at district workplaces and shall make effective provisions, in advance, for prompt medical treatment in the event of an employee's serious injury or illness.

No employee shall be discharged or discriminated against for making complaints, instituting proceedings, or testifying with regard to employee safety or health or for participating in any occupational health and safety committee established pursuant to Labor Code 6401.7.

LEGAL REFERENCE:**EDUCATION CODE**

32030-32034	Eye safety
32225-32226	Communications devices in classrooms
32280-32289	School safety plans
44984	Required rules for industrial accident and illness leave of absence

GOVERNMENT CODE

3543.2	Scope of bargaining
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LABOR CODE

3300	Definitions
6305	Occupational safety and health standards; special order
6310	Retaliation for filing complaint prohibited
6400-6413.5	Responsibilities and duties of employers and employees, especially:
6401.7	Injury and illness prevention program

BUSINESS

4157; 4257; 4357

CODE OF REGULATIONS, TITLE 8

3203 Injury and illness prevention program
3400 Medical services and first aid
5095-5100 Control of noise exposure

CODE OF FEDERAL REGULATIONS, TITLE 29

1910.95 Noise standards

MANAGEMENT RESOURCES:

DEPARTMENT OF INDUSTRIAL RELATIONS PUBLICATIONS

Guide to Developing Your Workplace Injury and Illness Prevention Program, rev. August 2005

WEB SITES

California Department of Industrial Relations, Occupational Safety and Health:

http://www.dir.ca.gov/occupational_safety.html

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

National Hearing Conservation Association:

<http://www.hearingconservation.org> National Institute for Occupational Safety

and Health: <http://www.cdc.gov/niosh>

U.S. Department of Labor, Occupational Safety and Health Administration: <http://www.osha.gov>

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: July 18, 2018

BOARD MEETING DATE: July 26, 2018

PREPARED & SUBMITTED BY: Larry Perondi, Interim Superintendent

SUBJECT: AUTHORIZATION OF THE CREATION OF A SCHOOL DISTRICT SAFETY & WELLNESS ADVISORY COMMITTEE

EXECUTIVE SUMMARY

The Governing Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others. In an effort to promote the safety of students, parents/guardians, staff and community members, the District would like to create a School District Safety & Wellness Advisory Committee. The Committee will be comprised of two Board Members, parents, students, teachers, administrators and other stakeholders. The Committee will seek input, establish priorities, align resources, strengthen the district Safe Schools Plans and develop recommendations.

RECOMMENDATION:

It is recommended that the Board authorize the creation of a School District Safety & Wellness Advisory Committee comprised of two Board Members, parents, students, teachers, administrators and other stakeholders to seek input, establish priorities, align resources, and strengthen the district Safe Schools Plans, and appoint Board Members _____ and _____, to serve as representatives to this committee.

FUNDING SOURCE:

N/A

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: July 18, 2018

BOARD MEETING DATE: July 26, 2018

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

SUBMITTED BY: Larry Perondi, Interim 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.

Staff has confirmed that the project will be complete by August 15, 2018.

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: July 2, 2018

BOARD MEETING DATE: July 26, 2018

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

SUBMITTED BY: Larry Perondi, Interim Superintendent

SUBJECT: UNIFORM COMPLAINT QUARTERLY REPORT,
2017-18, 4TH QUARTER, APRIL – JUNE, 2018

EXECUTIVE SUMMARY

State law requires school districts to submit reports to the San Diego County Office of Education (SDCOE) and to the district governing board on the number of complaints each district has received related to the Williams Settlement, i.e., instructional materials sufficiency, emergency facilities issues, and teacher vacancies and misassignments.

Attached is the report for the fourth quarter, 2017-18, from April through June, 2018.

RECOMMENDATION:

It is recommended that the Board review and accept the attached Uniform Complaint Report for the fourth quarter, from April through June, 2018, as shown in the attached supplement.

FUNDING SOURCE:

Not applicable.

COMMUNITY RELATIONS

1312.3/AR-1, ATTACHMENT C

**UNIFORM COMPLAINT PROCEDURES
QUARTERLY UNIFORM COMPLAINT REPORT SUMMARY**

For submission to School District Governing Board and County Office of Education

District Name: **San Dieguito Union High School District**

Quarter covered by this report (ex. Jan.-Mar. 2005): April, 2018 through June, 2018

Please fill in the following table; enter 0 in any cell that does not apply.

DESCRIPTION	NUMBER OF COMPLAINTS RECEIVED IN QUARTER	NUMBER OF COMPLAINTS RESOLVED	NUMBER OF COMPLAINTS UNRESOLVED EXPLANATION ATTACHED
Instructional Materials	0	0	0
Facilities	0	0	0
Teacher Vacancy and Misassignment	0	0	0
TOTAL	0	0	0

Submitted by: Michael Grove, Ed.D.
(Print Full Name)

Associate Superintendent
(Title)

Signature: 

Date: July 2, 2018

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: July 18, 2018

BOARD MEETING DATE: July 26, 2018

PREPARED BY: Tina Douglas, Associate Superintendent,
Business Services

SUBMITTED BY: Larry Perondi, Interim Superintendent

SUBJECT: REVIEW OF PROPOSED REVISIONS/
DELETIONS OF BOARD POLICIES (3)

EXECUTIVE SUMMARY

The following policies are being updated to reflect alignments with CSBA language/recommendations.

RECOMMENDATION:

Current Policy Number	New Policy Number	Title	Comments
1112.4		District and School Websites	Deletion of this policy to align with CSBA recommendations. Content is revised and included in BP 1113
	1113	District and School Websites	Revisions include updates to align with CSBA policy language and BP # recommendations.
1325		Advertising and Promotion	Revisions include updates to align with CSBA recommendations.

This item is being submitted for first read and will be resubmitted for action at the August 16, 2018 meeting, as shown in the attached supplements.

COMMUNITY RELATIONS

1112.4 ITEM 25

DISTRICT AND SCHOOL WEB SITES

To enhance communication with students, parents/guardians, staff, community members and the public at large, the Governing Board encourages the development and ongoing maintenance of district and school web sites on the Internet. Web sites shall support the educational vision of the district and shall be consistent with the district's plans for communications and media relations.

The Superintendent or designee shall develop guidelines regarding the content of district and school web sites which shall include standards for the ethical and responsible use of information and technology. These guidelines shall be consistent with law, Board policy and administrative regulation.

District and school web sites shall not include content which is obscene, libelous or slanderous, or which creates a clear and present danger of inciting students to commit unlawful acts on school premises, violate school rules or substantially disrupt the school's orderly operation.

Any links to external sites shall follow the same guidelines applicable to district and school web sites.

The Superintendent or designee shall ensure that copyright laws are not violated in the use of material on district or school web sites.

CONTENT

The Superintendent or designee shall ensure that web site content protects the privacy rights of students, parents/guardians, staff, Board members and other individuals.

No personal information about students or their parents/guardians, including phone numbers, home addresses or e-mail addresses, shall be published on a district or school web page. Student directory information shall not be published if parents/guardians have requested that it be withheld.

Photographs of students shall be used only with written permission from the students' parents/guardians.

Home addresses or telephone numbers of staff members shall not be posted.

District and school web sites shall not post the home address or telephone number of any elected or appointed official without the prior written permission of that individual.

No public safety officer shall be required as a condition of employment to consent to the use on the Internet of his/her photograph or identity as a public safety officer for any purpose if that officer reasonably believes that the disclosure may result in a threat, harassment, intimidation or harm to the officer or his/her family.

The Superintendent or designee may establish standards for the design of district and school web sites in order to maintain a consistent identity, professional appearance and ease of use.

Staff and students may submit materials for web site publication to the district or school web manager who shall ensure that the content adheres to district guidelines and policies.

COMMUNITY RELATIONS

1112.4 ITEM 25

LEGAL REFERENCE

CALIFORNIA EDUCATION CODE

- 35182.5 ————— Contracts for advertising
- 35258 ————— Internet access to school accountability report cards
- 48907 ————— Exercise of free expression; rules and regulations
- 48950 ————— Speech and other communication
- 49073 ————— Release of directory information
- 60048 ————— Commercial brand names, contracts or logos

GOVERNMENT CODE

- 3307.5 ————— Publishing identity of public safety officers
- 6254.21 ————— Publishing addresses and phone numbers of board members

UNITED STATES CODE, TITLE 17

- 101-1101 ————— Federal copyright law

UNITED STATES CODE, TITLE 20

- 1232g ————— Federal Family Educational Rights and Privacy Act (FERPA)

CODE OF FEDERAL REGULATIONS TITLE 16

- 312.1-312.11 ————— Children's Online Privacy

COURT DECISIONS

- Aaris v. Las Virgenes Unified School District, (1998) 64 Cal.App.4th 1112
- Perry Education Association v. Perry Local Educators' Association, (1983) 460 U.S. 37
- Board of Education, Island Trees Union Free School District, et.al. v. Pico, (1982) 457 U.S. 853

COMMUNITY RELATIONS

1113 ITEM 25

NOTIFICATION OF RIGHTS OF PARENT OR GUARDIAN DISTRICT AND SCHOOL WEB SITES

To enhance communication with students, parents/guardians, staff, and community members, the Governing Board encourages the Superintendent or designee to develop and maintain district and school web sites. The use of district and school web sites shall support the district's vision and goals and shall be coordinated with other district communications strategies.

~~The Superintendent/principal is directed to notify parents and guardians of students in the district schools of certain rights granted to them by provisions of the California Constitution, laws, and state regulations.~~

~~Because there is considerable overlap in those matters which require notification of parents, or students, or both, the required notifications are consolidated in Board Policy 5145 – Student Rights.~~

LEGAL REFERENCE**CALIFORNIA EDUCATION CODE**

46014	Regulations regarding absences for religious purposes
48205	Absences for personal reasons
49403	Cooperation in control of communicable disease and immunization of pupils
49423	Administration of prescribed medication for pupils
49451	Physical examinations: parent's refusal to consent
49452.5	Screening for scoliosis
49456	Report to parent
49472	Medical and hospital services for pupils
49473	Distribution of printed matter regarding medical and hospital services
51240	Excuse from health instruction and family life and sex education due to religious beliefs
56321	Special education: proposed assessment plan
56329	Written notice of findings; independent assessment
56341	Special education: Individualized education program team
56346	Information and consent to special education program
56501	Due process hearing procedure
56504	Examination of school records
56506	Due process rights

HEALTH AND SAFETY CODE

~~Beliefs opposed to immunization, letter or affidavit; temporary exclusion from school~~

DESIGN STANDARDS

The Superintendent or designee shall establish design standards for district and school web sites in order to maintain a consistent identity, professional appearance, and ease of use.

The district's design standards shall address the accessibility of district and school web sites to individuals with disabilities, including compatibility with commonly used assistive technologies.

WEB SITE CONTENT

The Superintendent or designee shall develop content guidelines for district and school web sites and assign staff to review and approve content prior to posting.

Board policy pertaining to advertising in district and school publications, as specified in BP 1325 - Advertising and Promotion, shall also apply to advertising on district and school web sites.

PRIVACY RIGHTS

The Superintendent or designee shall ensure that the privacy rights of students, parents/guardians, staff, Board members, and other individuals are protected on district and school web sites.

Telephone numbers and home and email addresses of students and/or their parents/guardians shall not be published on district or school web sites.

The district regards photographs as a category of directory information that would not generally be considered harmful or an invasion of privacy if disclosed. Therefore, a student's photograph, together with his/her name, may be published on district or school web sites unless the student's parent/guardian has notified the district in writing to not release the student's photograph without prior written consent, in accordance with BP/AR 5125.1 - Release of Directory Information.

If students' names are not included, photographs of individual students or groups of students, such as at a school event, may be published on school or district web sites.

Employees' home addresses, personal telephone numbers, and personal email addresses shall not be posted on district or school web sites.

The home address or telephone number of any elected or appointed official including, but not limited to, a Board member or public safety official, shall not be posted on district or school web sites without the prior written permission of that individual.

No public safety official shall be required to consent to the posting on the Internet of his/her photograph or identity as a public safety officer for any purpose if that officer reasonably believes that the disclosure may result in a threat, harassment, intimidation, or harm to the officer or his/her family.

LEGAL REFERENCE:**EDUCATION CODE**

- 35182.5 Contracts for advertising
- 35258 Internet access to school accountability report cards
- 48907 Exercise of free expression; rules and regulations
- 48950 Speech and other communication
- 49061 Definitions, directory information
- 49073 Release of directory information

COMMUNITY RELATIONS

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60048 Commercial brand names, contracts or logos

BUSINESS AND PROFESSIONS CODE

22580-22582 Digital privacy

22584-22585 Student Online Personal Information Protection Act

22586 Preschool and prekindergarten privacy

GOVERNMENT CODE

3307.5 Publishing identity of public safety officers

6254.21 Publishing addresses and telephone numbers of officials

6254.24 Definition of public safety official

11135 Nondiscrimination; accessibility to state web sites

PENAL CODE

14029.5 Prohibition against publishing personal information of person in witness protection program

UNITED STATES CODE, TITLE 17

101-122 Subject matter and scope of copyright

504 Penalties for copyright infringement

UNITED STATES CODE, TITLE 20

1232g Federal Family Educational Rights and Privacy Act

UNITED STATES CODE, TITLE 29

705 Definitions; Vocational Rehabilitation Act

794 Section 503 of the Rehabilitation Act of 1973; accessibility to federal web sites

UNITED STATES CODE, TITLE 42

12101-12213 Americans with Disabilities Act

CODE OF FEDERAL REGULATIONS, TITLE 16

312.1-312.12 Children's Online Privacy

CODE OF FEDERAL REGULATIONS, TITLE 34

99.1-99.67 Family Educational Rights and Privacy

104.1-104.61 Nondiscrimination on the basis of disability

COURT DECISIONS

City of San Jose v. Superior Court, (2017) 2 Cal.5th 608

Aaris v. Las Virgenes Unified School District, (1998) 64 Cal.App.4th 1112

MANAGEMENT RESOURCES:

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

Dear Colleague Letter, May 26, 2011

Joint Dear Colleague Letter: Electronic Book Readers, June 2010

U.S. DEPARTMENT OF JUSTICE PUBLICATIONS

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 Department of Education, Web Accessibility Standards:

<http://www.cde.ca.gov/re/di/ws/webaccessstds.asp>

California School Public Relations Association: <http://www.calspra.org>

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

U.S. Department of Justice, Americans with Disabilities Act: <http://www.ada.gov>

World Wide Web Consortium, Web Accessibility Initiative: <http://www.w3.org/wai>

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ADVERTISING AND PROMOTION

The Governing Board establishes this policy to ensure effective and consistent standards for advertisements and promotions by non-school groups in school-sponsored publications, on district and school web sites and social media, and on school facilities and grounds. Student speech shall be regulated in accordance with BP/AR 5145.2 - Freedom of Speech/Expression.

~~DISTRIBUTION OF MATERIALS~~

The Board ~~of Trustees~~ desires to promote positive relationships between ~~the district~~ schools and the community ~~organizations~~ in order to enhance community partnerships, support and involvement in the schools. ~~Just as community organizations can build support for the schools, the schools can cooperate with these groups under certain circumstances by publicizing services, special events and public meetings of interest to students and parents/guardians.~~

The Superintendent or designee may, consistent with the criteria established in this policy, approve:-

1. ~~the d~~Distribution of noncommercial materials that publicize services, special events, public meetings, or other gatherings of interest to students or parents/guardians ~~to students of printed materials prepared by organizations, which are school sponsored or school related. Materials approved for distribution shall further the district's intended purpose, directly benefit the students, support the basic educational mission of the district or be of intrinsic value to the students. Materials shall not promote any particular religious or political interest except as specified below.~~
- 1.2.

~~The schools shall not distribute campaign materials pertaining to a candidate, party, or ballot measure. Campaign materials shall not be distributed on district property at any time other than at a forum in which candidates or advocates from all sides are presenting their views to the students during school hours, or during events scheduled pursuant to the Civic Center Act.~~

~~DISTRIBUTION OF COMMERCIAL MATERIALS/ADVERTISING~~

~~School sponsored publications, message boards, announcements and other school communications may accept paid advertising except for that prohibited by law and administrative regulation. The Superintendent or designee may prohibit advertisements, which are inconsistent with school objectives and do not reasonably relate to the educational purpose of school sponsored publications. In addition, the Superintendent or designee may allow the d~~Distribution of promotional material of a commercial nature within the parameters of law and administrative regulation, but also may prohibit the distribution of materials, which lack ~~to students or parents/guardians~~ educational value or are not related directly to the school program.

3. Paid advertisements on school property, including, but not limited to, advertisements on school buildings, athletic fields, scoreboards, and billboards
- 4.
- 2.—Paid
- 3.—

~~Advertisements~~ing in school-sponsored publications, yearbooks, announcements, and other school communications, including web sites and social media ~~copy may be solicited and prepared only to the extent that this process furthers the educational well being of the students involved.~~ Excessive solicitation of the same sources shall be avoided.

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4.—

~~Students shall not be exploited to raise money, and time spent securing ads shall not infringe upon the school program.~~

5. ~~Products and materials donated by a commercial enterprises may be used in the classroom as long as they serve anfor educational purpose use, and do not unduly promote any commercial activity or products. Such materials may including those that bear the name and/or logo of the donor, as long as they do not unduly promote the donor or any commercial activity or product. The use of such materials does not imply district endorsement of any identified commercial products or services.~~

Prior to the distribution, posting, or publishing of any non-school group's promotional materials or advertisement, the Superintendent, principal, or designee shall review the materials or advertisement based on the criteria listed below. He/she may not disapprove materials or advertisement in an arbitrary or capricious manner or in a way that discriminates against a particular viewpoint on a subject that is otherwise allowed by Board policy.

All materials to be distributed shall bear the name and contact information of the sponsoring entity.

Schools and districts that participate in the National School Lunch program are prohibited from advertising any food or beverage during the school day, as defined, including on any property or facility owned or leased by the district or school and used for school-related activities, unless the food or beverage meets current state and federal nutritional standards allowing for service or sale on the school campus during the school day.

As necessary, the Superintendent, principal, or designee shall require a disclaimer on any non-school group's promotional materials to be distributed, posted, or published, stating that the distribution, posting, or publishing of the materials does not imply district endorsement of the group's activities, products, or services. District- and school-sponsored publications shall include a disclaimer stating that the district or school does not endorse any advertised products or services.

CRITERIA FOR APPROVAL

The Superintendent, principal, or designee shall not accept for distribution, or allow on school property, any materials or advertisements that:

1. Are lewd, obscene, libelous, or slanderous
2. Incite students to commit unlawful acts, violate school rules, or disrupt the orderly operation of the schools
3. Promote any particular political interest, candidate, party, or ballot measure, unless the candidates or advocates from all sides are provided the opportunity to present their views to the students during school hours or during events scheduled pursuant to the Civic Center Act
4. Contain prayer or proselytizing language
5. Position the district on any side of a controversial issue
6. Discriminate against, attack, or denigrate any group on account of any unlawful consideration
7. Promote the use or sale of materials or services that are illegal or inconsistent with school objectives, including, but not limited to, materials or advertisements for tobacco, intoxicants, and movies or products unsuitable for children

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8. Promote during the school day any food or beverage that does not comply with state nutritional standards pursuant to Education Code 49430-49434, including a corporate incentive program that offers free or discounted foods or beverages that do not meet nutritional standards as rewards for students who reach certain academic goals. This prohibition does not include advertising on clothing with brand images worn on school grounds, advertising contained in product packaging, or advertising of infrequent school fundraising events involving food or beverages that do not meet the nutritional standards.
9. Solicit funds or services for an organization, with the exception of solicitations authorized in Board policy
10. Distribute unsolicited merchandise for which an ensuing payment is requested

The Superintendent or designee may also consider the educational value of the materials or advertisements, the age or maturity of the students in the intended audience, and whether the materials or advertisements support the basic educational mission of the district, directly benefit the students, or are of intrinsic value to the students or their parents/guardians.

Schools may establish additional criteria pertaining to the content of advertisements in school publications and yearbooks, as deemed appropriate by the Superintendent or designee in accordance with law and Board policy.

LEGAL REFERENCE**CALIFORNIA EDUCATION CODE**

7050-7058	Political activities of school officers and employees
35160	Authority of governing boards
35160.1	Broad authority of school districts
35172	Promotional activities
38130-38138 9	Civic Center Act
48907	Student exercise of free expression
49430-49434	The Pupil Nutrition, Health, and Achievement Act of 2001, especially:
49431.9	Advertisement of non-nutritious foods

BUSINESS AND PROFESSIONS CODE

25664	Advertisements encouraging minors to drink
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CALIFORNIA CONSTITUTION

Article 1, Section 2 Free speech rights

U.S. CONSTITUTION

Amendment 1, Freedom of speech and expression

UNITED STATES CODE, TITLE 42

1751-1769j School Lunch Program
1773 School Breakfast Program

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COURT DECISIONS CASES

Hills v. Scottsdale Unified School District, (2003) 329 F.3d 1044

DiLoreto v. Downey Unified School District, (1999) 196 F.3d 958

Yeo v. Town of Lexington, (1997) 131 F.3d 241

Hemry v. School Board of Colorado Springs, (D.Col. 1991) 760 F.Supp. 856

Bright v. Los Angeles Unified School District (1976) ~~134 Cal. Rptr. 639, 556 P. 2d 1090,~~ 18 Cal. 3d 450

Lehman v. Shaker Heights (1974) 418 U.S. 298

Management Resources:

WEB SITES

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

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: July 18, 2018

BOARD MEETING DATE: July 26, 2018

PREPARED BY: Tina Douglas, Associate Superintendent,
Business Services

SUBMITTED BY: Larry Perondi, Interim Superintendent

SUBJECT: UPDATE ON GOVERNOR'S ADOPTED
BUDGET

EXECUTIVE SUMMARY

On June 27, 2018, the Governor signed the final State Budget Act. Staff will share information on the changes from the Governor's May Revision.

RECOMMENDATION:

This item is being submitted as information only.