



**BOARD OF TRUSTEES  
REGULAR BOARD MEETING**

**Board of Trustees**  
Michael Allman  
Melisse Mossy  
Maureen "Mo" Muir  
Katrina Young

**Interim Superintendent**  
Lucile Lynch

**THURSDAY, JUNE 17, 2021  
3:00 PM**

***Public participation will be remote and  
live-stream will be available @ [www.sduhsd.net](http://www.sduhsd.net).***  
**District Office Board Room  
710 Encinitas Blvd.  
Encinitas, CA 92024**

This meeting will be held in accordance with Executive Orders N-29-20 and N-33-20, and the County of San Diego Health and Human Services Order of the Health Officer and Emergency Regulations issued on December 10, 2020. A copy of each order is available online at [www.sduhsd.net](http://www.sduhsd.net) and posted at 710 Encinitas Boulevard, Encinitas, CA. The meeting will be live-streamed and video recorded. The public live-stream link will be posted online at [www.sduhsd.net](http://www.sduhsd.net) prior to the start of the meeting. Members of the Board of Trustees will be permitted to participate virtually/telephonically.

Public comments for regular board meetings are restricted to action items and to the public comment/non-agenda item on the agenda before the Board of Trustees. Members of the public who wish to address the Board of Trustees may do so by submitting a request using this [form](#). This form will be available beginning at 1:00 p.m., June 15, 2021, and will close at 1:00 p.m. on June 16, 2021. Public comment will be limited to two (2) minutes per speaker and a total of 20 minutes per item. If there are more than 10 requests for any action or the public comment/non-agenda item, there will be a random selection of speakers made prior to the meeting that will be recorded. Speakers will be notified of selection prior to the start of the meeting.

Additional information and supporting documents that may be provided to the Board of Trustees prior to the start of the meeting, if provided, will be posted on the website at [www.sduhsd.net](http://www.sduhsd.net).

**AGENDA**

**1. CALL TO ORDER**

- a. WELCOME
- b. PLEDGE OF ALLEGIANCE

**2. APPROVAL OF AGENDA**

**3. CLOSED SESSION – *public comment, if any***

- a. CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION (GOV'T CODE SECTION 54956.9(D)(2))
  - i. Significant exposure to litigation pursuant to paragraph (2) of subdivision (d) of Section 54956.9: One (1) potential case.
- b. CONFERENCE WITH REAL PROPERTY NEGOTIATORS (GOV'T CODE SECTION 54954.5)
  - i. To confer with real property negotiator:
 

Property:	1221 Encinitas Blvd., Encinitas, CA 92024
Agency Negotiator:	Tina Douglas, Associate Superintendent, Business and/or Lucile Lynch, Interim Superintendent
Negotiating Parties:	Boys and Girls Clubs of San Dieguito (Griset Branch)
Under negotiation:	Instructions pertaining to price and terms of payment

ii. To confer with real property negotiator:

Property: 800 Santa Fe Drive, Encinitas, CA 92024  
 Agency Negotiator: Tina Douglas, Associate Superintendent, Business and/or  
 Lucile Lynch, Interim Superintendent  
 Negotiating Parties: Dish Wireless  
 Under negotiation: Instructions pertaining to price and terms of payment

**4. RECONVENE TO OPEN SESSION (THE BOARD OF TRUSTEES WILL RECONVENE OR PROVIDE FURTHER NOTICE AFTER 60 MINUTES IN CLOSED SESSION)**

a. REPORT OUT OF CLOSED SESSION

**5. REPORTS**

- a. BOARD OF TRUSTEES  
 b. SUPERINTENDENT

**6. RECOGNITION – NONE SCHEDULED**

**7. PRESENTATION – NONE SCHEDULED**

**8. PUBLIC COMMENT – NON-AGENDA ITEMS**

In accordance with the Brown Act, 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.

**9. CONSENT AGENDA – *public comment, if any***

Members of the public are entitled to comment on items on the consent agenda. Trustees may ask for additional information regarding items on the consent agenda. Items on the consent agenda will be voted on in one motion unless a member of the board, staff or public requests that the item be removed and voted on separately, in which case the Board President will determine when it will be called and considered for action.

a. **CONSENT AGENDA**

- i. APPROVAL OF MINUTES (2) / JUNE 10, 2021 SPECIAL/BOARD WORKSHOP & REGULAR MEETINGS  
 ii. APPROVAL/RATIFICATION OF AGREEMENTS & AMENDMENTS TO AGREEMENTS  
 iii. RATIFICATION OF PURCHASE ORDERS LISTING  
 iv. RATIFICATION OF WARRANTS REPORT LISTING  
 v. APPROVAL OF FIELD TRIPS  
 vi. ACCEPTANCE OF GIFTS & DONATIONS

b. **CONSENT AGENDA**

- i. APPROVAL/RATIFICATION OF PERSONNEL REPORTS

**10. DISCUSSION / ACTION ITEMS**

- a. **CONSIDERATION OF ADOPTION OF 2021-22 DISTRICT BUDGET / GENERAL FUND & SPECIAL FUNDS – *public comment, if any***  
 b. **CONSIDERATION OF ADOPTION OF LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) ANNUAL UPDATE, 2021-22 THROUGH 2023-24 – *public comment, if any***  
 c. **CONSIDERATION OF ADOPTION OF NEW & REVISED BOARD POLICIES, ADMINISTRATIVE REGULATIONS & EXHIBITS, SERIES 6000, INSTRUCTION (13) / EDUCATIONAL SERVICES – *public comment if any***  
 d. **CONSIDERATION OF APPROVAL OF SITE PLANS FOR STUDENT ACHIEVEMENT (SPSA), 2021-22 – *public comment, if any***

- e. **CONSIDERATION OF APPROVAL OF 2021-2022 SCHOOL BELL SCHEDULES** – *public comment, if any*
- f. **CONSIDERATION OF APPROVAL OF HIGH SCHOOL TEXTBOOK ADOPTIONS** – *public comment, if any*
  - i. **BIOLOGY**
  - ii. **AP ENVIRONMENTAL SCIENCE**
- g. **CONSIDERATION OF APPROVAL OF SALARY ALLOCATION OF NEW CLASSIFICATION OF “STUDENT SUPPORT FACILITATOR”, PROPOSED REVISED “PERSONNEL/CLASSIFIED SALARY RANGE DEFINITIONS”** – *public comment, if any*
- h. **CONSIDERATION OF APPROVAL OF JOB DESCRIPTIONS (2) / “PRINCIPAL OF ALTERNATIVE SCHOOLS AND PROGRAMS” AND “DIRECTOR OF TEACHING, LEARNING AND INNOVATION”, & APPROVAL OF MANAGEMENT EMPLOYEES SALARY SCHEDULE** – *public comment, if any*
- i. **CONSIDERATION OF APPROVAL OF ADDITIONAL DAYS FOR SCHOOL PSYCHOLOGISTS FOR THE 2021-22 SCHOOL YEAR / MEMORANDUM OF UNDERSTANDING WITH SAN DIEGUITO FACULTY ASSOCIATION** – *public comment, if any*
- j. **CONSIDERATION OF LETTER AUTHORIZING JULIAN CHARTER SCHOOL - CEDAR-COVE TO OPERATE RESOURCE CENTER WITHIN DISTRICT BOUNDARIES** – *public comment, if any*
- k. **CONSIDERATION OF APPROVAL OF AMENDMENT TO AGREEMENT FOR TEMPORARY EMPLOYMENT / INTERIM SUPERINTENDENT / LUCILE LYNCH** – *public comment, if any*

#### **11. INFORMATION ITEMS**

- a. **BUSINESS SERVICES** – TINA DOUGLAS, ASSOCIATE SUPERINTENDENT
- b. **HUMAN RESOURCES** – NONE SCHEDULED
- c. **EDUCATIONAL SERVICES** – BRYAN MARCUS, ASSOCIATE SUPERINTENDENT
  - i. **CHROMEBOOKS**
  - ii. **2021-22 LEARNING MODEL**
- d. **ADMINISTRATIVE SERVICES** – MARK MILLER, DEPUTY SUPERINTENDENT
  - i. **SPECIAL EDUCATION STRATEGIC PLAN UPDATE**
  - ii. **AUGUST SCHOOLWIDE CONNECTEDNESS ACTIVITIES**
  - iii. **CALIFORNIA SCHOOL DASHBOARD LOCAL INDICATORS SUBMISSION FOR 2021**
- e. **SUPERINTENDENT/DISTRICT** – LUCILE LYNCH, INTERIM SUPERINTENDENT
  - i. **COVID-19 SCHOOL MEASURES UPDATE & THE HOLDING OF EVENTS**
  - ii. **COLLEGE COMMITTEE**

#### **12. FUTURE AGENDA ITEMS**

#### **13. ADJOURNMENT**

*The next regular Board Meeting is scheduled on [Thursday, August 19, 2021, at 5:00 PM](#), to be held at the SDUHSD District Office Board Room 101, subject to public health orders. The District Office is located at 710 Encinitas Blvd., Encinitas, CA, 92024.*



## BOARD MEETING PROTOCOL

**Board of Trustees**  
Michael Allman  
Melisse Mossy  
Maureen "Mo" Muir  
Katrina Young

**Interim Superintendent**  
Lucile Lynch

The members of the San Dieguito Union High School District Board of Trustees are locally elected officials, serve four-year terms of office, and are responsible for the schools' educational programs, in grades seven through twelve. The Board is a policy-making body whose actions are guided by the District's vision, mission, and goals. Administration of the District is delegated to a professional administrative staff led by the Superintendent. Board Members are required to conduct the programs of the schools in accordance with the Constitution of the State of California, the California Education Code, and other laws relating to schools enacted by the Legislature, in addition to policies and procedures adopted by the Board of Trustees.

### **PUBLIC COMMENTS (Please see public comment process noted above.)**

Members of the public are entitled to comment on action items listed on the agenda for Board consideration or deliberation. At the discretion of the Board President, members of the public are entitled to speak on agenda items either immediately after the item is called or following background information provided related to the item. Members of the public are entitled to comment on an agenda item only once at any meeting and may not have someone else speak or read on their behalf unless otherwise allowed by statute. Although the Board President may seek additional information, participation in debate on any item before the Board shall be limited to the Board and staff. The Board President shall determine the order of speakers, when the Board President calls a member of the public to the podium they are asked, but not required, to provide their names prior to making comments.

Members of the public are entitled to speak on matters within the jurisdiction of the Board, but not on the agenda during the public comment portion of the meeting. The Board President may acknowledge receipt of the information, refer to staff for further study, or refer the matter to a future agenda, but there shall be no discussion or action taken by the Board.

### **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](http://www.sduhsd.net) and/or at the district office.

### **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. Members of the public are entitled to comment on items on the consent agenda. Trustees may ask for additional information regarding items on the consent agenda. Items on the consent agenda will be voted on in one motion unless a member of the board, staff or public requests that the item be removed and voted on separately, in which case the Board President will determine when it will be called and considered for action.

### **CLOSED SESSION**

The Board may meet in Closed Session to consider qualified matters of litigation, employee negotiations, student discipline, employee grievances, personnel qualifications, and/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.

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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.

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Canyon Crest Academy • Carmel Valley MS • Diegueño MS • Earl Warren MS • La Costa Canyon HS  
Oak Crest MS • Pacific Trails MS • San Dieguito HS Academy • Sunset HS • Torrey Pines HS



# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** June 14, 2021

**BOARD MEETING DATE:** June 17, 2021

**PREPARED &  
SUBMITTED BY:** Lucile Lynch, Interim Superintendent

**SUBJECT:** **APPROVAL OF MINUTES (2) / June 10, 2021  
Special/Board Workshop & Regular  
Meetings**

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### EXECUTIVE SUMMARY

The minutes of the June 10, 2021 Special/Board Workshop & Regular Board meetings are being recommended for approval, as attached.

### RECOMMENDATION:

It is recommended that the Board approve the minutes of the June 10, 2021 Special/Board Workshop & Regular Board meetings, as shown in the attached supplement.

### FUNDING SOURCE:

Not applicable



**BOARD OF TRUSTEES  
SPECIAL MEETING  
FACILITIES WORKSHOP  
MINUTES**

**Board of Trustees**  
Michael Allman  
Melisse Mossy  
Maureen "Mo" Muir  
Katrina Young

**Interim Superintendent**  
Lucile Lynch

**THURSDAY, JUNE 10, 2021  
2:30 PM**

**MEETING WAS HELD VIRTUALLY, AND IN-PERSON AT  
District Office Board Room  
710 Encinitas Blvd.  
Encinitas, CA 92024**

The Governing Board of the San Dieguito Union High School District held a Special Meeting on Thursday, June 10, 2021, virtually.

*\*Link to [video-recording](#).*

ATTENDANCE / BOARD OF TRUSTEES:

- \*Michael Allman
- \*\*Melisse Mossy
- \*Maureen "Mo" Muir
- \*Katrina Young

ATTENDANCE / DISTRICT MANAGEMENT:

- \*Lucile Lynch, Interim Superintendent
- \*Mark Miller, Deputy Superintendent
- \*Tina Douglas, Associate Superintendent, Business Services
- \*Cindy Frazee, Associate Superintendent, Human Resources
- \*Bryan Marcus, Associate Superintendent, Educational Services
- \*John Addleman, Executive Director of Planning Services
- \*Daniel Young, Director of Planning Services
- \*Joann Schultz, Executive Assistant to the Superintendent / Recording Secretary

*\*Participated in the virtual meeting in-person at District Office located at 710 Encinitas Blvd., Encinitas, California, in accordance with Executive Orders N-29-20, N-33-20 and Public Health Executive Order issued on December 10, 2020.*

*\*\*Participated in the virtual meeting remotely.*

**1. CALL TO ORDER**

a. WELCOME / MEETING PROTOCOL REMARKS

President Muir called the meeting to order at 2:30 p.m. Ms. Muir announced the public was given the opportunity to submit a request to make public comments prior to the start of the meeting. She further announced that on June 9, 2021, the San Diego County Superintendent of Schools notified the District that a petition to hold a special election for Trustee Area 5, was deemed legally sufficient thereby ending the provisional appointment of Board Member Ty Humes, effective June 9, 2021.

b. PLEDGE OF ALLEGIANCE

Ms. Mossy led the Pledge of Allegiance.

c. APPROVAL OF AGENDA

Motion by Ms. Young, seconded by Mr. Allman, to approve the agenda of June 10, 2021, Special Meeting of the San Dieguito Union High School District, as presented.

BOARD Ayes: Allman, Mossy, Muir, Young; Noes: None; Abstain: None.

*Motion unanimously carried.*

**2. FACILITIES PLANNING UPDATE**

Ms. Douglas, Mr. Addleman and Mr. Young made a presentation regarding facilities planning (*presentation available upon request from the Superintendent's Office*).

The Board asked questions of staff and held a discussion.

**3. ADJOURNMENT**

The meeting was adjourned at 4:38 p.m.

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Katrina Young, Board Clerk

June 17, 2021

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Interim Superintendent, Lucile Lynch

June 17, 2021

**MINUTES ADOPTED:**



**BOARD OF TRUSTEES  
REGULAR BOARD MEETING  
MINUTES**

**Board of Trustees**  
Michael Allman  
Melisse Mossy  
Maureen "Mo" Muir  
Katrina Young

**Interim Superintendent**  
Lucile Lynch

**THURSDAY, JUNE 10, 2021  
5:00 PM**

**MEETING WAS HELD VIRTUALLY, AND IN-PERSON AT  
District Office Board Room  
710 Encinitas Blvd.  
Encinitas, CA 92024**

ATTENDANCE

*\*Link to [video-recording](#).*

BOARD OF TRUSTEES

- \*Michael Allman
- \*\*Melisse Mossy
- \*Maureen "Mo" Muir
- \*Katrina Young

DISTRICT ADMINISTRATORS / STAFF

- \*Lucile Lynch, Interim Superintendent
- \*Mark Miller, Deputy Superintendent
- \*Tina Douglas, Associate Superintendent, Business Services
- \*Cindy Frazee, Associate Superintendent, Human Resources
- \*Bryan Marcus, Associate Superintendent, Educational Services
- \*Julie Goldberg, Coordinator of Accountability, Assessment & Research
- \*Joann Schultz, Executive Assistant to the Superintendent / Recording Secretary

*\*Participated in the virtual meeting in-person at District Office located at 710 Encinitas Blvd., Encinitas, California, in accordance with Executive Orders N-29-20, N-33-20 and Public Health Executive Order issued on December 10, 2020.*

*\*\*Participated in the virtual meeting remotely.*

**1. CALL TO ORDER**

- a. WELCOME - President Muir called the meeting to order at 5:00 p.m. and announced the meeting was being held in accordance with State of California Executive Order N-29-20, N-33-20 and Public Health Officer regulations issued on December 10, 2020. She stated the public was given the opportunity to submit a request to speak at the board meeting. She further announced that on June 9, 2021, the San Diego County Superintendent of Schools notified the District that a petition to hold a special election for Trustee Area 5, was deemed legally sufficient, thereby ending the provisional appointment of Board Member Ty Humes effective immediately.
- b. PLEDGE OF ALLEGIANCE – Ms. Mossy led the Pledge of Allegiance.

**2. APPROVAL OF AGENDA**

Motion by Ms. Young, seconded by Mr. Allman, to approve the agenda of June 10, 2021, Regular Board Meeting of the San Dieguito Union High School District, as presented with Item 11b to reflect the year 2021-22 instead of 2020-21.

BOARD Ayes: Allman, Mossy, Muir, Young; Noes: None; Abstain: None.

*Motion unanimously carried.*

### 3. CLOSED SESSION

PUBLIC COMMENT: Comments were made by Marianne Grosner, Jessica Martinez, Maria Arias, Sammuell Arias, and Brie Kabia.

President Muir announced the Board was convening to Closed Session at 5:16 p.m. to discuss:

- a. CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION (GOV'T CODE SECTION 54956.9 (d)(2))
  - i. Significant exposure to litigation pursuant to paragraph (2) of subdivision (d) of Section 54956.9: One (1) potential case.
- b. CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION (GOV'T CODE SECTION 54956.9(d)(1))
  - i. Grosner v. San Dieguito Union High School District (filed 7/17/20); San Diego Superior Court Number 37-2020-00024912.
  - ii. J. Doe v. Baizer, et al. (filed 11/9/20); San Diego Superior Court Number 37-2020-00040868.
  - iii. Razink v. San Dieguito Union High School District (filed 2/11/20); San Diego Superior Court Number 37-2020-00010058.
- c. CONFERENCE WITH REAL PROPERTY NEGOTIATORS (GOV'T CODE SECTION 54954.5)
  - i. To confer with real property negotiator:

Property: 1221 Encinitas Blvd., Encinitas, CA 92024  
Agency Negotiator: Tina Douglas, Associate Superintendent, Business and/or Lucile Lynch, Interim Superintendent  
Negotiating Parties: Boys and Girls Clubs of San Dieguito (Griset Branch)  
Under negotiation: Instructions pertaining to price and terms of payment
  - ii. To confer with real property negotiator:

Property: 1221 Encinitas Blvd., Encinitas, CA 92024  
Agency Negotiator: Tina Douglas, Associate Superintendent, Business and/or Lucile Lynch, Interim Superintendent  
Negotiating Parties: Julian Charter School – Cedar Cove  
Under negotiation: Instructions pertaining to price and terms of payment
- d. CONFERENCE WITH LABOR NEGOTIATORS (GOV'T CODE SECTION 54957.6)

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

Agency Designated Representatives: Superintendent, Deputy Superintendent, and Associate Superintendents (3)

### 4. RECONVENE TO OPEN SESSION

President Muir reconvened the meeting at 7:00 p.m. and reported there was no action to report out of Closed Session.

### 5. REPORTS

#### a. BOARD OF TRUSTEES

All Board members, attended the Special Board Meeting/Facilities Workshop held earlier today.

Ms. Young gave a shout out to San Dieguito Academy student Chloe Grace Roche who won the 2021 Congressional Art Competition for the California 49th Congressional District with her piece "Digitally Divided", attended the 2021 California School Recognition Program where Canyon Crest Academy (CCA), Diegueno Middle School (DNO) and Torrey Pines High School (TPHS) were honored, attended the Special Education Strategic Plan Parent Committee meeting, the San Dieguito Alliance for Drug Free Youth meeting, the Parent Site

Representative Council meeting, the SDCSBA Delegate Advisory Committee meeting with Assemblymember Tasha Boerner Horvath, the agenda review meeting with staff, the Sunset High School awards night where Student Board Member Devon Hollingsworth won 6 awards, the Carmel Valley Middle School promotion, and will be attending the Oak Crest Middle School, COAST Academy, San Dieguito Academy promotion & graduation ceremonies, and wished congratulations to all graduating/promoting students in the district, and shared the same joy to all students in the district for their accomplishments this past year.

Ms. Mossy attended the agenda review meeting, the Student Board Representative's luncheon with new and incoming representatives, the Parent Site Representatives Council meeting, the 2020-21 BTSA Induction Colloquium, and the 2021 California School Recognition Program.

Mr. Allman reported he was served an intention to recall notice after the last board meeting, is working for parents and students in advocating for sports access, beach volleyball, opening fields at Earl Warren Middle School, and an aquatic complex, attended meetings regarding district financing, is looking out for taxpayer interests, and shared that the refinancing of bonds saved the District over \$5B, has been interacting with families, attended promotions at Pacific Trails and Carmel Valley Middle Schools, and will be attending promotion and graduation ceremonies at Earl Warren Middle School and Torrey Pines High School tomorrow.

Ms. Muir thanked Bryan Marcus, Tina Douglas, and John Addleman, and will be attending Diegueno Middle School and La Costa Canyon High Schools promotion and graduation ceremonies.

b. SUPERINTENDENT

Ms. Lynch reported on promotion and graduations held this week, shared an end of the year thank you to the site leadership, certificated and classified team members, foundations and PTSA organizations, parents and students for sticking with us this year, is working on gathering input regarding the Brown Act, master schedule, etc., attended the Distinguished Schools program honoring CCA, DNO & TPHS, reported an upcoming Superintendent Pool Committee meeting is scheduled in June, attended the Parent Site Representative Council meeting and met with the foundations representatives, is working on building communication with the recent May newsletter which highlighted a list of colleges that our students will be attending post-secondary education, recognized students attending military academies, and those moving on to post-secondary employment.

6. **RECOGNITION – NONE SCHEDULED**

7. **PRESENTATION – NONE SCHEDULED**

8. **PUBLIC COMMENT – NON-AGENDA ITEMS**

Comments were made by Heather Dugdale and Jen Charat.

9. **CONSENT AGENDA**

PUBLIC COMMENT: Comments were made by Holly B.

Motion by Mr. Allman, seconded by Ms. Mossy, to approve Consent Agenda Items 9a & 9b, as presented.

BOARD Ayes: Allman, Mossy, Muir, Young; Noes: None; Abstain: None.

*Motion unanimously carried.*

a. **CONSENT AGENDA**

- i. APPROVAL OF MINUTES (2) / MAY 20, 2021 SPECIAL MEETING/BUDGET WORKSHOP & REGULAR MEETING
- ii. APPROVAL/RATIFICATION OF AGREEMENTS & AMENDMENTS TO AGREEMENTS
- iii. RATIFICATION OF PURCHASE ORDERS LISTING



- iv. RATIFICATION OF WARRANTS REPORT LISTING
- v. ADOPTION OF ANNUAL RESOLUTIONS / AUTHORIZED SIGNATURES
- vi. APPROVAL OF FIELD TRIPS
- vii. ACCEPTANCE OF GIFTS & DONATIONS
  - A. HIGH SCHOOL FOUNDATIONS
- viii. APPROVAL OF CIF CONTINUING MEMBERSHIP AGREEMENT & DESIGNATION OF SCHOOL REPRESENTATIVES / 2021-22

**b. CONSENT AGENDA**

- i. APPROVAL/RATIFICATION OF PERSONNEL REPORTS

**10. PUBLIC HEARINGS**

**a. PUBLIC HEARING & REVIEW OF 2021-22 DISTRICT PROPOSED BUDGET / GENERAL FUND & SPECIAL FUNDS**

PUBLIC HEARING: President Muir opened the hearing at 7:18 p.m. Comments were made by Heather Dugdale. The hearing was closed at 7:19 p.m.

Ms. Douglas reviewed the 2021-22 District Proposed Budget / General Fund & Special Funds as presented.

The Board held a discussion and asked questions of staff. This item will return for action at the June 17, 2021 board meeting.

**b. PUBLIC HEARING & REVIEW OF LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) ANNUAL UPDATE, 2021-22 THROUGH 2023-24**

PUBLIC HEARING: President Muir opened the hearing at 7:52 p.m. There being no comments, the hearing was closed at 7:52 p.m.

Mr. Miller and Julie Goldberg made a presentation on the Local Control Accountability Plan Annual Update for the 2021-22 through 2023-24 years (*presentation available upon request from the Superintendent's Office*).

The Board held a discussion and asked questions of staff. This item will return for action at the June 17, 2021 board meeting.

**c. PUBLIC HEARING / CALIFORNIA SCHOOL EMPLOYEE ASSOCIATION #241'S INITIAL PROPOSAL TO SAN DIEGUITO UNION HIGH SCHOOL DISTRICT REGARDING CLASSIFIED UNIT COLLECTIVE BARGAINING AGREEMENT NEGOTIATIONS (2021-22 SCHOOL YEAR)**

PUBLIC HEARING: President Muir opened the hearing at 8:44 p.m. There being no comments, the hearing was closed at 8:45 p.m.

**11. DISCUSSION / ACTION ITEMS**

**a. CONSIDERATION OF ADOPTION OF RESOLUTION REGARDING RECEIPT AND EXPENDITURE OF 2021-22 EDUCATION PROTECTION ACCOUNT (EPA) FUNDING**

Motion by Ms. Young, seconded by Ms. Mossy, to adopt the resolution regarding receipt and expenditure of 2021-22 Education Protection Account funding, as presented.

BOARD Ayes: Allman, Mossy, Muir, Young; Noes: None; Abstain: None.

*Motion unanimously carried.*

**b. CONSIDERATION OF ADOPTION OF RESOLUTION / TAX & REVENUE ANTICIPATION NOTES (TRANS) FOR 2021-22**

Motion by Ms. Mossy, seconded by Ms. Young, to adopt the resolution for Tax and Revenue Anticipation Notes for fiscal year 2021-22, as presented.

BOARD Ayes: Allman, Mossy, Muir, Young; Noes: None; Abstain: None.

*Motion unanimously carried.*

**c. CONSIDERATION OF ADOPTION OF ANNUAL UPDATES/REVISIONS OF BOARD POLICIES/ADMINISTRATIVE REGULATIONS, 5000 SERIES, STUDENTS (17) & 1000 SERIES, COMMUNITY RELATIONS (2) / ADMINISTRATIVE SERVICES**

Motion by Mr. Allman, seconded by Ms. Young, to adopt the annual updates and revisions of Board Policies and Administrative Regulations in Series 5000, Students, and Series 1000, Community Relations, as presented.

BOARD Ayes: Allman, Mossy, Muir, Young; Noes: None; Abstain: None.

*Motion unanimously carried.*

**d. CONSIDERATION OF APPROVAL OF INTERDISTRICT ATTENDANCE AGREEMENTS 2021-26 & APPROVAL TO INITIATE INTERDISTRICT ATTENDANCE AGREEMENTS 2021-26**

Motion by Ms. Mossy, seconded by Ms. Young, to approve and initiate entering into interdistrict attendance agreements for school years 2021-22 through 2025-2026, as presented.

BOARD Ayes: Allman, Mossy, Muir, Young; Noes: None; Abstain: None.

*Motion unanimously carried.*

**e. CONSIDERATION OF REVIEW OF PROPOSALS FOR SUPERINTENDENT SEARCH CONSULTANT & SELECTION OF FIRM(S) TO INTERVIEW**

PUBLIC COMMENT: Comments were made by Heather Dugdale and Jen Charat.

The Board held a discussion regarding the proposals received for the superintendent search consultant.

Motion by Mr. Allman, seconded by Ms. Mossy, to adopt a resolution to delay the permanent superintendent search the rest of the calendar year.

Motion was amended by Mr. Allman, and seconded by Ms. Mossy, to extend the hiring of a new superintendent until after December 31, 2021, and continue a search for a permanent superintendent beginning with a revised Request for Proposal.

BOARD Ayes: Allman, Mossy, Muir, Young; Noes: None; Abstain: None.

*Motion unanimously carried.*

**f. CONSIDERATION OF TWO (2) MINUTES TIME LIMIT FOR TRUSTEE & SUPERINTENDENT REPORTS**

Ms. Lynch provided information regarding this item.

The Board held a discussion regarding the Trustees reports, and determined they would try to limit it to two minutes per person. They also agreed that they could provide it in written format as an alternative, if more time is needed.

PUBLIC COMMENT: Comments were made by Heather Dugdale.

*\*At 9:40pm, a motion was made by Ms. Young, seconded by Ms. Mossy, to extend the meeting to end by 10:30 p.m.*

*BOARD Ayes: Allman, Mossy, Muir, Young; Noes: None; Abstain: None.*

*Motion unanimously carried.*

**12. INFORMATION AND DISCUSSION ITEMS**

**a. BUSINESS SERVICES – TINA DOUGLAS, ASSOCIATE SUPERINTENDENT**

Ms. Douglas provided an update on the following:

**i. MOBILE VACCINATION CLINICS**

**b. HUMAN RESOURCES – NONE SCHEDULED**

**c. EDUCATIONAL SERVICES – BRYAN MARCUS, ASSOCIATE SUPERINTENDENT**

Mr. Marcus acknowledged that tomorrow is the last day of school, and thanked all students, and employees for making this year a success, thanked Kathleen Margiotti, Chuck Adams, and Robert Shockney who are serving as the Summer School team, and provided an update on the following:

i. SUMMER SCHOOL

d. ADMINISTRATIVE SERVICES – MARK MILLER, DEPUTY SUPERINTENDENT

Mr. Miller thanked all staff for providing our students with a top notch school environment, provided an update on the sports activities which are continuing after school gets out and the teams that have won CIF titles and those that are continuing in the CIF finals.

e. SUPERINTENDENT/DISTRICT – LUCILE LYNCH, INTERIM SUPERINTENDENT

Ms. Lynch provided an update on the following:

i. HUMAN RESOURCES, ASSOCIATE SUPERINTENDENT VACANCY

13. **FUTURE AGENDA ITEMS** – 1) Learning Model Update for 2021-22 School Year, 2) Board’s View on Special Elections (Recall & Trustee Area 5), 3) Newcomers Welcoming Committee, and 4) Athletic Director Committee.

14. **ADJOURNMENT**

The meeting adjourned at 10:06 p.m.

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Katrina Young, Board Clerk

Date: June 17, 2021

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Lucile Lynch, Interim Superintendent

Date: June 17, 2021

**MINUTES ADOPTED:**

# San Dieguito Union High School District

## **INFORMATION REGARDING BOARD AGENDA ITEM**

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** June 11, 2021

**BOARD MEETING DATE:** June 17, 2021

**PREPARED BY:** Debra Kelly, Director of Purchasing  
Tina Douglas, Associate Superintendent,  
Business Services

**SUBMITTED BY:** Lucile Lynch, Interim Superintendent

**SUBJECT:** APPROVAL / RATIFICATION OF  
PROFESSIONAL SERVICES AGREEMENTS /  
AMENDMENTS TO AGREEMENTS

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### **EXECUTIVE SUMMARY**

The attached Report summarizes agreements / amendments to agreements from district departments.

### **RECOMMENDATION:**

It is recommended that the Board approve/ratify the agreements/amendments to agreements, as shown in the attached Report.

### **FUNDING SOURCE:**

As noted on the attached report.

2020\21 Approval/Ratification of Agreements  
June 17, 2021 Board Meeting

## ITEM 9a-ii

Agreements Recommended for Board Approval							
#	DEPARTMENT	AGREEMENT VENDOR	DESCRIPTION OF SERVICES	FUNDING SOURCE	AMOUNT NOT TO EXCEED	START DATE	END DATE
1	Educational Services	Design Science, Inc.	Renewal of agreement A2017-24 for subscription to MathType for office tools. License covers 135 faculty users for Office Tools and Google.	General Fund/ Restricted 01-00	\$3,272.00	07/01/21	06/30/22
2	Educational Services	Pear Deck, Inc.	Renewal of agreement A2021-049 to provide a district wide premium access subscription for PearDeck, a Google Slides Add-on, to allow teachers to add interactive questions and formative assessments to slideshows for students to participate in person or under distance learning.	General Fund/ Restricted 01-00	\$28,400.00	09/01/21	08/30/22
3	Educational Services	Turnitin, LLC	Renewal of agreement A2016-117 for Turnitin Feedback Studio with Turnitin Originality subscription to ensure original work from students, which includes integration and access across 10 school sites for unlimited instructors and up to 13,502 students.	General Fund/ Restricted 01-00	\$51,379.00	09/04/21	09/03/22
4	Educational Services	Edgenuity Inc.	Approval of agreement A2022-024 to provide 50 concurrent user Virtual Classroom and Web Administrator licenses for 21 courses, one on-site professional development day, 150 summer school concurrent licenses including Health and 450 students, and 250 Concurrent User Licenses for HEALTH only (unlimited students can be enrolled).	General Fund / Restricted 01-00	\$100,000.00	08/01/21	07/31/22
5	Business Services	Chelsea Pest & Termite Control	Renewal of agreement A2017-84 to provide pest control services district wide.	General Fund/ Unrestricted 01-00	\$14,000.00	07/01/21	06/30/22
6	Business Services	Siemens Industry, Inc.	Renewal of agreement A2020-096 to provide preventive maintenance services to HVAC systems district wide.	General Fund/ Restricted 01-00	\$133,017.00	07/01/21	06/30/22
7	Business Services	Solar Care	Renewal of agreement A2020-056 to install commercial solar film as required district wide.	General Fund/ Restricted 01-00	\$15,000.00	07/01/21	06/30/22
8	Business Services	Western Environmental & Safety Technologies, LLC	Approval of agreement A2022-026 to provide general environmental consultation services including AHERA Three Year Asbestos Re-inspection district wide.	General Fund/ Restricted 01-00	\$10,000.00	07/01/21	06/30/22
9	Business Services	Raptor Technologies, LLC	Renewal of contract A2018-186 to provide eleven complete visitor management systems with annual access fee.	General Fund / Unrestricted 01-00	\$6,545.00	07/01/21	06/30/22
10	Business Services	Renaissance Learning, Inc.	Under the provisions of PEPPM (Pennsylvania Education Purchasing Program for Microcomputers) bid, contract # 528899-132 with Renaissance Learning, Inc. to approve the renewal of the Star Math and Star Reading subscriptions and annual all product Renaissance platform for Canyon Crest Academy, Carmel Valley Middle School, Diegueno Middle School, Earl Warren Middle School, La Costa Canyon High School, Oak Crest Middle School, Pacific Trails Middle School, San Dieguito Academy, Sunset High School and Torrey Pines High School.	AB86 (years 1 & 2) / General Fund/ Restricted 01-00 Lottery instructional materials (year 3)	\$324,597.00	07/01/21	06/30/24
11	Business Services	Reliable and Dependable, Inc., dba San Diego Refrigeration	Renewal of agreement A2019-18 to provide preventive maintenance, repair and troubleshooting services on District air conditioning, refrigeration, icemaking equipment and ventilation systems district wide.	General Fund/ Restricted 01-00	\$10,000.00	07/01/21	06/30/22
12	Administrative Services	San Diego County Superintendent of Schools	The San Diego County Office of Education County Schools Librarian will serve as the district credentialed "librarian of record" as stipulated in the California Education Code, sections 18100-18103, 18176, and 44868.	General Fund/ Unrestricted 01-00	\$5,591.00	07/01/21	06/30/22
13	Educational Services	AVID Center	Approval of agreement A2022-001 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.	General Fund/ Restricted 01-00	\$18,037.00	07/01/21	06/30/22
14	Business Services	The Steinhilber Corporation dba JJJ Enterprise	Renewal of agreement A2019-083 to provide preventative maintenance, repair, and troubleshooting services on fire alarm systems, security systems, electronics and communications systems, and access control systems as needed district wide.	General Fund/ Restricted 01-00	\$6,000.00	07/01/21	06/30/22

**2020\21 Approval/Ratification of Agreements  
June 17, 2021 Board Meeting**

## ITEM 9a-ii

#	DEPARTMENT	AGREEMENT VENDOR	DESCRIPTION OF SERVICES	FUNDING SOURCE	AMOUNT NOT TO EXCEED	START DATE	END DATE
15	Business Services	Dar Fryer Hydraulics, Inc.	Renewal of agreement A2020-131 to provide preventative maintenance and minor repairs to District vehicle lift systems, service station equipment, and machinery and pumps on an as needed basis as allowable under the Contractor's C-61/D40 or C-61/D21 CSLB License.	General Fund/ Restricted 01-00	\$15,000.00	07/01/21	06/30/22
16	Business Services	Atlas Pumping, Inc.	Renewal of agreement A2019-06 to perform grease trap, septic tank, portable toilet and other pumping services as needed district wide.	General Fund/ Restricted 01-00	\$10,000.00	07/01/21	06/30/22
17	Business Services	Ace Coolers, Inc.	Renewal of agreement A2019-03 to provide refrigeration/freezer systems inspections, diagnostics, and repairs.	General Fund/ Restricted 01-00	\$4,000.00	07/01/21	06/30/22
18	Business Services	Downstream Services, Inc.	Renewal of agreement A2019-11 to provide stormwater pipeline assessment inspections and maintenance as needed district wide.	General Fund/ Restricted 01-00	\$6,000.00	07/01/21	06/30/22
19	Business Services	LA ProPoint, Inc	Renewal of agreement A2021-072 to provide school theater rigging inspection and reporting services district wide.	General Fund/ Restricted 01-00	\$20,000.00	07/01/21	06/30/22
20	Business Services	MBO, Inc.	Renewal of agreement A2021-035 to provide fume hood certification testing, site observation reporting, troubleshooting, balancing, and repairs in district science classrooms.	General Fund/ Restricted 01-00	\$10,000.00	07/01/21	06/30/22
21	Business Services	McNamara Pump & Electric, Inc.	Renewal of agreement A2019-14 to provide sump pump and booster pump maintenance service and minor repairs district wide.	General Fund/ Restricted 01-00	\$6,000.00	07/01/21	06/30/22
22	Business Services	Pacific Backflow Company, Inc.	Renewal of agreement A2019-16 to provide backflow assembly testing and minor backflow repairs throughout the District.	General Fund/ Restricted 01-00	\$25,000.00	07/01/21	06/30/22
23	Business Services	Accent Electronics, Inc., dba Standard Electronics, Inc.	Renewal of agreement A2020-048 to provide preventive maintenance, repair and troubleshooting services on district fire alarm systems, security systems, electronics and communications systems, and access control systems as needed district wide.	General Fund/ Restricted 01-00	\$20,000.00	07/01/21	06/30/22
24	Business Services	State Industrial Products, Corp.	Approval of agreement A2022-027 to provide Drainstar products and services at school sites.	General Fund/ Restricted 01-00	\$10,000.00	07/01/21	06/30/22
25	Business Services	Total Online Protection, LLC dba TOP Electrical	Renewal of agreement A2019-90 to provide inspection, preventative maintenance, and repair of life safety inverters district wide.	General Fund/ Restricted 01-00	\$25,000.00	07/01/21	06/30/22
26	Administrative Services	Addiction Treatment Technologies, LLC dba Care Solace	Approval of agreement A2022-002 to provide a collection of tools and services to manage a version to their main web site for the purpose of providing district families community-based mental health referrals and services.	General Fund/ Restricted 01-00	\$29,250.00	07/01/21	06/30/22
27	Educational Services	BrainPOP	Approval of agreement A2022-028 to renew BrainPOP subscription to unlimited access to over 800 standards-aligned topics to build background and deepen learning across curriculum, SEL-themed topics, and embedded creative and computational projects for Pacific Trails Middle School, Oak Crest Middle School, Carmel Valley Middle School, Diegueno Middle School and La Costa Canyon High School.	General Fund/ Restricted 01-00	\$8,547.00	07/01/21	06/30/22
28	Educational Services	SMARTTEST EDU, INC dba Formative	Approval of agreement A2022-029 to provide Formative Team (Department PLC) Premium Subscription Plan for 200 SDUHSD teachers and all associated students for teaching and assessment solutions for acting on live student responses and tracking student growth.	General Fund/ Restricted 01-00	\$41,400.00	07/01/21	06/30/22
29	Educational Services	Rosetta Stone, Ltd.	Approval of agreement A2022-030 to provide 60 licenses for the Rosetta Stone Language Learning Suite, Rosetta Stone Foundations for K-12 (Silver).	General Fund/ Restricted 01-00 (AB86 - years 1 & 2; Title III funds - year 3)	\$25,000.00	07/01/21	06/30/24
30	Educational Services	Screencastify, LLC	Approval of agreement A2022-031 to provide a district-wide subscription to Screencastify to record, edit and share videos.	General Fund/ Restricted 01-00	\$7,500.00	07/01/21	06/30/22
31	Educational Services	McGraw-Hill Companies	Renewal of agreement A2020-043 for licenses for ALEKS; Assessment and Learning in Knowledge Spaces Web-based artificial intelligence assessment and learning systems.	Fund to which the project is charged	\$50,000.00	07/01/21	06/30/22



2020\21 Approval/Ratification of Agreements  
June 17, 2021 Board Meeting

## ITEM 9a-ii

#	DEPARTMENT	AGREEMENT VENDOR	DESCRIPTION OF SERVICES	FUNDING SOURCE	AMOUNT NOT TO EXCEED	START DATE	END DATE
32	Educational Services	Vernier Software & Technology	Approval of agreement A2022-032 to provide 2,000 licenses for Pivot Interactives which allows students to analyze real events, making their own measurements and observations.	General Fund/ Restricted 01-00	\$10,000.00	07/01/21	06/30/22
33	Special Education	Voiance	Renewal of agreement A2020-003 for PhoneTranslator Services.	General Fund/ Unrestricted 01-00	\$0.65 Per Minute with a minimum \$25.00 per month charge	07/01/21	06/30/22
34	Administrative Services	Community Matters	Approval of agreement A2022-033 to provide on-site training on Resetting the Climate & Culture of Schools.	Funded by the San Diego County Office of Education JPA as part of the the district's program	No cost to the district	08/06/21	08/06/21
35	Educational Services	Concordia College Corporation	Approval of agreement A2022-034 to plan and provide two professional development sessions for World Language teachers.	General Fund/ Unrestricted 01-00	\$5,000.00	10/01/21	upon completion of second session
36	Business Services	Global Payments, Inc. dba Heartland Payment Systems, LLC/Heartland School Solutions	Approval of agreement A2022-037 for BlueBear SchoolBooks Client Care Gold Renewal and Blue Bare Maintenance Renewal.	General Fund/ Unrestricted 01-00	\$1,645.00	07/01/21	06/30/22
37	Educational Services	Ellevation, LLC	Renewal of agreement A2020-035 to provide a web-based platform for ELL reporting and administration solutions.	General Fund/ Restricted 01-00	\$6,178 per year	07/01/21	06/30/23
38	Educational Services	Cengage Learning	Approval of agreement A2022-039 for Edge e-Assessment and Inside e-Assessment licenses.	General Fund/ Restricted 01-00	\$15,000.00	07/01/21	06/30/22
39	Educational Services	Illuminate Education, Inc.	Approval of agreement A2022-042 to provide two virtual DnA training modules facilitated live by an Instructor for up to 30 participants.	General Fund/ Restricted 01-00	\$1,000.00	08/09/21	08/09/21

# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** June 9, 2021

**BOARD MEETING DATE:** June 17, 2021

**PREPARED BY:** Tina Douglas, Associate Superintendent,  
Business Services

**SUBMITTED BY:** Lucile Lynch, Interim Superintendent

**SUBJECT:** RATIFICATION OF PURCHASE ORDERS  
LISTING

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### EXECUTIVE SUMMARY

Please find the attached Purchase Orders listing submitted for your ratification.

#### RECOMMENDATION:

It is recommended that the Board ratify the purchase orders listing, as shown in the attached supplement.

#### FUNDING SOURCE:

Not applicable.

## ITEM 9a-iii

PO REPORT MAY 28, 2021 THROUGH JUNE 4, 2021						
PO NBR	FUND	VENDOR	SITE	OPERATING UNIT	DESCRIPTION	AMOUNT
0000017412	0100	Swell DJ Production, Inc.	Schools-Formula	Torrey Pines High School	Other Serv. & Oper. Exp.	\$ 1,650.00
0000017413	0100	AMAZON CAPITAL SERVICES, INC.	Pupil Personnel	District Wide	Books Other Than Textbooks	\$ 58.18
0000017414	0100	SOS ENTERTAINMENT LLC	Schools-Formula	La Costa Canyon High Sch	Other Serv. & Oper. Exp.	\$ 4,625.00
0000017415	0100	A1 GOLF CARS, INC	Schools-Formula	San Dieguito Academy	Repairs & Maintenance	\$ 600.84
0000017416	0100	RENAISSANCE LEARNING	Assoc Supt. Of Ed Services	District Wide	Computer Licensing	\$ 23,840.00
0000017417	2139	DIGITAL NETWORKS GROUP	Facilities Planning & Constr.	1213 Phase I Bldg Prgm-Dw	Technology Eqpt Replacement	\$ 4,449.83
0000017418	2139	CROSS CIVIL ENGINEERING	Facilities Planning & Constr.	20/21Dno Bldgs C&D Modernization	Improvements	\$ 6,800.00
0000017419	0100	Deaf Community Services of San Diego	Human Resources	District Wide	Other Serv. & Oper. Exp.	\$ 11,000.00
0000017420	0100	BREVIG PLUMBING	Maintenance & Operation	District Wide	Repairs & Maintenance	\$ 11,400.00
0000017421	0100	MISSION FEDERAL CREDIT UNION	Fiscal Services	District Wide	Materials And Supplies	\$ 68,000.00
0000017422	0100	ALLIED UNIVERSAL SERVICES	Schools-Non-Formula	Canyon Crest Academy	Security Guard Contract	\$ 3,000.38
0000017423	0100	FISHER SCIENTIFIC EMD	Schools-Formula	Oak Crest Middle School	Materials And Supplies	\$ 2,885.01
0000017424	0100	FISHER SCIENTIFIC EMD	Schools-Formula	Oak Crest Middle School	Materials And Supplies	\$ 1,797.27
0000017425	0100	UNITED SITE SERVICES	Schools-Formula	Oak Crest Middle School	Rents & Leases	\$ 136.29
0000017426	0100	NOVA GRAPHIC SYSTEMS	Pupil Personnel	District Wide	Repairs & Maintenance	\$ 824.29
0000017427	0100	AMAZON CAPITAL SERVICES, INC.	Special Programs	Torrey Pines High School	Materials And Supplies	\$ 1,600.00
0000017428	0100	RAPHAEL'S PARTY RENTALS INC	Schools-Non-Formula	Canyon Crest Academy	Rents & Leases	\$ 900.00
<b>SUBTOTAL NEW PURCHASES</b>						<b>\$ 143,567.09</b>
000015136B	4000	RUHNAU CLARKE	Facilities Planning & Constr.	20/21Do Architect/Eng Services	Improvements	\$ 348,068.00
0000017208	0100	EDCO	Technology	District Wide	Other Serv. & Oper. Exp.	\$ 334.20
<b>SUBTOTAL PO CHANGES</b>						<b>\$ 348,402.20</b>
<b>REPORT TOTAL</b>						<b>\$ 491,969.29</b>

# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** June 9, 2021

**BOARD MEETING DATE:** June 17, 2021

**PREPARED BY:** Tina Douglas, Associate Superintendent,  
Business Services

**SUBMITTED BY:** Lucile Lynch, Interim Superintendent

**SUBJECT:** RATIFICATION OF WARRANTS REPORTS  
LISTING

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### EXECUTIVE SUMMARY

Please find the following warrants reports listing submitted for your ratification:

1. Warrants
2. Revolving Cash Fund

### RECOMMENDATION:

It is recommended that the Board ratify the warrants reports listing, as shown in the attached supplements.

### FUNDING SOURCE:

Not applicable.

## ITEM 9a-iv

## WARRANT REPORT FROM 05/26/21 THROUGH 06/03/21

Warrant ID	Payment Date	Vendor Name	Fund	Object Description	Total
14783478	5/27/2021	BENBOW, NANCY A.	0100	Computer Licensing	\$ 19.99
14783479	5/27/2021	CENTER FOR AUTISM AND RELATED DISORDERS	0100	Other Contr-N.P.A.	\$ 237.48
14783480	5/27/2021	THE FRUTH GROUP INC	0100	Rents & Leases	\$ 125.29
14783481	5/27/2021	FERGUSON FACILITIES SUPPLY	0100	Materials And Supplies	\$ 28.53
				Non-Capitalized Equipment	\$ 2,203.09
14783482	5/27/2021	C D L SERVICES INC	0100	Materials And Supplies	\$ 3,215.69
14783483	5/27/2021	CHELSEA PEST AND TERMITE	0100	Pest Control	\$ 1,425.00
14783484	5/27/2021	BELIEVE IN SIGNS INC.	0100	Materials And Supplies	\$ 581.85
14783485	5/27/2021	THRIVELY INC	0100	Computer Licensing	\$ 26,280.00
14783486	5/27/2021	Alliance for African Assistance	0100	Professional/Consult Svcs	\$ 510.00
14783487	5/27/2021	BRIGGS TREE COMPANY	0100	Materials And Supplies	\$ 292.03
14783488	5/27/2021	GRIZZLY INDUSTRIAL INC	0100	Non-Capitalized Equipment	\$ 849.23
14783489	5/27/2021	CHUNG-CHING, KAO	0100	Computer Licensing	\$ 35.99
14783490	5/27/2021	ENCINITAS CUSTOM UPHOLSTERY	0100	Repairs-Vehicles	\$ 285.00
14783491	5/27/2021	LASERCYCLE USA INC	0100	Materials And Supplies	\$ 17.81
14783492	5/27/2021	BEST PLUMBING SPECIALTIES INC	0100	Materials And Supplies	\$ 1,524.36
				Non-Capitalized Equipment	\$ 6,504.22
14783493	5/27/2021	ROYAL LINES CHARTERS LLC	0100	Fld. Trips By Prv. Contr	\$ 10,682.02
14783494	5/27/2021	BOOT WORLD INC	0100	Materials And Supplies	\$ 149.99
14783495	5/27/2021	LOWE'S	0100	Materials And Supplies	\$ 5,418.05
14783496	5/27/2021	RAMIREZ, IBAN	0100	Mileage	\$ 150.64
14783497	5/27/2021	SSID# 5039829527	0100	Other Serv.& Oper.Exp.	\$ 805.76
14783498	5/27/2021	ENTERPRISE RENT A CAR	0100	Rents & Leases	\$ 3,637.60
14783499	5/27/2021	BARNHART-REESE CONSTRUCTION, INC.	4000	Improvements	\$ 15,473.93
14783500	5/27/2021	OCS LIGHTING & CONTROL INC	0100	Non-Capitalized Equipment	\$ 11,075.63
14783501	5/27/2021	NEVCO SPORTS LLC	0100	Non-Capitalized Equipment	\$ 2,085.97
14783502	5/27/2021	NEAL SCHEYER	0100	Materials And Supplies	\$ 30.75
14783503	5/27/2021	JENNIFER ROWLEY	0100	Fingerprinting	\$ 79.00
14783504	5/27/2021	HITOMI KAWASHIMA-STACK	1300	Food Service Sales Cca	\$ 16.75
14783505	5/27/2021	ADAM OLANDER	1300	Food Service Sales Sda	\$ 67.50
14783506	5/27/2021	KOSTA, SUSAN	1300	Food Service Sales Cca	\$ 144.75
14783507	5/27/2021	A-Z BUS SALES, INC. - COLTON	0100	Materials-Vehicle Parts	\$ 469.85
14783508	5/27/2021	AMAZON CAPITAL SERVICES	0100	Materials And Supplies	\$ 2,409.19
14783509	5/27/2021	ALTA COPY, PRINT, DESIGN	0100	Materials And Supplies	\$ 592.98
14783510	5/27/2021	AMERICAN SANITARY SUPPLY	0100	Materials And Supplies	\$ 1,645.78
14783511	5/27/2021	LIQUID ENVIRONMENTAL SOLUTIONS	0100	Repairs & Maintenance	\$ 85.00
14783512	5/27/2021	B AND H PHOTO-VIDEO	0100	Materials And Supplies	\$ 367.99
14783513	5/27/2021	COSCO FIRE PROTECTION, INC.	0100	Repairs & Maintenance	\$ 592.00
14783514	5/27/2021	COUNTY BURNER & MACHINERY CORP	0100	Repairs & Maintenance	\$ 407.50
14783515	5/27/2021	CREATIVE BUS SALES, INC.	0100	Materials And Supplies	\$ 31.62
				Materials-Vehicle Parts	\$ 1,859.99
14783516	5/27/2021	DUNN EDWARDS CORP	0100	Materials And Supplies	\$ 274.94
14783517	5/27/2021	ENCINITAS FORD	0100	Materials-Vehicle Parts	\$ 112.04
14783518	5/27/2021	FLINN SCIENTIFIC INC	0100	Materials And Supplies	\$ 480.12
14783519	5/27/2021	GRAINGER	0100	Materials And Supplies	\$ 302.56
14783520	5/27/2021	JAY HARDER	0100	Materials And Supplies	\$ 911.82
14783521	5/27/2021	HOME DEPOT CREDIT SERVICES	0100	Materials And Supplies	\$ 656.30
14783522	5/27/2021	HORIZON LIGHTING INC	0100	Repairs & Maintenance	\$ 2,889.79
14783523	5/27/2021	INST FOR EFFECTIVE EDUCATION	0100	Sub/Other Contr-Nps	\$ 29,159.80
14783524	5/27/2021	INTERSTATE BATTERIES	0100	Materials-Vehicle Parts	\$ 876.84
14783525	5/27/2021	LAWSON PRODUCTS	0100	Materials-Vehicle Parts	\$ 710.98
14783526	5/27/2021	BRADY INDUSTRIES OF CA LLC	0100	Materials And Supplies	\$ 1,128.53
14783527	5/27/2021	MISSION LINEN SUPPLY	0100	Other Serv.& Oper.Exp.	\$ 260.73
14783528	5/27/2021	NASCO	0100	Non-Capitalized Equipment	\$ 1,185.14
14783529	5/27/2021	OPTIMUM FLOORCARE	0100	Non-Capitalized Equipment	\$ 1,847.66
14783530	5/27/2021	PACIFIC BACKFLOW, INC	0100	Other Serv.& Oper.Exp.	\$ 675.00
14783531	5/27/2021	SCHOOL HEALTH CORPORATION	0100	Materials And Supplies	\$ 72.40
14783532	5/27/2021	RASIX COMPUTER CENTER INC	0100	Materials And Supplies	\$ 370.67
14783533	5/27/2021	SAN DIEGO CENTER FOR CHILDREN	0100	Mental Health Svcs	\$ 3,205.00
				Other Contr-N.P.S.	\$ 4,408.80
				Room & Board	\$ 11,715.00

## ITEM 9a-iv

## WARRANT REPORT FROM 05/26/21 THROUGH 06/03/21

14783534	5/27/2021	SAN DIEGO CITY TREASURER	0100	Sewer Charges Water	\$ 4,488.68 \$ 13,091.86
14783535	5/27/2021	SAN DIEGO GAS & ELECTRIC CO	0100	Gas & Electric	\$ 134,035.72
14783536	5/27/2021	SAN DIEGUITO WATER DISTRICT	0100	Water	\$ 255.80
14783537	5/27/2021	SCHOOL SERVICES OF CALIFORNIA, INC.	0100	Conference,Workshop,Sem.	\$ 275.00
14783538	5/27/2021	JOHNSON CONTROLS FIRE PROTECTION LP	0100	Repairs & Maintenance	\$ 3,074.14
14783539	5/27/2021	STAPLES ADVANTAGE	0100	Materials And Supplies	\$ 1,924.40
14783540	5/27/2021	T E R I INC	0100	Sub/Other Contr-Nps	\$ 30,784.39
14783541	5/27/2021	VERDUGO TESTING CO., INC.	0100	Fees - Business, Admission,Etc	\$ 180.00
14783542	5/27/2021	VERIZON CELLULAR	0100	Communications-Telephone	\$ 1,512.10
14783543	5/27/2021	WAXIE SANITARY SUPPLY	0100	Materials And Supplies	\$ 1,005.56
14783544	5/27/2021	SAN DIEGO FRICTION PRODUCTS	0100	Materials-Vehicle Parts	\$ 430.79
14783545	5/27/2021	WILLIAMS SCOTSMAN, INC.	0100	Rents & Leases	\$ 1,474.20
14783546	5/27/2021	XEROX CORPORATION	0100	Copy Charges Rents & Leases	\$ 86.91 \$ 2,429.28
14785267	6/1/2021	DANIELLE MACRORIE	0100	Conference,Workshop,Sem.	\$ 275.00
14785268	6/1/2021	LA PROPOINT INC	0100	Other Serv.& Oper.Exp.	\$ 17,732.00
14785269	6/1/2021	GUITAR CENTER, INC.	0100	Materials And Supplies	\$ 77.58
14785270	6/1/2021	UT SAN DIEGO UNION TRIBUNE	0100	Advertising	\$ 663.90
14785271	6/1/2021	UNITED REFRIGERATION INC	0100	Materials And Supplies	\$ 259.56
14785272	6/1/2021	San Diego Elevator	0100	Other Serv.& Oper.Exp.	\$ 10,095.00
14785273	6/1/2021	LASERCYCLE USA INC	0100	Materials And Supplies	\$ 338.12
14785274	6/1/2021	BEST PLUMBING SPECIALTIES INC	0100	Materials And Supplies	\$ 7.68
14785275	6/1/2021	MEDIFY AIR, LLC	0100	Materials And Supplies	\$ 1,815.61
14785276	6/1/2021	NEVCO SPORTS LLC	0100	Materials And Supplies	\$ 194.91
14785277	6/1/2021	LOUISE VERRALL	1300	Food Service Sales Lcc	\$ 48.50
14785278	6/1/2021	AMAZON CAPITAL SERVICES	0100	Materials And Supplies Non-Capitalized Equipment	\$ 6,426.42 \$ 645.26
14785280	6/1/2021	B AND H PHOTO-VIDEO	0100	Materials And Supplies Non-Capitalized Equipment	\$ 10,820.73 \$ 695.59
14785281	6/1/2021	HOME DEPOT CREDIT SERVICES	0100	Materials And Supplies	\$ 78.59
14785282	6/1/2021	MCMASTER-CARR	0100	Materials And Supplies	\$ 131.80
14785283	6/1/2021	NCTD	0100	Fees - Business, Admission,Etc	\$ 417.00
14785284	6/1/2021	RALPHS CUSTOMER CHARGES	0100	Materials And Supplies	\$ 184.93
14785285	6/1/2021	SAN DIEGO COUNTY OFFICE OF EDUCATION	0100	Materials And Supplies Printing	\$ 113.14 \$ 3,103.20
14785286	6/1/2021	SHELL CAR WASH & EXPRESS LUBE	0100	Materials And Supplies	\$ 535.34
14785287	6/1/2021	STAPLES ADVANTAGE	0100	Materials And Supplies	\$ 1,184.90
14785288	6/1/2021	UNITED SITE SERVICES	0100	Materials And Supplies Rents & Leases	\$ 311.25 \$ 814.42
14786162	6/3/2021	SITONE LANDSCAPE SUPPLY	0100	Materials And Supplies	\$ 224.59
14786163	6/3/2021	BERTRAND'S MUSIC	0100	Materials And Supplies	\$ 2,598.75
14786164	6/3/2021	CHELSEA PEST AND TERMITE	0100	Pest Control	\$ 250.00
14786165	6/3/2021	BEARCOM	0100	Materials And Supplies	\$ 1,484.53
14786166	6/3/2021	Shaw HR Consulting, Inc.	0100	Professional/Consult Svs	\$ 715.00
14786167	6/3/2021	RUHNAU CLARKE ARCHITECTS	2109 4000	Improvements Improvements	\$ - \$ 7,202.24
14786168	6/3/2021	San Diego Elevator	0100	Other Serv.& Oper.Exp.	\$ 10,095.00
14786169	6/3/2021	OFFICE & ERGONOMIC SOLUTIONS INC	0100	Materials And Supplies	\$ 391.78
14786170	6/3/2021	MERCADO, FRANCISCO	0100	Mileage	\$ 16.80
14786171	6/3/2021	ATVANTAGE	0100	Professional/Consult Svs	\$ 27,342.00
14786172	6/3/2021	CHERYL COLLINS	0100	Mileage	\$ 11.20
14786173	6/3/2021	JOHN WILEY & SONS INC	0100	Materials And Supplies	\$ 80.63
14786174	6/3/2021	XIANG LI	1300	Food Service Sales Cca	\$ 88.50
14786175	6/3/2021	A1 GOLF CARS, INC	0100	Repairs & Maintenance	\$ 600.84
14786176	6/3/2021	AT&T	0100	Communications-Telephone	\$ 45.17
14786177	6/3/2021	AMAZON CAPITAL SERVICES	0100	Books Other Than Textbooks Materials And Supplies	\$ 58.18 \$ 2,444.22
14786178	6/3/2021	BLICK ART MATERIALS	0100	Materials And Supplies	\$ 1,081.72
14786179	6/3/2021	CA AGRI CONTROL INC	0100	Pest Control	\$ 700.00
14786180	6/3/2021	CA DEPT OF ED-FOOD DISTR.	1300	Purchases Food	\$ 213.75
14786181	6/3/2021	COX BUSINESS	0100	Communications-Telephone	\$ 478.59



## ITEM 9a-iv

## WARRANT REPORT FROM 05/26/21 THROUGH 06/03/21

14786182	6/3/2021	EDCO DISPOSAL CORPORATION	0100	Other Serv.& Oper.Exp. Rents & Leases	\$ 334.20 \$ 306.07
14786183	6/3/2021	FREDRICKS ELECTRIC INC	0100	Other Serv.& Oper.Exp.	\$ 850.00
14786184	6/3/2021	FREE FORM CLAY & SUPPLY	0100	Materials And Supplies	\$ 168.44
14786185	6/3/2021	LLOYD PEST CONTROL	1300	Other Serv.& Oper.Exp.	\$ 415.00
14786186	6/3/2021	MATHESON TRI-GAS INC	0100	Materials And Supplies	\$ 24.72
14786187	6/3/2021	MCLOGAN SUPPLY CO	0100	Materials And Supplies	\$ 60.98
14786188	6/3/2021	NO CTY STUDENT TRANSPORTATION	0100	Fld. Trips By Prv. Contr	\$ 8,366.96
14786189	6/3/2021	OPTIMUM FLOORCARE	0100	Repairs & Maintenance	\$ 181.49
14786190	6/3/2021	PACIFIC BACKFLOW, INC	0100	Other Serv.& Oper.Exp.	\$ 430.86
14786191	6/3/2021	RANCHO SANTA FE SEC SYSTEMS	0100	Other Serv.& Oper.Exp.	\$ 536.00
14786192	6/3/2021	SIEMENS INDUSTRY, INC.	2518	Other Serv.& Oper.Exp.	\$ 43,407.90
14786193	6/3/2021	SPRINT	0100	Communications-Telephone	\$ 1,998.16
14786194	6/3/2021	CA DEPT TAX AND FEE ADMINISTRATION	0100	Fees - Business, Admission,Etc	\$ 75.00
14786195	6/3/2021	TRIMARK ASSOCIATES, INC.	0100	Data Processing Contract	\$ 259.58
14786196	6/3/2021	UNITED SITE SERVICES	0100	Rents & Leases	\$ 414.98
14786197	6/3/2021	WAXIE SANITARY SUPPLY	0100	Materials And Supplies	\$ 544.02

Report Total

\$ 530,177.03

## ITEM 9a-iv

## RCF REPORT FROM 05/26/21 THROUGH 06/03/21

CK NBR	DATE	NAME/VENDOR	DESCRIPTION	AMOUNT
	5/31/2021	CA BANK & TRUST	Service Charge: MAY 2021	\$ 30.67
11872	6/1/2021	JOELLE SCHWARTZ	PAYROLL: PAYROLL 2021	\$ 1,418.10
11873	6/3/2021	SAN DIEGUITO UHSD	TPP/WORKABILITY JUNE 2021	\$ 1,329.34

\$ 2,778.11

# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** June 11, 2021

**BOARD MEETING DATE:** June 17, 2021

**PREPARED BY:** Bryan Marcus  
Associate Superintendent of Educational Services

**SUBMITTED BY:** Lucile Lynch, 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**  
**June 17, 2021**

ITEM 9a-v

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	06-26-21 - 06-27-21	Kortman	Tanner	CCA ASB	53	2	Team Bonding Retreat	San Diego	CA	None	\$2,800	CCA ASB

# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** June 14, 2021

**BOARD MEETING DATE:** June 17, 2021

**PREPARED AND SUBMITTED BY:** Lucile Lynch, 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,  
JUNE 17, 2021

ITEM 9a-vi

Item #	Donation	Description	Donor	Department	School Site
1	\$500.00	Donation- Multi Media/ Drama Department	California Credit Union	Drama	DNO
2	\$1,858.16	Music Support Costs- Music Coaches	San Dieguito Academy Music Council	Music	SDA
3	\$1,218.01	Music Support Costs- Music Coaches	Oak Crest Middle School Music Boosters	Music	OCMS
4	\$1,771.86	Music Support Costs- Music Coaches	Carmel Valley Middle School Music Boosters	Music	CVMS
5	\$791.32	Music Support Costs- Music Coaches	Carmel Valley Middle School Music Boosters	Music	CVMS
6	\$690.80	Music Support Costs- Music Coaches	Carmel Valley Middle School Music Boosters	Music	CVMS
7	\$369.01	Music Support Costs- Music Coaches	La Costa Canyon High School Foundation	Music	LCCHS
		<b>*Donated Items:</b>			
	\$7,199.16	Monetary Donations			
	\$0.00	*Value of Donated Items			
	\$7,199.16	<b>TOTAL VALUE</b>			



# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** June 4, 2021

**BOARD MEETING DATE:** June 17, 2021

**PREPARED BY:** Cindy Frazee  
Associate Superintendent, Human Resources

**SUBMITTED BY:** Lucile Lynch  
Interim Superintendent

**SUBJECT:** APPROVAL/RATIFICATION OF  
CERTIFICATED and CLASSIFIED  
PERSONNEL REPORTS

\*\*\*\*\*

### EXECUTIVE SUMMARY

Please find the following Personnel actions attached for Board approval:

#### Certificated

Employment  
Change in Assignment  
Resignation  
Leave of Absence

#### Classified

Employment  
Resignation

#### RECOMMENDATION:

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

#### FUNDING SOURCE:

General Fund

## PERSONNEL LIST

### CERTIFICATED PERSONNEL

#### Employment

1. **Katie Boyle**, 100% Temporary Teacher (physical education), at Canyon Crest High School Academy, for the 21-22 school year, effective 08/10/21 – 06/03/22.
2. **Benjamin Cruz**, 60% Temporary Teacher (Spanish), at Torrey Pines High School, for the 21-22 school year, effective 08/10/21 – 06/03/22.
3. **Christina Filia**, 100% Temporary Speech Language Pathologist, at the district office, for the 21-22 school year, effective 08/10/21 – 06/03/22.
4. **Evan Fisher**, 100% Temporary Teacher (science), at Canyon Crest High School Academy, for the 21-22 school year, effective 08/10/21 – 06/03/22.
5. **Erin Furgerson**, 20% Temporary Teacher (English), at Diegueno Middle School, for the 21-22 school year, effective 08/10/21 – 06/03/22.
6. **Tori Gan**, 100% Temporary Teacher (English), at San Dieguito High School Academy, for the 21-22 school year, effective 08/10/21 – 06/03/22.
7. **Haley Hamman**, 100% Temporary Teacher (special education, moderate to severe disabilities), at the district office, for the 21-22 school year, effective 08/10/21 – 06/03/22.
8. **Courtney Jones**, 100% Temporary Teacher (special education, moderate to severe disabilities), at La Costa Canyon High School, for the 21-22 school year, effective 08/10/21 – 06/03/22.
9. **Bradley Kester**, 100% Temporary Teacher (visual/performing arts), at Canyon Crest High School Academy, for the 21-22 school year, effective 08/10/21 – 06/03/22.
10. **Carsen Murt**, 90% Temporary School Counselor, at Pacific Trails Middle School, for the 21-22 school year, effective -7/28/21 – 06/03/22.
11. **Paige Pennock**, 67% Temporary Teacher (English), at San Dieguito High School Academy, for the fall semester (effective 08/10/21 – 12/23/01) and 33% Temporary Teacher (English) at San Dieguito High School Academy for the spring semester (effective 01/10/22 – 06/03/22.)
12. **Chris Roskopf**, 60% Temporary Teacher (digital arts), at Earl Warren Middle School, for the 21-22 school year, effective 08/10/21 – 06/03/22.
13. **Geoffrey Tobias**, 100% Temporary Teacher (special education, moderate to severe disabilities), at La Costa Canyon High School, for the 21-22 school year, effective 08/10/21 – 06/03/22.
14. **Ashley Young**, 100% Temporary Speech Language Pathologist, at the district office, for the 21-22 school year, effective 08/10/21 – 06/03/22.

#### Change In Assignment

1. **Andrea Grillot**, 100% Teacher (English) at Pacific Trails Middle School, for the 21-22 school year, effective 08/10/21 – 06/03/22.

## ITEM 9b-i

2. **Craig Miller**, 80% Temporary Teacher (visual and performing arts), at La Costa Canyon High School (60%) and Oak Crest Middle School (20%), for the 21-22 school year, effective 08/10/21 – 06/03/22.

**Resignation:**

1. **Cindy Frazee**, Associate Superintendent of Human Resources, at the District Office, resigning from employment due to retirement, effective July 30, 2021.

**Leave of Absence**

1. **Abigail Brow-McLellan**, Teacher (math), request a 40% unpaid leave of absence (60% assignment) for the 2021-2022 school year, effective 08/10/21 through 06/03/22.
2. **Yvonne Del Valle**, Teacher (Spanish), requests a 40% unpaid leave of absence (60% assignment) for the 2021-2022 school year, effective 08/10/21 through 06/03/22.
3. **Lucia Franke**, Teacher (English), requests a 40% unpaid leave of absence (60% assignment) for the 2021-2022 school year, effective 08/10/21 through 06/03/22.
4. **Nicole Green**, Teacher (math), requests a 20% unpaid leave of absence (80% assignment) for the 2021-2022 school year, effective 08/10/21 through 06/03/22.
5. **Ariel Haas**, Teacher (science), requests a 100% unpaid leave of absence (0% assignment) for the 2021-2022 school year, effective 08/10/21 through 06/03/22.
6. **Joy Kuemmerle**, Teacher (physical education and adapted physical education), request a 40% unpaid leave of absence (60% assignment) for the 2021-2022 school year, effective 08/10/21 through 06/03/22.
7. **Heather Lopez**, Teacher (English), request a 40% unpaid leave of absence (60% assignment) for the 2021-2022 school year, effective 08/10/21 through 06/03/22.
8. **Haley MacKenzie**, Teacher (art), requests a 20% unpaid leave of absence (80% assignment) for the 2021-2022 school year, effective 08/10/21 through 06/03/22.
9. **Lindsey Olson**, Teacher (science), requests a 20% unpaid leave of absence (80% assignment) for the 2021-2022 school year, effective 08/10/21 through 06/03/22.
10. **Stephanie Pearson**, Teacher (math), request a 40% unpaid leave of absence (60% assignment) for the 2021-2022 school year, effective 08/10/21 through 06/03/22.
11. **Mary Ann Rall**, Teacher (science), requests a 20% unpaid leave of absence (80% assignment) for the 2021-2022 school year, effective 08/10/21 through 06/03/22.
12. **Deirdre Shannon**, Teacher (Spanish), requests a 20% unpaid leave of absence (80% assignment) for the 2021-2022 school year, effective 08/10/21 through 06/03/22.
13. **Erin Simpson**, Teacher (social science), requests a 20% unpaid leave of absence (80% assignment) for the 2021-2022 school year, effective 08/10/21 through 06/03/22.
14. **Marsha Rushing**, Teacher (English), requests a Sabbatical Leave for the 2021-2022 school year, effective 08/10/21 through 06/03/22.
15. **Kimberly Thornton**, Teacher (math), requests a 100% unpaid leave (0% assignment), for the 2021-2022 school year, effective 08/10/21 through 06/03/22.

## PERSONNEL LIST

### CLASSIFIED PERSONNEL

#### Employment

1. **Diaz, Nancy**, Custodian, SR32, 100% FTE, La Costa Canyon High School, effective 06/10/2021.

#### Resignation

1. **Flores, Francisco**, Vehicle & Equipment Service Worker, SR41, 100% FTE, Transportation, resignation for the purpose of retirement, effective 07/30/2021.
2. **Hernandez, Selena**, Instructional Assistant Bilingual, SR31, 46.88% FTE, Oak Crest Middle School, effective 06/11/2021.
3. **Ochoa, Ana Maria**, Bus Driver Trainer, SR44, 100% FTE, Transportation, resignation for the purpose of retirement, effective 06/30/2021.
4. **Roberson, Britney**, Instructional Assistant SpED(BI), SR36, 75% FTE, San Dieguito Academy, effective 6/11/2021.
5. **Von Borstel, Veronica**, Instructional Assistant - Bilingual, SR31, 48.75% FTE, La Costa Canyon High School, effective 06/11/2021.

# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** June 7, 2021

**BOARD MEETING DATE:** June 17, 2021

**PREPARED BY:** Dawn Campbell, Director of Fiscal Services  
Tina Douglas, Associate Superintendent, Business Services

**SUBMITTED BY:** Lucile Lynch, Interim Superintendent

**SUBJECT:** ADOPTION OF 2021-22 DISTRICT BUDGET

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### EXECUTIVE SUMMARY

The 2021-2022 Annual Budget is presented for adoption. Education Code Section 42127 requires local educational agencies (LEAs) to file their adopted budget with the County Superintendent of Schools on or before July 1, 2021. As required, the budget was presented for review and a public hearing was held June 10, 2021.

### RECOMMENDATION:

It is recommended that the Board adopt the 2021-2022 Annual Budget, as shown in the attached supplements.

### FUNDING SOURCE:

Not applicable.



**ANNUAL BUDGET REPORT:**  
July 1, 2021 Budget Adoption

Insert "X" in applicable boxes:

This budget was developed using the state-adopted Criteria and Standards. It includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP) or annual update to the LCAP that will be effective for the budget year. The budget was filed and adopted subsequent to a public hearing by the governing board of the school district pursuant to Education Code sections 33129, 42127, 52060, 52061, and 52062.

If the budget includes a combined assigned and unassigned ending fund balance above the minimum recommended reserve for economic uncertainties, at its public hearing, the school district complied with the requirements of subparagraphs (B) and (C) of paragraph (2) of subdivision (a) of Education Code Section 42127.

Budget available for inspection at:

Public Hearing:

Place: 710 Encinitas Blvd., Encinitas, CA  
Date: May 04, 2021

Place: 710 Encinitas Blvd., Encinitas, CA  
Date: June 10, 2021  
Time: 5:00 p.m.

Adoption Date: June 17, 2021

Signed: \_\_\_\_\_  
Clerk/Secretary of the Governing Board  
(Original signature required)

Contact person for additional information on the budget reports:

Name: Dawn Campbell

Telephone: 760-753-6491 x5561

Title: Director of Fiscal Services

E-mail: dawn.campbell@sduhsd.net

**Criteria and Standards Review Summary**

The following summary is automatically completed based on data provided in the Criteria and Standards Review (Form 01CS). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern for fiscal solvency purposes and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Budgeted (funded) ADA has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	

July 1 Budget  
FINANCIAL REPORTS  
2021-22 Budget  
School District Certification

<b>CRITERIA AND STANDARDS (continued)</b>			<b>Met</b>	<b>Not Met</b>
2	Enrollment	Enrollment has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.		X
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio is consistent with historical ratios for the budget and two subsequent fiscal years.	X	
4	Local Control Funding Formula (LCFF) Revenue	Projected change in LCFF revenue is within the standard for the budget and two subsequent fiscal years.	X	
5	Salaries and Benefits	Projected ratios of total unrestricted salaries and benefits to total unrestricted general fund expenditures are consistent with historical ratios for the budget and two subsequent fiscal years.		X
6a	Other Revenues	Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years.		X
6b	Other Expenditures	Projected operating expenditures (e.g., books and supplies, and services and other operating) are within the standard for the budget and two subsequent fiscal years.		X
7	Ongoing and Major Maintenance Account	If applicable, required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account) is included in the budget.	X	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.	X	
9	Fund Balance	Unrestricted general fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.	X	
10	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	X	

<b>SUPPLEMENTAL INFORMATION</b>			<b>No</b>	<b>Yes</b>
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources?	X	
S3	Using Ongoing Revenues to Fund One-time Expenditures	Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues?		X
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?		X



July 1 Budget  
FINANCIAL REPORTS  
2021-22 Budget  
School District Certification

<b>SUPPLEMENTAL INFORMATION (continued)</b>			<b>No</b>	<b>Yes</b>
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements?		X
		<ul style="list-style-type: none"> <li>If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2020-21) annual payment?</li> </ul>		X
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?		X
		<ul style="list-style-type: none"> <li>If yes, are they lifetime benefits?</li> </ul>	X	
		<ul style="list-style-type: none"> <li>If yes, do benefits continue beyond age 65?</li> <li>If yes, are benefits funded by pay-as-you-go?</li> </ul>	X	X
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation)?	X	
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for:		X
		<ul style="list-style-type: none"> <li>Certificated? (Section S8A, Line 1)</li> <li>Classified? (Section S8B, Line 1)</li> <li>Management/supervisor/confidential? (Section S8C, Line 1)</li> </ul>		X
				X
S9	Local Control and Accountability Plan (LCAP)	<ul style="list-style-type: none"> <li>Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?</li> <li>Adoption date of the LCAP or an update to the LCAP:</li> </ul>		X
				Jun 17, 2021
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?		X

<b>ADDITIONAL FISCAL INDICATORS</b>			<b>No</b>	<b>Yes</b>
A1	Negative Cash Flow	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?		X
A3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?	X	
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	

July 1 Budget  
FINANCIAL REPORTS  
2021-22 Budget  
School District Certification

<b>ADDITIONAL FISCAL INDICATORS (continued)</b>			<b>No</b>	<b>Yes</b>
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	
A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?		X

ITEM 10a

San Dieguito Union High  
San Diego County

July 1 Budget  
2021-22 Budget  
Workers' Compensation Certification

37 68346 0000000  
Form CC

ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

Pursuant to EC Section 42141, if a school district, either individually or as a member of a joint powers agency, is self-insured for workers' compensation claims, the superintendent of the school district annually shall provide information to the governing board of the school district regarding the estimated accrued but unfunded cost of those claims. The governing board annually shall certify to the county superintendent of schools the amount of money, if any, that it has decided to reserve in its budget for the cost of those claims.

To the County Superintendent of Schools:

(  ) Our district is self-insured for workers' compensation claims as defined in Education Code Section 42141(a):

Total liabilities actuarially determined:	\$ _____
Less: Amount of total liabilities reserved in budget:	\$ _____
Estimated accrued but unfunded liabilities:	\$ _____ 0.00

(  ) This school district is self-insured for workers' compensation claims through a JPA, and offers the following information:

\_\_\_\_\_  
\_\_\_\_\_

(  ) This school district is not self-insured for workers' compensation claims.

Signed \_\_\_\_\_  
Clerk/Secretary of the Governing Board  
(Original signature required)

Date of Meeting: \_\_\_\_\_

For additional information on this certification, please contact:

Name: Tina Douglas  
Title: Assistant Superintendent, Business  
Telephone: 760-753-6491 x5505  
E-mail: tina.douglas@sduhsd.net

ITEM 10a

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
<b>A. REVENUES</b>									
1) LCFF Sources		8010-8099	124,628,767.00	799,172.00	125,427,939.00	128,282,129.00	799,172.00	129,081,301.00	2.9%
2) Federal Revenue		8100-8299	675,000.00	11,095,353.00	11,770,353.00	675,000.00	8,723,327.00	9,398,327.00	-20.2%
3) Other State Revenue		8300-8599	2,647,550.00	24,483,863.00	27,131,413.00	2,574,620.00	10,272,709.00	12,847,329.00	-52.6%
4) Other Local Revenue		8600-8799	2,165,839.00	7,053,662.00	9,219,501.00	1,760,138.00	7,319,705.00	9,079,843.00	-1.5%
5) TOTAL, REVENUES			130,117,156.00	43,432,050.00	173,549,206.00	133,291,887.00	27,114,913.00	160,406,800.00	-7.6%
<b>B. EXPENDITURES</b>									
1) Certificated Salaries		1000-1999	61,330,288.00	15,355,477.00	76,685,765.00	64,916,124.00	14,810,939.00	79,727,063.00	4.0%
2) Classified Salaries		2000-2999	16,099,880.00	6,350,120.00	22,450,000.00	17,731,587.00	6,632,552.00	24,364,139.00	8.5%
3) Employee Benefits		3000-3999	23,362,978.00	13,329,348.00	36,692,326.00	26,014,670.00	14,068,280.00	40,082,950.00	9.2%
4) Books and Supplies		4000-4999	2,485,417.00	9,137,604.00	11,623,021.00	2,977,052.00	1,571,608.00	4,548,660.00	-60.9%
5) Services and Other Operating Expenditures		5000-5999	8,501,174.00	7,612,174.00	16,113,348.00	10,554,102.00	8,356,162.00	18,910,264.00	17.4%
6) Capital Outlay		6000-6999	437,830.00	3,131,880.00	3,569,710.00	3,725,000.00	525,000.00	4,250,000.00	19.1%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	1,753,712.00	1,012,481.00	2,766,193.00	1,790,386.00	601,950.00	2,392,336.00	-13.5%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(607,917.00)	603,956.00	(3,961.00)	(381,854.00)	282,854.00	(99,000.00)	2399.4%
9) TOTAL, EXPENDITURES			113,363,362.00	56,533,040.00	169,896,402.00	127,327,067.00	46,849,345.00	174,176,412.00	2.5%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>									
			16,753,794.00	(13,100,990.00)	3,652,804.00	5,964,820.00	(19,734,432.00)	(13,769,612.00)	-477.0%
<b>D. OTHER FINANCING SOURCES/USES</b>									
1) Interfund Transfers									
a) Transfers In		8900-8929	7,014,589.00	0.00	7,014,589.00	765,589.00	0.00	765,589.00	-89.1%
b) Transfers Out		7600-7629	139,999.00	0.00	139,999.00	63,000.00	0.00	63,000.00	-55.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(15,552,082.00)	15,552,082.00	0.00	(17,559,958.00)	17,559,958.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(8,677,492.00)	15,552,082.00	6,874,590.00	(16,857,369.00)	17,559,958.00	702,589.00	-89.8%

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Description	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			8,076,302.00	2,451,092.00	10,527,394.00	(10,892,549.00)	(2,174,474.00)	(13,067,023.00)	-224.1%
<b>F. FUND BALANCE, RESERVES</b>									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	13,661,906.16	3,326,547.43	16,988,453.59	20,908,171.16	5,777,639.43	26,685,810.59	57.1%
b) Audit Adjustments		9793	(830,037.00)	0.00	(830,037.00)	0.00	0.00	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			12,831,869.16	3,326,547.43	16,158,416.59	20,908,171.16	5,777,639.43	26,685,810.59	65.2%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			12,831,869.16	3,326,547.43	16,158,416.59	20,908,171.16	5,777,639.43	26,685,810.59	65.2%
2) Ending Balance, June 30 (E + F1e)			20,908,171.16	5,777,639.43	26,685,810.59	10,015,622.16	3,603,165.43	13,618,787.59	-49.0%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	181,000.00	0.00	181,000.00	181,000.00	0.00	181,000.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	8,606,891.43	8,606,891.43	0.00	3,603,165.43	3,603,165.43	-58.1%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Basic Aid Reserve	0000	9780							
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	0.00	0.00	0.00	5,227,182.36	0.00	5,227,182.36	New
Unassigned/Unappropriated Amount			20,727,171.16	(2,829,252.00)	17,897,919.16	4,607,439.80	0.00	4,607,439.80	-74.3%

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Description	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
<b>G. ASSETS</b>									
1) Cash									
a) in County Treasury		9110	0.00	0.00	0.00				
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00	0.00	0.00				
b) in Banks		9120	0.00	0.00	0.00				
c) in Revolving Cash Account		9130	0.00	0.00	0.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	0.00	0.00	0.00				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	0.00	0.00	0.00				
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) TOTAL, ASSETS			0.00	0.00	0.00				
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
<b>I. LIABILITIES</b>									
1) Accounts Payable		9500	0.00	0.00	0.00				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			0.00	0.00	0.00				
<b>J. DEFERRED INFLOWS OF RESOURCES</b>									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
<b>K. FUND EQUITY</b>									
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00	0.00	0.00				

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Description	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
<b>LCFF SOURCES</b>									
Principal Apportionment State Aid - Current Year		8011	353,318.00	0.00	353,318.00	353,318.00	0.00	353,318.00	0.0%
Education Protection Account State Aid - Current Year		8012	2,538,054.00	0.00	2,538,054.00	2,535,806.00	0.00	2,535,806.00	-0.1%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions Homeowners' Exemptions		8021	697,698.00	0.00	697,698.00	722,117.00	0.00	722,117.00	3.5%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes Secured Roll Taxes		8041	116,346,786.00	0.00	116,346,786.00	120,635,990.00	0.00	120,635,990.00	3.7%
Unsecured Roll Taxes		8042	3,619,593.00	0.00	3,619,593.00	3,746,279.00	0.00	3,746,279.00	3.5%
Prior Years' Taxes		8043	50,915.00	0.00	50,915.00	52,697.00	0.00	52,697.00	3.5%
Supplemental Taxes		8044	1,280,479.00	0.00	1,280,479.00	0.00	0.00	0.00	-100.0%
Education Revenue Augmentation Fund (ERAF)		8045	(487,144.00)	0.00	(487,144.00)	0.00	0.00	0.00	-100.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	228,808.00	0.00	228,808.00	235,672.00	0.00	235,672.00	3.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604) Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	520.00	0.00	520.00	500.00	0.00	500.00	-3.8%
Less: Non-LCFF (50%) Adjustment		8089	(260.00)	0.00	(260.00)	(250.00)	0.00	(250.00)	-3.8%
<b>Subtotal, LCFF Sources</b>			<b>124,628,767.00</b>	<b>0.00</b>	<b>124,628,767.00</b>	<b>128,282,129.00</b>	<b>0.00</b>	<b>128,282,129.00</b>	<b>2.9%</b>
<b>LCFF Transfers</b>									
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00		0.00	0.00		0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	799,172.00	799,172.00	0.00	799,172.00	799,172.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, LCFF SOURCES</b>			<b>124,628,767.00</b>	<b>799,172.00</b>	<b>125,427,939.00</b>	<b>128,282,129.00</b>	<b>799,172.00</b>	<b>129,081,301.00</b>	<b>2.9%</b>
<b>FEDERAL REVENUE</b>									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	1,829,645.00	1,829,645.00	0.00	1,829,645.00	1,829,645.00	0.0%
Special Education Discretionary Grants		8182	0.00	148,311.00	148,311.00	0.00	148,311.00	148,311.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290		738,908.00	738,908.00		360,546.00	360,546.00	-51.2%
Title I, Part D, Local Delinquent Programs	3025	8290		0.00	0.00		0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290		207,127.00	207,127.00		204,474.00	204,474.00	-1.3%
Title III, Part A, Immigrant Student Program	4201	8290		18,092.00	18,092.00		0.00	0.00	-100.0%

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Description	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Title III, Part A, English Learner Program	4203	8290		66,810.00	66,810.00		66,810.00	66,810.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3020, 3040, 3041, 3045, 3060, 3061, 3110, 3150, 3155, 3177, 3180, 3181, 3182, 3185, 4037, 4050, 4123, 4124, 4126, 4127, 4128, 5510, 5630	8290		259,582.00	259,582.00		220,947.00	220,947.00	-14.9%
Career and Technical Education	3500-3599	8290		121,063.00	121,063.00		121,063.00	121,063.00	0.0%
All Other Federal Revenue	All Other	8290	675,000.00	7,705,815.00	8,380,815.00	675,000.00	5,771,531.00	6,446,531.00	-23.1%
<b>TOTAL, FEDERAL REVENUE</b>			675,000.00	11,095,353.00	11,770,353.00	675,000.00	8,723,327.00	9,398,327.00	-20.2%
<b>OTHER STATE REVENUE</b>									
Other State Apportionments									
ROC/P Entitlement Prior Years	6360	8319		0.00	0.00		0.00	0.00	0.0%
Special Education Master Plan Current Year	6500	8311		0.00	0.00		0.00	0.00	0.0%
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	662,540.00	0.00	662,540.00	673,670.00	0.00	673,670.00	1.7%
Lottery - Unrestricted and Instructional Materials		8560	1,947,441.00	608,146.00	2,555,587.00	1,900,950.00	620,977.00	2,521,927.00	-1.3%
Tax Relief Subventions Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590		0.00	0.00		0.00	0.00	0.0%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590		30,981.00	30,981.00		0.00	0.00	-100.0%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		870,588.00	870,588.00		692,869.00	692,869.00	-20.4%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
Quality Education Investment Act	7400	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	37,569.00	22,974,148.00	23,011,717.00	0.00	8,958,863.00	8,958,863.00	-61.1%
<b>TOTAL, OTHER STATE REVENUE</b>			2,647,550.00	24,483,863.00	27,131,413.00	2,574,620.00	10,272,709.00	12,847,329.00	-52.6%



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Description	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
<b>OTHER LOCAL REVENUE</b>									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds									
Not Subject to LCFF Deduction		8625	0.00	81,285.00	81,285.00	0.00	111,000.00	111,000.00	36.6%
Penalties and Interest from									
Delinquent Non-LCFF									
Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	4,769.00	0.00	4,769.00	1,500.00	0.00	1,500.00	-68.5%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	19,240.00	0.00	19,240.00	0.00	0.00	0.00	-100.0%
Interest		8660	609,270.00	0.00	609,270.00	851,640.00	0.00	851,640.00	39.8%
Net Increase (Decrease) in the Fair Value									
of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	4,985.00	0.00	4,985.00	0.00	0.00	0.00	-100.0%
Interagency Services		8677	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	1,117.00	0.00	1,117.00	0.00	0.00	0.00	-100.0%
Other Local Revenue									
Plus: Misc Funds Non-LCFF									
(50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From									
Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	1,462,944.00	7,000.00	1,469,944.00	906,998.00	0.00	906,998.00	-38.3%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	63,514.00	0.00	63,514.00	0.00	0.00	0.00	-100.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		6,965,377.00	6,965,377.00		7,208,705.00	7,208,705.00	3.5%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers									
From Districts or Charter Schools	6360	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6360	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6360	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>2,165,839.00</b>	<b>7,053,662.00</b>	<b>9,219,501.00</b>	<b>1,760,138.00</b>	<b>7,319,705.00</b>	<b>9,079,843.00</b>	<b>-1.5%</b>
<b>TOTAL, REVENUES</b>			<b>130,117,156.00</b>	<b>43,432,050.00</b>	<b>173,549,206.00</b>	<b>133,291,887.00</b>	<b>27,114,913.00</b>	<b>160,406,800.00</b>	<b>-7.6%</b>

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Description	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
<b>CERTIFICATED SALARIES</b>									
Certificated Teachers' Salaries		1100	49,251,642.00	13,248,910.00	62,500,552.00	52,208,656.00	12,998,788.00	65,207,444.00	4.3%
Certificated Pupil Support Salaries		1200	5,384,879.00	222,749.00	5,607,628.00	5,545,159.00	277,392.00	5,822,551.00	3.8%
Certificated Supervisors' and Administrators' Salaries		1300	5,727,985.00	1,478,009.00	7,205,994.00	5,915,738.00	1,183,719.00	7,099,457.00	-1.5%
Other Certificated Salaries		1900	965,782.00	405,809.00	1,371,591.00	1,246,571.00	351,040.00	1,597,611.00	16.5%
<b>TOTAL, CERTIFICATED SALARIES</b>			<b>61,330,288.00</b>	<b>15,355,477.00</b>	<b>76,685,765.00</b>	<b>64,916,124.00</b>	<b>14,810,939.00</b>	<b>79,727,063.00</b>	<b>4.0%</b>
<b>CLASSIFIED SALARIES</b>									
Classified Instructional Salaries		2100	1,012,820.00	2,784,773.00	3,797,593.00	1,222,806.00	3,727,147.00	4,949,953.00	30.3%
Classified Support Salaries		2200	5,924,758.00	2,521,089.00	8,445,847.00	6,767,985.00	2,340,447.00	9,108,432.00	7.8%
Classified Supervisors' and Administrators' Salaries		2300	1,900,367.00	715,205.00	2,615,572.00	1,916,883.00	316,811.00	2,233,694.00	-14.6%
Clerical, Technical and Office Salaries		2400	6,548,793.00	323,493.00	6,872,286.00	6,505,150.00	248,147.00	6,753,297.00	-1.7%
Other Classified Salaries		2900	713,142.00	5,560.00	718,702.00	1,318,763.00	0.00	1,318,763.00	83.5%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>16,099,880.00</b>	<b>6,350,120.00</b>	<b>22,450,000.00</b>	<b>17,731,587.00</b>	<b>6,632,552.00</b>	<b>24,364,139.00</b>	<b>8.5%</b>
<b>EMPLOYEE BENEFITS</b>									
STRS		3101-3102	10,196,636.00	9,250,325.00	19,446,961.00	10,908,037.00	10,068,086.00	20,976,123.00	7.9%
PERS		3201-3202	3,069,143.00	1,185,087.00	4,254,230.00	3,797,775.00	1,171,922.00	4,969,697.00	16.8%
OASDI/Medicare/Alternative		3301-3302	2,228,438.00	664,293.00	2,892,731.00	2,244,997.00	612,629.00	2,857,626.00	-1.2%
Health and Welfare Benefits		3401-3402	2,650,859.00	830,156.00	3,481,015.00	2,787,639.00	875,883.00	3,663,522.00	5.2%
Unemployment Insurance		3501-3502	40,904.00	12,275.00	53,179.00	1,005,684.00	228,662.00	1,234,346.00	2221.1%
Workers' Compensation		3601-3602	1,421,981.00	311,733.00	1,733,714.00	1,365,739.00	310,460.00	1,676,199.00	-3.3%
OPEB, Allocated		3701-3702	493,943.00	54,266.00	548,209.00	503,512.00	57,634.00	561,146.00	2.4%
OPEB, Active Employees		3751-3752	400,285.00	101,793.00	502,078.00	267,834.00	45,569.00	313,403.00	-37.6%
Other Employee Benefits		3901-3902	2,860,789.00	919,420.00	3,780,209.00	3,133,453.00	697,435.00	3,830,888.00	1.3%
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>23,362,978.00</b>	<b>13,329,348.00</b>	<b>36,692,326.00</b>	<b>26,014,670.00</b>	<b>14,068,280.00</b>	<b>40,082,950.00</b>	<b>9.2%</b>
<b>BOOKS AND SUPPLIES</b>									
Approved Textbooks and Core Curricula Materials		4100	1,000.00	1,798,657.00	1,799,657.00	0.00	450,000.00	450,000.00	-75.0%
Books and Other Reference Materials		4200	17,040.00	45,853.00	62,893.00	5,870.00	0.00	5,870.00	-90.7%
Materials and Supplies		4300	1,759,283.00	6,217,104.00	7,976,387.00	2,246,632.00	673,176.00	2,919,808.00	-63.4%
Noncapitalized Equipment		4400	708,094.00	1,075,990.00	1,784,084.00	724,550.00	448,432.00	1,172,982.00	-34.3%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>2,485,417.00</b>	<b>9,137,604.00</b>	<b>11,623,021.00</b>	<b>2,977,052.00</b>	<b>1,571,608.00</b>	<b>4,548,660.00</b>	<b>-60.9%</b>
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>									
Subagreements for Services		5100	100,000.00	2,094,576.00	2,194,576.00	21,570.00	1,409,315.00	1,430,885.00	-34.8%
Travel and Conferences		5200	103,104.00	174,647.00	277,751.00	167,131.00	71,971.00	239,102.00	-13.9%
Dues and Memberships		5300	108,229.00	100.00	108,329.00	123,561.00	0.00	123,561.00	14.1%
Insurance		5400 - 5450	2,044,664.00	0.00	2,044,664.00	1,463,528.00	0.00	1,463,528.00	-28.4%
Operations and Housekeeping Services		5500	2,301,927.00	0.00	2,301,927.00	3,001,921.00	0.00	3,001,921.00	30.4%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	909,937.00	561,813.00	1,471,750.00	1,071,352.00	1,521,602.00	2,592,954.00	76.2%
Transfers of Direct Costs		5710	(74,733.00)	74,733.00	0.00	(46,732.00)	46,732.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	(35,392.00)	0.00	(35,392.00)	(39,800.00)	0.00	(39,800.00)	12.5%
Professional/Consulting Services and Operating Expenditures		5800	2,635,673.00	4,706,305.00	7,341,978.00	4,373,336.00	5,306,542.00	9,679,878.00	31.8%
Communications		5900	407,765.00	0.00	407,765.00	418,235.00	0.00	418,235.00	2.6%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>8,501,174.00</b>	<b>7,612,174.00</b>	<b>16,113,348.00</b>	<b>10,554,102.00</b>	<b>8,356,162.00</b>	<b>18,910,264.00</b>	<b>17.4%</b>

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Description	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
<b>CAPITAL OUTLAY</b>									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	61,827.00	385,358.00	447,185.00	0.00	460,000.00	460,000.00	2.9%
Buildings and Improvements of Buildings		6200	307,429.00	1,746,065.00	2,053,494.00	0.00	0.00	0.00	-100.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	43,143.00	9,727.00	52,870.00	330,000.00	0.00	330,000.00	524.2%
Equipment Replacement		6500	25,431.00	990,730.00	1,016,161.00	3,395,000.00	65,000.00	3,460,000.00	240.5%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>437,830.00</b>	<b>3,131,880.00</b>	<b>3,569,710.00</b>	<b>3,725,000.00</b>	<b>525,000.00</b>	<b>4,250,000.00</b>	<b>19.1%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>									
Tuition									
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	8,000.00	0.00	8,000.00	5,000.00	0.00	5,000.00	-37.5%
Tuition, Excess Costs, and/or Deficit Payments Payments to Districts or Charter Schools		7141	0.00	20,000.00	20,000.00	0.00	0.00	0.00	-100.0%
Payments to County Offices		7142	0.00	992,481.00	992,481.00	39,593.00	601,950.00	641,543.00	-35.4%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers of Apportionments To Districts or Charter Schools	6360	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6360	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6360	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments All Other		7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	845,641.00	0.00	845,641.00	845,722.00	0.00	845,722.00	0.0%
Other Debt Service - Principal		7439	900,071.00	0.00	900,071.00	900,071.00	0.00	900,071.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>1,753,712.00</b>	<b>1,012,481.00</b>	<b>2,766,193.00</b>	<b>1,790,386.00</b>	<b>601,950.00</b>	<b>2,392,336.00</b>	<b>-13.5%</b>
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>									
Transfers of Indirect Costs		7310	(603,956.00)	603,956.00	0.00	(282,854.00)	282,854.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(3,961.00)	0.00	(3,961.00)	(99,000.00)	0.00	(99,000.00)	2399.4%
<b>TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>			<b>(607,917.00)</b>	<b>603,956.00</b>	<b>(3,961.00)</b>	<b>(381,854.00)</b>	<b>282,854.00</b>	<b>(99,000.00)</b>	<b>2399.4%</b>
<b>TOTAL, EXPENDITURES</b>			<b>113,363,362.00</b>	<b>56,533,040.00</b>	<b>169,896,402.00</b>	<b>127,327,067.00</b>	<b>46,849,345.00</b>	<b>174,176,412.00</b>	<b>2.5%</b>

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Description	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
<b>INTERFUND TRANSFERS</b>									
<b>INTERFUND TRANSFERS IN</b>									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	7,014,589.00	0.00	7,014,589.00	765,589.00	0.00	765,589.00	-89.1%
(a) TOTAL, INTERFUND TRANSFERS IN			7,014,589.00	0.00	7,014,589.00	765,589.00	0.00	765,589.00	-89.1%
<b>INTERFUND TRANSFERS OUT</b>									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	76,999.00	0.00	76,999.00	0.00	0.00	0.00	-100.0%
Other Authorized Interfund Transfers Out		7619	63,000.00	0.00	63,000.00	63,000.00	0.00	63,000.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			139,999.00	0.00	139,999.00	63,000.00	0.00	63,000.00	-55.0%
<b>OTHER SOURCES/USES</b>									
<b>SOURCES</b>									
State Apportionments Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>USES</b>									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>									
Contributions from Unrestricted Revenues		8980	(15,552,082.00)	15,552,082.00	0.00	(17,559,958.00)	17,559,958.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(15,552,082.00)	15,552,082.00	0.00	(17,559,958.00)	17,559,958.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b>									
(a - b + c - d + e)			(8,677,492.00)	15,552,082.00	6,874,590.00	(16,857,369.00)	17,559,958.00	702,589.00	-89.8%

Description	Function Codes	Object Codes	2020-21 Estimated Actuals			2021-22 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
<b>A. REVENUES</b>									
1) LCFF Sources		8010-8099	124,628,767.00	799,172.00	125,427,939.00	128,282,129.00	799,172.00	129,081,301.00	2.9%
2) Federal Revenue		8100-8299	675,000.00	11,095,353.00	11,770,353.00	675,000.00	8,723,327.00	9,398,327.00	-20.2%
3) Other State Revenue		8300-8599	2,647,550.00	24,483,863.00	27,131,413.00	2,574,620.00	10,272,709.00	12,847,329.00	-52.6%
4) Other Local Revenue		8600-8799	2,165,839.00	7,053,662.00	9,219,501.00	1,760,138.00	7,319,705.00	9,079,843.00	-1.5%
5) TOTAL REVENUES			130,117,156.00	43,432,050.00	173,549,206.00	133,291,887.00	27,114,913.00	160,406,800.00	-7.6%
<b>B. EXPENDITURES (Objects 1000-7999)</b>									
1) Instruction	1000-1999		62,463,890.00	38,933,820.00	101,397,710.00	67,280,114.00	32,827,458.00	100,107,572.00	-1.3%
2) Instruction - Related Services	2000-2999		13,576,599.00	3,333,728.00	16,910,327.00	14,747,474.00	3,180,931.00	17,928,405.00	6.0%
3) Pupil Services	3000-3999		13,099,198.00	4,534,406.00	17,633,604.00	17,478,855.00	2,456,328.00	19,935,183.00	13.1%
4) Ancillary Services	4000-4999		2,429,597.00	8.00	2,429,605.00	3,358,318.00	39,010.00	3,397,328.00	39.8%
5) Community Services	5000-5999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration	7000-7999		10,090,146.00	785,002.00	10,875,148.00	11,172,946.00	355,965.00	11,528,911.00	6.0%
8) Plant Services	8000-8999		9,740,902.00	7,933,595.00	17,674,497.00	11,318,974.00	7,387,703.00	18,706,677.00	5.8%
9) Other Outgo	9000-9999	Except 7600-7699	1,963,030.00	1,012,481.00	2,975,511.00	1,970,386.00	601,950.00	2,572,336.00	-13.5%
10) TOTAL EXPENDITURES			113,363,362.00	56,533,040.00	169,896,402.00	127,327,067.00	46,849,345.00	174,176,412.00	2.5%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			16,753,794.00	(13,100,990.00)	3,652,804.00	5,964,820.00	(19,734,432.00)	(13,769,612.00)	-477.0%
<b>D. OTHER FINANCING SOURCES/USES</b>									
1) Interfund Transfers									
a) Transfers In		8900-8929	7,014,589.00	0.00	7,014,589.00	765,589.00	0.00	765,589.00	-89.1%
b) Transfers Out		7600-7629	139,999.00	0.00	139,999.00	63,000.00	0.00	63,000.00	-55.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(15,552,082.00)	15,552,082.00	0.00	(17,559,958.00)	17,559,958.00	0.00	0.0%
4) TOTAL OTHER FINANCING SOURCES/USES			(8,677,492.00)	15,552,082.00	6,874,590.00	(16,857,369.00)	17,559,958.00	702,589.00	-89.8%

ITEM 10a

Description	Function Codes	Object Codes	2020-21 Estimated Actuals			2021-22 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			8,076,302.00	2,451,092.00	10,527,394.00	(10,892,549.00)	(2,174,474.00)	(13,067,023.00)	-224.1%
<b>F. FUND BALANCE, RESERVES</b>									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	13,661,906.16	3,326,547.43	16,988,453.59	20,908,171.16	5,777,639.43	26,685,810.59	57.1%
b) Audit Adjustments		9793	(830,037.00)	0.00	(830,037.00)	0.00	0.00	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			12,831,869.16	3,326,547.43	16,158,416.59	20,908,171.16	5,777,639.43	26,685,810.59	65.2%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			12,831,869.16	3,326,547.43	16,158,416.59	20,908,171.16	5,777,639.43	26,685,810.59	65.2%
2) Ending Balance, June 30 (E + F1e)			20,908,171.16	5,777,639.43	26,685,810.59	10,015,622.16	3,603,165.43	13,618,787.59	-49.0%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	181,000.00	0.00	181,000.00	181,000.00	0.00	181,000.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	8,606,891.43	8,606,891.43	0.00	3,603,165.43	3,603,165.43	-58.1%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Basic Aid Reserve	0000	9780							
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	0.00	0.00	0.00	5,227,182.36	0.00	5,227,182.36	New
Unassigned/Unappropriated Amount		9790	20,727,171.16	(2,829,252.00)	17,897,919.16	4,607,439.80	0.00	4,607,439.80	-74.3%

San Dieguito Union High  
San Diego CountyJuly 1 Budget  
General Fund  
Exhibit: Restricted Balance Detail

ITEM 10a

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Form 01

<b>Resource</b>	<b>Description</b>	<b>2020-21 Estimated Actuals</b>	<b>2021-22 Budget</b>
4203	ESSA: Title III, English Learner Student Program	0.00	1.00
5810	Other Restricted Federal	0.00	2,240,114.00
6300	Lottery: Instructional Materials	1,196,105.29	1,291,082.29
6690	Tobacco-Use Prevention Education: Grades Six Through Twelve	0.02	0.02
7425	Expanded Learning Opportunities (ELO) Grant	6,625,030.00	0.00
7426	Expanded Learning Opportunities (ELO) Grant: Paraprofessional Sta	713,788.00	0.00
7510	Low-Performing Students Block Grant	0.40	0.40
9010	Other Restricted Local	71,967.72	71,967.72
Total, Restricted Balance		<u>8,606,891.43</u>	<u>3,603,165.43</u>

## ITEM 10a

San Dieguito Union High  
San Diego CountyJuly 1 Budget  
Cafeteria Special Revenue Fund  
Expenditures by Object37 68346 0000000  
Form 13

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	294,142.00	849,926.00	189.0%
3) Other State Revenue		8300-8599	22,886.00	33,050.00	44.4%
4) Other Local Revenue		8600-8799	3,190.00	2,308,201.00	72257.4%
5) TOTAL, REVENUES			320,218.00	3,191,177.00	896.6%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	10,700.00	1,304,084.00	12087.7%
3) Employee Benefits		3000-3999	0.00	548,272.00	New
4) Books and Supplies		4000-4999	247,000.00	1,092,504.00	342.3%
5) Services and Other Operating Expenditures		5000-5999	31,517.00	52,900.00	67.8%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	3,961.00	99,000.00	2399.4%
9) TOTAL, EXPENDITURES			293,178.00	3,096,760.00	956.3%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>					
			27,040.00	94,417.00	249.2%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	76,999.00	0.00	-100.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			76,999.00	0.00	-100.0%



## ITEM 10a

San Dieguito Union High  
San Diego CountyJuly 1 Budget  
Cafeteria Special Revenue Fund  
Expenditures by Object37 68346 0000000  
Form 13

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			104,039.00	94,417.00	-9.2%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	79,036.58	183,075.58	131.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			79,036.58	183,075.58	131.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			79,036.58	183,075.58	131.6%
2) Ending Balance, June 30 (E + F1e)			183,075.58	277,492.58	51.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			183,075.58	277,492.58	51.6%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

ITEM 10a

San Dieguito Union High  
San Diego County

July 1 Budget  
Cafeteria Special Revenue Fund  
Expenditures by Object

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Form 13

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

## ITEM 10a

San Dieguito Union High  
San Diego CountyJuly 1 Budget  
Cafeteria Special Revenue Fund  
Expenditures by Object37 68346 0000000  
Form 13

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>FEDERAL REVENUE</b>					
Child Nutrition Programs		8220	294,142.00	849,926.00	189.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>			<b>294,142.00</b>	<b>849,926.00</b>	<b>189.0%</b>
<b>OTHER STATE REVENUE</b>					
Child Nutrition Programs		8520	22,886.00	33,050.00	44.4%
All Other State Revenue		8590	0.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>22,886.00</b>	<b>33,050.00</b>	<b>44.4%</b>
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	760.00	2,266,521.00	298126.4%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	1,800.00	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	630.00	41,680.00	6515.9%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>3,190.00</b>	<b>2,308,201.00</b>	<b>72257.4%</b>
<b>TOTAL, REVENUES</b>			<b>320,218.00</b>	<b>3,191,177.00</b>	<b>896.6%</b>

## ITEM 10a

San Dieguito Union High  
San Diego CountyJuly 1 Budget  
Cafeteria Special Revenue Fund  
Expenditures by Object37 68346 0000000  
Form 13

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>CERTIFICATED SALARIES</b>					
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
<b>CLASSIFIED SALARIES</b>					
Classified Support Salaries		2200	10,400.00	716,403.00	6788.5%
Classified Supervisors' and Administrators' Salaries		2300	0.00	529,522.00	New
Clerical, Technical and Office Salaries		2400	300.00	58,159.00	19286.3%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			10,700.00	1,304,084.00	12087.7%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	229,213.00	New
OASDI/Medicare/Alternative		3301-3302	0.00	99,757.00	New
Health and Welfare Benefits		3401-3402	0.00	36,601.00	New
Unemployment Insurance		3501-3502	0.00	16,040.00	New
Workers' Compensation		3601-3602	0.00	21,778.00	New
OPEB, Allocated		3701-3702	0.00	4,044.00	New
OPEB, Active Employees		3751-3752	0.00	1,493.00	New
Other Employee Benefits		3901-3902	0.00	139,346.00	New
TOTAL, EMPLOYEE BENEFITS			0.00	548,272.00	New
<b>BOOKS AND SUPPLIES</b>					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	27,000.00	60,100.00	122.6%
Noncapitalized Equipment		4400	10,000.00	30,850.00	208.5%
Food		4700	210,000.00	1,001,554.00	376.9%
TOTAL, BOOKS AND SUPPLIES			247,000.00	1,092,504.00	342.3%

## ITEM 10a

San Dieguito Union High  
San Diego CountyJuly 1 Budget  
Cafeteria Special Revenue Fund  
Expenditures by Object37 68346 0000000  
Form 13

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	1,550.00	3,900.00	151.6%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	5,517.00	5,700.00	3.3%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	5,100.00	4,800.00	-5.9%
Professional/Consulting Services and Operating Expenditures		5800	18,600.00	37,750.00	103.0%
Communications		5900	750.00	750.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			31,517.00	52,900.00	67.8%
<b>CAPITAL OUTLAY</b>					
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
<b>OTHER OUTGO - TRANSFERS OF INDIRECT COSTS</b>					
Transfers of Indirect Costs - Interfund		7350	3,961.00	99,000.00	2399.4%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			3,961.00	99,000.00	2399.4%
TOTAL, EXPENDITURES			293,178.00	3,096,760.00	956.3%

San Dieguito Union High  
San Diego County

July 1 Budget  
Cafeteria Special Revenue Fund  
Expenditures by Object

37 68346 0000000  
Form 13

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
From: General Fund		8916	76,999.00	0.00	-100.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			76,999.00	0.00	-100.0%
<b>INTERFUND TRANSFERS OUT</b>					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			76,999.00	0.00	-100.0%

ITEM 10a

San Dieguito Union High  
San Diego County

July 1 Budget  
Cafeteria Special Revenue Fund  
Expenditures by Function

37 68346 000000  
Form 13

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	294,142.00	849,926.00	189.0%
3) Other State Revenue		8300-8599	22,886.00	33,050.00	44.4%
4) Other Local Revenue		8600-8799	3,190.00	2,308,201.00	72257.4%
5) TOTAL, REVENUES			320,218.00	3,191,177.00	896.6%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		289,217.00	2,997,760.00	936.5%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		3,961.00	99,000.00	2399.4%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			293,178.00	3,096,760.00	956.3%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>					
			27,040.00	94,417.00	249.2%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	76,999.00	0.00	-100.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			76,999.00	0.00	-100.0%

## ITEM 10a

San Dieguito Union High  
San Diego CountyJuly 1 Budget  
Cafeteria Special Revenue Fund  
Expenditures by Function37 68346 000000  
Form 13

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			104,039.00	94,417.00	-9.2%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited					
		9791	79,036.58	183,075.58	131.6%
b) Audit Adjustments					
		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)					
			79,036.58	183,075.58	131.6%
d) Other Restatements					
		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)					
			79,036.58	183,075.58	131.6%
2) Ending Balance, June 30 (E + F1e)					
			183,075.58	277,492.58	51.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash					
		9711	0.00	0.00	0.0%
Stores					
		9712	0.00	0.00	0.0%
Prepaid Items					
		9713	0.00	0.00	0.0%
All Others					
		9719	0.00	0.00	0.0%
b) Restricted					
		9740	183,075.58	277,492.58	51.6%
c) Committed					
Stabilization Arrangements					
		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)					
		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)					
		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties					
		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount					
		9790	0.00	0.00	0.0%



ITEM 10a

San Dieguito Union High  
San Diego County

July 1 Budget  
Cafeteria Special Revenue Fund  
Exhibit: Restricted Balance Detail

37 68346 0000000  
Form 13

<b>Resource</b>	<b>Description</b>	<b>2020-21 Estimated Actuals</b>	<b>2021-22 Budget</b>
5310	Child Nutrition: School Programs (e.g., School Lunch, School I	183,075.58	277,492.58
Total, Restricted Balance		183,075.58	277,492.58

## ITEM 10a

San Dieguito Union High  
San Diego CountyJuly 1 Budget  
Pupil Transportation Equipment Fund  
Expenditures by Object37 68346 0000000  
Form 15

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	500.00	1,000.00	100.0%
5) TOTAL, REVENUES			500.00	1,000.00	100.0%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			500.00	1,000.00	100.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

ITEM 10a

San Dieguito Union High  
San Diego County

July 1 Budget  
Pupil Transportation Equipment Fund  
Expenditures by Object

37 68346 0000000  
Form 15

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			500.00	1,000.00	100.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	49,812.14	50,312.14	1.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			49,812.14	50,312.14	1.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			49,812.14	50,312.14	1.0%
2) Ending Balance, June 30 (E + F1e)			50,312.14	51,312.14	2.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	50,312.14	51,312.14	2.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

San Dieguito Union High  
San Diego County

July 1 Budget  
Pupil Transportation Equipment Fund  
Expenditures by Object

37 68346 0000000  
Form 15

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

## ITEM 10a

San Dieguito Union High  
San Diego CountyJuly 1 Budget  
Pupil Transportation Equipment Fund  
Expenditures by Object37 68346 0000000  
Form 15

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>OTHER STATE REVENUE</b>					
All Other State Apportionments - Current Year		8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years		8319	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	500.00	1,000.00	100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Transfers of Apportionments					
From Districts or Charter Schools		8791	0.00	0.00	0.0%
From County Offices		8792	0.00	0.00	0.0%
From JPAs		8793	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			500.00	1,000.00	100.0%
TOTAL, REVENUES			500.00	1,000.00	100.0%

## ITEM 10a

San Dieguito Union High  
San Diego CountyJuly 1 Budget  
Pupil Transportation Equipment Fund  
Expenditures by Object37 68346 0000000  
Form 15

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>CLASSIFIED SALARIES</b>					
Classified Support Salaries		2200	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%

ITEM 10a

San Dieguito Union High  
San Diego County

July 1 Budget  
Pupil Transportation Equipment Fund  
Expenditures by Object

37 68346 0000000  
Form 15

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
<b>CAPITAL OUTLAY</b>					
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%

ITEM 10a

San Dieguito Union High  
San Diego County

July 1 Budget  
Pupil Transportation Equipment Fund  
Expenditures by Object

37 68346 0000000  
Form 15

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%



ITEM 10a

San Dieguito Union High  
San Diego County

July 1 Budget  
Pupil Transportation Equipment Fund  
Expenditures by Function

37 68346 0000000  
Form 15

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	500.00	1,000.00	100.0%
5) TOTAL, REVENUES			500.00	1,000.00	100.0%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			500.00	1,000.00	100.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

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San Dieguito Union High  
San Diego County

July 1 Budget  
Pupil Transportation Equipment Fund  
Expenditures by Function

37 68346 000000  
Form 15

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			500.00	1,000.00	100.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited					
		9791	49,812.14	50,312.14	1.0%
b) Audit Adjustments					
		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)					
			49,812.14	50,312.14	1.0%
d) Other Restatements					
		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)					
			49,812.14	50,312.14	1.0%
2) Ending Balance, June 30 (E + F1e)					
			50,312.14	51,312.14	2.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash					
		9711	0.00	0.00	0.0%
Stores					
		9712	0.00	0.00	0.0%
Prepaid Items					
		9713	0.00	0.00	0.0%
All Others					
		9719	0.00	0.00	0.0%
b) Restricted					
		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements					
		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)					
		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)					
		9780	50,312.14	51,312.14	2.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties					
		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount					
		9790	0.00	0.00	0.0%

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San Dieguito Union High  
San Diego County

July 1 Budget  
Pupil Transportation Equipment Fund  
Exhibit: Restricted Balance Detail

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Form 15

<b>Resource</b>	<b>Description</b>	<b>2020-21 Estimated Actuals</b>	<b>2021-22 Budget</b>
Total, Restricted Balance		0.00	0.00

San Dieguito Union High  
San Diego CountyJuly 1 Budget  
Special Reserve Fund for Other Than Capital Outlay Projects  
Expenditures by Object37 68346 0000000  
Form 17

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	2,000.00	500.00	-75.0%
5) TOTAL, REVENUES			2,000.00	500.00	-75.0%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			2,000.00	500.00	-75.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	6,249,000.00	0.00	-100.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(6,249,000.00)	0.00	-100.0%

ITEM 10a

San Dieguito Union High  
San Diego County

July 1 Budget  
Special Reserve Fund for Other Than Capital Outlay Projects  
Expenditures by Object

37 68346 0000000  
Form 17

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(6,247,000.00)	500.00	-100.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	6,332,243.79	85,243.79	-98.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,332,243.79	85,243.79	-98.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,332,243.79	85,243.79	-98.7%
2) Ending Balance, June 30 (E + F1e)			85,243.79	85,743.79	0.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	85,243.79	85,743.79	0.6%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

## ITEM 10a

San Dieguito Union High  
San Diego CountyJuly 1 Budget  
Special Reserve Fund for Other Than Capital Outlay Projects  
Expenditures by Object37 68346 0000000  
Form 17

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

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San Dieguito Union High  
San Diego County

July 1 Budget  
Special Reserve Fund for Other Than Capital Outlay Projects  
Expenditures by Object

37 68346 0000000  
Form 17

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	2,000.00	500.00	-75.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			2,000.00	500.00	-75.0%
<b>TOTAL, REVENUES</b>			2,000.00	500.00	-75.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	6,249,000.00	0.00	-100.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			6,249,000.00	0.00	-100.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(6,249,000.00)	0.00	-100.0%



## ITEM 10a

San Dieguito Union High  
San Diego CountyJuly 1 Budget  
Special Reserve Fund for Other Than Capital Outlay Projects  
Expenditures by Function37 68346 000000  
Form 17

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	2,000.00	500.00	-75.0%
5) TOTAL, REVENUES			2,000.00	500.00	-75.0%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>					
			2,000.00	500.00	-75.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	6,249,000.00	0.00	-100.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(6,249,000.00)	0.00	-100.0%

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San Dieguito Union High  
San Diego County

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Special Reserve Fund for Other Than Capital Outlay Projects  
Expenditures by Function

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Form 17

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(6,247,000.00)	500.00	-100.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	6,332,243.79	85,243.79	-98.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,332,243.79	85,243.79	-98.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,332,243.79	85,243.79	-98.7%
2) Ending Balance, June 30 (E + F1e)			85,243.79	85,743.79	0.6%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted					
		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	85,243.79	85,743.79	0.6%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

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San Dieguito Union High  
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July 1 Budget  
Special Reserve Fund for Other Than Capital Outlay Projects  
Exhibit: Restricted Balance Detail

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<b>Resource</b>	<b>Description</b>	<b>2020-21 Estimated Actuals</b>	<b>2021-22 Budget</b>
<hr/>			
Total, Restricted Balance		<hr/> 0.00	<hr/> 0.00

## ITEM 10a

San Dieguito Union High  
San Diego CountyJuly 1 Budget  
Building Fund  
Expenditures by Object37 68346 0000000  
Form 21

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	15,765.00	14,988.00	-4.9%
4) Other Local Revenue		8600-8799	117,849.00	302,500.00	156.7%
5) TOTAL, REVENUES			133,614.00	317,488.00	137.6%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	734,907.00	708,320.00	-3.6%
3) Employee Benefits		3000-3999	286,479.00	295,967.00	3.3%
4) Books and Supplies		4000-4999	37,166.00	0.00	-100.0%
5) Services and Other Operating Expenditures		5000-5999	14,000.00	11,213.00	-19.9%
6) Capital Outlay		6000-6999	9,734,355.00	955,321.00	-90.2%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			10,806,907.00	1,970,821.00	-81.8%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(10,673,293.00)	(1,653,333.00)	-84.5%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	765,589.00	765,589.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(765,589.00)	(765,589.00)	0.0%

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San Dieguito Union High  
San Diego County

July 1 Budget  
Building Fund  
Expenditures by Object

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Form 21

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(11,438,882.00)	(2,418,922.00)	-78.9%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	14,694,785.77	3,255,903.77	-77.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			14,694,785.77	3,255,903.77	-77.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			14,694,785.77	3,255,903.77	-77.8%
2) Ending Balance, June 30 (E + F1e)			3,255,903.77	836,981.77	-74.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	3,255,903.77	836,981.77	-74.3%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

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San Dieguito Union High  
San Diego County

July 1 Budget  
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Form 21

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30					
(G9 + H2) - (I6 + J2)			0.00		

## ITEM 10a

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Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>FEDERAL REVENUE</b>					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>					
Tax Relief Subventions Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	15,765.00	14,988.00	-4.9%
TOTAL, OTHER STATE REVENUE			15,765.00	14,988.00	-4.9%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue County and District Taxes					
Other Restricted Levies Secured Roll					
		8615	0.00	0.00	0.0%
Unsecured Roll					
		8616	0.00	0.00	0.0%
Prior Years' Taxes					
		8617	0.00	0.00	0.0%
Supplemental Taxes					
		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes Parcel Taxes					
		8621	0.00	0.00	0.0%
Other					
		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction					
		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes					
		8629	0.00	0.00	0.0%
Sales Sale of Equipment/Supplies					
		8631	0.00	0.00	0.0%
Leases and Rentals					
		8650	0.00	0.00	0.0%
Interest					
		8660	102,500.00	302,500.00	195.1%
Net Increase (Decrease) in the Fair Value of Investments					
		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	15,349.00	0.00	-100.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			117,849.00	302,500.00	156.7%
TOTAL, REVENUES			133,614.00	317,488.00	137.6%

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San Dieguito Union High  
San Diego CountyJuly 1 Budget  
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Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>CLASSIFIED SALARIES</b>					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	480,695.00	474,086.00	-1.4%
Clerical, Technical and Office Salaries		2400	254,212.00	234,234.00	-7.9%
Other Classified Salaries		2900	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			<b>734,907.00</b>	<b>708,320.00</b>	<b>-3.6%</b>
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	38,848.00	39,172.00	0.8%
PERS		3201-3202	123,765.00	128,537.00	3.9%
OASDI/Medicare/Alternative		3301-3302	56,220.00	54,187.00	-3.6%
Health and Welfare Benefits		3401-3402	11,072.00	11,047.00	-0.2%
Unemployment Insurance		3501-3502	368.00	8,712.00	2267.4%
Workers' Compensation		3601-3602	11,665.00	11,829.00	1.4%
OPEB, Allocated		3701-3702	2,279.00	2,196.00	-3.6%
OPEB, Active Employees		3751-3752	4,123.00	2,370.00	-42.5%
Other Employee Benefits		3901-3902	38,139.00	37,917.00	-0.6%
<b>TOTAL, EMPLOYEE BENEFITS</b>			<b>286,479.00</b>	<b>295,967.00</b>	<b>3.3%</b>
<b>BOOKS AND SUPPLIES</b>					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	37,166.00	0.00	-100.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			<b>37,166.00</b>	<b>0.00</b>	<b>-100.0%</b>
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%



## ITEM 10a

San Dieguito Union High  
San Diego CountyJuly 1 Budget  
Building Fund  
Expenditures by Object37 68346 000000  
Form 21

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
Professional/Consulting Services and Operating Expenditures		5800	14,000.00	11,213.00	-19.9%
Communications		5900	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>14,000.00</b>	<b>11,213.00</b>	<b>-19.9%</b>
<b>CAPITAL OUTLAY</b>					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	256,084.00	0.00	-100.0%
Buildings and Improvements of Buildings		6200	7,801,955.00	535,733.00	-93.1%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	1,458,574.00	419,588.00	-71.2%
Equipment Replacement		6500	217,742.00	0.00	-100.0%
Lease Assets		6600	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>9,734,355.00</b>	<b>955,321.00</b>	<b>-90.2%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>TOTAL, EXPENDITURES</b>			<b>10,806,907.00</b>	<b>1,970,821.00</b>	<b>-81.8%</b>

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Building Fund  
Expenditures by Object

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Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	765,589.00	765,589.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			765,589.00	765,589.00	0.0%

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Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Proceeds					
Proceeds from Sale of Bonds		8951	0.00	0.00	0.0%
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
County School Bldg Aid		8961	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b> (a - b + c - d + e)			(765,589.00)	(765,589.00)	0.0%

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San Dieguito Union High  
San Diego County

July 1 Budget  
Building Fund  
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Form 21

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	15,765.00	14,988.00	-4.9%
4) Other Local Revenue		8600-8799	117,849.00	302,500.00	156.7%
5) TOTAL, REVENUES			133,614.00	317,488.00	137.6%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		10,806,907.00	1,970,821.00	-81.8%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			10,806,907.00	1,970,821.00	-81.8%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			(10,673,293.00)	(1,653,333.00)	-84.5%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	765,589.00	765,589.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(765,589.00)	(765,589.00)	0.0%

ITEM 10a

San Dieguito Union High  
San Diego County

July 1 Budget  
Building Fund  
Expenditures by Function

37 68346 000000  
Form 21

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(11,438,882.00)	(2,418,922.00)	-78.9%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited					
		9791	14,694,785.77	3,255,903.77	-77.8%
b) Audit Adjustments					
		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)					
			14,694,785.77	3,255,903.77	-77.8%
d) Other Restatements					
		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)					
			14,694,785.77	3,255,903.77	-77.8%
2) Ending Balance, June 30 (E + F1e)					
			3,255,903.77	836,981.77	-74.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash					
		9711	0.00	0.00	0.0%
Stores					
		9712	0.00	0.00	0.0%
Prepaid Items					
		9713	0.00	0.00	0.0%
All Others					
		9719	0.00	0.00	0.0%
b) Restricted					
		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements					
		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)					
		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)					
		9780	3,255,903.77	836,981.77	-74.3%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties					
		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount					
		9790	0.00	0.00	0.0%

ITEM 10a

San Dieguito Union High  
San Diego County

July 1 Budget  
Building Fund  
Exhibit: Restricted Balance Detail

37 68346 0000000  
Form 21

<b>Resource</b>	<b>Description</b>	<b>2020-21 Estimated Actuals</b>	<b>2021-22 Budget</b>
Total, Restricted Balance		0.00	0.00

## ITEM 10a

San Dieguito Union High  
San Diego CountyJuly 1 Budget  
Capital Facilities Fund  
Expenditures by Object37 68346 0000000  
Form 25

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	75.00	0.00	-100.0%
4) Other Local Revenue		8600-8799	671,000.00	663,000.00	-1.2%
5) TOTAL, REVENUES			671,075.00	663,000.00	-1.2%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	981.00	0.00	-100.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	272.00	0.00	-100.0%
4) Books and Supplies		4000-4999	80,764.67	7,498.00	-90.7%
5) Services and Other Operating Expenditures		5000-5999	623,782.00	136,650.00	-78.1%
6) Capital Outlay		6000-6999	900,614.00	72,000.00	-92.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	343,982.00	0.00	-100.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			1,950,395.67	216,148.00	-88.9%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>					
			(1,279,320.67)	446,852.00	-134.9%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

ITEM 10a

San Dieguito Union High  
San Diego County

July 1 Budget  
Capital Facilities Fund  
Expenditures by Object

37 68346 0000000  
Form 25

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(1,279,320.67)	446,852.00	-134.9%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,768,657.28	489,336.61	-72.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,768,657.28	489,336.61	-72.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,768,657.28	489,336.61	-72.3%
2) Ending Balance, June 30 (E + F1e)			489,336.61	936,188.61	91.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			261,972.43	695,824.43	165.6%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	227,364.18	240,364.18	5.7%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%



## ITEM 10a

San Dieguito Union High  
San Diego CountyJuly 1 Budget  
Capital Facilities Fund  
Expenditures by Object37 68346 0000000  
Form 25

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

## ITEM 10a

San Dieguito Union High  
San Diego CountyJuly 1 Budget  
Capital Facilities Fund  
Expenditures by Object37 68346 0000000  
Form 25

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>OTHER STATE REVENUE</b>					
Tax Relief Subventions Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	75.00	0.00	-100.0%
<b>TOTAL, OTHER STATE REVENUE</b>			<b>75.00</b>	<b>0.00</b>	<b>-100.0%</b>
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue County and District Taxes					
Other Restricted Levies Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	11,000.00	13,000.00	18.2%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts Mitigation/Developer Fees		8681	650,000.00	650,000.00	0.0%
Other Local Revenue All Other Local Revenue		8699	10,000.00	0.00	-100.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			<b>671,000.00</b>	<b>663,000.00</b>	<b>-1.2%</b>
<b>TOTAL, REVENUES</b>			<b>671,075.00</b>	<b>663,000.00</b>	<b>-1.2%</b>

## ITEM 10a

San Dieguito Union High  
San Diego CountyJuly 1 Budget  
Capital Facilities Fund  
Expenditures by Object37 68346 0000000  
Form 25

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>CERTIFICATED SALARIES</b>					
Other Certificated Salaries		1900	981.00	0.00	-100.0%
TOTAL, CERTIFICATED SALARIES			981.00	0.00	-100.0%
<b>CLASSIFIED SALARIES</b>					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	272.00	0.00	-100.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			272.00	0.00	-100.0%
<b>BOOKS AND SUPPLIES</b>					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	3,735.67	0.00	-100.0%
Noncapitalized Equipment		4400	77,029.00	7,498.00	-90.3%
TOTAL, BOOKS AND SUPPLIES			80,764.67	7,498.00	-90.7%

## ITEM 10a

San Dieguito Union High  
San Diego CountyJuly 1 Budget  
Capital Facilities Fund  
Expenditures by Object37 68346 0000000  
Form 25

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	1,755.00	0.00	-100.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	30,292.00	35,000.00	15.5%
Professional/Consulting Services and Operating Expenditures		5800	590,768.00	101,650.00	-82.8%
Communications		5900	967.00	0.00	-100.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			<b>623,782.00</b>	<b>136,650.00</b>	<b>-78.1%</b>
<b>CAPITAL OUTLAY</b>					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	301,300.00	0.00	-100.0%
Buildings and Improvements of Buildings		6200	191,628.00	62,000.00	-67.6%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	368,963.00	10,000.00	-97.3%
Equipment Replacement		6500	38,723.00	0.00	-100.0%
Lease Assets		6600	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			<b>900,614.00</b>	<b>72,000.00</b>	<b>-92.0%</b>
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	8,612.00	0.00	-100.0%
Other Debt Service - Principal		7439	335,370.00	0.00	-100.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>343,982.00</b>	<b>0.00</b>	<b>-100.0%</b>
<b>TOTAL, EXPENDITURES</b>			<b>1,950,395.67</b>	<b>216,148.00</b>	<b>-88.9%</b>

## ITEM 10a

San Dieguito Union High  
San Diego CountyJuly 1 Budget  
Capital Facilities Fund  
Expenditures by Object37 68346 0000000  
Form 25

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

ITEM 10a

San Dieguito Union High  
San Diego County

July 1 Budget  
Capital Facilities Fund  
Expenditures by Function

37 68346 000000  
Form 25

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	75.00	0.00	-100.0%
4) Other Local Revenue		8600-8799	671,000.00	663,000.00	-1.2%
5) TOTAL, REVENUES			671,075.00	663,000.00	-1.2%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		33,512.00	36,000.00	7.4%
8) Plant Services	8000-8999		1,572,901.67	180,148.00	-88.5%
9) Other Outgo	9000-9999	Except 7600-7699	343,982.00	0.00	-100.0%
10) TOTAL, EXPENDITURES			1,950,395.67	216,148.00	-88.9%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			(1,279,320.67)	446,852.00	-134.9%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

ITEM 10a

San Dieguito Union High  
San Diego County

July 1 Budget  
Capital Facilities Fund  
Expenditures by Function

37 68346 000000  
Form 25

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(1,279,320.67)	446,852.00	-134.9%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited					
		9791	1,768,657.28	489,336.61	-72.3%
b) Audit Adjustments					
		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)					
			1,768,657.28	489,336.61	-72.3%
d) Other Restatements					
		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)					
			1,768,657.28	489,336.61	-72.3%
2) Ending Balance, June 30 (E + F1e)					
			489,336.61	936,188.61	91.3%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash					
		9711	0.00	0.00	0.0%
Stores					
		9712	0.00	0.00	0.0%
Prepaid Items					
		9713	0.00	0.00	0.0%
All Others					
		9719	0.00	0.00	0.0%
b) Restricted					
		9740	261,972.43	695,824.43	165.6%
c) Committed					
Stabilization Arrangements					
		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)					
		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)					
		9780	227,364.18	240,364.18	5.7%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties					
		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount					
		9790	0.00	0.00	0.0%

ITEM 10a

San Dieguito Union High  
San Diego County

July 1 Budget  
Capital Facilities Fund  
Exhibit: Restricted Balance Detail

37 68346 0000000  
Form 25

<b>Resource</b>	<b>Description</b>	<b>2020-21 Estimated Actuals</b>	<b>2021-22 Budget</b>
9010	Other Restricted Local	261,972.43	695,824.43
<b>Total, Restricted Balance</b>		<b>261,972.43</b>	<b>695,824.43</b>



## ITEM 10a

San Dieguito Union High  
San Diego CountyJuly 1 Budget  
County School Facilities Fund  
Expenditures by Object37 68346 0000000  
Form 35

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	4,086,305.00	0.00	-100.0%
4) Other Local Revenue		8600-8799	1,402.00	1,500.00	7.0%
5) TOTAL, REVENUES			4,087,707.00	1,500.00	-100.0%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			4,087,707.00	1,500.00	-100.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	4,086,305.00	0.00	-100.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(4,086,305.00)	0.00	-100.0%

ITEM 10a

San Dieguito Union High  
San Diego County

July 1 Budget  
County School Facilities Fund  
Expenditures by Object

37 68346 0000000  
Form 35

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			1,402.00	1,500.00	7.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	11,467.58	12,869.58	12.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			11,467.58	12,869.58	12.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			11,467.58	12,869.58	12.2%
2) Ending Balance, June 30 (E + F1e)			12,869.58	14,369.58	11.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			12,869.58	12,869.58	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	1,500.00	New
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

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County School Facilities Fund  
Expenditures by Object

37 68346 0000000  
Form 35

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

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San Dieguito Union High  
San Diego CountyJuly 1 Budget  
County School Facilities Fund  
Expenditures by Object37 68346 0000000  
Form 35

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>FEDERAL REVENUE</b>					
All Other Federal Revenue		8290	0.00	0.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>			0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>					
School Facilities Apportionments		8545	4,086,305.00	0.00	-100.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			4,086,305.00	0.00	-100.0%
<b>OTHER LOCAL REVENUE</b>					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	1,402.00	1,500.00	7.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			1,402.00	1,500.00	7.0%
<b>TOTAL, REVENUES</b>			4,087,707.00	1,500.00	-100.0%

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Expenditures by Object

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Form 35

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>CLASSIFIED SALARIES</b>					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			0.00	0.00	0.0%

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Form 35

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
<b>CAPITAL OUTLAY</b>					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Other Transfers Out					
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%

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San Diego County

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County School Facilities Fund  
Expenditures by Object

37 68346 0000000  
Form 35

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
To: State School Building Fund/ County School Facilities Fund From: All Other Funds		8913	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
<b>(a) TOTAL, INTERFUND TRANSFERS IN</b>			<b>0.00</b>	<b>0.00</b>	<b>0.0%</b>
<b>INTERFUND TRANSFERS OUT</b>					
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	4,086,305.00	0.00	-100.0%
<b>(b) TOTAL, INTERFUND TRANSFERS OUT</b>			<b>4,086,305.00</b>	<b>0.00</b>	<b>-100.0%</b>

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County School Facilities Fund  
Expenditures by Object

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Form 35

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b> (a - b + c - d + e)			(4,086,305.00)	0.00	-100.0%



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San Dieguito Union High  
San Diego County

July 1 Budget  
County School Facilities Fund  
Expenditures by Function

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Form 35

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	4,086,305.00	0.00	-100.0%
4) Other Local Revenue		8600-8799	1,402.00	1,500.00	7.0%
5) TOTAL, REVENUES			4,087,707.00	1,500.00	-100.0%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			4,087,707.00	1,500.00	-100.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	4,086,305.00	0.00	-100.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(4,086,305.00)	0.00	-100.0%

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San Dieguito Union High  
San Diego County

July 1 Budget  
County School Facilities Fund  
Expenditures by Function

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Form 35

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			1,402.00	1,500.00	7.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited					
		9791	11,467.58	12,869.58	12.2%
b) Audit Adjustments			0.00	0.00	0.0%
		9793			
c) As of July 1 - Audited (F1a + F1b)			11,467.58	12,869.58	12.2%
d) Other Restatements			0.00	0.00	0.0%
		9795			
e) Adjusted Beginning Balance (F1c + F1d)			11,467.58	12,869.58	12.2%
2) Ending Balance, June 30 (E + F1e)			12,869.58	14,369.58	11.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash			0.00	0.00	0.0%
		9711			
Stores			0.00	0.00	0.0%
		9712			
Prepaid Items			0.00	0.00	0.0%
		9713			
All Others			0.00	0.00	0.0%
		9719			
b) Restricted			12,869.58	12,869.58	0.0%
		9740			
c) Committed					
Stabilization Arrangements			0.00	0.00	0.0%
		9750			
Other Commitments (by Resource/Object)			0.00	0.00	0.0%
		9760			
d) Assigned					
Other Assignments (by Resource/Object)			0.00	1,500.00	New
		9780			
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties			0.00	0.00	0.0%
		9789			
Unassigned/Unappropriated Amount			0.00	0.00	0.0%
		9790			

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San Dieguito Union High  
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July 1 Budget  
County School Facilities Fund  
Exhibit: Restricted Balance Detail

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Form 35

<b>Resource</b>	<b>Description</b>	<b>2020-21 Estimated Actuals</b>	<b>2021-22 Budget</b>
7710	State School Facilities Projects	12,869.58	12,869.58
<b>Total, Restricted Balance</b>		<b>12,869.58</b>	<b>12,869.58</b>

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San Dieguito Union High  
San Diego County

July 1 Budget  
Special Reserve Fund for Capital Outlay Projects  
Expenditures by Object

37 68346 0000000  
Form 40

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,126,888.00	5,000.00	-99.6%
5) TOTAL, REVENUES			1,126,888.00	5,000.00	-99.6%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	40,000.00	New
6) Capital Outlay		6000-6999	5,958,160.00	7,763,975.00	30.3%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	77,193.00	0.00	-100.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			6,035,353.00	7,803,975.00	29.3%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			(4,908,465.00)	(7,798,975.00)	58.9%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	4,086,305.00	0.00	-100.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			4,086,305.00	0.00	-100.0%

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San Dieguito Union High  
San Diego County

July 1 Budget  
Special Reserve Fund for Capital Outlay Projects  
Expenditures by Object

37 68346 0000000  
Form 40

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(822,160.00)	(7,798,975.00)	848.6%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	15,757,453.76	14,935,293.76	-5.2%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			15,757,453.76	14,935,293.76	-5.2%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			15,757,453.76	14,935,293.76	-5.2%
2) Ending Balance, June 30 (E + F1e)			14,935,293.76	7,136,318.76	-52.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	14,935,293.76	7,136,318.76	-52.2%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

San Dieguito Union High  
San Diego County

July 1 Budget  
Special Reserve Fund for Capital Outlay Projects  
Expenditures by Object

37 68346 0000000  
Form 40

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30					
(G9 + H2) - (I6 + J2)			0.00		

## ITEM 10a

San Dieguito Union High  
San Diego CountyJuly 1 Budget  
Special Reserve Fund for Capital Outlay Projects  
Expenditures by Object37 68346 0000000  
Form 40

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>FEDERAL REVENUE</b>					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>					
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	150,000.00	5,000.00	-96.7%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	976,888.00	0.00	-100.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			1,126,888.00	5,000.00	-99.6%
TOTAL, REVENUES			1,126,888.00	5,000.00	-99.6%

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San Dieguito Union High  
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July 1 Budget  
Special Reserve Fund for Capital Outlay Projects  
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Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>CLASSIFIED SALARIES</b>					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
<b>TOTAL, CLASSIFIED SALARIES</b>			0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
<b>TOTAL, EMPLOYEE BENEFITS</b>			0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
<b>TOTAL, BOOKS AND SUPPLIES</b>			0.00	0.00	0.0%



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Special Reserve Fund for Capital Outlay Projects  
Expenditures by Object37 68346 0000000  
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Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	40,000.00	New
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			0.00	40,000.00	New
<b>CAPITAL OUTLAY</b>					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	40,823.00	1,309,135.00	3106.9%
Buildings and Improvements of Buildings		6200	5,895,440.00	6,409,140.00	8.7%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	21,897.00	45,700.00	108.7%
Lease Assets		6600	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			5,958,160.00	7,763,975.00	30.3%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Other Transfers Out					
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	77,193.00	0.00	-100.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			77,193.00	0.00	-100.0%
<b>TOTAL, EXPENDITURES</b>			6,035,353.00	7,803,975.00	29.3%

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San Dieguito Union High  
San Diego County

July 1 Budget  
Special Reserve Fund for Capital Outlay Projects  
Expenditures by Object

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Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	4,086,305.00	0.00	-100.0%
(a) TOTAL, INTERFUND TRANSFERS IN			4,086,305.00	0.00	-100.0%
<b>INTERFUND TRANSFERS OUT</b>					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%

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San Dieguito Union High  
San Diego CountyJuly 1 Budget  
Special Reserve Fund for Capital Outlay Projects  
Expenditures by Object37 68346 0000000  
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Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			4,086,305.00	0.00	-100.0%

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San Dieguito Union High  
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Special Reserve Fund for Capital Outlay Projects  
Expenditures by Function

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Form 40

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	1,126,888.00	5,000.00	-99.6%
5) TOTAL, REVENUES			1,126,888.00	5,000.00	-99.6%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		5,958,160.00	7,803,975.00	31.0%
9) Other Outgo	9000-9999	Except 7600-7699	77,193.00	0.00	-100.0%
10) TOTAL, EXPENDITURES			6,035,353.00	7,803,975.00	29.3%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>			(4,908,465.00)	(7,798,975.00)	58.9%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	4,086,305.00	0.00	-100.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			4,086,305.00	0.00	-100.0%

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San Dieguito Union High  
San Diego County

July 1 Budget  
Special Reserve Fund for Capital Outlay Projects  
Expenditures by Function

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Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			(822,160.00)	(7,798,975.00)	848.6%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited					
		9791	15,757,453.76	14,935,293.76	-5.2%
b) Audit Adjustments					
		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)					
			15,757,453.76	14,935,293.76	-5.2%
d) Other Restatements					
		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)					
			15,757,453.76	14,935,293.76	-5.2%
2) Ending Balance, June 30 (E + F1e)					
			14,935,293.76	7,136,318.76	-52.2%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash					
		9711	0.00	0.00	0.0%
Stores					
		9712	0.00	0.00	0.0%
Prepaid Items					
		9713	0.00	0.00	0.0%
All Others					
		9719	0.00	0.00	0.0%
b) Restricted					
		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements					
		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)					
		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)					
		9780	14,935,293.76	7,136,318.76	-52.2%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties					
		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount					
		9790	0.00	0.00	0.0%

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San Dieguito Union High  
San Diego County

July 1 Budget  
Special Reserve Fund for Capital Outlay Projects  
Exhibit: Restricted Balance Detail

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<b>Resource</b>	<b>Description</b>	<b>2020-21 Estimated Actuals</b>	<b>2021-22 Budget</b>
Total, Restricted Balance		0.00	0.00

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San Dieguito Union High  
San Diego County

July 1 Budget  
Capital Project Fund for Blended Component Units  
Expenditures by Object

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Form 49

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>			0.00	0.00	0.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

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San Dieguito Union High  
San Diego CountyJuly 1 Budget  
Capital Project Fund for Blended Component Units  
Expenditures by Object37 68346 0000000  
Form 49

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			0.00	0.00	0.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited					
		9791	41,293,631.66	41,293,631.66	0.0%
b) Audit Adjustments					
		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)					
			41,293,631.66	41,293,631.66	0.0%
d) Other Restatements					
		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)					
			41,293,631.66	41,293,631.66	0.0%
2) Ending Balance, June 30 (E + F1e)					
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash					
		9711	0.00	0.00	0.0%
Stores					
		9712	0.00	0.00	0.0%
Prepaid Items					
		9713	0.00	0.00	0.0%
All Others					
		9719	0.00	0.00	0.0%
b) Restricted					
		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements					
		9750	0.00	0.00	0.0%
Other Commitments					
		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments					
		9780	41,293,631.66	41,293,631.66	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties					
		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount					
		9790	0.00	0.00	0.0%



San Dieguito Union High  
San Diego County

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Capital Project Fund for Blended Component Units  
Expenditures by Object

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Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30					
(G9 + H2) - (I6 + J2)			0.00		

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San Dieguito Union High  
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Capital Project Fund for Blended Component Units  
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Form 49

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>FEDERAL REVENUE</b>					
All Other Federal Revenue		8290	0.00	0.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>			0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>					
Tax Relief Subventions Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue County and District Taxes					
Other Restricted Levies Secured Roll					
		8615	0.00	0.00	0.0%
Unsecured Roll					
		8616	0.00	0.00	0.0%
Prior Years' Taxes					
		8617	0.00	0.00	0.0%
Supplemental Taxes					
		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes Parcel Taxes					
		8621	0.00	0.00	0.0%
Other					
		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction					
		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes					
		8629	0.00	0.00	0.0%
Sales Sale of Equipment/Supplies					
		8631	0.00	0.00	0.0%
Leases and Rentals					
		8650	0.00	0.00	0.0%
Interest					
		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments					
		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			0.00	0.00	0.0%
<b>TOTAL, REVENUES</b>			0.00	0.00	0.0%

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San Dieguito Union High  
San Diego CountyJuly 1 Budget  
Capital Project Fund for Blended Component Units  
Expenditures by Object37 68346 0000000  
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Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>CLASSIFIED SALARIES</b>					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
<b>SERVICES AND OTHER OPERATING EXPENDITURES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%

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Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
<b>TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES</b>			0.00	0.00	0.0%
<b>CAPITAL OUTLAY</b>					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
<b>TOTAL, CAPITAL OUTLAY</b>			0.00	0.00	0.0%
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Other Transfers Out					
Transfers of Pass-Through Revenues To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			0.00	0.00	0.0%
<b>TOTAL, EXPENDITURES</b>			0.00	0.00	0.0%

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Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
To: State School Building Fund/ County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%

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Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Proceeds					
Proceeds from Sale of Bonds		8951	0.00	0.00	0.0%
Other Sources					
County School Bldg Aid		8961	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
<b>TOTAL, OTHER FINANCING SOURCES/USES</b> (a - b + c - d + e)			0.00	0.00	0.0%

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Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>					
			0.00	0.00	0.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

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Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			0.00	0.00	0.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited					
		9791	41,293,631.66	41,293,631.66	0.0%
b) Audit Adjustments					
		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)					
			41,293,631.66	41,293,631.66	0.0%
d) Other Restatements					
		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)					
			41,293,631.66	41,293,631.66	0.0%
2) Ending Balance, June 30 (E + F1e)					
Components of Ending Fund Balance					
a) Nonspendable					
		9711	0.00	0.00	0.0%
		9712	0.00	0.00	0.0%
		9713	0.00	0.00	0.0%
		9719	0.00	0.00	0.0%
b) Restricted					
		9740	0.00	0.00	0.0%
c) Committed					
		9750	0.00	0.00	0.0%
		9760	0.00	0.00	0.0%
d) Assigned					
		9780	41,293,631.66	41,293,631.66	0.0%
e) Unassigned/Unappropriated					
		9789	0.00	0.00	0.0%
		9790	0.00	0.00	0.0%



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Exhibit: Restricted Balance Detail

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<b>Resource</b>	<b>Description</b>	<b>2020-21 Estimated Actuals</b>	<b>2021-22 Budget</b>
Total, Restricted Balance		0.00	0.00

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Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
<b>B. EXPENDITURES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>					
			0.00	0.00	0.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%

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Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			0.00	0.00	0.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	11,356,322.00	11,356,322.00	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			11,356,322.00	11,356,322.00	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			11,356,322.00	11,356,322.00	0.0%
2) Ending Balance, June 30 (E + F1e)			11,356,322.00	11,356,322.00	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted			0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	11,356,322.00	11,356,322.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

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Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) TOTAL, ASSETS			0.00		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. FUND EQUITY</b>					
Ending Fund Balance, June 30 (G9 + H2) - (I6 + J2)			0.00		

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Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>FEDERAL REVENUE</b>					
All Other Federal Revenue		8290	0.00	0.00	0.0%
<b>TOTAL, FEDERAL REVENUE</b>			0.00	0.00	0.0%
<b>OTHER STATE REVENUE</b>					
Tax Relief Subventions Voted Indebtedness Levies					
Homeowners' Exemptions		8571	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8572	0.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue County and District Taxes Voted Indebtedness Levies Secured Roll		8611	0.00	0.00	0.0%
Unsecured Roll		8612	0.00	0.00	0.0%
Prior Years' Taxes		8613	0.00	0.00	0.0%
Supplemental Taxes		8614	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			0.00	0.00	0.0%
<b>TOTAL, REVENUES</b>			0.00	0.00	0.0%

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Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>OTHER OUTGO (excluding Transfers of Indirect Costs)</b>					
Debt Service					
Bond Redemptions		7433	0.00	0.00	0.0%
Bond Interest and Other Service Charges		7434	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			0.00	0.00	0.0%
<b>TOTAL, EXPENDITURES</b>			0.00	0.00	0.0%

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Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
To: General Fund		7614	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

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Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
<b>B. EXPENDITURES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>					
			0.00	0.00	0.0%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%



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Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)</b>			0.00	0.00	0.0%
<b>F. FUND BALANCE, RESERVES</b>					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited					
		9791	11,356,322.00	11,356,322.00	0.0%
b) Audit Adjustments					
		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)					
			11,356,322.00	11,356,322.00	0.0%
d) Other Restatements					
		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)					
			11,356,322.00	11,356,322.00	0.0%
2) Ending Balance, June 30 (E + F1e)					
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash					
		9711	0.00	0.00	0.0%
Stores					
		9712	0.00	0.00	0.0%
Prepaid Items					
		9713	0.00	0.00	0.0%
All Others					
		9719	0.00	0.00	0.0%
b) Restricted					
		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements					
		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)					
		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)					
		9780	11,356,322.00	11,356,322.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties					
		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount					
		9790	0.00	0.00	0.0%

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San Dieguito Union High  
San Diego County

July 1 Budget  
Bond Interest and Redemption Fund  
Exhibit: Restricted Balance Detail

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Form 51

<b>Resource</b>	<b>Description</b>	<b>2020-21 Estimated Actuals</b>	<b>2021-22 Budget</b>
Total, Restricted Balance		0.00	0.00

## ITEM 10a

San Dieguito Union High  
San Diego CountyJuly 1 Budget  
Self-Insurance Fund  
Expenses by Object37 68346 0000000  
Form 67

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	793,608.00	512,183.00	-35.5%
5) TOTAL, REVENUES			793,608.00	512,183.00	-35.5%
<b>B. EXPENSES</b>					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenses		5000-5999	661,125.00	535,808.00	-19.0%
6) Depreciation and Amortization		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENSES			661,125.00	535,808.00	-19.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)</b>					
			132,483.00	(23,625.00)	-117.8%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	63,000.00	63,000.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			63,000.00	63,000.00	0.0%

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San Dieguito Union High  
San Diego County

July 1 Budget  
Self-Insurance Fund  
Expenses by Object

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Form 67

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)</b>			195,483.00	39,375.00	-79.9%
<b>F. NET POSITION</b>					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	(32,864,108.37)	(31,015,958.78)	-5.6%
b) Audit Adjustments		9793	1,652,666.59	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			(31,211,441.78)	(31,015,958.78)	-0.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			(31,211,441.78)	(31,015,958.78)	-0.6%
2) Ending Net Position, June 30 (E + F1e)			(31,015,958.78)	(30,976,583.78)	-0.1%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	(31,015,958.78)	(30,976,583.78)	-0.1%

San Dieguito Union High  
San Diego CountyJuly 1 Budget  
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Expenses by Object37 68346 0000000  
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Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>G. ASSETS</b>					
1) Cash					
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Fixed Assets					
a) Land		9410	0.00		
b) Land Improvements		9420	0.00		
c) Accumulated Depreciation - Land Improvements		9425	0.00		
d) Buildings		9430	0.00		
e) Accumulated Depreciation - Buildings		9435	0.00		
f) Equipment		9440	0.00		
g) Accumulated Depreciation - Equipment		9445	0.00		
h) Work in Progress		9450	0.00		
10) TOTAL, ASSETS			0.00		
<b>H. DEFERRED OUTFLOWS OF RESOURCES</b>					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		

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San Dieguito Union High  
San Diego CountyJuly 1 Budget  
Self-Insurance Fund  
Expenses by Object37 68346 0000000  
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Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>I. LIABILITIES</b>					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) Long-Term Liabilities					
a) Net Pension Liability		9663	0.00		
b) Total/Net OPEB Liability		9664	0.00		
c) Compensated Absences		9665	0.00		
d) COPs Payable		9666	0.00		
e) Capital Leases Payable		9667	0.00		
f) Lease Revenue Bonds Payable		9668	0.00		
g) Other General Long-Term Liabilities		9669	0.00		
7) TOTAL, LIABILITIES			0.00		
<b>J. DEFERRED INFLOWS OF RESOURCES</b>					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
<b>K. NET POSITION</b>					
Net Position, June 30 (G10 + H2) - (I7 + J2)			0.00		

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San Dieguito Union High  
San Diego County

July 1 Budget  
Self-Insurance Fund  
Expenses by Object

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Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>OTHER STATE REVENUE</b>					
STRS On-Behalf Pension Contributions	7690	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
<b>TOTAL, OTHER STATE REVENUE</b>			0.00	0.00	0.0%
<b>OTHER LOCAL REVENUE</b>					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	12,070.00	21,375.00	77.1%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
In-District Premiums/ Contributions		8674	781,538.00	490,808.00	-37.2%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
<b>TOTAL, OTHER LOCAL REVENUE</b>			793,608.00	512,183.00	-35.5%
<b>TOTAL, REVENUES</b>			793,608.00	512,183.00	-35.5%

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San Dieguito Union High  
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Self-Insurance Fund  
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Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>CERTIFICATED SALARIES</b>					
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
<b>CLASSIFIED SALARIES</b>					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
<b>EMPLOYEE BENEFITS</b>					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
<b>BOOKS AND SUPPLIES</b>					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%



## ITEM 10a

San Dieguito Union High  
San Diego CountyJuly 1 Budget  
Self-Insurance Fund  
Expenses by Object37 68346 0000000  
Form 67

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>SERVICES AND OTHER OPERATING EXPENSES</b>					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	661,125.00	535,808.00	-19.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			661,125.00	535,808.00	-19.0%
<b>DEPRECIATION AND AMORTIZATION</b>					
Depreciation Expense		6900	0.00	0.00	0.0%
Amortization Expense-Lease Assets		6910	0.00	0.00	0.0%
TOTAL, DEPRECIATION AND AMORTIZATION			0.00	0.00	0.0%
TOTAL, EXPENSES			661,125.00	535,808.00	-19.0%

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San Dieguito Union High  
San Diego County

July 1 Budget  
Self-Insurance Fund  
Expenses by Object

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Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>INTERFUND TRANSFERS</b>					
<b>INTERFUND TRANSFERS IN</b>					
Other Authorized Interfund Transfers In		8919	63,000.00	63,000.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			63,000.00	63,000.00	0.0%
<b>INTERFUND TRANSFERS OUT</b>					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
<b>OTHER SOURCES/USES</b>					
<b>SOURCES</b>					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
<b>USES</b>					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
<b>CONTRIBUTIONS</b>					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			63,000.00	63,000.00	0.0%

## ITEM 10a

San Dieguito Union High  
San Diego CountyJuly 1 Budget  
Self-Insurance Fund  
Expenses by Function37 68346 000000  
Form 67

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>A. REVENUES</b>					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	793,608.00	512,183.00	-35.5%
5) TOTAL, REVENUES			793,608.00	512,183.00	-35.5%
<b>B. EXPENSES (Objects 1000-7999)</b>					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		661,125.00	535,808.00	-19.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENSES			661,125.00	535,808.00	-19.0%
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)</b>					
			132,483.00	(23,625.00)	-117.8%
<b>D. OTHER FINANCING SOURCES/USES</b>					
1) Interfund Transfers					
a) Transfers In		8900-8929	63,000.00	63,000.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			63,000.00	63,000.00	0.0%

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San Diego County

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Expenses by Function

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Form 67

Description	Function Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
<b>E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)</b>			195,483.00	39,375.00	-79.9%
<b>F. NET POSITION</b>					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	(32,864,108.37)	(31,015,958.78)	-5.6%
b) Audit Adjustments		9793	1,652,666.59	0.00	-100.0%
c) As of July 1 - Audited (F1a + F1b)			(31,211,441.78)	(31,015,958.78)	-0.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			(31,211,441.78)	(31,015,958.78)	-0.6%
2) Ending Net Position, June 30 (E + F1e)			(31,015,958.78)	(30,976,583.78)	-0.1%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	(31,015,958.78)	(30,976,583.78)	-0.1%



Description	2020-21 Estimated Actuals			2021-22 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
<b>A. DISTRICT</b>						
<b>1. Total District Regular ADA</b> Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	12,673.19	12,673.19	12,673.19	12,544.61	12,544.61	12,673.03
<b>2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA</b> Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
<b>3. Total Basic Aid Open Enrollment Regular ADA</b> Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
<b>4. Total, District Regular ADA (Sum of Lines A1 through A3)</b>	12,673.19	12,673.19	12,673.19	12,544.61	12,544.61	12,673.03
<b>5. District Funded County Program ADA</b>						
a. County Community Schools						
b. Special Education-Special Day Class	6.00	6.00	6.00	6.00	6.00	6.00
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
<b>g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)</b>	6.00	6.00	6.00	6.00	6.00	6.00
<b>6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)</b>	12,679.19	12,679.19	12,679.19	12,550.61	12,550.61	12,679.03
<b>7. Adults in Correctional Facilities</b>						
<b>8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)</b>						

	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
			ESTIMATES THROUGH THE MONTH OF JUNE							
<b>A. BEGINNING CASH</b>			13,806,511.00	10,064,455.00	8,383,489.00	(987,406.00)	(11,560,896.00)	(18,922,214.00)	13,022,313.00	19,882,473.00
<b>B. RECEIPTS</b>										
LCFF/Revenue Limit Sources										
	8010-8019		52,998.00	52,998.00	686,950.00	52,998.00		633,952.00	21,199.00	24,026.00
	8020-8079		438,050.00	2,490,626.00	387,987.00	1,727,168.00	4,893,642.00	40,150,392.00	19,216,807.00	3,128,927.00
	8080-8099						199,793.00			607.00
	8100-8299			553,529.00	157,958.00	1,803.00		2,579,943.00	11,722.00	15,742.00
	8300-8599		111,215.00	6,202,024.00		395,807.00	931,365.00	49,269.00	1,294,373.00	3,837.00
	8600-8799		1,067,066.00	1,054,386.00	1,186,216.00	1,329,190.00	37,774.00	44,339.00	577,533.00	633,735.00
	8910-8929									
	8930-8979									
<b>TOTAL RECEIPTS</b>			1,669,329.00	10,353,563.00	2,419,111.00	3,506,966.00	6,062,574.00	43,457,895.00	21,121,634.00	3,806,874.00
<b>C. DISBURSEMENTS</b>										
	1000-1999		541,523.00	6,883,939.00	6,992,038.00	7,032,541.00	7,098,532.00	7,206,822.00	7,339,907.00	7,016,397.00
	2000-2999		1,140,419.00	1,547,613.00	1,975,203.00	2,074,061.00	2,093,371.00	2,387,972.00	2,084,590.00	1,997,033.00
	3000-3999		341,927.00	1,449,809.00	2,180,419.00	2,232,550.00	2,392,734.00	2,283,259.00	2,289,728.00	2,214,247.00
	4000-4999		164,365.00	201,976.00	537,557.00	403,498.00	251,218.00	235,464.00	237,247.00	276,691.00
	5000-5999		1,433,398.00	(409,530.00)	1,732,006.00	1,687,452.00	1,354,528.00	1,023,701.00	2,072,616.00	1,337,141.00
	6000-6599		19,084.00	788,067.00		100,039.00	125,995.00	225,369.00	130,667.00	829,625.00
	7000-7499									
	7600-7629		808.00	(149,136.00)	30,193.00	383,999.00		4,406.00	106,719.00	715.00
	7630-7699									
<b>TOTAL DISBURSEMENTS</b>			3,641,524.00	10,312,738.00	13,447,416.00	13,914,140.00	13,316,378.00	13,366,993.00	14,261,474.00	13,671,849.00
<b>D. BALANCE SHEET ITEMS</b>										
<u>Assets and Deferred Outflows</u>										
	9111-9199									
	9200-9299	(4,633,761.00)	(217,187.00)	(169,117.00)	2,433,747.00	(166,316.00)	(107,514.00)	1,853,625.00		
	9310									
	9320									
	9330									
	9340									
	9490									
<b>SUBTOTAL</b>			(4,633,761.00)	(217,187.00)	(169,117.00)	2,433,747.00	(166,316.00)	(107,514.00)	1,853,625.00	0.00
<u>Liabilities and Deferred Inflows</u>										
	9500-9599	3,881,686.00	1,552,674.00	1,552,674.00	776,337.00					
	9610									
	9640									
	9650									
	9690									
<b>SUBTOTAL</b>			3,881,686.00	1,552,674.00	1,552,674.00	776,337.00	0.00	0.00	0.00	0.00
<u>Nonoperating</u>										
	9910		0.00							
<b>TOTAL BALANCE SHEET ITEMS</b>			(8,515,447.00)	(1,769,861.00)	(1,721,791.00)	1,657,410.00	(166,316.00)	(107,514.00)	1,853,625.00	0.00
<b>E. NET INCREASE/DECREASE (B - C + D)</b>			(3,742,056.00)	(1,680,966.00)	(9,370,895.00)	(10,573,490.00)	(7,361,318.00)	31,944,527.00	6,860,160.00	(9,864,975.00)
<b>F. ENDING CASH (A + E)</b>			10,064,455.00	8,383,489.00	(987,406.00)	(11,560,896.00)	(18,922,214.00)	13,022,313.00	19,882,473.00	10,017,498.00
<b>G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS</b>										

	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ESTIMATES THROUGH THE MONTH OF	JUNE								
<b>A. BEGINNING CASH</b>		10,017,498.00	850,003.00	19,746,485.00	20,806,742.00				
<b>B. RECEIPTS</b>									
LCFF/Revenue Limit Sources									
Principal Apportionment	8010-8019	657,978.00	24,026.00	24,026.00	657,977.00		(4.00)	2,889,124.00	2,889,124.00
Property Taxes	8020-8079	3,128,927.00	32,190,402.00	14,393,065.00	3,246,763.00		(1.00)	125,392,755.00	125,392,755.00
Miscellaneous Funds	8080-8099	58,530.00	(210.00)	(362,904.00)	664,250.00	239,356.00		799,422.00	799,422.00
Federal Revenue	8100-8299	838,217.00	26,341.00	48,300.00	1,365,721.00	3,799,051.00		9,398,327.00	9,398,327.00
Other State Revenue	8300-8599	72,875.00	675,451.00	170,417.00	8,680,334.00	630,482.00	(6,370,120.00)	12,847,329.00	12,847,329.00
Other Local Revenue	8600-8799	611,987.00	621,175.00	591,345.00	840,550.00	484,547.00		9,079,843.00	9,079,843.00
Interfund Transfers In	8910-8929		152,125.00	255,196.00	137,008.00	221,260.00		765,589.00	765,589.00
All Other Financing Sources	8930-8979							0.00	0.00
<b>TOTAL RECEIPTS</b>		5,368,514.00	33,689,310.00	15,119,445.00	15,592,603.00	5,374,696.00	(6,370,125.00)	161,172,389.00	161,172,389.00
<b>C. DISBURSEMENTS</b>									
Certificated Salaries	1000-1999	7,256,125.00	7,115,075.00	7,184,188.00	7,815,008.00	244,968.00		79,727,063.00	79,727,063.00
Classified Salaries	2000-2999	2,370,077.00	2,052,953.00	2,060,906.00	2,288,402.00	291,539.00		24,364,139.00	24,364,139.00
Employee Benefits	3000-3999	2,330,895.00	2,300,387.00	2,310,646.00	10,262,373.00	7,493,976.00		40,082,950.00	40,082,950.00
Books and Supplies	4000-4999	309,546.00	336,327.00	544,012.00	920,069.00	130,690.00		4,548,660.00	4,548,660.00
Services	5000-5999	1,776,400.00	1,504,347.00	1,571,214.00	1,749,931.00	2,077,060.00		18,910,264.00	18,910,264.00
Capital Outlay	6000-6599	401,916.00	477,419.00	370,074.00	742,928.00	38,817.00		4,250,000.00	4,250,000.00
Other Outgo	7000-7499					2,293,336.00		2,293,336.00	2,293,336.00
Interfund Transfers Out	7600-7629	91,050.00	1,006,320.00	18,148.00	188,027.00	(1,618,249.00)		63,000.00	63,000.00
All Other Financing Uses	7630-7699							0.00	0.00
<b>TOTAL DISBURSEMENTS</b>		14,536,009.00	14,792,828.00	14,059,188.00	23,966,738.00	10,952,137.00	0.00	174,239,412.00	174,239,412.00
<b>D. BALANCE SHEET ITEMS</b>									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199							0.00	
Accounts Receivable	9200-9299				(514,218.00)			3,113,020.00	
Due From Other Funds	9310							0.00	
Stores	9320							0.00	
Prepaid Expenditures	9330							0.00	
Other Current Assets	9340							0.00	
Deferred Outflows of Resources	9490					0.00		0.00	
SUBTOTAL		0.00	0.00	0.00	(514,218.00)	0.00	0.00	3,113,020.00	
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500-9599							3,881,685.00	
Due To Other Funds	9610							0.00	
Current Loans	9640							0.00	
Unearned Revenues	9650							0.00	
Deferred Inflows of Resources	9690							0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	3,881,685.00	
<u>Nonoperating</u>									
Suspense Clearing	9910							0.00	
<b>TOTAL BALANCE SHEET ITEMS</b>		0.00	0.00	0.00	(514,218.00)	0.00	0.00	(768,665.00)	
<b>E. NET INCREASE/DECREASE (B - C + D)</b>		(9,167,495.00)	18,896,482.00	1,060,257.00	(8,888,353.00)	(5,577,441.00)	(6,370,125.00)	(13,835,688.00)	(13,067,023.00)
<b>F. ENDING CASH (A + E)</b>		850,003.00	19,746,485.00	20,806,742.00	11,918,389.00				
<b>G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS</b>								(29,177.00)	



PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense-Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	76,685,765.00	301	0.00	303	76,685,765.00	305	1,947,441.00		307	74,738,324.00	309
2000 - Classified Salaries	22,450,000.00	311	1,138,117.00	313	21,311,883.00	315	2,159,492.00		317	19,152,391.00	319
3000 - Employee Benefits	36,692,326.00	321	1,025,269.00	323	35,667,057.00	325	1,164,669.00		327	34,502,388.00	329
4000 - Books, Supplies Equip Replace. (6500)	12,639,182.00	331	995,730.00	333	11,643,452.00	335	2,487,990.00		337	9,155,462.00	339
5000 - Services. . . & 7300 - Indirect Costs	16,109,387.00	341	10,000.00	343	16,099,387.00	345	2,517,380.00		347	13,582,007.00	349
TOTAL					161,407,544.00	365			TOTAL	151,130,572.00	369

Note 1 - In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).

Note 2 - In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.

\* If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)		Object	EDP No.
1. Teacher Salaries as Per EC 41011. . . . .		1100	375
2. Salaries of Instructional Aides Per EC 41011. . . . .		2100	380
3. STRS. . . . .		3101 & 3102	382
4. PERS. . . . .		3201 & 3202	383
5. OASDI - Regular, Medicare and Alternative. . . . .		3301 & 3302	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans). . . . .		3401 & 3402	385
7. Unemployment Insurance. . . . .		3501 & 3502	390
8. Workers' Compensation Insurance. . . . .		3601 & 3602	392
9. OPEB, Active Employees (EC 41372). . . . .		3751 & 3752	393
10. Other Benefits (EC 22310). . . . .		3901 & 3902	393
11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10). . . . .			395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2. . . . .	0.00		
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted). . . . .	0.00		396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*. . . . .			396
14. TOTAL SALARIES AND BENEFITS. . . . .	86,565,410.00		397
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372. . . . .	57.28%		
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X') . . . . .			

PART III: DEFICIENCY AMOUNT	
A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exempt under the provisions of EC 41374.	
1. Minimum percentage required (60% elementary, 55% unified, 50% high) . . . . .	50.00%
2. Percentage spent by this district (Part II, Line 15) . . . . .	57.28%
3. Percentage below the minimum (Part III, Line 1 minus Line 2) . . . . .	0.00%
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369). . . . .	151,130,572.00
5. Deficiency Amount (Part III, Line 3 times Line 4) . . . . .	0.00

PART IV: Explanation for adjustments entered in Part I, Column 4b (required)	

Current Expense Formula/Minimum Classroom Compensation

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense-Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	79,727,063.00	301	0.00	303	79,727,063.00	305	1,900,950.00		307	77,826,113.00	309
2000 - Classified Salaries	24,364,139.00	311	0.00	313	24,364,139.00	315	2,542,087.00		317	21,822,052.00	319
3000 - Employee Benefits	40,082,950.00	321	561,146.00	323	39,521,804.00	325	1,461,001.00		327	38,060,803.00	329
4000 - Books, Supplies Equip Replace. (6500)	8,008,660.00	331	0.00	333	8,008,660.00	335	4,210,500.00		337	3,798,160.00	339
5000 - Services. . . & 7300 - Indirect Costs	18,811,264.00	341	285,000.00	343	18,526,264.00	345	2,526,676.00		347	15,999,588.00	349
TOTAL					170,147,930.00	365			TOTAL	157,506,716.00	369

Note 1 - In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).

Note 2 - In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.

\* If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)		Object	EDP No.
1. Teacher Salaries as Per EC 41011. . . . .		1100	375
2. Salaries of Instructional Aides Per EC 41011. . . . .		2100	380
3. STRS. . . . .		3101 & 3102	382
4. PERS. . . . .		3201 & 3202	383
5. OASDI - Regular, Medicare and Alternative. . . . .		3301 & 3302	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans). . . . .		3401 & 3402	385
7. Unemployment Insurance. . . . .		3501 & 3502	390
8. Workers' Compensation Insurance. . . . .		3601 & 3602	392
9. OPEB, Active Employees (EC 41372). . . . .		3751 & 3752	393
10. Other Benefits (EC 22310). . . . .		3901 & 3902	393
11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10). . . . .	92,741,306.00		395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2. . . . .	0.00		
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted). . . . .	0.00		396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*. . . . .			396
14. TOTAL SALARIES AND BENEFITS. . . . .	92,741,306.00		397
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372. . . . .	58.88%		
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X') . . . . .			

PART III: DEFICIENCY AMOUNT	
A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exempt under the provisions of EC 41374.	
1. Minimum percentage required (60% elementary, 55% unified, 50% high) . . . . .	50.00%
2. Percentage spent by this district (Part II, Line 15) . . . . .	58.88%
3. Percentage below the minimum (Part III, Line 1 minus Line 2) . . . . .	0.00%
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369). . . . .	157,506,716.00
5. Deficiency Amount (Part III, Line 3 times Line 4) . . . . .	0.00

PART IV: Explanation for adjustments entered in Part I, Column 4b (required)	

## ITEM 10a

San Dieguito Union High  
San Diego CountyJuly 1 Budget  
2020-21 Estimated Actuals  
Every Student Succeeds Act Maintenance of Effort Expenditures37 68346 0000000  
Form ESMOE

Section I - Expenditures	Funds 01, 09, and 62			2020-21 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	170,036,401.00
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	13,924,605.00
C. Less state and local expenditures not allowed for MOE: (All resources, except federal as identified in Line B)				
1. Community Services	All	5000-5999	1000-7999	0.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999	3,569,710.00
3. Debt Service	All	9100	5400-5450, 5800, 7430- 7439	1,955,030.00
4. Other Transfers Out	All	9200	7200-7299	0.00
5. Interfund Transfers Out	All	9300	7600-7629	139,999.00
6. All Other Financing Uses	All	9100	7699	0.00
		9200	7651	
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	10,000.00
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	0.00
9. Supplemental expenditures made as a result of a Presidentially declared disaster	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.			
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				5,674,739.00
D. Plus additional MOE expenditures:			1000-7143, 7300-7439	
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)	All	All	minus 8000-8699	0.00
2. Expenditures to cover deficits for student body activities	Manually entered. Must not include expenditures in lines A or D1.			
E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)				150,437,057.00

## ITEM 10a

San Dieguito Union High  
San Diego CountyJuly 1 Budget  
2020-21 Estimated Actuals  
Every Student Succeeds Act Maintenance of Effort Expenditures37 68346 0000000  
Form ESMOE

<b>Section II - Expenditures Per ADA</b>		<b>2020-21 Annual ADA/ Exps. Per ADA</b>
A. Average Daily Attendance (Form A, Annual ADA column, sum of lines A6 and C9)		12,679.19
B. Expenditures per ADA (Line I.E divided by Line II.A)		11,864.88
<b>Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)</b>		
	<b>Total</b>	<b>Per ADA</b>
A. Base expenditures (Preloaded expenditures from prior year official CDE MOE calculation). (Note: If the prior year MOE was not met, CDE has adjusted the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)	145,567,734.12	11,470.81
1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation (From Section IV)	0.00	0.00
2. Total adjusted base expenditure amounts (Line A plus Line A.1)	145,567,734.12	11,470.81
B. Required effort (Line A.2 times 90%)	131,010,960.71	10,323.73
C. Current year expenditures (Line I.E and Line II.B)	150,437,057.00	11,864.88
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)	0.00	0.00
E. MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met. If either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.)	MOE Met	
F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under ESSA covered programs in FY 2022-23 may be reduced by the lower of the two percentages)	0.00%	0.00%

ITEM 10a

San Dieguito Union High  
San Diego County

July 1 Budget  
2020-21 Estimated Actuals  
Every Student Succeeds Act Maintenance of Effort Expenditures

37 68346 0000000  
Form ESMOE

<b>SECTION IV - Detail of Adjustments to Base Expenditures (used in Section III, Line A.1)</b>		
<b>Description of Adjustments</b>	<b>Total Expenditures</b>	<b>Expenditures Per ADA</b>
<b>Total adjustments to base expenditures</b>	<b>0.00</b>	<b>0.00</b>

**Part I - General Administrative Share of Plant Services Costs**

California's indirect cost plan allows that the general administrative costs in the indirect cost pool may include that portion of plant services costs (maintenance and operations costs and facilities rents and leases costs) attributable to the general administrative offices. The calculation of the plant services costs attributed to general administration and included in the pool is standardized and automated using the percentage of salaries and benefits relating to general administration as proxy for the percentage of square footage occupied by general administration.

**A. Salaries and Benefits - Other General Administration and Centralized Data Processing**

- 1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)  
(Functions 7200-7700, goals 0000 and 9000) 5,420,851.00
- 2. Contracted general administrative positions not paid through payroll
  - a. Enter the costs, if any, of general administrative positions performing services ON SITE but paid through a contract, rather than through payroll, in functions 7200-7700, goals 0000 and 9000, Object 5800. \_\_\_\_\_
  - b. If an amount is entered on Line A2a, provide the title, duties, and approximate FTE of each general administrative position paid through a contract. Retain supporting documentation in case of audit.

**B. Salaries and Benefits - All Other Activities**

- 1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)  
(Functions 1000-6999, 7100-7180, & 8100-8400; Functions 7200-7700, all goals except 0000 & 9000) 129,859,031.00

**C. Percentage of Plant Services Costs Attributable to General Administration**

(Line A1 plus Line A2a, divided by Line B1; zero if negative) (See Part III, Lines A5 and A6) 4.17%

**Part II - Adjustments for Employment Separation Costs**

When an employee separates from service, the local educational agency (LEA) may incur costs associated with the separation in addition to the employee's regular salary and benefits for the final pay period. These additional costs can be categorized as "normal" or "abnormal or mass" separation costs.

Normal separation costs include items such as pay for accumulated unused leave or routine severance pay authorized by governing board policy. Normal separation costs are not allowable as direct costs to federal programs, but are allowable as indirect costs. State programs may have similar restrictions. Where federal or state program guidelines required that the LEA charge an employee's normal separation costs to an unrestricted resource rather than to the restricted program in which the employee worked, the LEA may identify and enter these costs on Line A for inclusion in the indirect cost pool.

Abnormal or mass separation costs are those costs resulting from actions taken by an LEA to influence employees to terminate their employment earlier than they normally would have. Abnormal or mass separation costs include retirement incentives such as a Golden Handshake or severance packages negotiated to effect termination. Abnormal or mass separation costs may not be charged to federal programs as either direct costs or indirect costs. Where an LEA paid abnormal or mass separation costs on behalf of positions in general administrative functions included in the indirect cost pool, the LEA must identify and enter these costs on Line B for exclusion from the pool.

**A. Normal Separation Costs (optional)**

Enter any normal separation costs paid on behalf of employees of restricted state or federal programs that were charged to an unrestricted resource (0000-1999) in funds 01, 09, and 62 with functions 1000-6999 or 8100-8400 rather than to the restricted program. These costs will be moved in Part III from base costs to the indirect cost pool. \_\_\_\_\_  
Retain supporting documentation.

**B. Abnormal or Mass Separation Costs (required)**

Enter any abnormal or mass separation costs paid on behalf of general administrative positions charged to unrestricted resources (0000-1999) in funds 01, 09, and 62 with functions 7200-7700. These costs will be moved in Part III from the indirect cost pool to base costs. If none, enter zero. 0.00

**Part III - Indirect Cost Rate Calculation (Funds 01, 09, and 62, unless indicated otherwise)****A. Indirect Costs**

1. Other General Administration, less portion charged to restricted resources or specific goals (Functions 7200-7600, objects 1000-5999, minus Line B9)	7,497,765.00
2. Centralized Data Processing, less portion charged to restricted resources or specific goals (Function 7700, objects 1000-5999, minus Line B10)	2,051,979.00
3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000-5999)	23,000.00
4. Staff Relations and Negotiations (Function 7120, resources 0000-1999, goals 0000 and 9000, objects 1000-5999)	1,833.00
5. Plant Maintenance and Operations (portion relating to general administrative offices only) (Functions 8100-8400, objects 1000-5999 except 5100, times Part I, Line C)	588,594.96
6. Facilities Rents and Leases (portion relating to general administrative offices only) (Function 8700, resources 0000-1999, objects 1000-5999 except 5100, times Part I, Line C)	0.00
7. Adjustment for Employment Separation Costs	
a. Plus: Normal Separation Costs (Part II, Line A)	0.00
b. Less: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
8. Total Indirect Costs (Lines A1 through A7a, minus Line A7b)	10,163,171.96
9. Carry-Forward Adjustment (Part IV, Line F)	2,051,558.81
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	12,214,730.77

**B. Base Costs**

1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	100,299,024.00
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	16,910,327.00
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100)	16,627,514.00
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	2,329,605.00
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	0.00
6. Enterprise (Function 6000, objects 1000-5999 except 4700 and 5100)	0.00
7. Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	1,164,114.00
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000-5999, minus Part III, Line A3)	0.00
9. Other General Administration (portion charged to restricted resources or specific goals only) (Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	137,429.00
10. Centralized Data Processing (portion charged to restricted resources or specific goals only) (Function 7700, resources 2000-9999, objects 1000-5999; Function 7700, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	2,989.00
11. Plant Maintenance and Operations (all except portion relating to general administrative offices) (Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5)	13,526,392.04
12. Facilities Rents and Leases (all except portion relating to general administrative offices) (Function 8700, objects 1000-5999 except 5100, minus Part III, Line A6)	0.00
13. Adjustment for Employment Separation Costs	
a. Less: Normal Separation Costs (Part II, Line A)	0.00
b. Plus: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
14. Student Activity (Fund 08, functions 4000-5999, objects 1000-5999 except 5100)	0.00
15. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
16. Child Development (Fund 12, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
17. Cafeteria (Funds 13 & 61, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	79,217.00
18. Foundation (Funds 19 & 57, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
19. Total Base Costs (Lines B1 through B12 and Lines B13b through B18, minus Line B13a)	151,076,611.04

**C. Straight Indirect Cost Percentage Before Carry-Forward Adjustment****(For information only - not for use when claiming/recovering indirect costs)**

(Line A8 divided by Line B19)

6.73%

**D. Preliminary Proposed Indirect Cost Rate****(For final approved fixed-with-carry-forward rate for use in 2022-23 see [www.cde.ca.gov/fg/ac/ic](http://www.cde.ca.gov/fg/ac/ic))**

(Line A10 divided by Line B19)

8.09%



**Part IV - Carry-forward Adjustment**

The carry-forward adjustment is an after-the-fact adjustment for the difference between indirect costs recoverable using the indirect cost rate approved for use in a given year, and the actual indirect costs incurred in that year. The carry-forward adjustment eliminates the need for LEAs to file amended federal reports when their actual indirect costs vary from the estimated indirect costs on which the approved rate was based.

Where the ratio of indirect costs incurred in the current year is less than the estimated ratio of indirect costs on which the approved rate for use in the current year was based, the carry-forward adjustment is limited by using either the approved rate times current year base costs, or the highest rate actually used to recover costs from any program times current year base costs, if the highest rate used was less than the approved rate. Rates used to recover costs from programs are displayed in Exhibit A.

<b>A. Indirect costs incurred in the current year (Part III, Line A8)</b>	<u>10,163,171.96</u>
<b>B. Carry-forward adjustment from prior year(s)</b>	
1. Carry-forward adjustment from the second prior year	<u>273,138.76</u>
2. Carry-forward adjustment amount deferred from prior year(s), if any	<u>0.00</u>
<b>C. Carry-forward adjustment for under- or over-recovery in the current year</b>	
1. Under-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect cost rate (5.55%) times Part III, Line B19); zero if negative	<u>2,051,558.81</u>
2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (5.55%) times Part III, Line B19) or (the highest rate used to recover costs from any program (5.55%) times Part III, Line B19); zero if positive	<u>0.00</u>
<b>D. Preliminary carry-forward adjustment (Line C1 or C2)</b>	<u>2,051,558.81</u>
<b>E. Optional allocation of negative carry-forward adjustment over more than one year</b>	
Where a negative carry-forward adjustment causes the proposed approved rate to fall below zero or would reduce the rate at which the LEA could recover indirect costs to such an extent that it would cause the LEA significant fiscal harm, the LEA may request that the carry-forward adjustment be allocated over more than one year. Where allocation of a negative carry-forward adjustment over more than one year does not resolve a negative rate, the CDE will work with the LEA on a case-by-case basis to establish an approved rate.	
Option 1. Preliminary proposed approved rate (Part III, Line D) if entire negative carry-forward adjustment is applied to the current year calculation:	<u>not applicable</u>
Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	<u>not applicable</u>
Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years:	<u>not applicable</u>
LEA request for Option 1, Option 2, or Option 3	<u>1</u>
<b>F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected)</b>	<u>2,051,558.81</u>



## ITEM 10a

San Dieguito Union High  
San Diego CountyJuly 1 Budget  
2020-21 Estimated Actuals  
Exhibit A: Indirect Cost Rates Charged to Programs37 68346 0000000  
Form ICRApproved indirect cost rate: 5.55%  
Highest rate used in any program: 5.55%

<b>Fund</b>	<b>Resource</b>	<b>Eligible Expenditures (Objects 1000-5999 except Object 5100)</b>	<b>Indirect Costs Charged (Objects 7310 and 7350)</b>	<b>Rate Used</b>
01	3010	692,992.00	37,916.00	5.47%
01	3182	197,276.00	10,872.00	5.51%
01	3210	527,452.00	29,274.00	5.55%
01	3212	2,296,351.00	127,447.00	5.55%
01	3215	620,176.00	34,420.00	5.55%
01	3310	930,650.00	51,697.00	5.55%
01	3311	166,568.00	9,244.00	5.55%
01	3327	140,587.00	7,724.00	5.49%
01	3410	223,818.00	12,421.00	5.55%
01	3550	115,298.00	5,765.00	5.00%
01	4035	196,236.00	10,891.00	5.55%
01	4127	48,730.00	2,704.00	5.55%
01	4201	17,307.00	785.00	4.54%
01	4203	63,297.00	3,513.00	5.55%
01	6387	824,811.00	45,777.00	5.55%
01	6388	859,111.00	47,681.00	5.55%
01	6520	289,082.00	16,043.00	5.55%
01	6690	29,352.00	1,629.00	5.55%
01	7311	59,733.00	3,315.00	5.55%
01	7388	209,990.00	11,654.00	5.55%
01	7420	970,462.00	53,861.00	5.55%
01	7422	1,410,602.00	70,588.00	5.00%
01	7510	152,122.00	8,442.00	5.55%
01	9010	137,693.00	293.00	0.21%
13	5310	289,217.00	3,961.00	1.37%

ITEM 10a

San Dieguito Union High  
San Diego County

July 1 Budget  
2020-21 Estimated Actuals  
LOTTERY REPORT  
Revenues, Expenditures and  
Ending Balances - All Funds

37 68346 0000000  
Form L

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
<b>A. AMOUNT AVAILABLE FOR THIS FISCAL YEAR</b>					
1. Adjusted Beginning Fund Balance	9791-9795	(0.37)		2,567,348.29	2,567,347.92
2. State Lottery Revenue	8560	1,947,441.00		608,146.00	2,555,587.00
3. Other Local Revenue	8600-8799	0.00		0.00	0.00
4. Transfers from Funds of Lapsed/Reorganized Districts	8965	0.00		0.00	0.00
5. Contributions from Unrestricted Resources (Total must be zero)	8980	0.00			0.00
6. Total Available (Sum Lines A1 through A5)		1,947,440.63	0.00	3,175,494.29	5,122,934.92
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>					
1. Certificated Salaries	1000-1999	1,947,441.00			1,947,441.00
2. Classified Salaries	2000-2999	0.00			0.00
3. Employee Benefits	3000-3999	0.00			0.00
4. Books and Supplies	4000-4999	0.00		1,843,510.00	1,843,510.00
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	0.00			0.00
b. Services and Other Operating Expenditures (Resource 6300)	5000-5999, except 5100, 5710, 5800				
c. Duplicating Costs for Instructional Materials (Resource 6300)	5100, 5710, 5800			135,879.00	135,879.00
6. Capital Outlay	6000-6999	0.00			0.00
7. Tuition	7100-7199	0.00			0.00
8. Interagency Transfers Out					
a. To Other Districts, County Offices, and Charter Schools	7211,7212,7221, 7222,7281,7282	0.00			0.00
b. To JPAs and All Others	7213,7223, 7283,7299	0.00			0.00
9. Transfers of Indirect Costs	7300-7399				
10. Debt Service	7400-7499	0.00			0.00
11. All Other Financing Uses	7630-7699	0.00			0.00
12. Total Expenditures and Other Financing Uses (Sum Lines B1 through B11 )		1,947,441.00	0.00	1,979,389.00	3,926,830.00
<b>C. ENDING BALANCE</b> (Must equal Line A6 minus Line B12)					
	979Z	(0.37)	0.00	1,196,105.29	1,196,104.92
<b>D. COMMENTS:</b>					
In lieu of math textbooks that fit current standards, open source materials are printed by an outside agency for instructional materials. Instructional software programs have also been purchased with Lottery funds.					

Data from this report will be used to prepare a report to the Legislature as required by Control Section 24.60 of the Budget Act.

\*Pursuant to Government Code Section 8880.4(a)(2)(B) and the definition in Education Code Section 60010(h), Resource 6300 funds are to be used for the purchase of instructional materials only. Any amounts in the shaded cells of this column should be reviewed for appropriateness.

Description	Object Codes	2021-22 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF/Revenue Limit Sources	8010-8099	128,282,129.00	2.91%	132,016,622.00	2.93%	135,881,248.00
2. Federal Revenues	8100-8299	675,000.00	0.00%	675,000.00	0.00%	675,000.00
3. Other State Revenues	8300-8599	2,574,620.00	-0.99%	2,549,069.00	-1.08%	2,521,599.00
4. Other Local Revenues	8600-8799	1,760,138.00	0.00%	1,760,138.00	0.00%	1,760,138.00
5. Other Financing Sources						
a. Transfers In	8900-8929	765,589.00	0.00%	765,589.00	0.00%	765,589.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	(17,559,958.00)	-6.89%	(16,350,000.00)	0.00%	(16,350,000.00)
6. Total (Sum lines A1 thru A5c)		116,497,518.00	4.22%	121,416,418.00	3.16%	125,253,574.00
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				64,916,124.00		65,165,285.24
b. Step & Column Adjustment				649,161.24		651,652.85
c. Cost-of-Living Adjustment						
d. Other Adjustments				(400,000.00)		(400,000.00)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	64,916,124.00	0.38%	65,165,285.24	0.39%	65,416,938.09
2. Classified Salaries						
a. Base Salaries				17,731,587.00		17,337,976.52
b. Step & Column Adjustment				106,389.52		104,027.86
c. Cost-of-Living Adjustment						
d. Other Adjustments				(500,000.00)		
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	17,731,587.00	-2.22%	17,337,976.52	0.60%	17,442,004.38
3. Employee Benefits	3000-3999	26,014,670.00	5.85%	27,537,402.00	2.22%	28,148,343.00
4. Books and Supplies	4000-4999	2,977,052.00	-0.33%	2,967,097.00	-1.46%	2,923,635.00
5. Services and Other Operating Expenditures	5000-5999	10,554,102.00	-6.16%	9,904,102.00	0.00%	9,904,102.00
6. Capital Outlay	6000-6999	3,725,000.00	-95.03%	185,000.00	0.00%	185,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	1,790,386.00	0.00%	1,790,386.00	0.00%	1,790,386.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(381,854.00)	-13.14%	(331,692.00)	0.00%	(331,692.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	63,000.00	444.44%	343,000.00	0.00%	343,000.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		127,390,067.00	-1.96%	124,898,556.76	0.74%	125,821,716.47
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b>						
(Line A6 minus line B11)						
		(10,892,549.00)		(3,482,138.76)		(568,142.47)
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 01, line F1e)		20,908,171.16		10,015,622.16		6,533,483.40
2. Ending Fund Balance (Sum lines C and D1)		10,015,622.16		6,533,483.40		5,965,340.93
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	181,000.00		181,000.00		181,000.00
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	0.00				
d. Assigned	9780	0.00		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	5,227,182.36		4,911,361.00		4,747,623.00
2. Unassigned/Unappropriated	9790	4,607,439.80		1,441,122.40		1,036,717.93
f. Total Components of Ending Fund Balance						
(Line D3f must agree with line D2)		10,015,622.16		6,533,483.40		5,965,340.93

Description	Object Codes	2021-22 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
<b>E. AVAILABLE RESERVES</b>						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	5,227,182.36		4,911,361.00		4,747,623.00
c. Unassigned/Unappropriated	9790	4,607,439.80		1,441,122.40		1,036,717.93
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						
		9,834,622.16		6,352,483.40		5,784,340.93
<b>F. ASSUMPTIONS</b>						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						
We have added Certificated attrition savings in the amount of \$400,000 per year. We have removed a one-time expenditure for Classified Salaries due to excess vacation liability in the amount of \$650,000 and added \$150,000 in AVID expenses to the unrestricted budget which was paid out of one-time restricted funds for the budget year.						

Description	Object Codes	2021-22 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF/Revenue Limit Sources	8010-8099	799,172.00	0.00%	799,172.00	0.00%	799,172.00
2. Federal Revenues	8100-8299	8,723,327.00	-63.45%	3,188,035.00	0.00%	3,188,035.00
3. Other State Revenues	8300-8599	10,272,709.00	0.38%	10,311,473.00	0.45%	10,358,345.00
4. Other Local Revenues	8600-8799	7,319,705.00	0.00%	7,319,705.00	0.00%	7,319,705.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	17,559,958.00	-6.89%	16,350,000.00	0.00%	16,350,000.00
6. Total (Sum lines A1 thru A5c)		44,674,871.00	-15.01%	37,968,385.00	0.12%	38,015,257.00
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				14,810,939.00		10,473,811.39
b. Step & Column Adjustment				148,109.39		104,738.11
c. Cost-of-Living Adjustment						
d. Other Adjustments				(4,485,237.00)		
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	14,810,939.00	-29.28%	10,473,811.39	1.00%	10,578,549.50
2. Classified Salaries						
a. Base Salaries				6,632,552.00		5,958,559.31
b. Step & Column Adjustment				39,795.31		35,751.36
c. Cost-of-Living Adjustment						
d. Other Adjustments				(713,788.00)		
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	6,632,552.00	-10.16%	5,958,559.31	0.60%	5,994,310.67
3. Employee Benefits	3000-3999	14,068,280.00	-1.74%	13,823,927.00	1.14%	13,981,700.00
4. Books and Supplies	4000-4999	1,571,608.00	-44.78%	867,857.00	-1.46%	855,145.00
5. Services and Other Operating Expenditures	5000-5999	8,356,162.00	-24.25%	6,329,690.00	0.00%	6,329,690.00
6. Capital Outlay	6000-6999	525,000.00	0.00%	525,000.00	0.00%	525,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	601,950.00	0.00%	601,950.00	0.00%	601,950.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	282,854.00	-17.73%	232,692.00	0.00%	232,692.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)				0.00		0.00
11. Total (Sum lines B1 thru B10)		46,849,345.00	-17.15%	38,813,486.70	0.74%	39,099,037.17
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b>						
(Line A6 minus line B11)						
		(2,174,474.00)		(845,101.70)		(1,083,780.17)
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 01, line F1e)		5,777,639.43		3,603,165.43		2,758,063.73
2. Ending Fund Balance (Sum lines C and D1)		3,603,165.43		2,758,063.73		1,674,283.56
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	3,603,165.43		3,134,809.00		2,238,772.00
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	0.00		(376,745.27)		(564,488.44)
f. Total Components of Ending Fund Balance						
(Line D3f must agree with line D2)		3,603,165.43		2,758,063.73		1,674,283.56

Description	Object Codes	2021-22 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
<b>E. AVAILABLE RESERVES</b>						
1. General Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						
<b>F. ASSUMPTIONS</b>						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						
We have removed one-time Certificated salaries for the Expanded Learning Grant in the amount of \$4,485,237. We have also removed one-time Classified salaries for the Expanded Learning ParaProfessional Grant in the amount of \$713,788.						

Description	Object Codes	2021-22 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
<b>A. REVENUES AND OTHER FINANCING SOURCES</b>						
1. LCFF/Revenue Limit Sources	8010-8099	129,081,301.00	2.89%	132,815,794.00	2.91%	136,680,420.00
2. Federal Revenues	8100-8299	9,398,327.00	-58.90%	3,863,035.00	0.00%	3,863,035.00
3. Other State Revenues	8300-8599	12,847,329.00	0.10%	12,860,542.00	0.15%	12,879,944.00
4. Other Local Revenues	8600-8799	9,079,843.00	0.00%	9,079,843.00	0.00%	9,079,843.00
5. Other Financing Sources						
a. Transfers In	8900-8929	765,589.00	0.00%	765,589.00	0.00%	765,589.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		161,172,389.00	-1.11%	159,384,803.00	2.44%	163,268,831.00
<b>B. EXPENDITURES AND OTHER FINANCING USES</b>						
1. Certificated Salaries						
a. Base Salaries				79,727,063.00		75,639,096.63
b. Step & Column Adjustment				797,270.63		756,390.96
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(4,885,237.00)		(400,000.00)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	79,727,063.00	-5.13%	75,639,096.63	0.47%	75,995,487.59
2. Classified Salaries						
a. Base Salaries				24,364,139.00		23,296,535.83
b. Step & Column Adjustment				146,184.83		139,779.22
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(1,213,788.00)		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	24,364,139.00	-4.38%	23,296,535.83	0.60%	23,436,315.05
3. Employee Benefits	3000-3999	40,082,950.00	3.19%	41,361,329.00	1.86%	42,130,043.00
4. Books and Supplies	4000-4999	4,548,660.00	-15.69%	3,834,954.00	-1.46%	3,778,780.00
5. Services and Other Operating Expenditures	5000-5999	18,910,264.00	-14.15%	16,233,792.00	0.00%	16,233,792.00
6. Capital Outlay	6000-6999	4,250,000.00	-83.29%	710,000.00	0.00%	710,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	2,392,336.00	0.00%	2,392,336.00	0.00%	2,392,336.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(99,000.00)	0.00%	(99,000.00)	0.00%	(99,000.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	63,000.00	444.44%	343,000.00	0.00%	343,000.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		174,239,412.00	-6.04%	163,712,043.46	0.74%	164,920,753.64
<b>C. NET INCREASE (DECREASE) IN FUND BALANCE</b> (Line A6 minus line B11)						
		(13,067,023.00)		(4,327,240.46)		(1,651,922.64)
<b>D. FUND BALANCE</b>						
1. Net Beginning Fund Balance (Form 01, line F1e)		26,685,810.59		13,618,787.59		9,291,547.13
2. Ending Fund Balance (Sum lines C and D1)		13,618,787.59		9,291,547.13		7,639,624.49
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	181,000.00		181,000.00		181,000.00
b. Restricted	9740	3,603,165.43		3,134,809.00		2,238,772.00
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	0.00		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	5,227,182.36		4,911,361.00		4,747,623.00
2. Unassigned/Unappropriated	9790	4,607,439.80		1,064,377.13		472,229.49
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		13,618,787.59		9,291,547.13		7,639,624.49

Description	Object Codes	2021-22 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
<b>E. AVAILABLE RESERVES</b>						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	5,227,182.36		4,911,361.00		4,747,623.00
c. Unassigned/Unappropriated	9790	4,607,439.80		1,441,122.40		1,036,717.93
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z			(376,745.27)		(564,488.44)
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		9,834,622.16		5,975,738.13		5,219,852.49
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		5.64%		3.65%		3.17%
<b>F. RECOMMENDED RESERVES</b>						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	No					
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
2. Special education pass-through funds (Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)						
		0.00		0.00		0.00
2. District ADA						
Used to determine the reserve standard percentage level on line F3d (Col. A: Form A, Estimated P-2 ADA column, Lines A4 and C4; enter projections)						
		12,544.61		12,502.66		12,319.52
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		174,239,412.00		163,712,043.46		164,920,753.64
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		174,239,412.00		163,712,043.46		164,920,753.64
d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 10 for calculation details)		3%		3%		3%
e. Reserve Standard - By Percent (Line F3c times F3d)		5,227,182.36		4,911,361.30		4,947,622.61
f. Reserve Standard - By Amount (Refer to Form 01CS, Criterion 10 for calculation details)		0.00		0.00		0.00
g. Reserve Standard (Greater of Line F3e or F3f)		5,227,182.36		4,911,361.30		4,947,622.61
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES



Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).

Deviations from the standards must be explained and may affect the approval of the budget.

**CRITERIA AND STANDARDS**

**1. CRITERION: Average Daily Attendance**

STANDARD: Funded average daily attendance (ADA) has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA	
3.0%	0	to 300
2.0%	301	to 1,000
1.0%	1,001	and over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):

District's ADA Standard Percentage Level:

**1A. Calculating the District's ADA Variances**

DATA ENTRY: For the Third, Second, and First Prior Years, enter Estimated Funded ADA in the Original Budget Funded ADA column; enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the Third, Second, and First Prior Years. All other data are extracted.

Fiscal Year	Original Budget Funded ADA (Form A, Lines A4 and C4)	Estimated/Unaudited Actuals Funded ADA (Form A, Lines A4 and C4)	ADA Variance Level (If Budget is greater than Actuals, else N/A)	Status
Third Prior Year (2018-19)				
District Regular	12,620	12,615		
Charter School				
<b>Total ADA</b>	<b>12,620</b>	<b>12,615</b>	<b>0.0%</b>	<b>Met</b>
Second Prior Year (2019-20)				
District Regular	12,630	12,684		
Charter School				
<b>Total ADA</b>	<b>12,630</b>	<b>12,684</b>	<b>N/A</b>	<b>Met</b>
First Prior Year (2020-21)				
District Regular	12,673	12,673		
Charter School		0		
<b>Total ADA</b>	<b>12,673</b>	<b>12,673</b>	<b>0.0%</b>	<b>Met</b>
Budget Year (2021-22)				
District Regular	12,673			
Charter School	0			
<b>Total ADA</b>	<b>12,673</b>			

**1B. Comparison of District ADA to the Standard**

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for the first prior year.

**Explanation:**  
(required if NOT met)

1b. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for two or more of the previous three years.

**Explanation:**  
(required if NOT met)

**2. CRITERION: Enrollment**

STANDARD: Projected enrollment has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA		
3.0%	0	to	300
2.0%	301	to	1,000
1.0%	1,001	and	over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):

District's Enrollment Standard Percentage Level:

**2A. Calculating the District's Enrollment Variances**

DATA ENTRY: Enter data in the Enrollment, Budget, column for all fiscal years and in the Enrollment, CBEDS Actual column for the First Prior Year; all other data are extracted or calculated. CBEDS Actual enrollment data preloaded in the District Regular lines will include both District Regular and Charter School enrollment. Districts will need to adjust the District Regular enrollment lines and the Charter School enrollment lines accordingly. Enter district regular enrollment and charter school enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	Budget	Enrollment CBEDS Actual	Enrollment Variance Level (If Budget is greater than Actual, else N/A)	Status
Third Prior Year (2018-19)				
District Regular	13,285	13,128		
Charter School				
<b>Total Enrollment</b>	<b>13,285</b>	<b>13,128</b>	<b>1.2%</b>	<b>Not Met</b>
Second Prior Year (2019-20)				
District Regular	13,301	13,177		
Charter School				
<b>Total Enrollment</b>	<b>13,301</b>	<b>13,177</b>	<b>0.9%</b>	<b>Met</b>
First Prior Year (2020-21)				
District Regular	13,177	13,001		
Charter School				
<b>Total Enrollment</b>	<b>13,177</b>	<b>13,001</b>	<b>1.3%</b>	<b>Not Met</b>
Budget Year (2021-22)				
District Regular	13,078			
Charter School				
<b>Total Enrollment</b>	<b>13,078</b>			

**2B. Comparison of District Enrollment to the Standard**

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - Enrollment was estimated above the standard for the first prior year. Provide reasons for the overestimate, a description of the methods and assumptions used in projecting enrollment, and what changes will be made to improve the accuracy of projections in this area.

**Explanation:**  
(required if NOT met)

In 2018-19, the actual enrollment growth was smaller than the projections provided in the demographic study.

- 1b. STANDARD NOT MET - Enrollment was estimated above the standard for two or more of the previous three years. Provide reasons for the overestimate, a description of the methods and assumptions used in projecting enrollment, and what changes will be made to improve the accuracy of projections in this area.

**Explanation:**  
(required if NOT met)

In 2020-21, our schools were closed for in person instruction due to Covid-19. When the projections were made, we were unaware of the impact Covid-19 would have on our enrollment.

**3. CRITERION: ADA to Enrollment**

STANDARD: Projected second period (P-2) average daily attendance (ADA) to enrollment ratio for any of the budget year or two subsequent fiscal years has not increased from the historical average ratio from the three prior fiscal years by more than one half of one percent (0.5%).

**3A. Calculating the District's ADA to Enrollment Standard**

DATA ENTRY: All data are extracted or calculated. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	P-2 ADA Estimated/Unaudited Actuals (Form A, Lines A4 and C4)	Enrollment CBEDS Actual (Criterion 2, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2018-19)			
District Regular	12,615	13,128	
Charter School		0	
<b>Total ADA/Enrollment</b>	<b>12,615</b>	<b>13,128</b>	<b>96.1%</b>
Second Prior Year (2019-20)			
District Regular	12,684	13,177	
Charter School			
<b>Total ADA/Enrollment</b>	<b>12,684</b>	<b>13,177</b>	<b>96.3%</b>
First Prior Year (2020-21)			
District Regular	12,673	13,001	
Charter School	0		
<b>Total ADA/Enrollment</b>	<b>12,673</b>	<b>13,001</b>	<b>97.5%</b>
Historical Average Ratio:			96.6%
<b>District's ADA to Enrollment Standard (historical average ratio plus 0.5%):</b>			<b>97.1%</b>

**3B. Calculating the District's Projected Ratio of ADA to Enrollment**

DATA ENTRY: Enter data in the Estimated P-2 ADA column for the two subsequent years. Enter data in the Enrollment column for the two subsequent years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund only, for all fiscal years. All other data are extracted or calculated.

Fiscal Year	Estimated P-2 ADA Budget (Form A, Lines A4 and C4)	Enrollment Budget/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Budget Year (2021-22)				
District Regular	12,545	13,078		
Charter School	0			
<b>Total ADA/Enrollment</b>	<b>12,545</b>	<b>13,078</b>	<b>95.9%</b>	<b>Met</b>
1st Subsequent Year (2022-23)				
District Regular	12,503	13,035		
Charter School				
<b>Total ADA/Enrollment</b>	<b>12,503</b>	<b>13,035</b>	<b>95.9%</b>	<b>Met</b>
2nd Subsequent Year (2023-24)				
District Regular	12,320	12,848		
Charter School				
<b>Total ADA/Enrollment</b>	<b>12,320</b>	<b>12,848</b>	<b>95.9%</b>	<b>Met</b>

**3C. Comparison of District ADA to Enrollment Ratio to the Standard**

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Projected P-2 ADA to enrollment ratio has not exceeded the standard for the budget and two subsequent fiscal years.

**Explanation:**  
(required if NOT met)

**4. CRITERION: LCFF Revenue**

STANDARD: Projected local control funding formula (LCFF) revenue for any of the budget year or two subsequent fiscal years has not changed from the prior fiscal year by more than the change in population, plus the district's gap funding or cost-of-living adjustment (COLA)<sup>1</sup> and its economic recovery target payment, plus or minus one percent.

For basic aid districts, projected LCFF revenue has not changed from the prior fiscal year by more than the percent change in property tax revenues plus or minus one percent.

For districts funded by necessary small school formulas, projected LCFF revenue has not changed from the prior fiscal year amount by more than the district's gap funding or COLA<sup>1</sup> and its economic recovery target payment, plus or minus one percent.

<sup>1</sup> Districts that are already at or above their LCFF target funding as described in Education Code Section 42238.03(d) receive no gap funding. These districts have a COLA applied to their LCFF target, but their year-over-year revenue increase might be less than the statutory COLA due to certain local factors and components of the funding formula.

**4A. District's LCFF Revenue Standard**

Indicate which standard applies:

LCFF Revenue

Basic Aid

Necessary Small School

The District must select which LCFF revenue standard applies.

LCFF Revenue Standard selected: LCFF Revenue

**4A1. Calculating the District's LCFF Revenue Standard**

DATA ENTRY: Enter data in Step 1a for the two subsequent fiscal years. All other data is extracted or calculated. Enter data for Steps 2a through 2b1. All other data is calculated.

Note: Due to the full implementation of LCFF, gap funding and the economic recovery target increment payment amounts are no longer applicable.

**Projected LCFF Revenue**

	Prior Year (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
<b>Step 1 - Change in Population</b>				
a. ADA (Funded) (Form A, lines A6 and C4)	12,679.19	12,679.03	12,550.45	12,508.50
b. Prior Year ADA (Funded)		12,679.19	12,679.03	12,550.45
c. Difference (Step 1a minus Step 1b)		(0.16)	(128.58)	(41.95)
d. Percent Change Due to Population (Step 1c divided by Step 1b)		0.00%	-1.01%	-0.33%
<b>Step 2 - Change in Funding Level</b>				
a. Prior Year LCFF Funding		129,511,101.00	133,917,154.00	138,495,645.00
b1. COLA percentage		3.84%	2.98%	3.05%
b2. COLA amount (proxy for purposes of this criterion)		4,973,226.28	3,990,731.19	4,224,117.17
c. Percent Change Due to Funding Level (Step 2b2 divided by Step 2a)		3.84%	2.98%	3.05%
<b>Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2c)</b>				
		3.84%	1.97%	2.72%
<b>LCFF Revenue Standard (Step 3, plus/minus 1%):</b>		<b>2.84% to 4.84%</b>	<b>.97% to 2.97%</b>	<b>1.72% to 3.72%</b>

**4A2. Alternate LCFF Revenue Standard - Basic Aid**

DATA ENTRY: If applicable to your district, input data in the 1st and 2nd Subsequent Year columns for projected local property taxes; all other data are extracted or calculated.

**Basic Aid District Projected LCFF Revenue**

	Prior Year (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	121,737,395.00	125,393,005.00	128,411,015.00	132,263,345.00
Percent Change from Previous Year		N/A	N/A	N/A
<b>Basic Aid Standard (percent change from previous year, plus/minus 1%):</b>		N/A	N/A	N/A

**4A3. Alternate LCFF Revenue Standard - Necessary Small School**

DATA ENTRY: All data are extracted or calculated.

**Necessary Small School District Projected LCFF Revenue**

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
<b>Necessary Small School Standard (COLA Step 2c, plus/minus 1%):</b>	N/A	N/A	N/A

**4B. Calculating the District's Projected Change in LCFF Revenue**

DATA ENTRY: Enter data in the 1st and 2nd Subsequent Year columns for LCFF Revenue; all other data are extracted or calculated.

	Prior Year (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	124,628,767.00	128,282,129.00	131,274,445.00	135,118,385.00
District's Projected Change in LCFF Revenue:		2.93%	2.33%	2.93%
<b>LCFF Revenue Standard:</b>		<b>2.84% to 4.84%</b>	<b>.97% to 2.97%</b>	<b>1.72% to 3.72%</b>
<b>Status:</b>		Met	Met	Met

**4C. Comparison of District LCFF Revenue to the Standard**

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Projected change in LCFF revenue has met the standard for the budget and two subsequent fiscal years.

**Explanation:**  
(required if NOT met)

**5. CRITERION: Salaries and Benefits**

STANDARD: Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures for any of the budget year or two subsequent fiscal years has not changed from the historical average ratio from the three prior fiscal years by more than the greater of three percent or the district's required reserves percentage.

**5A. Calculating the District's Historical Average Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures**

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
	Salaries and Benefits (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	
Third Prior Year (2018-19)	95,953,348.64	108,795,884.76	88.2%
Second Prior Year (2019-20)	98,758,575.65	111,205,780.66	88.8%
First Prior Year (2020-21)	100,793,146.00	113,363,362.00	88.9%
Historical Average Ratio:			88.6%

District's Reserve Standard Percentage (Criterion 10B, Line 4):	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	3.0%	3.0%	3.0%
	<b>85.6% to 91.6%</b>	<b>85.6% to 91.6%</b>	<b>85.6% to 91.6%</b>

**5B. Calculating the District's Projected Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures**

DATA ENTRY: If Form MYP exists, Unrestricted Salaries and Benefits, and Total Unrestricted Expenditures data for the 1st and 2nd Subsequent Years will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Fiscal Year	Budget - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
	Salaries and Benefits (Form 01, Objects 1000-3999) (Form MYP, Lines B1-B3)	Total Expenditures (Form 01, Objects 1000-7499) (Form MYP, Lines B1-B8, B10)		
Budget Year (2021-22)	108,662,381.00	127,327,067.00	85.3%	Not Met
1st Subsequent Year (2022-23)	110,040,663.76	124,555,556.76	88.3%	Met
2nd Subsequent Year (2023-24)	111,007,285.47	125,478,716.47	88.5%	Met

**5C. Comparison of District Salaries and Benefits Ratio to the Standard**

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - Projected ratio(s) of unrestricted salary and benefit costs to total unrestricted expenditures are outside the standard in one or more of the budget or two subsequent fiscal years. Provide reasons why the projection(s) exceed the standard, a description of the methods and assumptions used in projecting salaries and benefits, and what changes, if any, will be made to bring the projected salary and benefit costs within the standard.

**Explanation:**  
(required if NOT met)

A one time expense was added for the purchase of 22 new buses under object code 6000 in the amount of \$3,300,000. A one time expense was added for a special board election under object code 5000 in the amount of \$650,000. A one time budget increase for RRMA Routine Restricted Maintenance under object code 5000 in the amount of \$1,000,000. Due to these one time expenditures, our Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures is lower in the current budget year but then is back in normal range in the two subsequent years.

**6. CRITERION: Other Revenues and Expenditures**

STANDARD: Projected operating revenues (including federal, other state, and other local) or expenditures (including books and supplies, and services and other operating), for any of the budget year or two subsequent fiscal years, have not changed from the prior fiscal year amount by more than the percentage change in population and the funded cost-of-living adjustment (COLA) plus or minus ten percent.

For each major object category, changes that exceed the percentage change in population and the funded COLA plus or minus five percent must be explained.

**6A. Calculating the District's Other Revenues and Expenditures Standard Percentage Ranges**

DATA ENTRY: All data are extracted or calculated.

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	3.84%	1.97%	2.72%
<b>2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):</b>	<b>-6.16% to 13.84%</b>	<b>-8.03% to 11.97%</b>	<b>-7.28% to 12.72%</b>
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	-1.16% to 8.84%	-3.03% to 6.97%	-2.28% to 7.72%

**6B. Calculating the District's Change by Major Object Category and Comparison to the Explanation Percentage Range (Section 6A, Line 3)**

DATA ENTRY: If Form MYP exists, the 1st and 2nd Subsequent Year data for each revenue and expenditure section will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Explanations must be entered for each category if the percent change for any year exceeds the district's explanation percentage range.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
<b>Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)</b>			
First Prior Year (2020-21)	11,770,353.00		
Budget Year (2021-22)	9,398,327.00	-20.15%	Yes
1st Subsequent Year (2022-23)	3,863,035.00	-58.90%	Yes
2nd Subsequent Year (2023-24)	3,863,035.00	0.00%	No

**Explanation:**  
(required if Yes)

For fiscal year 2020-21, we received \$7,469,576 in one-time Federal CARES Act Funds (ESSER I, ESSER II, GEER I, Coronavirus Relief Funds). For fiscal year 2021-22, we are receiving \$5,535,292 in additional one-time Federal CARES Act Funds (ESSER III). Due to this influx of one-time funding, this has caused the district to be outside the normal range for percent change over previous years.

<b>Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)</b>			
First Prior Year (2020-21)	27,131,413.00		
Budget Year (2021-22)	12,847,329.00	-52.65%	Yes
1st Subsequent Year (2022-23)	12,860,542.00	0.10%	No
2nd Subsequent Year (2023-24)	12,879,944.00	0.15%	No

**Explanation:**  
(required if Yes)

For fiscal year 2020-21, we received \$20,894,743 in one-time State CARES Act Funds (Learning Loss Mitigation, In-Person Instruction, Expanded Learning and Expanded Learning ParaProfessional grants). Due to this influx of one-time funding, this has caused the district to be outside the normal range for percent change over previous years.

<b>Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)</b>			
First Prior Year (2020-21)	9,219,501.00		
Budget Year (2021-22)	9,079,843.00	-1.51%	Yes
1st Subsequent Year (2022-23)	9,079,843.00	0.00%	No
2nd Subsequent Year (2023-24)	9,079,843.00	0.00%	No

**Explanation:**  
(required if Yes)

In light of our current economy due to the COVID-19 pandemic, we have already experienced a decrease in donations. In the 2021-22 budget, we will add our donation revenue to our budget as it is received.

<b>Books and Supplies (Fund 01, Objects 4000-4999) (Form MYP, Line B4)</b>			
First Prior Year (2020-21)	11,623,021.00		
Budget Year (2021-22)	4,548,660.00	-60.87%	Yes
1st Subsequent Year (2022-23)	3,834,954.00	-15.69%	Yes
2nd Subsequent Year (2023-24)	3,778,780.00	-1.46%	No

**Explanation:**  
(required if Yes)

For fiscal year 2020-21, we had a textbook adoption for \$1.7 million dollars in Restricted Lottery funds. We also purchased connectivity for students for distance learning for \$5 million out of one-time CARES Act funds. For fiscal year 2021-22, we have budgeted \$450,000 for a Biology textbook adoption from Restricted Lottery funds. Due to these reasons, our spending from books and supplies were outside the normal % change over prior years.

**Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYP, Line B5)**

First Prior Year (2020-21)	16,113,348.00		
Budget Year (2021-22)	18,910,264.00	17.36%	Yes
1st Subsequent Year (2022-23)	16,233,792.00	-14.15%	Yes
2nd Subsequent Year (2023-24)	16,233,792.00	0.00%	No

**Explanation:**  
(required if Yes)

For fiscal year 2021-22, we have budgeted a one-time increase in our (RRMA) Routine Restricted Maintenance account for \$1 million dollars for various projects at sites. We have increased our utilities budget by \$460k based on trends. We have added \$650k to our budget for special election costs. These are the main reasons our Services and Other Operating Expenditures for 2021-22 are outside the normal % change over prior year.

**6C. Calculating the District's Change in Total Operating Revenues and Expenditures (Section 6A, Line 2)**

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Status
<b>Total Federal, Other State, and Other Local Revenue (Criterion 6B)</b>			
First Prior Year (2020-21)	48,121,267.00		
Budget Year (2021-22)	31,325,499.00	-34.90%	Not Met
1st Subsequent Year (2022-23)	25,803,420.00	-17.63%	Not Met
2nd Subsequent Year (2023-24)	25,822,822.00	0.08%	Met
<b>Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)</b>			
First Prior Year (2020-21)	27,736,369.00		
Budget Year (2021-22)	23,458,924.00	-15.42%	Not Met
1st Subsequent Year (2022-23)	20,068,746.00	-14.45%	Not Met
2nd Subsequent Year (2023-24)	20,012,572.00	-0.28%	Met

**6D. Comparison of District Total Operating Revenues and Expenditures to the Standard Percentage Range**

DATA ENTRY: Explanations are linked from Section 6B if the status in Section 6C is not met; no entry is allowed below.

- 1a. STANDARD NOT MET - Projected total operating revenues have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 6A above and will also display in the explanation box below.

**Explanation:**  
Federal Revenue  
(linked from 6B  
if NOT met)

For fiscal year 2020-21, we received \$7,469,576 in one-time Federal CARES Act Funds (ESSER I, ESSER II, GEER I, Coronavirus Relief Funds). For fiscal year 2021-22, we are receiving \$5,535,292 in additional one-time Federal CARES Act Funds (ESSER III). Due to this influx of one-time funding, this has caused the district to be outside the normal range for percent change over previous years.

**Explanation:**  
Other State Revenue  
(linked from 6B  
if NOT met)

For fiscal year 2020-21, we received \$20,894,743 in one-time State CARES Act Funds (Learning Loss Mitigation, In-Person Instruction, Expanded Learning and Expanded Learning ParaProfessional grants). Due to this influx of one-time funding, this has caused the district to be outside the normal range for percent change over previous years.

**Explanation:**  
Other Local Revenue  
(linked from 6B  
if NOT met)

In light of our current economy due to the COVID-19 pandemic, we have already experienced a decrease in donations. In the 2021-22 budget, we will add our donation revenue to our budget as it is received.

- 1b. STANDARD NOT MET - Projected total operating expenditures have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating expenditures within the standard must be entered in Section 6A above and will also display in the explanation box below.

**Explanation:**  
Books and Supplies  
(linked from 6B  
if NOT met)

For fiscal year 2020-21, we had a textbook adoption for \$1.7 million dollars in Restricted Lottery funds. We also purchased connectivity for students for distance learning for \$5 million out of one-time CARES Act funds. For fiscal year 2021-22, we have budgeted \$450,000 for a Biology textbook adoption from Restricted Lottery funds. Due to these reasons, our spending from books and supplies were outside the normal % change over prior years.

**Explanation:**  
**Services and Other Exps**  
(linked from 6B  
if NOT met)

For fiscal year 2021-22, we have budgeted a one-time increase in our (RRMA) Routine Restricted Maintenance account for \$1 million dollars for various projects at sites. We have increased our utilities budget by \$460k based on trends. We have added \$650k to our budget for special election costs. These are the main reasons our Services and Other Operating Expenditures for 2021-22 are outside the normal % change over prior year.



**7. CRITERION: Facilities Maintenance**

**STANDARD:** Confirm that the annual contribution for facilities maintenance funding is not less than the amount required pursuant to Education Code Section 17070.75, if applicable, and that the district is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52060(d)(1) and 17002(d)(1).

**Determining the District's Compliance with the Contribution Requirement for EC Section 17070.75 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)**

**NOTE:** EC Section 17070.75 requires the district to deposit into the account a minimum amount equal to or greater than three percent of the total general fund expenditures and other financing uses for that fiscal year. Per SB 98 and SB 820 of 2020, resources 3210, 3215, 3220, 5316, 7027, 7420, and 7690 are excluded from the total general fund expenditures calculation.

**DATA ENTRY:** Click the appropriate Yes or No button for special education local plan area (SELPA) administrative units (AUs); all other data are extracted or calculated. If standard is not met, enter an X in the appropriate box and enter an explanation, if applicable.

1. a. For districts that are the AU of a SELPA, do you choose to exclude revenues that are passed through to participating members of the SELPA from the OMMA/RMA required minimum contribution calculation?

b. Pass-through revenues and apportionments that may be excluded from the OMMA/RMA calculation per EC Section 17070.75(b)(2)(D) (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)

2. Ongoing and Major Maintenance/Restricted Maintenance Account

a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999, exclude resources 3210, 3215, 3220, 5316, 7027, 7420, and 7690)	166,389,422.00			
b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)		3% Required Minimum Contribution (Line 2c times 3%)	Budgeted Contribution <sup>1</sup> to the Ongoing and Major Maintenance Account	Status
c. Net Budgeted Expenditures and Other Financing Uses	166,389,422.00	4,991,682.66	6,835,732.00	Met

<sup>1</sup> Fund 01, Resource 8150, Objects 8900-8999

If standard is not met, enter an X in the box that best describes why the minimum required contribution was not made:

- Not applicable (district does not participate in the Leroy F. Greene School Facilities Act of 1998)
- Exempt (due to district's small size [EC Section 17070.75 (b)(2)(E)])
- Other (explanation must be provided)

**Explanation:**  
(required if NOT met and Other is marked)

**8. CRITERION: Deficit Spending**

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves<sup>1</sup> as a percentage of total expenditures and other financing uses<sup>2</sup> in two out of three prior fiscal years.

**8A. Calculating the District's Deficit Spending Standard Percentage Levels**

DATA ENTRY: All data are extracted or calculated.

	Third Prior Year (2018-19)	Second Prior Year (2019-20)	First Prior Year (2020-21)
1. District's Available Reserve Amounts (resources 0000-1999)			
a. Stabilization Arrangements (Funds 01 and 17, Object 9750)	0.00	0.00	0.00
b. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789)	13,447,119.27	10,897,263.79	0.00
c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	0.00	8,920,923.77	20,727,171.16
d. Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999)	0.00	(0.03)	(2,829,252.00)
e. Available Reserves (Lines 1a through 1d)	13,447,119.27	19,818,187.53	17,897,919.16
2. Expenditures and Other Financing Uses			
a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	153,486,598.43	152,167,318.29	170,036,401.00
b. Plus: Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)			0.00
c. Total Expenditures and Other Financing Uses (Line 2a plus Line 2b)	153,486,598.43	152,167,318.29	170,036,401.00
3. District's Available Reserve Percentage (Line 1e divided by Line 2c)	8.8%	13.0%	10.5%
<b>District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):</b>	<b>2.9%</b>	<b>4.3%</b>	<b>3.5%</b>

<sup>1</sup>Available reserves are the unrestricted amounts in the Stabilization Arrangement, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

<sup>2</sup>A school district that is the Administrative Unit of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

**8B. Calculating the District's Deficit Spending Percentages**

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in Unrestricted Fund Balance (Form 01, Section E)	Total Unrestricted Expenditures and Other Financing Uses (Form 01, Objects 1000-7999)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Third Prior Year (2018-19)	(2,541,338.32)	112,464,469.46	2.3%	Met
Second Prior Year (2019-20)	(911,958.70)	111,831,606.44	0.8%	Met
First Prior Year (2020-21)	8,076,302.00	113,503,361.00	N/A	Met
Budget Year (2021-22) (Information only)	(10,892,549.00)	127,390,067.00		

**8C. Comparison of District Deficit Spending to the Standard**

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Unrestricted deficit spending, if any, has not exceeded the standard percentage level in two or more of the three prior years.

**Explanation:**  
(required if NOT met)

**9. CRITERION: Fund Balance**

STANDARD: Budgeted beginning unrestricted general fund balance has not been overestimated for two out of three prior fiscal years by more than the following percentage levels:

Percentage Level <sup>1</sup>		District ADA	
1.7%	0	to	300
1.3%	301	to	1,000
1.0%	1,001	to	30,000
0.7%	30,001	to	400,000
0.3%	400,001	and	over

<sup>1</sup> Percentage levels equate to a rate of deficit spending which would eliminate recommended reserves for economic uncertainties over a three year period.

District Estimated P-2 ADA (Form A, Lines A6 and C4):

District's Fund Balance Standard Percentage Level:

**9A. Calculating the District's Unrestricted General Fund Beginning Balance Percentages**

DATA ENTRY: Enter data in the Original Budget column for the First, Second, and Third Prior Years; all other data are extracted or calculated.

Fiscal Year	Unrestricted General Fund Beginning Balance <sup>2</sup> (Form 01, Line F1e, Unrestricted Column)		Beginning Fund Balance Variance Level	Status
	Original Budget	Estimated/Unaudited Actuals	(If overestimated, else N/A)	
Third Prior Year (2018-19)	12,913,131.00	17,115,203.17	N/A	Met
Second Prior Year (2019-20)	11,773,033.00	14,573,864.85	N/A	Met
First Prior Year (2020-21)	9,135,820.00	12,831,869.16	N/A	Met
Budget Year (2021-22) (Information only)	20,908,171.16			

<sup>2</sup> Adjusted beginning balance, including audit adjustments and other restatements (objects 9791-9795)

**9B. Comparison of District Unrestricted Beginning Fund Balance to the Standard**

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Unrestricted general fund beginning fund balance has not been overestimated by more than the standard percentage level for two or more of the previous three years.

**Explanation:**  
(required if NOT met)

**10. CRITERION: Reserves**

STANDARD: Available reserves<sup>1</sup> for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts<sup>2</sup> as applied to total expenditures and other financing uses<sup>3</sup>:

DATA ENTRY: Budget Year data are extracted. If Form MYP exists, 1st and 2nd Subsequent Year data will be extracted. If not, enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the two subsequent years.

Percentage Level	District ADA		
5% or \$71,000 (greater of)	0	to	300
4% or \$71,000 (greater of)	301	to	1,000
3%	1,001	to	30,000
2%	30,001	to	400,000
1%	400,001	and	over

<sup>1</sup> Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

<sup>2</sup> Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment, as referenced in Education Code Section 42238.02, rounded to the nearest thousand.

<sup>3</sup> A school district that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4. Subsequent Years, Form MYP, Line F2, if available.)	12,545	12,503	12,320
<b>District's Reserve Standard Percentage Level:</b>	<b>3%</b>	<b>3%</b>	<b>3%</b>

**10A. Calculating the District's Special Education Pass-through Exclusions (only for districts that serve as the AU of a SELPA)**

DATA ENTRY: For SELPA AUs, if Form MYP exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1 and, if Yes, enter data for item 2a and for the two subsequent years in item 2b; Budget Year data are extracted.

For districts that serve as the AU of a SELPA (Form MYP, Lines F1a, F1b1, and F1b2):

- Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?
- If you are the SELPA AU and are excluding special education pass-through funds:
  - Enter the name(s) of the SELPA(s): \_\_\_\_\_

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
b. Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)	0.00	0.00	0.00

**10B. Calculating the District's Reserve Standard**

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 and 2 will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	174,239,412.00	163,712,043.46	164,920,753.64
2. Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)	0.00	0.00	0.00
3. Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	174,239,412.00	163,712,043.46	164,920,753.64
4. Reserve Standard Percentage Level	3%	3%	3%
5. Reserve Standard - by Percent (Line B3 times Line B4)	5,227,182.36	4,911,361.30	4,947,622.61
6. Reserve Standard - by Amount (\$71,000 for districts with 0 to 1,000 ADA, else 0)	0.00	0.00	0.00
7. <b>District's Reserve Standard (Greater of Line B5 or Line B6)</b>	<b>5,227,182.36</b>	<b>4,911,361.30</b>	<b>4,947,622.61</b>

**10C. Calculating the District's Budgeted Reserve Amount**

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 through 7 will be extracted; if not, enter data for the two subsequent years.  
All other data are extracted or calculated.

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4):	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00		
2. General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	5,227,182.36	4,911,361.00	4,747,623.00
3. General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	4,607,439.80	1,441,122.40	1,036,717.93
4. General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYP, Line E1d)	0.00	(376,745.27)	(564,488.44)
5. Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYP, Line E2a)	0.00		
6. Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b)	0.00		
7. Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00		
8. District's Budgeted Reserve Amount (Lines C1 thru C7)	9,834,622.16	5,975,738.13	5,219,852.49
9. District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	5.64%	3.65%	3.17%
<b>District's Reserve Standard (Section 10B, Line 7):</b>	<b>5,227,182.36</b>	<b>4,911,361.30</b>	<b>4,947,622.61</b>
Status:	Met	Met	Met

**10D. Comparison of District Reserve Amount to the Standard**

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected available reserves have met the standard for the budget and two subsequent fiscal years.

**Explanation:**  
(required if NOT met)

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**SUPPLEMENTAL INFORMATION**

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DATA ENTRY: Click the appropriate Yes or No button for items S1 through S4. Enter an explanation for each Yes answer.

**S1. Contingent Liabilities**

1a. Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?

1b. If Yes, identify the liabilities and how they may impact the budget:

**S2. Use of One-time Revenues for Ongoing Expenditures**

1a. Does your district have ongoing general fund expenditures in the budget in excess of one percent of the total general fund expenditures that are funded with one-time resources?

1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

**S3. Use of Ongoing Revenues for One-time Expenditures**

1a. Does your district have large non-recurring general fund expenditures that are funded with ongoing general fund revenues?

1b. If Yes, identify the expenditures:

**S4. Contingent Revenues**

1a. Does your district have projected revenues for the budget year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?

1b. If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

**S5. Contributions**

Identify projected contributions from unrestricted resources in the general fund to restricted resources in the general fund for the budget year and two subsequent fiscal years. Provide an explanation if contributions have changed from the prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether contributions are ongoing or one-time in nature.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the budget year and two subsequent fiscal years. Provide an explanation if transfers have changed from the prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether transfers are ongoing or one-time in nature.

Estimate the impact of any capital projects on the general fund operational budget.

District's Contributions and Transfers Standard: -10.0% to +10.0%  
or -\$20,000 to +\$20,000

**S5A. Identification of the District's Projected Contributions, Transfers, and Capital Projects that may Impact the General Fund**

DATA ENTRY: For Contributions, enter data in the Projection column for the 1st and 2nd Subsequent Years. Contributions for the First Prior Year and Budget Year data will be extracted. For Transfers In and Transfers Out, the First Prior Year and Budget Year data will be extracted. If Form MYP exists, the data will be extracted for the 1st and 2nd Subsequent Years. If Form MYP does not exist, enter data for the 1st and 2nd Subsequent Years. Click the appropriate button for 1d. All other data are extracted or calculated.

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
<b>1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)</b>				
First Prior Year (2020-21)	(15,552,082.00)			
Budget Year (2021-22)	(17,559,958.00)	2,007,876.00	12.9%	Not Met
1st Subsequent Year (2022-23)	(16,267,095.00)	(1,292,863.00)	-7.4%	Met
2nd Subsequent Year (2023-24)	(16,267,095.00)	0.00	0.0%	Met
<b>1b. Transfers In, General Fund *</b>				
First Prior Year (2020-21)	7,014,589.00			
Budget Year (2021-22)	765,589.00	(6,249,000.00)	-89.1%	Not Met
1st Subsequent Year (2022-23)	765,589.00	0.00	0.0%	Met
2nd Subsequent Year (2023-24)	765,589.00	0.00	0.0%	Met
<b>1c. Transfers Out, General Fund *</b>				
First Prior Year (2020-21)	139,999.00			
Budget Year (2021-22)	63,000.00	(76,999.00)	-55.0%	Not Met
1st Subsequent Year (2022-23)	343,000.00	280,000.00	444.4%	Not Met
2nd Subsequent Year (2023-24)	343,000.00	0.00	0.0%	Met

**1d. Impact of Capital Projects**

Do you have any capital projects that may impact the general fund operational budget?

No

\* Include transfers used to cover operating deficits in either the general fund or any other fund.

**S5B. Status of the District's Projected Contributions, Transfers, and Capital Projects**

DATA ENTRY: Enter an explanation if Not Met for items 1a-1c or if Yes for item 1d.

1a. NOT MET - The projected contributions from the unrestricted general fund to restricted general fund programs have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify restricted programs and amount of contribution for each program and whether contributions are ongoing or one-time in nature. Explain the district's plan, with timeframes, for reducing or eliminating the contribution.

**Explanation:**  
(required if NOT met)

For fiscal year 2021-22, we have a one-time increased contribution for (RRMA) Routine Restricted Maintenance for various projects across the sites. This amount was removed in 2022-23.

1b. NOT MET - The projected transfers in to the general fund have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify the amount(s) transferred, by fund, and whether transfers are ongoing or one-time in nature. If ongoing, explain the district's plan, with timelines, for reducing or eliminating the transfers.

**Explanation:**  
(required if NOT met)

For fiscal year 2020-21, a transfer in from Fund 17 of \$6.2 million was budgeted for cash flow purposes.

1c. NOT MET - The projected transfers out of the general fund have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify the amount(s) transferred, by fund, and whether transfers are ongoing or one-time in nature. If ongoing, explain the district's plan, with timeframes, for reducing or eliminating the transfers.

**Explanation:**  
(required if NOT met)

For fiscal year 2021-22, Nutrition Services is receiving a one-time federal meal reimbursement rate increase and is anticipated to be self supporting. For fiscal years 2022-23 and 2023-24, we anticipate contributing to Nutrition Services.

1d. NO - There are no capital projects that may impact the general fund operational budget.

**Project Information:**  
(required if YES)

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**S6. Long-term Commitments**

Identify all existing and new multiyear commitments<sup>1</sup> and their annual required payments for the budget year and two subsequent fiscal years.

Explain how any increase in annual payments will be funded. Also explain how any decrease to funding sources used to pay long-term commitments will be replaced.

<sup>1</sup> Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

**S6A. Identification of the District's Long-term Commitments**

DATA ENTRY: Click the appropriate button in item 1 and enter data in all columns of item 2 for applicable long-term commitments; there are no extractions in this section.

1. Does your district have long-term (multiyear) commitments?   
(If No, skip item 2 and Sections S6B and S6C)

2. If Yes to item 1, list all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in item S7A.

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For:		Principal Balance as of July 1, 2021
		Funding Sources (Revenues)	Debt Service (Expenditures)	
Leases	3	General Fund	General Fund (7438/7439)	451,384
Certificates of Participation				
General Obligation Bonds	23	Special Tax Revenue	Special Tax Revenue Debt Service (7438/7439)	341,625,000
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				

Other Long-term Commitments (do not include OPEB):

Special Tax Revenue Bond	25	Special Tax Revenue	Special Tax Revenue	93,205,000
Qualified School Construction Bond	6	Gen Fund/Fed Subsidy/Energy Savings/Trans In	General Fund (7438/7439)	12,730,000
<b>TOTAL:</b>				<b>448,011,384</b>

Type of Commitment (continued)	Prior Year (2020-21) Annual Payment (P & I)	Budget Year (2021-22) Annual Payment (P & I)	1st Subsequent Year (2022-23) Annual Payment (P & I)	2nd Subsequent Year (2023-24) Annual Payment (P & I)
Leases	157,973	157,973	157,973	157,973
Certificates of Participation				
General Obligation Bonds	15,804,913	17,432,480	15,264,545	15,675,249
Supp Early Retirement Program				
State School Building Loans	256,936	0	0	0
Compensated Absences				
Other Long-term Commitments (continued):				
Special Tax Revenue Bond	7,296,107	7,384,456	7,376,457	7,376,456
Qualified School Construction Bond	822,231	822,231	822,231	822,231
<b>Total Annual Payments:</b>	<b>24,338,160</b>	<b>25,797,140</b>	<b>23,621,206</b>	<b>24,031,909</b>
<b>Has total annual payment increased over prior year (2020-21)?</b>		<b>Yes</b>	<b>No</b>	<b>No</b>

**S6B. Comparison of the District's Annual Payments to Prior Year Annual Payment**

DATA ENTRY: Enter an explanation if Yes.

- 1a. Yes - Annual payments for long-term commitments have increased in one or more of the budget or two subsequent fiscal years. Explain how the increase in annual payments will be funded.

**Explanation:**  
(required if Yes  
to increase in total  
annual payments)

The increased annual payments will be funded through Capital Facilities and Building Funds, not the General Fund.

**S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments**

DATA ENTRY: Click the appropriate Yes or No button in item 1; if Yes, an explanation is required in item 2.

- 1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

No

- 2. No - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment annual payments.

**Explanation:**  
(required if Yes)

**S7. Unfunded Liabilities**

Estimate the unfunded liability for postemployment benefits other than pensions (OPEB) based on an actuarial valuation, if required, or other method; identify or estimate the actuarially determined contribution (if available); and indicate how the obligation is funded (pay-as-you-go, amortized over a specific period, etc.).

Estimate the unfunded liability for self-insurance programs such as workers' compensation based on an actuarial valuation, if required, or other method; identify or estimate the required contribution; and indicate how the obligation is funded (level of risk retained, funding approach, etc.).

**S7A. Identification of the District's Estimated Unfunded Liability for Postemployment Benefits Other than Pensions (OPEB)**

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section except the budget year data on line 5b.

1. Does your district provide postemployment benefits other than pensions (OPEB)? (If No, skip items 2-5)

Yes

2. For the district's OPEB:  
a. Are they lifetime benefits?

No

b. Do benefits continue past age 65?

No

c. Describe any other characteristics of the district's OPEB program including eligibility criteria and amounts, if any, that retirees are required to contribute toward their own benefits:

3. a. Are OPEB financed on a pay-as-you-go, actuarial cost, or other method?

Pay-as-you-go

b. Indicate any accumulated amounts earmarked for OPEB in a self-insurance or governmental fund

Self-Insurance Fund	Governmental Fund
0	0

4. OPEB Liabilities

- a. Total OPEB liability
- b. OPEB plan(s) fiduciary net position (if applicable)
- c. Total/Net OPEB liability (Line 4a minus Line 4b)
- d. Is total OPEB liability based on the district's estimate or an actuarial valuation?
- e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation

32,695,587.00
0.00
32,695,587.00
Actuarial
Jun 30, 2019

5. OPEB Contributions

- a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement Method
- b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)
- c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)
- d. Number of retirees receiving OPEB benefits

Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
3,288,568.00	3,288,568.00	3,288,568.00
884,652.00	781,538.00	939,460.00
781,538.00	939,460.00	1,096,562.00
75	75	75

**S7B. Identification of the District's Unfunded Liability for Self-Insurance Programs**

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section.

- 1. Does your district operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB, which is covered in Section S7A) (If No, skip items 2-4)

No
----

- 2. Describe each self-insurance program operated by the district, including details for each such as level of risk retained, funding approach, basis for valuation (district's estimate or actuarial), and date of the valuation:

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- 3. Self-Insurance Liabilities
  - a. Accrued liability for self-insurance programs
  - b. Unfunded liability for self-insurance programs


- 4. Self-Insurance Contributions
  - a. Required contribution (funding) for self-insurance programs
  - b. Amount contributed (funded) for self-insurance programs

Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)

**S8. Status of Labor Agreements**

Analyze the status of all employee labor agreements. Identify new labor agreements, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues, and explain how these commitments will be funded in future fiscal years.

**If salary and benefit negotiations are not finalized at budget adoption, upon settlement with certificated or classified staff:**

The school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.

The county superintendent shall review the analysis relative to the criteria and standards, and may provide written comments to the president of the district governing board and superintendent.

**S8A. Cost Analysis of District's Labor Agreements - Certificated (Non-management) Employees**

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Number of certificated (non-management) full-time-equivalent (FTE) positions	596.0	597.0	597.0	597.0

**Certificated (Non-management) Salary and Benefit Negotiations**

1. Are salary and benefit negotiations settled for the budget year?

No
----

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

--

Negotiations Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

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2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?


If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?


If Yes, date of budget revision board adoption:

4. Period covered by the agreement:

Begin Date: 

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End Date: 

--

5. Salary settlement:

Budget Year  
(2021-22)

1st Subsequent Year  
(2022-23)

2nd Subsequent Year  
(2023-24)

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

--	--	--

**One Year Agreement**

Total cost of salary settlement

--	--	--

% change in salary schedule from prior year  
or

--

**Multiyear Agreement**

Total cost of salary settlement

--	--	--

% change in salary schedule from prior year  
(may enter text, such as "Reopener")

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Identify the source of funding that will be used to support multiyear salary commitments:

--

**Negotiations Not Settled**

6. Cost of a one percent increase in salary and statutory benefits

806,288
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7. Amount included for any tentative salary schedule increases

Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
0	0	0

**Certificated (Non-management) Health and Welfare (H&W) Benefits**

- Are costs of H&W benefit changes included in the budget and MYPs?
- Total cost of H&W benefits
- Percent of H&W cost paid by employer
- Percent projected change in H&W cost over prior year

Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Yes	Yes	Yes
2,611,811	2,742,402	2,879,522
Flat Amount Paid	Flat Amount Paid	Flat Amount Paid
5.0%	5.0%	5.0%

**Certificated (Non-management) Prior Year Settlements**

Are any new costs from prior year settlements included in the budget?  
If Yes, amount of new costs included in the budget and MYPs  
If Yes, explain the nature of the new costs:

No		
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**Certificated (Non-management) Step and Column Adjustments**

- Are step & column adjustments included in the budget and MYPs?
- Cost of step & column adjustments
- Percent change in step & column over prior year

Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Yes	Yes	Yes
661,219	667,831	674,509
1.0%	1.0%	1.0%

**Certificated (Non-management) Attrition (layoffs and retirements)**

- Are savings from attrition included in the budget and MYPs?
- Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?

Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Yes	Yes	Yes
Yes	Yes	Yes

**Certificated (Non-management) - Other**

List other significant contract changes and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):


**S8B. Cost Analysis of District's Labor Agreements - Classified (Non-management) Employees**

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Number of classified (non-management) FTE positions	351.7	354.0	354.0	354.0

**Classified (Non-management) Salary and Benefit Negotiations**

1. Are salary and benefit negotiations settled for the budget year?

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

Negotiations Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?  
If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?  
If Yes, date of budget revision board adoption:

4. Period covered by the agreement: Begin Date:  End Date:

5. Salary settlement:

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			

**One Year Agreement**

Total cost of salary settlement		
% change in salary schedule from prior year		

or

**Multiyear Agreement**

Total cost of salary settlement		
% change in salary schedule from prior year (may enter text, such as "Reopener")		

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits

7. Amount included for any tentative salary schedule increases

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
	0	0	0

**Classified (Non-management) Health and Welfare (H&W) Benefits**

1. Are costs of H&W benefit changes included in the budget and MYPs?
2. Total cost of H&W benefits
3. Percent of H&W cost paid by employer
4. Percent projected change in H&W cost over prior year

Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Yes	Yes	Yes
4,842,264	4,963,321	5,087,404
Flat Amount Paid	Flat Amount Paid	Flat Amount Paid
2.5%	2.5%	2.5%

**Classified (Non-management) Prior Year Settlements**

- Are any new costs from prior year settlements included in the budget?  
If Yes, amount of new costs included in the budget and MYPs  
If Yes, explain the nature of the new costs:

No		
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**Classified (Non-management) Step and Column Adjustments**

1. Are step & column adjustments included in the budget and MYPs?
2. Cost of step & column adjustments
3. Percent change in step & column over prior year

Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Yes	Yes	Yes
110,058	110,718	111,382
0.6%	0.6%	0.6%

**Classified (Non-management) Attrition (layoffs and retirements)**

1. Are savings from attrition included in the budget and MYPs?
2. Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?

Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Yes	Yes	Yes
Yes	Yes	Yes

**Classified (Non-management) - Other**

List other significant contract changes and the cost impact of each change (i.e., hours of employment, leave of absence, bonuses, etc.):

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**S8C. Cost Analysis of District's Labor Agreements - Management/Supervisor/Confidential Employees**

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Number of management, supervisor, and confidential FTE positions	75.5	76.5	76.5	76.5

**Management/Supervisor/Confidential Salary and Benefit Negotiations**

1. Are salary and benefit negotiations settled for the budget year?

No
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If Yes, complete question 2.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 3 and 4.

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If n/a, skip the remainder of Section S8C.

**Negotiations Settled**

2. Salary settlement:

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

Total cost of salary settlement

% change in salary schedule from prior year (may enter text, such as "Reopener")

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			
Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

**Negotiations Not Settled**

3. Cost of a one percent increase in salary and statutory benefits

122,062
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4. Amount included for any tentative salary schedule increases

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Amount included for any tentative salary schedule increases	0	0	0

**Management/Supervisor/Confidential Health and Welfare (H&W) Benefits**

- Are costs of H&W benefit changes included in the budget and MYPs?
- Total cost of H&W benefits
- Percent of H&W cost paid by employer
- Percent projected change in H&W cost over prior year

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Are costs of H&W benefit changes included in the budget and MYPs?	Yes	Yes	Yes
Total cost of H&W benefits	230,161	241,669	253,752
Percent of H&W cost paid by employer	Flat Amount Paid	Flat Amount Paid	Flat Amount Paid
Percent projected change in H&W cost over prior year	5.0%	5.0%	5.0%

**Management/Supervisor/Confidential Step and Column Adjustments**

- Are step & column adjustments included in the budget and MYPs?
- Cost of step and column adjustments
- Percent change in step & column over prior year

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Are step & column adjustments included in the budget and MYPs?	Yes	Yes	Yes
Cost of step and column adjustments	105,560	106,616	107,682
Percent change in step & column over prior year	1.0%	1.0%	1.0%

**Management/Supervisor/Confidential Other Benefits (mileage, bonuses, etc.)**

- Are costs of other benefits included in the budget and MYPs?
- Total cost of other benefits
- Percent change in cost of other benefits over prior year

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Are costs of other benefits included in the budget and MYPs?	No	No	No
Total cost of other benefits	N/A	N/A	N/A
Percent change in cost of other benefits over prior year	0.0%	0.0%	0.0%

**S9. Local Control and Accountability Plan (LCAP)**

Confirm that the school district's governing board has adopted an LCAP or an update to the LCAP effective for the budget year.

DATA ENTRY: Click the appropriate Yes or No button in item 1, and enter the date in item 2.

1. Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?

Yes
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2. Adoption date of the LCAP or an update to the LCAP.

Jun 17, 2021
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**S10. LCAP Expenditures**

Confirm that the school district's budget includes the expenditures necessary to implement the LCAP or annual update to the LCAP.

DATA ENTRY: Click the appropriate Yes or No button.

Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?

Yes
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**ADDITIONAL FISCAL INDICATORS**

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review.

DATA ENTRY: Click the appropriate Yes or No button for items A1 through A9 except item A3, which is automatically completed based on data in Criterion 2.

- |  |     |
|--|-----|
| A1. Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?   | No  |
| A2. Is the system of personnel position control independent from the payroll system?   | Yes |
| A3. Is enrollment decreasing in both the prior fiscal year and budget year? (Data from the enrollment budget column and actual column of Criterion 2A are used to determine Yes or No)   | No  |
| A4. Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior fiscal year or budget year?  | No  |
| A5. Has the district entered into a bargaining agreement where any of the budget or subsequent years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment? | No  |
| A6. Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?  | No  |
| A7. Is the district's financial system independent of the county office system?  | No  |
| A8. Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education)   | No  |
| A9. Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?  | Yes |

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

**Comments:**  
(optional)

A9. Our Superintendent resigned effective April 30, 2021. Currently we have an Interim Superintendent while the Board contracts with a company to assist in the search of a new Superintendent.

**End of School District Budget Criteria and Standards Review**

# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** June 11, 2021

**BOARD MEETING DATE:** June 17, 2021

**PREPARED BY:** Mark Miller, Deputy Superintendent

**SUBMITTED BY:** Lucile Lynch, Interim Superintendent

**SUBJECT:** **ADOPTION OF LOCAL CONTROL  
ACCOUNTABILITY PLAN (LCAP) ANNUAL  
UPDATE, 2021-22 THROUGH 2023-24**

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### EXECUTIVE SUMMARY

The Local Control and Accountability Plan (LCAP) is an essential element of California's Local Control Funding Formula (LCFF). It is a three-year, district-level plan that is updated annually. The plan describes the school district's key goals for students as well as the actions, services, and expenditures the district will implement to achieve the goals and measures used to indicate progress. The LCAP also includes an Annual Update which reflects the implementation of the most recent year's LCAP (2019-2020).

The LCAP planning cycle was revised by the Governor's Executive Order in March of 2020. The Annual Update section of the LCAP includes details about implementation and progress on the 2019-2020 LCAP as well as the 2020-2021 Learning Continuity and Attendance Plan (LCP). The Budget Overview for Parents is a required component of the LCAP and includes details about the district budget in a user-friendly format.

The 2020-2021 Budget Overview for parents, 2019-2020 LCAP Annual Update, 2020-2021 LCP Annual Update, and the 2021-2024 LCAP documents were presented to the Board of Trustees at a public hearing and first reading on June 10, 2021. This is the second and final reading of the district's proposed 2021-2024 LCAP.

Attached is a copy of the 2021-24 LCAP for review and adoption.

### RECOMMENDATION:

It is recommended that the Board adopt the Local Control Accountability Plan (LCAP) Annual Update, for the years 2021-22 through 2023-24, as shown in the attached supplement.

### FUNDING SOURCE:

LCFF Supplemental funding

# Local Control and Accountability Plan

2021-2024



## DISTRICT STORY



**13001**  
STUDENTS



**10**  
SCHOOLS



**1000+**  
EMPLOYEES



**46**  
HOME  
LANGUAGES



**1** AP CAPSTONE PROGRAM

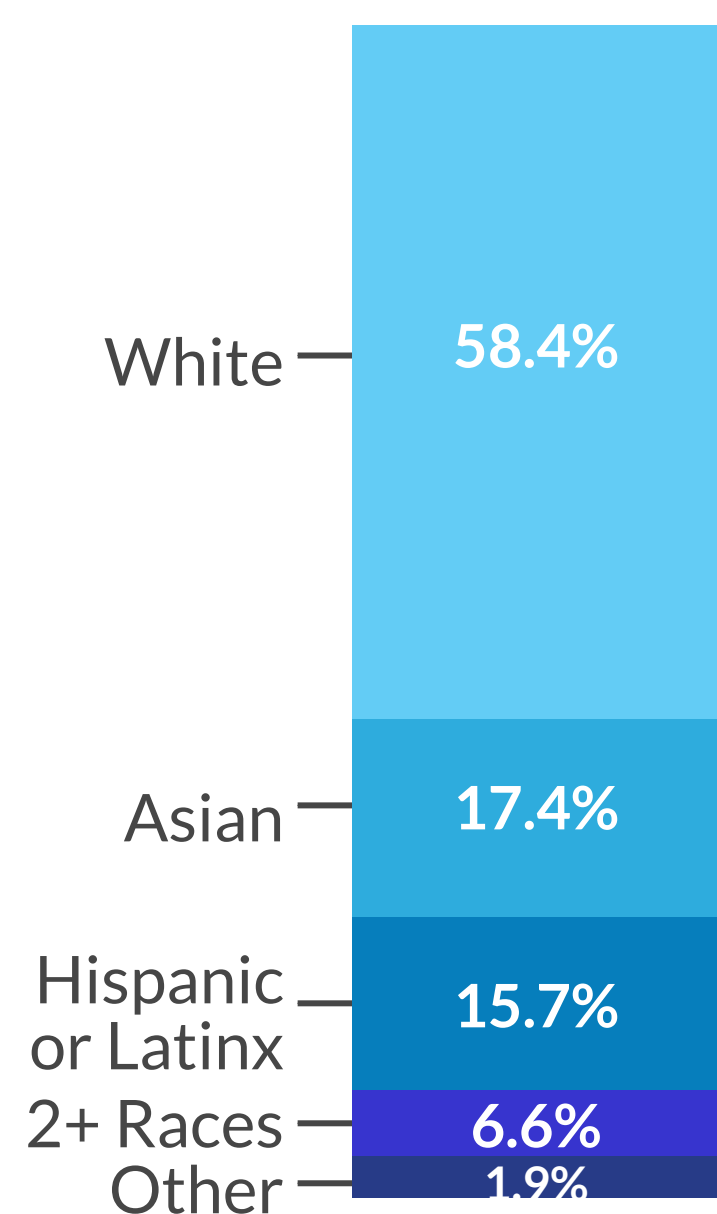


**1** INTERNATIONAL BACCALAUREATE SCHOOL



**3** 2021 CALIFORNIA DISTINGUISHED SCHOOLS

### ETHNICITY



### STUDENT GROUPS

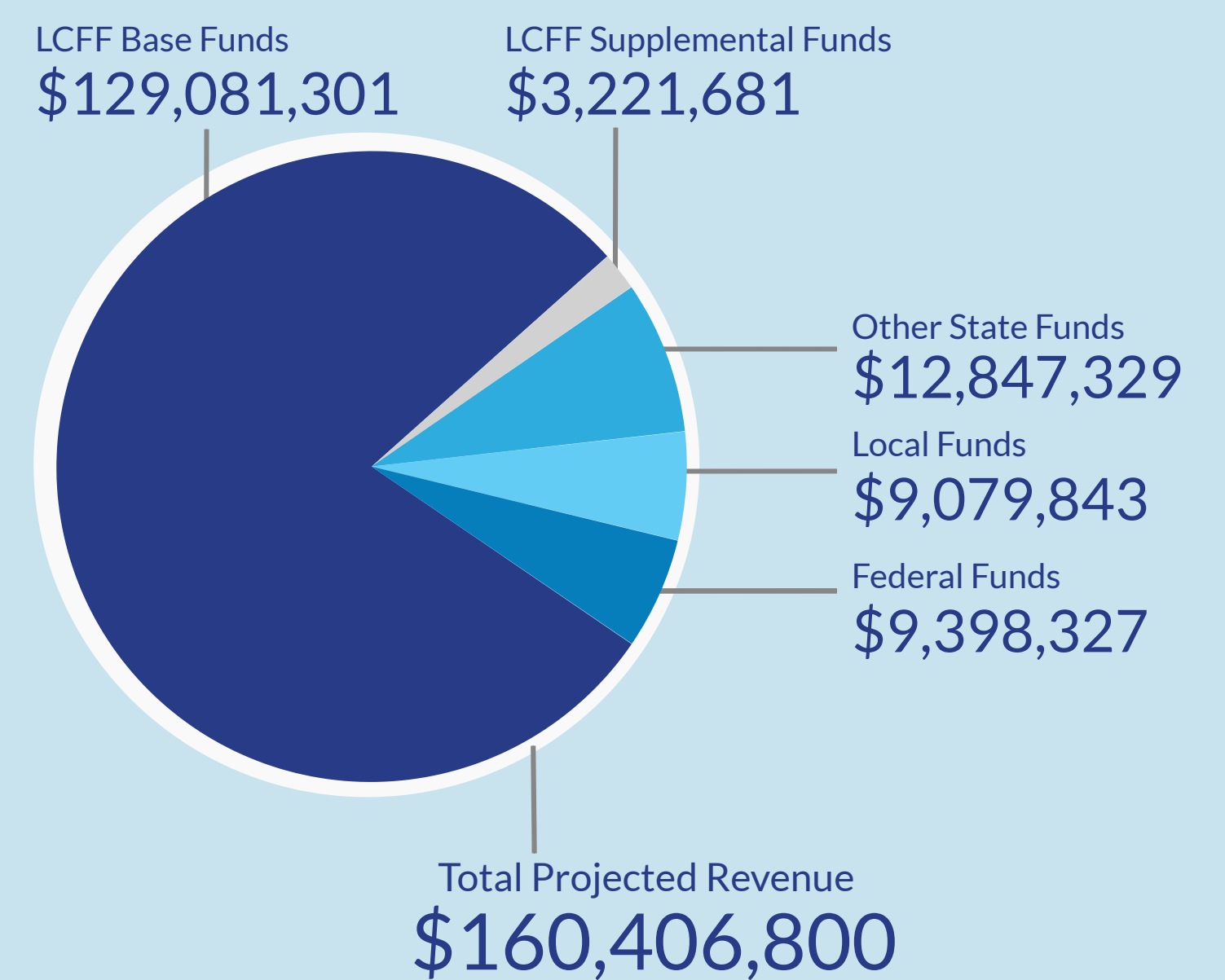
**12.1%**  
SOCIOECONOMICALLY  
DISADVANTAGED  
STUDENTS

**10.5%**  
STUDENTS WITH  
DISABILITIES

**4.2%**  
ENGLISH LEARNERS

**24.7%**  
MULTILINGUAL  
LEARNERS

## BUDGET



## HIGHLIGHTS



VERY HIGH  
GRADUATION RATE

**95.9%**



HIGH STUDENT  
PERFORMANCE  
Fall 2020 Star - Standard Met/Exceeded

**78%** **78%**  
ELA MATH



LOW SUSPENSION  
RATE

**1.5%**



VERY HIGH COLLEGE  
AND CAREER  
PREPAREDNESS

**80.4%**  
PREPARED



SCHOOL CLIMATE  
(% of students feel school is  
safe and welcoming)

**84%**

## SAN DIEGUITO 2021-2024 LCAP GOALS

### GOAL 1 EQUITY AND ACCESS

Identify and address inequities in current district and school systems, programs, policies, and practices to ensure every student has equitable access to educational programs to meet their postsecondary goals.

### GOAL 2 TEACHING AND LEARNING

Provide inclusive teaching and learning programs, with data-driven and relevant instruction, allowing students to meet individual graduation goals, while becoming college and career ready.

### GOAL 3 STUDENT MENTAL HEALTH, WELLNESS, AND ENGAGEMENT

Increase the percentage of students who feel that school is a safe and supportive environment with caring, trusted adult relationships that allows for social-emotional and behavioral growth.

### GOAL 4 STAFF WELLNESS AND SUPPORT

Research, develop, and implement a comprehensive staff wellness program so that every staff member feels safe, connected, and is provided with opportunities for professional growth.

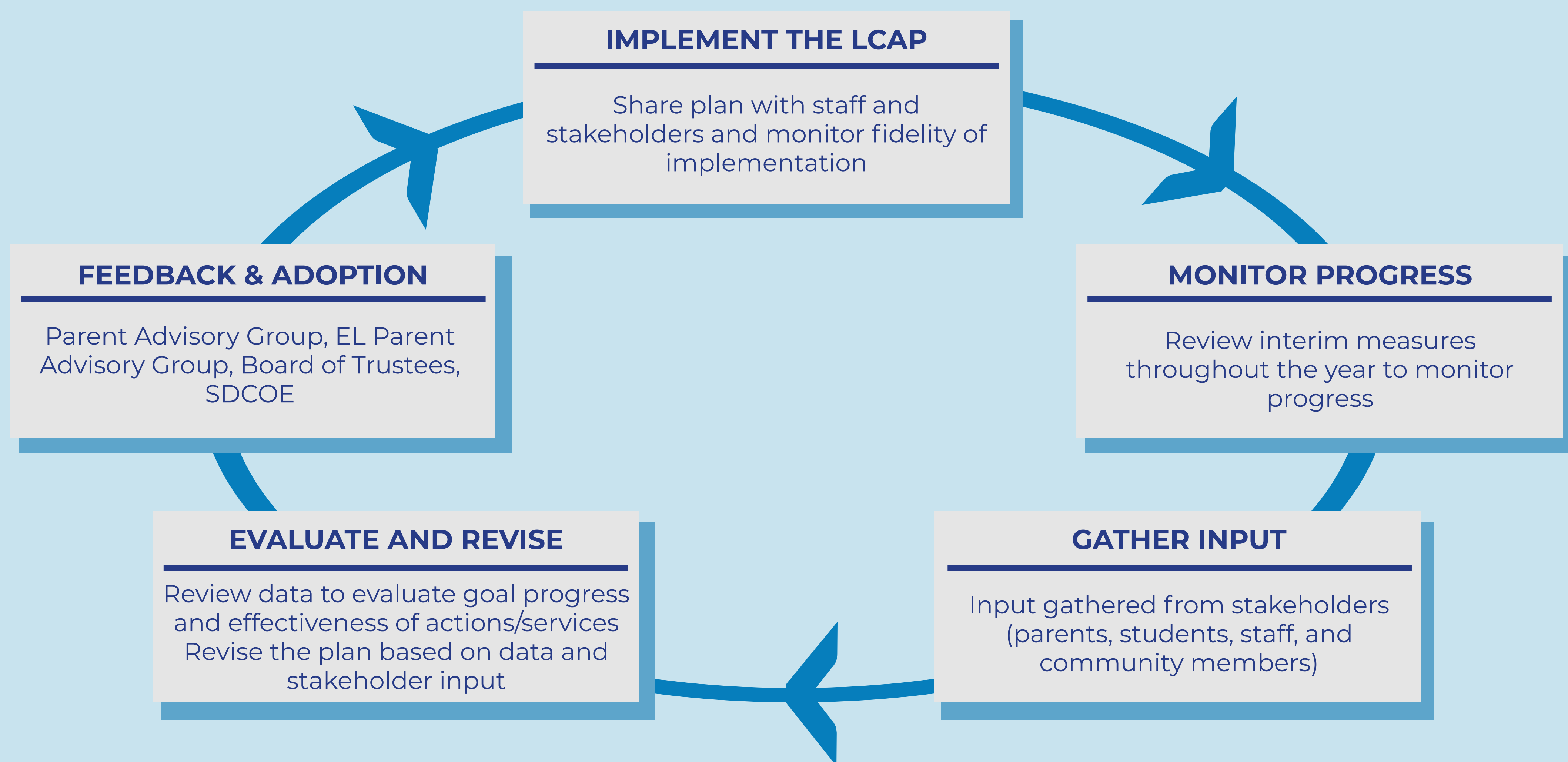


## ANNUAL LCAP CONTINUOUS IMPROVEMENT CYCLE

Each year, beginning in August, district and school leaders engage in a continuous improvement cycle which includes implementing strategic plans, monitoring progress, gathering input and feedback from stakeholders, and evaluating and revising our improvement plans based on feedback and multiple measures of process, performance, and progress data.

SDUHSD uses multiple methods to inform, educate, engage and gather input from all of our stakeholders which include advisory group meetings, committee meetings, surveys, and forums. Stakeholder groups included students, staff, families, and community members.

SDUHSD conducted a comprehensive review of multiple measures of student data as well as consultation with stakeholder groups to gather feedback to help identify the highest priority needs, current successes, and areas for improvement to inform the development of the 2021-2024 SDUHSD LCAP.



## STAKEHOLDER ENGAGEMENT

### MEETINGS WITH ADVISORY COMMITTEES

- District Advisory Council (DAC)
- Parent Curriculum Advisory Committee (PCAC)
- English Learner Advisory Committee (ELAC/DELAC)
- Coordinating Council
- District Leadership Council
- LCAP Advisory Committee
- Student Summit
- School Site Council meetings
- Board meetings

### SURVEYS

- SDUHSD Community Survey (4,695 responses)
- SDUHSD LCAP Thought Exchange (3,105 participants, 1,885 thoughts shared)
- CA Healthy Kids Survey (82% of students participated)

### COLLABORATIVE PARTNERSHIPS

- San Dieguito Faculty Association
- Classified School Employee Association
- State and Local Partners
- San Diego County Office of Education (SDCOE)
- California Department of Education (CDE)

## 2021-22 LCFF Budget Overview for Parents Data Input Sheet

<b>Local Educational Agency (LEA) Name:</b>	San Dieguito Union High School District
<b>CDS Code:</b>	37-68346-0000000
<b>LEA Contact Information:</b>	Name: Mark Miller Position: Deputy Superintendent Email: mark.miller@sduhsd.net Phone: 760.753.6491
<b>Coming School Year:</b>	2021-22
<b>Current School Year:</b>	2020-21

\*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

<b>Projected General Fund Revenue for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total LCFF Funds</b>	\$129,081,301
<b>LCFF Supplemental &amp; Concentration Grants</b>	\$3,221,681
<b>All Other State Funds</b>	\$12,847,329
<b>All Local Funds</b>	\$9,079,843
<b>All federal funds</b>	\$9,398,327
<b>Total Projected Revenue</b>	\$160,406,800

<b>Total Budgeted Expenditures for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total Budgeted General Fund Expenditures</b>	\$173,936,541
<b>Total Budgeted Expenditures in the LCAP</b>	\$170,210,373
<b>Total Budgeted Expenditures for High Needs Students in the LCAP</b>	\$3,235,802
<b>Expenditures not in the LCAP</b>	\$3,726,168

<b>Expenditures for High Needs Students in the 2020-21 School Year</b>	<b>Amount</b>
<b>Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan</b>	\$3,279,000
<b>Actual Expenditures for High Needs Students in Learning Continuity Plan</b>	\$3,336,583

<b>Funds for High Needs Students</b>	<b>Amount</b>
<b>2021-22 Difference in Projected Funds and Budgeted Expenditures</b>	\$14,121
<b>2020-21 Difference in Budgeted and Actual Expenditures</b>	\$57,583

<b>Required Prompts(s)</b>	<b>Response(s)</b>
<b>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</b>	All general fund expenditures are included in the 2021-2024 LCAP. Additionally, the LCAP includes staffing, programs, services, supports, instructional materials, equipment and supplies funded from the following resources: Special Education, Career Technical Education Incentive Grant, Career Pathways Grant, Carl D. Perkins Career and Technical Education, Title I, Title II, Title III, Lottery, and the Expanded Learning Opportunities Grant. The difference in projected funds and budgeted expenditures is the result of the district receiving federal and state relief

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	funds in the 2020-2021 fiscal year which are being spent in the 2021-2022 fiscal year.
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## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Dieguito Union High School District

CDS Code: 37-68346-0000000

School Year: 2021-22

LEA contact information:

Mark Miller

Deputy Superintendent

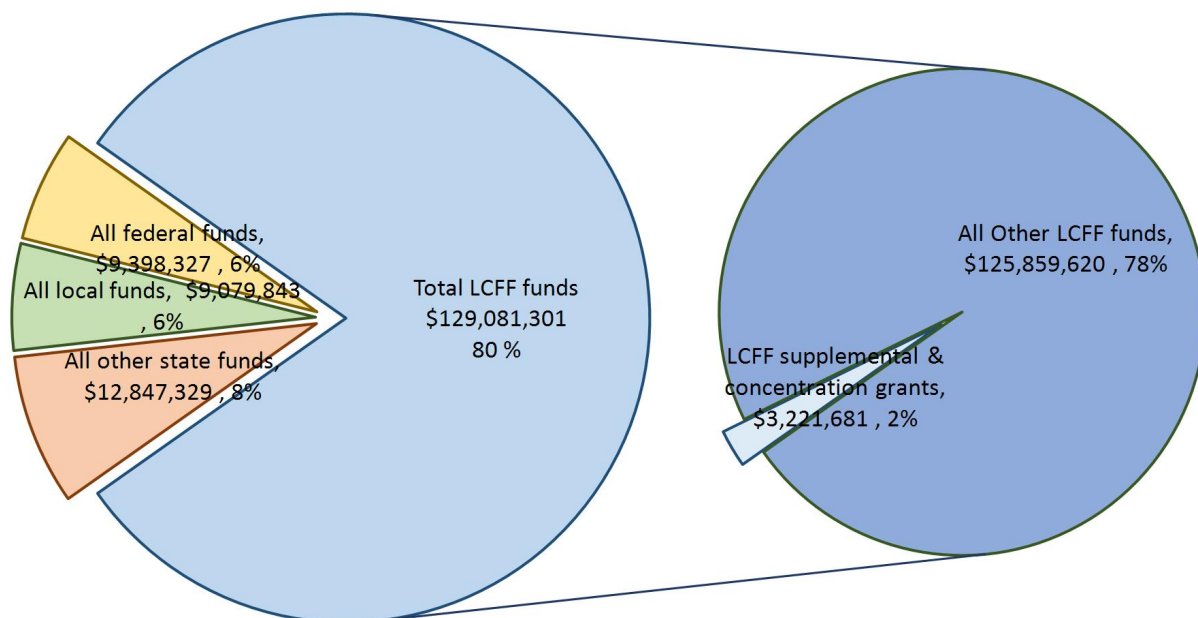
mark.miller@sduhsd.net

760.753.6491

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

### Budget Overview for the 2021-22 School Year

#### Projected Revenue by Fund Source



This chart shows the total general purpose revenue San Dieguito Union High School District expects to receive in the coming year from all sources.

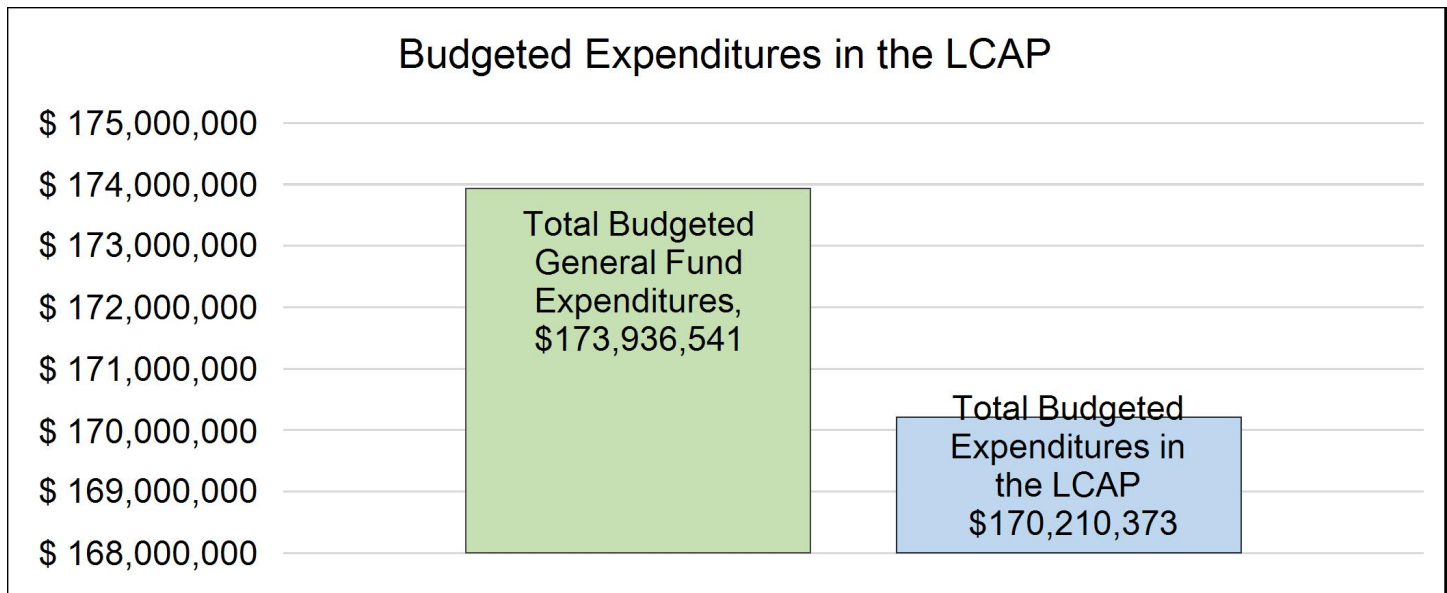
The total revenue projected for San Dieguito Union High School District is \$160,406,800, of which \$129,081,301 is Local Control Funding Formula (LCFF), \$12,847,329 is other state funds, \$9,079,843 is local funds, and \$9,398,327 is federal funds. Of the \$129,081,301 in LCFF Funds, \$3,221,681 is

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generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

## LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much San Dieguito Union High School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

San Dieguito Union High School District plans to spend \$173,936,541 for the 2021-22 school year. Of that amount, \$170,210,373 is tied to actions/services in the LCAP and \$3,726,168 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

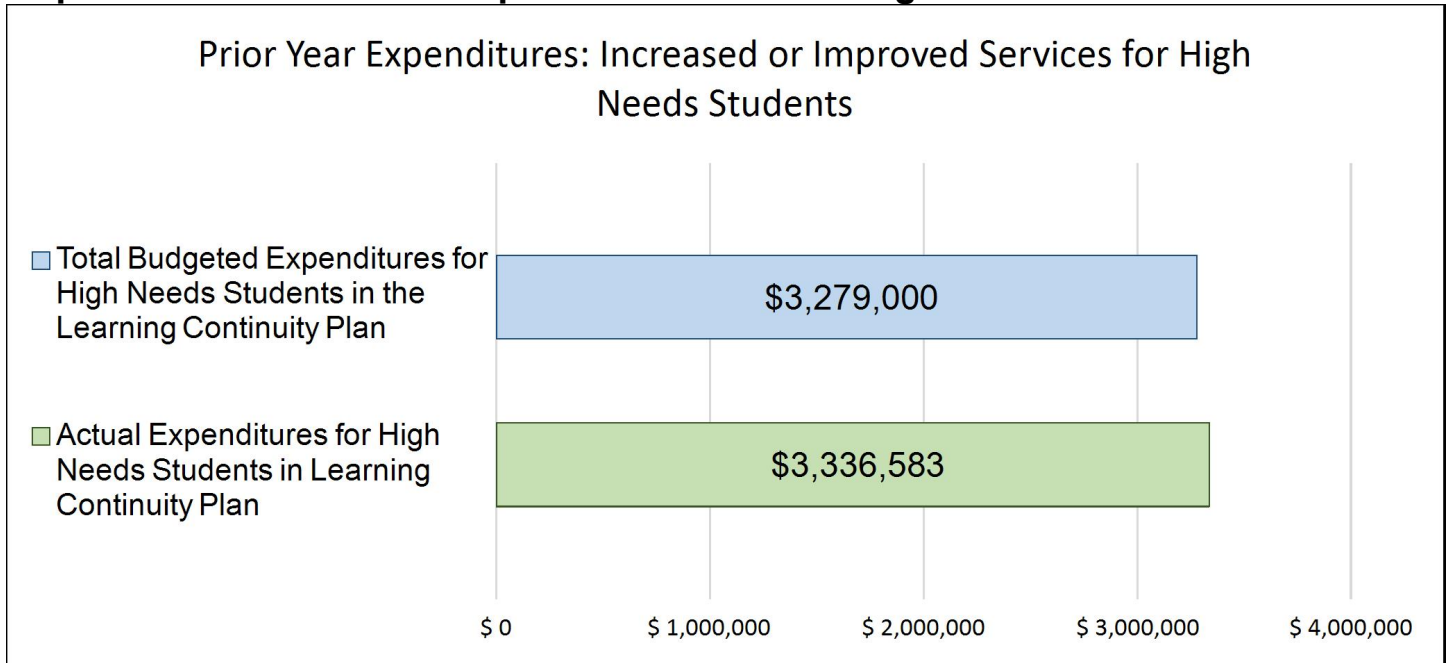
All general fund expenditures are included in the 2021-2024 LCAP. Additionally, the LCAP includes staffing, programs, services, supports, instructional materials, equipment and supplies funded from the following resources: Special Education, Career Technical Education Incentive Grant, Career Pathways Grant, Carl D. Perkins Career and Technical Education, Title I, Title II, Title III, Lottery, and the Expanded Learning Opportunities Grant. The difference in projected funds and budgeted expenditures is the result of the district receiving federal and state relief funds in the 2020-2021 fiscal year which are being spent in the 2021-2022 fiscal year.

### Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, San Dieguito Union High School District is projecting it will receive \$3,221,681 based on the enrollment of foster youth, English learner, and low-income students. San Dieguito Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. San Dieguito Union High School District plans to spend \$3,235,802 towards meeting this requirement, as described in the LCAP.

## LCFF Budget Overview for Parents

### Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what San Dieguito Union High School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what San Dieguito Union High School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, San Dieguito Union High School District's Learning Continuity Plan budgeted \$3,279,000 for planned actions to increase or improve services for high needs students. San Dieguito Union High School District actually spent \$3,336,583 for actions to increase or improve services for high needs students in 2020-21.

# Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                           Priority 2: State Standards (Conditions of Learning)  
                           Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 7: Course Access (Conditions of Learning)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            a. Percentage of students who scored in the Standard Met to Standard Exceeded range on SBAC</p> <p><b>19-20</b>            a. 2019 results: 3% increase in ELA, 2% in math</p> <p><b>Baseline</b>            a. 2016 SBAC results:            80% of SDUHSD students tested scored in the Standard Met to Standard Exceeded ranges in ELA, 71% in math</p>	<p>State testing requirements were waived in the spring of 2020 in response to the global pandemic and school closures. As a result, there are no state testing scores (SBAC scores) to report for 2019-2020.</p> <p>To measure student’s learning status, all SDUHSD schools administered the Renaissance Star Reading and Math tests to all students in grades 7-12 at the start of the 20-21 school year. The results from the fall administration showed that 78% of students performed at or above grade level which is consistent with prior year’s state test scores.</p>
<p><b>Metric/Indicator</b>            b. California Science Test (CAST) scores</p> <p><b>19-20</b>            b. Growth target will be determined from 2018-19 baseline</p> <p><b>Baseline</b></p>	<p>State testing requirements were waived in the spring of 2020 in response to the global pandemic and school closures. As a result, SDUHSD does not have CAST scores to report for 2019-2020.</p> <p>2018-2019 CAST baseline scores:            All students= 57%            English Learners= 16%</p>

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Expected	Actual
<p>b. Baseline will be established from the 2018-19 California Science Test (CAST) results for 8th and 11th grade students.</p>	<p>Students with Disabilities= 21% Economically Disadvantaged Students= 35%</p>
<p><b>Metric/Indicator</b> c. State Standards aligned materials</p> <p><b>19-20</b> c. 2019-20 Sufficiency of Instructional Materials Report approved by the Board will determine the district has sufficient instructional materials aligned to standards for all pupils in Math, ELA, ELS, History-Social Science, Health and Foreign Languages.</p> <p><b>Baseline</b> c. 2016-17 Sufficiency of Instructional Materials Report: On 9/01/2016 the SDUHSD Board determined the district has sufficient instructional materials aligned to standards for all pupils in Math, ELA, ELD, History-Social Science, Health and Foreign Languages.</p>	<p>SDUHSD Board resolution date to certify instructional materials, 9/19/19</p> <p>2019-20 Sufficiency of Instructional Materials Report: On 9/19/19 the SDUHSD Board determined the district has sufficient instructional materials aligned to standards for all pupils in Math, ELA, ELS, History-Social Science, Health and Foreign Languages</p>
<p><b>Metric/Indicator</b> d. Appropriately credentials teachers</p> <p><b>19-20</b> d. 2019-20 course audits: 100% of all teachers are appropriately credentialed and assigned.</p> <p><b>Baseline</b> d. 2016-17 course audits: 99.0% of all teachers are appropriately credentialed and assigned as measured by total course sections.</p>	<p>99.0% of all teachers are appropriately credentialed and assigned as measured by total course sections.</p>
<p><b>Metric/Indicator</b> e. Teacher misassignment rate</p> <p><b>19-20</b></p>	<p>1.0% teacher mis-assignment rates as measured by total course sections.</p>

Expected	Actual
<p>e. 2019-20 course audits: 0% teacher mis-assignment rates</p> <p><b>Baseline</b> e. 2016-17 course audits: 1.0% teacher mis-assignment rates as measured by total course sections.</p>	
<p><b>Metric/Indicator</b> f. Teacher of English Learner misassignment rate</p> <p><b>19-20</b> f. 2019-20 course audits: 0% teacher of English Learners mis-assignment rates</p> <p><b>Baseline</b> f. 2016-17 course audits: 0.2% teacher of English Learners mis-assignment rates as measured by total course sections.</p>	<p>0.2% teacher of English Learners mis-assignment rates as measured by total course sections.</p>
<p><b>Metric/Indicator</b> g. LCAP survey- teacher collaboration</p> <p><b>19-20</b> g. 2019-20 LCAP Stakeholder Survey results: 72% agree, less than 25% disagree</p> <p>g. 2019-20 LCAP Stakeholder Survey results: 80% agree, less than 20% disagree</p> <p><b>Baseline</b> g. 2016-17 LCAP Stakeholder Survey results:</p>	<p>2019-20 LCAP Stakeholder Survey results: My school provides adequate time for teacher collaboration. 60% agree, 20% disagree</p>

Expected	Actual
<p>68% of teachers responded that they agree or strongly agree that SDUHSD provides adequate time for teacher collaboration. 35% disagree or strongly disagree.</p>	
<p><b>Metric/Indicator</b> h. Professional development survey implementation of standards <b>19-20</b> h. 2019-20 PD survey results: Academic Language/ELD 72%. Standards / FrameworkConfidence 100% Instructional and Assessment StrategiesConfidence 100% PLC/Common AssessmentsEffectiveness 90%</p> <p><b>Baseline</b> h. 16-17 PD survey results: Academic Language/ELD 68% of teachers report that they implement instructional strategies to develop academic language for all students a moderate amount to frequently.</p> <p>Standards / FrameworkConfidence 81% of teachers report that they are moderately to very confident in their understanding of the standards and framework for their subject and the vertical alignment of content from 7th-12th grade.</p> <p>Instructional and Assessment StrategiesConfidence 81% of teachers report that they are moderately to very confident in their understanding and implementation of instructional strategies relevant to their content area.</p>	<p>The professional development survey was not administered in the 2019-2020 school year. All departments worked on assessing progress on department goals. During the transition to Distance Learning, all departments worked collaboratively to establish Distance Learning Essential Learning Outcomes and revised their course scope and sequence, learning activities, and assessments to align with the identified Essential Learning Outcomes for each course.</p>



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Expected	Actual
<p>PLC/Common Assessments Effectiveness 73% of teachers report that their PLC group at their sites are moderately to very effective, including the implementation of common assessments, collaborative analysis of results, and implementation of student interventions.</p>	
<p><b>Metric/Indicator</b> i. Below grade level math course enrollment <b>19-20</b> i. Reduce the percentage of students enrolled in below grade level math courses in 7th, 8th and 9th grade <b>Baseline</b> i. Internal course enrollment data; baseline from 2015 Hanover study Intervention/Remedial Course Enrollment Rate: Baseline percent of students enrolled in below grade level Math courses; 7th grade 9.2%, 8th grade 9.9%, 9th grade 13.5%</p>	<p>The percentage of students in grades 7-9 enrolled in below grade level math courses district-wide remained about the same over the last few (between 10-12%). Course enrollment data by student group shows that the percentage of students who are English Learners enrolled in below grade level math courses has increased over the last few years with 43% of EL in grades 7-9 participating in a below grade level math course in 2019-2020, and 45% in 2020-2021. The percentage of students in grades 7-9 who are Socioeconomically disadvantaged and participating in below grade level math courses has significantly decreased over the last 3 years from 42% in 2018-19 to 31% in 2020-2021.</p>

**Actions / Services**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Base Program 1.A.1. Continue to provide appropriately credentialed and effective teachers, management staff, classified staff, counselors and district office support staff  1.A.2. Continue to provide standards aligned materials to all students  1.A.3. Continue to provide professional learning and coaching through Teacher on Special Assignment (ToSA) model to increase student learning and</p>	<p>a. The approximate cost for Highly Qualified Teachers, management staff, classified staff, counselors, district office support staff, and their related materials and resources, MODIFIED to reflect actual cost 1000-3000, 4000, 5000 Base \$116,000,000.00  b. Modified. ToSA embedded coaching model (2.0 FTE) to support differentiated instruction in</p>	<p>a. The estimated actual cost for Highly Qualified Teachers, management staff, classified staff, counselors, district office support staff, and their related materials and resources 1000-3000, 4000, 5000 Base \$139,177,422  b. ToSA embedded coaching model (2.0 FTE) to support differentiated instruction in all</p>

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<p align="center"><b>Planned Actions/Services</b></p>	<p align="center"><b>Budgeted Expenditures</b></p>	<p align="center"><b>Actual Expenditures</b></p>
<p>support teacher implementation of instruction and assessment aligned to California State Standards in ELA and Math as well as the English Language Development Standards.</p> <p>1.A.4. Continue to provide professional development and coaching through Teacher on Special Assignment model as well as staff collaboration time to increase student learning outcomes and support instruction, assessment and curriculum aligned to the Next Generation Science Standards.</p>	<p>all classrooms and provide professional development for teachers in the areas of innovative teaching and learning, formative assessment, implementation of standards and differentiating instruction. 1000-1999, 3000-3999: Certificated Personnel Salaries and Benefits Supplemental \$252,000.00</p> <p>c.MODIFIED: The release time for math teachers to work on curriculum writing is being phased out as the SDUHSD math curriculum and supplemental materials have been implemented, adapted and edited over the last few years.</p> <p>Provide release time for teachers to develop, refine, and implement California Math Standards aligned Curriculum 1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits Base \$36,000.00</p> <p>d. Purchase and develop instructional materials that align to California State Standards. 5000-5999: Services And Other Operating Expenditures Lottery \$110,000.00</p> <p>e.Stipend and release days for Educational Technology Specialist</p>	<p>classrooms and provide professional development for teachers in the areas of innovative teaching and learning, formative assessment, implementation of standards and differentiating instruction. 1000-1999, 3000-3999: Certificated Personnel Salaries and Benefits Supplemental \$291,982</p> <p>c. The release time for math teachers to work on curriculum writing is being phased out as the SDUHSD math curriculum and supplemental materials have been implemented, adapted and edited over the last few years. 1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits Base \$4,050</p> <p>d. Core instructional materials purchased this year for Math, English, Science, Social Science, World Language, and VPA. Cost for instructional materials pilots and purchases for Science. 5000-5999: Services And Other Operating Expenditures Lottery \$156,661</p> <p>e. Stipend and release days for Educational Technology Specialist</p>

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>at each site (10 ETs @ \$1,500 each) 1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits Base \$15,000.00</p> <p>f. Continue to recruit and retain Highly Qualified Teachers: Edjoin registration 5000-5999: Services And Other Operating Expenditures Base \$1,800.00</p> <p>g. Teacher on Special Assignment 1.0 FTE- to support and provide professional development for NGSS implementation, course development and differentiating instruction. 1000-1999, 3000-3999: Certificated Personnel Salaries and Benefits Base \$137,000.00</p> <p>h., i. MODIFIED- Title I expenses support supplemental programs and therefore are more accurately reflected within the supplemental actions in Goal 1 Action 1.C. (new). 1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits Title I</p> <p>h., i. MODIFIED- Title I expenses support supplemental programs and therefore are more accurately reflected within the supplemental actions in Goal 1 Action 1.C. (new). 5000-5999: Services And Other Operating Expenditures Title I</p>	<p>at each site. 1000-1999, 3000-3999: Certificated Personnel Salaries and Benefits Base \$0</p> <p>f. Continue to recruit and retain Highly Qualified Teachers: Edjoin registration 5000-5999: Services And Other Operating Expenditures Base \$1,800</p> <p>g. Teacher on Special Assignment 1.0 FTE- to support and provide professional development for NGSS implementation, course development and differentiating instruction. 1000-1999, 3000-3999: Certificated Personnel Salaries and Benefits Base \$133,819</p> <p>not applicable in the 2019-2020 plan, included as a formatting error when drafting the plan in 2018-2019</p> <p>not applicable in the 2019-2020 plan, included as a formatting error when drafting the plan in 2018-2019</p>
Supplemental	a. Provide release time (sub days and extra work agreements) for	a. Provide release time (sub days and extra work agreements) for

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<p align="center"><b>Planned Actions/Services</b></p>	<p align="center"><b>Budgeted Expenditures</b></p>	<p align="center"><b>Actual Expenditures</b></p>
<p>1.B.1 Continue to support staff collaboration and provide specified professional learning that builds capacity to design and deliver high quality instruction, assessment and differentiated curriculum for all students with focus on at-risk students.</p> <p>1.B.2. All core content courses in ELA, Math and Social Science will continue to develop, implement, and review data on common assessments aligned to established course ELOs utilizing online assessment tools as appropriate.</p> <p>1.B.3. Students who are identified as performing below grade level will continue to be provided with the necessary support to remediate their gaps in learning. Identification includes district math assessments, D/F data, SBAC, CELDT and multiple other sources.</p> <p>1.B.4. School sites will continue to investigate ways to add specific intervention time into their bell schedules, time for teacher collaboration, as well as access to courses as needed.</p>	<p>staff to attend professional development for differentiating instruction, implementation of standards, technology, ELO and assessment development 1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits Supplemental \$100,000.00</p> <p>MODIFIED: the budget for tutoring programs has been increased to address the achievement gap for target student groups. b. Site tutoring allocations for each site to support tutoring programs 1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits Supplemental \$46,000.00</p> <p>c. MODIFIED: the budget for intervention and supports has been increased to address the achievement gap for target student groups. School sites will be provided non-formula sections to continue to implement intervention courses and supports for students not obtaining mastery of ELO's. Cost for future FTE allocations will be determined yearly dependent on identified need 1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits Supplemental \$1,811,000.00</p> <p>d. MODIFIED: the budget for AVID tutoring support has been adjusted to reflect the actual costs over the last few years. Cost for</p>	<p>staff to attend professional development for differentiating instruction, implementation of standards, technology, ELO and assessment development 1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits Supplemental \$102,421</p> <p>b. Site tutoring allocations for each site to support tutoring programs 1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits Supplemental \$52,980</p> <p>c. cost for intervention and support courses for students at all schools 1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits Supplemental \$1,399,158</p> <p>d. Cost for AVID Tutoring support 2000-2999: Classified Personnel Salaries Supplemental \$90,870</p>

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>AVID Tutoring support 2000-2999: Classified Personnel Salaries Supplemental \$165,000.00</p> <p>e. MODIFIED: Cost for licenses, training and maintenance of the new Read 180 Universal program at all district sites 5000-5999: Services And Other Operating Expenditures Supplemental \$80,000.00</p> <p>f. Reading Specialist (0.4 FTE) to support the implementation of the new Read 180 Universal Program as well as provide coaching and strategies for teaching on implementing reading interventions and supports in core content classes. 1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits Supplemental \$48,000.00</p>	<p>Cost for licenses, training and maintenance of the new Read 180 Universal program at all district sites 5000-5999: Services And Other Operating Expenditures Supplemental \$70,707</p> <p>f. Reading Specialist (0.4 FTE) to support the implementation of the new Read 180 Universal Program as well as provide coaching and strategies for teaching on implementing reading interventions and supports in core content classes. 1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits Supplemental \$44,415</p>
<p>Supplemental</p> <p>1.C.1. Title I schools will provide additional sections to support students who are identified as performing below grade level and will continue to provide the necessary support to remediate their gaps in learning. Identification includes district math assessments, D/F data, SBAC, CELDT and multiple other sources.</p> <p>1.C.2. Continue to provide professional development and training for teachers, administrators, and staff on evidenced based strategies, programs and supports to increase the educational program of the school and improve student achievement.</p>	<p>a. Title I school sites will utilize Title I funds to continue to develop and implement intervention courses and supports for students not obtaining mastery of ELO's Cost for future FTE allocations will be determined yearly dependent on identified need 1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits Title I \$315,000.00</p> <p>b. Registration costs for teachers and administrators to attend professional conferences. 5000-5999: Services And Other</p>	<p>a. Title I school sites will utilize Title I funds to continue to develop and implement intervention courses and supports for students not obtaining mastery of ELO's 1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits Title I \$499,182</p> <p>b. Registration costs for teachers and administrators to attend professional conferences. 5000-5999: Services And Other</p>

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Operating Expenditures Title I \$15,000.00	Operating Expenditures Title I \$17,068

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Based on feedback from internal stakeholders as well as a review of the position, the District chose not to continue the Education Technology specialist role in the 2019-2020 school. Schools continued to receive support for use of Education Technology through the district technology department, Teachers on Special Assignment, as well as their Learning Commons Techs. The District also provided a professional learning series in the spring of 2020 to support teachers as we transitioned to online learning at the onset of the pandemic when schools buildings were not permitted to be open.

Although schools continued to utilize the support of in-class tutors through Distance Learning, it took some time to identify the best practices for tutoring support online and as a result, tutoring hours decreased while students were participating in Distance Learning in the spring of 2020.

Over the last several years, the district has provided release time for math teachers to continue to revise our district's Integrated Math curriculum and modules. Teachers expressed that there were minimal revisions needed to the current curriculum in the 2019-2020 school year and that the need moving forward is to refer the current math modules to digital format for easier access for students and teachers. During school closure, the district printed math modules for students to pick up but the need for a digital format was clear during Distance Learning.

The cost for Highly Qualified Teachers, management staff, classified staff, counselors, district office support staff, and their related materials and resources reported is higher than projected as the reported amount includes programs, services, and supports funded with other state funds in addition to LCFF such as, Career Technical Education and Special Education.

There is a large difference between budgeted and actual expenses for intervention and supports to address the achievement gap for target student groups. The \$1,811,000 represents the cost for all Full-Time Equivalent (FTE) staffing to address this need and includes services such as EL Lead teachers and Intervention Coordinators which are reflected in other sections of the LCAP. The amount reported reflected the cost for intervention and support courses for students at all schools in English Language Arts, Math, and executive functioning skills.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

It was difficult to measure student performance and progress on a larger scale given the suspension of statewide assessments in the spring of 2020 and the change in grading policy as a response to the shift to online learning. The District was committed to continuity of learning as we pivoted to provide Distance Learning in the spring. It was challenging to quickly modify instructional materials to be accessible in an online learning model so schools provided printed materials and textbook pickup opportunities so students had

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access to standards-aligned materials at home. The District also provided WiFi hotspots and Chromebooks to students who needed them to access their classes. Schools were able to maintain student schedules, access to instructional content, and students were able to finish their classes with their teachers despite the abrupt shift in the learning model.



## 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).

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 3: Parental Involvement (Engagement)  
                              Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> PERCENTAGE OF EL STUDENTS ATTAINING THE ENGLISH PROFICIENCY LEVEL ON THE CELDT</p> <p><b>19-20</b> N/A</p> <p><b>Baseline</b> 2015-16 CELDT data: 40.1% of ELs pupils attained the English Proficient Level on the CELDT.</p>	<p>The current statewide English Language Proficiency assessment is the English Language Proficiency Assessment for California (ELPAC) which was administered for the first time in the 2017-18 school year. The California English Language Development Test (CELDT) was phased out in the 2016-17 school year and replaced by the ELPAC. The ELPAC is aligned with the most current (2012) of the English Language Development Standards.</p>
<p><b>Metric/Indicator</b> PERCENTAGE OF EL STUDENTS ATTAINING THE ENGLISH PROFICIENCY LEVEL ON THE ELPAC SUMMATIVE.</p> <p><b>19-20</b> MODIFIED: Increase the percentage of students who attain the English proficiency level</p> <p><b>Baseline</b> Baseline will be established from 2017-18 summative results</p>	<p>In 2019-2020, 41% of student who are English Learners participated in the ELPAC before the test was suspended by the state in response to the pandemic. 19-20 scores for those who participated: 32 % Level 4 34 % Level 3 20% Level 2 14% Level 1</p> <p>11 students took the optional fall 2020 ELPAC: 82 % Level 4 18 % Level 3</p>



Expected	Actual
	<p>In response to the pandemic, SDUHSD made arrangements to administer the optional ELPAC summative testing to small cohorts. The only students who participated in the optional ELPAC were those who met the SDUHSD reclassification criteria and were unable to complete Summative ELPAC testing during the 2019–2020 testing window.</p>
<p><b>Metric/Indicator</b> ENGLISH LEARNER PROGRESS TOWARDS LEARNING ENGLISH ON THE CELDT</p> <p><b>19-20</b> MODIFIED: N/A- CELDT will be obsolete at this point and the percentage of ELs who make progress towards learning English will be measured by ELPAC</p> <p><b>Baseline</b> 2015-16 English Learner Progress and Proficiency Report indicates that 75.6% of English Learner (EL) pupils made annual progress in learning English as measured by the CELDT</p>	<p>The current statewide English Language Proficiency assessment is the English Language Proficiency Assessment for California (ELPAC) which was administered for the first time in the 2017-18 school year. The California English Language Development Test (CELDT) was phased out in the 2016-17 school year and replaced by the ELPAC. The ELPAC is aligned with the most current (2012) of the English Language Development Standards.</p> <p>2018 ELPAC baseline performance results are used to measure growth year over year.</p>
<p><b>Metric/Indicator</b> ENGLISH LEARNER PROGRESS TOWARDS LEARNING ENGLISH ON THE ELPAC</p> <p><b>19-20</b> MODIFIED: Increase the percentage of ELs who make progress towards learning English</p> <p><b>Baseline</b> Baseline progress will be established from 2017-18 and 2018-19 summative ELPAC results</p>	<p>The state did not produce a 2020 CA School Dashboard and as a result there is no data on the English Learner Progress Indicator. Using a similar method, we calculated the number of students who have both 2018-2019 and 2019-2020 ELPAC scores, and found that 35% of students increased at least one ELPI level.</p>
<p><b>Metric/Indicator</b> PERCENTAGE OF ELS WHO ARE LONG TERM ENGLISH LANGUAGE LEARNERS (LTELS)</p>	<p>The percentage of English Learners who are considered Long Term English Learners (LTELs) increased from 12% in 2018-19 to 13% in 2019-20. Although there was a slight increase from the</p>

Expected	Actual
<p><b>19-20</b> 19% of English Learners are classified as LTEL</p> <p><b>Baseline</b> 2016-17: 28% (140/500) of English Learners are classified as LTEL</p>	<p>prior year, the percentage of ELs who are LTEL has decreased significantly from the 2016-17 baseline of 28%</p>
<p><b>Metric/Indicator</b> PERCENTAGE OF STUDENTS WHO DEMONSTRATE GROWTH TOWARDS LEARNING ENGLISH AS MEASURED BY LAS LINKS ASSESSMENT RESULTS</p> <p><b>19-20</b> 3% increase in the percentage of students who demonstrate growth towards learning English as measured by an increase of at least one proficiency level from Fall 16' to Fall 17' or maintained a score of Proficient or Above Proficient on LAS Links assessment.</p> <p><b>Baseline</b> Fall 2015/2016 LAS Links results:  55% (104/189) of students tested in both Fall 15' and Fall 16' increased at least one proficiency level or maintained a score of Proficient or Above Proficient</p>	<p>During the 19-20 school year, the district EL Leadership team (admin and EL Leads) made the decision to stop using LAS Links as an additional assessment for ELs. During the administration of the assessments, SDUHSD continually had technology issues and there was a significant delay receiving the results of the assessments.</p>
<p><b>Metric/Indicator</b> SBAC RESULTS FOR RFEP STUDENTS</p> <p><b>19-20</b> At all sites, the percentage of RFEP students scoring in the Standard Met to Standard Exceeded range on Smarter Balanced assessments in both Math and ELA will be similar to the results of English Only students.</p> <p><b>Baseline</b> 16-17 SBAC results: Redesignated Fluent English Proficient (RFEP) students perform similarly to their English Only peers in ELA at 7 out of 9 sites, in math at 5 out of 9 sites. District -wide</p>	<p>As the state assessments were suspended in the 2019-2020 school year, we do not have district-wide achievement data in English and math to compare student performance by language fluency status.</p>

Expected	Actual
<p>percentage of RFEP students who scored within the Standard Met to Standard Exceeded range is similar when compared to their English Only peers. ELA, RFEP=79%, English Only=80% Math, RFEP=69%, English Only= 72% See Appendix E, Table 2.1, for results by site</p>	
<p><b>Metric/Indicator</b> RECLASSIFICATION RATES</p> <p><b>19-20</b> Reclassification rate is 20% or higher</p> <p><b>Baseline</b> 16-17 Reclassification rate using CELDT: 19.2% (93 students)</p>	<p>State testing requirements were waived in the spring of 2020 in response to the global pandemic and school closures. As a result, the SDUHSD English Learner reclassification criteria was adjusted. Since CAASPP was suspended for the 19-20 and 20-21 school years, SDUHSD used/will use a score of 3 or higher in the STAR Reading for the Assessment of Basic Skills for reclassification purposes. .</p> <p>The 2020-21 Reclassification rate for the district was 27.2 %. (159 students)</p>
<p><b>Metric/Indicator</b> TEACHER OF ENGLISH LEARNERS MISASSIGNMENT RATE</p> <p><b>19-20</b> 0% teacher of English Learners mis-assignment rates as measured by total course sections.</p> <p><b>Baseline</b> 2016-17 course audits: 0.2% teacher of English Learners mis-assignment rates as measured by total course sections</p>	<p>0.2% teacher of English Learners mis-assignment rates as measured by total course sections.</p>
<p><b>Metric/Indicator</b> PERCENTAGE OF STUDENTS REDESIGNATED FLUENT ENGLISH PROFICIENT (RFEP) WITHIN 5 YEARS OF INSTRUCTION IN THE DISTRICT.</p> <p><b>19-20</b> 80% of 12th grade students who initially enrolled as an EL in SDUHSD in 7th grade, met the criteria to be reclassified as Redesignated Fluent English Proficient (RFEP) within 5 years of instruction in the District.</p>	<p>2019-2020 Student Information System data: 88% of 12th grade students who initially enrolled as an EL in SDUHSD in 7th grade, met the criteria to be reclassified as Redesignated Fluent English Proficient (RFEP) within 5 years of instruction in the District. This represents an 8% increase from prior year and a 27% from the 2016-17 baseline data.</p>

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Expected	Actual
<p><b>Baseline</b> 2016-17 Student Information System data:</p> <p>61% of 12th grade students who initially enrolled as an EL in SDUHSD in 7th grade, met the criteria to be reclassified as Redesignated Fluent English Proficient (RFEP) within 5 years of instruction in the District.</p>	
<p><b>Metric/Indicator</b> Parent Participation in EL Parent Workshops</p> <p><b>19-20</b> 1% increase in the number of parents attending EL parent workshops</p> <p><b>Baseline</b> 16-17 EL parent participation in EL parent workshops: 138 parents attended</p>	<p>In response to the global pandemic, SDUHSD did not offer any parent workshops during the 19-20 school year. Parent communication continued through ELAC/DELAC meetings, school site newsletters and via email when necessary.</p>

**Actions / Services**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Base Program</p> <p>2.A.1 Continue to provide students with English Language Development (ELD) curriculum and instruction aligned with California State Standards.</p> <p>2.A.2. NEW: Continue to provide appropriately credentialed teachers who are knowledgeable of the ELD standards and effectively implement designated and integrated English language development strategies in all core content classes.</p> <p>2.A.3. MODIFIED: This action is the same as previous years but the naming mechanism was changed to reflect moving Title III funded actions to Goal 2, Action2. D. (new) Continue to collaborate with feeder districts and implement an agreed upon system to support English Learners from Kindergarten through grade 12.</p>	<p>a. Purchase ELD curriculum consumables and supplemental supplies and material 4000-4999: Books And Supplies Lottery \$18,000.00</p> <p>b. MODIFIED: The district is reorganizing the ToSA roles for the 18-19 year. The EL ToSA responsibilities will be incorporated in the ToSA for Universal Design for Learning (Goal 1. Action 1.A.2) role to provide coaching and support to schools on strategies to meet the</p>	<p>a. ELD curriculum consumables and supplemental supplies and material 4000-4999: Books And Supplies Lottery \$31,519</p> <p>not applicable in the 2019-2020 plan, included as a formatting error when drafting the plan in 2018-2019</p>

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<p align="center"><b>Planned Actions/Services</b></p>	<p align="center"><b>Budgeted Expenditures</b></p>	<p align="center"><b>Actual Expenditures</b></p>
<p>17-18 2.A.2, 2.A.5., 2.A.6. MODIFIED- Title III expenses support supplemental programs and therefore are more accurately reflected within the supplemental actions in Goal 2 Action 1.D. (new).</p>	<p>unique needs of all students in the least restrictive environment.</p> <p>c.-e. MODIFIED: Title III expenses support supplemental programs and therefore are more accurately reflected within the supplemental expenditure in Goal 2 Action 2.D. (new).</p> <p>c.-e. MODIFIED: Title III expenses support supplemental programs and therefore are more accurately reflected within the supplemental expenditure in Goal 2 Action 2.D. (new).</p> <p>c.-e. MODIFIED: Title III expenses support supplemental programs and therefore are more accurately reflected within the supplemental expenditure in Goal 2 Action 2.D. (new).</p>	<p>not applicable in the 2019-2020 plan, included as a formatting error when drafting the plan in 2018-2019</p> <p>not applicable in the 2019-2020 plan, included as a formatting error when drafting the plan in 2018-2019</p> <p>not applicable in the 2019-2020 plan, included as a formatting error when drafting the plan in 2018-2019</p>
<p>Supplemental</p> <p>2.B.1. Continue to implement and refine a system to monitor progress of all EL students, including long term and reclassified.</p> <p>2.B.2. Provide bilingual staff to support EL students in core content courses.</p>	<p>a. EL teacher leads release period. Cost for future FTE allocations will be determined yearly dependent on identified need 1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits Supplemental \$244,134.00</p> <p>b. cost for bilingual tutors/aides at target sites based on need 2000-2999: Classified Personnel Salaries Supplemental \$46,000.00</p>	<p>a. EL teacher leads release period. 1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits Supplemental \$214,028</p> <p>b. cost for bilingual tutors/aides at target sites based on need 2000-2999: Classified Personnel Salaries Supplemental \$48,643</p>
<p>Supplemental</p>	<p>a. Newcomers Academy Program at one high school site (0.4 FTE) and one Middle School (.20 FTE)</p>	<p>a. Newcomers Academy Program at one high school site (0.4 FTE) and one Middle School (.20 FTE)</p>

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2.C.1. Continue to develop and expand (if applicable) courses that focus on basic English and academic literacy skills, acculturation to U.S. schooling and fundamental subject area knowledge to support English Learners who are new to the US (students who have lived in the US for 18 months or less).</p> <p>2.C.2. Provide transportation support for EL students to access specialized programs outside of their boundary school.</p>	<p>1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits Supplemental \$75,000.00</p> <p>b. Bus passes for students to access the Newcomer's Academy 5000-5999: Services And Other Operating Expenditures Supplemental \$10,000.00</p>	<p>1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits Supplemental \$81,181</p> <p>b. Bus passes for students to access the Newcomer's Academy 5000-5999: Services And Other Operating Expenditures Supplemental \$4,406</p>
<p>Supplemental 2.D.1. Continue to provide coaching and professional development on strategies to support the needs of Long Term English Learners (LTEL) to increase English language acquisition and student learning outcomes.</p> <p>2.D.2. Continue to utilize results from LAS Links assessments to appropriately place English Learners into courses that support language acquisition as well as identify necessary interventions and support classes.</p> <p>2.D.3. Continue to provide parent workshops for families of English Learners to increase parent engagement district-wide.</p>	<p>a. Cost of LAS Links Assessment program for administration and scoring 4000-4999: Books And Supplies Title III \$26,000.00</p> <p>b. Cost to offer parent workshops 1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits Title III \$5,000.00</p> <p>c. Supplemental instructional materials, licenses for ST Math intervention program 5000-5999: Services And Other Operating Expenditures Title III \$4,200.00</p>	<p>a. Cost of LAS Links Assessment program for administration and scoring 4000-4999: Books And Supplies Title III \$15,125</p> <p>b. Cost to offer parent workshops 1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits Title III \$0</p> <p>c. Supplemental instructional materials, licenses for ST Math intervention program 5000-5999: Services And Other Operating Expenditures Title III \$1,200</p>

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

SDUHSD is committed to the continuity of learning and support and services for English Learners. During this time of continuous change and uncertainty, we were able to adjust our Actions and Services to continue to provide ELs with the support and services they were receiving while on campus in the online learning model. In some schools where language was a barrier, bilingual aides

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provided personal outreach to EL families whose students were not participating in instruction to determine barriers and to ensure access to equipment (Chromebooks and Hotspots) and services.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

**Successes:** To support distance learning, English Learners were provided with Chromebooks and wireless hotspots for internet access. During this period of distance learning, the EL Leads worked with ELs individually to remove any barriers for students and to connect students with school resources for academic support, provide a place to complete school work and participate in their classes. Paper copies of ELD supplemental materials were also provided to students in middle school as needed.

**Challenges:** Many of our EL families reported being overwhelmed with a variety of stressors and managing the transition to support their students with the distance learning model. Insufficient and a quiet space as well as connectivity issues were constantly reported across all of our schools.



### Goal 3

All district graduates will be college and career ready.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 4: Pupil Achievement (Pupil Outcomes)  
                          Priority 5: Pupil Engagement (Engagement)  
                          Priority 7: Course Access (Conditions of Learning)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> AP EXAM PASS RATES</p> <p><b>19-20</b> 1% increase in AP exam pass rate.</p> <p><b>Baseline</b> SDUHSD’s 2016 College Board Advanced Placement exam results reflect an 82.8% average AP exam pass rate.</p>	<p>SDUHSD’s 2020 College Board Advanced Placement exam results reflect an 82.7% average AP exam pass rate which is similar to previous years</p>
<p><b>Metric/Indicator</b> AP PARTICIPATION RATE</p> <p><b>19-20</b> Increase in the number of test takers and maintain a proportionate number of test taken</p> <p><b>Baseline</b> 2017 AP exam data: 3,177 test takers 7,734 tests taken average of 2.4 tests per student</p>	<p>2020 AP exam data: 3,535 examinees, 8,406 exams, average of 2.4 exams per student.</p>
<p><b>Metric/Indicator</b> UC/CSU ELIGIBILITY RATES</p>	<p>UC/CSU ELIGIBILITY RATES Broad course of study</p>



Expected	Actual
<p><b>19-20</b> Broad course of study</p> <p>18-19 UC/CSU eligibility rates: All students group= 81% English Learners = 9%</p> <p>Socio-economically disadvantaged students=51%</p> <p><b>Baseline</b> 15-16 UC/CSU eligibility rates: All students group= 73.4% English Learners = 0.0%</p> <p>Socio-economically disadvantaged students=45.1%</p>	<p>2019-2020 UC/CSU eligibility rates: All students group= 80.9% (=) English Learners = 28.9% (=) Socio-economically disadvantaged students= 62.5% (+5.5%) Students with Disabilities= 37.4% (=)</p>
<p><b>Metric/Indicator</b> COHORT GRADUATION RATES</p> <p><b>19-20</b> 18-19 Cohort High School graduation rates:</p> <p>All students group= 97%</p> <p>English Learners = 82%</p> <p>Socio-economically disadvantaged students=87%</p> <p>Special Education= 86%</p> <p><b>Baseline</b> 15-16 Cohort High School graduation rates:</p> <p>All students group= 95.5% English Learners = 79%</p> <p>Socio-economically disadvantaged students=83.7%</p>	<p>COHORT GRADUATION RATES 2019-2020 Cohort High School graduation rates: All students group= 95.9% (+1.3%) English Learners = 83.5% (+11.9%) Socio-economically disadvantaged students= 89.1% (+3.8%) Special Education= 80.7% (+1%)</p>

Expected	Actual
<p>Special Education= 82.7%</p>	
<p><b>Metric/Indicator</b> EAP DATA, MATH</p> <p><b>19-20</b> 1% reduction in the percentage of students scoring in the “Not Ready” range</p> <p><b>Baseline</b> EAP results from the 15-16 SBAC Math</p> <p>37% “College Ready”</p> <p>26% “Conditionally Ready”</p> <p>37% “Not Ready”</p>	<p>Early Assessment Program (EAP) results are derived from CAASPP scores on the Smarter Balanced Assessments in English Language Arts and Math. State testing requirements were waived in the spring of 2020 in response to the global pandemic and school closures. As a result, there are no state testing scores (SBAC scores) to report for 2019-2020 and a result, there are also no EAP results to report.</p> <p>To measure student’s learning status, all SDUHSD schools administered the Renaissance Star Reading and Math tests to all students in grades 7-12 three times during the 20-21 school year. Although we cannot use Renaissance scores as a replacement for EAP results, using the Renaissance Star Math CAASPP performance predictor scores for grade 11 students, and applying a similar method used to determine EAP results, shows significantly less students are “Not Ready” for college level work..</p> <p>34% “College Ready” (SBAC level 4) 58% “Conditionally Ready” (SBAC level 2 and 3) 8% “Not Ready” (SBAC level 1)</p>
<p><b>Metric/Indicator</b> EAP DATA, ELA</p> <p><b>19-20</b> 2% reduction in the percentage of students scoring in the “Not Ready” range</p> <p><b>Baseline</b> EAP results from the 1516 SBAC ELA</p> <p>49% “College Ready”</p> <p>32% “Conditionally Ready”</p>	<p>Early Assessment Program (EAP) results are derived from CAASPP scores on the Smarter Balanced Assessments in English Language Arts and Math. State testing requirements were waived in the spring of 2020 in response to the global pandemic and school closures. As a result, there are no state testing scores (SBAC scores) to report for 2019-2020 and a result, there are also no EAP results to report.</p> <p>To measure student’s learning status, all SDUHSD schools administered the Renaissance Star Reading and Math tests to all students in grades 7-12 three times during the 20-21 school year. Although we cannot use Renaissance scores as a replacement for EAP results, using the Renaissance Star Reading CAASPP</p>

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Expected	Actual
<p>20% “Not Ready”</p>	<p>performance predictor scores for grade 11 students, and applying a similar method used to determine EAP results, shows EAP results consistent with prior years.</p> <p>54% “College Ready” (SBAC level 4) 32% “Conditionally Ready” (SBAC level 2 and 3) 14% “Not Ready” (SBAC level 1)</p>
<p><b>Metric/Indicator</b> CTE COURSE ENROLLMENT</p> <p>BROAD COURSE OF STUDY FOR UNDUPLICATED STUDENTS AND STUDENTS WITH EXCEPTIONAL NEEDS</p> <p><b>19-20</b> 3% increase in CTE course enrollment</p> <p><b>Baseline</b> 15-16 CDE Enrollment in Courses Taught by Subject Report</p> <p>Number of CTE courses taught= 164</p> <p>Total CTE Course enrollment= 4,299</p>	<p>2019-20 Total CTE enrollment = 5,952 students enrolled in at least one CTE course 2% of EL students enrolled in at least one CTE course 9.5% of low-income students enrolled in at least one CTE course 7% of students with disabilities enrolled in at least one CTE course</p>
<p><b>Metric/Indicator</b> GENDER DISPROPORTIONALITY IN TARGET CTE COURSES</p> <p><b>19-20</b> Increase gender equity in targeted CTE courses and pathways</p> <p><b>Baseline</b> 15-16 Percentage of female enrollment: Building and Construction Trades= 11% Education, Child Development, and Family Services= 84% Engineering and Architecture= 19% Information and Communication Technologies=27% Transportation= 7%</p>	<p>19-20 Percentage of female enrollment: Building and Construction Trades= 10% (relatively the same as baseline) Education, Child Development, and Family Services= 93% (significantly higher than baseline) Engineering and Architecture= 21% (improvement from baseline) Information and Communication Technologies= 21% (less females enrolled when compared to baseline) Transportation= 8% (relatively the same as baseline) Manufacturing and Product Development= 41% (improvement from baseline)</p>

Expected	Actual
<p>Manufacturing and Product Development=31%</p>	
<p><b>Metric/Indicator</b> AP COURSE ENROLLMENT</p> <p><b>19-20</b> Student enrollment in honors and Advanced Placement (AP) courses will reflect the demographics of the district, focus on socio-economically disadvantaged students.</p> <p><b>Baseline</b> 16-17 course enrollment data:</p> <p>64% of SDUHSD students are enrolled in at least one AP or Honors course.</p> <p>3.4% of those students are Low Income (8.5% of district enrollment is socio-economically disadvantaged students)</p>	<p>19-20 course enrollment data: 65% of SDUHSD students are enrolled in at least one AP or Honors course. 6% of those students are Low Income (13% of district enrollment are socioeconomically disadvantaged students) 1% of AP enrollment are students who are EL (4% of district enrollment are EL). 19% of EL population are enrolled in AP Honors.</p>
<p><b>Metric/Indicator</b> PERCENT OF STUDENTS WHO MEET THE “PREPARED” LEVEL IN THE COLLEGE/CAREER INDICATOR</p> <p><b>19-20</b> Fall 2017 CA School Dashboard results:</p> <p>68% Prepared</p>	<p>Senate Bill 98 which was passed in June 2020 removed the requirement that the state produce the 2020 CA School Dashboard results. The state did provide CCI reports.</p> <p>2020 CCI Results: Prepared= 80.4% Approaching Prepared=9.2% Not Prepared= 10.3%</p>

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Expected	Actual
<p><b>Baseline</b> Spring 2017 CA School Dashboard results:</p> <p>Prepared= 61.9%</p> <p>Approaching Prepared= 24.4%</p> <p>Not Prepared= 13.7%</p>	

**Actions / Services**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Base Program</p> <p>3.A.1. Continue to provide a broad course of study for all students. The below actions have all been modified to make the naming mechanism sequential with the omission of 3.A.2. for 18-19.</p> <p>3.A.3. Continue to provide training to support Advanced Placement teachers in differentiated instructional strategies.</p> <p>3.A.4. Continue to work with CTE teachers to develop A-G aligned courses descriptions and course articulations with local community colleges as well as course curriculum aligned to ELA and Math California Content Standards.</p> <p>3.A.7. Continue to provide opportunities for all students to meet A-G requirements to be eligible for college using college and career planning</p>	<p>a. Release time and registration costs for AP teachers to attend professional development workshops and professional conferences. 1000-1999, 3000-3999: Certificated Personnel Salaries and Benefits Base \$10,000.00</p> <p>e. ToSA will continue to work with CTE teachers to develop A-G aligned CTE course descriptions as well as promote and communicate with stakeholders regarding new and existing CTE pathways. Cost for future FTE allocations will be determined yearly dependent on identified</p>	<p>a. Release time and registration costs for 3 AP teachers to attend professional development workshops and professional conferences. 1000-1999, 3000-3999: Certificated Personnel Salaries and Benefits Base \$2,460</p> <p>This position was temporary to support the implementation of CTE grant programs and was not continued in the 2019-2020 school year. 1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits CTE Incentive Grant \$0</p>

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>programs and activities as well as implement interventions courses to support underrepresented students in A-G completion.</p> <p>3.A.8. Provide training for counselors on how to implement district college and career planning toolkit with students in grades 7-12.</p>	<p>need 1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits CTE Incentive Grant \$70,000</p> <p>g. AVID training and contract costs 5000-5999: Services And Other Operating Expenditures Base \$38,000.00</p>	<p>g. AVID training and contract costs 5000-5999: Services And Other Operating Expenditures Base \$20,277</p>
<p>Supplemental 3.B.1. Counselors and site administrators will continue to review data regarding EL/low SES students UC/CSU eligibility to identify gaps in course offerings and recommend support courses as appropriate</p> <p>3.B.2. Continue to implement courses in College Readiness and AVID and expand the use of college readiness/AVID strategies in all classes as appropriate.</p>	<p>a. Summer remediation programs 1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits Supplemental \$35,000.00</p> <p>b. District funded sections to sites for College Readiness/AVID courses. Cost for future FTE allocations will be determined yearly dependent on identified need 1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits Supplemental \$182,600.00</p> <p>c. CTE counselor will provide additional support to districts counselors on data driven master scheduling, alternative options for at-risk students to complete high school graduation requirements as well as promoting and communicating with stakeholders regarding new and existing CTE pathways. 1000-1999, 3000-3999: Certificated Personnel Salaries and Benefits Supplemental \$70,000</p>	<p>a. Summer remediation programs 1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits Supplemental \$35,947</p> <p>b. District funded sections to sites for College Readiness/AVID courses. 1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits Supplemental \$150,545</p> <p>c. CTE counselor will provide additional support to districts counselors on data driven master scheduling, alternative options for at-risk students to complete high school graduation requirements as well as promoting and communicating with stakeholders regarding new and existing CTE pathways. 1000-1999, 3000-3999: Certificated Personnel Salaries and Benefits Supplemental \$125,835</p>

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Supplemental College Block Grant funds must be expended by June 30, 2019. The actions/services funded by the College Block Grant will be re-evaluated at that time.</p>	<p>No budgeted expenditures for the 2019-20 year at the time of this report</p>	<p>No budgeted expenditures for the 2019-20 year as the College Block Grant program expired in June 2019.</p>
<p>3.A.5. Continue to provide training and professional development for counselors and teachers to increase gender groups who are enrolled in CTE courses and pathways that lead to employment in nontraditional fields as well as train teachers on the model CTE curriculum standards.</p> <p>3.A.6. Continue to offer and expand CTE course pathways aligned to the growing industry sectors in the state and San Diego county</p>	<p>a. Release time for CTE teachers to collaborate with local business leaders in their field 1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits Carl D. Perkins Career and Technical Education \$2,500.00</p> <p>b. Cost for modernizing equipment 4000-4999: Books And Supplies Carl D. Perkins Career and Technical Education \$95,000.00</p> <p>c. Release time for teachers to attend professional development 1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits Base \$2,500.00</p> <p>c. Release time for teachers to attend professional development 1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits Carl D. Perkins Career and Technical Education \$2,000.00</p>	<p>Substitutes for CTE teachers to attend externship professional development opportunities with Local Industry Partners and for curriculum design/collaboration 1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits Carl D. Perkins Career and Technical Education \$1,816</p> <p>Modernization of equipment at all 4 High Schools 4000-4999: Books And Supplies Carl D. Perkins Career and Technical Education \$100,408</p> <p>Release time and travel costs for teachers to attend 2020 Educating for Careers Conference 1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits Carl D. Perkins Career and Technical Education \$4,188</p> <p>Release time and travel costs for teachers to attend 2020 Educating for Careers Conference</p> <p>reflected above 1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits Carl D. Perkins</p>



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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		Career and Technical Education \$0

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The district utilized the ToSA model to continue to work with CTE teachers to develop A-G aligned CTE course descriptions as well as promote and communicate with stakeholders regarding new and existing CTE pathways. This position was temporary to support the implementation of CTE grant programs and was not continued in the 2019-2020 school year.

The district budgeted \$10,000 to allow teachers to attend the Advanced Placement summer professional learning opportunities. Many AP teachers in the district have attended AP trainings in prior years and demand for professional learning through the summer was less than anticipated.

Most school offer courses for College Readiness or AVID and the district provided additional staffing allocations to expand these programs if needed. These programs continued to be offered at schools in the 2019-2020 school year but there was less of a need than expected for the district to supplement the cost.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes in implementing actions to provide opportunities for all students to meet A-G requirements to be eligible for college using college and career planning programs and activities as well as implement interventions courses to support underrepresented students in A-G completion. Continued to provide a broad course of study and adding almost 50 new pilot courses, including advanced, intervention and Special Education department courses for all grade levels in 19-20 and 20-21 and gaining UC approval for several courses and adding community college articulated classes. Pathways were revised and implementation of the Credit/No Credit and ability to waive LEA graduation requirements resulted in low impact on spring 2020 graduation rate. Counselors received training on how to implement virtual district college and career planning tools with students in grades 7-12 including the use of a new career program, Thrively and the existing scope & sequence. Counselors and site administrators reviewed data regarding EL/low SES students UC/CSU eligibility to identify gaps in course offerings and recommend support courses and remediation options, as appropriate.

Even with school closure due to pandemic, we continued to provide opportunities for all students to meet A-G requirements to be eligible for college using college and did not cancel any classes. Counselors offered career planning programs and activities as well as implementing interventions courses and building in access and support time during the scheduled day to support underrepresented students in A-G completion. We were still able to provide all summer school offerings remotely even with school closure.

The SDUHSD CTE program is unquestionably stronger now. The pandemic created opportunities for CTE teachers to experiment and innovate in the delivery of CTE standards. CTE instructors showed resilience, hard work and outstanding commitment to students.



### Challenges

We were not able to offer in-person College & Career Events and moved to virtual college presentations for students and parents. During distance learning in spring 2020, more students earned D or F grades as well as students deciding not to apply to 4-year college if the college learning model would be distance learning or due to concern about attending college during a pandemic. Many college Representative visits to campus were canceled as were many college events like NACAC however, there were virtual options.

For all CTE pathways, face to face instruction is ideal, or even necessary for knowledge and skill development and hands-on instruction. Even though most students had access to Chromebooks and Connectivity, these devices are not capable of running the software necessary for all the different CTE courses. A few CTE pathways provided students with kits of activities that can be safely completed at home. With remote instruction students had fewer opportunities to develop basic employability skills and many of the experiences that are fundamental to CTE such as hands-on learning, work-based learning, lab work and preparing students for industry certification.

## Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                           Priority 3: Parental Involvement (Engagement)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 6: School Climate (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> ANNUAL CLIMATE SURVEY- SENSE OF SAFETY</p> <p><b>19-20</b> increase in the percentage of students, parents and staff who feel SDUHSD schools are safe</p> <p><b>Baseline</b> 16-17 LCAP Stakeholder Survey results: percentage of students (77%), parents (88%), teachers (94%), administrators (100%) and other staff members (96%) that report that they feel SDUHSD schools are safe.</p>	<p>19-20 LCAP Stakeholder Survey results: percentage of students (85%), parents (83%), teachers (81%), administrators (92%) and other staff members (100%) that report that they feel SDUHSD schools are safe.</p>
<p><b>Metric/Indicator</b> PARENT PARTICIPATION IN PTSA/FOUNDATION</p> <p><b>19-20</b> 1% increase in the number of PTSA/Foundation members, volunteers and donors</p> <p><b>Baseline</b> 2016-17 PTSA/Foundation members, volunteers and donors:</p> <p>Middle Schools- 1,275</p>	<p>2019-20 PTSA/Foundation members, volunteers and donors: Middle Schools- 935 High Schools- 710</p>

Expected	Actual
<p>High Schools- 2,532</p>	
<p><b>Metric/Indicator</b> PARTICIPATION IN ANNUAL CLIMATE SURVEY</p> <p><b>19-20</b> increase in number of parents and students completing the district annual stakeholder survey that reflects the demographics of the district to gather input.</p> <p><b>Baseline</b> SDUHSD collected 4,432 responses to the annual stakeholder survey. Parents, 2,640 MS Students, 1,256 HS Students, 172</p>	<p>SDUHSD collected 6,115 responses to the annual stakeholder survey. Parents= 3,458 MS Students= 624 HS Students= 1,455</p>
<p><b>Metric/Indicator</b> PROMOTION OF PARENT PARTICIPATION FOR ALL PARENTS INCLUDING PARENTS OF UNDUPLICATED STUDENTS AND STUDENTS WITH EXCEPTIONAL NEEDS</p> <p><b>19-20</b> Increase in the number of communication attempts with families to promote parent participation in meetings, workshops, activities and input measures (i.e. surveys) via email, phone calls and text messages as well as providing information in multiple languages.</p> <p><b>Baseline</b> The 2016-17 LCAP Stakeholder survey revealed the top forms that stakeholders prefer to receive communication is email (88%), text messages (31%), phone calls (26%) and district/school websites (47%). In the 16-17 school year, SDUHSD and sites sent out a total of 833 outreach messages via email and/ phone calls through Blackboard Connect. Additionally, phone calls were made to EL families by a native speaker of their home language</p>	<p>The 2019-2020 LCAP Stakeholder survey revealed the top forms that stakeholders prefer to receive communication is email (93%), text messages (49%), phone calls (14%) and district/school websites (38%).</p> <p>SDUHSD and sites sent out a total of 32,537 outreach messages via email and 19,729 messages via text to a total of 34,317 stakeholders.</p>

Expected	Actual
<p>to promote attendance at parent workshop as well as DELAC/ELAC meetings.</p>	
<p><b>Metric/Indicator</b> FIT- CLEAN AND SAFE FACILITIES</p> <p><b>19-20</b> All schools will maintain clean and safe facilities as measured by an overall score of at least “Good” or better on the FIT.</p> <p><b>Baseline</b> Williams’ Certification presented to and approved by the SDUHSD Board quarterly indicates that 100% of SDUHSD maintained an overall score of at least “Good” or better on the Facilities Inspection Tool</p>	<p>Williams’ Certification presented to and approved by the SDUHSD Board quarterly indicates that 100% of SDUHSD maintained an overall score of at least “Good” or better on the Facilities Inspection Tool. Williams Complaint Reports were submitted to the Board for Acceptance (10/10/19, 1/16/20, 5/21/20, 8/27/20, 10/15/20, 1/14/21, 4/22/21) .</p>
<p><b>Metric/Indicator</b> AVERAGE DAILY ATTENDANCE</p> <p><b>19-20</b> Increase district-wide attendance rate by 1% over previous year with focus on high school rates.</p> <p><b>Baseline</b> ADA for 16-17: SDUHSD= 97.0% Canyon Crest Academy= 97.6% San Dieguito Academy= 98.1% Torrey Pines HS= 96.4% La Costa Canyon HS= 97.8% Sunset Continuation HS= 76.5%</p>	<p>Average Daily Attendance for 19-20: SDUHSD = 98% La Costa Canyon= 98% Canyon Crest = 96% Torrey Pines =97% San Dieguito = 98% Sunset = 81%</p>
<p><b>Metric/Indicator</b> CHRONIC ABSENTEEISM RATE</p> <p><b>19-20</b> Growth target will be determined from 2017-18 baseline.</p> <p><b>Baseline</b></p>	<p>As a result of the impact of the pandemic and transition to distance learning, the state did not produce chronic absenteeism rates for 2019-2020. Learning Management System data shows that 99% of students regularly logged into their distance learning classes.</p>

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Expected	Actual
<p>Baseline will be established in 17-18 from CA School Dashboard Chronic Absenteeism results</p>	
<p><b>Metric/Indicator</b> TRUANCY RATE</p> <p><b>19-20</b> 3% decrease in truancy rate from the previous year</p> <p><b>Baseline</b> 2014-15 CDE Truancy Report: SDUHSD= 55.5% middle school average= 33.29% high school average= 64.99%</p>	<p>The state is no longer producing truancy rates. Average daily attendance data and Learning Management System data show that students were accessing (99%) and attending (98%) their classes.</p>
<p><b>Metric/Indicator</b> MIDDLE SCHOOL DROPOUT RATE</p> <p><b>19-20</b> Maintain 0% middle school dropout rate</p> <p><b>Baseline</b> 15-16 middle school dropout rate= 0%</p>	<p>19-20 middle school dropout rate is 0%</p>
<p><b>Metric/Indicator</b> HIGH SCHOOL DROPOUT RATE</p> <p><b>19-20</b> Decrease cohort high school dropout rate from the previous year by 0.5% for all students and target student groups.</p> <p><b>Baseline</b> 15-16 high school dropout rates: all students group= 2.6% EL student group= 14.5% Socio-economically disadvantaged student group=11.5% Special Education student group= 4.2%</p>	<p>19-20 high school dropout rates: all students= 2.4% (-0.9%) EL students= 8.8% (-13%) Socio-economically disadvantaged students= 6.1 % (-4.1%) Special Education students= 5.7% (-2.3%)</p>
<p><b>Metric/Indicator</b> SUSPENSION RATE</p>	<p>19-20 suspension rates: all students= 1.5% (-0.3%) EL students= 3.2% (+0.1%)</p>

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Expected	Actual
<p><b>19-20</b> Students with Disabilities: decrease in suspension rates for all students focus on ELs, Socioeconomically disadvantaged students and students with disabilities.</p> <p><b>Baseline</b> 2014-15 CDE Suspension Rate report: In the 14-15 year, SDUHSD suspended a total of 178 students with a suspension rate of 1.4%. English Learners= 6.5% Socio-economically disadvantaged students= 3.7%</p>	<p>Socio-economically disadvantaged students= 3.7% (-0.4%) Special Education students= 4.9% (+0.5%)</p>
<p><b>Metric/Indicator</b> EXPULSION RATE</p> <p><b>19-20</b> 0% expulsion rate</p> <p><b>Baseline</b> 2014-15 CDE Expulsion Rate report: In 14-15, SDUHSD expelled a total of 8 students with an expulsion rate of 0.1%.</p>	<p>2019-20 CDE Expulsion Rate report: In 19-20, SDUHSD expelled a total of 2 students with an expulsion rate of 0.01%. This represents a decrease (4 students, 0.03%) when compared to the previous year.</p>

**Actions / Services**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Base Program</p> <p>4.A.1. Continue to develop and implement action plans to support students' and parents' sense of connectedness to school as well as increasing their sense of safety.</p> <p>4.A.2. Continue to find ways to communicate with stakeholders to support students' success.</p>	<p>a. Blackboard Connect program cost 5000-5999: Services And Other Operating Expenditures Base \$21,500.00</p> <p>b. District donation for SDUHSD College Night at Del Mar Fairgrounds for facilities rental 5000-5999: Services And Other</p>	<p>a. SDUHSD uses a program called SignalKit to communicate with the community 5000-5999: Services And Other Operating Expenditures Base \$40,189</p> <p>b. District donation for SDUHSD College Night at Del Mar Fairgrounds for facilities rental 5000-5999: Services And Other</p>

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>4.A.3. Continue to provide parent training sessions on a variety of parent involvement topics</p> <p>4.A.4. Continue to provide resources and training for teachers and staff to monitor academic progress, behavioral data, and attendance rates.</p> <p>4.A.5. Continue to develop strategies and systems to address student discipline and suspensions at school sites with a focus on Restorative Justice.</p> <p>4.A.6. Each school site will continue to identify needs and develop an action plan based on survey data from families and staff to address school connectedness and safety concerns.</p> <p>4.A.7. NEW: Evaluate and improve our continuum of Multi-Tiered Systems of Support for academic, behavior and social-emotional instruction at all district sites. Provide the necessary training and support to staff to implement improvements as needed.</p>	<p>Operating Expenditures Base \$10,000.00</p> <p>c. Cost for parent trainings and workshops 5000-5999: Services And Other Operating Expenditures Base \$3,000.00</p> <p>d. Cost of implementing Restorative Justice program at each school site including training. 5000-5999: Services And Other Operating Expenditures Base \$7,000.00</p>	<p>Operating Expenditures Base \$12,500</p> <p>c. There was no cost for parent trainings and workshops. 5000-5999: Services And Other Operating Expenditures Base \$0</p> <p>d. Cost of implementing Restorative Justice program at each school site including training. 5000-5999: Services And Other Operating Expenditures Base \$956</p>
<p>Supplemental</p> <p>4.B.1. Continue to implement and expand programs, activities, supports and courses that promote student wellness at each school site.</p>	<p>a. District Social Workers (4.0 FTE) to support student wellness at all district sites, with focus on high schools MODIFIED to reflect actual cost 1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits Supplemental \$503,169.00</p> <p>b. Having A Voice (HAV) program- cost for teachers to facilitate the program over the summer 1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits Supplemental \$32,000.00</p>	<p>a. District Social Workers (4.2 FTE) to support student wellness at all district sites, with focus on high schools 1000-1999, 3000-3999: Certificated Personnel Salaries and Benefits Supplemental \$579,852</p> <p>b. Having A Voice (HAV) program- cost for teachers to facilitate the program over the summer 1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits Supplemental \$2,941</p>

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>c.The contract with Hanover research is being paid out of supplemental funding as Hanover has focused their work with SDUHSD on improving the programs and services provided for ELs as well as the continuum of MTSS provided at all sites. Contract with Hanover for research and evaluation services to develop, implement and analyze results from an annual stakeholder survey to evaluate concerns related to school connectedness and safety as well as research best practices and model programs to support struggling students. 5000-5999: Services And Other Operating Expenditures Supplemental \$41,000.00</p>	<p>c. Hanover Contract 5000-5999: Services And Other Operating Expenditures Supplemental \$47,045</p>

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All schools continued to implement Restorative Practices in the 2019-2020 school year. The district budgeted \$7,000 to provide trainings on Restorative Practices (RP) to new administrators and any current administrators who had not been trained or were interested in additional training in this area. The District spent less than anticipated on RP training as we did not have many new administrators in 2019-2020 and all of our current school administrators have been trained.

The district transitioned from using Blackboard Connect to SignalKit to communicate with families and stakeholders as the Signal Kit system has additional features which allow us to analyze data district communication outreach. The cost for SignalKit is more than the previous system.

The district offered parent information events, trainings, and workshops throughout the 2019-2020 school year. As many of these events were held virtually, there was no cost associated.



A description of the successes and challenges in implementing the actions/services to achieve the goal.

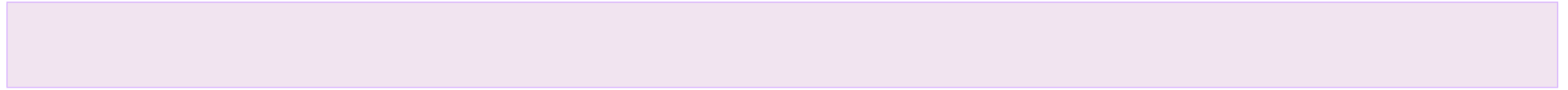
#### Successes

- Parent presentations in partnership with Rady Children’s Hospital, SDCOE and Scripps Health on topics including Addressing Self-Harm in Youth - 4/26/21,
- Special Education-6th to 7th Transitions-What to Expect 2021 was held virtually this year. This allowed us to record the initial presentation, re-record in both Spanish and Mandarin and post for parents to revisit (or watch for the first time if there was a scheduling issue in attending to the live session).
- Google Surveys (English/Spanish) were used to successfully gather input/feedback from parents of students with disabilities related to campus reopenings multiple times in the Fall.
- Students with disabilities continued to receive all services, including SE, virtually all year; starting in September they were provided options of virtual or in-person.
- SSS offered virtual sessions to Tier 2 SE, McKinney Vento, Foster Youth and other targeted students virtually all year; starting in September they provided options of virtual or in-person.
- SSS made home visits to address issues with connectivity, technology and other resources.
- Virtual student summits were held to get student input on safety
- The Restorative Practices implementation continued with a refresher training for teachers and administrators.
- To provide an alternative to suspension and to support students in need to ATOD support, a progressive intervention model focused on harm reduction and alternatives to suspension was implemented. We separated tobacco and vaping into their own categories, distinct from alcohol or other drugs, and began using an evidence-based tool, Second Chance, a web-based, interactive, and self-directed alternative to suspension education program for youth.
- We held virtual counseling and administrator meetings focused on safety and assessment in distance learning.
- We followed up with all students who were not attending, engaged or were identified as struggling through multiple methods.

#### Challenges

- Training opportunities for parents and staff were somewhat limited with school closure and physical distancing, no conferences, etc.
- MTSS work did not progress. There were challenges to providing many of the normal wellness activities, groups or sessions virtually.
- Implementing Restorative Practices became difficult due to the school closures and virtual environments.
- While many students with social anxiety/apprehension did well in the distance learning environment academically (absent their trigger), the District is anticipating increased challenges supporting them as they return to campus in the Fall as there is a likelihood that the comfort in that solitude has intensified the issue.
- COVID has resulted in many economic challenges for more families likely increasing the number of students who are in need of resources, but may not be sharing that need with us so that we can help.
- Surveys and summit showed students felt safe but they were at home, still some online bullying and decreased connectedness with remote learning.

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# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>Continue to provide a comprehensive base educational program which includes:</p> <ul style="list-style-type: none"> <li>• appropriately credentialed and effective teachers, management staff, classified staff, counselors and district office support staff,</li> <li>• standards aligned instructional materials, as well as safe and well maintained school and district facilities</li> <li>• access to a broad course of study which includes specialized programs and courses such as Career Technical Education, AVID, Special Education, Advanced Placement (AP), International Baccalaureate® (IB), and courses for remediation and enrichment (Honors).</li> <li>• access to nutritionally adequate meals regardless of the instructional model</li> </ul>	\$150,209,000	\$162,071,937	No
Provide safety and cleaning protocols, personal protective equipment, resources, supplies, and staff to operate safe and effective in-person learning environments for students when a safe return to campus is permitted within the current Public Health Order	\$505,000	\$542,631	No
Continue to provide integrated and designated English Language Development instruction for students who are English Learners to support each student's progress towards English proficiency and reclassification. Courses include English Language Development (1-4), English Language Development Support, Sheltered courses in	\$997,000	\$741,301	Yes

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Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
core content areas, Dual Language Immersion Program, Newcomer Academy, and Spanish for Spanish Speakers courses.			
Continue to implement and refine a system to monitor progress of all EL students, including long term and reclassified. This includes EL Lead teachers at most school sites as well as the ELlevation program to track each EL student's progress towards reclassification.	\$170,000	\$200,629	Yes
Continue to provide bilingual staff to support students with limited English proficiency in core content courses.	\$35,000	\$50,227	No
Continue to provide transportation support for students to access specialized programs as well as for any student who demonstrates that transportation is an area of need to access their classes in-person, on-campus.	\$15,000	\$846	Yes
Provide professional development for all staff in focused areas of need related to a safe return to in-person, on-campus learning (safety protocols, symptoms checking, cleaning and safety protocols). Continue to publicly post safety and cleaning protocols as required.	\$0	\$0	No
Implement a systematic cycle of assessment to measure evidence of student learning, including initial screenings and formative and summative assessments. The district's comprehensive assessment program will include multiple formative and summative measures each with a different purpose in support of student learning. Provide educational software programs to be used as a component of grade level instruction to support skill remediation and accelerate students learning (Freckle, ALEKS, Rosetta Stone).	\$320,000	\$332,913	Yes
Continue to provide multi-tiered systems of academic support which include targeted Tier 2 and 3 interventions to build students English Language Arts skills, Math skills, as well as organizational and executive functioning skills. (Integrated math essentials and readiness classes, math skills/support classes, English Enrichment classes, Academic Literacy classes, Reading classes, Academic Lab classes, Academic Survival Classes)	\$854,000	\$898,983	Yes

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Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Continue to provide multi-tiered systems of social-emotional support which include targeted Tier 2 and 3 interventions to build students social-emotional competencies, coping skills, and resiliency skills. (Student Support Specialists as all schools)	\$551,000	\$579,852	Yes
Continue to provide centralized services to support all schools through professional development and coaching for teachers, counselors, and administrators on inclusive classroom practices, high quality teaching and learning, social-emotional learning, trauma informed practices, and best practices for implementing an evidence based multi-tiered system of academic, social-emotional, and behavioral supports. (District Instructional Specialist, District Counselor). These support providers also assist in identifying needs at each school or within each department and connecting staff with resources.	\$216,000	\$276,561	Yes
Continue to partner with specialized service providers to identify high priority needs district-wide and at each school, as well as engage with stakeholders, and provide targeted resources for students, families, and staff.	\$82,000	\$81,750	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The actions and services were implemented as planned. The District planned to provide supplemental transportation support for students who needed to access the Newcomer Academy program at LCCHS. We were able to utilize in house transportation services to meet this need.

### Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

The Board of Trustees made the recommendation on 7/30/20 that SDUHSD will operate on the Distance Learning Model for the entirety of the first quarter of the 2020-21 academic year, and consistent with the California Department of Public Health Mandate/Guidelines and the

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San Diego County Public Health Order, when the district is allowed to bring students on campus, although remaining in the Distance Learning Model, by prioritizing special education students, English Language Learners, high-risk students, students with inadequate learning environments, and then all other students.

SDUHSD followed current CA Department of Public Health (CDPH) guidance for Safe Reopening of Schools throughout the 2020-2021 school year. Throughout the spring of 2020 and continued into fall 2020, SDUHSD schools provided in-person instruction to small groups of students following the CDPH Cohorting Guidance. Students who expressed that they had connectivity issues or did not have a suitable learning environment at home were invited to attend their Distance Learning classes from campus under the supervision and support of school staff and/or substitute teachers. Schools expanded on-campus learning under the Cohorting Guidance throughout the year. In spring, when San Diego County transitioned into the Red Tier, SDUHSD schools were able to expand in-person instruction to one day per week while continuing to support those students who chose to continue to learn from home. In April, schools increased the in-person learning model to two days per week and then four days per week shortly after. SDUHSD was able to provide a model that allowed students to choose to learn from home or learn from school while keeping student schedules consistent so they could continue to learn with the same teachers and classmates throughout the year. The District team invested heavily in making campuses safe and clean by implementing updated cleaning and disinfecting protocols, conducting health screenings, providing PPE, additional handwashing stations, upgraded air filtration systems, as well as providing signage, and implementing distancing and face coverings policies.

As a secondary school district serving students in grades 7-12, it was challenging to problem solve how to expand the in-person learning model as students in middle and high school rotate classes 4-7 times per day making it difficult to maintain a stable cohort of students and adults while also maintaining students schedules allowing access to a broad course of study. Additionally, it was challenging to implement distancing in the classroom given class sizes and the square footage of an average classroom.

SDUHSD teachers, administrators, and school staff attended professional learning to learn strategies and use of educational technology to best support students who are learning from home and learning from school in one class.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>Continue to provide a comprehensive base educational program which includes:</p> <ul style="list-style-type: none"> <li>appropriately credentialed and effective teachers, management staff, classified staff, counselors and district office support staff,</li> <li>standards-aligned instructional materials, as well as safe and well-maintained school and district facilities,</li> <li>access to a broad course of study which includes specialized programs and courses such as Career Technical Education, AVID, Special Education, Advanced Placement (AP), International Baccalaureate® (IB), and courses for remediation and enrichment (Honors)</li> <li>access to nutritionally adequate meals regardless of the instructional model</li> </ul>	\$150,209,000 Duplicated and Reflected above	\$162,071,937 Duplicated and Reflected above	No
Provide all students with access to devices and connectivity to access their courses through distance learning	\$5,200,000	\$5,316,452	No
Continue to provide integrated and designated English Language Development instruction for students who are English Learners to support each student's progress towards English proficiency and reclassification. Courses include English Language Development (1-4), English Language Development Support, Sheltered courses in core content areas, Dual Language Immersion Program, Newcomer Academy, and Spanish for Spanish Speakers courses.	\$997,000 Duplicated and Reflected above	\$741,302 Duplicated and Reflected above	Yes
Continue to implement and refine a system to monitor progress of all EL students, including long term and reclassified. This includes EL Lead teachers at most school sites as well as the ELlevation program to track each EL student's progress towards reclassification.	\$170,000 Duplicated and Reflected above	\$200,629 Duplicated and Reflected above	Yes

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Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Continue to provide bilingual staff to support students with limited English proficiency in core content courses.	\$35,000 Duplicated and Reflected above	\$50,227 Duplicated and Reflected above	No
Provide professional development for all staff in focused areas of need related to a return to distance learning (trauma informed practices, instructional technology, Educational Technology tools, research-based best practices related to online and in-person instruction, building classroom community online, inclusive classroom practices, and strategies to support students with disabilities and students who are English Learners).	\$290,000	\$244,822	Yes
Implement a systematic cycle of assessment to measure evidence of student learning, including initial screenings and formative and summative assessments. The district's comprehensive assessment program will include multiple formative and summative measures each with a different purpose in support of student learning. Provide educational software programs to be used as a component of grade level instruction to support skill remediation and accelerate students learning (Freckle, ALEKS, Rosetta Stone).	\$320,000 Duplicated and Reflected above	\$332,913 Duplicated and Reflected above	
Continue to partner with specialized service providers to identify high priority needs district-wide and at each school, engage with stakeholders, and provide targeted resources for students, families, and staff to support high priority needs.	\$82,000 Duplicated and Reflected above	\$81,750 Duplicated and Reflected above	
Continue to provide multi-tiered systems of academic support which include targeted Tier 2 and 3 interventions to build students English Language Arts skills, Math skills, as well as organizational and executive functioning skills. (Integrated math essentials and readiness classes, math skills/support classes, English Enrichment classes, Academic Literacy classes, Reading classes, Academic Lab classes, Academic Survival Classes)	\$854,000 Duplicated and Reflected above	\$898,984 Duplicated and Reflected above	Yes
Continue to provide multi-tiered systems of social-emotional support which include targeted Tier 2 and 3 interventions to build students social-emotional competencies, coping skills, and resiliency skills. (Student Support Specialists at all schools)	\$551,000 Duplicated and Reflected above	\$579,852 Duplicated and Reflected above	Yes



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Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Continue to provide centralized services to support all schools through professional development and coaching for teachers, counselors, and administrators on inclusive classroom practices, high quality teaching and learning, social-emotional learning, trauma informed practices, and best practices for implementing an evidence based multi-tiered system of academic, social-emotional, and behavioral supports. (District Instructional Specialist, District Counselor). These support providers also assist in identifying needs at each school or within each department and connecting staff with resources.	\$216,000 Duplicated and Reflected above	\$276,561 Duplicated and Reflected above	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The actions and services were implemented as planned.

### Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

#### Continuity of Instruction

Students and teachers engaged in online learning that was significantly different from the emergency remote learning in Spring 2020. Instruction included daily live interactions with teacher(s) and peers, attendance, and clear grading policies. The 2020-2021 Distance Learning model included full curricular content in an online setting. Preservation of programs was essential to the continuity of learning. Although all schools developed Distance Learning Bell Schedules, all programs and student schedules were preserved throughout the 2020-2021 school year even as the learning model transitioned. Teachers worked together to develop Distance Learning Outcomes (DLOs) for each course and subject area and developed assessments aligned to the DLOs to assess students' performance and progress towards grade-level standards and course goals. It was challenging to problem solve effective instructional and assessment strategies in the Distance Learning model for courses that are more hands-on such as Visual and Performing Arts, Career Technical Education, and Physical Education. Teachers were trained on the utilization of educational technology and created learning kits for students to pick up and interact with at home. Teams also explored new and innovative ways to deliver content standards in a Distance Learning model.

#### Access to Devices and Connectivity

Due to the pandemic, many of our families who are considered socioeconomically disadvantaged didn't have access to computers and connectivity at home.

SDUHSD provided to students over 6000 Chromebooks and more than 700 Hotspots to use with distance learning in the 2020-21 school year. A district "Tech Hub" website was created to assist students in finding online resources, tutorials, also with contacts for technical assistance when needed. As students began to return on campus, additional outdoor wifi coverage was needed to accommodate physical distancing protocols. Over 100 additional wifi access points were added to cover all outdoor learning spaces to connect school-provided Chromebooks and personally owned devices.

#### Pupil Participation and Progress

Due to the pandemic, it was difficult to reach families that had limited technology or technology skills and true home visits were restricted for periods of time. This made it difficult at times to reach parents when their student was showing signs of disengagement. Community building activities were a challenge, but teachers and school staff creatively offered many activities to support students.

A new process was instituted to track pupil engagement, as well as attendance, so that early intervention could be implemented. This new process included daily recording of engagement and additional, early parent notification that addressed available supports for the student and family through a multiple-tiered response.

Due to staff and teacher efforts, pupil participation remained high with 99% of students logging into Google classroom each week. In addition, attendance rates were actually higher in February than in 2020, prior to the pandemic. A review of student progress in grading period four (M4) showed 86% of students passing with a "C" or better.

#### Distance Learning Professional Development,

Starting in August, Educational services provided rigorous professional learning for all certificated staff members focused on engaging and supporting students and certificated staff. Over the course of the year, we have surveyed and adjusted professional learning to support certificated staff, concentration on educational technology and instructional strategies for cover curriculum.

In working collaboration with both faculty associations and board of trustees throughout the 2020-2021 school year employees were accommodated and timecarded for professional learning.

#### Staff Roles and Responsibilities

District staff planned and delivered professional development opportunities to all district certificated and classified employees, as well as created school-wide and classroom resources for use by students, staff and families to support students returning to school after disruption, isolation, and potential trauma. Classroom teachers had the opportunity for student outreach through the utilization of "student connectedness time" in school schedules. Instructional assistants were provided training on supporting Distance Learning and utilizing Google Classroom and Google meets to support instruction.

Classified staff whose role is not feasible in a distance learning model, (i.e. campus supervisors, bus drivers, athletic secretaries,

health techs) were utilized to support school sites in areas such as student and parent outreach, sanitation of campuses, campus security, health checks, or other school site needs.

#### Support for Pupils with Unique Needs.

Students with unique needs were prioritized for in-person learning to access campus and receive targeted support and services at the start of the 2020-2021 school year.

The District continued to provide co-taught classes, Specialized Academic Instruction courses (Academic Support, Foundational and Functional Academics), Transitional Supports (Individualized Transition Plans and Supports, C.O.A.S.T. Academy), Instructional Aides, and Related Services (Speech, Counseling, AT, APE, Workability, and many more) for students who were learning from home and students who were learning from schools. Individualized Education Plan (IEP) meetings were held virtually and student's progress towards IEPs goals continued to be monitored and reported to families.

Students who are English Learners continued to be provided with access to integrated and designated English language development (ELD) instruction as well as grade-level instruction in the distance learning model. Students also continued to access the support of bilingual instructional aides, EL Lead teachers, the Rosetta Stone program, as well as targeted reading and math support.

Students who live in foster care and students who are experiencing homelessness continued to receive a similar level of support in distance learning that they would experience with on-campus learning. Students in foster care and students who are experiencing homelessness receive additional supports and services on-campus and in distance learning through our student support specialists (school social workers). The District currently employs six student support specialists who receive information and training from the San Diego County Office of Education, specific to homeless and foster youth services, keeping apprised of the resources available in the county. Student Support Specialists worked with students and families to ensure they had resources in place to support learning (technology, school food services, bus passes, tutoring, etc.) At the district level, overall foster and homeless services are coordinated by our Director of Pupil Services, who is a liaison for various agencies in the county. Student Support Specialists work as case managers for students experiencing homelessness and students in foster care ensuring that they have the support needed for success, including access, technology, social-emotional needs and academic support.

Although Distance Learning presented new challenges, the model was overall successful.

- 99% of students regularly attended their Distance Learning classes
- Academic screener data showed that students continued to demonstrate mastery of grade-level standards at a similar, although slightly lower rate, than compared to previous years state testing scores. Additionally, 65% of students demonstrated typical to high growth in reading skills from fall to winter and 68% of students demonstrated typical to high growth in math.
- Grade data at each marking period showed slightly higher D/F rates than previous years but the increase was not dramatic and we saw a closer alignment to previous years' data as the year progressed.
- CHKS and stakeholder survey data showed that students continued to feel connected to their school, that their school was safe, that they had caring adult relationships and that adults at school have high expectations of students.

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## Pupil Learning Loss

### Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Implement a systematic cycle of assessment to measure evidence of student learning, including initial screenings and formative and summative assessments. The district's comprehensive assessment program will include multiple formative and summative measures each with a different purpose in support of student learning. Provide educational software programs to be used as a component of grade level instruction to support skill remediation and accelerate students learning (Freckle, ALEKS, Rosetta Stone).	\$320,000 Duplicated and Reflected above	\$332,913 Duplicated and Reflected Above	Yes
Continue to provide supplemental instructional materials and instructional software to support progress towards language proficiency for students who are English Learners (Rosetta Stone, Edge and Inside curriculum).	\$15,000	\$20,349	No
Provide professional development for all staff in focused areas of need related to a return to distance learning (trauma informed practices, instructional technology, Educational Technology tools, research-based best practices related to online and in-person instruction, building classroom community online, inclusive classroom practices, and strategies to support students with disabilities and students who are English Learners).	\$290,000 Duplicated and Reflected Above	\$244,822 Duplicated and Reflected Above	Yes
Continue to provide multi-tiered systems of academic support which include targeted Tier 2 and 3 interventions to build students English Language Arts skills, Math skills, as well as organizational and executive functioning skills. (Integrated math essentials and readiness classes, math skills/support classes, English Enrichment classes, Academic Literacy classes, Reading classes, Academic Lab classes, Academic Survival Classes)	\$854,000 Duplicated and Reflected above	\$898,984 Duplicated and Reflected Above	Yes

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A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The actions were implemented as planned and actual expenditures were within a reasonable range to budgeted expenditures.

## Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

### Successes:

- Creation and implementation of distance learning objectives in all content areas.
- Ongoing professional development, prescriptive to needs around engagement and support.
- School site bell schedules, built-in student connectedness time and office hours to support students outside the instructional period
- Grade Reporting Cycle - by monitoring grade reporting we only experienced a 4% difference in students receiving a D or F (distance learning) to in-person (19-20)

### Challenges:

- Student engagement, students are present but cameras are off, which is difficult to check-in and monitor progress
- Lesson design and implementation is difficult, taking what is success in-person and adapting to online experience is challenging.
- Many students were successful with distance learning; however, for students who received 1 to 2 D's and F's, data showed they failed 4 to 5 courses.
- For EL students, it is difficult for the bilingual aide and teacher to personalize and deliver content due to fluctuation with enrollment.
- Concurrent instruction challenging for teachers to instruct in-person and online at the same time.

## Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Successes in providing resources and training to meet the social-emotional needs of students and staff

- SDUHSD invested in Kognito, an interactive role-play simulation for educators to build skills, confidence, and empathy that better support students whose behavior might be related to sources of trauma or distress or are demonstrating risk factors. By the first term, over 800 participants with 375 educators completing Trauma-Informed Practices for K-12 Schools, over 250 At-Risk for High School Educators, almost 150 At-Risk for Middle School Educators. Feedback was positive from participants who rated ARMS, ARHS and Trauma 99% Excellent, Very Good, Good and 98-99% said scenarios were relevant to them as educators and 94-96% would recommend to other school staff.
- Additionally, the District partnered with Care Solace mental health referral service to provide support for students and staff. All schools and district pages included this resource for families.
- Parent presentations in partnership with Rady Children's Hospital, SDCOE and Scripps Health on topics including Coping & Connection During COVID: A Conversation for Parents 11/4/20, Adolescent and Anxiety Social Media, How Families Can Cope with the Psychological Impacts of COVID - 3/15/2021, Kids, Teens and Social Isolation Amid COVID-19, Promoting Youth and Family Resiliency and Well-being - 12/16/2020, Supporting Students with Autism during COVID, Supporting Teens in Social Isolation Dr. Hilary Bowers, Role of Sleep in Prevention of Mental Health Disorders 1/26/2021, Maintaining Hope in Grief and Loss 1/28/2021 includes other losses related to COVID
- CoVitality was administered in August and October with district and school-level results guiding planning for S-E programming and resources. Individual student and parent contact and monitoring for students who were identified as at risk of psychological distress.
- CHKS survey in spring 2021
- Teams continued to provide multi-tiered systems of social-emotional support which included referrals through targeted Tier 2 and 3 interventions to build students social-emotional competencies, coping skills, and resiliency skills.

### Challenges

- Virtual MH counseling was more difficult with students off campus, in spite of creative offerings using technology such as virtual counseling drop in hours and appointment slots, online Q&A and wellness programming during asynchronous days, counselors reported it was hard to get in touch or connect with some students and they could not pull them from synch class time.
- Administering CoVitality in the spring with the other testing and surveying and students learning at home and at school was deemed not feasible.
- Professional development in S-E for staff was not a targeted topic after August as staff were focused on distance learning implementation, technology and virtual tools.



## Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

SDUHSD implemented tiered re-engagement strategies that correlated with the MTSS pyramid of tiered interventions and supports. Tier I focused on everyday interventions and support for students in order to communicate with parents and provide support early. Tier II included letters home, student study team meetings and, if necessary, assistance from a student support specialist to coordinate additional support with accessing necessary technology, academic and social-emotional needs to support student success. Tier III continued this support and included home visits with specially made door hangers when the family was unable to answer the door. SDUHSD's focus has been to engage parents and students in a collaborative manner to provide support necessary for student success. Additional translation support in multiple languages was available to ease communication.

Each school and teacher utilized multiple engagement strategies to try to provide as much normalcy and socialization as possible, including classroom and school theme days, band and choir performances and online clubs. Supplemental academic support and counseling was available for students each day.

Parent outreach continued through surveys and ThoughtExchange. Advisory committees continued to meet through a virtual platform.

### Challenges:

Due to the pandemic, it was difficult to reach families that had limited technology or technology skills and true home visits were restricted for periods of time. This made it difficult at times to reach parents when their student was showing signs of disengagement. Community building activities for students were a challenge, but teachers and school staff creatively offered many activities to support students.

### Successes:

Due to staff and teacher efforts, student connectedness remained high. Attendance rates were actually higher in February than in 2020, prior to the pandemic. In addition, grades at the same period showed 86% of students passing with a "C" or better.

Virtual platforms such as Google and Thought Exchange were utilized for surveys and to hold advisory committee meetings for parent input and engagement. Survey results show that 74% of parents strongly agree or agree that the district has effectively communicated with them this year.

## Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Distance Learning School Meals:



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All students and community children ages 2-18 years are eligible to participate in school meals during distance learning and the COVID-19 school closures through the last day of school for the district, June 11, 2021. Students are offered an individually wrapped entree for breakfast and lunch and a pre-packed fruit/vegetable/juice pack/milk according to the Seamless Summer Option Meal Pattern. Distance Learning School Meals are available for pick up on Mondays (2 breakfasts/2lunches) and Wednesdays (3 breakfasts/3lunches) from 9 of 10 district schools at designated meal distribution times.

**Challenges:**

Challenges for both in-person and distance learners include difficulty forecasting participation and food waste related to students eating only part of the meal served. Challenges also include the necessity to make menu substitutions when food and paper supplies are not available due to supply chain impacts related to COVID-19.

All meal pattern modifications are allowed under the USDA Meal Pattern Flexibility Waiver for the NSBP/NSLP effective July 1, 2020-June 30, 2021.

**Successes:**

Successes include the availability of school meals for breakfast and lunch, a no-charge for both in-person and distance learners from August 25, 2020, to the present (April 29, 2021). Success for in-person learners is that they can receive school meals when they attend in person. Successes for Distance Learning School Meals is that meals are available at no charge to all community children ages 2-18. SDUHSD has served an estimated 91,000 school meals (breakfast and lunch) from August 25, 2020, to April 29, 2021.

## Additional Actions and Plan Requirements

### Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	not applicable	\$0	\$0	

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Not applicable

### Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The district has analyzed the in-person and distance learning programs in 2020-21 to inform the development of goals and actions in the 2021-24 LCAP. As part of this analysis, SDUHSD considered stakeholder feedback as well as lessons learned in our ongoing response to the COVID-19 pandemic to inform the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, effective teaching and learning models, monitoring and supporting student and staff mental health and social-emotional well-being and engaging students and families.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Student learning status, performance, and progress over time will be assessed using a systematic cycle of assessment.

SDUSD will continue to implement a systematic cycle of assessment to identify each student's strengths and needs as well as collect evidence of student learning to measure progress and growth. The district's comprehensive assessment program will include multiple formative and summative measures each with a different purpose in support of student learning.

Formative: occurs during the teaching process to monitor learning and student progress, inform instruction, and provide information about

each student's background knowledge, skills, and abilities.

- Academic universal screener (STAR math and Reading)
- Reading Inventory
- Math Diagnostic Testing Project (MDTP),

- English proficiency screener, Initial English Language Proficiency Assessment for California (IELPAC)
- Social-emotional universal screener (CoVitality)
- Informal class assessments (some examples include exit tickets, student interviews, quizzes)
- Curriculum based measures

Summative: occurs after the teaching process to evaluate each student's mastery of content and concepts, and informs future planning.

- Course unit tests
- Course final exams
- State Academic Standardized Tests (SBAC, CAST, CAAs)
- State English proficiency standardized test, summative English Language Proficiency Assessment for California (ELPAC)
- Optional tests: PSAT, AP Exams, IB Exams

The data from this systematic assessment approach will provide multiple measures to inform classroom instruction, create personalized learning plans for focused skill development, course placement, program evaluation, reclassification of English Learners, as well as measure student growth and progress over time. T

his systematic approach to measuring and progress monitoring student learning will begin with the administration of an academic and social-emotional screener. These are short, formative assessments which provide information on students strengths and skills they are ready to learn. Universal screeners are a vital component of implementing research based multi-tiered systems of support. Teachers will use the screener results as well as formative classroom assessment results to inform instruction and design grade level lessons and activities to meet students at their readiness level.

The academic universal screener (STAR Reading and STAR Math) assessments will be administered to all students in grades 7-12 three times a year to measure student's learning status, progress, and growth throughout the year.

- Baseline data: first 2 weeks of the school year
- Progress Monitoring: midyear administration to assess student progress (January/February)
- Growth data: end of year administration to measure growth over the academic year (May)

The social-emotional universal screener (CoVitality) will be administered to all students in grades 7-12 twice a year to measure students' social-emotional learning status, progress, and growth throughout the year.

- Baseline data: August/September
- Growth data: end of year administration to measure growth over the academic school year (May)

Summative assessments such as unit tests, final exams, and state standardized tests will also be used to evaluate student mastery of grade level standards as well English proficiency for students who are English Learners. Using multiple measures of student learning (formative and summative) provides valuable information to inform the evaluation and development of programs, supports, and

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services to meet the holistic needs of all students.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

The actions and services identified as contributing towards meeting the increased or improved services requirement were implemented as planned.

## Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The district has analyzed the in-person and distance learning programs in 2020-21 to inform the development of goals and actions in the 2021-24 LCAP. As part of this analysis, SDUHSD considered stakeholder feedback as well as lessons learned in our ongoing response to the COVID-19 pandemic to inform the development of goals and actions in the 2021-24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting student and staff mental health and social-emotional well-being and engaging students and families.

This analysis included a variety of feedback measures such as student academic performance data to address learning loss, student D and F rate, Star academic screener data, a community survey to families, teachers, and students through Hanover, the California Healthy Kids Survey, community Thought Exchange, as well as focus group sessions.

Feedback from this data led to key themes:

- Clear and consistent communication with all stakeholders and increased family engagement, with stakeholders noting the need to continue to focus on improving communication and partnerships with families
- Support students sense of safety and mental health with stakeholders highlighting the various impacts on students during the pandemic and supporting their transition back to on campus learning
- High quality teaching and engaging learning experiences for all students with Stakeholders expressing the need to provide access to a broad course of study that includes financial literacy skills, courses that lead to certification, and relevant and meaningful learning activities in all classes.
- Focus on equity and providing support to students who are struggling with students and parents highlighted the need to identify and address barriers to students learning
- Provide high-quality & relevant professional learning opportunities for certificated & classified staff. Classified staff expressed the need for improved professional learning opportunities. Certificated expressed that they would like to continue having district and site provided professional learning, access to high quality professional, as well as time to collaborate with colleagues

Through this analysis, pupil learning loss will be addressed through the 2021-24 LCAP through four primary goals:

Goal 1: Equity and Access: Identify and address inequities in current district and school systems, programs, policies, and practices to ensure every student has equitable access to educational programs to meet their postsecondary goals.

Goal 2: Teaching and Learning: Provide inclusive teaching and learning programs, with data-driven and relevant instruction, allowing

students to meet individual graduation goals, while becoming college and career ready.

Goal 3: Mental Health, Wellness, and Student Engagement: Increase the percentage of students who feel that school is a safe and supportive environment with caring, trusted adult relationships that allows for social-emotional and behavioral growth.

Goal 4: Staff Wellness and Support: Research, develop, and implement a comprehensive staff wellness program so that every staff member feels safe, connected, and is provided with opportunities for professional growth.

The district looks to increase or improve services through a multi-tiered system of support, focusing on academic, social-emotional, and behavior. Pupil learning loss will continue to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

This increased support and assessment includes, but not limited to:

#### Academic

- Co-Teaching model
- In-class tutoring support
- Before/after school tutoring programs
- Targeted courses in English, math, and executive functioning for skill building and support with mastery of grade level standards
- Intervention Team

#### Social-Emotional

- School Counselors (reduced ratios for 21-22)
- Student Support Specialist (additional bilingual SSS for 21-22)
- School Psychologists (reduced ratios for 21-22)
- Social-emotional learning curriculum
- Dedicated student connection time at each school site

#### English Language Learners

- Courses to support English Language Development (ELD), ELD leveled courses, Dual Language Immersions Program, Newcomer Academy
- English Language Development (ELD) curriculum and instructional materials,
- Bilingual Instructional Aides
- EL Lead Teachers
- Rosetta Stone Program
- Professional development for teachers on language development strategies and student supports

#### Foster Care or Students Experiencing Homelessness

- Counselor on Special Assignment (CoSA)
- Targeted school counseling support based on the unique needs of students who are living in Foster Care or experiencing homelessness

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- College visits and field trips
- Transportation support
- WiFi hotspots
- School supplies
- Planned Professional Learning

As part of the district's continuous improvement cycle to address whole child learning, the district intends to mitigate learning loss through quarterly data review sessions. These sessions will include but are not limited to student grade reports, attendance, formal assessments, and survey feedback. In addition, the district looks to expand its in-person summer school offerings as well as increasing its co-teaching model in the next LCAP cycle.

## Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

### Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

#### Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.



- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

### **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## **Analysis of School Nutrition**

## ITEM 10b

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

## Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education  
January 2021

## Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	120,685,403.00	143,563,596.00
Base	116,281,800.00	139,393,473.00
Carl D. Perkins Career and Technical Education	99,500.00	106,412.00
CTE Incentive Grant	70,000.00	0.00
Lottery	128,000.00	188,180.00
Supplemental	3,740,903.00	3,342,956.00
Title I	330,000.00	516,250.00
Title III	35,200.00	16,325.00

\* Totals based on expenditure amounts in goal and annual update sections.

## ITEM 10b

<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	120,685,403.00	143,563,596.00
1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits	3,993,903.00	3,726,800.00
1000-3000, 4000, 5000	116,000,000.00	139,177,422.00
2000-2999: Classified Personnel Salaries	211,000.00	139,513.00
4000-4999: Books And Supplies	139,000.00	147,052.00
5000-5999: Services And Other Operating Expenditures	341,500.00	372,809.00
	344,000.00	372,809.00

\* Totals based on expenditure amounts in goal and annual update sections.

## ITEM 10b

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	All Funding Sources	120,685,403.00	143,563,596.00
1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits	Base	200,500.00	140,329.00
1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits	Carl D. Perkins Career and Technical Education	4,500.00	6,004.00
1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits	CTE Incentive Grant	70,000.00	0.00
1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits	Supplemental	3,398,903.00	3,081,285.00
1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits	Title I	315,000.00	499,182.00
1000-1999, 3000- 3999: Certificated Personnel Salaries and Benefits	Title III	5,000.00	0.00
1000-3000, 4000, 5000	Base	116,000,000.00	139,177,422.00
2000-2999: Classified Personnel Salaries	Supplemental	211,000.00	139,513.00
4000-4999: Books And Supplies	Carl D. Perkins Career and Technical Education	95,000.00	100,408.00
4000-4999: Books And Supplies	Lottery	18,000.00	31,519.00
4000-4999: Books And Supplies	Title III	26,000.00	15,125.00
5000-5999: Services And Other Operating Expenditures	Base	81,300.00	75,722.00
5000-5999: Services And Other Operating Expenditures	Lottery	110,000.00	156,661.00
5000-5999: Services And Other Operating Expenditures	Supplemental	131,000.00	122,158.00
5000-5999: Services And Other Operating Expenditures	Title I	15,000.00	17,068.00
5000-5999: Services And Other Operating Expenditures	Title III	4,200.00	1,200.00

\* Totals based on expenditure amounts in goal and annual update sections.

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<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
<b>Goal 1</b>	119,131,800.00	142,042,535.00
<b>Goal 2</b>	428,334.00	396,102.00
<b>Goal 3</b>	507,600.00	441,476.00
<b>Goal 4</b>	617,669.00	683,483.00

\* Totals based on expenditure amounts in goal and annual update sections.



# Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

<b>Total Expenditures by Offering/Program</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
<b>In-Person Instructional Offerings</b>	\$153,954,000.00	\$165,777,630.00
<b>Distance Learning Program</b>	\$5,490,000.00	\$5,561,274.00
<b>Pupil Learning Loss</b>	\$15,000.00	\$20,349.00
<b>Additional Actions and Plan Requirements</b>		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	\$159,459,000.00	\$171,359,253.00

<b>Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
<b>In-Person Instructional Offerings</b>	\$150,749,000.00	\$162,664,795.00
<b>Distance Learning Program</b>	\$5,200,000.00	\$5,316,452.00
<b>Pupil Learning Loss</b>	\$15,000.00	\$20,349.00
<b>Additional Actions and Plan Requirements</b>		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	\$155,964,000.00	\$168,001,596.00

<b>Expenditures by Offering/Program (Contributing to Increased/Improved requirement)</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
<b>In-Person Instructional Offerings</b>	\$3,205,000.00	\$3,112,835.00
<b>Distance Learning Program</b>	\$290,000.00	\$244,822.00
<b>Pupil Learning Loss</b>		
<b>Additional Actions and Plan Requirements</b>		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	\$3,495,000.00	\$3,357,657.00

# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

## Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
San Dieguito Union High School District	Mark Miller Deputy Superintendent	Mark.Miller@sduhsd.net 760.753.6491

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

# Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Dieguito Union High School District	Mark Miller Deputy Superintendent	Mark.Miller@sduhsd.net 760-753-6491

## Plan Summary [2021-22]

### General Information

A description of the LEA, its schools, and its students.

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

San Dieguito Union High School District (SDUHSD) serves approximately 13,000 students in grades 7 through 12 in North Coastal San Diego. The District has five middle schools, two comprehensive high schools, two academy high schools, and an education center housing a continuation high school and an adult transition program,

Canyon Crest Academy, approximately 2,500 students in grades 9-12

Carmel Valley Middle, approximately 900 students in grades 7-8

Diegueno Middle, approximately 800 students in grades 7-8

Earl Warren Middle, approximately 550 students in grades 7-8

La Costa Canyon High, approximately 1,800 students in grades 9-12

Oak Crest Middle, approximately 800 students in grades 7-8

Pacific Trails Middle, approximately 900 students in grades 7-8

San Dieguito HS Academy, approximately 2,000 students in grades 9-12

Sunset High (Continuation), approximately 100 students in grades 9-12

Torrey Pines High, approximately 2,500 students in grades 9-12

COAST Academy, approximately 50 students in an Adult Transition Program

SDUHSD serves a uniquely diverse population of students at each of our schools. The majority of district students identify as White (~60%), Asian (~18%), or Hispanic/LatinX (~16%). The District also serves students who are English Learners (4%), socioeconomically disadvantaged (12%), living in foster care or experiencing homeless (<0.1%) and students with disabilities (10%). There are over 40 different home languages represented within our schools with Spanish and Mandarin being the most common languages spoken other than English.

SDUHSD provides whole child support which includes innovative teaching and learning experiences as well as social-emotional instruction and services to ensure that all students are ready for both college and a career after graduation. SDUHSD students are provided opportunities in a wide range of courses in addition to the core subjects including Career Technical Education, Advanced Placement, International Baccalaureate, Visual and Performing Arts, and STEM.

## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Due to the suspension of statewide testing and the various impacts of the pandemic in the spring of 2020, the state did not produce the 2020 CA School Dashboard. Although we do not have Dashboard results, a review of the metrics included in the Dashboard reveal many successes for our students despite the challenges the pandemic presented during the 2019-2020 and 2020-2021 school years.

The most recent CA School Dashboard data (fall 2019)

California School Dashboard results from the fall 2019 release show SDUHSD within the Green and Blue performance levels for all indicators except for the Chronic Absenteeism rate, which shows SDUHSD within the yellow performance level.

### Student Achievement

State testing requirements were waived in the spring of 2020 in response to the global pandemic and mandated closure of school buildings. As a result, there are no state testing scores (SBAC or CAST scores) to report for 2019-2020.

To measure student's mastery of grade level standards, all SDUHSD schools administered the Renaissance Star Reading and Math tests to all students in grades 7-12 three times throughout the 20-21 school year. The results from the fall administration showed that 78% of students performed at or above grade level which is consistent with prior year's state test scores. Results from the Winter administration showed that 65% of students made typical to high growth.

### Graduation Rates

The District is particularly proud of the consistently high cohort graduation rates and low dropout rates at our comprehensive high schools and academies.

2019-2020 cohort graduation rates by school:

Canyon Crest Academy, 99.7%

La Costa Canyon High, 93.1%

San Dieguito HS Academy, 97.9%

Torrey Pines High, 98.4%

2019-2020 cohort dropout rates by school:

Canyon Crest Academy, 0.2%

La Costa Canyon High, 2.9%  
San Dieguito HS Academy, 1.2%  
Torrey Pines High, 0.8%

It is important to note that the state only includes students who earn a “regular high school diploma” in the cohort graduation rate. The state does not include in the graduation rate students who graduate early, pass the CA High School Proficiency Exam, complete a GED, earn a Certificate of Completion through a Special Education program, are still enrolled for a fifth or sixth year, or transfer to an adult education program or to community college.

#### College and Career Readiness

The state of California provided a profile for a student "Prepared" for College and a Career using multiple measures which is reported for all districts and high schools through the CA School Dashboard as the College and Career Indicator (CCI). Although the state did not produce a 2020 CA School Dashboard, they did publish 2019-2020 CCI reports for all districts and schools. SDUHSD as well as all comprehensive district high schools and academics reported a CCI in the High to Very High range.

2019-2020 CCI rates by school, percent of students “Prepare” for college and a career:

SDUHSD, 80.4%  
Canyon Crest Academy, 99.7%  
La Costa Canyon High, 93.1%  
San Dieguito HS Academy, 97.9%  
Torrey Pines High, 98.4%

#### School Climate

CA Healthy Kids Survey (CHKS) data shows year over year that students feel safe and connected at school. The majority of students report they have caring adult relationships at school and that adults at school have high expectations of students. CHKS and CoVitality data show students have strong social emotional skills in the areas of self-efficacy, self-awareness, and gratitude. Additionally, all district schools show low discipline rates over the last several years.

The District credits all of the aforementioned successes to the implementation of innovative teaching practices, professional development for teachers and administrators, access to a broad course of study, college readiness courses, intervention and advanced courses, as well as college and career focused activities with district counselors such as transcript audits, course planning, and student and parent information events. The District has also focused on enhancing our multi-tiered systems of social-emotional instruction and support for students, which includes a focus on promoting safe, welcoming, and inclusive classrooms.

All schools offer wellness programs in addition to school supports such as teachers trained in trauma-informed practices as well as School Counselors and Student Support Specialists.

## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The District is proud of the high achievement of our students and systems of support at each of our schools. Although district-wide results on multiple measures show high levels of student achievement and engagement, when we compare student outcomes by ethnicity and student groups, it is evident that outcomes are not equitable for all students. District-wide our student groups who are demonstrating the greatest needs are students who are:

- English Learners,
- socioeconomically disadvantaged,
- living in foster care,
- experiencing homelessness,
- students with disabilities as well as,
- students who identify as African American and/or Hispanic.

Due to the suspension of statewide testing and the various impacts of the pandemic in the spring of 2020, the state did not produce the 2020 CA School Dashboard. Although we do not have Dashboard results, a review of the metrics included in the Dashboard reveals several priority focus areas.

The most recent CA School Dashboard data (fall 2019)

Although the California School Dashboard results from the fall 2019 release show SDUHSD within the Green and Blue performance levels for most indicators for all students, a review of results disaggregated by student groups reveals the following opportunity and performance gaps for target students groups.

Academic Indicator for ELA- students who are English Learners and Students with Disabilities

Academic Indicator for Math- Students with Disabilities, students who are Socio-Economically Disadvantaged, as well as students who identify as African American or Hispanic

Graduation Rate Indicator- students who are English Learners, Students with Disabilities, students who are Socio-Economically Disadvantaged, as well as students who identify as Hispanic

College and Career Indicator- students who are English Learners and Students with Disabilities

Focus on equity and access for all students

The District recognizes that inequitable outcomes for students can sometimes be the result of systemic barriers. SDUHSD is partnering with the San Diego County Office of Education to support our work in identifying inequities in our current district systems, policies, practices, and programs. All schools will participate in this work and district and school teams will engage in a collaborative process to address and remove barriers in our current systems.

Student Achievement

To measure student's mastery of grade level standards, all SDUHSD schools administered the Renaissance Star Reading and Math tests to all students in grades 7-12 at the start of the 20-21 school year. The results from the fall administration showed that 78% of students

## ITEM 10b

performed at or above grade level which is consistent with prior year's state test scores. Results from the Winter administration showed that 65% of students made typical to high growth, and 35% of students showed low growth.

When reviewing Star data by ethnicity, we observed different levels of performance and progress. Students who identify as Asian demonstrated the highest levels of proficiency and growth while students who identify as Black and LatinX demonstrated lower levels of proficiency and growth.

To address these areas, the District will:

- provide professional development and coaching for teachers on differentiating instruction, implementing the principles of Universal Design for Learning, implementing the CA English Language Development (ELD) Standards in core content classes.
- provide training on Culturally Responsive Teaching/Practices as well as Trauma-Informed Teaching/Practices.
- use the Professional Learning Communities (PLC) model to analyze student data and identify those students who have not mastered Essential Learning Outcomes (ELOs).
- provide sites with additional staffing allocations to develop and implement interventions to support students performing below grade level.

The District engaged in a collaborative and teacher driven process to develop the new Next Generation Science Standards (NGSS) aligned courses in all of our middle and high schools. Over the last 2 years, grade data showed a higher rate of D and F grades in the new NGSS aligned Biology Living Earth course. To investigate the root cause and identify effective strategies to address this area of need the District will:

- Empower our Biology teachers to be part of the process by providing time to collaborate, review student data, and identify patterns and areas where students are struggling
- Develop a plan for addressing the identified issues which include professional learning and additional resources if needed.
- Enhance Curricular Work and Instructional Materials
- Examine our assessments and determine if they are in alignment with the learning objectives
- Develop common assessments to be implemented district-wide
- Assess and address teacher and students use of Savvas and Educational Technology

### Graduation Rates

District graduation rates continue to be very high for all students. However, students who are English Learners demonstrate lower graduation rates than any other student group for the last few years. Upon further investigation, we discovered that there was a significant number of English Learner students who enroll at La Costa Canyon High School (LCCHS) within their 10th-12th grade year as a new student to the US with limited English proficiency and limited formal schooling. Although we offer the Newcomers Academy at LCCHS to provide intensive language development support, it is sometimes not possible for students to meet SDUHSD high school graduation requirements before the end of their 12th grade year.

The SDUHSD district EL team continues to collaborate with school counselors, school administrators, and EL Lead teachers on strategies and systems to best support our students who are English Learners. LCCHS provides targeted support for students who are EL including bilingual tutors in all of their classes, specialized English Language Development courses, as well as a dedicated EL School Counselor.

When students who are EL are not on track to graduate because they are new to US Schools late in high school and come with limited formal schooling, district counselors work with students to provide options to finish their high school education which includes; collaboration with Mira Costa Community College to support students transition to Adult Education and English as a Second Language program or in some cases when appropriate, the opportunity to continue in SDUHSD schools as a fifth or sixth year senior. As a result of these focused efforts, graduation rates for ELs district-wide increased by 7% in 19-20 when compared to the prior year.

## LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The district looks to increase or improve services through a multi-tiered system of support, focusing on academic, social-emotional, and behavior services and supports. Student performance and progress will continue to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

San Dieguito Union High School District will maintain its focus on continuous improvement to support all students in reaching their post-secondary goals. We will continue to provide professional development to promote innovative and effective teaching practices (Goal 2, Action 4), support student and staff mental health and social-emotional wellness (Goal 3 and 4), and expand site wellness programs (Goal 3 and 4) and our continuum of Multi-Tiered Systems of Support to promote a positive school climate (Goal 1, 2, and 3).

Students with disabilities as well as students who are English Learners, living in Foster Care, experiencing homelessness, and/or living in a household with low income will continue to receive additional supports to address the performance gaps evident in the areas of ELA and math achievement, discipline, and graduation rates. These supports include; dedicated staff to monitor student progress (EL Leads, Title I Coordinators, Intervention Coordinators, Case Managers, Student Support Specialist, School Counselors) (Goal 1, 2, and 3), targeted professional development and coaching for teachers and administrators (Goal 1 and 2), intervention and support courses (Goal 2), as well as transportation and connectivity support (Goal 1).

Support and services specifically targeting the unique needs of unduplicated students include, but not limited to:

### Academic

- Co-Teaching model
- In-class tutoring support
- Before/after school tutoring programs
- Targeted courses in English, math, and executive functioning for skill-building and support with mastery of grade-level standards
- Intervention Team

### Social-Emotional

- School Counselors (reduced ratios for 21-22)
- Student Support Specialist (additional bilingual SSS for 21-22)
- School Psychologists (reduced ratios for 21-22)
- Social-emotional learning curriculum



- Dedicated student connection time at each school site

#### English Language Learners

- Courses to support English Language Development (ELD)
- ELD leveled courses, Dual Language Immersions Program, Newcomer Academy
- English Language Development (ELD) curriculum and instructional materials
- Bilingual Instructional Aides
- EL Lead Teachers
- Rosetta Stone Program
- Professional development for teachers on language development strategies and student supports

#### Foster Care or Students Experiencing Homelessness

- Counselor on Special Assignment (CoSA)
- Targeted school counseling support based on the unique needs of students who are living in Foster Care or experiencing homelessness
- College visits and field trips
- Transportation support
- WiFi hotspots
- School supplies

#### Planned Professional Learning

- Equitable access and practices
- Inclusive, asset-based models
- Universal Design for Learning (UDL)
- Strategies to support English Learners
- Strategies to support students with Disabilities
- Social-Emotional Learning
- Culturally and Linguistically Responsive practices

As part of the district's continuous improvement cycle to address whole child learning, the district intends to mitigate learning loss through quarterly data review sessions. These sessions will include but are not limited to student grade reports, attendance, formal assessments, and survey feedback. In addition, the district looks to expand its in-person summer school offerings as well as increasing its co-teaching model in the next LCAP cycle.

# Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

## Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Sunset Continuation High School

## Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Note: Due to the pandemic, it was difficult for Sunset staff to reach families that had limited technology or technology skills and home visits were restricted for periods of time. This made it difficult at times to reach parents when their student was showing signs of disengagement or not showing up for classes. Community building activities for students were a challenge, but Sunset teachers and classified staff creatively offered multiple activities to support students.

**Social Emotional Support:** Sunset is committed to positively respond to the social-emotional, wellness, and academic needs of every student while ensuring that they are engaging with tasks that develop the strategic thinking skills for full participation in school. The Sunset and District Leadership team identified social-emotional support as one of the major root causes for low graduation rates at Sunset. Sunset engages it's students Social and Emotional Health in multiple facets ranging from immediate Crisis Counseling, Suicide Assessments, and Short and Long term Counseling requiring the talents of the Academic Counselor and on site Student Support Specialist (SSS). Standard referrals to the SSS comes from the Academic Counselor who will see a student 1-2 times to ensure a state of equilibrium and safety while physically on Sunset campus, or behavior worth addressing engaging students virtually due to Covid-19 restrictions. When the Academic Counselor sends a Social/Emotional referral this means that the student requires more counseling under the tutelage of the SSS for 6-8 Sessions (or more), and if the student requires more sessions this is at the discretion of the SSS for 6-8 more sessions, then refer out to the community resources provided by the SDUHSD District level (i.e. Care Solace). New protocol to enhance student services and safety now includes communicating directly with the teachers if they see online behavior worth addressing. The Counselor or the SSS will immediately address behavior through Google Invite Session, or phone, and include the parents. Sunset will continue to implement this strategy during the 2021-22 school year.

**Math support class:** Using a review of multiple measures, Sunset created a Math support class for students performing below grade level. Since State testing requirements were waived in the Spring of 2020 in response to the global pandemic and school closures, Sunset administered the Renaissance STAR Math test remotely to all students. Student results from the Fall STAR administration, grades and teacher recommendation were used to identify students enrolled in the Math support class. Because of the pandemic, students were not required to attend class in person and remote participation was not consistent in order to make significant progress in this strategy. In addition, it was challenging for many math instructors in the district to quickly modify instructional materials to be accessible in an online learning model and this was compounded with low attendance despite multiple efforts to reach students via phone and email. Sunset and the district leadership team will continue to work on the implementation of this strategy during the 2021-22 school year.

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Sunset referral process: More than 60% of students enrolled at Sunset Continuation High School are seniors and juniors. Since Sunset was identified for CSI, dialogue among site administrators and counselors has increased significantly to identify prospective students who would benefit from transferring to Sunset. As a result, Sunset has become a school of choice for many students in the SDUHSD district and not just a school for credit recovery. During the 2020-21 school year, the District and Sunset leadership team developed a monitoring system to identify all students who were credit deficient and to decide which graduation track made the most sense for each student based on the number of credits completed to date. The monitoring system has been shared with the Sunset admin team, counselor, registrar and each of the student advisors. In addition, the Sunset leadership team met with site administrators and counselors throughout the 2020-21 school year to ensure students referred to Sunset have sufficient time for remediation and are able to complete all of their graduation credits in time.

Alternative graduation track: Sunset created a new alternative graduation track that requires students 170 credits to graduate. The new graduation track was approved by the district board of trustees and it mirrors the same graduation requirements of local Adult Schools. At this time the number of graduates through the alternative track is still unknown. Sunset will continue to implement this new alternative graduation track during the 2021-22 school year.

College and Career Center: Some progress was made in this strategy. Additional furniture and resources have been ordered for the college and career center to assist students in learning about college opportunities, the college application process, resume building and career exploration. Sunset will continue to implement this strategy in the 2021-22 school year.

Offering more elective courses: Because of the pandemic, very little progress was made in this strategy. While the new Sunset facility has helped the students attending classes in person build a sense of pride, Sunset was not able to offer additional elective courses in the 2020-21 school year due to a decrease in enrollment. The plan is to offer at least one section of Culinary Arts in the 2021-22 school year and continue to implement this strategy. A current Sunset teacher is exploring the process to clear her to teach college prep art classes.

Sunset officially became a HiSET testing center in April 2021. Curriculum to prepare students was purchased and implemented during the spring of 2021. As of May 26, 5 students have completed all portions of the HiSET exam. This is the first year piloting the HiSET examination at Sunset, next year the Sunset leadership team will continue to implement the HiSET curriculum and provide the HiSET as an additional opportunity for Sunset students to graduate.

## Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

District leadership provides oversight for Sunset Continuation High School, assisting with planning, implementation of the plan and monitoring and evaluating the effectiveness of selected, evidence-based interventions. Monitoring is done through monthly meetings and periodic check-ins with the Associate Superintendent of Educational services. During the 2020-21 school year, the Director of Accountability and Special programs met with Sunset's principal once a month to review the strategies created in the CSI plan, to monitor the implementation of each strategy, as well as make recommendations for improvement, and report progress to the District leadership.. Progress in local assessments and the universal screener (STAR), attendance, suspensions, and SSS referrals were the topics covered in each of the monthly meeting agendas. In addition, progress in Sunset's SPSA goals which are developed by the School Site Council and

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utilizes the goals from the district LCAP to create yearly targets based on the unique needs of students attending Sunset was also discussed during the monthly meetings. Sunset SSC met 3 times during the 2020-21 school year to discuss progress in each of Sunset's SPSA goals and strategies. During the last SSC meeting on May 20, 2021 SSC members reviewed the progress of the SPSA goals to ensure that Sunset's SPSA addresses both the academic gaps and social emotional challenges students face as they strive to meet the graduation requirements set by the SDUHSD. Due to time limitations, SSC members did not complete the needs assessment survey. The survey will be administered in the near future.

The evaluation of the Sunset CSI plan will focus on monitoring the sustained implementation of evidence based strategies, activities, actions, and services to improve student graduation rates. The SDUHSD process for evaluating the implementation of the CSI plan will include analyzing the effectiveness of each of the strategies that were implemented during the 2020-21 school year. In the Fall of 2021 once additional data has been gathered, the district and Sunset leadership team will analyze Sunset previous school year's data including social-emotional supports and graduation rates to evaluate progress made in the CSI plan.

We will communicate and review with all stakeholders (including SSC) the data the district and Sunset leadership team has gathered in a future SSC meeting.

# Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

## Stakeholder Feedback

SDUHSD used multiple sources to inform, educate, engage and gather input from all of our stakeholders. Stakeholder groups included parents, community partners, students and staff. A timeline of activities was set to guide and pace the LCAP development process. Meetings were held virtually and in-person, following CDPH guidelines, in the mornings, evenings and on weekends to allow for availability and participation. SDUHSD consulted with stakeholder groups to gather feedback to help identify the highest priority needs, current successes, and areas for improvement to inform the development of the 2021-2024 SDUHSD LCAP.

The district's efforts included ongoing meetings with advisory committees, ongoing meetings with school staff and departments, surveys, and collaborative partnerships.

## Advisory Committees

Parent Site Representative Council (DAC)  
 Parent Curriculum Advisory Committee (PCAC)  
 English Learner Advisory Committee (ELAC/DELAC)  
 Coordinating Council  
 District Leadership Council  
 LCAP Advisory Committee  
 Student Summit  
 Board Meetings  
 School Site Councils

## Collaborative Partnerships

SDFA (Teachers faculty association)  
 CSEA (Classified employee association)  
 State and Local Partners  
 San Diego County Office of Education (SDCOE)  
 California Department of Education (CDE)

Meetings with Advisory Committees, collaborative partners, and school and district departments:

LCAP Advisory Committee- 11/21/19, 12/18/19, 01/08/20, 02/04/20, 03/04/20, 04/27/20, 03/25/21

Student Summit- 1/13/21, 2/20/21

Parent Curriculum Advisory Committee (PCAC)- 9/16/20, 11/18/20, 2/10/21, 3/10/21, 5/5/21

Board of Education Meetings- 7/16,7/30,8/18,8/27,9/17,9/24,10/14,10/15,10/28,11/19,12/15,12/17,12/22,12/28,1/14,  
 1/21,2/1,2/16,2/25,3/9,3/18,3/24,3/29,4/22,4/27,4/29, 5/20,6/10,6/17

District English Learner Advisory Committee (DELAC and ELAC):

ELAC: 10/27/20, 10/28/20, 01/12/21, 2/03/21, 4/28/21

DELAC: 11/04/20, 01/27/21, 04/20/21

District English Learner Department meetings- 10/06/20, 10/08/20, 02/02/21, 04/28/21

Special Education Strategic Plan Parent Advisory: 10/14/20, 1/13/21, 3/25/21, 5/27/21

Special Education Community Advisory Committee: 10/12/20, 10/21/20, 11/18/20, 1/20/21, 4/21/21

Special Education Performance Indicator Review/ Targeted Intervention Meetings: 8/14/20, 11/17/20, 1/20/21, 4/21/21

Coordinating Council- 10/7, 11/4, 1/20, 3/3, 3/24, 5/19

Safety committee meetings: 9/16/20, 11/18/20, 1/13/21, 4/1/21, 5/19/21

School Social-Emotional committee meetings: ongoing

Foster and Homeless Youth support meetings (Student Support Specialists)- ongoing

District Head Counselors meetings- monthly

Principal and Assistant Principal meetings- monthly

District Leadership Council meetings- monthly

SDFA (Employee Association)- ongoing

CSEA (Employee Association)- ongoing

School Site Council meetings- ongoing

In addition to in-person and virtual meetings, the district website provides information related to the Local Control Funding Formula (LCFF) and LCAP development. <https://www.sduhsd.net/Departments/Administrative-Services/Local-Control-and-Accountability-Plan-LCAP/index.html>

The district also used data gathered from the district-wide San Dieguito UHSD annual Community/Stakeholder survey, LCAP ThoughtExchange, California Healthy Kids Survey, as well as local and public data sources. The annual stakeholder survey was emailed to all students, staff, families, and community stakeholders to solicit feedback related to the goals and eight state priorities highlighted in the San Dieguito Union High School District Local Control and Accountability Plan. The stakeholder survey produced over 4,695 responses from students, parents, staff and community members.

Stakeholder survey participation data

73% parents and/or guardians

<1% community members

21% students

5% staff members

15% identified as EL students and/or families

53% identified as participating in Advanced Placement and/or Honors courses

The LCAP ThoughtExchange showed participation from 3,105 stakeholders who shared 1,885 thoughts about the most important things our district should focus on to equitably support ALL students over the next 3 years.

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The district used the input and suggestions from stakeholder groups to develop the 2021-2024 SDUHSD Local Control and Accountability Plan.

#### Other data collected

SDUHSD used the following quantitative data for the goal setting process: Graduation rate, UC/CSU eligibility data, dropout rate, teacher mis-assignment rates, instructional materials data, facility inspection data, CAASPP results, Star results, English Learner Progress data, English Learner reclassification rate, Long Term English Learner rate, course enrollment data, grade data, Advanced Placement (AP) data including enrollment and exam passage rates, suspension and expulsion data, attendance data and stakeholder survey data as well as other local student performance data.

A draft of the SDUHSD 2021-2024 LCAP was presented for feedback and approved by the Parent Curriculum Advisory Committee (PCAC) on 05/05/21 and the District English Learner Advisory Committee (DELAC) on 04/20/21. Permissible within the CA Education Code, the SDUHSD District English Learner Advisory Committee (DELAC) is serving in place of the English Learner Parent Advisory Committee (ELPAC).

A public hearing will be held by the SDUHSD Board of Trustees on June 10, 2021 to allow for public input on the proposed plan. SDUHSD Board of Trustees will adopt the 2021-2024 LCAP and 2021- 2022 budget on June 17, 2021.

#### A summary of the feedback provided by specific stakeholder groups.

Based on the feedback gathered from stakeholders through committee work, meetings, and surveys the District identified themes and priorities to inform the development of the LCAP.

#### Strengths

All stakeholders reported that SDUHSD schools...

are safe and welcoming

are clean and well maintained

provide acceleration opportunities as well as extra help to students who are struggling

prepare students for the next grade level and for success in college

respect each family's culture

support students social and emotional needs

Students report having...

trusting and caring adult relationships at school.

accessible teachers who try to make class interesting.

clear and high expectations at school.

opportunities to provide feedback.

#### Focus Areas



Some students report:

it is not easy to meet with their counselor (18%)

they are not able to rest over breaks (25%)

they do 3+ hours of homework each night (40%)

Staff report the following focus areas:

Focus on improving professional learning programs for all staff to increase access to relevant and meaningful professional development opportunities.

Focus on staff wellness

increased transparency and collaboration in decision making

Common themes from all stakeholder groups include:

Promote and maintain a positive school culture

Clear and consistent communication with all stakeholders and increased family engagement

Support students sense of safety and mental health

Focus on equity and providing support to students who are struggling

Provide high-quality & relevant professional learning opportunities for certificated & classified staff

#### A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The LCAP goals were drafted using the specific priorities identified by the LCAP Advisory Committee as well as students, staff, and families; (1) equity and access, (2) high-quality teaching and learning, (3) focus on mental health, wellness, and engagement.

Students expressed that it was difficult to meet with their counselors. The District is reducing counseling ratios as well as school psychologist ratios and adding a Bilingual Student Support Specialist to improve student services. (Goal 3, Action 5)

All stakeholders expressed the need to improve communication. The district is transitioning to a new communication tool as well as partnering with SDCOE to identify and implement strategies to increase parent involvement. (Goal 1, Action 3)

Staff expressed the need for ongoing and meaningful professional learning opportunities. The district will provide a robust professional learning program that focuses on whole-child supports with opportunities to participate through a variety of formats to meet each person's needs. The district will also continue to support staff on their individual journey to professional growth in areas of interest by supporting registration, travel costs, and release time for staff to attend professional learning hosted by experts in the field. (Goal 2, Action 4)

All stakeholders identified that students and staff have experienced trauma as a result of the pandemic and schools need to be ready to support these needs. The district invested in the Kognito trauma-informed training modules for all staff as well as a partnership with Care Solace. (Goal 4, Action 3)

The pandemic made it clear which students and families were experiencing hardships and needed support accessing resources. The district will provide devices for all students, WiFi hotspots for students who do not have access to the internet at home, as well as transportation support for students who cannot get to school. Additionally, a Counselor on Special Assignment will work with families of students who are



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living in foster care and/or experiencing homelessness to connect them to resources in the community as well as closely track graduation status, support college application, admission, and financial aid application process. (Goal 1, Action 6)

All stakeholders identified the need to continue to monitor student performance and progress and address learning regression. The district invested in an academic universal screener to measure student's performance and progress throughout the year and use the data to provide timely support for students. Students will also continue to be provided with access to skill-building, evidenced-based programs (Read 180, Freckle, ALEKS) as well as targeted intervention courses, and tutoring programs. (Goal 2, Action 6)

# Goals and Actions

## Goal

Goal #	Description
1	Equity and Access: Identify and address inequities in current district and school systems, programs, policies, and practices to ensure every student has equitable access to educational programs to meet their postsecondary goals.

An explanation of why the LEA has developed this goal.

Based on stakeholder feedback, stakeholder survey data, and student achievement data, indicate the need to provide focused actions and services to raise the consciousness about issues of equity, build capacity with site teams to begin leading equity professional learning, and to begin to address flaws in our school systems and school cultures that perpetuate inequities so that all students feel valued, respected, honored and a sense of belonging on all of our school campuses.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Efforts the school district makes to seek parent input in making decisions for the school district and each individual school site. Parent/Guardian-Participation in annual climate survey (CalSCHLS parent survey)	2020-2021 Stakeholder Survey participation: 4,698 responses Stakeholder survey participation data 73% parents and/or guardians <1% community members 21% students 5% staff members 15% identified as EL students and/or families 53% identified as participating in Advanced Placement				2020-2021 Stakeholder Survey participation: At least 50% of families participate in stakeholder input surveys with a representative sample from each school site

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>and/or Honors courses</p> <p>The LCAP ThoughExchange showed participation from 3,105 stakeholders who shared 1,885 thoughts about the most important things our district should focus on to equitably support ALL students over the next 3 years.</p>				
<p>2. Programs and services developed and provided to unduplicated pupils (create a metric based on the programs)- CTE course enrollment for unduplicated students</p>	<p>CTE course enrollment by demographics 2019-20 Total CTE enrollment = 5928 2% of students who are EL are enrolled in at least one CTE course 9.5% of students who live in a household with low income are enrolled in at least one CTE course 7% of students with disabilities are enrolled in at least one CTE course</p>				<p>CTE Enrollment increases each year by 1%, 2% for students who are EL or living in a household with low income</p>

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>3. Programs and services developed and provided to students with exceptional needs-number of students participating in Co-Taught programs</p>	<p>2020-2021 SIS data shows that # of students in co-taught programs                      270 (33.8%) high school SWDs are enrolled in a co-taught ELA class                      193 (24%) high school SWDs are enrolled in a co-taught Math class                      72 (9%) high school SWDs are enrolled in a co-taught Science class                      96 (12%) high school SWDs are enrolled in a co-taught Social Studies class                      151 (33.7%) middle school SWDs are enrolled in a co-taught ELA class                      141 (31.5%) middle school SWDs are enrolled in a co-taught Math class                      15 (3%) middle school SWDs are enrolled in a co-taught Science class                      12 (2.7%) middle school SWDs are enrolled in a co-taught Social Studies class</p>				<p>Increase the number of students participating in co-taught classes by 5%, particularly for Science and Math</p>

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>4. Promote parental participation in programs for unduplicated pupils-</p> <p>Parent participation will be promoted by message through multiple methods in their home language, utilizing Parent Square. Special outreach for parents in these subgroups will occur to encourage attendance at school parent events, such as committee meetings and Principals’ Coffee Chats.</p>	<p>The 2019-2020 LCAP Stakeholder survey revealed the top forms that stakeholders prefer to receive communication is email (93%), text messages (49%), phone calls (14%) and district/school websites (38%).</p> <p>SDUHSD and sites sent out a total of 32,537 outreach messages via email and 19,729 messages via text to a total of 34,317 stakeholders.</p> <p>Parent meetings include Parent Curricular Advisory Committee (PCAC), District Advisory Committee (DAC), English Learner Advisory Committee, School Site Council, and Principals Coffee</p>				<p>ParentSquare data shows an increase in community outreach messaging as well as messaging sent in multiple languages. # of families who requested and received transportation support</p>
<p>5. Course enrollment data for AP/IB/H by students group</p>	<p>19-20 course enrollment data: 65% of SDUHSD students</p>				<p>Maintain high participation in AP/IB and Honors courses.</p>

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>compared to district demographics</p>	<p>are enrolled in at least one AP or Honors course. 6% of those students are Low Income (13% of district enrollment are socioeconomically disadvantaged students) 1% of AP enrollment are EL (4% of district enrollment are EL). 19% of EL population are enrolled in AP Honors. School Enrollment in AP or Honors: PTMS: 71% CVMS: 64% DMS: 52% OCMS: 41% EWMS: 64% SDA: 64% TPHS: 64% LCCHS: 57% CCA: 84%</p>				<p>Course enrollment in AP and Honors courses reflects the demographics of the district and each school.</p>
<p>6. Course enrollment data in below grade level and intervention courses by students group compared to district demographics</p>	<p>2020-2021 course enrollment data of below grade level math courses for students in grades 7-9 Grade 7= 10% Grade 8= 10% Grade 9= 10% EL= 45%</p>				<p>Decrease the percentage of students in grades 7-9 who are participating in below grade level math courses. Course enrollment data in below grade level and intervention courses does not show the</p>

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Socioeconomically disadvantaged= 31%				overrepresentation of any one student group.
7. Gender disproportionality in target CTE courses	19-20 Percentage of female enrollment: Building and Construction Trades= 10% Education, Child Development, and Family Services= 93% Engineering and Architecture= 21% Information and Communication Technologies= 21% Transportation= 8% Manufacturing and Product Development= 41%				Improve gender equity in targeted CTE courses and pathways. CTE female enrollment increases each year by 1% in each of the targeted CTE courses.
8. Attendance data- Chronic Absenteeism rates for target student groups	2019-2020 Chronic Absenteeism data from CALPADS report 14.1  All students= 6.76% English Learners= 8% Socioeconomically Disadvantaged= 7.2%				Chronic absenteeism rates for students who are EL and Socioeconomically Disadvantaged will decrease by 5% and decrease by 10% for students who are experiencing homelessness.
9. Diversity, Equity, and Inclusion (DEI) Committee Work	District will begin DEI work in partnership with SDCOE in the				Each school site has implemented a DEI

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	20-21 school year with training and discussions with district and site leadership				action plan and is monitoring outcomes.
10. Promote parental participation in programs for individuals with exceptional needs-parent/guardian participation in annual and triennial IEPs	Parental participation is required as a part of the IEP team and data is tracked through the IEP. In 2019-2020, 99.7% of parents participated in their student’s IEP meeting. There are also opportunities for parents to participate in site and district based special education committees. The Special Education Local Plan Area (SELPA), which is the North Coastal Consortium for Special Education (NCCSE) also hosts parent information sessions and courses, and has both district and SELPA parent representatives on their Community Advisory Committee (CAC) and CAC Executive Board. SDUHSD parents				100% of parents/guardians participate in their student’s annual or triennial IEP



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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	have taken part in all of these parent focused programs. Each school site also has representation on their local School Site Council by parents of students with disabilities				

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Equitable access to schools and programs for all students	<ul style="list-style-type: none"> <li>Enrollment in boundary school or school of choice (high school selection, intradistrict transfers)</li> <li>Broad course of study offered at all schools to meet the unique needs of students in each school community including clubs, sports, and extracurricular events</li> <li>Opportunities for families and students to participate in school and district committees</li> <li>Opportunities for students, staff, and families to provide feedback</li> </ul> <p>*associated expenditures reflected in Goal 2, Action 1</p>	\$0.00	No
2	Equity Work with SDCOE	<p>The District will partner with the San Diego County Office of Education (SDCOE) to begin stages of implementation for a year of professional development focused on an equity continuous improvement cycle, to include:</p> <ul style="list-style-type: none"> <li>Equity audits: review data through an Equity Lens and address inequity</li> </ul>	\$34,000.00	Yes

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Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>Identifying and interrupting policies, systems, structures and practices that contribute to racial disproportionality on our campuses</li> <li>Creating a culture of transparency, collaboration and courage to interrogate inequitable policies, systems, structures and practices</li> <li>Deepening the capacity of staff to understand and interrupt racism and inequitable practices</li> </ul>		
<b>3</b>	Parent and Family Engagement and Involvement	The District and all schools will review, research, develop, and implement family outreach programs to increase parent participation of families of diverse cultural backgrounds in order to increase involvement and inclusion in decision making.	\$27,000.00	Yes
<b>4</b>	Recruit and Retain Diverse Staff	District leadership will research and implement best practices in recruiting and retaining diverse teachers and staff	\$2,000.00	No
<b>5</b>	Enhance Multi-Tiered Systems of Support	District leadership will partner will school teams to create a better understanding of and further develop, evaluate and refine the district's academic, behavioral & social-emotional multi-tiered systems of support (MTSS) to proactively build engaged, supportive classrooms and schools for all students	\$3,000.00	No
<b>6</b>	Connectivity Support	The District will provide access to connectivity for students who are living in Foster Care or are experiencing homelessness to increase access to online curricular content and complete assignments and projects for their courses when not at school.	\$12,000.00	Yes
<b>7</b>	Transportation Support	The District will provide transportation support for students who are experiencing hardship and cannot get to school to increase	\$115,000.00	Yes

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Action #	Title	Description	Total Funds	Contributing
		attendance for students who are living in Foster Care or are experiencing homelessness.		

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

Goal #	Description
2	Teaching and Learning: Provide inclusive teaching and learning programs, with data-driven and relevant instruction, allowing students to meet individual graduation goals, while becoming college and career ready.

An explanation of why the LEA has developed this goal.

Based on stakeholder feedback, CA School Dashboard results on the Academic Indicator as well as internal review of SBAC results, Star Reading and math results, D/F data, course enrollment data and teachers/administrators feedback, indicate the need to continue to provide focused actions and services to increase student achievement, provide more inclusive and asset based instructional programs, and close the performance and opportunity gaps for targeted student groups. Students who are English Learners, Socioeconomically Disadvantaged students and Students with Disabilities demonstrate lower academic achievement when compared to their peers across all measures of academic performance and progress.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Smarter Balanced Assessment Scores in English Language Arts- percent of students who score within the Standard Met/Exceeded Range	2018-2019 SBAC ELA scores: All students= 80% English Learners= 28% Students with Disabilities= 39% Economically Disadvantaged Students= 57%				2022-2023 SBAC ELA scores: All students= 83% English Learners= 31% Students with Disabilities= 42% Economically Disadvantaged Students= 60%
2. Smarter Balanced Assessment Scores in math- percent of students who score	2018-2019 SBAC Math scores: All students= 72% English Learners= 44%				2022-2023 SBAC Math scores: All students= 75% English Learners= 47%

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
within the Standard Met/Exceeded Range	Students with Disabilities= 29% Economically Disadvantaged Students= 46%				Students with Disabilities= 32% Economically Disadvantaged Students= 49%
3. Renaissance Star Reading scores- percent of students who score within the proficient range during each of the 3 screening windows	Fall 2020 Star Reading scores: All students= 78%  Winter 2021 Star Reading scores: All students= 73%				Fall Star Reading scores: All students= 80%  Winter Star Reading scores: All students= 82%
4. Renaissance Star Reading scores- percent of who demonstrate typical to high growth after the fall and winter screening windows	Fall to Winter Growth: 65% of students showed typical to high growth 38% high growth 27% typical growth 35% low growth				Fall to Winter Growth: 70% of students showed typical to high growth
5. Renaissance Star Math scores- percent of students who score within the proficient range during each of the 3 screening windows	Fall 2020 Star Math scores: All students= 77%  Winter 2021 Star Math scores: All students= 71%				Fall Star Math scores: All students= 80%  Winter Star Math scores: All students= 82%
6. Renaissance Star Math scores- percent of who demonstrate typical to high growth after the fall and	Fall to Winter Growth: 68% of students showed typical to high growth 43% high growth				Fall to Winter Growth: 73% of students showed typical to high growth

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
winter screening windows	25% typical growth 32% low growth				
7. California Science Test Scores- percent of students who score within the Standard Met/Exceeded Range	2018-2019 CAST scores: All students= 57% English Learners= 16% Students with Disabilities= 21% Economically Disadvantaged Students= 35%				2022-2023 CAST scores: All students= 60% English Learners= 19% Students with Disabilities= 24% Economically Disadvantaged Students= 38%
8. Percentage of English learners making progress toward English proficiency as measured by state language proficiency assessment (ELPAC)	2019 CA School Dashboard English Learner Progress Indicator. 64% of students who are EL are making progress towards learning English				CA School Dashboard English Learner Progress Indicator, 75% of students who are EL are making progress towards learning English
9. English learner reclassification rate	The 2020-21 reclassification rate for the district, using the fall 2020 and spring 2020 ELPAC scores, was 27.2 %. (159 students)				Maintain reclassification rates at or above 25% each year
10. Percentage who pass AP exam with a score of 3 or higher	2020 AP exam data: 3,535 examinees, 8,406 exams, average of 2.4 exams per student which is an				Maintain high AP Exam pass rates at or above 83%

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>increase from the previous year.</p> <p>SDUHSD’s 2020 College Board Advanced Placement exam results reflect an 82.7% average AP exam pass rate which is similar to previous years</p>				
11. Teacher misassignment rates	2019-2020 course audit data: 1% Teacher misassignment rates				0% Teacher misassignment rates
12. Teacher of EL misassignment rates	2019-2020 course audit data: 0.2% Teacher of EL misassignment rates				0% Teacher of EL misassignment rates
13. Williams- Student access to standards-aligned instructional materials	Sufficiency of Instructional Materials Report approved by the Board will determine the district has sufficient instructional materials aligned to standards for all pupils in Math, ELA, ELS, History-Social Science, Health and Foreign Languages.				Sufficiency of Instructional Materials Report approved by the Board will determine the district has sufficient instructional materials aligned to standards for all pupils in Math, ELA, ELS, History-Social Science, Health and Foreign Languages.

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
14. Implementation of standards- teachers self-assessment on key priority areas	18-19 Teacher self-assessment results: Academic Language/ELD 76%. Standards / Framework Confidence 94% Instructional and Assessment Strategies Confidence 94% Knowledge of curriculum and instructional materials adoption cycle-baseline will be established in 21-22				Teacher self-assessment results: Academic Language/ELD 86%. Standards / Framework Confidence 99% Instructional and Assessment Strategies Confidence 99% Knowledge of curriculum and instructional materials adoption cycle- 60%
15. Percent of students who are English Learners who are Long Term English Learner (LTEL)	2019-2020 data: 24% of students who are English Learners who are Long Term English Learner (LTEL)				Decrease the % of student who LTEL by 3%
16. Percent of students who are English Learners who are reclassified within 5 years of instruction within SDUHSD schools	2019-2020 student information system data shows that 88% of students who are EL were reclassified within 5 years of instruction within the district				100% of students who are EL will be reclassified within 5 years of instruction within the district



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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
17. Cohort Graduation rates	2019-2020 Cohort High School Graduation rates: All students group= 95.9% English Learners = 83.5% Socio-economically disadvantaged students= 89.1% Special Education= 80.7%				Maintain high (over 90%) cohort graduation rates for all students, increase graduation rates for students with disabilities (+5%) English Learners (+5%) Socio-Economically Disadvantaged (+3%)
18. One year grad rate (Sunset)	2019-2020 One Year Graduation rate All students= 61.8%				Increase the one year graduation rate at Sunset high school above 68%
19. Broad course of study that includes all the subject areas- UC/CSU Eligibility rates	Broad course of study 2019-2020 UC/CSU eligibility rates: All students group= 80.9% English Learners = 28.9% Socio-economically disadvantaged students= 62.5% Students with Disabilities= 37.4%				Broad course of study UC/CSU eligibility rates: All students group= 85% English Learners = 35% Socio-economically disadvantaged students= 67% Students with Disabilities= 42%
20. Participation and demonstration of college preparedness. Percentage of students who are	Early Assessment Program (EAP) results are derived from CAASPP scores on the Smarter Balanced				Decrease the percentage of students who are "not ready" (grade 11,

ITEM 10b

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>"Ready" for College as measured by the grade 11 Early Assessment Program in English Language Arts and Math</p>	<p>Assessments in English Language Arts and Math.</p> <p>English Language Arts EAP using 2018-2019 SBAC scores: 48% "College Ready" (SBAC level 4) 23% "Conditionally Ready" (SBAC level 2 and 3) 29% "Not Ready" (SBAC level 1)</p> <p>Math EAP using 2018-2019 SBAC scores: 37% "College Ready" (SBAC level 4) 36% "Conditionally Ready" (SBAC level 2 and 3) 27% "Not Ready" (SBAC level 1)</p>				<p>SBAC level 1) in ELA and Math by 5% each.</p>
<p>21. CA School Dashboard College and Career Readiness Indicator. Percentage of students who meet the criteria as "prepared" for college and a career</p>	<p>2020 CDE College and Career Readiness Reports All Students: Prepared= 80.4% Approaching Prepared=9.2% Not Prepared= 10.3%</p> <p>Students with Disabilities:</p>				<p>Maintain very high (over 70%) CCI rates for all students, increase CCI rates for students with disabilities (+5%) English Learners (+5%) Socio-Economically Disadvantaged (+3%)</p>

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Prepared=34.9% Approaching Prepared=20% Not Prepared= 45.1%</p> <p>English Learners : Prepared= 41.3% Approaching Prepared=17.4% Not Prepared= 41.3%</p> <p>Socio-Economically Disadvantaged: Prepared= 61.8% Approaching Prepared=12.5% Not Prepared= 25.8%</p>				
<p>22. Students who earn certificate of completion</p>	<p>2019-2020 Student Information System data shows that 100% of students on a certificate of completion path earned their certificate by the end of their 12th grade year</p>				<p>100% of students on a certificate of completion path will earn their certificate at the end of their 12th-grade year with a transcript that reflects participation in inclusion opportunities within the general education environment to the maximum extent possible and appropriate based on the IEP</p>

**Actions**

## ITEM 10b

Action #	Title	Description	Total Funds	Contributing
1	Comprehensive Educational Services-broad course of study, appropriately credentialed and qualified staff	<ul style="list-style-type: none"> <li>• Appropriately credentialed and effective teachers, certificated staff, administrators, classified staff, and district office staff</li> <li>• Standards aligned instructional materials</li> <li>• Access to a broad course of study in addition to the core subjects including Advanced Placement, International Baccalaureate, Visual and Performing Arts, STEM, as well as Career Technical Education courses and pathways aligned to high-priority industry sectors in San Diego County.</li> <li>• Provide designated and integrated language development programs and supports that help students who are English Learners to make progress towards English proficiency as well master of grade-level standards.</li> </ul>	\$161,809,805.00	No
2	Refine and enhance Academic Multi-Tiered Systems of Support (MTSS)	<p>The Education Services department will work with all schools to continue to develop academic multi-tiered systems of support.</p> <ul style="list-style-type: none"> <li>• Supporting teachers with refining their practice, to support students with their academic success.</li> <li>• Build a shared all staff understanding of high quality teaching and learning.</li> <li>• Create a clear system to identify if a student is struggling and why</li> <li>• School teams will provide timely supports to increase rates of students on track to graduate at every grade level</li> <li>• Increase awareness and implementation of Tier 1 and Tier 2 instructional and intervention strategies to meet the unique learning needs of all students</li> </ul>	\$1,500.00	No
3	Clear learning goals for all courses	Teacher teams will develop course goals, expectations, and instructional materials for all courses based on updated state frameworks and standards	\$112,000.00	No

## ITEM 10b

Action #	Title	Description	Total Funds	Contributing
		Math teachers will review the current Integrated Math curriculum and work to transition the modules to a digital format		
<b>4</b>	Professional Learning for all staff	Provide training for staff on effective and evidence-based practices. <ul style="list-style-type: none"> <li>• Equitable access and practices</li> <li>• Inclusive, asset-based models</li> <li>• Universal Design for Learning (UDL)</li> <li>• Strategies to support English Learners</li> <li>• Strategies to support students with Disabilities</li> <li>• Social-Emotional Learning</li> <li>• Culturally and Linguistically Responsive practices</li> </ul>	\$522,300.00	Yes
<b>5</b>	Supplemental and targeted English Language Development (ELD) programs and supports for students who are English Learners	All students receive integrated and designated ELD through their classes. Some students who have limited English proficiency and/or are new to US Schools need additional language development and academic services, programs, and supports to help them make progress towards learning English which includes: <ul style="list-style-type: none"> <li>• Targeted English Language Development Courses</li> <li>• EL Lead Teachers</li> <li>• Bilingual Aides</li> <li>• Newcomers Academy</li> <li>• Edge and Inside Curriculum</li> <li>• Rosetta Stone Program</li> <li>• ELLevation Program</li> </ul>	\$938,500.00	Yes
<b>6</b>	Targeted interventions and supports for students performing below grade level in English	Provide skill-building courses, instructional programs, and targeted interventions to help students performing below grade level make progress towards mastery of grade-level standards  Courses	\$3,322,285.00	Yes

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Action #	Title	Description	Total Funds	Contributing
	Language Arts and Math	<ul style="list-style-type: none"> <li>• Math support courses- Integrated Math A Essentials, Integrated Math B Essentials, Math Skills, Math Support</li> <li>• Targeted Intervention Special Education Support classes in English Language Arts and MATH</li> <li>• Reading support courses- Read 180, Academic Literacy, English Enrichment</li> <li>• Executive functioning and College Readiness support- Academic Lab, Academic Survival, AVID</li> </ul> <p>Instructional programs and instructional materials</p> <ul style="list-style-type: none"> <li>• Read 180, Freckle, and ALEKS</li> <li>• Intervention support team</li> <li>• Title I Coordinator, Intervention Coordinator, Student Study Team</li> </ul>		
7	Implement more inclusive programs	<p>District and school leaders will research and implement more inclusive programs. Building in support and remediation in the core content classes</p> <ul style="list-style-type: none"> <li>• Co-teaching</li> <li>• Integrated ELD in all core content classes. Teachers will be provided with the tools and resources to effectively identify and address the strengths and needs of English Learners in the core content areas. Core content teachers will provide targeted scaffolds and supports to increase ELs academic language in the writing, speaking and listening domains.</li> <li>• In class tutoring support (AVID Tutors, Peer Tutors)</li> </ul>	\$674,500.00	No
8	Extended school support and programs	<p>Provide extended school day academic support and programs</p> <ul style="list-style-type: none"> <li>• Summer school</li> <li>• Before/After school tutoring</li> </ul>	\$310,000.00	No

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

Goal #	Description
3	Mental Health, Wellness, and Student Engagement: Increase the percentage of students who feel that school is a safe and supportive environment with caring, trusted adult relationships that allows for social-emotional and behavioral growth.

An explanation of why the LEA has developed this goal.

Based on stakeholder feedback, CA School Dashboard results for Suspension Rate as well as internal review of CHKS data, CoVitality data, Stakeholder survey data, attendance rates, discipline data, and dropout rates indicates the need to continue to provide focused actions and services to improve school climate, sense of safety and connectedness for students as well as decrease discipline rates for target student groups, increase attendance district-wide, decrease high school dropout rates for target student groups and support the social-emotional health of all students.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. School attendance rates- Average Daily Attendance (ADA) for high schools	Average Daily Attendance for 19-20: SDUHSD = 98% La Costa Canyon= 98% Canyon Crest = 96% Torrey Pines =97% San Dieguito = 98% Sunset = 81%				Maintain high (over 95%) Average Daily Attendance at all high schools
2. Chronic absenteeism rates for middle schools	2019 CA School Dashboard Chronic Absenteeism Rates SDUHSD MS Average= 5.6% CVMS= 3.7% DMS= 7.2%				Chronic absenteeism at all middle schools is below 5%



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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	EWMS= 5.3% OCMS= 8.9% PTMS= 5.6%				
3. Middle school dropout rates	2019-2020 Student Information System Data shows 0% middle school dropout rate				Maintain 0% middle school dropout rate
4. High school dropout rates	19-20 high school dropout rates: all students= 2.4% EL students= 8.8% Socio-economically disadvantaged students= 6.1% Special Education students= 5.7%				Reduce high school dropout rates to 1% or less. Reduce drop out rate for students who are EL, Socio-economically disadvantaged, and students with disabilities to less than 3%
5. Pupil suspension rates	19-20 suspension rates: all students= 1.5% EL students= 3.2% Socio-economically disadvantaged students= 3.7% Special Education students= 4.9% Homeless youth= 14.3%				Maintain low suspension rates (<2%) and reduce suspension rates for students with disabilities, homeless youth, EL, and Socio-economically disadvantaged students
6. Pupil expulsion rates	2019-20 CDE Expulsion Rate report: In 19-20, SDUHSD expelled a total of 2				Maintain very low (<0.5%) expulsion rates

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	students with an expulsion rate of 0.01%.				
7. CA Healthy Kids Survey (CHKS) data-school connectedness, sense of safety, caring adult relationships	<p>2021 CHKS data</p> <p>School Connectedness</p> <ul style="list-style-type: none"> <li>• Grade 7= 66%</li> <li>• Grade 9= 62%</li> <li>• Grade 11= 72%</li> <li>• Sunset= 66%</li> </ul> <p>School Safety</p> <ul style="list-style-type: none"> <li>• Grade 7= 78%</li> <li>• Grade 9= 77%</li> <li>• Grade 11= 75%</li> <li>• Sunset= 76%</li> </ul> <p>Caring Adult Relationships</p> <ul style="list-style-type: none"> <li>• Grade 7= 72%</li> <li>• Grade 9= 65%</li> <li>• Grade 11= 65%</li> <li>• Sunset= 74%</li> </ul>				<p>CHKS data</p> <p>Increase school connectedness, 75% of students feel connected to their school</p> <p>Maintain high sense of safety, 80% of students feel their schools are safe and well maintained</p> <p>Increase caring adult relationships at school, 75% of students feel they have an adult of school who that cares about them and they can trust</p>

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
8. Student Participation in annual climate survey (CHKS)	Student Participation in annual climate survey (CHKS) Grade 7= 91% Grade 9= 82% Grade 11= 74% Sunset= 80%				Increase participation in CHKS for all paricitong grades to 90% or higher
9. Facilities Inspection Tool (FIT)- clean and safe facilities	Williams’ Certification presented to and approved by the SDUHSD Board quarterly indicates that 100% of SDUHSD maintained an overall score of at least “Good” or better on the Facilities Inspection Tool. Williams Complaint Reports were submitted to the Board for Acceptance (10/10/19, 1/16/20, 5/21/20, 8/27/20, 10/15/20,1/14/21, 4/22/21) .				All schools will maintain clean and safe facilities as measured by an overall score of at least “Good” or better on the annual FIT

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Comprehensive supports and services to promote a	<ul style="list-style-type: none"> <li>Appropriately credentials school counselors, student support specialist, and school psychologist</li> </ul>	\$0.00	No

## ITEM 10b

Action #	Title	Description	Total Funds	Contributing
	positive school climate	<ul style="list-style-type: none"> <li>• Safe and well maintained school facilities</li> <li>• Implement restorative practices at all schools</li> <li>• Implement school wellness programs at all schools</li> <li>• Implement the Social Emotional Learning three Signature Practices in all courses and classes</li> <li>• Implement student connectedness time at all schools</li> </ul> <p>*associated expenditures reflected in Goal 2, Action 1</p>		
<b>2</b>	Suicide Prevention training	Provide suicide prevention training, resources, and programs, in compliance with AB 2246, to all schools and staff to increase awareness and provide services and supports for students who are in crisis.	\$0.00	No
<b>3</b>	Professional learning opportunities and training on providing safe and inclusive schools and classrooms	Provide training and support for teachers and staff on strategies to continue to provide safe, welcoming, and inclusive classrooms as well as build connections and trusting relationships with students and families.	\$23,800.00	No
<b>4</b>	Evaluate attendance and absenteeism data to identify and address the root cause of student attendance issues	<p>School teams will evaluate attendance and absenteeism data to identify the root cause of attendance issues for any student who is frequently missing or late to school in order to provide appropriate programs, resources, and systems to support.</p> <p>Student Support Specialists will provide a focus on support and resources for students experiencing homelessness students living in a household with low income, and students living in foster care.</p>	\$867,317.00	Yes
<b>5</b>	Enhance social-emotional systems of support	<p>Enhance social-emotional systems of support, especially at the middle school level to focus on early intervention.</p> <ul style="list-style-type: none"> <li>• reduce school counselor ratios</li> </ul>	\$659,000.00	Yes

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Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>increase pupil personnel services by adding Bilingual Student Support Specialist and School Psychologist</li> </ul>		
6	Programs and best practices to build student social-emotional skills	Research and implement programs and best practices to build the social-emotional skills of optimism, zest, persistence, and self-control.	\$87,000.00	No
7	Support for first generation college bound students	Part time Counselor on Special Assignment will research, develop, implement, train school staff on additional supports for success of foster youth, students experiencing homelessness, and first generation college bound students <ul style="list-style-type: none"> <li>College field trips</li> <li>College and career planning</li> <li>Support with college admissions process and financial aid applications</li> </ul>	\$78,715.00	Yes

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

Goal #	Description
4	Staff Wellness and Support: Research, develop, and implement a comprehensive staff wellness program so that every staff member feels safe, connected, and is provided with opportunities for professional growth.

An explanation of why the LEA has developed this goal.

Based on stakeholder feedback and stakeholder survey data indicate the need to provide focused actions and services to research, develop, and implement a comprehensive staff wellness program to support the social-emotional health of all staff so that every employee feels safe, and connected to their learning communities.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. CalSCHLS staff survey results	<p>SDUHSD last gave the CalSCHLS staff survey in 2014-15. In the last few years the district has used a local climate survey to measure staff needs. Beginning in 2021-22, SDUHSD will administer the CalSCHLS staff to all staff at all 10 schools.</p> <p>2014-15 CalCHLS Staff Survey Results:</p> <ul style="list-style-type: none"> <li>• Supportive and inviting place to work= 89%</li> <li>• Safe place to work= 95%</li> </ul>				<p>CalSCHLS Staff Survey Results, over 90% agree or strongly agree that our schools...</p> <ul style="list-style-type: none"> <li>• Supportive and inviting place to work</li> <li>• Safe place to work</li> <li>• Adults support and treat each other with respect</li> <li>• Promotes trust and collegiality among staff</li> </ul>

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> <li>• Adults support and treat each other with respect= 81%</li> <li>• Promotes trust and collegiality among staff= 84%</li> <li>• School has sufficient resources to create a safe campus= 55%</li> <li>• Provides Staff Resources and Training to Do Job Effectively= 84%</li> </ul>				<ul style="list-style-type: none"> <li>• School has sufficient resources to create a safe campus</li> </ul>
2. Staff participation in surveys (CalSCHLS)	2014-15 participation in CalSCHLS staff survey= 213 (~20% participation) 2020-21 Stakeholder Survey, 231 staff participants which is ~20% of total school staff				CalSCHLS Staff Survey Participation - 50% or higher participation from all staff at each school



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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3. Contacts to Care Solace	CareSolace Contacts: Key Performance Indicators July 2020 through April 2021 Inquiries Received 2021= 1,005 Communications= 5,500 New Cases and Warm Handoffs= 127 Total Appointments into caer= 59 Anonymous searches= 399				Care Solace Key Performance Indicators show that staff are accessing the program and supports.
4. Survey results on staff professional development needs	2020-2021 Stakeholder Survey Results Adequate time for teacher collaboration= 63% I have access to the professional learning opportunities I need to grow in my role= 63% The topics covered at district-provided professional learning opportunities are relevant to my position.= 54% The district provides meaningful professional learning opportunities.= 53%				Staff have opportunities to provide input on areas where they would like to grow as professionals. CalSCHLS survey results, My school provides Staff Resources and Training to do my job effectively (90% agree)

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	I have the knowledge and skills to be effective in my role= 97%				
5. Participation in Teacher Induction Program	<ul style="list-style-type: none"> <li>In the 2020-2021 school year, 37 teachers participated in the Teacher Induction Program</li> <li>20 of our 24 Year 1 candidates from 2019-20 were rehired in 2020-2021.</li> <li>100% of candidates successfully completed the program in 2019-20.</li> </ul>				Continue to provide support for teachers through the Teacher Induction Program. 100% of candidates complete the 2-year program

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Staff programs and supports		\$0.00	No

## ITEM 10b

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• Appropriately credentialed and effective school and district administrators</li> <li>• Teacher Induction Program</li> <li>• Mentor teachers and classified staff</li> <li>• Teacher and staff recognition programs</li> </ul> <p>*associated expenditures reflected in Goal 2, Action 1</p>		
2	Clear, timely, and consistent communication	Provide appropriate and timely communication (initiatives, mandates, etc.) to staff and identify avenues for meaningful stakeholder engagement.	\$0.00	No
3	Mental health and wellness support for staff	All staff are provided access to mental health support through Care Solace	\$30,000.00	No
4	Collaboration and student connectedness time provided during the school day	Provide teacher collaboration time as well as student connectedness time during the school day	\$0.00	No
5	Provide meaningful professional learning (PL) opportunities for all staff	<p>Provide meaningful professional learning (PL) opportunities for administrators, teachers, pupil personnel services, and classified staff based on current district priorities</p> <ul style="list-style-type: none"> <li>• Survey staff on the value of current PL related to their role and responsibilities</li> <li>• Research and identify a comprehensive PL program that allows all staff to identify and participate in professional learning in areas in which they want to grow.</li> </ul>	\$0.00	No

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Action #	Title	Description	Total Funds	Contributing
6	Development of a comprehensive staff wellness program	The district will form a staff wellness committee to have shared ownership in the development of a comprehensive staff wellness program <ul style="list-style-type: none"> <li>• Collect staff feedback and call data to Identify needs</li> <li>• Research and identify community resources, support, and programs to support staff wellness</li> <li>• Communication information about the staff wellness program and how to access resources when needed</li> </ul>	\$0.00	No

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

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**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
2.66%	3,221,681

**The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.**

### Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

**Goal 1- Equity and Access**

**Action/Service:** Improve parent/family involvement and engagement

Across all schools, we see less parent involvement from our families of unduplicated students. Strategies include targeted outreach to families of unduplicated students including personal phone calls and messages in their home language, parent information on topics relevant and meaningful to families of unduplicated students, as well as transportation support to attend school and district meetings and events. Research shows that parent involvement in education is crucial. Students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school.

**Goal 1- Equity and Access**

**Action/Service:** Provide connectivity support for students who do not have access to the internet at home

Students Support Specialists as well as the Director of Pupil Services will work with families and students who identify that they do not have access to the internet at home and provide a WiFi hotspot for the entire school year. The district budgeted for this support based on the needs identified during the pandemic and discovered that the majority of students who are living in Foster Care or experiencing homelessness needed connectivity support. A study from Michigan State University found that students who do not have home internet access or who rely solely on a mobile plan for their internet access spend more time on their homework, have lower grade point averages, and have weaker digital skills, even after controlling for socioeconomic factors that potentially influence academic performance.

**Goal 2- Teaching and Learning**

**Action/Service:** Provide professional learning for all staff

In order to effectively provide services to unduplicated students, our staff needs to increase our capacity to recognize and meet each student's unique learning needs as well as recognize and address performance and opportunity gaps for our unduplicated students. Research has shown that implementing evidence based instructional strategies such as the principles of Universal Design for Learning, Culturally and Linguistically responsive practices, and trauma informed practices increases student engagement and achievement.

### Goal 2- Teaching and Learning

Action/Service: Provide English Language Development programs and supports for students who are English Learners

Planned services and supports for English Learners include:

Courses to support English Language Development (ELD)

- ELD leveled courses, Dual Language Immersions Program, Newcomer Academy
- English Language Development (ELD) curriculum and instructional materials
- Bilingual Instructional Aides
- EL Lead Teachers
- Rosetta Stone Program
- Professional development for teachers on language development strategies and student supports

Many of these programs and supports have been implemented over the last few years and have led to improved outcomes for students who are English Learners including demonstrating progress towards learning English as well as meeting the criteria to be reclassified within 5 years of instruction in the district.

### Goal 2- Teaching and Learning

Action/Service: Provide targeted interventions and supports for students performing below grade level in English Language Arts and Math. Grade and assessment data show performance gaps for unduplicated students in English Language Arts and Math. Targeted skill-building courses will be provided to help students remediate learning gaps and make progress towards mastery of grade level standards. The district will also utilize the support of instructional coaches and intervention coordinators to regularly review student performance and progress data and collaborate with teachers on the identification and implementation of effective Tier 2 and 3 interventions in the classroom.

The district is implementing several research and evidence-based programs which include Read 180, Freckle, and ALEKS. When implemented with fidelity, students have experienced accelerated growth towards meeting grade-level standards. Additionally, schools have seen success using double dosing of grade-level content classes with a paired support class that allows for content to be reviewed and retaught.

### Goal 3- Mental Health, Wellness, and Student Engagement

Action/Service: Evaluate attendance and absenteeism data to identify the root cause of the attendance issues.

Student Support Specialists work with school teams to identify students with attendance concerns. Unduplicated students show higher rates of chronic absenteeism when compared to the district average. School teams will continue to work with students and families to identify the underlying cause for students not attending school and offer resources and support. We have implemented this support in prior years and found student attendance rates increase when outreach is conducted to identify the barriers for students to attend school and provide timely and appropriate resources.

### Goal 3- Mental Health, Wellness, and Student Engagement

Action/Service: Support for first-generation college-bound students

Part time Counselor on Special Assignment will research, develop, implement, and train school staff on additional supports for the success of foster youth, students experiencing homelessness, and first-generation college-bound students

- College field trips
- College and career planning
- Support with the college admissions process and financial aid applications

American School Counseling Association's (2010) ethical standards charge school counselors with promoting equity and access to all programs in schools, closing the achievement gap, and preparing students for a full range of postsecondary options. Identifying gaps in student achievement and inequities in accessing higher education, designing and implementing appropriate interventions to bridge these gaps, and using data to measure progress towards more equitable student outcomes are important responsibilities of school counselors. Research shows that first-generation college bound students who received targeted school counseling support about the college admissions process reported feeling more confident in their choices and their ability to transition out of high school.

### Goal 3- Mental Health, Wellness, and Student Engagement

Action/Service: Enhance social-emotional systems of support, especially at the middle school level to focus on early intervention which includes increasing pupil services support at all schools to support this work.

- reduce school counselor ratios
- increase pupil personnel services by adding Bilingual Student Support Specialist and School Psychologist

The American School Counselor Association (ASCA) recommends that schools maintain a ratio of 250 students per school counselor and that school counselors spend at least 80 percent of their time working directly with or indirectly for students. Across all US schools, the average student-to-school-counselor ratio is 464 to 1. Although the reduced ratios will still be higher than the ASCA recommendations, the additional support will allow more time for each counselor to focus on direct support to students.

### Goal 1: Equity and Access

Action/Service: The District will partner with the San Diego County Office of Education (SDCOE) to begin stages of implementation for a year of professional development focused on an equity continuous improvement cycle, to include:

- Equity audits: review data through an equity lens and address inequity
- Identifying and interrupting policies, systems, structures and practices that contribute to racial disproportionality on our campuses
- Creating a culture of transparency, collaboration and courage to interrogate inequitable policies, systems, structures and practices
- Deepening the capacity of staff to understand and interrupt racism and inequitable practices

Despite implementing evidence-based practices and continuing to enhance our multi-tiered systems of support, the district continues to see lower outcomes for target student groups. The district recognized that there could be barriers in our current systems which are contributing to inequitable outcomes. Through the partnership with SDCOE, the district and all schools will engage in a process to identify our areas for improving equity and implement new or revised systems based on equity for all students.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

2020-2021 student enrollment data shows that approximately 12% of SDUHSD's students are English Learners, living in Foster Care, experiencing homelessness, and/or living in a household with low income. SDUHSD's LCFF supplemental funding allocation is budgeted district-wide for expenditures to increase student achievement, support students who are English Learners (ELs), improve support for students who are living in Foster Care, experiencing homelessness, and/or living in a household with low income, increase college and career readiness, improve school climate, support students and staff mental health and wellness, and provide meaningful and relevant professional learning opportunities for all staff.

SDUHSD will offer a variety of programs and supports specifically for students are English Learners, living in Foster Care, experiencing homelessness, and/or living in a household with low income including:

include:

#### Academic

- Co-Teaching model
- In-class tutoring support
- Before/after school tutoring programs
- Targeted courses in English, math, and executive functioning for skill building and support with mastery of grade level standards
- Intervention Team
- Planned Professional Learning

#### Social-Emotional

- School Counselors (reduced ratios for 21-22)
- Student Support Specialist (additional bilingual SSS for 21-22)
- School Psychologists (reduced ratios for 21-22)
- Social-emotional learning curriculum
- Dedicated student connection time at each school site
- Planned Professional Learning

#### English Language Learners

- Courses to support English Language Development (ELD)
- ELD leveled courses, Dual Language Immersions Program, Newcomer Academy
- English Language Development (ELD) curriculum and instructional materials
- Bilingual Instructional Aides
- EL Lead Teachers
- Rosetta Stone Program
- Professional development for teachers on language development strategies and student supports



### Foster Care or Students Experiencing Homelessness

- Counselor on Special Assignment (CoSA)
- Targeted school counseling support based on the unique needs of students who are living in Foster Care or experiencing homelessness
- College visits and field trips
- Transportation support
- WiFi hotspots
- School supplies

ITEM 10b

**Total Expenditures Table**

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$142,611,206.00	\$15,252,417.00	\$8,671,341.00	\$3,094,758.00	\$169,629,722.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$140,826,126.00	\$28,803,596.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Equitable access to schools and programs for all students					\$0.00
1	2	English Learners Foster Youth Low Income	Equity Work with SDCOE	\$34,000.00				\$34,000.00
1	3	English Learners Foster Youth Low Income	Parent and Family Engagement and Involvement	\$27,000.00				\$27,000.00
1	4	All	Recruit and Retain Diverse Staff	\$2,000.00				\$2,000.00
1	5	All	Enhance Multi-Tiered Systems of Support	\$3,000.00				\$3,000.00
1	6	Foster Youth Low Income	Connectivity Support	\$12,000.00				\$12,000.00
1	7	English Learners Foster Youth Low Income	Transportation Support	\$115,000.00				\$115,000.00
2	1	All	Comprehensive Educational Services- broad course of study, appropriately credentialed and qualified staff	\$139,264,374.00	\$12,053,132.00	\$8,157,041.00	\$2,335,258.00	\$161,809,805.00
2	2	All	Refine and enhance Academic Multi-Tiered Systems of Support (MTSS)	\$1,500.00				\$1,500.00
2	3	All	Clear learning goals for all courses		\$112,000.00			\$112,000.00

## ITEM 10b

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	4	English Learners Foster Youth Low Income	Professional Learning for all staff	\$95,000.00		\$247,300.00	\$180,000.00	\$522,300.00
2	5	English Learners	Supplemental and targeted English Language Development (ELD) programs and supports for students who are English Learners	\$882,400.00	\$23,100.00		\$33,000.00	\$938,500.00
2	6	English Learners Foster Youth Low Income	Targeted interventions and supports for students performing below grade level in English Language Arts and Math	\$1,205,400.00	\$1,696,885.00		\$420,000.00	\$3,322,285.00
2	7	All	Implement more inclusive programs		\$674,500.00			\$674,500.00
2	8	All	Extended school support and programs		\$310,000.00			\$310,000.00
3	1	All	Comprehensive supports and services to promote a positive school climate					\$0.00
3	2	All	Suicide Prevention training					\$0.00
3	3	All	Professional learning opportunities and training on providing safe and inclusive schools and classrooms		\$23,800.00			\$23,800.00
3	4	English Learners Foster Youth Low Income	Evaluate attendance and absenteeism data to identify and address the root cause of student attendance issues	\$740,817.00			\$126,500.00	\$867,317.00
3	5	English Learners Foster Youth Low Income	Enhance social-emotional systems of support	\$150,000.00	\$242,000.00	\$267,000.00		\$659,000.00
3	6	All	Programs and best practices to build student social-emotional skills		\$87,000.00			\$87,000.00
3	7	English Learners Foster Youth Low Income	Support for first generation college bound students	\$78,715.00				\$78,715.00
4	1	All	Staff programs and supports					\$0.00
4	2	All	Clear, timely, and consistent communication					\$0.00
4	3	All	Mental health and wellness support for staff		\$30,000.00			\$30,000.00

## ITEM 10b

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4	All	Collaboration and student connectedness time provided during the school day					\$0.00
4	5	All	Provide meaningful professional learning (PL) opportunities for all staff					\$0.00
4	6	All	Development of a comprehensive staff wellness program					\$0.00

## ITEM 10b

## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$3,340,332.00	\$6,576,117.00
<b>LEA-wide Total:</b>	\$3,340,332.00	\$6,576,117.00
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Equity Work with SDCOE	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$34,000.00	\$34,000.00
1	3	Parent and Family Engagement and Involvement	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$27,000.00	\$27,000.00
1	6	Connectivity Support	LEA-wide	Foster Youth Low Income	All Schools	\$12,000.00	\$12,000.00
1	7	Transportation Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$115,000.00	\$115,000.00
2	4	Professional Learning for all staff	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$95,000.00	\$522,300.00
2	5	Supplemental and targeted English Language Development (ELD) programs and supports for students who are English Learners	LEA-wide	English Learners	All Schools	\$882,400.00	\$938,500.00
2	6	Targeted interventions and	LEA-wide	English Learners	All Schools	\$1,205,400.00	\$3,322,285.00

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Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		supports for students performing below grade level in English Language Arts and Math		Foster Youth Low Income			
3	4	Evaluate attendance and absenteeism data to identify and address the root cause of student attendance issues	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$740,817.00	\$867,317.00
3	5	Enhance social-emotional systems of support	LEA-wide	English Learners Foster Youth Low Income		\$150,000.00	\$659,000.00
3	7	Support for first generation college bound students	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$78,715.00	\$78,715.00

**Annual Update Table Year 1 [2021-22]**

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

## Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).



- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

## Requirements and Instructions

**General Information** – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

**Comprehensive Support and Improvement** – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

# Stakeholder Engagement

## Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

## Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

### Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

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- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

**Prompt 2:** “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

### ***Focus Goal(s)***

**Goal Description:** The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

### ***Broad Goal***

**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

### ***Maintenance of Progress Goal***

**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Explanation of why the LEA has developed this goal:** Explain how the actions will sustain the progress exemplified by the related metrics.

### ***Measuring and Reporting Results:***

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

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- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.



Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496(b)* in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC Section 306*, provided to students and professional development activities specific to English learners.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

### **Goal Analysis:**

Enter the LCAP Year



Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

## **Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students**

### **Purpose**

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

### **Requirements and Instructions**

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

**Percentage to Increase or Improve Services:** Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

**Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:** Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

**Required Descriptions:**

**For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools:** Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

### For School Districts Only:

#### Actions Provided on an LEA-Wide Basis:

**Unduplicated Percentage > 55%:** For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

**Unduplicated Percentage < 55%:** For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

#### Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40% or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

**“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”**

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Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

## Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

## ITEM 10b

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** May 17, 2021

**BOARD MEETING DATE:** June 17, 2021

**PREPARED BY:** Bryan Marcus, Associate Superintendent,  
Educational Services

**SUBMITTED BY:** Lucile Lynch, Interim Superintendent

**SUBJECT:** **ADOPTION OF ANNUAL UPDATES, REVISIONS  
OF BOARD POLICIES & ADMINISTRATIVE  
REGULATIONS, SERIES 6000, INSTRUCTION (13)**

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### EXECUTIVE SUMMARY

San Dieguito Union High School District (SDUHSD) is a member of the California School Boards Association (CSBA). CSBA provides guidance and board policy templates for member districts. SDUHSD Board Policies are reviewed annually by staff. The following policies are being submitted for Board approval and are reflective of the most recent changes since the 6000 series was reviewed on September 17, 2020. The policies are shown in an editing format consistent with CSBA guidance, blue strikeouts denote deletions and red insertions denote updates and/or revisions.

<b>6000 Series (13)</b>	<b>Instruction</b>
BP 6141.5	Advanced Placement (revised)
AR 6141.5	Advanced Placement (new)
BP 6142.8	Comprehensive Health Education (revised)
AR 6142.8	Comprehensive Health Education (revised)
BP 6146.1	High School Graduation Requirements (revised)
AR 6146.11	Alternative Credits Toward Graduation (revised)
E 6146.11	Alternative Credits Toward Graduation (new)
BP 6146.2	Certificate of Proficiency/High School Equivalency (revised)
AR 6146.2	Certificate of Proficiency/High School Equivalency (revised)
E 6146.2	Certificate of Proficiency/High School Equivalency (new)
BP 6161.1	Selection and Evaluation of Instructional Materials (revised)
AR 6161.1	Selection and Evaluation of Instructional Materials (revised)
E 6161.1	Selection and Evaluation of Instructional Materials (new)

### RECOMMENDATION:

It is recommended that the Board adopt the annual updates and revisions of Board Policy Series 6000, Instruction (13), Educational Services, as shown in the attached supplement.

# San Dieguito Union High School District

## Advanced Placement

BP 6141.5

### Instruction

To encourage district students to challenge themselves academically, develop college-level skills, and be more competitive when applying for admission to postsecondary institutions, the Governing Board shall offer opportunities to high school students to take Advanced Placement (AP) courses and ~~pass-participate in~~ AP examinations.

The Superintendent or designee shall recommend subject areas for AP courses at each school based on student interest and the availability of qualified certificated staff, instructional materials, and other resources. ~~The Superintendent or designee shall also explore alternative methods of delivering AP courses, such as online courses or distance learning.~~

The Superintendent or designee may consult and collaborate with feeder schools to ensure that students are offered the opportunity to take coursework that will prepare them for AP courses.

All students who meet course prerequisites shall have equal access to AP courses.

Grades for AP courses shall be assigned in accordance with Board policy and administrative regulation.

The Superintendent or designee shall ~~make efforts to encourage~~ *provide opportunities for* students to participate in AP courses and to take end-of-course AP exams by creating support systems for AP students, such as resource centers and programs to recognize student accomplishments. In addition, the Superintendent or designee may explore partnerships with colleges and universities to help encourage students to pursue postsecondary education.

To increase the capacity of district schools to offer AP courses, the Superintendent or designee shall provide staff development and support to teachers of such courses. This professional development may include, but is not limited to, opportunities for teachers to obtain information on the curriculum of specific courses, ~~and~~ instructional methods, ~~and data-driven decision-making;~~ mentoring for prospective teachers of AP courses; and opportunities for staff within the district to share course syllabi and practices.

The Board ~~desires-requires~~ that every district AP course receive authorization to use the AP designation by the College Board. To that end, the Superintendent or designee shall coordinate the process for submitting courses for approval as part of the College Board AP course audit.

### ***Examination Fee***

*To the extent feasible, the district shall reduce the cost of AP examination fees for eligible students. At the beginning of each school year, the Superintendent or designee shall notify parents/guardians of the availability of funds for this purpose and shall provide information on how income-eligible students may apply for funding.*

ITEM 10c

Legal Reference:

EDUCATION CODE

52240-52242 Advanced Placement program

UNITED STATES CODE, TITLE 20

6534 Advanced Placement exam fee program

Management Resources:

WEB SITES

AASA The School Superintendents Association

(3/02 7/08) 4/14

**Board Adopted: September 19, 2019**

***Revised (Proposed): June 17, 2021***



# San Dieguito Union High School District

## Advanced Placement

AR 6141.5

### **Instruction**

The District strives to provide equitable access to Advanced Placement (AP) courses and opportunities for high school students to participate in the optional AP exams. Due to the large number of students in SDUHSD who choose to participate in the optional AP Exams, the following Policies and Regulations will apply for SDUHSD administration of AP Exams each year.

The AP Exam schedule is set by the College Board each year with AP Exam dates typically during the month of May. The College Board also sets the deadline for AP Exam ordering each year and the District establishes registration deadlines aligned to the College Board exam ordering deadlines. The fall registration deadline is in October and the spring registration deadline is in February each year. The specific AP Exam registration deadlines for each year are posted on the SDUHSD AP Exam website.

SDUHSD administers only the AP exams for which corresponding AP courses are offered within the District. Sitting for an AP Exam is not a required element of a SDUHSD AP Course. They are optional exams.

### **Registration Process**

Due to the high demand to participate in the optional AP Exams, SDUHSD uses a tiered system for student registration for AP Exams. SDUHSD students who are currently enrolled in an SDUHSD AP Course at one of the District's high schools are guaranteed an opportunity to register for the corresponding optional AP subject exam. All other students who wish to register for the optional AP Exams are placed on a waiting list.

### **AP Exam Waiting List**

Students on the AP Exams waiting list are not guaranteed an opportunity to register for the requested AP exam(s) and should continue to explore other opportunities to participate in the optional AP Exams at other testing centers. Students on the AP Exam waiting list are notified in March of their status. After final registration has closed in late February, SDUHSD evaluates the current College Board requirements as well as the needed facilities, space, furniture, equipment, and proctors to make final decisions about students on the waitlist for each AP Exam.

The District makes every effort possible to accommodate all students on the waitlist but registration for students on the waitlist is not guaranteed. If the District is able to accommodate students on the waitlist, registration is prioritized for current SDUHSD students by grade level. If the District is able to accommodate additional students on the waitlist, students who are homeschooled and out of district students will be offered an opportunity to register by grade level.

Students on the waitlist are offered an opportunity to register in the order listed below.

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- Current grade 12 SDUHSD students
- Current grade 11 SDUHSD students
- Current grade 10 SDUHSD students
- Current grade 9 SDUHSD students
- Current grade 8 SDUHSD students
- Current grade 7 SDUHSD students
- Grade 12 students who are Homeschooled
- Grade 12 out of district students
- Grade 11 students who are Homeschooled
- Grade 11 out of district students
- Grade 10 students who are Homeschooled
- Grade 10 out of district students
- Grade 9 students who are Homeschooled
- Grade 9 out of district students
- Grade 8 students who are Homeschooled
- Grade 8 out of district students
- Grade 7 students who are Homeschooled
- Grade 7 out of district students

**AP Exam Fees**

The College Board charges set fees to the testing site for all AP exams ordered by the District within the College Board registration and materials ordering deadline. The demand for participation in the optional AP Exams at SDUHSD requires the District to secure facilities that can accommodate large groups (over 1,000) at one time. It is also the District's responsibility to provide exam proctors, required equipment, and test taking supplies. To be able to provide expanded access to the optional AP Exams, the District sets the fee schedule for SDUHSD AP Exam registration. The fees are posted on the SDUHSD AP Exams website and revised each year as needed. Students who register after the deadline and before the late deadline will be subject to late fees in addition to the cost of the exam(s).

**AP Exam Fee Reductions**

Students with a significant financial need may be eligible for a reduced fee or waived fee for the optional AP Exams. The College Boards sets the eligibility criteria for reduced or waived fees for the optional AP Exams. Students should review the College Board's eligibility criteria on the website (<https://accommodations.collegeboard.org/eligibility>) and work with their school counselor and Assistant Principal to complete the steps to receive an AP Exam fee reduction or waiver. Fee reductions are available but must be applied for on an annual basis.

**Steps to Apply for AP Exam Fee Reductions**

Students must submit an application and supporting documentation to their school counselor or Assistant Principal. Fee reduction and fee waiver applications may take several days to process and approve. Students with an approved reduced or waived fee application will be provided a discount code which will reduce or waive the exam fees when completing the online exam payment. Payment of the balance due can be submitted online or mailed in.

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Students with an approved fee reduction or fee waiver application must adhere to the same exam ordering and payment deadlines as all other students, submit payment by the deadline, and activate their exam on the College Board MyAP site by the deadline. Fee reduction applications submitted during the late payment period will be subject to late payment fees.

**Submitting Payment for the Optional AP Exams**

For the optional AP Exams to be ordered, students must submit an AP Exam payment by the payment deadline and activate their exam on the College Board MyAP site by the deadline as well. Exam registration is not complete until payment is submitted and the exam is activated with the Join Code on MyAP.

The SDUHSD AP Coordinator cannot complete processing of an exam order if both steps are not completed by the applicable deadlines.

**Accommodations for AP Exams**

Some students with disabilities are eligible for accommodations on the College Board AP Exams. Students cannot take the AP Exams with accommodations unless their request for accommodations has been approved by the College Board's Services for Students with Disabilities (SSD). Accommodations information can be obtained from your special education case manager or counselor. Applications must be submitted in advance for approval from the College Board.

**Exam Cancellation:**

Students have the right to cancel their registration for the optional AP Exams at any time. Students who wish to cancel their registration for the optional AP Exams should contact their site Assistant Principal.

Students who order and pay for an exam but decide to cancel their registration before the payment deadline for their school site and course will receive a refund less processing fees. Processing fees that are included in the exam price are non-refundable.

Students who order and pay for an exam but decide to cancel their registration after the payment deadline for their school and course has closed will receive a partial refund. A non-refundable fee of \$35 will be retained for cancellation requests submitted between the payment deadline and the end of April.

Exams cancelled on or after April 30 as well as students who do not sit for their exam on exam day, are not eligible for a refund.

**AP Exam Schedule and Testing Location**

The College Board sets the AP Exam schedule which includes the exam dates and times worldwide. The District and SDUHSD schools are not able to change the date and times of AP Exams set by the College Board.

Students with complete AP Exam(s) registration will be assigned an exam date for each AP Exam for which they are registered. Students can view their assigned AP Exam date in the MyAP system in late March.

## ITEM 10c

The location for exams is assigned based on the number of examinees and space availability. Exams administration locations will vary depending on space availability and needs. Almost all exams take place off campus to accommodate large groups. Specific locations and information will be posted on the SDUHSD AP Exams website (<https://www.sduhsdapexams.com/>) along with parking information. Please see [Directions to Exam Sites](#) for more information. It is the student's responsibility to make sure they know where to report and at what time. Students will not be eligible for a make up exam due to reporting at the incorrect location or the incorrect time.

**AP Exam Regulations**

Please note the following College Board regulations:

- Students may not take both the AP Calculus AB and BC exams in the same calendar year.
- Students wanting to take both of the AP Physics C exams will be charged for two exams.
- Only students who have completed the AP Computer Science Principles in-course assessments can take the Computer Science Principles AP® Exam.
- **Check in for morning exams is at 7:30 a.m. and 12:01 p.m. for afternoon exams and will take approximately 30 minutes.** During Check In, students will complete exam identification information. Please make sure that you are in the room on time since every minute before the exam timing begins also counts! Morning exam administration will begin at EXACTLY 8am and afternoon at 12:30pm. Students who report after exam administration begins will not be admitted. No exceptions. **Exams will take on average 4 hours (calculated from check in). Exam lengths vary - please make sure you're familiar with the structure of your specific exam (and add at least 45 minutes to the exam administration time for instructions and breaks.) Please notify your coaches of AP® Test dates and times and plan accordingly. Students will not be allowed to leave the test early. Early departure will mean that the departure is reported to College Board, that the exam is cancelled and that no refund will be issued.**
- Students must bring a current picture ID card, two #2 pencils, pens, erasers, and calculators (if applicable – see AP® Security Rules for approved types) with fresh batteries to the test room. **Without a current picture ID a student WILL NOT be admitted. ELECTRONIC COMMUNICATION DEVICES, BACKPACKS, PURSES OR BAGS ARE NOT ALLOWED IN TESTING CENTERS.** We recommend those are left at home or in your vehicle. Students MAY bring water and snacks in clear containers (see through) and carried in plastic bags. These items may also be left in designated areas outside the testing area (or inside the larger facilities at a storage space.) These items may not be accessed during testing, but can be accessed at the break between exams. Cell phones or study materials in these bags will be confiscated and may result in disciplinary action.
- Students must adhere to the Test Site Regulations for the duration of the exam period. Consequences may include removal from exam and cancellation of scores or being banned from future College Board examinations. **See Test Site**

**Reschedule an AP Exam**

The College Board has a strict criteria for students to qualify for rescheduling an AP Exam to the Late Testing (make-up) window. In addition, the reason for requesting late testing must also meet the SDUHSD Board Approved regulations for excused absences. In conjunction with College

ITEM 10c

Board regulations, SDUHSD approved reasons to reschedule an exam include: extreme illness (hospitalization or medical care, a doctor's note will be required), bereavement, court appearance, conflict with another AP Exam, or a school sponsored sport or academic event. Additional fees may apply and documentation may be required.

Students are not eligible for Late Testing for reasons such as: family trips, conflict with an in-class exam/activity, failure to attend the exam, or having selected the incorrect AP Exam subject when the exam order was submitted.

Students who have a qualifying reason to reschedule their exam should contact their site Assistant Principal.

Legal Reference:

EDUCATION CODE

52240-52242 Advanced Placement program

UNITED STATES CODE, TITLE 20

6534 Advanced Placement exam fee program

Management Resources:

WEB SITES

[AASA The School Superintendents Association](#)

**Board Adopted (Proposed): June 17, 2021**

## San Dieguito Union High School District

### Comprehensive Health Education

BP 6142.8

#### Instruction

The Governing Board believes that health education should foster the knowledge, skills, and attitudes that students need in order to lead healthy lives and avoid high-risk behaviors, *and that creating a safe, supportive, inclusive, and nonjudgmental environment is crucial in promoting healthy development for all students.* The district's health education program shall be part of a coordinated school health system which supports the *physical, mental, and social* well-being of students and is linked to district and community services and resources.

Goals for the district's health education program shall be designed to promote student wellness and shall include, but not be limited to, goals for nutrition education ~~and~~, physical activity, *and other school-based activities that promote student well-being.*

The district shall provide a planned, sequential, research-based, and developmentally appropriate health education curriculum for students in grades ~~K~~7-12 which is aligned with the state's content standards and curriculum framework *and integrated with other content areas of the district's curriculum.* The Superintendent or designee shall determine the grade levels and subject areas in which health-related topics will be addressed, in accordance with law, Board policy, and administrative regulation.

As appropriate, the Superintendent or designee shall involve school administrators, teachers, school nurses, health professionals representing various fields of health care, parents/guardians, community-based organizations, and other community members in the development, implementation, and evaluation of the district's health education program. Health and safety professionals may be invited to provide related instruction in the classroom, school assemblies, and other instructional settings.

The Superintendent or designee shall provide professional development as needed to ensure that health education teachers are knowledgeable about academic content standards and effective instructional methodologies.

The Superintendent or designee shall provide periodic reports to the Board regarding the implementation and effectiveness of the district's health education program which may include, but not be limited to, a description of the district's program and the extent to which it is aligned with the state's content standards and curriculum framework, the amount of time allotted for health instruction at each grade level, ~~and~~ student achievement of district standards for health education, *and the manner in which the district's health education program supports the physical, mental, and social well-being of students.*

Legal Reference:

EDUCATION CODE

8850.5 Family relationships and parenting education

ITEM 10c

35183.5 Sun protection  
49413 First aid training  
49430-49434 Nutrition standards  
49490-49494 School breakfast and lunch programs  
49500-49505 School meals  
51202 Instruction in personal and public health and safety  
51203 Instruction on alcohol, narcotics and dangerous drugs  
51210 Areas of study  
51210.8 Health education curriculum  
51220.5 Parenting skills and education  
51260-51269 Drug education  
51513 Diploma of graduation, without passage of high school exit examination  
51880-51881.5 Health education, legislative findings and intent  
51890-51891 Comprehensive health education programs  
51913 District health education plan  
51920 Inservice training, health education  
51930-51939 California Healthy Youth Act  
CALIFORNIA CODE OF REGULATIONS, TITLE 5  
11800-11801 District health education plan  
UNITED STATES CODE, TITLE 42  
1751-1769j National School Lunch Program  
1758b Local wellness policy  
1771-1793 Child nutrition

Management Resources:

AMERICAN ASSOCIATION FOR HEALTH EDUCATION PUBLICATION

National Health Education Standards: Achieving Excellence, 2007

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve, 2008

Health Framework for California Public Schools: Kindergarten Through Grade Twelve, 2003

WEB SITE

AASA The School Superintendents Association

(11/03 11/05) 7/08 *3/21*

**Board Adopted: September 19, 2019**

***Revised (Proposed): June 17, 2021***

# San Dieguito Union High School District

## Comprehensive Health Education

AR 6142.8

### Instruction

#### Content of Instruction

The district's health education program shall include instruction at the appropriate grade levels in the following content areas:

1. Alcohol, tobacco, and other drugs
2. Human growth, development, and sexual health
3. Injury prevention and safety

Instruction related to injury prevention and safety may include, but is not limited to, first aid, protective equipment such as helmets, ~~prevention of brain and spinal cord injuries~~, violence prevention, topics related to bullying and harassment, and Internet safety.

4. Mental, emotional, and social health
5. Nutrition and physical activity
6. Personal and community health

Instruction in personal and community health may include, but is not limited to, oral health, personal hygiene, sun safety, *vision and* hearing protection, transmission of germs and communicable diseases, symptoms of common health problems and chronic diseases ~~such as asthma and diabetes, emergency procedures~~, and the effect of behavior on the environment.

Within each of the above content areas, instruction shall be designed to assist students in developing:

1. An understanding of essential concepts related to enhancing health
2. The ability to analyze internal and external influences that affect health
3. The ability to access and analyze health information, products, and services
4. The ability to use interpersonal communication skills, decision-making skills, and goal-setting skills to enhance health
5. The ability to practice behaviors that reduce risk and promote health



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6. The ability to promote and support personal, family, and community health

### ***High School Health Education***

*Whenever the Board requires a course in health education for graduation from high school, the district's high school health education course(s) shall include instruction in:*

- 1. Sexual harassment and violence, including, but not limited to, the affirmative consent standard as defined in Education Code 67386. When delivering such instruction, teachers shall consult information related to sexual harassment and violence in the Health Education Framework for California Public Schools.*
- 2. Compression-only cardiopulmonary resuscitation (CPR), which is based on national evidence-based emergency cardiovascular care guidelines for the performance of compression-only CPR and includes instruction relative to the psychomotor skills necessary to perform compression-only CPR.*

### **~~Exemption-Students Excused from Health Instruction~~**

Upon written request from a parent/guardian, a student shall be excused from any part of health instruction that conflicts with ~~his/her~~*the student's* religious training and beliefs, including personal moral convictions.

~~Students so excused shall be given an alternative educational activity.~~

*The district shall excuse a student from instruction in comprehensive sexual health education and HIV prevention education if the student's parent/guardian requests in writing that the student be excused. The district shall not administer any exam, survey, or questionnaire which contains questions about the student's or the student's family's personal beliefs or practices in sex, family life, morality, or religion unless the student's parent/guardian has given written permission.*

*However, the district may administer anonymous, voluntary, and confidential tests, questionnaires, and surveys containing age-appropriate questions about students' attitudes concerning or practices relating to sex, as long as parents/guardians are notified of the right to request in writing that the student be excused from participation. A student shall be excused from participating in any such research or evaluation tools if the student's parent/guardian requests in writing to excuse the student from participation.*

### **Involvement of Health Professionals**

Health care professionals, health care service plans, health care providers, and other entities participating in a voluntary initiative with the district are prohibited from communicating about a product or service in a way that is intended to encourage persons to purchase or use the product or service. However, the following activities may be allowed:

1. Health care or health education information provided in a brochure or pamphlet that contains the logo or name of a health care service plan or health care organization, if provided in coordination with the voluntary initiative

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2. Outreach, application assistance, and enrollment activities relating to federal, state, or county-sponsored health care insurance programs *if the activities are conducted in compliance with the statutory, regulatory, and programmatic guidelines applicable to those programs.*

Legal Reference:

EDUCATION CODE

8850.5 Family relationships and parenting education

35183.5 Sun protection

49413 First aid training

49430-49434 Nutrition standards

49490-49494 School breakfast and lunch programs

49500-49505 School meals

51202 Instruction in personal and public health and safety

51203 Instruction on alcohol, narcotics and dangerous drugs

51210 Areas of study

51210.8 Health education curriculum

51220.5 Parenting skills and education

51260-51269 Drug education

51513 Diploma of graduation, without passage of high school exit examination

51880-51881.5 Health education, legislative findings and intent

51890-51891 Comprehensive health education programs

51913 District health education plan

51920 Inservice training, health education

51930-51939 California Healthy Youth Act

CALIFORNIA CODE OF REGULATIONS, TITLE 5

11800-11801 District health education plan

UNITED STATES CODE, TITLE 42

1751-1769j National School Lunch Program

1758b Local wellness policy

1771-1793 Child nutrition

Management Resources:

AMERICAN ASSOCIATION FOR HEALTH EDUCATION PUBLICATION

National Health Education Standards: Achieving Excellence, 2007

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WEB SITE

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(11/03 11/05) 7/08 *3/21*

**Board Adopted: September 19, 2019**

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| *Revised (Proposed): June 17, 2021*

# San Dieguito Union High School District

## High School Graduation Requirements

BP 6146.1

### Instruction

The Governing Board desires to prepare all students to *successfully complete the* ~~obtain a~~ high school *course of study and obtain a* diploma ~~so that they can take advantage of that represents their educational achievement and increases their~~ opportunities for postsecondary education and employment.

### Course Requirements

To obtain a high school diploma, students shall complete ~~at least~~ the following courses in grades 9 through 12, with each course being one year unless otherwise specified.

A total of 230 semester periods of credit earned in grades 9-12. Included within the 230 credits that students must earn are the following:

1. Four courses in English: English 9, English 10, English 11, English 12 or equivalent
2. Three courses in mathematics in grades 9-12. At least one mathematics course shall meet or exceed state academic content standards for Algebra I or Mathematics I (or a course equivalent), per Ed. Code 51224.5.. Completion of such coursework prior to grade 9 shall satisfy the Algebra I or Mathematics I requirement, but shall not exempt a student from the requirement to complete three mathematics courses in grades 9-12.
3. Two courses in science, including biological and physical sciences
4. Three courses in social studies, including United States history and geography; world history, culture, and geography; a one-semester course in American government and civics; and a one-semester course in economics as follows:
  - One course of World History in grade 10
  - One course of United States History in grade 11
  - One semester of American Government in grade 12
  - One semester of Economics in grade 12
5. One course in visual or performing arts (see UC/CSU admission rules)
6. Two courses (four semesters) in physical education in grades 9-10, unless the student has been otherwise exempted pursuant to other sections of the Education Code
7. One course in Practical Arts/Career Technical Education

The Board of Trustees delegates to the Superintendent *or designee* the authority to waive a high

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school graduation requirement. Because the prescribed course of study may not accommodate the needs of some students, the Board shall provide alternative means for the completion of prescribed courses in accordance with the law.

### **Exemptions ~~and Waivers~~ from District-Adopted Graduation Requirements**

*District students are required to complete graduation course requirements specified above, including the requirements imposed by Education Code 51225.3 and those adopted by the Board. However, a ~~A~~ foster youth, homeless student, child of a military family, or migrant student who transfers into the district ~~or between district schools~~ any time after completing ~~his/her~~ the second year of high school, ~~or a newly arrived immigrant student who is in the third or fourth year of high school and is participating in a newcomer program, shall be exempted from any graduation requirements adopted by the Board that are in addition to statewide course requirements. ~~shall be required to complete all graduation requirements specified in Education Code 51225.3 but shall be exempt from any additional district-adopted graduation requirements, unless~~ This exemption shall not apply if the Superintendent or designee makes a finding that the student is reasonably able to complete the requirements in time to graduate by the end of ~~his/her~~ the fourth year of high school. Within 30 days of the transfer ~~or of the commencement of participation in a newcomer program, as applicable, the Superintendent or designee shall notify any such-eligible student shall be notified~~ of the availability of the exemption and whether ~~he/she~~ the student qualifies for it.~~*

*~~In addition, the Superintendent or designee shall facilitate the on-time graduation of children of military families by waiving specific course requirements for graduation if the student has satisfactorily completed similar coursework in another district.~~*

### **Retroactive Diplomas**

Any student who completed grade 12 in the 2003-04 through 2014-15 school year and met all applicable graduation requirements other than the passage of the high school exit examination shall be granted a high school diploma.

*In addition, the district may retroactively grant high school diplomas to former students who:*

- 1. Departed California against their will while in grade 12 and did not receive a diploma because the departure interrupted their education, provided that they were in good academic standing at the time of the departure*

*Persons may be considered to have departed California against their will if they were in custody of a government agency and were transferred to another state, were subject to a lawful order from a court or government agency that authorized their removal from California, were subject to a lawful order and were permitted to depart California before being removed from California pursuant to the lawful order, were removed or were permitted to depart voluntarily pursuant to the federal Immigration and Nationality Act, or departed due to other circumstances determined by the district that are consistent with the purposes of Education Code 48204.4.*

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*In determining whether to award a diploma under these circumstances, the Superintendent or designee shall consider any coursework that may have been completed outside of the United States or through online or virtual courses.*

2. *Were interned by order of the federal government during World War II or are honorably discharged veterans of World War II, the Korean War, or the Vietnam War, provided that they were enrolled in a district school immediately preceding the internment or military service and did not receive a diploma because their education was interrupted due to the internment or military service in those wars.*

*Deceased former students who satisfy these conditions may be granted a retroactive diploma to be received by their next of kin.*

3. *Are veterans who entered the military service of the United States while in grade 12 and who had satisfactorily completed the first half of the work required for grade 12 in a district school*
4. *Were in their senior year of high school during the 2019-20 school year, were in good academic standing and on track to graduate at the end of the 2019-20 school year as of March 1, 2020, and were unable to complete the statewide graduation requirements as a result of the COVID-19 crisis.*

### ***Honorary Diplomas***

*The Board may grant an honorary high school diploma to:*

1. *A student who is terminally ill*

*The honorary diploma shall be clearly distinguishable from the regular diploma of graduation awarded by the district.*

#### **Legal Reference:**

##### **EDUCATION CODE**

- 47612 Enrollment in charter school
- 48200 Children between ages of 6 and 18 years (compulsory full-time education)
- 48204.4 Evidence of residency for school enrollment
- 48412 Certificate of proficiency
- 48430 Continuation education schools and classes
- 48645.5 Enrollment of former juvenile court school students
- 48980 Annual notification to parents/guardians
- 49701 Flexibility in enrollment of children of military families
- 51224 Skills and knowledge required for adult life
- 51224.5 Algebra in course of study for grades 7-12
- 51225.1 Exemption from district graduation requirements
- 51225.2 Course credits; foster youth, homeless youth, former juvenile court school students and

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military-connected students

51225.3 Graduation requirements; courses that satisfy college entrance criteria

51225.35 Mathematics course requirements; computer science

51225.36 Instruction in sexual harassment and violence; districts that require health education for graduation

51225.5 Honorary diplomas

51225.6 Instruction in cardiopulmonary resuscitation

51228 Graduation requirements

51230 Credit for community emergency response training

51240-51246 Exemptions from requirements

51250-51251 Assistance to military dependents

51410-51413 Diplomas

51420-51427 High school equivalency certificates

51430 Retroactive high school diplomas

51440 Retroactive high school diplomas

51450-51455 Golden State Seal Merit Diploma

51745 Independent study

56390-56392 Recognition for educational achievement, special education

66204 Certification of high school courses as meeting university admissions criteria

67386 Student safety; affirmative consent standard

CODE OF REGULATIONS, TITLE 5

1600-1651 Graduation of students from grade 12 and credit toward graduation

4600-4670 Uniform complaint procedures

COURT DECISION

A.M. v. Albertsons, LLC, (2009) Cal.App.4th 455

Management Resources:

WEB SITE

[AASA The School Superintendents Association](#)

(12/16 12/17) 12/18 *12/20*

**Board Adopted: September 19, 2019**

**Board Revised: September 17, 2020**

***Revised (Proposed): June 17, 2021***

## San Dieguito Union High School District

### Alternative Credits Toward Graduation

AR 6146.11

#### Instruction

#### WORK EXPERIENCE EDUCATION

Enrolled students shall be granted up to 40 semester periods of credit for work experience education under one or more of the following combinations:

- a) By enrolling in the district Exploratory Work Experience/Internship education course, students may earn a maximum of 20 credits, within 4 semesters.
- b) By enrolling in the district Work Experience education course, students may earn a maximum of 40 credits within 8 semesters.

SDUHSD shall post concurrent off campus coursework to the district transcript and grant credit toward high school graduation for coursework successfully completed at public or private institutions only in compliance with the following regulations:

- No student may begin to acquire high school credits until after the completion of 8<sup>th</sup> grade. Middle school students may not place off campus classes on the SDUHSD transcript.
- Students must be enrolled at a SDUHSD high school while attending an approved off campus class in order to receive credit on a SDUHSD transcript.
- No more than 30 credits from the combined areas of concurrent off campus college courses, private instruction, adult or public school courses may be added to the SDUHSD high school transcript.
- The off campus course must be taken at an institution that is **fully** accredited by WASC or equivalent regional accrediting body, offers coursework leading to a high school diploma and issues grades and credits on transcripts. **Courses taken through providers that are accredited as Supplementary Education will not be accepted for credit.**
- Only courses with the same course title and curriculum content as shown by a course description from the off campus institution will count as repeats of courses taken in SDUHSD high schools for GPA calculation. All earned grades remain on the SDUHSD transcript.
- A SDUHSD Off-Campus Course Permission Request Form (E6146.11) with a course description and evidence of accreditation attached must be signed by the parent/guardian/Educational rights holder and counselor and submitted in advance of a student enrolling in the off-campus course. A course description and evidence of school accreditation and/or the school's current UC a-g list must be attached to the form.
- ~~SDUHSD will not accept the following online coursework for credit: online visual and performing art courses, online physical education courses, or online lab science courses.~~
- The student shall receive the same letter grade for the high school credit as is granted by the college, public or private institution.



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- College courses and private or public school honors courses do not receive weighted credit on SDUHSD transcripts with the exception of College Board Advanced Placement or International Baccalaureate courses that are weighted by the University of California for the year taken. AP courses must be on the outside school's College Board AP Course Audit ledger for the year taken in order to be placed on the transcript.
- Off campus math courses may not be used to accelerate from college prep to SDUHSD honors level math courses unless they are taken in combination with a SDUHSD Bridge course.
- Upon completion, a student must submit an official transcript that includes the grade issued and credits earned for it to be posted. Once off campus credits are posted to a transcript, they may not be removed.

**OFF CAMPUS COLLEGE COURSES**

The district shall grant credit toward high school graduation for concurrent coursework successfully completed at a fully accredit community college or state college only as follows:

1. The class subject must be one that is included in the district's prescribed course of study.
2. A single (3 or more unit) college course is equal to a 5 credit semester high school course on a SDUHSD transcript. Some college courses may be eligible for 10 credits on the SDUHSD transcript. The Superintendent or designee must pre-approve 10 credit college courses
3. The student shall receive the same course title and letter grade for the high school credit as is granted by the college. College courses do not receive weighted grades on SDUHSD transcripts.
4. Once off campus credits are posted to the transcript, they may not be removed.

**CONCURRENT OFF CAMPUS PRIVATE INSTRUCTION**

An enrolled student shall receive credit toward high school graduation for concurrent private instruction only under the following conditions:

1. The institution has been fully (not Supplementary) accredited by WASC or regional equivalent and/or UC approved.
2. The class subject must be one that is included in the district's prescribed course of study.
3. The student shall receive the same course title, letter grade and credit for the high school credit as is granted by the private school.

**LANGUAGE OTHER THAN ENGLISH INSTRUCTION**

The district shall grant credit for language other than English courses successfully completed in a private school and shall apply the credit toward meeting elective requirements prescribed for grades 9-12, only provided that all of the following conditions are met:

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1. The courses are in languages designated in Education Code 51244 or State Board of Education Regulations.
2. The student is regularly enrolled or applying to the district in grades 9-12.
3. The school is fully (not Supplementary) accredited by WASC or regional equivalent and/or UC approved, or on the SDUHSD approved list of unaccredited language programs for the school year the course is taken.
4. The amount of credit sought equals at least one semester's work. To receive college preparatory elective course credit, the language school must be WASC accredited and/or be UC approved. Non-accredited courses in languages other than English will be awarded non-college preparatory elective credit on the SDUHSD transcript only. Private language other than English courses that are not offered by SDUHSD do not count as part of the 30 credit off campus credit limit.
5. The principal or designee determines that the student's achievement is equivalent to that expected of a student of comparable ability taking the same or similar instruction in district schools. This determination shall be based on the private school's report of final grade.

**CALIFORNIA STANDARDIZED TESTS (SUNSET HIGH SCHOOL ALTERNATIVE EDUCATION ONLY)**

Students may earn credit for scoring "Standard Met" or better on the Smarter Balanced Assessments Consortium (SBAC) for English language arts (ELA) and Mathematics as part of the California Assessment of Student Performance and Progress in grade 11. Students will earn FIVE credits for each subject area test passed with a score of "Standard Met" or better. Elective credit for the subject will be given on a pass/fail basis. Credits earned by demonstrating proficiency on the SBAC subject area tests will not be college preparatory credits. Students may not apply credits earned from SBAC proficiency toward specific subject area classes that are mandatory requirements for graduation. Credit may only be earned from subject area tests taken during enrollment at Sunset High School. Credits earned while enrolled at Sunset High School from the demonstration of proficiency on the tests will be transferable to other district high schools. Additional tests added to the SBAC program in the future will follow the same protocol for credit accumulation.

Legal Reference:

EDUCATION CODE

35160 Authority of governing boards

35160.1 Broad authority of school districts

48412 Certificate of proficiency

48645.5 Enrollment of former juvenile court school students

48800-48802 Attendance at community college

51220 Areas of study; grades 7-12

51225.3 Graduation requirements; courses that satisfy college entrance criteria

51240-51246 Exemptions from requirements

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51420-51427 High school equivalency certificates  
51440 Retroactive high school diplomas  
51740-51741 Authority to provide instruction by correspondence  
51745-51749.3 Independent study  
51760-51769.5 Work experience education  
52300-52499.66 Career technical education  
VEHICLE CODE  
12814.6 Teen driver's act  
CODE OF REGULATIONS, TITLE 5  
1600-1635 Alternative credit  
10070-10075 Work experience education  
11500-11508 Regional occupational centers and programs  
11520-11523 Proficiency examination and certificate  
11700-11703 Independent study  
UNITED STATES CODE, TITLE 20  
2301-2414 Strengthening Career and Technical Education for the 21st Century Act

Management Resources:

WEB SITE

Website [AASA The School Superintendents Association](#)

(7/04 3/06) 7/08

**Board Adopted: September 19, 2019**

***Revised (Proposed): June 17, 20***

**San Dieguito Union High School District  
OFF CAMPUS COURSE PERMISSION REQUEST FORM**

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Student Name: \_\_\_\_\_ Stu ID: \_\_\_\_\_ Graduation Year: \_\_\_\_\_

**Please review the following district policies (Board Policy 6146.11/AR) carefully:**

- No more than 30 credits** from concurrent off campus college courses, private instruction, or public school courses may be transferred onto the San Dieguito Union High School District (SDUHSD) high school transcript.
  - Students must be enrolled in a district high school while attending an approved off campus class to receive credit on a SDUHSD transcript. No student may begin to acquire high school credits until after the completion of 8th grade. Middle school students may not place off campus classes on the SDUHSD transcript.
  - ~~SDUHSD will not accept the following online coursework for credit: online lab science courses, online physical education courses, or online visual and performing arts courses.~~
  - The off campus course must be taken at an institution that is fully accredited by WASC (or regional equivalent), that offers coursework leading to a high school diploma and that issues transcripts showing grades and credits earned. Courses taken through providers that are only accredited as *Supplementary Ed* programs by WASC will not be accepted for credit. SDUHSD cannot recommend any specific outside program and it is SDUHSD practice not to proctor outside exams.**
  - Courses in language other than English will be awarded elective credit on the SDUHSD transcript only if the school is fully accredited by WASC (or regional equivalent) or appears on the SDUHSD-approved list of non-accredited language programs for the current school year. To receive college preparatory elective credit, the language school must be fully WASC-accredited and/or be UC approved.**
  - The student shall receive the same letter grade for the high school credit as is granted by the college, public or private institution.
  - A 3-unit college course is equal to a 5 credit high school course. College courses and private or public school honors courses do not receive weighted credit on SDUHSD transcripts with the exception of College Board Advanced Placement or International Baccalaureate courses that are weighted by the University of California for the school year taken. **AP courses must be on the outside school's AP Course Audit Ledger for the year taken in order to be placed on the transcript. Students who take an off-campus AP course are not guaranteed a spot to register with SDUHSD for that AP exam and will be placed on a waitlist.**
  - Off campus math courses may not be used to accelerate from college prep to SDUHSD honors level math courses unless they are taken in combination with a SDUHSD Bridge course (see current counselor for bridge information).**
  - Only courses with the same course title and content will count as repeats of courses taken in SDUHSD high schools for GPA calculation. All earned grades will remain on the SDUHSD transcript.
  - Once off campus credits are placed on a transcript, they may not be removed.
- SDUHSD shall post coursework to the transcript and grant credit toward high school graduation for coursework successfully completed at a community college, state college, public or private institution **only if all of the following steps are completed:**
- A course description and evidence of school accreditation and/or the school's current UC a-g list must be attached to this form.
  - This form must be signed by the parent/guardian/educational rights holder, and counselor and submitted to the registrar **prior** to a student enrolling in the off campus course.
  - Upon course completion, student must submit an official transcript that includes the grade issued and credits earned.**

Course Name: \_\_\_\_\_ Course #: \_\_\_\_\_ Credits: \_\_\_\_\_ Term: Semester 1    2    Summer

School \_\_\_\_\_ CEEB Code \_\_\_\_\_ Accreditation \_\_\_\_\_

Circle all that apply:

Reason for taking this course:    HS Graduation Requirement    College Eligibility    Remediate Prior Grade    Personal Interest

Have you taken off campus courses before?    Yes    No    If Yes, how many? \_\_\_\_\_

Why have you decided to take this course off campus? \_\_\_\_\_

\_\_\_\_\_  
Parent/Guardian/Educational Rights Holder Signature

\_\_\_\_\_  
High School Counselor Signature

\_\_\_\_\_  
Date

**NOTE: The off campus course you have requested to post toward a graduation requirement for SDUHSD may not be accepted by the UC/CSU system, private colleges and universities, out-of-state institutions, or NCAA as fulfilling requirements. It is your responsibility to check with an admissions officer from each campus to which you intend to apply.**

## San Dieguito Union High School District

### Certificate of Proficiency/High School Equivalency

BP 6146.2

#### Instruction

The Governing Board desires that every student have the opportunity to earn a high school diploma through successful completion of ~~class work and examination~~ *district graduation requirements*. However, when a student is unable to do so, the Board encourages completion of an alternative program that allows ~~him~~ *her/the student* to obtain an equivalent certificate.

Eligible persons *who pass the California High School Proficiency Examination* may obtain a certificate of proficiency *from the State Board of Education (SBE)*. *Eligible persons who pass a general educational development test designated by the SBE may obtain* ~~or~~ a high school equivalency certificate ~~in accordance with law, Board policy and administrative regulation~~ *from the testing service*.

The Superintendent or designee ~~may post~~ *shall make* information available to interested persons regarding the eligibility and examination requirements of each program.

*Interested persons shall register for the test directly with the testing service and pay the applicable fee. However, the fee shall be waived for a homeless or foster youth who is under age 25 years, meets all other registration requirements, and submits certification of homeless or foster youth status.*

#### Legal Reference:

##### EDUCATION CODE

48400-48403 Compulsory continuation education

48410 Exemption from continuation classes

48412 Certificate of proficiency

48413 Enrollment in continuation classes

48414 Reenrollment in district

51420-51427 High school equivalency certificate

52052 Accountability; numerically significant student subgroups

##### CODE OF REGULATIONS, TITLE 5

11520-11523 Proficiency examination and certificate

11530-11532 High school equivalency certificate

#### Management Resources

##### WEBSITE

AASA The School Superintendents Association

(9/87 6/91) 3/03 *12/20*

**Board Adopted: September 19, 2019**

***Revised (Proposed): June 17, 2021***

# San Dieguito Union High School District

## Certificate of Proficiency/High School Equivalency

AR 6146.2

### Instruction

#### Certificate of Proficiency

The ~~principal of each school maintaining~~ *Superintendent or designee shall distribute to each student in* grades 11 and 12 ~~may distribute to each student in those grades~~ an announcement explaining the California High School Proficiency Examination (CHSPE). Announcements from the California Department of Education (CDE) or its contractor shall be distributed early enough to enable interested students to register for the test to be given in the fall of that year.

The *Superintendent or designee* ~~principal also~~ shall advise students that the certificate of proficiency awarded upon passing the CHSPE, while equivalent to a high school diploma, is not the equivalent of completing all coursework required for high school graduation and therefore students should contact the admissions office of the college or university they are interested in attending to determine if the certificate satisfies college admission requirements.

~~Any~~ student may take the CHSPE if ~~he/she~~ *the student* meets one of the following conditions:

1. Is age 16 or older
2. Has been enrolled in the 10th grade for one school year or longer
3. Will complete one school year of enrollment in 10th grade at the end of the semester during which the CHSPE will be administered

If a student receives the certificate of proficiency, the district shall indicate the student's accomplishment and the date of the award on the student's official transcript.

~~Any~~ student who has received the certificate of proficiency may be exempted from compulsory school attendance upon ~~his/her~~ *the student's* request, with verified parent/guardian consent as appropriate. *For this purpose, the Superintendent or designee shall provide a consent form which contains at least the following information:*

~~The consent form to be exempted from compulsory school attendance shall be provided by the Superintendent or designee and shall contain at least the following information:-~~

1. A general explanation of the student's rights of exemption from compulsory attendance and of re-enrollment in the public *high* schools
2. The date of issuance of the certificate of proficiency
3. The signature of the parent/guardian and the date

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4. The signature of the school administrator who has personally confirmed the authenticity of the parent/guardian's signature and the date

If a student age 16 or 17 terminates ~~his/her~~ enrollment after receiving the high school proficiency certificate, ~~he/she~~ the student may re-enroll in the district. If ~~he/she~~ the student subsequently terminates enrollment again, ~~he/she~~ the student may be denied re-enrollment until the beginning of the following semester.

### High School Equivalency Certificate

An eligible person may earn a high school equivalency certificate by passing a general educational development test designated by the State Board of Education pursuant to Education Code 51420, including the General Educational Development (GED) test, *or* the High School Equivalency Test (HiSET), ~~or the Test Assessing Secondary Completion (TASC).~~

Any person is eligible to take a test leading to a high school equivalency certificate if ~~he/she~~ the person is a resident of California or a member of the armed forces assigned to duty in California and meets any one of the following criteria:

1. Is 18 years of age or older, or is within 60 days of ~~his/her~~ the person's 18th birthday, regardless of enrollment status
2. Is not currently enrolled in school and is within 60 days of when ~~he/she~~ the person would have graduated from high school had ~~he/she~~ the person remained in school and followed the usual course of study
3. Is 17 years of age, has been out of school for at least 60 consecutive days, and provides a letter of request for the test from the military, a postsecondary educational institution, or a prospective employer
4. *Is 17 years of age, has accumulated fewer than 100 units of high school credit, is confined to a state or county hospital or to an institution maintained by a state or county correctional facility, and meets other criteria listed in 5 CCR 11532*
5. Is 17 years of age, has accumulated fewer than 100 units of high school credit prior to enrollment in an academic program offered by a dropout recovery high school as defined in Education Code 52052, and has successfully completed the dropout recovery high school's instructional program which is aligned to state standards, offers the opportunity for a high school diploma, and provides services for at least one year

Legal Reference:

EDUCATION CODE

48400-48403 Compulsory continuation education

48410 Exemption from continuation classes

48412 Certificate of proficiency

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48413 Enrollment in continuation classes  
48414 Reenrollment in district  
51420-51427 High school equivalency certificate  
52052 Accountability; numerically significant student subgroups  
CODE OF REGULATIONS, TITLE 5  
11520-11523 Proficiency examination and certificate  
11530-11532 High school equivalency certificate

Management Resources

WEBSITE

AASA The School Superintendents Association

(11/07 7/12) 8/14 *12/20*

**Board Adopted: September 19, 2019**

***Revised (Proposed): June 17, 2021***



# San Dieguito Union High School District

## Certificate of Proficiency/High School Equivalency

Exhibit 6146.2

### Instruction

#### NOTICE AND CONSENT TO DISCONTINUE SCHOOL ATTENDANCE FOR STUDENTS WITH A CERTIFICATE OF PROFICIENCY

Notice of Student Rights: Students who pass the California High School Proficiency Examination (CHSPE) and receive a Certificate of Proficiency issued by the State Board of Education may continue to attend school, but upon request will be exempted from compulsory school attendance pursuant to Education Code 48410. If the student is under 18 years of age, the student's parent/guardian must also provide approval in order for the student to discontinue school attendance.

If the student leaves school after receiving a Certificate of Proficiency and is under 18 years of age, the student may later decide to re-enroll in the district with no adverse consequences. In this case, the student may be required to meet new or additional requirements established since the student was previously enrolled. If the student re-enrolls and then leaves school again, the student may be denied re-admittance until the beginning of the following semester.

For further information about leaving school after obtaining the Certificate of Proficiency, contact the principal or school guidance counselor.

Student's name: \_\_\_\_\_

School: \_\_\_\_\_

Date on which the Certificate of Proficiency was issued: \_\_\_\_\_

To be completed by student: I understand the rights granted to students who are awarded the Certificate of Proficiency to disenroll from school, and to re-enroll if desired before the age of 18. I hereby notify the school district of my intent to disenroll from school.

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_

To be completed by parent/guardian: I hereby grant consent for my minor child to disenroll from school.

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_

To be completed by parent/guardian: I hereby grant consent for my minor child to disenroll from school.

Parent/guardian's name (please print): \_\_\_\_\_

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Signature: \_\_\_\_\_

To be completed by school administrator: I hereby verify the parent/guardian's signature and date recorded above.

Name of school administrator (please print): \_\_\_\_\_

Position: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Board Adopted (Proposed): June 17, 2021**

# San Dieguito Union High School District

## Selection and Evaluation of Instructional Materials

BP 6161.1

### Instruction

The Governing Board desires that district instructional materials, as a whole, present a broad spectrum of knowledge and viewpoints, reflect society's diversity, and enhance *instructors' ability to educate all students through* the use of multiple teaching strategies and technologies. The Board shall adopt instructional materials based on a determination that such materials are an effective learning resource to help students achieve grade-level competency and that the materials meet criteria specified in law. Textbooks, technology-based materials, and other educational materials shall be aligned with academic content standards and the district's curriculum to ensure that they effectively support the district's adopted courses of study.

The Board shall select instructional materials for use in grades K-8 that have been approved by the State Board of Education (SBE) or *that have otherwise, during the district's review process,* been determined to be aligned with the state academic content standards adopted pursuant to Education Code 60605 or the Common Core State Standards adopted ~~pursuant to Education Code 60605.8 by SBE.~~

The Board shall adopt instructional materials for grades 9-12 upon determining that the materials meet the criteria specified in law and *accompanying* administrative regulation.

### Review Process

~~The Superintendent or designee shall establish a process by which~~*In selecting or adopting instructional materials, the Board shall be reviewed for*~~consider the recommendation of the Superintendent or designee and/or an advisory committee established to review the materials. to the Board. Toward that end, he/she may establish an instructional materials review committee to evaluate and recommend instructional materials.~~

~~The review process shall involve teachers in a substantial manner and shall encourage the participation of parents/guardians and community members.—~~

~~In addition, the instructional materials review committee may include administrators, other staff who have subject matter expertise, and students as appropriate.~~

~~If the district chooses to use instructional materials for grades K-8 that have not been adopted by the SBE, the Superintendent or designee shall ensure that a majority of the participants in the district's review process are classroom teachers who are assigned to the subject area or grade level of the materials.—~~

~~Individuals who participate in the selection or review of instructional materials shall not have a conflict of interest, as defined in administrative regulation, in the materials being reviewed.~~

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~~The committee shall review instructional materials using criteria provided in law and administrative regulation, and shall provide the Board with documentation supporting its recommendations.~~

~~All recommended instructional materials shall be available for public inspection at the district office.~~

~~The district may pilot instructional materials, using a representative sample of classrooms for a specified period of time during a school year, in order to determine how well the materials support the district's curricular goals and academic standards. Feedback from teachers piloting the materials shall be made available to the Board before the materials are adopted.~~

### Public Hearing on Sufficiency of Instructional Materials

The Board shall annually conduct one or more public hearings on the sufficiency of the district's ~~textbooks and other~~ instructional materials, *including textbooks, technology-based materials, other educational materials, and tests. Technology-based materials include, but are not limited to, software programs, video disks, compact disks, optical disks, video and audio tapes, lesson plans, databases, and the electronic equipment required to make use of those materials by students and teachers as a learning resource.*

The hearing shall be held on or before the end of the eighth week from the first day students attend school for that year.

The Board encourages participation by parents/guardians, teachers, interested community members, and bargaining unit leaders at the hearing. Ten days prior to the hearing, the Superintendent or designee shall post a notice in three public places within the district containing the time, place, and purpose of the hearing. The hearing shall not take place during or immediately following school hours.

At the hearing(s), the Board shall determine, through a resolution, whether each student in each school, including each English learner, has sufficient textbooks or instructional materials ~~which that~~ are aligned to the ~~state~~ content standards adopted ~~pursuant to Education Code 60605 or the Common Core State Standards adopted pursuant to Education Code 60605.8 and which are by SBE~~ *and* consistent with the content and cycles of the state's curriculum frameworks. Sufficiency of instructional materials shall be determined in each of the following subjects:

1. Mathematics
2. Science
3. History-social science
4. English language arts, including the English language development component of an adopted program

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5. World/ language
6. Health

The Board shall also determine the availability of science laboratory equipment, as applicable to science laboratory courses offered in grades 9-12.

In making these determinations, the Board shall consider whether each student has sufficient textbooks ~~and/or other~~ instructional materials to use in class and to take home. ~~However, this does not require that each student have two sets of materials. The materials may be in a digital format as long as each student, at a minimum, has and can access the same materials in the class and to take home as all other students in the same class or course in the district and has the ability to use and access them at home.~~ However, the materials shall not be considered sufficient if they are photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage.

*If materials are in a digital format, they shall be considered sufficient as long as each student, at a minimum, has and can access the same materials in the class and to take home as all other students in the same class or course in the district, and has the ability to use and access them at home.*

If the Board determines that there are insufficient textbooks or instructional materials, ~~it~~ *the district* shall provide information to classroom teachers and to the public setting forth, for each school in which an insufficiency exists, the percentage of students who lack sufficient standards-aligned textbooks or instructional materials in each subject area and the reasons that each student does not have sufficient textbooks or instructional materials. The Board shall take any action, ~~except an action that would require reimbursement by the Commission of State Mandates,~~ to ensure that each student has sufficient materials within two months of the beginning of the school year in which the determination is made.

The degree to which every student has sufficient access to standards-aligned instructional materials shall be included in the district's local control and accountability plan.

### Complaints

Complaints concerning instructional materials shall be handled in accordance with ~~law, Board policy, and administrative regulation.~~ *BP/AR 1312.2- Complaints Concerning Instructional Materials or AR 1312.4- Williams Uniform Complaint Procedures, as applicable.*

#### Legal Reference:

##### EDUCATION CODE

- 220 Prohibition of discrimination
- 1240 County superintendent of schools, duties
- 33050-33053 General waiver authority
- 33126 School accountability report card
- 35272 Education and athletic materials

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44805 Enforcement of course of studies; use of textbooks, rules and regulations  
49415 Maximum textbook weight  
51501 Nondiscriminatory subject matter  
52060-52077 Local control and accountability plan  
60000-60005 Instructional materials, legislative intent  
60010 Instructional Materials, definition  
60040-60052 Requirements for instructional materials  
60060-60063.5 Requirements for publishers and manufacturers  
60070-60076 Prohibited acts (re instructional materials)  
60110-60115 Instructional materials on alcohol and drug education  
60119 Hearing on sufficiency of instructional materials  
60200-60210 Elementary school materials  
60226 Requirements for publishers and manufacturers  
60350-60352 Core reading program instructional materials  
60400-60411 High school textbooks  
60510-60511 Donation for sale of obsolete instructional materials  
60605 State-adopted content and performance standards in core curricular areas  
60605.8 California Assessment of Academic Achievement: Academic Content Standards  
Commission  
60605.86-60605.88 Supplemental instructional materials aligned with Common Core State  
Standards  
CODE OF REGULATIONS, TITLE 5  
9505-9530 Instructional materials

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Instructional Materials FAQ

01-05 Guidelines for Piloting Textbooks and Instructional Materials, rev. January 2015

WEBSITE

[AASA The School Superintendents Association](#)

(11/11 11/12) 7/17 *10/20*

**Board Adopted: September 19, 2019**

***Revised (Proposed): June 17, 2021***

## San Dieguito Union High School District

### Selection and Evaluation of Instructional Materials

AR 6161.1

#### Instruction

##### *Review Process*

*The district's review process for evaluating instructional materials shall involve teachers in a substantial manner and shall encourage the participation of parents/guardians and community members in accordance with Education Code 6002. The review process may also involve administrators, other staff who have subject-matter expertise, and students as appropriate. The Superintendent or designee shall seek input from stakeholders with diverse backgrounds and perspectives.*

*If the district is considering the use instructional materials for grades 7-8 that have not been adopted by the State Board of Education (SBE), the Superintendent or designee shall ensure that a majority of the participants in the district's review process are classroom teachers who are assigned to the subject area or grade level of the materials.*

*The Superintendent or designee may establish an advisory committee to conduct the review of instructional materials.*

*The Superintendent or designee shall present to the Governing Board recommendations for instructional materials and documentation that supports the recommendations.*

*All recommended instructional materials shall be available for public inspection at the district office.*

*When possible, the district may pilot instructional materials in a representative sample of classrooms for a specified period of time during a school year, in order to determine the extent to which the materials support the district's curricular goals and academic standards. Feedback from teachers piloting the materials shall be made available to the Board before the materials are adopted.*

#### **Criteria for Selection and Adoption of Instructional Materials**

In recommending textbooks or other instructional materials for adoption by the Board, the Superintendent or designee shall ensure that the materials:

1. Are aligned to ~~any applicable academic~~*the* content standards adopted by ~~the State Board of Education (SBE) pursuant to Education Code 60605 and/or Common Core Standards adopted pursuant to Education Code 60605.8~~*and consistent with the content and cycles of the curriculum framework adopted by SBE*

For grades ~~7K-8~~, ~~the Superintendent or designee shall select~~*only* instructional materials

## ITEM 10c

~~from among~~ the list of materials adopted by the SBE and/or other materials that have not been adopted by the SBE but are aligned with the state academic content standards ~~and/or~~ the Common Core State Standards *may be recommended for selection*.

For grades 9-12, ~~the Superintendent or designee shall review~~ instructional materials in history-social science, mathematics, English/language arts, and science *shall be reviewed* using a standards map in order to determine the extent to which the materials are aligned to state academic content standards.

- ~~2. For grades 9-12, are provided by publishers that comply with the requirements of Education Code 60040-60052, 60060-60062, and 60226-~~
32. Do not reflect adversely upon persons because of ~~their race or ethnicity, gender, religion, disability, nationality, sexual orientation, occupation, or other characteristic listed in Education Code 220, nor contain any sectarian or denominational doctrine or propaganda contrary to law~~ *any characteristic specified in law and BP 0410- Nondiscrimination in District Programs and Activities, nor contain any sectarian or denominational doctrine or propaganda contrary to law.*
43. To the satisfaction of the Board, are accurate, objective, current, and suited to the needs and comprehension of district students at their respective grade levels
54. With the exception of literature and trade books, use proper grammar and spelling
65. Do not expose students to a commercial brand name, product, or corporate or company logo unless the Board makes a specific finding that the use is appropriate based on one of the following:
- a. The commercial brand name, product, or corporate or company logo is used in text for an educational purpose as defined in guidelines or frameworks adopted by the SBE.
  - b. The appearance of a commercial brand name, product, or corporate or company logo in an illustration is incidental to the general nature of the illustration.
- ~~7. If the materials are technology-based materials, are both available and comparable to other, equivalent instructional materials-~~
86. Meet the requirements of Education Code 60040-60043 for specific subject content, *including, but not limited to, accurately portraying society's cultural and racial diversity*
97. Support the district's adopted courses of study and curricular goals
108. Contribute to a comprehensive, balanced curriculum
119. Demonstrate reliable quality of scholarship as evidenced by:



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- a. Accurate, up-to-date, and well-documented information
- b. Objective presentation of diverse viewpoints
- c. Clear, concise writing and appropriate vocabulary
- d. Thorough treatment of subject matter

~~1210.~~ Provide for a wide range of materials at all levels of difficulty, with appeal to students of varied interests, abilities, and developmental levels

~~1311.~~ ~~Include materials that~~ Stimulate discussion of contemporary issues and improve students' thinking and decision-making skills

~~14.~~ ~~Contribute to the proper articulation of instruction through grade levels~~

~~1512.~~ As appropriate, have corresponding versions available in languages other than English

~~1613.~~ Include high-quality teacher's guides

~~17.~~ ~~Meet high standards in terms of the quality, durability, and appearance of paper, binding, text, and graphics~~

~~1814.~~ When available, include options for lighter weight materials in order to help minimize any injury to students by the combined weight of instructional materials

*In addition to meeting the above criteria as applicable, technology-based materials shall:*

- 1. Be both available and comparable to other, equivalent instructional materials*
- 2. Be accessible to all students, including economically disadvantaged students, students with disabilities, and English learners*
- 3. Protect the privacy of student data*

### Conflict of Interest

To ensure integrity and impartiality in the evaluation and selection of instructional materials, ~~any district employee~~*individuals* who ~~is-are~~ participating in the evaluation of instructional materials and *are* not otherwise designated in the district's conflict of interest code shall sign a disclosure statement indicating that he/she:

1. ~~Shall-will~~ not accept any emolument, money, or other valuable thing or inducement to directly or indirectly introduce, recommend, vote for, or otherwise influence the adoption or purchase of any instructional material.

Sample copies of instructional materials are excepted from this prohibition.

2. ~~Is-Are~~ not employed by nor receives compensation from the publisher or supplier of the

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instructional materials or any person, firm, organization, subsidiary, or controlling entity representing it

- ~~3. Does not have and will not negotiate a contractual relationship with the publisher or supplier of the instructional materials or any person, firm, organization, subsidiary, or controlling entity representing it~~
43. Does not have an interest as a contributor, author, editor, or consultant in any textbook or other instructional material submitted to the district

Legal Reference:

EDUCATION CODE

- 220 Prohibition of discrimination
  - 1240 County superintendent of schools, duties
  - 33050-33053 General waiver authority
  - 33126 School accountability report card
  - 35272 Education and athletic materials
  - 44805 Enforcement of course of studies; use of textbooks, rules and regulations
  - 49415 Maximum textbook weight
  - 51501 Nondiscriminatory subject matter
  - 52060-52077 Local control and accountability plan
  - 60000-60005 Instructional materials, legislative intent
  - 60010 Instructional Materials, definition
  - 60040-60052 Requirements for instructional materials
  - 60060-60063.5 Requirements for publishers and manufacturers
  - 60070-60076 Prohibited acts (re instructional materials)
  - 60110-60115 Instructional materials on alcohol and drug education
  - 60119 Hearing on sufficiency of instructional materials
  - 60200-60210 Elementary school materials
  - 60226 Requirements for publishers and manufacturers
  - 60350-60352 Core reading program instructional materials
  - 60400-60411 High school textbooks
  - 60510-60511 Donation for sale of obsolete instructional materials
  - 60605 State-adopted content and performance standards in core curricular areas
  - 60605.8 California Assessment of Academic Achievement: Academic Content Standards Commission
  - 60605.86-60605.88 Supplemental instructional materials aligned with Common Core State Standards
- CODE OF REGULATIONS, TITLE 5
- 9505-9530 Instructional materials

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Instructional Materials FAQ

- 01-05 Guidelines for Piloting Textbooks and Instructional Materials, rev. January 2015

ITEM 10c

WEBSITE

AASA The School Superintendents Association

(11/10 11/11) 11/12 *10/20*

**Board Adopted: September 19, 2019**

***Revised (Proposed): June 17, 2021***

## **San Dieguito Union High School District**

### **Selection And Evaluation Of Instructional Materials**

#### **Exhibit 6161.1**

#### **Instruction**

Whereas, the Governing Board of the San Dieguito Union High School District, in order to comply with the requirements of Education Code 60119, held a public hearing on (date), at (time) o'clock, which is on or before the eighth week of school (between the first day that students attend school and the end of the eighth week from that day) and which did not take place during or immediately following school hours, and;

Whereas, the Board provided at least 10 days' notice of the public hearing by posting it in at least three public places within the district stating the time, place, and purpose of the hearing, and;

Whereas, the Board encouraged participation by parents/guardians, teachers, members of the community, and bargaining unit leaders in the public hearing, and;

Whereas, information provided at the public hearing detailed the extent to which sufficient textbooks or other instructional materials were provided to all students, including English learners, in the San Dieguito Union High School District, and;

Whereas, the definition of "sufficient textbooks or instructional materials" means that each student, including each English learner, has a standards-aligned textbook or instructional materials to use in class and to take home, which may include materials in a digital format but shall not include photocopied sheets from only a portion of a textbook or instructional materials copied to address a shortage, and;

Whereas, textbooks or instructional materials in core curriculum subjects should be aligned with state academic content standards and/or the Common Core State Standards adopted by the State Board of Education;

#### **Finding of Sufficient Textbooks or Instructional Materials**

Whereas, sufficient standards-aligned textbooks or other instructional materials that are consistent with the cycles and content of the curriculum frameworks were provided to each student, including each English learner, in the following subjects:

- Mathematics
- Science
- History-social science
- English language arts, including the English language development component of an adopted program
- World language
- Health

ITEM 10c

Whereas, laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive;

Therefore, it is resolved that for the (year) school year, the San Dieguito Union High School District has provided each student with sufficient standards-aligned textbooks or other instructional materials that are consistent with the cycles and content of the curriculum frameworks.

**Finding of Insufficient Textbooks or Instructional Materials**

Whereas, information provided at the public hearing and to the Board at the public meeting detailed that insufficient standards-aligned textbooks or other instructional materials were provided to students in the following subjects and grade levels at district schools:

---

Whereas, sufficient textbooks or other instructional materials were not provided at each school listed above due to the following reasons:

---

Therefore, it is resolved, that for the (year) school year, the San Dieguito Union High School District has not provided each student with sufficient textbooks or other instructional materials that are consistent with the cycles and content of the curriculum framework, and;

Be it further resolved, that the following actions will be taken to ensure that all students have sufficient standards-aligned textbooks or other instructional materials in all subjects that are consistent with the cycles and content of the curriculum frameworks within two months of the beginning of the school year in which this determination is made.

---

PASSED AND ADOPTED THIS (day) of (month, year) at a meeting, by the following vote:

AYES: \_\_\_\_\_ NOES: \_\_\_\_\_ ABSENT: \_\_\_\_\_

Attest: \_\_\_\_\_

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Secretary

---

President

**Board Adopted (Proposed): June 17, 2021**

# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** June 11, 2021

**BOARD MEETING DATE:** June 17, 2021

**PREPARED BY:** Bryan Marcus, Associate Superintendent /  
Educational Services

**SUBMITTED BY:** Lucile Lynch, Interim Superintendent

**SUBJECT:** **ADOPTION OF SCHOOL PLANS FOR STUDENT  
ACHIEVEMENT (SPSA) FOR CARMEL VALLEY  
MIDDLE SCHOOL AND PACIFIC TRAILS MIDDLE  
SCHOOL**

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### EXECUTIVE SUMMARY

The School Plan for Student Achievement (SPSA) is a strategic plan that describes how resources available to the school will be utilized to improve educational programs and services and increase student achievement. SPSA development should be aligned with the Local Control and Accountability Plan (LCAP).

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including Title I schoolwide programs (SWP), Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). SDUHSD schools which receive funding for federal school improvement programs include; Diegueno Middle School (Title I SWP), Earl Warren Middle School (Title I SWP), Oak Crest Middle School (Title I SWP), and Sunset High School (CSI).

Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. Although it is only a requirement that schools identified as Title I, CSI, TSI, and/or ATSI develop a SPSA, SDUHSD requires that all schools run a School Site Council (SSC) to develop and annually review the SPSA, establish an annual

budget, and make modifications to the plan that reflect changing needs and priorities. District schools that do not receive federal school improvement funds describe in the SPSA the use of state and local funds to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning.

SPSAs for District Title I and CSI schools were presented to the Board and adopted in October 2021. SPSAs for Pacific Trails Middle School and Carmel Valley Middle School are being presented for Board review and adoption at the June 17, 2021 Board meeting.

The SPSA for district high schools also complements accreditation reviews by the Western Association of Schools and Colleges (WASC). Canyon Crest Academy, La Costa Canyon High School, San Dieguito High School Academy, and Torrey Pines High School are in the process of revising their SPSA to align with the most recent Western Association of Schools and Colleges (WASC) report. High school plans will be submitted for approval in fall 2021.

## **RECOMMENDATION**

It is recommended that the Board approve the School Plans for Student Achievement for Carmel Valley Middle School and Pacific Trails Middle School, as shown in the attached supplements.

## **FUNDING SOURCE:**

Local Control Funding Formula (LCFF)



## The School 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: Victoria Kim  
Date of this revision: December 2020

The School 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: Victoria E. Kim  
Position: Principal  
Telephone Number: (858) 481-8221  
Address: 3800 Mykonos Lane  
San Diego, CA 92130  
E-mail Address: victoria.kim@sduhsd.net

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



## ITEM 10d

## 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 currently serves approximately 898 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 wellness goals focus on making middle school a supportive and enjoyable transition while encouraging high academic achievement. Over 20 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. In 2018, Carmel Valley Middle School was named a National Blue Ribbon 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 40.7%% White, 31.4% Asian, 13%

## ITEM 10d

Hispanic or Latino, 0.68% Black or African American, and 12.5% Two or More Races. The school also has 341 students of 889 who speak a home language other than English, with 32 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, Student Support Time, 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 B Honors 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, Academic Quiz Bowl, Science 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 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 Modified Program 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 during and after school programs that are tailored to address individual learning

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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 teacher lead 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 an Induction Coach 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 which included two evening meetings this year, Parent Information Nights throughout the year based on needs as determined by parent and administrative collaboration, Parent Education Nights throughout the year, PTSA organization membership or board participation, School Site Council, School Site Safety Committee, English Learner Advisory Committee, District Special Education Task Force, District Safety and Wellness Committee, Site Wellness Committee, and a wide variety of volunteering opportunities. Training is provided by parents, staff and consultants.

With Distance Learning this year, we have used the Advisory time on Wednesdays and the Student Support Block to provide connectedness and targeted intervention 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)

Due to COVID 19 and the resulting school shutdown, there are no scores for state testing in the 2019-20 school year.

In 2018-2019, students scored well above the state and county averages in both ELA and Math.

2018-2019 CAASPP results show that 86% of 7th and 8th grade students Met or Exceeded Standards in ELA and 84% of 7th and 8th grade students 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 .6% in ELA, with an increase of 25.5 points above average. Students with Disabilities demonstrated similar progress in Math where the percentage of students who Met/Exceeded standards increased by 0.36% when compared to the previous year, which had seen

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significant growth from the year before. While our Students with Disabilities scored similarly to the previous year and continues to score significantly higher than the state average, there is still a recognized need to monitor and support this subgroup.

The CELDT test was phased out in 2018 and replaced with the ELPAC. The Summative ELPAC assessment for English Learners, administered in the spring of 2019, established a new baseline to determine future measurable outcomes in determining EL progress. Results from the 2018-2019 release of the California School Dashboard show performance of English Learners on the ELPAC. 48.78% of English Learners scored at Well Developed Level (Level 4), 26.83% scored at the Moderately Developed Level (Level 3), 8.54% of students scored at the Somewhat Developed Level (Level 2), and 15.85% scored at the Beginning Stage (Level 1).

Due to the Covid-19 pandemic, ELPAC testing in the 2019-2020 school year was suspended.

The 2018-19 CAASPP scores, 2020 STAR Scores in ELA and Math 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 performance for all students from 2016 to 2019, with some fluctuations in our EL population. The scores from this subgroup tend to fluctuate, especially in ELA because there are different English Learner students tested from year to year. The overall steady performance rates indicate that the supports in place should continue to be provided to maintain or increase improvement in future years.

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 3.7% for all students, a .6% decrease from the previous year. Multiyear discipline data shows that CVMS has had a steady suspension rate of approximately 1.5% and an expulsion rate of 0%-0.2%.

The 2019 Healthy Kids Survey was altered slightly this year in its administration due to the district's decision to have a different organization administer the tests. As a result of this change, only 7th graders were surveyed for the 2019 Healthy Kids Survey. 2018 results indicated 83% of 7th graders perceived school as very safe or safe, increased from last year's 77% of students who reported feeling safe at school. Only 73% of 7th graders perceived that there were caring adult relationships at school, while 90% of students last year felt there was an adult at school who cared about them. 79% of 7th graders reported strongly agreeing or agreeing that they felt school connectedness, compared to 68% of students in 2018 who 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 continually increase the percentage of students who feel like they are part of the school.

The CoVitality Social Emotional screener was used twice so far in the last calendar year to assess student's wellbeing during distance learning. Strengths were reported in the following areas. Belief-in-Self: Self-awareness - 72%, Persistence - 45%, Self-Efficacy - 72%. Emotional Competence Empathy: - 85%, Emotional Reg - 78%, Self-Control - 69%. Belief-in-Others: Peer Support - 70%, School Support - 72%, Family Coherence - 78%. Engaged Living: Gratitude - 52%, Zest - 22%, Optimism - 15%. Areas to enhance were reported in the following areas. Belief-in-Self: Self-awareness - 25%, Persistence - 45%, Self-Efficacy - 26%. Emotional Competence: Empathy - 13%, Emotional Reg - 21%, Self-Control - 28%. Belief-in-Others: Peer Support - 23%, School Support - 23%, Family Coherence - 17%.

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 three years.

### C. Involvement Process

#### Involvement Process:

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

During the 2019-2020 school year, the SSC worked with the Principal to review current goals, analyze and discuss school progress on goals, and then approved school 2020-21 school goals at the May 2020 school site council meeting. School Site Council continued to meet to revise and develop goals for the school based on perceived student needs from 2019-20 at meetings on October 14, 2020, December 16, 2020., April 28, 2021, and June 1, 2021. School progress was also presented to staff at the all staff meetings in the Fall and Spring during the 2019-20 school year with instructions to PLC groups to further investigate the results to help discussion and decision on individual PLC goals. Input was also taken from the Department Chair leaders as to the overall goals as well as the action plan for each goal.

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.

**D. Summary of Progress Made on 2018-19 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:**

For Teacher Student SBAC ELA	Scores	grades 2017-2018	- to	D/F 2018-2019 SRI	in	All list ELA levels	and	for Math (pre	for	the All Student and	entire and	Students Feedback school Subgroups post)
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For ELlevation ELPAC/CELDT SBAC D/F English	progress	scores- scores- monitoring- Enrichment	- not not	not available class	English	not available for	available for	available second semester progress	for	for semester	Learners Data 2019-20 2019-20 2019-20 data
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On PLC Teacher Survey core subject teachers (excluding Science teachers who are implementing new curriculum):

- 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 making progress in 2019-20.

**B. Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.**



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Teachers collaboration time with use of the Late Start Days decreased this year with the addition of 3 all-staff meetings. Total collaboration time between teachers during Late Start Days was 16.5 hours. However, 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 shared document to which members have access. Every staff member on campus is a part of a PLC including Math, English, Social Science, World Languages, PE, and Electives. The Science department did not take part in the traditional PLC process, but instead used the time to collaborate, discuss, debrief, and plan for NGSS implementation. Administrators walked around during PLC time to check in on groups and to support groups as needed. PLCs continue to work on developing and administering common assessments and then analyzing and discussing student learning based on those common formative assessments. PLCs are in different places in terms of the measurable outcomes set for the PLCs, but all report to be making progress. All teachers collaborate on reteach/intervention strategies and at least 75% of teacher took at least one Release Day for collaboration. The continued focus on PLC work has shown a positive impact on student results on CAASPP tests in ELA and Math.

This goal has been partially met. Teacher collaboration continues to be offered where course alike teams meet to align practices, calibrate standards, design and implement common assessments, 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.

**C. Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.**

In order to prepare for Distance Learning professional learning sessions were held virtually using Google Meets August 10th-14th 2020 in the following areas, Online Teaching Pedagogy, Social Emotional Supports, Educational Technology, Supporting Students who are Learning English, Supporting Students with Disabilities. The Spring of 2019-2020 saw us adapt to and embrace new challenges as we dove into emergency remote teaching. The 2020-2021 school year sees us being even more flexible as we offer robust online learning, and gradually return students to campuses as we are able to do so. Attendance and Grading: To take attendance, record and post grades, log interventions and email parents, our teachers use Aeries. You can also link Aeries to Google Classroom, and push assignment scores from Google Classroom directly into your Aeries gradebook. Devices for Teachers: Teachers can check out touchscreen Chromebooks from the Learning Commons Tech at your school. These are the same devices students will be using, so why not get familiar with them now?

For those who would like to go beyond the basics above, we have premium licenses to additional online tools for all SDUHSD teachers. Screencastify lets you make instructional videos in which you can share your computer screen. Great for asynchronous lessons, reviews, or for talking students through the directions for an assignment. That's the tool we used for the introductory video for this document. Pear Deck is an add-on to Google Slides. Use it to make your Google Slides presentations more interactive. Edpuzzle is another tool to boost student engagement with content. This tool lets you add questions to videos. Freckle: ELA & Math Freckle is a personalized academic practice program for English and Math. This program allows students to access targeted support activities linked to their performance levels on our district's universal screener, the STAR assessment. Activities can be teacher-assigned or student selected, and adapt as students master new content standards. Illuminate is an incredibly easy-to-use, standards-based assessment and reporting platform that helps guide instruction for better learning outcomes. With this online (or on paper!) assessment delivery platform, you can easily transition paper-based assessments on online ones, or build standards-aligned assessments from the item banks. Use Illuminate reports to show you how your students are doing, and who needs support.

Our Professional Learning website houses lots of professional learning resources, including recordings of Professional Development (PD) sessions from this summer's August PD week and from earlier in the 2020-2021 school year.

**D. Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.**

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Now that teachers have established PLC groups in each content area, for 2020-21, PLC groups will continue using the formative process to implement state content standards and assess student achievement for all subgroups. Targeted training for course-alike groups or departments will be implemented for analyzing data and reteach/intervention strategies. PLC groups will use data from CAASPP and climate surveys to help guide their work.



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**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.

20-21 Need 2: We need to increase equity in support provided to subgroups. Additionally, our school needs to refine and enhance supports provided to students in subgroups that have been historically under-represented

**A. Actual Measurable Outcomes:**

For support classes or students needing intervention:

READ 180 scores

Student Progress in intervention (skills) classes - Grades, MDTP Fall 2018 to Spring 2019, SBAC Spring 2018 to Spring 2019

Student Progress in Essentials classes - ALEKs Math, Assessments, Grades, SBAC Spring 2018 to Spring 2019

D/F Progress Monitoring

iTeam progress monitoring data

SBAC results in ELA and Math, ELPAC data, D/F Lists

2019 CAASPP Results

All Students:

86.25% (+1.32%) of all students scored in the Met or Exceeded range in ELA and \*\*\*84.38% (+1.78%) in Math, both of which signify a slight increase from the previous year's results (2018).

Students with Disabilities

54.65% (+11.06) scored in the Met or Exceeded range in ELA and 41.67% (+1.92) in Math

English Learners:

34.43% (+3.84%) scored in the Met or Exceeded range in ELA and 79.01% (+16.72%) in Math

Economically Disadvantaged Students:

67.54% (-0.22%) scored in the Met or Exceeded range in ELA and 66.67% (-3.31%) in Math

Results from the 2019 California School Dashboard show performance of English Learners on the ELPAC.5.5% EL Students decreased at least one ELPI level; 12.9% maintained ELPI Levels 1, 2L, 2H, 3L, 3H; 35.1% maintained ELPI Level 4 and 46.2% progressed at least one ELPI Level.

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**B. Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.**

Overall CASSPP test scores indicate that Carmel Valley Middle School (CVMS) students continue to score significantly higher than the state average. Although target student groups mostly demonstrated progress on the CAASPP tests, results for Students with Disabilities and our English Learners highlight the need to continue to provide and refine supports to increase their academic skills and progress towards meeting grade level standards.

## 2019 CAASPP Results

## All Students:

86.25% (+1.32%) of all students scored in the Met or Exceeded range in ELA and \*\*\*84.38% (+1.78%) in Math, both of which signify a slight increase from the previous year's results (2018).

The overall percentage of 54.65% of Students with Disabilities meeting or exceeding standards in ELA is significantly higher than the state average in the same categories. In Math, 41.67% of CVMS's Students with Disabilities met or exceeded standards, significantly higher than the state average in the same categories. We saw a significant increase of 16.72% in Math performance by our EL subgroup. With the same group, we saw a slight increase (3.84) in Math. Again, 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 CELDT test was phased out in 2018 and replaced with the ELPAC. The Summative ELPAC assessment for English Learners, administered in the spring of 2019, established a new baseline to determine future measurable outcomes in determining EL progress. Results from the 2018-2019 release of the California School Dashboard show performance of English Learners on the ELPAC. 48.78% of English Learners scored at Well Developed Level (Level 4), 26.83% scored at the Moderately Developed Level (Level 3), 8.54% of students scored at the Somewhat Developed Level (Level 2), and 15.85% scored at the Beginning Stage (Level 1).

Due to the Covid-19 pandemic, ELPAC testing in the 2019-2020 was suspended.

The D/F list was reviewed each grading period by counselors, administrators, and the ITeam. 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.

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

**C. Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.**

The plan was implemented as intended.

**D. Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.**

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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.

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**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. 20-21 Need 1: We need to increase students' ability to balance school and life. Additionally, our school needs to create and support systems to promote a healthy balance of academics, social experiences and extra-curricular activities while maintaining high expectations and rigor.

**A. Actual Measurable Outcomes:**

Discipline and Attendance Data  
Staff Survey,  
Parent/Student Feedback,  
Co-Vitality Survey  
CHKS survey

**Attendance Data**

Local attendance data reflects a chronic absenteeism (>10% absent rate) of 3.7% for all students. This represents an decrease of 0.5% from the previous year.

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

The CoVitality Social Emotional screener was used twice so far in the last calendar year to assess student's wellbeing during distance learning. Strengths were reported in the following areas. Belief-in-Self: Self-awareness - 72%, Persistence - 45%, Self-Efficacy - 72%. Emotional Competence Empathy: - 85%, Emotional Reg - 78%, Self-Control - 69%. Belief-in-Others: Peer Support - 70%, School Support - 72%, Family Coherence - 78%. Engaged Living: Gratitude - 52%, Zest - 22%, Optimism - 15%. Areas to enhance were reported in the following areas. Belief-in-Self: Self-awareness - 25%, Persistence - 45%, Self-Efficacy - 26%. Emotional Competence: Empathy - 13%, Emotional Reg - 21%, Self-Control - 28%. Belief-in-Others: Peer Support - 23%, School Support - 23%, Family Coherence - 17%.

The 2019 Healthy Kids Survey was altered slightly this year in its administration due to the district's decision to have a different organization administer the tests. As a result of this change, only 7th graders were surveyed for the 2019 Healthy Kids Survey. It is important to note that while we make comparisons with this year's data to last year's data, students completing this year's survey are not the same students as last year (as was typically the case with the previous survey since it was administered every two years); also, last year's survey included both 7th and 8th graders, while this year's survey only included 7th graders.

2019 results indicated 83% of 7th graders perceived school as very safe or safe ("How safe do you feel when you are at school?"), increasing from last year's 77% of students who reported feeling safe at school. 15% perceived school as neither safe nor unsafe; 2% perceived school as unsafe or very unsafe.

79% of 7th graders reported strongly agreeing or agreeing that they felt school connectedness, compared to 68% of students in 2017-18 who felt like they were a part of the school. These are positive indicators of student connectedness: 80% "agreed" or "strongly agreed" to feeling close to people at the school; 79% "agreed" or "strongly agreed" with being happy to be at the school; 72% "agreed" or "strongly agreed" to feeling like they are a part of the school; 77% "agreed" or "strongly agreed" that teachers at the school treat students fairly; and 87% "agreed" or "strongly agreed" to feeling safe at school ('I feel safe in my school')."

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The goal for student connectedness will be to maintain students' feeling of safety and well being, and to continually increase the percentage of students who feel like they are 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%.

Only 73% of 7th graders perceived that there were caring adult relationships at school, while 90% of students last year felt there was an adult at school who cared about them. 68% reported "pretty much true" or "very much true" that "there is a teacher or some other adult who really cares about me"; 72% reported "pretty much true" or "very much true" that "there is a teacher or some other adult who notices when I'm not there"; and 81% reported "pretty much true" or "very much true" that there is a teacher or some other adult who listens to me when I have something to say."

82% of 7th graders report high expectations from the adults at school. 81% reported "pretty much true" or "very much true" that "there is a teacher or some other adult who tells me when I do a good job"; 87% reported "pretty much true" or "very much true" that "there is a teacher or some other adult who always wants me to do my best"; and 79% reported "pretty much true" or "very much true" that "there is a teacher or some other adult who believes that I will be a success."

85% of students reported feeling academically motivated: 95% "agreed" or "strongly agreed" that they try hard to make sure that they are good at their schoolwork; 69% "agreed" or "strongly agreed" with trying hard at school because they are interested in their work; 84% "agreed" or "strongly agreed" to working hard to try to understand new things at school; and 91% "agreed" or "strongly agreed" that they are always trying to do better in their schoolwork.

In the area of mental health, survey results show that 14% of 7th graders answered "yes" to the question, "During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?" 10% of 7th graders answered "yes" to the question, "During the past 12 months, did you ever seriously consider attempting suicide?"

Parents and Staff were also given the opportunity to complete the district LPAC survey but the results of the survey were not available at the time of writing this plan.

#### Discipline Data

Multiyear discipline data shows that CVMS has had a steady suspension rate of approximately 1.2% and an expulsion rate of 0%-0.2%.

### **B. Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.**

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

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 teacher connectedness decreased when compared to 2017 HKS results.

The current CVMS bell schedule incorporates 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, allows for students to participate in ASB activities such as Welcome Week, Red Ribbon Week, Act of Kindness Week, Spirit Week, Wellness Week, and the Talent Show without missing class time. During distance learning this time has been shifted and dedicated to the advisory period on Wednesdays. There are about 20 clubs on campus that meet (virtually) during lunch as well as Math League and Science Olympiad that offers opportunities for students to participate in extra-curricular activities. Through the local Boys & Girls Club, students also have an opportunity to participate in athletics with other students from CVMS. Academic Power Hour averages 25 students per session with two teachers and multiple high school volunteer tutors. Counselors push in to classes to directly address students about topics such as career interest and inventory, high school preparedness, planning for your future,

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and suicide awareness and prevention. This year, the CVMS Wellness Committee committed to creating monthly wellness themes that included weekly challenges related to the theme. Examples of themes ranged from Gratitude, Kindness, and Understanding & Managing Your Emotions. Most weekly challenges were structured to allow students an opportunity to focus on "self" one week, "others" another week, and "community" the next week. There have also been ongoing conversations in Cabinet and Department Chair meetings about student work balance and the opportunity for homework-free breaks. 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 emergency drills conducted throughout the year for student safety.

Working with the PTSA, there were parent information sessions with evening parent education events covering various topics including Drug Trends and Social Media Awareness; Social Media, Gaming, and the Teen Brain; "Anxiety in Tweens and Teens"; "Technology & Teens"; "High School and Beyond", Wellness Night, and parent orientation for incoming 7th graders. Some were well attended with 150-200 parents some were not with only 20-30 parents. This year, we also included two evening sessions of "Cocoa with the Principal" so that working parents could also have an opportunity to attend this event (usually held in the morning). The district also provided some additional informational sessions for parents from "Self-Harm and Suicide" to Informational Sessions about NGSS. There are multiple opportunities for parent volunteers from weekly opportunities in the office and at lunch to other school events such as Red Ribbon Week, Kindness Week, Wellness Week, Spirit Week, school dances, and promotion. The increased effort to facilitate staff connectedness from 2017-18 continued during the 2018-19 school year with the continuation of the Staff Sunshine Committee who organized staff events both during and after school time, special staff recognition for birthdays, or gifts for staff needing support. There was also an increase of all staff meetings to allow for more opportunities for the whole staff to meet together not only for smoother, clearer, and consistent dissemination of information, but also to allow for the staff to bond together as a whole group. This year, we introduced the first Staff Wellness Day, where we dedicated a day for staff to learn wellness techniques and to experience services from wellness providers. They were also introduced to tips and ideas of healthy cooking and eating. Data collected from surveys of participants throughout the day showed that there was a significant decrease in staff stress levels and pain levels after each session (group and/or individual).

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

**C. Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.**

Virtual Web Leader Groups Created at start of school year to help welcome incoming 7th graders. A variety of new comer student groups meet in person on Wednesdays to connect and become familiar with campus.

**D. Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.**

CVMS will continue this goal in 2020-21 to maintain the positive school climate and address areas of concern evident from survey results.

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**School Goal 4**

Increase overall sense and feeling of safety.

**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:**

Discipline and Attendance Data  
Staff Survey,  
Parent/Student Feedback,  
Co-Vitality Survey  
CHKS survey

**B. Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.**

Wellness Committee continued promotions of a healthy balanced lifestyle,  
More counselors on staff to better support students and staff in campus wellness work  
Suicide Awareness and Bullying, Cybersafty and Anti-drug & alcohol presentations for students.  
Utilize PAW time to allow teachers to check in on students.  
Annual wellness fair and PTSA sponsored wellness activities.  
Continued class discussion on balance and consider a campus wide homework policy for school breaks.

Wellness Committee continued promotions of a healthy balanced lifestyle,  
CHKS survey results, CDE Climate Survey CoVitality survey results, LCAP survey results

We strictly enforce school rules, which we send home annually and include in the agenda planner given to each student. Hard copies of the school site safety plans are also available for each teacher online and in their classroom emergency binders, and an abbreviated version for public viewing in the main office. The safety committee includes an assistant principal, a teacher, a custodian, a parent, a campus supervisor, a parent representative and a San Diego Police Department School Resource Officer when available. The committee meets bi-monthly (after each district safety meeting), and it evaluates our site safety plan regularly. Some members of the committee assist in running the required / scheduled safety drills, though running safety drills has been temporarily suspended during the implementation of the SDUHSD Distance Learning model. The administrative team, campus supervisors, staff volunteers, and parents supervise our closed campus before and after school and at lunch. Every classroom has a PA system, a (IP)telephone, and internet access for email. The safety plan is reviewed with staff (and specific emergency team members) on an annual basis with updates given throughout the year as needed. The Safety Plan for 2020-2021 was developed in late September due to the shift to Distance Learning. The School Site Safety Team reviewed and approved the school site site safety plan on December 6, 2020. At the December 16th 2020 School Site Council Meeting (which includes student representatives), it was voted on and approved to delegate approval of the site safety plan to the School Site Safety Team.

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**C. Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.**

**D. Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.**



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**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><b>LCAP Goal:</b> 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><b>School Goal 1</b> Sustain productive teacher collaboration to implement state content standards, increase innovative learning skills and student achievement.</p> <p><b>LCAP Priority Area:</b> State Priority: 1: Basics 2: Implementation of State Standards, State Standards 4: Pupil Achievement 7: Course Access 8: Other Pupil Outcomes</p> <p><b>Targeted Pupil Student Group(s):</b> All students</p>	
<p><b>A. Rationale:</b></p> <p>Teachers will continue to work in their PLC groups and will use the formative process throughout the year to implement state content standards and assess student achievement. Reflection and discussion of the CAASPP performance results, particularly of the Students with Disabilities and English Learner subgroups. There are now ample technological resources on campus for student access which allows teachers to implement more use of technology in lessons.</p>	<p><b>B. Expected Measurable Outcomes:</b></p> <p>For All Students Feedback Teacher - D/F list for the entire school Student grades - SRI levels (pre and post) ELA -</p> <p>For English Learners Data ELLPAC/CELDT scores - not available for 2019-20 SBAC scores- not available for 2019-20 D/F progress monitoring- not available for second semester 2019-20 English Enrichment class progress data</p> <p>On PLC Teacher Survey core subject teachers (excluding Science teachers who are implementing new curriculum):</p> <ul style="list-style-type: none"> <li>• 100% of PLCs develop or include at least four common formative assessments</li> <li>• 100% of PLCs analyze and discuss student learning based on the common formative assessments</li> <li>• 100% of teachers determine reteach/intervention strategies</li> <li>• 75% of teachers take at least one Release Day for collaboration</li> </ul>

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- 100% of PLCs review, analyze, and discuss data from CAASPP and CHKS to help inform PLC and/or department goals
- 100% of teachers report their PLC group making progress in 2019-20

**C. Strategy:**

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. Administration will also provide opportunities for teachers to receive training in Universal Design for Learning, so that they can be equipped with the knowledge and tools to set up their classrooms and lessons for all students to be able to access and learn from. 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 2019-20 school year on an on-going basis. PLC groups meet during Late Start Collaboration Days and release days as needed to:</p> <p>a. Review and evaluate alignment to state content standards, review and revise Essential Learning Outcomes.</p> <p>b. Review how they will address the ELO's through lessons and instruction.</p> <p>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.</p> <p>d. Administer common formative assessments to students on agreed upon timeline.</p> <p>e. Analyze and discuss student learning based on the common formative assessments. Groups use release days as needed to analyze student learning.</p> <p>f. Through analysis of data, identify students who need intervention or re-teach of subject matter.</p> <p>g. Determine and implement effective 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. Focus on specific strategies to help Students with Disabilities and English Learners.</p> <p>j. Consider using UDL framework to help identify and eliminate barriers to learning and increase student access to curriculum.</p>	<p>a-g. Teachers, PLC groups h. Principal, teachers</p>	<p>\$8,000.00 for teacher release days as needed Source: Site Formative/Achievement funds</p>	<ul style="list-style-type: none"> <li>• District PLC teacher survey results</li> <li>• Development of ELO's, CFA's and timelines</li> <li>• Participation documentation from on-going PLC meetings</li> <li>• PLC groups descriptions of intervention and re-teach methods.</li> </ul> <p>Develop, administer and analyze data from 4 common assessments developed by 100% of PLC's</p>	<p>a-g. Ongoing h. May 2020</p>

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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.</p> <p>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"> <li>• Evidence of Professional Development implemented</li> <li>• Survey from PLC groups on needs for PD</li> <li>• Participation documentation from on-going PLC groups</li> </ul>	<p>Ongoing</p>
3.	<p>PLC groups continued work around: Revise and revise ELO's Develop and administer common assessments Analyze students trends with formative assessments and other data</p> <p>iTeam continued weekly meetings to review student data. Use established entry / exit criteria for intervention and skills classes. Utilize late start collaboration time to look at data other than SBAC in ELA and math to identify areas to revise or supplement curriculum. Consider UDL frameworks to help identify and eliminate barriers to learning and increase student access to the curriculum.</p>	<p>75% of teacher take at least one collaboration day</p>		<p>Develop, administer and analyze data from 4 common assessments developed by 100% of PLC's</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**

Maintain or improve 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, 3: Parental Involvement, 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.  
 20-21 Need 2: We need to increase equity in support provided to subgroups. Additionally, our school needs to refine and enhance supports provided to students in subgroups that have been historically under-represented.

**A. Rationale:**

For support classes or students needing intervention:  
 READ 180 scores  
 Student Progress in intervention (skills) classes - Grades, MDTP Fall 2018 to Spring 2019, SBAC Spring 2018 to Spring 2019  
 Student Progress in Essentials classes - ALEKs Math, Assessments, Grades, SBAC Spring 2018 to Spring 2019  
 D/F Progress Monitoring  
 iTeam progress monitoring data

2019 CAASPP Results Not Available

All Students:

86.25% (+1.32%) of all students scored in the Met or Exceeded range in ELA and \*\*\*84.38% (+1.78%) in Math, both of which signify a slight increase from the previous year's results (2018).

Students with Disabilities

54.65% (+11.06) scored in the Met or Exceeded range in ELA and 41.67% (+1.92) in Math

**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 and English Learners:

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.

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## English Learners:

34.43% (+3.84%) scored in the Met or Exceeded range in ELA and 79.01% (+16.72%) in Math

## Economically Disadvantaged Students:

67.54% (-0.22%) scored in the Met or Exceeded range in ELA and 66.67% (-3.31%) in Math

Results from the 2019 California School Dashboard show performance of English Learners on the ELPAC. 5.5% EL Students decreased at least one ELPI level; 12.9% maintained ELPI Levels 1, 2L, 2H, 3L, 3H; 35.1% maintained ELPI Level 4 and 46.2% progressed at least one ELPI Level.

## CELDT

A past multi-year review of CELDT scores showed that the percentage of students scoring in the Early Advanced to Advanced range (Level 4/5) on the annual test was steadily declining (2015=83%, 2017=75%) while the percentage of students scoring in the Beginning and Early Intermediate range (Level 1/2) was increasing (2015=6%, 2017=14%). The English Learner student profile has shifted at CVMS over the last few years which provided additional context to the decline in SBAC score for English Learners in ELA.

The CELDT test was phased out in 2018 and replaced with the ELPAC. The Summative ELPAC assessment for English Learners, administered in the spring of 2019, established a new baseline to determine future measurable outcomes in determining EL progress. Results from the 2018-2019 release of the California School Dashboard show performance of English Learners on the ELPAC. 48.78% of English Learners scored at Well Developed Level (Level 4), 26.83% scored at the Moderately Developed Level (Level 3), 8.54% of students scored at the Somewhat Developed Level (Level 2), and 15.85% scored at the Beginning Stage (Level 1).

## 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. Results from the Winter 2018 release of the California School Dashboard show performance of English Learners on the ELPAC. 69.4% of English Learners scored at Well Developed Level (Level 4), 25.8% scored at the Moderately Developed Level (Level 3), 3.2% of students scored at the Somewhat Developed Level (Level 2), and 1.6% scored at the Beginning Stage (Level 1). Because this is the first year of ELPAC administration, there is no comparable data from previous years.

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Due to the Covid-19 pandemic, ELPAC testing in the 2019-2020 was suspended.

Reclassification rate

In 2017-18, 9.3% of EL students at CVMS were redesignated as Fluent English Proficient, a significantly lower rate than the previous year's 22.5%. Again, because the EL student population changes significantly every year, this percentage is not a significant indicator of program efficacy or inefficacy.

**C. Strategy:**

	Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	<p>Use SBAC assessment results in ELA and math to identify areas to revise or supplement curriculum.</p> <p>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.</p> <p>b. Identify common standards that were not met and add/revise curriculum and instruction.</p>	Administrators, Teachers	none	CAASPP results	<p>a. December 2019</p> <p>b. Identify by December 2019, add/revise ongoing</p>
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, Math Skills, or College Readiness (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</p> <p>b. Counselors</p> <p>c. Counselors</p> <p>d. Counselors, teachers</p> <p>e. Counselors, teachers</p> <p>f. iTeam members, Assistant Principal, counselors</p>	<p>\$75,000</p> <p>Source: LCAP funded non-formula section</p>	<ul style="list-style-type: none"> <li>• D/F list comparisons throughout year</li> <li>• SBAC</li> <li>• MDTP entrance tests</li> <li>• Progress of students in Math Skills and Study Skills, grades &amp; assessments</li> <li>• Intervention records</li> </ul>	Ongoing
3.	Support implementation of ELD standards to support EL students in ELA and math classes.	a. EL Lead, teachers	\$50,000		a. September 2019

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	<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>b. EL Lead, administrators</p> <p>c. EL Lead, Sheltered subject area teachers</p>	<p>Source: LCAP funded non-formula section</p>	<ul style="list-style-type: none"> <li>• Student ELPAC scores</li> <li>• Assessments given within EL classes</li> <li>• Student performance data including grades, assessments, and SBAC scores</li> <li>• District EL monitoring documents</li> </ul>	<p>b. September 2019, May 2020</p> <p>c. Ongoing</p>
4.	<p>For students with disabilities, increase access to general education curriculum while implementing targeted specific support for students such as the math support classes and team taught classes.</p> <p>a. Continue Reading Intervention programs for students scoring below grade level lexile with Read 180 Universal 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 expectations for students with a disability.</p> <p>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.</p> <p>d. Designate at least one section of English to be Team Taught.</p>	<p>a. Special Education teachers, District Reading Intervention Coordinator</p> <p>b. Special Education teacher and support staff</p> <p>c. Special Education teacher, administration</p>	<p>none</p>	<ul style="list-style-type: none"> <li>• SRI scores</li> <li>• Student progress in Essentials classes including assessments from math software used in classes</li> </ul>	<p>Ongoing</p>
5.	<p>Help support the work of the general education teachers by ensuring a balance of numbers of students with disabilities in each class.</p>	<p>Counselors, Administrators</p>	<p>none</p>	<p>CAASPP results</p>	<p>Ongoing</p>

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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.

**LCAP Priority Area:**

State Priority 1: Basics, 3: Parental Involvement, 5: Pupil Engagement, 6: School Climate

**Targeted Pupil Student Group(s):**

All students. 20-21 Need 1: We need to increase students’ ability to balance school and life. Additionally, our school needs to create and support systems to promote a healthy balance of academics, social experiences and extra-curricular activities while maintaining high expectations and rigor.

**A. Rationale:**

**Attendance Data**

Local attendance data reflects a chronic absenteeism (>10% absent rate) of 4.4% for all students. This represents an increase of 2.2% from the previous year.

The CoVitality Social Emotional screener was used twice so far in the last calendar year to assess student's wellbeing during distance learning. Strengths were reported in the following areas. Belief-in-Self: Self-awareness - 72%, Persistence - 45%, Self-Efficacy - 72%. Emotional Competence Empathy: - 85%, Emotional Reg - 78%, Self-Control - 69%. Belief-in-Others: Peer Support - 70%, School Support - 72%, Family Coherence - 78%. Engaged Living: Gratitude - 52%, Zest - 22%, Optimism - 15%. Areas to enhance were reported in the following areas. Belief-in-Self:, Self-awareness - 25%, Persistence - 45%, Self-Efficacy - 26%. Emotional Competence: Empathy - 13%, Emotional Reg - 21%, Self-Control - 28%. Belief-in-Others:, Peer Support - 23%, School Support - 23%, Family Coherence - 17%.

Virtual Web Leader Groups Created at start of school year to help welcome incoming 7th graders. A variety of new comer student groups meet in person on Wednesdays to connect and become familiar with campus during distance learning.

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

79% of 7th graders reported strongly agreeing or agreeing that they felt school connectedness, compared to 68% of students in 2017-18 who felt like they

**B. Expected Measurable Outcomes:**

**Attendance Data**

Reduce chronic absenteeism rate by 0.5%

**CA Healthy Kids Survey results for 2020:**

Increase number of students who feel there is an adult who cares about them by 5%.

Increase number of students who feel like there is an adult who believes they will be a success by 5%.

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 2019.



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were a part of the school. These are positive indicators of student connectedness: 80% "agreed" or "strongly agreed" to feeling close to people at the school; 79% "agreed" or "strongly agreed" with being happy to be at the school; 72% "agreed" or "strongly agreed" to feeling like they are a part of the school; 77% "agreed" or "strongly agreed" that teachers at the school treat students fairly; and 87% "agreed" or "strongly agreed" to feeling safe at school ('I feel safe in my school')."

The goal for student connectedness will be to maintain students' feeling of safety and well being, and to continually increase the percentage of students who feel like they are 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.

Only 73% of 7th graders perceived that there were caring adult relationships at school, while 90% of students last year felt there was an adult at school who cared about them. 68% reported "pretty much true" or "very much true" that "there is a teacher or some other adult who really cares about me"; 72% reported "pretty much true" or "very much true" that "there is a teacher or some other adult who notices when I'm not there"; and 81% reported "pretty much true" or "very much true" that there is a teacher or some other adult who listens to me when I have something to say."

82% of 7th graders report high expectations from the adults at school. 81% reported "pretty much true" or "very much true" that "there is a teacher or some other adult who tells me when I do a good job"; 87% reported "pretty much true" or "very much true" that "there is a teacher or some other adult who always wants me to do my best"; and 79% reported "pretty much true" or "very much true" that "there is a teacher or some other adult who believes that I will be a success."

85% of students reported feeling academically motivated: 95% "agreed" or "strongly agreed" that they try hard to make sure that they are good at their schoolwork; 69% "agreed" or "strongly agreed" with trying hard at school because they are interested in their work; 84% "agreed" or "strongly agreed" to working hard to try to understand new things at school; and 91% "agreed" or "strongly agreed" that they are always trying to do better in their schoolwork.

**C. Strategy:**

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Focus on student opportunities for participation in school related activities both in and out of the classroom. Focus on strategies that teachers can employ on a regular basis that would increase student perception of teachers caring and believing in them. 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 and other school related activities to allow for teachers and staff to make personal connections with students.</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 plan events and/or workshop relating to career exploration 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. Communicate with Boys &amp; Girls Club on student activities after school which our students are involved in to foster a collaborative environment for student participation.</p> <p>h. 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                      b. Teachers, Administrators                      c. Teachers as Club Advisers, ASB advisor, students                      d. Administrators, counselors, ASB advisor                      e. Administrators, teachers                      f. Counselors                      g. Administrators, school staff                      h. Administrators, school staff                      i. Administrators, ASB Adviser, teachers, school staff</p>	<p>a-d. None                      e. \$2,285 LCAP funded Site Tutoring Funds; \$3,500 Site Budget Tutoring Funds                      f - i. none</p>	<ul style="list-style-type: none"> <li>• Participatio n in student activities, number of activities</li> <li>• Data on number of clubs and extra curricular activities offered for students</li> <li>• Survey on student participatio n in clubs</li> <li>• Participatio n in Academic Power Hour</li> <li>• CHKS Survey Spring 2020</li> <li>• Staff climate survey in Spring 2020</li> <li>• Parent climate survey in Spring 2020</li> <li>• D/F lists</li> </ul>	<p>Ongoing</p>

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2.	<p>Increase connectedness by encouraging participation of school activities and events.</p> <p>a. Encourage participation of lunchtime events for all students, especially 0 period and ISPE students who often leave campus at lunch by sending out an email to parents encouraging their student to stay on campus at lunch.</p> <p>b. Promote participation of after-school activities by encouraging teachers not to assign homework to be due or have tests the day after a major school activity.</p> <p>c. Wellness committee to continue to create and publicize monthly wellness themes with weekly challenges.</p>	Administrators, counselors, and teachers, and Wellness Committee	None	<ul style="list-style-type: none"> <li>• Participatio n in student activities</li> <li>• Ticket sales</li> <li>• CHKS Survey Spring 2020</li> </ul>	Ongoing
3.	<p>Increase Parent Participation through various opportunities:</p> <p>a. 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> <p>b. Host more family events on campus and/or opportunities for parents to be on campus, as a member of the Bobcat family and not just as a volunteer.</p>	Administrators; PTSA	None	<ul style="list-style-type: none"> <li>• Number of Parent Information Nights</li> <li>• Attendance at Parent Information Nights</li> <li>• Number of Parent Volunteers</li> <li>• Inclusion of Family events (one per semester)</li> <li>• Parent climate survey in Spring 2020</li> </ul>	Ongoing
4.	<p>Communicate with School Community stakeholders on an ongoing basis to support positive atmosphere with students, teachers, staff, parents, and community.</p> <p>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.</p> <p>b. Include updates on school events and information on school website and social media pages.</p>	Administrators and support staff; PTSA	None	<ul style="list-style-type: none"> <li>• Weekly Eblasts sent</li> <li>• Website updates</li> <li>• List of topics discussed</li> </ul>	Ongoing

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	<p>c. Hold Coffee with the Principal on a regular basis to update parents on school and community related events and issues; include evening opportunities for working parents to attend as well.</p> <p>d. Work with PTSA to offer relevant parent education opportunities; 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.</p> <p>d. Encourage communication with parents by teachers through update websites, email and other messages.</p>			<p>at Coffee with the Principal</p> <ul style="list-style-type: none"> <li>• LCAP survey data from parents</li> </ul>	
5.	<p>Increase student connectedness with school as a means for building capacity of students' college and career readiness.</p> <p>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>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 about programs at high school that lead to college and career readiness for students.</p>	<p>a. Counselors b - d. Counselors and Administrators</p>	None	<ul style="list-style-type: none"> <li>• College and Career Inventory data</li> <li>• Six year plans developed</li> <li>• CHKS student Survey Spring 2020</li> </ul>	<p>a. By January 2020 b. May 2020 c. February 2020 d. January 2020</p>

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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**

Increase overall sense and feeling of safety.

**LCAP Priority Area:**

State Priority 3 Parental Involvement, 5 Pupil Engagement, 6: School Climate

**Targeted Pupil Student Group(s):**

All students

**A. Rationale:**

School climate indicators show that the continued focus to maintain a positive school culture at CVMS has been effective. However, as we have observed nation-wide, we also see evidence of the increase of mental health issues at CVMS.

The CoVitality Social Emotional screener was used twice so far in the last calendar year to assess student's wellbeing during distance learning. Strengths were reported in the following areas. Belief-in-Self: Self-awareness - 72%, Persistence - 45%, Self-Efficacy - 72%. Emotional Competence Empathy: - 85%, Emotional Reg - 78%, Self-Control - 69%. Belief-in-Others: Peer Support - 70%, School Support - 72%, Family Coherence - 78%. Engaged Living: Gratitude - 52%, Zest - 22%, Optimism - 15%. Areas to enhance were reported in the following areas. Belief-in-Self:, Self-awareness - 25%, Persistence - 45%, Self-Efficacy - 26%. Emotional Competence: Empathy - 13%, Emotional Reg - 21%, Self-Control - 28%. Belief-in-Others:, Peer Support - 23%, School Support - 23%, Family Coherence - 17%.

Virtual Web Leader Groups Created at start of school year to help welcome incoming 7th graders. A variety of new comer student groups meet in person on Wednesdays to connect and become familiar with campus during distance learning.

2018-19 results indicated 83% of 7th graders perceived school as very safe or safe ("How safe do you feel when you are at school?"), increasing from last year's 77% of students who reported feeling safe at school. 15% perceived school as neither safe nor unsafe; 2% perceived school as unsafe or very unsafe.

**B. Expected Measurable Outcomes:**

CA Healthy Kids Survey results for 2020:  
Increase students' sense of safety by 3%.  
Decrease number of students who have seriously considered attempting suicide by 3%.

Discipline Data  
Suspension rate of >2% and an expulsion rate of 0%-0.5%

ITEM 10d

13% of 7th graders report have "mean rumors or lies" spread about them 2 or more times; 11% report having "sexual jokes, comments, or gestures" made at them 2 or more times; 14% report being made fun of 2 or more times because of their looks or the way they talk; and 16% report being made fun of, insulted, or called a name 2 or more times in the last 12 months.

5% of 7th graders report having been pushed, shoved, slapped, hit, or kicked 2 or more times by "someone who wasn't just kidding around"; 4% report being afraid of being beaten up 2 or more times; 2% report being threatened with harm or injury 2 or more times; 2% report having been in a physical fight 2 or more times; and 2% report being offered, sold, or given an illegal drug 2 or more times. 9% of 7th graders report having "mean rumors, lies, or hurtful pictures" spread about them online, on social media, or through a cell phone 2 more times in the last 12 months.

It is important to note that the survey was taken in March 2019, so it is possible that some students may have reported incidents that occurred during their 6th grade experience. However, the school has included this data to be monitored as we continue to stress the importance of students feeling safe and valued on campus.

In the area of mental health, survey results show that 14% of 7th graders answered "yes" to the question, "During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?" 10% of 7th graders answered "yes" to the question, "During the past 12 months, did you ever seriously consider attempting suicide?"

**Discipline Data**

Multiyear discipline data shows that CVMS has had a steady suspension rate of approximately 1.2% and an expulsion rate of 0%-0.2%.

**C. Strategy:**

Actions/Tasks		Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Continue current programs and implement additional programs to increase student, staff, and parent wellness. a. Wellness Committee to continue to promote the importance of physical, mental, emotional, and psychological wellness by creating and implementing monthly wellness themes with weekly challenges.	a. Administrators, counselors, ASB advisor b. Teachers, Administrators	ASB, Site, and PTSA funded \$3000 for assemblies \$2000 for Wellness Activities	<ul style="list-style-type: none"> <li>CHKS Survey Spring 2020</li> </ul>	Ongoing

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	<p>b. Utilize PAW time to allow for teachers and staff to check in on students, especially those who need support academically or social/emotionally.</p> <p>d. Administrators collaborate with counselors and ASB advisor to conduct assemblies or SEL lessons based on student needs and safety such as Bullying Prevention, Anti-drug &amp; alcohol, and Cybersafety.</p> <p>e. Administrators and Counselors to present Suicide Awareness and Prevention and School Resources to all students</p> <p>f. Continue having the 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>g. Conduct at least 5 lessons throughout the year using Second Step to increase student learning and education around social emotional competencies.</p> <p>h. Work with PTSA to promote wellness activities and education for parents.</p> <p>i. Continue to provide annual Wellness Fair for staff to promote and model the importance of self-care</p> <p>j. Continue having staff discussions about balance and consider implementation of campus-wide policy on homework-free nights and breaks (Major school activities and Thanksgiving break, Winter Break, Semester Break, Presidents' Weekend, &amp; Spring Break)</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>j. Administrators, Dept. Chairs, Faculty</p>		<ul style="list-style-type: none"> <li>• Staff climate survey in Spring 2020</li> <li>• Parent climate survey in Spring 2020</li> <li>• D/F lists</li> </ul>	
<p>2.</p>	<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 all staff through email and staff meetings.</p> <p>c. Use PAW time to review safety plan with students.</p> <p>d. 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.</p> <p>e. Monitor implementation of 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>	<p>a - b. Administrators, Safety Committee</p> <p>c - e. Administrators, School Community</p> <p>f. Administrators, teachers</p>	<p>None</p>	<ul style="list-style-type: none"> <li>• Participation in Safety Drills throughout year</li> <li>• Feedback from Safety Committee</li> <li>• CHKS student survey in 2020</li> <li>• Staff climate survey in Spring 2020</li> <li>• Digital Citizenship plan developed and</li> </ul>	<p>Ongoing</p>

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				implement ed	
3.	Provide relevant education to parents to help promote safety of students: a. Incorporate Parent Information nights throughout year for student safety and information on such topics as bullying prevention, drug and alcohol awareness, suicide prevention and awareness, cybersafety, and supporting an independent teenager.	Administrators, PTSA	\$1500 source PTSA	Parent feedback through LCAP survey	Ongoing



## ITEM 10d

**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:

<b>Name of Members</b>	<b>Principal</b>	<b>Classroom Teacher</b>	<b>Other School Staff</b>	<b>Parent or Community Member</b>	<b>Secondary Students</b>
Victoria Kim	X				
Chuck Adams	X	X			
Adam Bishop			X		
Alex Pop		X			
Tori Gan		X			
Alexa Henning		X			
Danielle Boodman					X
Seth Davis					X
Lisa Lee				X	
Sabine Jalaie				X	
Teresa Piner				X	
Jayasree Shah				X	
Roberta Blank			X		
<b>Numbers of members of each category</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>2</b>

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

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**Form G. Budget 2017-18  
Carmel Valley Middle School**





<b>State/Federal Categorical Program</b>	<b>Allocation</b>
<b>Total</b>	<b>\$51,187</b>

# School and Student Performance Data

ITEM 10d

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="212 443 456 472">English Language Arts</p>  <p data-bbox="305 520 363 550">Blue</p>	<p data-bbox="695 443 927 472">Chronic Absenteeism</p>  <p data-bbox="787 520 846 550">Green</p>	<p data-bbox="1198 443 1382 472">Suspension Rate</p>  <p data-bbox="1274 520 1333 550">Yellow</p>
<p data-bbox="261 640 407 669">Mathematics</p>  <p data-bbox="305 718 363 747">Blue</p>		

#### Conclusions based on this data:

1. CVMS continues to perform significantly above standard in ELA and Math.
2. Chronic Absenteeism rates should be analyzed.
3. Suspension rate has decreased/improved.

# School and Student Performance Data

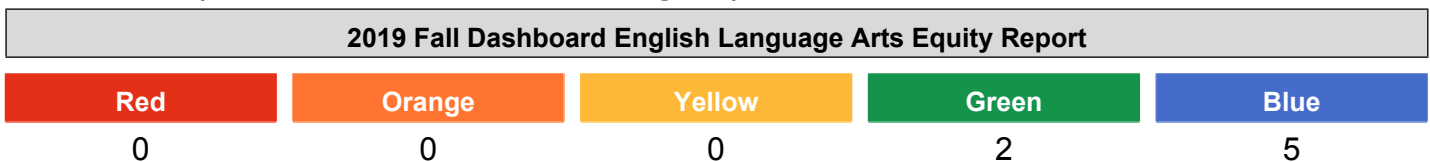
ITEM 10d

## Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Blue</p> <p>94.5 points above standard</p> <p>Increased ++4.6 points</p> <p>1088</p>	<p><b>English Learners</b></p> <p>Green</p> <p>18.1 points above standard</p> <p>Increased ++3.2 points</p> <p>84</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>42.5 points above standard</p> <p>Maintained -1.9 points</p> <p>100</p>	<p><b>Students with Disabilities</b></p> <p>Blue</p> <p>19.8 points above standard</p> <p>Increased Significantly ++25.5 points</p> <p>105</p>

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2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
<p><b>African American</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Asian</b></p>  <p>Blue</p> <p>121.1 points above standard</p> <p>Increased ++4.9 points</p> <p>350</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>92.3 points above standard</p> <p>14</p>
<p><b>Hispanic</b></p>  <p>Blue</p> <p>57.3 points above standard</p> <p>Maintained ++2 points</p> <p>121</p>	<p><b>Two or More Races</b></p>  <p>Blue</p> <p>103.9 points above standard</p> <p>Maintained 0 points</p> <p>91</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>	<p><b>White</b></p>  <p>Blue</p> <p>84.3 points above standard</p> <p>Increased ++6.6 points</p> <p>503</p>

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
<p><b>Current English Learner</b></p> <p>9.7 points below standard</p> <p>Increased ++12.5 points</p> <p>57</p>	<p><b>Reclassified English Learners</b></p> <p>76.7 points above standard</p> <p>Increased Significantly ++25.6 points</p> <p>27</p>	<p><b>English Only</b></p> <p>92.5 points above standard</p> <p>Increased ++5.8 points</p> <p>694</p>

**Conclusions based on this data:**

1. Slight decline in performance of Students with Disabilities
2. All subgroups except for current English Learners performed above standard. However, current EL students made significant growth in performance with a 33.5 increase.

# School and Student Performance Data

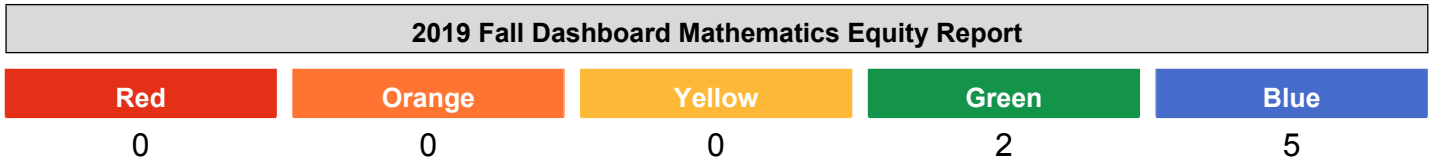
ITEM 10d

## Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> Blue 102.5 points above standard Increased ++3 points 1081	<p><b>English Learners</b></p> Blue 58.7 points above standard Increased ++14.2 points 84	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	<p><b>Socioeconomically Disadvantaged</b></p> Green 28.8 points above standard Declined Significantly -22.5 points 99	<p><b>Students with Disabilities</b></p> Blue 0.8 points above standard Increased Significantly ++24 points 102

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity				ITEM 10d
<p><b>African American</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p>	<p><b>American Indian</b></p>	<p><b>Asian</b></p>  <p>Blue</p> <p>157.2 points above standard</p> <p>Increased ++9.1 points</p> <p>350</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>120.1 points above standard</p> <p>14</p>	
<p><b>Hispanic</b></p>  <p>Green</p> <p>32 points above standard</p> <p>Maintained 0 points</p> <p>119</p>	<p><b>Two or More Races</b></p>  <p>Blue</p> <p>119.7 points above standard</p> <p>Increased ++5.2 points</p> <p>91</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>	<p><b>White</b></p>  <p>Blue</p> <p>79.1 points above standard</p> <p>Maintained ++0.4 points</p> <p>498</p>	

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
<p><b>Current English Learner</b></p> <p>47.7 points above standard</p> <p>Increased Significantly ++17.5 points 57</p>	<p><b>Reclassified English Learners</b></p> <p>81.9 points above standard</p> <p>Increased Significantly ++23.5 points 27</p>	<p><b>English Only</b></p> <p>88.9 points above standard</p> <p>Maintained ++0.2 points</p> <p>688</p>

**Conclusions based on this data:**

- All subgroups, including Students with Disabilities and EL students, performed above standard in Math.
- The slight decline in math performance of Students with Disabilities is similar to what we see in ELA performance this year and should be addressed.

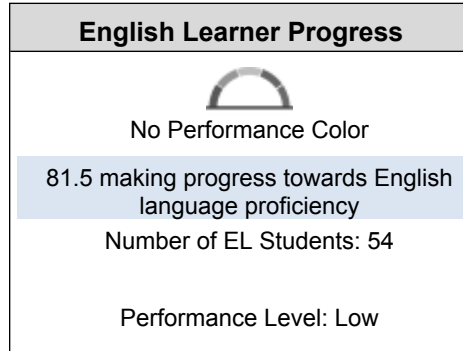
# School and Student Performance Data

ITEM 10d

## Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
5.5	12.9	35.1	46.2

#### Conclusions based on this data:

1. Baseline data established.



# School and Student Performance Data

ITEM 10d

## Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

### Conclusions based on this data:

- 1.

# School and Student Performance Data

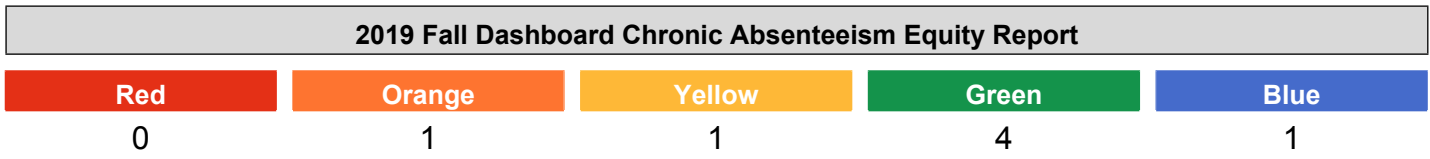
ITEM 10d

## Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>3.7</p> <p>Declined -0.7</p> <p>1162</p>	<p><b>English Learners</b></p> <p>Green</p> <p>4.4</p> <p>Maintained -0.4</p> <p>90</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>6.9</p> <p>Declined -0.6</p> <p>116</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>9.9</p> <p>Increased +3.8</p> <p>111</p>

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity** ITEM 10d

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Blue 2 Maintained -0.2 394	 No Performance Color 0 Maintained 0 14
Hispanic	Two or More Races	Pacific Islander	White
 Green 7.1 Declined -0.9 126	 Yellow 3.2 Increased +2.1 94	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 4.4 Declined -1.2 525

**Conclusions based on this data:**

- There is an increase of 0.7% in overall chronic absenteeism.

# School and Student Performance Data

ITEM 10d

## Academic Engagement Graduation Rate

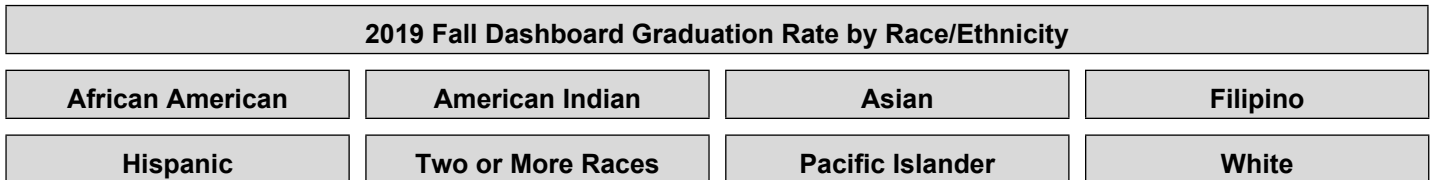
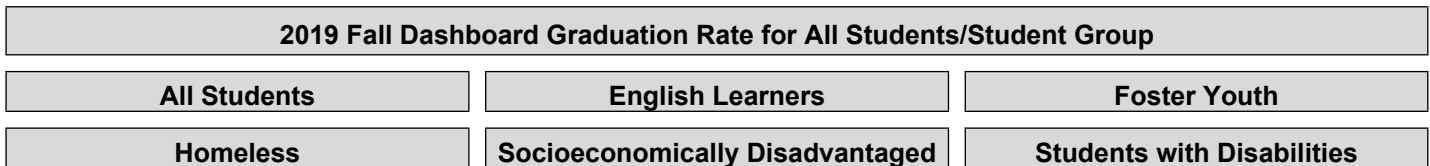
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performanc e	Red	Orange	Yellow	Green	Blue	Highest Performanc e
---------------------------	-----	--------	--------	-------	------	----------------------------

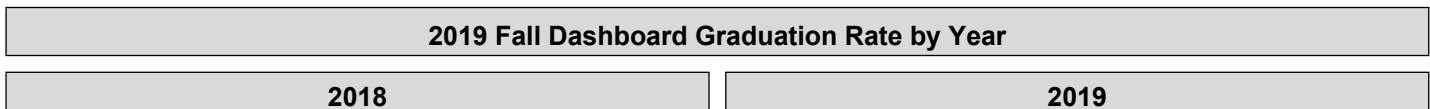
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



### Conclusions based on this data:

1.

# School and Student Performance Data

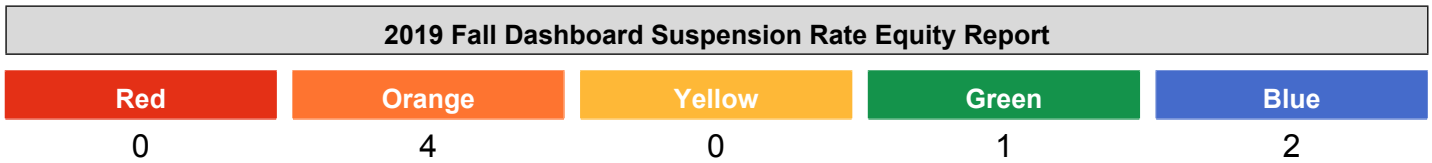
ITEM 10d

## Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> Yellow 1.5 Increased +0.3 1169	<p><b>English Learners</b></p> Blue 0 Declined -1.2 91	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not 1
<p><b>Homeless</b></p> No Performance Color Less than 11 Students - Data Not 4	<p><b>Socioeconomically Disadvantaged</b></p> Orange 2.6 Increased +1.5 117	<p><b>Students with Disabilities</b></p> Orange 2.7 Increased +2.7 111

2019 Fall Dashboard Suspension Rate by Race/Ethnicity				ITEM 10d
<p><b>African American</b></p>  <p>No Performance Color Less than 11 Students - Data 8</p>	<p><b>American Indian</b></p>	<p><b>Asian</b></p>  <p>Blue 0.5 Maintained -0.2 397</p>	<p><b>Filipino</b></p>  <p>No Performance Color 0 Maintained 0 14</p>	
<p><b>Hispanic</b></p>  <p>Orange 4.7 Increased +2.6 127</p>	<p><b>Two or More Races</b></p>  <p>Orange 2.1 Increased +1 95</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color Less than 11 Students - Data 2</p>	<p><b>White</b></p>  <p>Green 1.3 Maintained -0.1 526</p>	

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	2018	2019
	1.3	1.5

**Conclusions based on this data:**

- Overall decline in suspension rates, with each subgroup either maintaining or decreasing in rate.



## The School 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: December 2020

The School 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](mailto:maryanne.nuskin@sduhsd.net)

The District Governing Board approved this revision of the School Plan on: June 20, 2019

## ITEM 10d

## 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:

Vision Statement: We believe that together, we ignite the joy of learning to inspire confident, curious, and creative global citizens.

#### Core Values:

- Flexible, evolving, collaborative,
- Innovative learning environments with integrated technology
- Connectedness
- Continuous improvement
- Partnerships with parents, local business, feeder elementary, and district high schools
- Shared Leadership

#### School

#### Description:

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 and added the additional grade level in 2016. Currently, our enrollment is 881 students and we have continued to show steady growth. We are committed to creating a safe, nurturing, and rigorous learning environment that leads to the success of individual student achievement. Pacific Trails Middle School is recognized by Common Sense Media as a Digital Citizenship Certified School. We are dedicated to creating a learning community where all students are challenged to reach their academic potential and to be prepared for further success in high school.

Typically, 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 daily homeroom class, which focuses on supporting students with their academics, community building, and making positive connections peer to peer and teacher to peer. In addition, opportunities for enrichment and intervention are available during Homeroom. Mini-lessons to support social-emotional learning also occur in Homeroom. Other means of student support include and co-taught classes in math and English for special education students. At the current time in our school year, the bell schedule has been adjusted to accommodate distance learning for all students due to COVID-19, and as a result, Homeroom activities occur during the Advisory period.

Extracurricular activities and supports include Math League, Science Olympiad, public speaking, and a variety of various ASB clubs. Many of the extracurricular opportunities are funded and supported by our PTSA and ASB. After school sports are run by the Boys & Girls Club. Depending on the CDPH guidelines, when kids return to campus for on-site support, various intervention opportunities will be created such as Learning Hubs, Student Support Time, AVID tutor support, and before/after school tutoring,

### 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 and added the additional grade level in 2016. Currently, our enrollment is 881 students and has continued to show steady growth.

We are committed to creating a safe, nurturing, and rigorous learning environment that leads to the success of individual student achievement. There are 881 students enrolled at Pacific Trails Middle School. Demographic data is currently



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8.4% Hispanic, 49% white, 35.1% Asian, African American 1.5% Pacific Islander 0.1% and 4.8% two or more ethnicities. Other subgroup data includes 9.3 % Socioeconomically Disadvantaged students, 7.3% Students with Disabilities, and 4.8% English Learners.

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): 207 students

English Honors 7: 246 students

English 8 (college prep): 148 students

English Honors 8: 270 students

Integrated Math A Essentials: 17 students

Integrated Math A: 140 students

Integrated Math A Honors: 206 students

Integrated Math B Essentials: 22 students

Integrated Math B: 138 students

Integrated Math B Honors: 288 students (89 of these students are 7th graders who passed the IMRT grade skip test)

Integrated Math 1 Honors: 59 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, Spanish II, and Academic Support.

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 2019 Healthy Kids Survey, California Dashboard data (SBAC data results for 2018. No SBAC data available for 2019 due to COVID school closure), grade reports, and Math Diagnostic Test Project (MDTP), and the Reading Inventory (RI) our school will focus on the following goal areas:

Goal 1: Maintain a campus that supports student connectedness and overall student safety. The previous Healthy Kids survey was conducted in Spring, 2017 by a different company and given to all 7th and 8th graders. The 2019 Healthy Kids Survey was given to all 7th graders only in March, 2019. It yielded positive results in many areas that surveyed student perception of school climate and well-being, and much of the survey results are in line with other middle schools in the San Dieguito Union High School District. "School

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Environmental Scales” are in line with other SDHSD middle Schools. PTMS data represents students’ responses as “Pretty much true” or “Very much true.”:

Caring adults in school	69%
High expectations-adults in school	81%
Meaningful participation at school	36%
School connectedness	75%
Academic motivation	79%
Parent involvement 66% (middle school district average)	62%

Physical Environment: Quality of the school physical environment is higher than the district average, which is most likely the result of PTMS being a brand new school.

School Safety: Students perception of school safety is in line with district averages with 78% of our students feeling “very safe or safe.” Twenty-one percent of our students answered “neither safe nor unsafe.” 33% percent of students report “experiencing any harassment or bullying in the past 12 months (middle school district average 29%).

Substance Use: Data results of substance use are very low. There are no trends identified with alcohol, marijuana, binge drinking cigarette smoking or electronic cigarette/vape use.

Mental Health: When asked, “During the past 12 months, did you ever seriously consider attempting suicide?” 15% of 7th graders reported yes, which is a little higher than the district average of 11%. Also, 25% of 7th-grade students reported “feeling so sad or hopeless almost every day for two weeks.” This is also a little higher than the district average of 20%.

Goal #2. An annual increase in student achievement in English Language Arts (ELA) and math for all students.

- After reviewing California Dash Board data results, it is evident that all students are 89 points above standard in English Language Arts (ELA) and 94.1 points above standard in math. For English Language Arts, our English Language Learners (ELL) and Students Economically Disadvantaged (SED) increased. Students with Disabilities (SWD) maintained. For Math, our ELL, SED, and SWD increased.

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:	-37%	(was	-38%	in	2017)
SWD	Math	achievement	gap:	-56%	(was	-53%	in	2017)
EL	ELA	achievement	gap:	-50%	(was	-57%	in	2017)
EL	Math	achievement	gap:	-31%	(was	-33%	in	2017)
EDS	ELA	achievement	gap:	-30%	(was	-30%	in	2017)
EDS	Math	achievement	gap:	-23%	(was	-35%	in	2017)

SBAC data along with grade data, Reading Inventory (RI), and Math Diagnostic Testing Project (MDTP) scores were used to identify students who would benefit from a math and/or reading intervention, specifically Reading

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Lab and/or Math Essentials classes.

Goal 3: Annual increase in student achievement for all students in English Language Arts (ELA) and Mathematics with focus on accelerating student learning outcomes for targeted subgroups including English Learners, socioeconomically disadvantaged students, and students with disabilities.

- The 2019-20 school-year will be Pacific Trail Middle School's fifth year and our enrollment continues to increase. Our opening enrollment in 2015-16 was 267 with only seventh-grade students. Our enrollment for the 2018-2019 school year was 740 students and our projected enrollment for 2019-2020 is 800. Due to this growth, we acknowledge the need to focus on establishing Professional Learning Communities (PLC's) and utilizing 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 School Site Council (SSC), Department Chairs, teachers and ELAC. Input was received from all stakeholders. Goals and goal progress was reviewed with the SSC and all teachers. At the March 25, 2019 ELAC meeting, an EL Needs assessment and the LPAC survey was completed by parents. Goals and goal progress was shared at the spring ELAC meeting.

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### D. Summary of Progress Made on 2019-20 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-wide Connectedness: Student participation in school-wide wellness activities/assemblies will be at least 95% of the student body.
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. Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

1. Update of progress: At least 95% of our student body attended the Step it Up assembly and Day of Awesomeness celebration in the fall of 2019. On March 9th, a Wellness Week kick-off assembly is planned for all students and the speaker's focus is on "The Human Connection." There will also be a staff assembly that same morning for our late start professional development and a parent workshop held that afternoon also focussing on the human connection. A student/campus culture survey will be given the week of March 16th. We have a Vape Prevention assembly schedule on May 18 during Homeroom for all students. The Healthy Kids Survey will be given to 7th graders in the spring of 2021 to capture current students' perceptions of school safety and connectedness.

Areas of focus for the 2019-20 school year include:

- Yearly theme: Gratitude - Stop, notice, appreciate, and say "thank you" - New Student Orientation, school community gratitude chain, Celebration of World Gratitude Day and included thank you letters to a school employee, Welcome Week activities, New student social, Club Day (Fall & Spring)
- Great Kindness Challenge (1/29-1/31) - ASB/Homeroom activities focused on kindness

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- Restorative Practices feedback session with various SDUHSD staff
- First-semester Counselor/Assistant Principal student talks through PE- "How to have an awesome year at PTMS" (presentations to all students in September)
- Restorative practices used regularly by staff to create community connections, with challenging student behaviors and student conflict
- Second-semester student circle check-ins (using restorative practices)
- Second-semester Assistant Principal presentations to PE classes - See something, say something; identifying the signs of suicide prevention, active shooter, campus expectations.
- Unplugged Friday's with ASB activities
- Second Step Social-Emotional Learning curriculum Pilot in all PE classes
- Wellness Week 3/9/20-3/13/19: Wellness Week kick-off assembly (Topic: The Human Connection.) for all students on 3/9. Other activities planned include yoga, mindful art/building, Love on a Leach, various athletic events, DJ dance party, dress up/spirit days, etc.

2 Attendance Data: Chronic absenteeism rate will remain below 6% for all students. In reviewing attendance data for the 2018-19 school year and according to California Dashboard, 3.9% of all students were chronically absent. Four subgroups increased in their chronic absenteeism: Students with Disabilities increased by 1.7%, English Learners increase 4.9%, Socio-economically Disadvantaged increased by 1.1%, and White students increased by 1.9%.

As of Jan 27, 2020, 2.6% (21 students) are chronically absent (0.5% increase from last year). The assistant principal reviews bi-monthly excessive absences and tardy reports with the attendance secretary. Students who fall within the guidelines of chronic absenteeism receive notification and are referred to our Student Attendance Review Team (SART) for a conference using restorative practices conferencing (assistant principal attended and RP conferences training on November 18/19, 2019). An official referral to the Student Attendance Review Board (SARB) is made for those students who do not improve. When students show "at-risk" behaviors, the assistant principal works with teachers who self-identified to be a student mentor.

3. Discipline Data: Suspension data will not be above 1% and expulsion data will be between 0-0.1%. According to the California Dashboard data for 2018-19, 1.5% of students were suspended once (maintained). Two subgroups which have increased in suspensions are our Hispanic (2.5% increase) and White (0.3% increase). Four subgroups have declined in suspension rate: English Learners declined 7.5%, Socioeconomically Disadvantaged declined 2.7%, Students with Disabilities declined 2.2%, and Asian students maintained at 0.4%. When students return from suspension or are showing "at-risk" behaviors, the assistant principal works with teachers who self-identified to be a student mentor.

4. The school site safety plan was updated and approved by the School Site Council on September 23, 2019. All teachers have been trained in various drills and safety roles outlined in the safety plan. Participation in emergency drills is up to date. The Safety and Wellness Committee, which is comprised of 2 teachers, counselor, plant supervisor, health technician, nutrition services rep, campus supervisor, parent, assistant principal, and 2 students meets quarterly. In the fall of 2019, San Diego Police Department officers spoke with staff about lockdown procedures, specifically active shooter and lockdown scenarios. The assistant principal communicated the vision for student discipline to all staff at the start of the school year and incorporates restorative justice.

**C. Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.**

The plan was implemented as intended.

**D. Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.**

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The principal will work with district leadership to create more opportunities for staff to be trained in restorative practices. The counselor and principal will meet with random students on a monthly basis using the restorative practice's process to help build a sense of school community and student connectedness.

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**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:**

Goal: Maintain over 80% of "all students" will score in the standard met/exceed range in math.

Outcome: 83.82% of "all students" met or exceeded for mathematics

Goal: Maintain over 80% of "all students" will score in the standard met/exceed range in ELA.

Outcome: 87.86% of "all students" met or exceeded for ELA

Goal: The achievement gap for SWD, ELL, and EDS will decrease by 5% in math and ELA.

Achievement Gap Outcomes:

SWD - math decreased by 14.2 % and ELA - increased by 4.5%

ELL - math decrease by 12.5% and ELA - increased by 10%

EDS - math increased by 8.2% and ELA - increase by 7.6%

**B. Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.**

In the spring of 2019, a flexible master schedule was created to support all students using initial assessment data. It was reviewed and finalized prior to the first day of school. Classes offered were driven by student needs and requests. Course conflicts were removed so students could gain access to essential classes. A zero period was also offered for those students who requested an earlier start time. Students identified as SWD had the opportunity to have equal access to electives by opting for a 7th course through zero period. We also have four fully supporting co-teaching math and English courses to support SWD students.

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 ALEKS math software to support individual student's needs. The 7th grade Math Essentials A class has 22 students enrolled. We also have an Integrated Math Essentials B class for 8th graders. This class currently has 22 students enrolled and also uses ALEKS math software. Both math essentials classes support students with disabilities (SWD) with a co-teaching model and incorporate the support of AVID tutors.

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Homeroom is utilized to support all students with academic practice, which includes interventions coordinated and monitored by the Intervention Coordinator. The Intervention Coordinator holds weekly meetings to help students with organization/study skills (Organization Group). Utilizing Homeroom Interventions such as Read Lab and Math Lab allows for the opportunity to support all students during the school day. We have a comprehensive intervention team that meets weekly and includes an administrator, counselor, school psych, special education teacher, and the Intervention Coordinator. This model allows us to continue to provide a systematic approach to multi-tiered supports for all students, including students identified as SWD, ELL, and EDS. D/F grade data was reviewed in the fall at the progress report mark and again at the semester. Students identified in need of academic support were monitored by the intervention team and appropriate interventions were prescribed.

In the fall, Reading Inventory (RI) scores were used to identify students who would benefit from a reading intervention. Approximately 25 7th grade students and 21 8th grade students were enrolled in the Homeroom Intervention called Reading Lab and received prescribed computer-based reading support/intervention with the Read 180 software. At the semester, these students were reassessed with RI to check progress. Many students made progress. Three 7th graders and two 8th graders were exited from the program at the end of first semester because they met the growth target.

Math Lab Homeroom is a math intervention used during the school day to support students in need of extra math help. A peer tutoring model is used. The 8th grade Math Lab has approximately 12 seekers and 12 coaches. The 7th grade Math Lab has approximately 15 seekers and 11 coaches. Seekers are selected based on low course grade, teacher/parent referral, and/or student self-referral.

English Language Learners are supported in an ELD English class, which incorporates the Inside curriculum. AVID tutors are also present to offer extra support. Approximately 7 students are enrolled. Our school participates in quarterly ELAC meetings with the assistant principal in attendance. Mid-year individual student monitoring meetings were held by the EL teacher and the assistant principal. These meetings also include redesignated students. We re-classified 9 students this year (2 of which were dually identified as sped and EL and reclassified using the alternate reclassification process).

**C. Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.**

The plan was implemented as intended.

**D. Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.**

We are concerned that there are currently only two students in the ELD English class who will be in 8th grade next year. To ensure we have this class to support ELL students, we need to know how many incoming 7th graders need and ELD English class.



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**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. Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.**

- a. January 2020 - Department Chairs provided mid-year feedback as it relates to the Actions/Tasks:

English:

- 1. English department teachers took a release day during the first semester to create writing norms throughout the department.
- 2. All English teachers continually evaluate and updating grade-alike common assessments and ELOs, so that they are aligned with the common core state standards.
- 3. As a department, English teachers use late start PLC time (and outside of PLC time) to discuss results and data of common assessments. Results are used to reteach and/or extend learning. Results are also used to identify students who are in need of extra support
- 4. Based on common assessment results, English engages in consistent strategies during PLC time to improve intervention and re-teach opportunities.

Math:

- 1. Continued success with Math lab (two days for 7th grade and two days for 8th grade)
- 2. Math AH collaboration day taken first semester
- 3. ALEKS used for both Essential classes, providing individualized learning for students-well received by students, both Essential classes are co-taught
- 4. Continue to implement common assessments across courses
- 5. Additional chromebooks provided to math department, we now have 3 courses that are digital (Math A, Math AH and Math BH)
- 6. All Middle School math curriculum is accessible online and this is our last year to finalize edits

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7. Math teachers continue to review curriculum pacing and student learning to monitor learning and inform instruction. PTMS teachers collaborate with course alike teachers across the district
8. Shared/Collaborative Math B folder created for teachers to access across the district ,

## Science:

1. Release days were taken to work collaboratively on shifting content and instructional strategies to align with NGSS. We are working on piloting from 3 different instructional materials: TCI, lab-aids and SCALE. This includes analyzing the teacher's guide, gathering materials for the pilot, making google slides and student worksheets to support the pilot, making assessments and figuring out the timing.
2. The curriculum and assessment are taken from the pilots. ELO's do not apply to science.
3. Assessments are taken from the pilots and are modified to make it more robust and tailored to our own students. Common assessments are given.
4. The results of the common assessments are analyzed and discussed and used to evaluate how NGSS the pilots are.
5. After the completion of each pilot, we get together as a department and document curricular/pedagogical merits and weaknesses and if the materials are adequate.

## Social Science:

1. The Social Science Department collaborates in person (PLC time) and electronically, and have made efforts to share UDL instructional strategies that help dissolve barriers.
2. Eighth grade currently has six common assessments. We have shared data on the Declaration of Independence and Constitution projects, and have identified areas of support still required for meeting goals for this common assessment. Still, we have made significant progress, including new scaffolding assignments that support all learners.
3. The department is attending professional development seminars sponsored by the district, and working to procure lawyers to speak with our classes about the Bill of Rights for the next school year. We would like to request two (2) collaborative release days per year (1 per semester – October and March if possible) to review learning goals, common assessment data, and cohesive common themes for our unit planning.
4. Seventh grade is using PLC late start time as well to collaborate. Seventh grade currently has eight common assessments, and has made significant progress designing the Gupta Empire unit, and will continue this progress next year with additional related period topic and activities. The department still feels that PLC time and informal discussion is adequate time to meet department goals and development.

## World Lang.

1. Teachers use release days as needed and late start days to analyze student learning.
2. Spanish teachers are aligned in Spanish 1, such as teaching tools, resources, quizzes, and mandatory parts of the exams are shared.
3. ELO's and four CFA's are established.
4. This year, we are working on improving students' reading skills by incorporating a Spanish chapter book "Los Novios" and we are incorporating frequently used phrases and creating questions to assist students in improving their reading comprehension. We are also working together to create common assessment related to the novel. This novel will incorporate all modalities of language learning. They will read the book, write small paragraphs, answer questions, and make comic strips, etc. In addition, they will listen to the audiobook, and present the chapter summaries and alternative endings.

## VPA:

1. VPA teachers use release days as needed (some are on split campus') and late start days for collaboration, planning (Shows/Performances), assessing student needs and how to meet them.
2. VPA Curriculum Is in alignment and current with content standards. All members of the VPA Department share plans, and lessons to stay in alignment.
3. VPA continues to do connect with the community by hosting and/or participating in performances, art shows and several local and national contests.

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## Sped:

1. This year, we are co-teaching English 7 and 8, and are now co-teaching a full period of Math A Essentials and Math B Essentials. In the past, we have only co-taught half a period.
2. SPED and English 7 and 8 are planning together weekly.
3. Learning Academy is new to our campus this year, and an Education Specialist has pushed into World History and 7th-grade science to collaborate on strategies to help our LA cluster.
4. Service providers (school psych, SLP) and SPED staff attend weekly Intervention team meetings to collaborate with school-level intervention
5. SPED meetings happen weekly on Thursdays with Seaside program staff
6. SPED weekly meetings on Fridays (minimum)
7. Instructional Assistant is attached to the Learning Academy and collaborates with special education teachers and general education teachers regularly. Primary duties include supporting sped students, data collection, behavior monitoring, and the liaison between gen ed and special ed

## Physical Education

1. 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).
2. Rubrics continue to be developed.
3. PE classes are implementing heart rate monitors into class activities. Students get instant, personalized, information during physical education class. After each class, a report will be generated for parents/students. Heart-rate training gives you objective guidance on whether you're on the right track, or pushing too hard or taking it too easy. Incorporating this technology into our classes provides health AND fitness knowledge students can use in the future.
4. All PE teachers are implementing social-emotional learning but piloting the Second Step curriculum

b. All departments have Essential learning objectives (ELO's) and a minimum of four common formative assessments (CFA's) with an assessment calendar. PLC meetings focus on students achievement and the PLC Cycle

c. Late start Monday professional development opportunities focus on increasing student learning and closing the achievement gap. Staff Development Topics: Suicide Prevention, Restorative Practices, Homeroom vision work/Intervention/Enrichments, Various Wellness topics, Safety Training, 504 Training, and Disconnected Students, Technology Topics, EL Training and Documenting Interventions in Aeries, fall review of CAASPP 2019 data results with a focus on students identified as SWD, EDS, and ELL, and California Dashboard training, and a training on various UDL strategies.

**C. Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.**

The plan was implemented as intended.

**D. Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.**

More focus on closing the achievement gap of the students identified as SWD, EL, and EDS.

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**School Goal 4**

**LCAP Priority Area:**

**Targeted Pupil Student Group(s):**

**A. Actual Measurable Outcomes:**

**B. Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.**

**C. Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.**

**D. Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.**

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**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><b>LCAP Goal:</b> SDUHSD LCAP - Goal #4: Increase the level of “school connectedness” and "sense of safety" of pupils, staff and parents.</p> <p><b>School Goal 1</b> Maintain a campus that supports student connectedness and overall student safety.</p> <p><b>LCAP Priority Area:</b> State Priority: 1-Basic Services, 3-Parent Involvement, 5-Pupil Engagement, 6-School Climate</p> <p><b>Targeted Pupil Student Group(s):</b> All students</p>	
<p><b>A. Rationale:</b></p> <p>Wellness/Student Safety: The 2019 Healthy Kids Survey was given to all 7th graders in March 2019. It yielded positive results in many areas that surveyed student perception of school climate and well-being, and much of the survey results are in line with other middle schools in the San Dieguito Union High School District. “School Environmental Scales” are in line with other SDHSD middle Schools. PTMS data represents students’ response as “Pretty much true” or “Very much true.”: Caring adults in school 69%, High expectations-adults in school 81%, Meaningful participation at school 36%, School connectedness 75%, Academic motivation 79%, Parent involvement 66% (middle school district average 62%). Spring 2020 data is not available due to COVID school closure/distance learning.</p> <p>School Safety: Students' perception of school safety is in line with district averages with 78% of our students feeling “very safe or safe.” Twenty-one percent of our students answered “neither safe nor unsafe.” 33% percent of students report experiencing any harassment or bullying in the past 12 months (middle school district average 29%).</p> <p>Mental Health: When asked, “During the past 12 months, did you ever seriously consider attempting suicide?” 15% of 7th graders reported yes, which is a little higher than the district average of 11%. Also, 25% of 7th-grade</p>	<p><b>B. Expected Measurable Outcomes:</b></p> <p>Establish a baseline of student perceptions of the social-emotional status of distance learning by reviewing data from the Co-vitality survey in the fall. We will survey again in the spring. The Healthy Kids Survey is scheduled to be given to all 7th graders in the spring of 2021 to capture current students' perception of school safety and connectedness.</p> <p>School-wide Connectedness: Student participation in school-wide wellness activities/Advisory Lessons/Student Support Google Classroom will be at least 90% of the student body.</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>

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students reported "feeling so sad or hopeless almost every day for two weeks." This is also a little higher than the district average of 20%.

Substance Use: Data results of substance use are very low. There are no trends identified with alcohol, marijuana, binge drinking, cigarette smoking, or electronic cigarette/vape use.

Attendance Data: Chronic absenteeism rate will remain below 6% for all students. In reviewing attendance data for the 2019 school year and according to California Dashboard, 3.9% of all students were chronically absent. Four subgroups increased in their chronic absenteeism: Students with Disabilities increased by 1.7%, English Learners increased by 4.9%, Socio-economically Disadvantaged increased by 1.1%, and White students increased by 1.9%.

Discipline Data: Suspension data will not be above 1% and expulsion data will be between 0-0.1%. According to the California Dashboard data for 2019, 1.5% of students were suspended once (maintained). Two subgroups which have increased in suspensions are our Hispanic (2.5% increase) and White (0.3% increase). Four subgroups have declined in suspension rate: English Learners declined 7.5%, Socioeconomically Disadvantaged declined 2.7%, Students with Disabilities declined 2.2%, and Asian students maintained at 0.4%. When students return from suspension or are showing "at-risk" behaviors, the assistant principal works with teachers who self-identified to be a student mentor.

The school site safety plan is in place and is updated annually. Those staff and students on campus are trained in various drills. All staff and students will be trained once they return to campus from distance learning. The Safety and Wellness Committee, which is comprised of a teachers, counselor, plant supervisor, health technician, nutrition services rep, campus supervisor, parent, assistant principal, and three students meets quarterly. Safety protocols were added for wildfires and pandemics. The assistant principal communicated the vision for student discipline to all staff prior to the start of the school year and a presentation for students occurred during Advisory. Restorative Practices strategies are incorporated into weekly Advisory lessons and most teacher class meetings.

**C. Strategy:**

Data from the Co-vitality survey (social-emotional student responses) will be reviewed by staff. The Safety & Wellness Committee and ASB/Leadership will focus on the four areas of wellness (social, physical, intellectual, and emotional) and implement activities/presentations during Advisory. Staff will continue to implement

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restorative practices, plan a spring Wellness Week, and continue Second Step/Social Emotional Learning in Physical Education classes. Students and staff will participate in a fall suicide prevention presentation. Parents will also receive this information via a virtual Principal's Chat.

	Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	<p>Develop a comprehensive wellness program that supports social, emotional, physical, and intellectual wellness;</p> <ol style="list-style-type: none"> <li>1. Identify members (staff, parents, and students) for the School Safety &amp; Wellness Committee</li> <li>2. Principal and Assistant Principal will work with ASB Advisor to develop a plan that supports student wellness and activities               <ol style="list-style-type: none"> <li>a. Establish a theme and vision for the year - We are OnePack!</li> <li>b. Create Advisory lessons that support student wellness, connectedness, suicide prevention, and online safety, to be aligned to the Collaborative for Academic, Social, and Emotional Learning (CASEL).</li> <li>c. ASB and the School Safety &amp; Wellness Committee will plan a spring Wellness Week and include input from the school counselor.</li> <li>d. PE Department will continue to implement the Second Step - Social-Emotional Learning curriculum to 7th and 8th grade PE students</li> <li>e. Administration and Wellness Committee will identify assemblies/activities as needed to address student wellness concerns</li> <li>f. Hold a staff training on AB1266 in an effort to support LGBTQ youth</li> <li>g. Create a Student Support Google Classroom to support students connectedness during distance learning</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Assistant Principal</li> <li>2. Principal, Assistant Principal, ASB Adviser, Counselor</li> </ol>	Admin Budget ASB Budget	CoVitality Survey, Student Wellness and Wellness Week post survey, Student Engagement Surveys through Google Classroom, Healthy Kids Survey	<ol style="list-style-type: none"> <li>1. Fall 2020</li> <li>2. Fall 2020               <ol style="list-style-type: none"> <li>a. Fall 2020</li> <li>b. Fall 2020 and ongoing</li> <li>c. Spring 2020</li> <li>d. Fall 2020 and ongoing</li> <li>e. Fall 2020 and ongoing</li> <li>f. Dec 2020/Jan 2021</li> <li>g. Aug 2020</li> <li>h. Aug 2020 and ongoing</li> </ol> </li> </ol>
2.	<p>Use the Advisory period for Community Building, Wellness Activities, and Restorative Practices</p> <ol style="list-style-type: none"> <li>1. The Restorative Practices Trainers (school counselor, teacher, and principal) will provide a brief training/refresh of Restorative Practices to all teaching staff</li> <li>2. The counselor will work with teachers to co-facilitate Restorative Circle strategies as needed in subject-specific classes to build community.</li> <li>3. The principal will arrange a formal Restorative Practices training for a team of approximately five PTMS teachers (ideally 1 from each subject area)</li> <li>4. The assistant principal will determine how to use restorative practices effectively for student conflict resolution</li> <li>5. Administrators will incorporate Restorative Practices strategies into weekly Advisory lessons</li> </ol>	Principal, Assistant Principal and Counselor	Admin Budget	CoVitality Survey, Student Wellness and Wellness Week post survey, Student Engagement Surveys through Google Classroom, Healthy Kids Survey	<ol style="list-style-type: none"> <li>1. Fall 2020</li> <li>2. Ongoing</li> <li>3. Fall 2020</li> <li>4. Fall 2020 and ongoing</li> <li>5. Fall 2020 and ongoing</li> </ol>
3.	<p>Develop a comprehensive school safety plan</p> <ol style="list-style-type: none"> <li>1. Identify members (staff, parents, and students) for the School Safety &amp; Wellness Committee</li> <li>2. Assistant Principal will work with district staff to obtain and update a site safety plan template</li> </ol>	Assistant Principal	no cost	-Safety Committee meeting agenda and minutes, Site Council agenda and minutes,	<ol style="list-style-type: none"> <li>1. August 2020</li> <li>2. Summer 2020, Spring 2021</li> <li>3. Fall 2020</li> </ol>

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	<p>3. Assistant Principal will work with the School Site Council to approve and adopt the PTMS Safety Plan. 4. Utilize staff in-service to train staff on how to implement the PTMS Safety Plan</p>			<p>Emergency drills execution</p>	<p>4. Once returned to campus</p>
<p>4.</p>	<p>Continue to hold our Digital Citizen Certification with Common Sense Media 1. Incorporate digital citizenship lessons during weekly Advisory Class at least one time/month 3. Communicate digital citizenship lessons learned to parent community via Friday emails</p>	<p>Principal, Advisory teachers</p>	<p>no cost</p>	<p>Late Start agenda, department specific lesson plans, and receipt of Common Sense Digital Citizenship Certification, emails blasts to parents (eoption), school calendar</p>	<p>1. September 2020 and ongoing 2. October 2020 3. Ongoing</p>



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<p><b>LCAP Goal:</b> SDUHSD LCAP Goal #1: Annual increase in student achievement for all students in English language arts and math with a focus on accelerating student learning outcomes for target subgroups including English Learners, low income pupil, and pupils identified as special education.</p> <p><b>School Goal 2</b> Annual increase in student achievement for all students in English Language Arts (ELA) with focus on accelerating student learning outcomes for targeted subgroups including English Learners, socioeconomically disadvantaged students, and students with disabilities.</p> <p><b>LCAP Priority Area:</b> State Priority: 1-Basic Services, 2-Implementation of State Standards, 4-Pupil Achievement, 7-Course Access</p> <p><b>Targeted Pupil Student Group(s):</b> All students</p>	
<p><b>A. Rationale:</b> After reviewing California Dashboard data results from 2019 (no CAASPP data for 2020 due to COVID-19 school closures) we are focused on the following:  The outcome from 2019: 93.8 points above standard (standard met/green or exceeded/blue) for "all students," which is a 4.4 point increase The goal for 2021: Maintain over 90 points above standard (standard met/green or exceeded/blue) for "all students."  Goal: The achievement gap for SWD, ELL, and EDS will decrease by 5 points in ELA. Achievement Gap Outcomes for ELA: Students With Disabilities (SWD) - 10 points below standard - a decline of 13.3 points. English Learners (EL) - 20.9 points above standard - maintained -0.6 points Socioeconomically Disadvantaged Students (SDS) - 25.6 points above standards - a decline of 6.5 points</p>	<p><b>B. Expected Measurable Outcomes:</b>  SBAC results from spring 2021 will reflect:  Maintain over 90 points above standard (standard met/green or exceeded/blue) for "all students."  The achievement gap for SWD, EL, and SDS will decrease by 5 points in ELA.</p>
<p><b>C. Strategy:</b> Create a flexible master schedule to support all students and create systems of support and interventions. Review Universal screener - STAR reading assessment results. Identify students that would benefit from team taught College Prep English, ELD English, and additional interventions. Teachers meet weekly in their Professional Learning Communities to review assessment data to support student learning and drive instruction.</p>	

Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
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1.	<p><b>MASTER SCHEDULE DEVELOPMENT:</b></p> <ol style="list-style-type: none"> <li>1. A flexible master schedule will be developed to allow students access to grade-level-appropriate courses</li> <li>2. Principal and counselor review student data (Universal Screener - STAR reading scores, grade data, available SBAC scores, parent/teacher input, SSTnotes, Intervention team feedback) for appropriate course placement.</li> <li>3. Continue to develop our ELD program to support the English Learner population. Review English Learner enrollment to determine the need for ELD English and EL English class placement.</li> <li>4. Use the co-teaching model to support the SWD group in accessing English grade-level content</li> </ol>	<ol style="list-style-type: none"> <li>1. Principal and Counselor</li> <li>2. Principal and counselor</li> <li>3. Assistant Principal and English teachers</li> <li>4. Assistant Principal, English teachers, and Education Specialist</li> </ol>	None	<p>Universal Screener - STAR data, CAASPP data/California Dashboard. Intervention Team meeting notes</p>	<ol style="list-style-type: none"> <li>1. August 2020, Spring 2021</li> <li>2. August 2020, Spring 2021</li> <li>3. Fall 2020 and ongoing</li> <li>4. Fall 2020 and ongoing</li> </ol>
2.	<p><b>PROFESSIONAL DEVELOPMENT/PROFESSIONAL LEARNING COMMUNITY:</b></p> <ol style="list-style-type: none"> <li>1. Utilize the Professional Learning Community process with course alike groups. PLC groups meet weekly during Student Support Time and have the option to use collaboration release days as needed to support student achievement, analyze student data, create a plan to adjust instruction, and identify students who need additional interventions.</li> <li>2. Evaluate alignment of curriculum and assessments to state content standards, review and revise Essential Learning Outcomes (for in-person classes and distance learning).</li> <li>3. Create/update common formative assessments (CFA's) that address specific ELO's and create an agreed-upon timeline for administering CFA's to students.</li> <li>4. Analyze and discuss student learning based on common formative assessment results.</li> <li>5. Determine intervention and re-teach opportunities/strategies for students and discuss instructional best practices for continued student achievement.</li> <li>6. Targeted professional development opportunities offered monthly to include topics such as educational technology, intervention strategies, collaboration strategies, engagement strategies, restorative practices, student wellness strategies, and social-emotional learning, and suicide prevention awareness.</li> </ol>	<ol style="list-style-type: none"> <li>1. Administration and Teachers</li> <li>2-4. Teachers</li> <li>5. Administration, Teachers, Intervention Coordinator</li> <li>6. Administration</li> </ol>	<p>Sub costs for release days and collaboration days - not to exceed \$4,000 (PLC Support Allocation - site budget)</p>	<p>ELO documents and CFA samples, PLC agendas, staff inservice agendas, and slide deck presentations.</p>	<p>Starting August 2020 and ongoing through June 2021</p>
3.	<p><b>INTERVENTION COORDINATOR:</b></p> <ol style="list-style-type: none"> <li>1. Utilize the Intervention Coordinator to identify and monitor at-risk students and access additional English interventions</li> <li>2. Intervention coordinator will work with counselors, targeted teachers, Administration, and resource specialists to identify current support and needed supports, which included targeted interventions during Student Support Time and the Study Skills elective class.</li> <li>3. Intervention coordinator will create and share the PTMS multi-tiered intervention plan with teachers and train them on how to implement the plan and log student intervention in Aeries</li> </ol>	<p>Intervention Coordinator, Intervention Team Members, Administration and Counselors</p>	<p>1 Section for Study Skills Intervention Coordinator - \$25,000 (Source: Non-Formula LCAP)</p> <p>Tutoring - not to exceed \$2,000 (Tutoring Support</p>	<p>CAASPP data/California Dashboard, grade report data, teacher/parent feedback</p>	<ol style="list-style-type: none"> <li>1. Fall 2020 and ongoing</li> <li>2. Fall 2020</li> <li>3. Starting September and ongoing</li> <li>4. Ongoing</li> <li>5. Starting second semester 2021</li> </ol>

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	<p>4. Intervention coordinator will lead a weekly review with the intervention team of students' academic progress, grade data, and teacher feedback on the effectiveness of the current intervention plan.</p> <p>5. Intervention Coordinator may be a member of the Student Study Team (SST)</p> <p>6. Intervention team will identify students who would benefit from additional tutoring</p>		Allocation/PTSA budget)		
4.	<p>UNIVERSAL SCREENER - STAR Reading</p> <p>1. All College Prep and Honors English students will be administered the Universal Screener - STAR reading assessment to identify students reading below grade level/in need of an intervention.</p> <p>2.. Counselor, Intervention Coordinator, and Administration will review test results and identify struggling readers for additional support to participate in the on-site Learning Hubs</p> <p>3. The Universal Screener will be given and reviewed three times a year to monitor progress and identify students in need of an ELA intervention</p> <p>4. Reading data will be shared with English teachers to support individual students' reading development.</p> <p>5. All teachers will have access to their students' scores via Aeries</p> <p>6. The targeted intervention/prescribed reading support software, "Freckle" will be offered as an intervention</p>	Administration, Counselor, and Intervention Coordinator	None	Universal Screener - STAR Reading data	Fall 2020, Winter 2021, Spring 2021
5.	<p>ACADEMIC &amp; SOCIAL-EMOTIONAL INTERVENTIONS: Develop an intervention program that supports onsite and distance learning academic and social-emotional needs.</p> <p>1. Learning Hub #1 &amp; #2 - each Hub meets 2 days/week from 8:30 am - 2:55 pm.</p> <p>2. Incorporate AVID tutor support into the Learning Hubs</p> <p>3. Individualized/small group support for students from subject-specific teachers during Student Support Time (virtual and/or in-person)</p> <p>4. Various student-initiated clubs supported by a teacher or parent advisor and approved by ASB (virtual and/or in-person)</p> <p>5. Counselors create Advisory study skills presentation and Counseling presentation</p> <p>6. Provide school supplies for those students in need</p>	Principal, Intervention Coordinator, Counselor, Assistant Principal, and Teachers	<p>1. Learning Hub #1 Substitute (Mondays and Thursdays)</p> <p>Learning Hub #2 Substitute (Tuesdays and Fridays) - Approximately \$175/day</p> <p>2. Avid Tutors - 12 hours (paid for by district budget)</p> <p>3-4. No Cost</p> <p>6. Admin budget and organizational supplies - PTSA funded \$300</p>	Grade data, teacher/parent/student feedback and subject specific common formative assessment data. 2021 CAASPP data/California Dashboard	Fall 2020 and ongoing

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<p><b>LCAP Goal:</b> SDUHSD LCAP Goal #1: Annual increase in student achievement for all students in English language arts and math with a focus on accelerating student learning outcomes for target subgroups including English Learners, low income pupil, and pupils identified as special education.</p> <p><b>School Goal 3</b> Annual increase in student achievement for all students in math with focus on accelerating student learning outcomes for targeted subgroups including English Learners, socioeconomically disadvantaged students, and students with disabilities.</p> <p><b>LCAP Priority Area:</b> State Priority: 1-Basic Services, 2-Implementation of State Standards, 4-Pupil Achievement, 7-Course Access</p> <p><b>Targeted Pupil Student Group(s):</b> All students</p>	
<p><b>A. Rationale:</b> After reviewing California Dashboard data results from 2019 (no CAASPP data for 2020 due to COVID-19 school closures) we are focused on the following:  The outcome from 2019: 99.9 points above standard (standard met/green or exceeded/blue) for "all students," which is a 5.8 point increase The goal for 2021: Maintain over 90 points above standard (standard met/green or exceeded/blue) for "all students."  Goal: The achievement gap for SWD, ELL, and EDS will decrease by 5 points in math. Achievement Gap Outcomes for ELA: Students With Disabilities (SWD) - 30.7 points below standard - an increase of 13.2 points English Language (EL) - 54.1 points above standard - an increase of 17.6 points Socioeconomically Disadvantaged Students (SDS) - 5.3 points above standards - a decline of 13.3 points</p>	<p><b>B. Expected Measurable Outcomes:</b>  SBAC results from spring 2021 will reflect:  Maintain over 90 points above standard (standard met/green or exceeded/blue) for "all students."  The achievement gap for SWD, ELL, and SDS will decrease by 5 points in math</p>
<p><b>C. Strategy:</b> Create a flexible master schedule to support all students and create systems of support and interventions. Review Universal screener - STAR math assessment results. Identify students that would benefit from the team taught Math A Essentials or Math B Essentials, and additional interventions. Teachers meet weekly with their Professional Learning Communities to review assessment data to support student learning, drive instruction, and identify students in need of an intervention.</p>	

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	Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	<p><b>MASTER SCHEDULE DEVELOPMENT:</b></p> <ol style="list-style-type: none"> <li>1. A flexible master schedule will be developed to allow students access to grade-level-appropriate courses - Integrated Math A Essentials and Integrated Math B Essentials</li> <li>2. Principal and counselor review student data (Universal Screener - Math STAR scores, grade data, available SBAC scores, parent/teacher input, SSTnotes, Intervention team feedback) for appropriate course placement.</li> <li>3. Use the co-teaching model to support the SWD group in accessing Math grade-level content</li> </ol>	<ol style="list-style-type: none"> <li>1. Principal and Counselor</li> <li>2. Principal and counselor</li> <li>3. Principal, math teachers, and Education Specialist</li> </ol>	<p>1 Section of Integrated Math A Essentials - \$25,000 (Source: Non-Formula LCAP)</p> <p>1 Section of Integrated Math B Essentials - \$25,000 (Source: Non-Formula LCAP)</p>	<p>Universal Screener - STAR math data, CAASPP data/California Dashboard. Intervention Team meeting notes</p>	<ol style="list-style-type: none"> <li>1. August 2020, Spring 2021</li> <li>2. August 2020, Spring 2021</li> <li>3. Fall 2020 and ongoing</li> <li>4. Fall 2020 and ongoing</li> </ol>
2.	<p><b>PROFESSIONAL DEVELOPMENT/PROFESSIONAL LEARNING COMMUNITY:</b></p> <ol style="list-style-type: none"> <li>1. Utilize the Professional Learning Community process with course alike groups. PLC groups meet weekly during Student Support Time and have the option to use collaboration release days as needed to support student achievement, analyze student data, create a plan to adjust instruction, and identify students who need additional interventions.</li> <li>2. Evaluate alignment of curriculum and assessments to state content standards, review and revise Essential Learning Outcomes (for in-person classes and distance learning).</li> <li>3. Create/update common formative assessments (CFA's) that address specific ELO's and create an agreed-upon timeline for administering CFA's to students.</li> <li>4. Analyze and discuss student learning based on common formative assessment results.</li> <li>5. Determine intervention and re-teach opportunities/strategies for students and discuss instructional best practices for continued student achievement.</li> <li>6. Targeted professional development opportunities offered monthly to include topics such as educational technology, intervention strategies, collaboration strategies, engagement strategies, restorative practices, student wellness strategies, and social-emotional learning, and suicide prevention awareness.</li> </ol>	<ol style="list-style-type: none"> <li>1. Administration and Teachers</li> <li>2-4. Teachers</li> <li>5. Administration, Teachers, Intervention Coordinator</li> <li>6. Administration</li> </ol>	<p>Sub costs for release days and collaboration days - not to exceed \$4,000 (PLC Support Allocation - site budget)</p>	<p>ELO documents and CFA samples, PLC agendas, staff inservice agendas, and slide deck presentations.</p>	<p>Starting August 2020 and ongoing through June 2021</p>
3.	<p><b>INTERVENTION COORDINATOR:</b></p> <ol style="list-style-type: none"> <li>1. Utilize the Intervention Coordinator to identify and monitor at-risk students and access additional Math interventions</li> <li>2. Intervention coordinator will work with targeted teachers, Administration, and resource specialists to identify current support and needed supports, which included targeted interventions during Student Support Time and the Study Skills elective class.</li> </ol>	<p>Intervention Coordinator, Intervention Team Members, Administration and Counselors</p>	<p>1 Section for Study Skills Intervention Coordinator - \$25,000 (Source: Non-Formula LCAP)</p> <p>Tutoring - not to exceed \$2,000 (Tutoring Support)</p>	<p>CAASPP data/California Dashboard, grade report data, teacher/parent feedback</p>	<ol style="list-style-type: none"> <li>1. Fall 2020 and ongoing</li> <li>2. Fall 2020</li> <li>3. Starting September and ongoing</li> <li>4. Ongoing</li> <li>5. Starting second semester 2021</li> </ol>

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	<p>3. Intervention coordinator will create and share the PTMS multi-tiered intervention plan with teachers and train them on how to implement the plan and log student intervention in Aeries</p> <p>4. Intervention coordinator will lead a weekly review with the intervention team of students' academic progress, grade data, and teacher feedback on the effectiveness of the current intervention plan.</p> <p>5. Intervention Coordinator may be a member of the Student Study Team (SST)</p> <p>6. Once returned to on-campus learning, the Intervention team will identify students who would benefit from additional tutoring</p>		Allocation/PTSA budget)		
4.	<p>ACADEMIC &amp; SOCIAL-EMOTIONAL INTERVENTIONS: Develop an intervention program that supports onsite and distance learning academic and social-emotional needs.</p> <p>1. Learning Hub #1 &amp; #2 - each Hub meets 2 days/week from 8:30 am - 2:55 pm.</p> <p>2. Incorporate AVID tutor support into the Learning Hubs</p> <p>3. Individualized/small group support for students from subject-specific teachers during Student Support Time (virtual and/or in-person)</p> <p>4. Various student-initiated clubs supported by a teacher or parent advisor and approved by ASB (virtual and/or in-person)</p> <p>5. Counselors create Advisory study skills presentation and Counseling presentation</p> <p>6. Provide school supplies for those students in need</p>	Principal, Intervention Coordinator, Counselor, Assistant Principal, and Teachers	<p>1. Learning Hub #1 Substitute (Mondays and Thursdays)</p> <p>Learning Hub #2 Substitute (Tuesdays and Fridays) - Approximately \$175/day</p> <p>2. Avid Tutors - 12 hours (paid for by district budget)</p> <p>3-4. No Cost</p> <p>6. Admin budget and organizational supplies - PTSA funded \$300</p>	Grade data, teacher/parent/student feedback and subject specific common formative assessment data. 2021 CAASPP data/California Dashboard	Fall 2020 and ongoing
5.	<p>UNIVERSAL SCREENER - STAR Math</p> <p>1. All College Prep and Honors Math students will be administered the Universal Screener - STAR Math test) to identify students reading below grade level/in need of an intervention.</p> <p>1. Counselor, Intervention Coordinator, and Administration will review test results three times a year to identify students in need of additional support and monitor student progress.</p> <p>2. Universal Screener data along with grade data will be utilized to identify students who will be invited to participate in on-site Learning Hubs</p> <p>3. All teachers will have access to their students' scores via Aeries</p> <p>5. The targeted intervention/prescribed math support software, "Freckle" and or "ALEKS" will be offered as a math target support to students not showing grade level progress or in need of additional practice.</p>	Administration, Counselor, and Intervention Coordinator	None	Universal Screener - STAR Math data	Fall 2020, Winter 2020, Spring 2020

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### 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				
Marnie Mareth		X			
Taylor Hunner		X			
Lars Torkelson		X			
Erin Harty		X			
Shannon Cary			X		
Tom Pfeiffer				X	
Tara Hutchinson				X	
Jorge Moller				X	
Jeremy Fang					X
Lauren Lansford					X
Aany Van Der Linden					X
<b>Numbers of members of each category</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>3</b>

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

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**Form G. Budget 2020-21  
Pacific Trails Middle School**

<b>State/Federal Categorical Program</b>	<b>Allocation</b>
PLC Staff Collaboration	<b>\$6,850.00</b>
Site Tutoring	<b>\$1,713.00</b>
LCAP - Non formula: Math Essentials A & B, Study Skills elective	<b>\$75,000.00</b>
<b>Total</b>	<b>\$83,563</b>







# School and Student Performance Data

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## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="212 443 456 472">English Language Arts</p>  <p data-bbox="305 520 363 550">Blue</p>	<p data-bbox="695 443 928 472">Chronic Absenteeism</p>  <p data-bbox="771 520 850 550">Yellow</p>	<p data-bbox="1198 443 1377 472">Suspension Rate</p>  <p data-bbox="1252 520 1328 550">Green</p>
<p data-bbox="261 640 407 669">Mathematics</p>  <p data-bbox="305 718 363 747">Blue</p>		

#### Conclusions based on this data:

1. Students are performing very well on Academic Performance for ELA and Math.
2. Chronic Absenteeism is an area to explore further.
3. Suspension rates are not a concern at this time.

# School and Student Performance Data

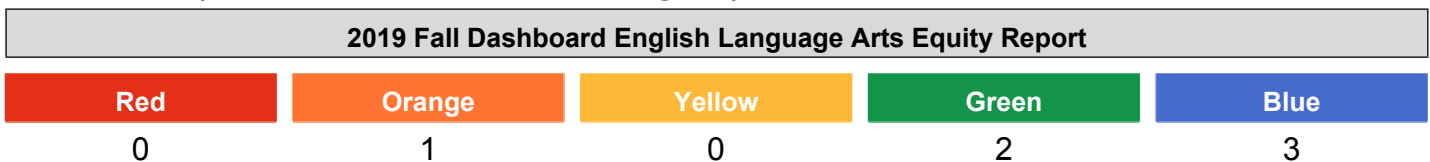
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## Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Blue</p> <p>93.8 points above standard</p> <p>Increased ++4.4 points</p> <p>692</p>	<p><b>English Learners</b></p> <p>Green</p> <p>20.9 points above standard</p> <p>Maintained -0.6 points</p> <p>59</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>25.6 points above standard</p> <p>Declined -6.5 points</p> <p>69</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>10 points below standard</p> <p>Declined -13.3 points</p> <p>52</p>

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity <span style="float: right;">ITEM 10d</span>			
<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color 0 Students	 Blue 118 points above standard Maintained ++2.8 points 250	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Blue 55.3 points above standard Maintained ++0.8 points 55	 No Performance Color 69.4 points above standard Declined -13.8 points 31	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 87.6 points above standard Increased ++7 points 338

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
<b>Current English Learner</b>	<b>Reclassified English Learners</b>	<b>English Only</b>
31.3 points below standard Increased ++6.4 points 25	59.4 points above standard Declined -4.8 points 34	92.5 points above standard Maintained ++2.3 points 420

#### Conclusions based on this data:

- Although there is an increase in performance growth, current English learners are in need of additional language support. Reclassified English Learners are above standard but showed a decline of 4.8.
- Students with disabilities have declined 13 points and need additional targeted English Language support.
- Socio-economically disadvantaged students are maintaining above standard, but should continue to be supported as a 6.5 decline was present.

# School and Student Performance Data

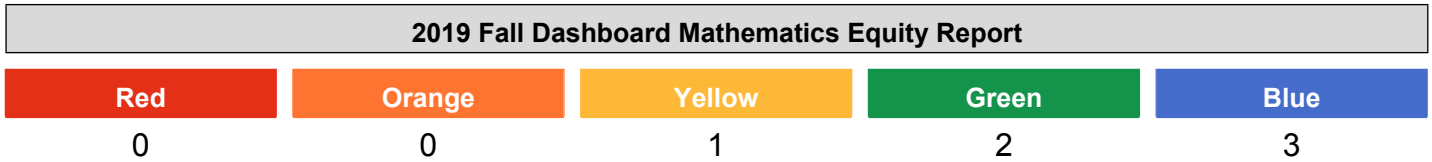
ITEM 10d

## Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Blue</p> <p>99.9 points above standard</p> <p>Increased ++5.8 points</p> <p>692</p>	<p><b>English Learners</b></p> <p>Blue</p> <p>54.1 points above standard</p> <p>Increased Significantly ++17.6 points</p> <p>59</p>	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>5.3 points above standard</p> <p>Declined -13.3 points</p> <p>69</p>	<p><b>Students with Disabilities</b></p> <p>Yellow</p> <p>30.7 points below standard</p> <p>Increased ++13.2 points</p> <p>52</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity				ITEM 10d
<p><b>African American</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>10</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>89.9 points above standard</p> <p>Declined Significantly -17.2 points</p> <p>31</p>	<p><b>Asian</b></p>  <p>Blue</p> <p>145.7 points above standard</p> <p>Maintained -2.6 points</p> <p>251</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>	
<p><b>Hispanic</b></p>  <p>Green</p> <p>33.4 points above standard</p> <p>Declined -3.9 points</p> <p>55</p>	<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>89.9 points above standard</p> <p>Declined Significantly -17.2 points</p> <p>31</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p><b>White</b></p>  <p>Blue</p> <p>82.7 points above standard</p> <p>Increased ++12.6 points</p> <p>337</p>	

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3-8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
<p><b>Current English Learner</b></p> <p>26 points above standard</p> <p>Increased Significantly ++45 points 25</p>	<p><b>Reclassified English Learners</b></p> <p>74.7 points above standard</p> <p>Maintained -1.5 points</p> <p>34</p>	<p><b>English Only</b></p> <p>91.5 points above standard</p> <p>Increased ++6.7 points</p> <p>418</p>

**Conclusions based on this data:**

- English Learners show a significant increase with a 45 point growth and English only also showed growth in math.
- Students with disabilities increased, but we have a need for targeted support due to being 30.7 points below standard.
- Students identified as socioeconomically disadvantaged are above above standard but showed a 13 point decline.

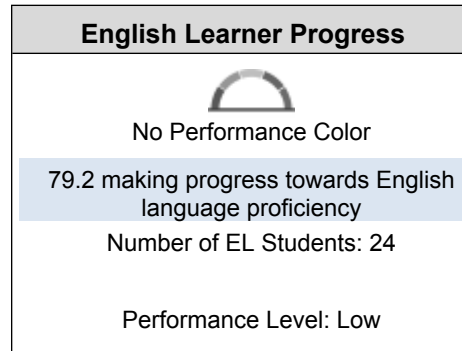
# School and Student Performance Data

ITEM 10d

## Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
8.3	12.5	33.3	45.8

#### Conclusions based on this data:

1. Our English Learner population has increased and a need to support students with their English language development is present, therefore, an ELD English class will be considered as a course offering in the 2019-20 master schedule.

# School and Student Performance Data

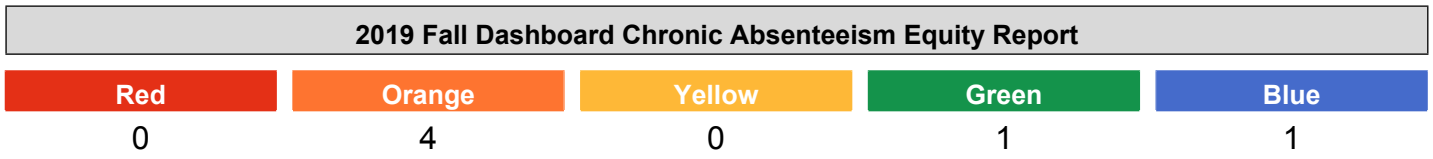
ITEM 10d

## Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>3.9</p> <p>Increased +0.5</p> <p>747</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>11.4</p> <p>Increased +4.9</p> <p>44</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>7.4</p> <p>Increased +1.1</p> <p>81</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>12.1</p> <p>Increased +1.7</p> <p>66</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity				ITEM 10d
<p><b>African American</b></p>  <p>No Performance Color</p> <p>0</p> <p>12</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>	<p><b>Asian</b></p>  <p>Blue</p> <p>0</p> <p>Declined -0.9</p> <p>263</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>	
<p><b>Hispanic</b></p>  <p>Green</p> <p>8.8</p> <p>Declined -1.2</p> <p>68</p>	<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>2.7</p> <p>Increased +2.7</p> <p>37</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p><b>White</b></p>  <p>Orange</p> <p>6.1</p> <p>Increased +1.9</p> <p>360</p>	

**Conclusions based on this data:**

1. Further monitoring and support is needed for all students, specifically English Learners, Socioeconomically Disadvantaged, and Students with Disabilities in the area of chronic absenteeism.



# School and Student Performance Data

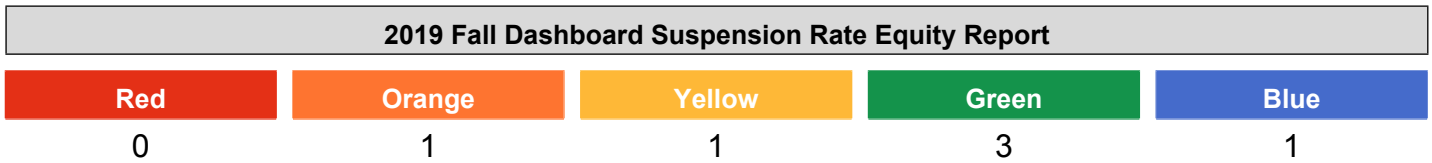
ITEM 10d

## Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green 1.5 Maintained 0 749	 Green 2.2 Declined -7.5 45	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not 1	 Green 3.7 Declined -2.7 82	 Green 6 Declined -2.2 67

ITEM 10d

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
<p><b>African American</b></p>  <p>No Performance Color</p> <p>8.3</p> <p>12</p>	<p><b>American Indian</b></p>	<p><b>Asian</b></p>  <p>Blue</p> <p>0.4</p> <p>Maintained -0.1</p> <p>264</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data</p> <p>6</p>
<p><b>Hispanic</b></p>  <p>Orange</p> <p>5.9</p> <p>Increased +2.5</p> <p>68</p>	<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>0</p> <p>Declined -4</p> <p>37</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data</p> <p>1</p>	<p><b>White</b></p>  <p>Yellow</p> <p>1.4</p> <p>Increased +0.3</p> <p>361</p>

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	2018	2019
	1.5	1.5

**Conclusions based on this data:**

- Suspensions have declined for for all subgroups.

# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** May 25, 2021

**BOARD MEETING DATE:** June 17, 2021

**PREPARED BY:** Bryan Marcus  
Associate Superintendent / Educational Services

**SUBMITTED BY:** Lucile Lynch, Interim Superintendent

**SUBJECT:** APPROVAL OF 2021-22 BELL SCHEDULES

-----

### EXECUTIVE SUMMARY

Bell schedules have been prepared for the 2021-22 school year for Carmel Valley, Diegueño, Earl Warren, Oak Crest and Pacific Trails Middle Schools, and Canyon Crest Academy, La Costa Canyon High School, San Dieguito High School Academy, Sunset High School and Torrey Pines High School.

Over the course of the 2021-22 school year, SDUHSD will continue to collaborate with Employee Associations and stakeholder groups to evaluate SB 328 to ensure all school sites are in compliance.

SB 328 was signed into law on October 13, 2019 by the Governor

- Start times for high schools must be no earlier than 8:30 a.m.
- Start times for middle schools must be no earlier than 8:00 a.m.

This law must be implemented by all schools no later than the start of the 2022-23 school year.

It is at the Superintendent's discretion to modify school bell schedules in accordance with County Public Health Orders.

### RECOMMENDATION:

It is recommended that the Board approve the 2021-22 bell schedules for Carmel Valley, Diegueño, Earl Warren, Oak Crest and Pacific Trails Middle Schools, and Canyon Crest Academy, La Costa Canyon High School, San Dieguito High School Academy, Sunset High School and Torrey Pines High School, as shown in the attached supplement.

### FUNDING SOURCE:

Not applicable.

## ITEM 10e

## 2021-2022 ANNUAL INSTRUCTIONAL MINUTES SUMMARY

School: Canyon Crest Academy

Date: 05/19/21Principal: Brett KilleenGrade: 9-12

School Start Date: 08/17/21

<u>Type of Days</u>	<u># of Days</u>	<u>Daily Minutes</u>	<u>Annual Minutes</u>
Single Period Day	121	388	46,948
Thursday Homeroom Schedule	27	387	10,449
Wednesday Late Start	19	296	5,624
Extended Lunch Schedule	6	373	2,238
Finals Day 1 (Periods 0, 1 & 3)	3	323	969
Finals Day 2 (Periods 0, 2 & 4)	3	318	954
June 3rd Finals		284	284
<b>TOTAL</b>	<b>180</b>		<b>67,466</b>

180 Days

Minimum Annual Minutes:

Grade 7-8 54,000

Grade 9-12 64,800

# Canyon Crest Academy

## Bell Schedule

### 2021-2022

ITEM 10e

#### Regular Day Schedule

Time	Monday	Tuesday	Wednesday	Friday
6:30 – 7:52 am	0	0	0	0
8:00 – 9:30 am	1	1	1	1
9:38 – 11:12 am	2	2	2	2
11:12 – 11:44 am	Lunch	Lunch	Lunch	Lunch
11:52 – 1:22 pm	3	3	3	3
1:30 – 3:00 pm	4	4	4	4

#### Thursday Homeroom Schedule

Time	Period
6:32 – 7:52 am	0
8:00 – 9:20 am	1
9:28 – 10:48 am	2
10:56 - 11:31 am	Homeroom
11:31 – 12:04 pm	Lunch
12:12 – 1:32 pm	3
1:40 – 3:00 pm	4

Homeroom (27) Thursdays / Extended Lunch (4) Fridays / Pep Rally (2) Fridays

Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
8/19	9/2	10/7	11/4	12/2	1/13	2/3	3/4 TBD Ext Lunch	4/14	5/20 Pep Rally	
8/26	9/9	10/21	11/19 Bball Ext Lunch	12/9	1/20	2/10	3/10	4/21	5/26	
	9/16	10/22 Pep Rally		12/16	1/27	2/17	3/17	4/29 TBD Ext Lunch		
	9/24 Club Day Ext Lunch	10/28				2/24	3/24			
	9/30						3/31			

#### Wednesday - Late Start Schedule

Time	Period
------	--------

# Canyon Crest Academy

## Bell Schedule

### 2021-2022

ITEM 10e

6:44 – 7:52 am	0
9:30 – 10:37 am	1
10:45 – 11:56 am	2
11:56 – 12:30 pm	Lunch
12:38 – 1:45 pm	3
1:53 – 3:00 pm	4

#### Wednesday - Late Start Dates

Aug	Sept	Oct.	Nov.	Dec.	Jan.	Feb	March	April	May	June
8/25 8/24-BSN	9/1	10/6	11/3	12/1	1/26 1/25-BSN	2/2	3/9	4/20	5/4	6/1
	9/22	10/20	11/17	12/15		2/23	3/30	4/27	5/18	

**Extended Lunch Schedule**  
**September 24th (Club Day)**  
**November 19th (Staff vs. Student Basketball Game)**  
**March 4th (TBD)**  
**April 29th (TBD)**

Time	Period
6:30 – 7:52 am	0
8:00 – 9:27 am	1
9:35 – 11:02 am	2
11:02 – 11:49 am	Lunch
11:57 – 1:24 pm	3
1:32 – 3:00 pm	4

# Canyon Crest Academy

## Bell Schedule

### 2021-2022

ITEM 10e

#### Finals Schedule

October 14th (Periods 1 & 3); October 15th (Periods 2 & 0/4)  
 December 22nd (Periods 1 & 3); December 23th (Periods 2 & 0/4)  
 March 21st (Periods 1 & 3); March 22nd (Periods 2 & 0/4)

Period	Day 1	Minutes	Day 2	Minutes
0	6:47 - 7:52	65 min.	6:47 - 7:52	65 min.
1	8:00 - 9:40	100 min. final	8:00 - 8:47	47 min.
2	9:48 - 10:35	47 min.	8:55 - 10:35	100 min. final
Lunch	10:35 - 11:07		10:35 - 11:07	
3	11:15 - 12:55	100 min. final	11:15 - 12:02	47 min.
4	1:03 - 1:50	47 min.	12:10 - 1:50	100 min. final

#### June 3rd Finals

Period	Time	Minutes
0	6:47 - 7:52	65
1	8:00 - 9:05	65
2	9:13 - 10:18	65
Break	10:18 - 10:25	
3	10:33 - 11:38	65
4	11:46 - 12:51	65

ITEM 10e

August 2021						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4 RD-11/12	5	6 RD-10	7
8	9 RD-9	10 PREP	11 PREP	12 INS	13 INS	14
15	16 NS	17 First Day	18	19 HR	20	21
22	23	24 BSN	25 LS	26 HR	27	28
29	30	31				

Aug. 4-9 -- Raven Readiness Aug. 10-13 --Teacher Prep / Inservice  
Aug. 16 -- Teacher Non-Work Day - No Teachers/Students  
Aug. 17 -- First Day of School; Aug. 19, 26--HR Bell Schedule  
Aug. 24. -- BTSN; Aug 25. -- Late Start Days

November 2021						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
Oct 31	1	2	3 LS	4 HR	5	6 S
7	8	9	10	11 H	12	13
14	15	16	17 LS	18	19 EL	20
21	22 H	23 H	24 H	25 H	26 H	27
28	29	30				

Nov. 3, 17 -- Late Start Days; Nov. 4 -- Homeroom Bell Schedule  
Nov. 11 -- Veterans Day Holiday; Nov 19 -- Bball - Extended Lunch  
Nov. 22-26 -- Fall Break Holiday

February 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
Jan 30	Jan 31	1	2 LS	3 HR	4	5 S
6	7	8	9	10 HR	11	12
13	14	15	16	17 HR	18	19
20	21 H	22 H	23 LS	24 HR	25	26
27	28					

Feb. 2, 23 -- Late Start Days  
Feb. 3,10,17,24 -- Homeroom Bell Schedule  
Feb. 21,22 -- Presidents' Day Holidays

May 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4 LS	5	6	7 S
8	9	10	11	12	13	14 S
15	16	17	18 LS	19	20 PR	21
22	23	24	25	26 HR	27	28
29	30 H	31				

May 4, 18 -- Late Start Days;  
May 20 (Pep Rally), 26 -- Homeroom Bell Schedule  
May 2-13 -- AP Testing; May 30 -- Memorial Day Holiday

September 2021						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
Aug 29	Aug 30	Aug 31	1 LS	2 HR	3	4
5	6 H	7	8	9 HR	10	11
12	13	14	15	16 HR	17	18
19	20	21	22 LS	23	24 EL	25
26	27	28	29	30 HR		

TBD - STAR Testing  
Sept. 2, 9, 16, 30 -- Homeroom Bell Schedule  
Sept. 1 & 22 -- Late Start Days; Sept. 6 -- Labor Day Holiday  
Sept. 24 -- Club Day - Extended Lunch

December 2021						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1 LS	2 HR	3	4 S
5	6	7	8	9 HR	10	11
12	13	14	15 LS	16 HR	17	18
19	20	21	22 FD1	23* FD2 EQ2	24 H	25
26	27 H	28 H	29 H	30 H	30 H	

Dec. 2, 16 -- Late Start Day; Dec. 2, 9, 16 -- Homeroom Bell Schedule  
Dec. 22 -- Finals Day 1; Dec. 23 -- Finals Day 2, \*2nd Quarter Ends  
Dec. 24 - Jan. 7 -- Winter Break Holiday

March 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4 EL	5 S
6	7	8	9 LS	10 HR	11	12
13	14	15	16	17 HR	18	19
20	21 FD1	22* FD2 EQ3	23	24 HR	25	26
27	28	29	30 LS	31 HR		

Mar. 4 -- TBD - Extended Lunch; Mar. 9 & 30 -- Late Start Days  
Mar. 10, 17, 24, 31 -- Homeroom Bell Schedule  
Mar. 21 -- Finals Day 1; Mar. 22 -- Finals Day 2, \*3rd Quarter Ends

June 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1 LS	2	3* FQ4	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

June 1 -- Late Start  
June 3 -- Last Day of School, Graduation, Finals Bell Schedule \*4th Quarter Ends

October 2021						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2 S
3	4	5	6 LS	7 HR	8	9
10	11	12	13	14 FD1	15* FD2 EQ1	16
17	18	19	20 LS	21 HR	22 PR	23
24	25	26	27	28 HR	29	30

Oct. 7, 21, 28-- Homeroom Bell Schedule  
Oct. 14 -- Finals Day 1, Oct. 15 -- Finals Day 2, \*1st Quarter Ends  
Oct. 6 & 20 -- Late Start Days; Oct. 22 - Pep Rally

January 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3 H	4 H	5 H	6 H	7 H	8
9	10 NS	11 NS	12	13 HR	14	15
16	17 H	18	19	20 HR	21	22
23	24	25 BSN	26 LS	27 HR	28	29 S

Jan. 3-7 -- Winter Break; Jan 12 -- Second Term Begins Jan. 10, 11--  
Teacher Non Work Day/No School Jan. 13, 20, 27--  
Homeroom Bell Sched; Jan. 17-- MLK Jr. Day Holiday  
Jan 25 -- Spring Term Back To School Night; Jan. 26 -- Late Start

April 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4 H	5 H	6 H	7 H	8 H	9
10	11	12	13	14 HR	15	16
17	18	19	20 LS	21 HR	22	23 S
24	25	26	27 LS	28	29 EL	30

Apr. 4-8 --Spring Break Holiday  
Apr. 7, 14, 21 -- Homeroom Bell Schedule; Apr.  
20 & 27-- Late Start Days; Apr. 29 -- TBD - Extended Lunch

Calendar Key	
BSN	Back to School Night
EL	Extended Lunch Schedule
FD1	Quarter Finals Day 1 Bell Schedule
FD2	Quarter Finals Day 2 Bell Schedule
FQ4	Quarter 4 Finals Day Special Bell Schedule
H	All School Holiday--No School
HR	Homeroom Schedule Day
INS	Inservice for Staff - No Students
LS	Late Start Day School Begins at 9:30
NS	No School
PREP	Teacher Prep Day - No Students
RD	Readiness Days w/grade level
S	Saturday School
*	Quarter Ends

Updated: 4/29/21



CANYON CREST ACADEMY DAILY MINUTES CALCULATION

ITEM 10e

121	DAYS Single Period Day			
Periods	Start	End	Total Minutes	Passing Minutes
Period 0	6:30 AM	7:52 AM		
Period 1	8:00 AM	9:30 AM	90	
Period 2	9:38 AM	11:12 AM	94	8
Lunch	11:12 AM	11:44 AM		
Period 3	11:52 AM	1:22 PM	90	8
Period 4	1:30 PM	3:00 PM	90	8
Total			388	

27	DAYS Thursday Homeroom Schedule			
Periods	Start	End	Total Minutes	Passing Minutes
Period 0	6:30 AM	7:52 AM		
Period 1	8:00 AM	9:20 AM	80	
Period 2	9:28 AM	10:48 AM	80	8
Homeroom/P7	10:56 AM	11:31 AM	35	8
Lunch	11:31 AM	12:04 PM		
Period 3	12:12 PM	1:32 PM	80	8
Period 4	1:40 PM	3:00 PM	80	8
Total			387	

19	DAYS Wednesday Late Start			
Periods	Start	End	Total Minutes	Passing Minutes
Period 0	6:44 AM	7:52 AM		
Period 1	9:30 AM	10:37 AM	67	
Period 2	10:45 AM	11:56 AM	71	8
Lunch	11:56 AM	12:30 PM		
Period 3	12:38 PM	1:45 PM	67	8
Period 4	1:53 PM	3:00 PM	67	8
Total			296	

8	DAYS Extended Lunch Schedule			
Periods	Start	End	Total Minutes	Passing Minutes
Period 0	6:30 AM	7:52 AM		
Period 1	8:00 AM	9:27 AM	87	
Period 2	9:35 AM	11:02 AM	87	8
Lunch	11:02 AM	11:49 AM		
Period 3	11:57 AM	1:24 PM	87	8
Period 4	1:32 PM	3:00 PM	88	8
Total			373	

3	DAYS Finals Day 1 (Periods 0, 1 & 3)			
Periods	Start	End	Total Minutes	Passing Minutes
Period 0	6:47 AM	7:52 AM		
Period 1	8:00 AM	9:40 AM	100	
Period 2	9:48 AM	10:35 AM	47	8
Lunch	10:35 AM	11:07 AM		
Period 3	11:15 AM	12:55 PM	100	8
Period 4	1:03 PM	1:55 PM	52	8
Total			323	

3	DAYS Finals Day 2 (Periods 0, 2 & 4)			
Periods	Start	End	Total Minutes	Passing Minutes
Period 0	6:47 AM	7:52 AM		
Period 1	8:00 AM	8:47 AM	47	
Period 2	8:55 AM	10:35 AM	100	8
Lunch	10:35 AM	11:07 AM		
Period 3	11:15 AM	12:02 PM	47	8
Period 4	12:10 PM	1:50 PM	100	8
Total			318	

1	DAYS June 3rd Finals			
Periods	Start	End	Total Minutes	Passing Minutes
Period 0	6:47 AM	7:52 AM		
Period 1	8:00 AM	9:05 AM	65	
Period 2	9:13 AM	10:18 AM	65	8
Break	10:18 AM	10:25 AM		
Period 3	10:33 AM	11:38 AM	65	8
Period 4	11:46 AM	12:51 PM	65	8
Total			284	

## ITEM 10e

## 2021-2022 ANNUAL INSTRUCTIONAL MINUTES SUMMARY

**School:** Carmel Valley Middle School  
**Principal:** Victoria Kim  
**School Start Date:** 08/17/21

**Date:** 05/19/21  
**Grade:** 9-12

<u>Type of Days</u>	<u># of Days</u>	<u>Daily Minutes</u>	<u>Annual Minutes</u>
Monday - Single Periods	19	355	6,745
Block Schedule Tues/Thurs 0-1-3-5	70	355	24,850
Block Schedule Wed/Fri 0-2-4-6	71	355	25,205
Late Start Mondays	16	270	4,320
Minimum Day	2	240	480
Block Assembly Days	2	360	720
<b>TOTAL</b>	<b>180</b>		<b>62,320</b>

180 Days

**Minimum Annual Minutes:**

Grade 7-8 54,000  
Grade 9-12 64,800

CARMEL VALLEY MIDDLE SCHOOL DAILY MINUTES CALCULATION

ITEM 10e

19	DAYS Monday - Single Periods			
Periods	Start	End	Total Minutes	Passing Minutes
Period 0	7:30 AM	8:25 AM	55	
Period 1	8:30 AM	9:20 AM	50	
Period 2	9:25 AM	10:15 AM	50	5
Break	10:15 AM	10:20 AM		
Period 3	10:25 AM	11:15 AM	50	5
Period 4/Adviso	11:20 AM	12:40 PM	80	5
Lunch	12:40 PM	1:15 PM		
Period 5	1:20 PM	2:10 PM	50	5
Period 6	2:15 PM	3:05 PM	50	5
Total			355	

70	DAYS Block Schedule Tues/Thurs 0-1-3-5			
Periods	Start	End	Total Minutes	Passing Minutes
Period 0	7:30 AM	8:25 AM	55	
Period 1	8:30 AM	10:15 AM	105	
Break	10:15 AM	10:20 AM		
Period 3/PAW	10:25 AM	12:40 PM	135	5
Lunch	12:40 PM	1:15 PM		
Period 5	1:20 PM	3:05 PM	105	5
Total			355	

71	DAYS Block Schedule Wed/Fri 0-2-4-6			
Periods	Start	End	Total Minutes	Passing Minutes
Period 0	7:30 AM	8:25 AM	55	
Period 2	8:30 AM	10:15 AM	105	
Break	10:15 AM	10:20 AM		
Period 4/PAW	10:25 AM	12:40 PM	135	5
Lunch	12:40 PM	1:15 PM		
Period 6	1:20 PM	3:05 PM	105	5
Total			355	

16	DAYS Late Start Mondays			
Periods	Start	End	Total Minutes	Passing Minutes
Period 1	10:00 AM	10:45 AM	45	
Period 2	10:50 AM	11:30 AM	40	5
Period 3	11:35 AM	12:15 PM	40	5
Lunch	12:15 PM	12:50 PM		
Period 4	12:55 PM	1:35 PM	40	5
Period 5	1:40 PM	2:20 PM	40	5
Period 6	2:25 PM	3:05 PM	40	5
Total			270	

2	DAYS Minimum Day			
Periods	Start	End	Total Minutes	Passing Minutes
Period 0	7:50 AM	8:25 AM	35	
Period 1	8:30 AM	9:10 AM	40	
Period 2	9:15 AM	9:50 AM	35	5
Period 3	9:55 AM	10:30 AM	35	5
Break	10:30 AM	10:35 AM		
Period 4	10:40 AM	11:15 AM	35	5
Period 5	11:20 AM	11:55 AM	35	5
Period 6	12:00 PM	12:35 PM	35	5
Total			240	

2	DAYS Block Assembly Days			
Periods	Start	End	Total Minutes	Passing Minutes
Period 0	7:30 AM	8:25 AM	55	
Period 1	8:30 AM	10:15 AM	105	
Break	10:15 AM	10:20 AM		
Period 3/Assembly	10:25 AM	12:45 PM	140	5
Lunch	12:45 PM	1:20 PM		
Period 5	1:20 PM	3:05 PM	105	5
Total			360	

ITEM 10e

\*Schedule 2 AB days (1 ea semester)

Updated 4/29/21

Carmel Valley Middle School

Calendar for 2021-22

August 2021						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10 PREP	11 PREP	12 INS	13 INS	14
15	16	17 FS	18	19	20	21
22	23	24	25	26	27	28
29	30 LS	31				

Aug. 10-13...Inservice/Teacher Prep - No students  
Aug. 17.....1st Day of School

September 2021						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6 H	7	8	9	10	11
12	13	14	15	16	17	18
19	20 LS	21	22	23	24	25
26	27	28	29	30		

Sept 6.....Labor Day Holiday  
Sept .....Back to School Night  
Sept .....DIF Notification period ends

October 2021						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4 LS	5	6	7	8	9
10	11	12	13	14	15 *	16
17	18 LS	19	20	21	22	23
24	25	26	27	28	29	30
31						

Oct ...Red Ribbon Week  
Oct 15.....First Quarter Ends

November 2021						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1 LS	2	3	4	5	6
7	8 1-3-5	9 2-4-6	10 1-3-5	11 H	12 2-4-6	13
14	15	16	17	18	19	20
21	22 H	23 H	24 H	25 H	26 H	27
28	29 LS	30				

Nov. 11 .....Veteran's Day Holiday  
Nov. 22-26....Fall Break Holiday

December 2021						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13 LS	14	15	16	17	18
19	20	21 1-3-5	22 2-4-6	23 * min	24 H	25
26	27 H	28 H	29 H	30 H	31 H	1

Dec.23 .....1st Semester Ends  
Dec. 24 - Dec. 31.....Winter Break Holiday

January 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
2	3 H	4 H	5 H	6 H	7 H	8
9	10 PREP	11 INS	12	13 1-3-5	14 2-4-6	15
16	17 H	18	19	20	21	22
23	24	25	26	27	28	29
30	31 LS					

Jan. 3 - 7.....Winter Break Holiday  
Jan. 10 & 11... Teacher Prep/Inservice-No Students  
Jan.12.....First Day of 2ndSemester  
Jan.17.....MartinLuther King, Jr. Day Holiday

February 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14 LS	15	16	17	18	19
20	21 H	22 H	23	24 1-3-5	25 2-4-6	26
27	28 LS					

Feb. 21 & 22 .....Presidents' Day Holidays

March 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14 LS	15	16	17	18	19
20	21	22 *	23	24	25	26
27	28 LS	29	30	31		

Mar 22 ...3rd Quarter Ends  
Mar ..... Spirit Week

April 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4 H	5 H	6 H	7 H	8 H	9
10	11 LS	12	13	14	15	16
17	18	19	20	21	22	23
24	25 LS	26	27	28	29	30

Apr. 4-8.....Spring Break Holiday

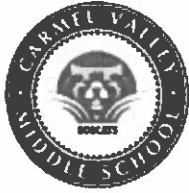
May 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9 LS	10	11	12	13	14
15	16	17	18	19	20	21
22	23 LS	24	25	26	27	28
29	30 H	31 1-3-5				

May ... Quarter DIF Notification  
May 30....Memorial Day Holiday

June 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1 2-4-6	2	3 * min	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

June 3.....Last Day of School/Semester End/Promotion

Calendar Key	
H	All School Holiday
☐	No School
LS	Late Start Day
AB	Assembly Block Schedule
SP	Single Period Days
MIN	Minimum Days
#	Qtr Progress Notification Period Ends
*	Quarter/Semester Ends
INS	Inservice for Staff - No Students
PREP	Teacher Prep Day - No Students
BTSN	Back to School Night



# CVMS Bell Schedule 2021-22

ITEM 10e

## CVMS Office Hours

7:30-3:30 pm

Phone: 858-481-8221

Fax: 858-481-8256

On Mondays students attend all classes, called a "Single Period Day". Every other Monday is a Late Start to allow for collaboration for teachers.

Monday - Single Period Days	
Period 0	7:30 - 8:25 am
Period 1	8:30 - 9:20 am
Period 2	9:25 - 10:15 am
Nutrition (5)	10:15 - 10:20 am
Period 3	10:25 - 11:15 am
Period 4	11:20 - 12:10 pm
Advisory	12:10 - 12:40 pm
Lunch (35)	12:40 - 1:15 pm
Period 5	1:20 - 2:10 pm
Period 6	2:15 - 3:05 pm

Monday – Late Start Collaboration	
No Zero Period	
Collaboration (90 min)	8:25 - 9:55 am
Period 1	10:00 - 10:45 am
Period 2	10: 50 - 11:30 am
Period 3	11:35 - 12:15 pm
Lunch (35)	12:15 - 12:50 pm
Period 4	12:55 - 1:35 pm
Period 5	1:40 - 2:20 pm
Period 6	2:25 - 3:05 pm

Minimum Day Schedule (12/23 & 6/3)	
Period 0	7:50 - 8:25 am
Period 1	8:30 - 9:10 am
Period 2	9:15 - 9:50 am
Period 3	9:55 - 10:30 am
Nutrition (5)	10:30 - 10:35 am
Period 4	10:40 - 11:15 am
Period 5	11:20 - 11:55 am
Period 6	12:00 - 12:35 pm

On Tuesday & Thursday students attend periods 0-1-3-5, called "Odd Days". On Wednesday & Friday students attend periods 0-2-4-6 days, called "Even Days".

Tues/Thurs	Block Periods
Period 0	7:30 - 8:25 am
Period 1	8:30 - 10:15 am
Nutrition (5)	10:15 - 10:20 am
Period 3	10:25 - 12:10 pm
PAW	12:10 - 12:40 pm
Lunch (35)	12:40 - 1:15 pm
Period 5	1:20 - 3:05 pm

Wed/Fri	Block Periods
Period 0	7:30 - 8:25 am
Period 2	8:30 - 10:15 am
Nutrition (5)	10:15 - 10:20 am
Period 4	10:25 - 12:10 pm
PAW	12:10 - 12:40 pm
Lunch (35)	12:40 - 1:15 pm
Period 6	1:20 - 3:05 pm

Assembly Block Days (One per semester tbd)	
Period 0	7:30 - 8:25 am
Period 1	8:30 - 10:15 am
Nutrition (5)	10:15 - 10:20 am
Period 3	10:25 - 12:05 pm
7th Gr Lunch/ 8th Gr Assembly	12:05- 12:45 pm
8th Gr Lunch/ 7th Gr Assembly	12:45 - 1:20 pm
Period 5	1:25 - 3:05 pm

*P.A.W. – Productive Academic Work*

**\*\* Students that attend 0 period will not attend 6<sup>th</sup> period.**

**\*\*All ISPE and 0 period students will be required to attend PAW time and All Assemblies.**

## ITEM 10e

**2021-2022 ANNUAL INSTRUCTIONAL MINUTES SUMMARY**

**School:** Diegueño Middle School  
**Principal:** Cara Dolnik  
**School Start Date:** 08/17/21

**Date:** 05/19/21  
**Grade:** 9-12

<u>Type of Days</u>	<u># of Days</u>	<u>Daily Minutes</u>	<u>Annual Minutes</u>
Single Period Day	20	355	7,100
Block Schedule Tues/Thurs 0-1-3-5	71	355	25,205
Block Schedule Wed/Fri 0-2-4-6	71	355	25,205
Late Start Mondays	16	270	4,320
Minimum Day	2	240	480
<b>TOTAL</b>	<b>180</b>		<b>62,310</b>

180 Days

**Minimum Annual Minutes:**

Grade 7-8      54,000  
Grade 9-12      64,800

DIEGUEÑO MIDDLE SCHOOL DAILY MINUTES CALCULATION

ITEM 10e

20	DAYS		Single Period Day	
Periods	Start	End	Total Minutes	Passing Minutes
Period 0	7:30 AM	8:25 AM	55	
Period 1	8:30 AM	9:25 AM	55	
Period 2	9:30 AM	10:25 AM	55	5
Break	10:25 AM	10:30 AM		
Period 3	10:35 AM	11:30 AM	55	5
Period 4	11:35 AM	12:30 PM	55	5
Lunch	12:30 PM	1:05 PM		
Period 5	1:10 PM	2:05 PM	55	5
Period 6	2:10 PM	3:05 PM	55	5
			Total	355

71	DAYS		Block Schedule Tues/Thurs 0-1-3-5	
Periods	Start	End	Total Minutes	Passing Minutes
Period 0	7:30 AM	8:25 AM	55	
Period 1	8:30 AM	10:15 AM	105	
Break	10:15 AM	10:20 AM		
Period 3/CAT	10:25 AM	12:40 PM	135	5
Lunch	12:40 PM	1:15 PM		
Period 5	1:20 PM	3:05 PM	105	5
			Total	355

71	DAYS		Block Schedule Wed/Fri 0-2-4-6	
Periods	Start	End	Total Minutes	Passing Minutes
Period 0	7:30 AM	8:25 AM	55	
Period 2	8:30 AM	10:15 AM	105	
Break	10:15 AM	10:20 AM		
Period 4/CAT	10:25 AM	12:40 PM	135	5
Lunch	12:40 PM	1:15 PM		
Period 6	1:20 PM	3:05 PM	105	5
			Total	355

16	DAYS		Late Start Mondays	
Periods	Start	End	Total Minutes	Passing Minutes
Period 1	10:00 AM	10:45 AM	45	
Period 2	10:50 AM	11:30 AM	40	5
Period 3	11:35 AM	12:15 PM	40	5
Lunch	12:15 PM	12:50 PM		
Period 4	12:55 PM	1:35 PM	40	5
Period 5	1:40 PM	2:20 PM	40	5
Period 6	2:25 PM	3:05 PM	40	5
			Total	270

2	DAYS		Minimum Day	
Periods	Start	End	Total Minutes	Passing Minutes
Period 0	7:50 AM	8:25 AM	35	
Period 1	8:30 AM	9:10 AM	40	
Period 2	9:15 AM	9:50 AM	35	5
Period 3	9:55 AM	10:30 AM	35	5
Break	10:30 AM	10:35 AM		
Period 4	10:40 AM	11:15 AM	35	5
Period 5	11:20 AM	11:55 AM	35	5
Period 6	12:00 PM	12:35 PM	35	5
			Total	240

ITEM 10e

San Dieguito Middle Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10 PRE	11 PREP	12 INS	13 INS	14
15	16	17 PS	18	19	20	21
22	23	24	25	26	27	28
29	30 LS	31				

Aug. 10-13.....Inservice/Teacher Prep - No students  
Aug. 17.....1st Day of School

Tentative Calendar for 2021-22

September 2021						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6 H	7	8	9	10	11
12	13	14	15	16	17	18
19	20 LS	21	22	23	24	25
26	27	28	29	30		

Sept 6.....Labor Day Holiday  
Sept.....Back to School Night  
Sept.....D/F Notification period ends

October 2021						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4 LS	5	6	7	8	9
10	11	12	13	14	15*	16
17	18 LS	19	20	21	22	23
24	25	26	27	28	29	30
31						

Oct.....Red Ribbon Week  
Oct 15.....First Quarter Ends

November 2021						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1 LS	2	3	4	5	6
7	8 1-3-5	9 2-4-	10 1-3-	11 H	12 2-4-	13
14	15	16	17	18	19	20
21	22 H	23 H	24 H	25 H	26 H	27
28	29 LS	30				

Nov. 11.....Veteran's Day Holiday  
Nov. 22-26.....Fall Break Holiday

December 2021						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13 LS	14	15	16	17	18
19	20	21 1-3-5	22 2-4-6	23* MIN	24 H	25
26	27 H	28 H	29 H	30 H	31 H	1

Dec. 23.....1st Semester Ends  
Dec. 24 - Dec. 31.....Winter Break Holiday

January 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
2	3 H	4 H	5 H	6 H	7 H	8
9	10 PREP	11 INS	12	13 1-3-	14 2-4-	15
16	17 H	18	19	20	21	22
23	24	25	26	27	28	29
30	31 LS					

Jan. 3 - 7.....Winter Break Holiday  
Jan. 10 & 11.....Teacher Prep/Inservice-No Students  
Jan. 12.....First Day of 2nd Semester  
Jan. 17.....Martin Luther King, Jr. Day Holiday

February 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14 LS	15	16	17	18	19
20	21 H	22 H	23	24 1-3-5	25 2-4-6	26
27	28 LS					

Feb. 21 & 22.....Presidents' Day Holidays

March 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14 LS	15	16	17	18	19
20	21	22*	23	24	25	26
27	28 LS	29	30	31		

Mar 22.....3rd Quarter Ends  
Mar.....Spirit Week

April 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4 H	5 H	6 H	7 H	8 H	9
10	11 LS	12	13	14	15	16
17	18	19	20	21	22	23
24	25 LS	26	27	28	29	30

Apr 4-8.....Spring Break Holiday

May 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9 LS	10	11	12	13	14
15	16	17	18	19	20	21
22	23 LS	24	25	26	27	28
29	30 H	31 1-3-5				

May.....Quarter D/F Notification  
May 30.....Memorial Day Holiday

June 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1 2-4-6	2	3* MIN	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

June 3.....Last Day of School/Semester End/Promotion

Calendar Key	
H	All School Holiday
□	No School
LS	Late Start Day
AB	Assembly Block Schedule
SP	Single Period Days
MIN	Minimum Days
#	Qtr Progress Notification Period Ends
*	Quarter/Semester Ends
INS	Inservice for Staff - No Students
PREP	Teacher Prep Day - No Students
BTSN	Back to School Night



**DIEGUEÑO MIDDLE SCHOOL**  
**BELL SCHEDULE**  
**2021-22**

ITEM 10e

**SINGLE PERIOD - MONDAYS**

Period 0	7:30 a.m. - 8:25 a.m.
Period 1	8:30 a.m. - 9:25 a.m.
Period 2	9:30 a.m. - 10:25 a.m.
Nutrition Break	10:25 a.m. - 10:30 a.m.
Period 3	10:35 a.m. - 11:30 a.m.
Period 4	11:35 a.m. - 12:30 p.m.
Lunch	12:30 p.m. - 1:05 p.m.
Period 5	1:10 p.m. - 2:05 p.m.
Period 6	2:10 p.m. - 3:05 p.m.

**BLOCK PERIOD - TUE/WED/THU/FRI**

Period 0	7:30 a.m. - 8:25 a.m.
Period 1-2	8:30 a.m. - 10:15 a.m.
Nutrition Break	10:15 a.m. - 10:20 a.m.
Period 3-4	10:25 a.m. - 12:10 p.m.
CAT	12:10 p.m. - 12:40 p.m.
Lunch	12:40 p.m. - 1:15 p.m.
Period 5-6	1:20 p.m. - 3:05 p.m.

**LATE START MONDAYS**

Period 0	Does NOT meet
Period 1	10:00 a.m. - 10:45 a.m.
Period 2	10:50 a.m. - 11:30 a.m.
Period 3	11:35 a.m. - 12:15 p.m.
Lunch	12:15 p.m. - 12:50 p.m.
Period 4	12:55 p.m. - 1:35 p.m.
Period 5	1:40 p.m. - 2:20 p.m.
Period 6	2:25 p.m. - 3:05 p.m.

**LATE START DATES**

August - 30
September - 20
October - 4, 18
November - 1, 29
December - 13
January - 31
February - 14, 28
March - 14, 28
April - 11, 25
May - 9, 23

**MINIMUM DAY SCHEDULE**

Minimum Fridays	12/23/21 & 6/3/22
Period 0	7:50 a.m. - 8:25 a.m.
Period 1	8:30 a.m. - 9:10 a.m.
Period 2	9:15 a.m. - 9:50 a.m.
Period 3	9:55 a.m. - 10:30 a.m.
Nutrition Break	10:30 a.m. - 10:35 a.m.
Period 4	10:40 a.m. - 11:15 a.m.
Period 5	11:20 a.m. - 11:55 a.m.
Period 6	12:00 p.m. - 12:35 p.m.

\*Office hours - 7:00 a.m. - 3:30 p.m.  
School Phone - 760-944-1892



## ITEM 10e

**2021-2022 ANNUAL INSTRUCTIONAL MINUTES SUMMARY**

**School:** Earl Warren Middle School  
**Principal:** Justin Conn  
**School Start Date:** 08/17/21

**Date:** 05/19/21  
**Grade:** 9-12

<b><u>Type of Days</u></b>	<b><u># of Days</u></b>	<b><u>Daily Minutes</u></b>	<b><u>Annual Minutes</u></b>
Single Period Day	19	345	6,555
Block Schedule Tues/Thurs 0-1-3-5/APT	70	345	24,150
Block Schedule Wed/Fri 0-2-4-6/APT	71	345	24,495
Late Start Single Period	16	260	4,160
Minimum Day	2	240	480
Spirit Day	2	305	610
<b>TOTAL</b>	<b>180</b>		<b>60,450</b>

**180 Days**

**Minimum Annual Minutes:**

**Grade 7-8**      **54,000**  
**Grade 9-12**    **64,800**

EARL WARREN MIDDLE SCHOOL DAILY MINUTES CALCULATION

ITEM 10e

19	DAYS	Single Period Day		
Periods	Start	End	Total Minutes	Passing Minutes
Period 1	8:20 AM	9:10 AM	50	
Period 2	9:15 AM	10:03 AM	48	5
Break	10:03 AM	10:08 AM		
Period 3	10:13 AM	11:01 AM	48	5
Period 4	11:06 AM	11:54 AM	48	5
Period 8/APT	11:59 AM	12:29 PM	30	
Lunch	12:29 PM	1:04 PM		
Period 5	1:09 PM	1:57 PM	48	5
Period 6	2:02 PM	2:50 PM	48	5
Total			345	

70	DAYS	Block Schedule Tues/Thurs 0-1-3-5/APT		
Periods	Start	End	Total Minutes	Passing Minutes
Period 1	8:20 AM	10:00 AM	100	
Break	10:00 AM	10:10 AM		
Period 3	10:15 AM	11:55 AM	100	5
Period 8/APT	12:00 PM	12:30 PM	30	5
Lunch	12:40 PM	1:15 PM		
Period 5	1:10 PM	2:50 PM	100	5
Total			345	

71	DAYS	Block Schedule Wed/Fri 0-2-4-6/APT		
Periods	Start	End	Total Minutes	Passing Minutes
Period 2	8:20 AM	10:00 AM	100	
Break	10:00 AM	10:10 AM		
Period 4	10:15 AM	11:55 AM	100	5
Period 8/APT	12:00 PM	12:30 PM	30	5
Lunch	12:40 PM	1:15 PM		
Period 6	1:10 PM	2:50 PM	100	5
Total			345	

16	DAYS	Late Start Single Period		
Periods	Start	End	Total Minutes	Passing Minutes
Period 1	9:55 AM	10:30 AM	35	
Period 2	10:35 AM	11:10 AM	35	5
Period 3	11:15 AM	11:50 AM	35	5
Period 8/APT	11:55 AM	12:15 PM	20	5
Lunch	12:15 PM	12:50 PM		
Period 4	12:55 PM	1:30 PM	35	5
Period 5	1:35 PM	2:10 PM	35	5
Period 6	2:15 PM	2:50 PM	35	5
Total			260	

2	DAYS	Minimum Day		
Periods	Start	End	Total Minutes	Passing Minutes
Period 1	8:20 AM	9:00 AM	40	
Period 2	9:05 AM	9:40 AM	35	5
Period 3	9:45 AM	10:20 AM	35	5
Break	10:20 AM	10:35 AM		
Period 4	10:40 AM	11:15 AM	35	5
Period 5	11:20 AM	11:55 AM	35	5
Period 6	12:00 PM	12:35 PM	35	5
Total			240	

2	DAYS	Spirit Day		
Periods	Start	End	Total Minutes	Passing Minutes
Period 1	8:20 AM	8:50 AM	30	
Period 2	8:55 AM	9:25 AM	30	5
Period 3	9:30 AM	10:00 AM	30	5
Break	10:00 AM	10:05 AM		
Period 4	10:10 AM	10:40 AM	30	5
Period 5	10:45 AM	11:15 AM	30	5
Period 6	11:20 AM	11:50 AM	30	5
Lunch	11:50 AM	12:25 PM		
APT/Assembly Block	12:45 PM	2:50 PM	125	5
Total			305	



## Earl Warren Middle School Bell Schedule DRAFTS 2021-22 School Year

ITEM 10e

### Single Period

Period 0	7:20 - 8:15 am	55
Period 1	8:20 - 9:10 am	50
Period 2	9:15 - 10:03 am	48
Break	10:03 - 10:08 am	5
Period 3	10:13 - 11:01 am	48
Period 4	11:06 - 11:54 pm	48
APT	11:59 - 12:29 pm	30
LUNCH	12:29 - 1:04 pm	35
Period 5	1:09 - 1:57 pm	48
Period 6	2:02 - 2:50 pm	48

### LATE START Single Period

Period 1	9:55 - 10:30 am	35
Period 2	10:35 - 11:10 am	35
Period 3	11:15 - 11:50 am	35
APT	11:55 - 12:15 pm	20
LUNCH	12:15 - 12:50 pm	35
Period 4	12:55 - 1:30 pm	35
Period 5	1:35 - 2:10 pm	35
Period 6	2:15 - 2:50 pm	35

### LATE START DATES

8/30/21	1/31/22
9/20	2/14
10/4	2/28
10/18	3/14
11/1	3/28
11/29	4/11
12/13	4/25
	5/9
	5/23

### Block Schedule

Period 0	7:20 - 8:15 am	55
Period 1/2	8:20 - 10:00 am	100
Break	10:00 - 10:10 am	10
Period 3/4	10:15 - 11:55 am	100
APT	12:00 - 12:30 pm	30
LUNCH	12:30 - 1:05 pm	35
Period 5/6	1:10 - 2:50 pm	100

### Minimum Day

Period 0	7:20 - 8:15 am	55
Period 1	8:20 - 9:00 am	40
Period 2	9:05 - 9:40 am	35
Period 3	9:45 - 10:20 am	35
Nutrition Break	10:20 - 10:35 am	15
Period 4	10:40 - 11:15 am	35
Period 5	11:20 - 11:55 am	35
Period 6	12:00 - 12:35 pm	35

### Spirit Day

Period 1	8:20 - 8:50 am	30
Period 2	8:55 - 9:25 am	30
Period 3	9:30 - 10:00 am	30
Break	10:00 - 10:05 am	5
Period 4	10:10 - 10:40 am	30
Period 5	10:45 - 11:15 am	30
Period 6	11:20 - 11:50 am	30
LUNCH	11:50 - 12:25 pm	35
APT	12:30 - 12:45 pm	15
Assembly Block	12:45 - 2:50	125

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Earl Warren Middle School

Calendar for 2021-22

For updates, visit [gw.sduhsd.net](http://gw.sduhsd.net)

August 2021						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30 LS	31				

Aug 5.....Readiness Day/ Family BBQ  
Aug 12&13.....Inservice/Teacher Prep  
Aug 16.....Teacher NonWorkday  
Aug 17.....1st Day of School (FD)

September 2021						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6 H	7	8	9	10	11
12	13	14	15	16	17	18
19	20 LS	21	22	23	24	25
26	27	28	29	30		

.....Back to School Night  
Sept 6.....Labor Day Holiday  
.....Quarter D/F Notification

October 2021						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4 LS	5	6	7	8	9
10	11	12	13	14	15*	16
17	18 LS	19	20	21	22	23
24	25	26	27	28	29	30

Oct 15.....End of 1st Quarter  
Oct 25-29.....Red Ribbon/Wellness Week

November 2021						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
31	1 LS	2	3	4	5	6
7	8 1-3-5	9 2-4-6	10	11 H	12 AS	13
14	15	16	17	18	19	20
21	22 H	23 H	24 H	25 H	26 H	27
28	29 LS	30				

Nov 11.....Veteran's Day Holiday  
Nov 12.....Spirit Day  
Nov 22 - 26.....Fall Break

December 2021						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13 LS	14	15	16	17	18
19	20	21	22	23* MIN	24 H	25
26	27 H	28 H	29 H	30 H	31 H	1

.....Quarter D/F Notification  
Dec 16.....Winter Arts Festival  
Dec 23.....End of 1st Semester  
Dec 24-Jan 7.....Winter Break

January 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
2	3 H	4 H	5 H	6 H	7 H	8
9	10 PREP	11 INS	12	13	14	15
16	17 H	18	19	20	21	22
23	24	25	26	27	28	29
30	31 LS					

Jan 10 & 11.....Teacher Prep/Inservice-No Students  
Jan 17.....Martin Luther King, Jr. Day Holiday

February 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14 LS	15	16	17	18	19
20	21 H	22 H	23	24	25	26
27	28 LS					

Feb 21 & 22.....President's Day Holidays

March 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14 LS	15	16	17	18	19
20	21	22*	23	24	25	26
27	28 LS	29	30	31		

.....Quarter D/F Notification  
Mar 22.....3rd Quarter Ends  
Mar 21-25.....Wellness Week

April 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4 H	5 H	6 H	7 H	8 H	9
10	11 LS	12	13	14	15	16
17	18	19	20	21	22	23
24	25 LS	26	27	28	29	30

Apr 4-8.....Spring Break Holiday

May 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9 LS	10	11	12	13	14
15	16	17	18	19	20	21
22	23 LS	24	25	26	27	28
29	30 H	31				

.....Quarter D/F Notification  
May 26.....Student Showcase  
May 30.....Memorial Day Holiday

June 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3* MIN	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

June 3.....Last Day of School/Semester End/Promotion

Calendar Key						
H	All School Holiday					
□	No School					
LS	Late Start Day					
○	Single Period Days					
AS	Assembly Schedule					
MIN	Minimum Days					
#	Qtr Progress Notification					
*	Quarter/Semester Ends					
INS	Inservice for Staff - No Students					
PREP	Teacher Prep Day - No Students					
BTSN	Back to School Night					

ITEM 10e

2021-2022 ANNUAL INSTRUCTIONAL MINUTES SUMMARY

School: La Costa Canyon High School  
 Principal: Reno Medina  
 School Start Date: 08/17/21

Date: 05/19/21  
 Grade: 9-12

<u>Type of Days</u>	<u># of Days</u>	<u>Daily Minutes</u>	<u>Annual Minutes</u>
Block Schedule C 1-3-5-7	72	376	27,072
Block Schedule C 1-2-4-6	72	376	27,072
Collaboration A 1-3-5-7	16	316	5,056
Collaboration A 1-2-4-6	2	316	632
MavNation B 1-3-5-7	2	350	700
MavNation B 1-2-4-6	16	350	5,600
<b>TOTAL</b>	<b>180</b>		<b>66,132</b>

180 Days

Minimum Annual Minutes:

Grade 7-8      54,000  
 Grade 9-12    64,800

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72 DAYS Block Schedule C 1-3-5-7					72 DAYS Block Schedule C 1-2-4-6				
Periods	Start	End	Total Minutes	Passing Minutes	Periods	Start	End	Total Minutes	Passing Minutes
Period 1	7:40 AM	8:35 AM	55		Period 1	7:40 AM	8:35 AM	55	
Period 3	8:42 AM	10:22 AM	100	7	Period 2	8:42 AM	10:22 AM	100	7
Brunch	10:22 AM	10:31 AM			Brunch	10:22 AM	10:31 AM		
Period 5	10:38 AM	12:18 PM	100	7	Period 4	10:38 AM	12:18 PM	100	7
Lunch	12:18 PM	12:53 PM			Lunch	12:18 PM	12:53 PM		
Period 7	1:00 PM	2:40 PM	100	7	Period 6	1:00 PM	2:40 PM	100	7
			Total	376				Total	376
16 DAYS Collaboration A 1-3-5-7					2 DAYS Collaboration A 1-2-4-6				
Periods	Start	End	Total Minutes	Passing Minutes	Periods	Start	End	Total Minutes	Passing Minutes
Period 1	7:40 AM	8:35 AM	55		Period 1	7:40 AM	8:35 AM	55	
Period 3	8:42 AM	10:02 AM	80	7	Period 2	8:42 AM	10:02 AM	80	7
Brunch	10:02 AM	10:11 AM			Break	10:02 AM	10:11 AM		
Period 5	10:18 AM	11:38 AM	80	7	Period 4	10:18 AM	11:38 AM	80	7
Lunch	11:38 AM	12:13 PM			Lunch	11:38 AM	12:13 PM		
Period 7	12:20 PM	1:40 PM	80	7	Period 6	12:20 PM	1:40 PM	80	7
			Total	316				Total	316
2 DAYS MavNation B 1-3-5-7					16 DAYS MavNation B 1-2-4-6				
Periods	Start	End	Total Minutes	Passing Minutes	Periods	Start	End	Total Minutes	Passing Minutes
Period 1	7:40 AM	8:35 AM	55		Period 1	7:40 AM	8:35 AM	55	
Period 3	8:42 AM	10:02 AM	80	7	Period 2	8:42 AM	10:02 AM	80	7
Brunch	10:02 AM	10:11 AM			Brunch	10:02 AM	10:11 AM		
Period 5/Mav	10:18 AM	12:12 PM	114	7	Period 4/Mav	10:18 AM	12:12 PM	114	7
Lunch	12:12 PM	12:47 PM			Lunch	12:12 PM	12:47 PM		
Period 7	12:54 PM	2:14 PM	80	7	Period 6	12:54 PM	2:14 PM	80	7
			Total	350				Total	350

OAK CREST MIDDLE SCHOOL DAILY MINUTES CALCULATION

ITEM 10e

2021-2022 ANNUAL INSTRUCTIONAL MINUTES SUMMARY

School: Oak Crest Middle School  
Principal: Briahna Weatherford  
School Start Date: 08/17/21

Date: 05/19/21  
Grade: 9-12

<u>Type of Days</u>	<u># of Days</u>	<u>Daily Minutes</u>	<u>Annual Minutes</u>
Single Period Day	15	350	5,250
Block Schedule Mon/Wed 1-3-5	65	345	22,425
Block Schedule Tues/Thurs 2-4-6	65	345	22,425
Early Out Fridays	15	265	3,975
Homeroom Friday	16	350	5,600
Minimum Day	2	245	490
Assembly Schedule	2	255	510
<b>TOTAL</b>	<b>180</b>		<b>60,675</b>

180 Days

Minimum Annual Minutes:

Grade 7-8      54,000  
Grade 9-12     64,800



OAK CREST MIDDLE SCHOOL DAILY MINUTES CALCULATION

ITEM 10e

15	DAYS Single Period Day			
Periods	Start	End	Total Minutes	Passing Minutes
Period 1	8:15 AM	9:10 AM	55	
Period 2	9:15 AM	10:09 AM	54	5
Break	10:09 AM	10:14 AM		
Period 3	10:19 AM	11:13 AM	54	5
Period 4	11:18 AM	12:12 PM	54	5
Lunch	12:12 PM	12:47 PM		
Period 5	12:52 PM	1:46 PM	54	5
Period 6	1:51 PM	2:45 PM	54	5
Total			350	

65	DAYS Block Schedule Mon/Wed 1-3-5			
Periods	Start	End	Total Minutes	Passing Minutes
Period 1	8:15 AM	10:10 AM	115	
Break	10:10 AM	10:20 AM		
Period 3	10:25 AM	12:15 PM	110	5
Lunch	12:15 PM	12:50 PM		
Period 5	12:55 PM	2:45 PM	110	5
Total			345	

65	DAYS Block Schedule Tues/Thurs 2-4-6			
Periods	Start	End	Total Minutes	Passing Minutes
Period 2	8:15 AM	10:10 AM	115	
Break	10:10 AM	10:20 AM		
Period 4	10:25 AM	12:15 PM	110	5
Lunch	12:15 PM	12:50 PM		
Period 6	12:55 PM	2:45 PM	110	5
Total			345	

15	DAYS Early Out Fridays			
Periods	Start	End	Total Minutes	Passing Minutes
Period 1	8:15 AM	8:55 AM	40	
Period 2	9:00 AM	9:40 AM	40	5
Period 3	9:45 AM	10:25 AM	40	5
Period 4	10:30 AM	11:10 AM	40	5
Lunch	11:10 AM	11:45 AM		
Period 5	11:50 AM	12:30 PM	40	5
Period 6	12:35 PM	1:15 PM	40	5
Total			265	

2	DAYS Minimum Day			
Periods	Start	End	Total Minutes	Passing Minutes
Period 1	8:15 AM	8:55 AM	40	
Period 2	9:00 AM	9:35 AM	35	5
Period 3	9:40 AM	10:15 AM	35	5
Break	10:15 AM	10:30 AM		
Period 4	10:35 AM	11:15 AM	40	5
Period 5	11:20 AM	11:55 AM	35	5
Period 6	12:00 PM	12:35 PM	35	5
Total			245	

2	DAYS Assembly Schedule			
Periods	Start	End	Total Minutes	Passing Minutes
Period 1	8:15 AM	9:00 AM	45	
Period 2	9:05 AM	9:50 AM	45	5
Break	9:50 AM	9:55 AM		
Period 3/Assembly	10:00 AM	11:40 AM	100	5
Period 4	11:45 AM	12:30 PM	45	5
Lunch	12:30 PM	1:05 PM		
Period 5	1:10 PM	1:55 PM	45	5
Period 6	2:00 PM	2:45 PM		
Total			255	

16	DAYS Homeroom Friday			
Periods	Start	End	Total Minutes	Passing Minutes
Period 1	8:15 AM	9:05 AM	50	
Period 2	9:10 AM	10:00 AM	50	5
Break	10:00 AM	10:05 AM		
Period 3	10:10 AM	11:00 AM	50	5
Period 4	11:05 AM	11:55 AM	50	5
Homeroom	12:00 PM	12:20 PM	20	5
Lunch	12:20 PM	12:55 PM		
Period 5	1:00 PM	1:50 PM	50	5
Period 6	1:55 PM	2:45 PM	50	5
Total			350	



**Oak Crest Middle  
School School Year  
2021-2022  
BELL SCHEDULE**

Office Hours  
7:15 a.m.—3:15 p.m.  
Learning Commons  
7:15 a.m.—3:45 p.m.

**Monday, Tuesday,  
Wednesday, Thursday  
Block Day Schedule**

Period 1 - 2	8:15 a.m. - 10:10 a.m.
Break (10 min)	10:10 a.m. - 10:20 a.m.
Period 3 - 4	10:25 a.m. - 12:15 p.m.
Lunch (35 min)	12:15 p.m. - 12:50 p.m.
Period 5 - 6	12:55 p.m. - 2:45 p.m.

**Homeroom Friday**

Period 1	8:15 a.m. - 9:05 a.m.
Period 2	9:10 a.m. - 10:00 a.m.
Break	10:00 a.m. - 10:05 a.m.
Period 3	10:10 a.m. - 11:00 a.m.
Period 4	11:05 a.m. - 11:55 a.m.
Homeroom	12:00 p.m. - 12:20 p.m.
Lunch (35 min)	12:20 p.m. - 12:55 p.m.
Period 5	1:00 p.m. - 1:50 p.m.
Period 6	1:55 p.m. - 2:45 p.m.

**Single Period Schedule**

Period 1	8:15 a.m. - 9:10 a.m.
Period 2	9:15 a.m. - 10:09 a.m.
Break (5 min)	10:09 a.m. - 10:14 a.m.
Period 3	10:19 a.m. - 11:13 a.m.
Period 4	11:18 a.m. - 12:12 p.m.
Lunch (35 min)	12:12 p.m. - 12:47 p.m.
Period 5	12:52 p.m. - 1:46 p.m.
Period 6	1:51 p.m. - 2:45 p.m.

**Early Out Friday**

Period 1	8:15 a.m. - 8:55 a.m.
Period 2	9:00 a.m. - 9:40 a.m.
Period 3	9:45 a.m. - 10:25 a.m.
Period 4	10:30 a.m. - 11:10 a.m.
Lunch (35 min)	11:10 a.m. - 11:45 p.m.
Period 5	11:50 a.m. - 12:30 p.m.
Period 6	12:35 p.m. - 1:15 p.m.

**Early Out Friday Dates**

Sept. 3, 24	Feb. 4, 18
Oct. 8, 22	Mar. 4, 18
Nov. 5	Apr. 1, 22
Dec. 10	May 6, 20
Jan. 21	

**Minimum Day Schedule**  
 • December 23rd, 2021  
 • June 3rd, 2022

Period 1	8:15 a.m. - 8:55 a.m.
Period 2	9:00 a.m. - 9:35 a.m.
Period 3	9:40 a.m. - 10:15 a.m.
Break (15)	10:15 a.m. - 10:30 a.m.
Period 4	10:35 a.m. - 11:15 a.m.
Period 5	11:20 a.m. - 11:55 a.m.
Period 6	12:00 p.m. - 12:35 p.m.

**Assembly Dates**

Oct. 15	Mar. 11
---------	---------

**Assembly Schedule**

Period 1	8:15 a.m. - 9:00 a.m.
Period 2	9:05 a.m. - 9:50 a.m.
Break	9:50 a.m. - 9:55 a.m.
Period 3/assembly	10:00 a.m. - 11:40 a.m.
Period 4	11:45 a.m. - 12:30 p.m.
Lunch (35 min)	12:30 p.m. - 1:05 p.m.
Period 5	1:10 p.m. - 1:55 p.m.
Period 6	2:00 p.m. - 2:45 p.m.

ITEM 10e

Oak Crest Middle School

**DRAFT Calendar for 2021-2022**

August 2021						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17 SP	18	19	20 SP	21
22	23	24	25	26	27 HR	28
29	30	31				

Aug. 10-13... Inservice/Teacher Prep - No students  
 Aug. 16... Teacher NonWorkday - No Teachers/Students  
 Aug. 17... 1st Day of School

September 2021						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3 EO	4
5	6	7 SP	8	9	10 SP	11
12	13	14	15	16	17 HR	18
19	20	21	22	23	24 EO	25
26	27	28	29	30		

Sept 6... Labor Day Holiday  
 Sept 24... D/F Notification period ends

October 2021						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1 HR	2
3	4	5	6	7	8 EO	9
10	11	12	13	14	*15 AB	16
17	18	19	20	21	22 EO	23
24	25	26	27	28	29 HR	30

Oct 11-15... Wellness Week  
 Oct 15... First Quarter Ends

November 2021						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
31	1	2	3	4	5 EO	6
7	8 SP	9	10	11 H	12 HR	13
14	15	16	17	18	19 SP	20
21	22 H	23 H	24 H	25 H	26 H	27
28	29	30				

Nov. 11... Veteran's Day Holiday  
 Nov. 23-27... Fall Break Holiday

December 2021						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3 HR	4
5	6	7	8	9	10 EO	11
12	13	14	15	16	17 HR	18
19	20 SP	21	22	23 MIN	24 H	25
26	27 H	28 H	29 H	30 H	31 H	1

Dec. 8... D/F Notification period ends  
 Dec. 24 - Jan. 11... Winter Break Holiday

January 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
2	3 H	4 H	5 H	6 H	7 H	8
9	10	11	12 SP	13 SP	14 HR	15
16	17 H	18 SP	19	20	21 EO	22
23	24	25	26	27	28 HR	29
30	31					

Jan. 3-7... Winter Break Holiday  
 Jan. 10 & 11... Teacher Prep Days- No students  
 Jan. 12... First Day of the Semester  
 Jan. 17... Martin Luther King Jr. Holiday

February 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4 EO	5
6	7	8	9	10	11 HR	12
13	14	15	16	17	18 EO	19
20	21 H	22 H	23 SP	24 SP	25 HR	26
27	28					

Feb. 21 & 22... Presidents' Day Holidays

March 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4 EO	5
6	7	8	9	10	11 AB	12
13	14	15	16	17	18 EO	19
20	21	*22	23	24	25 HR	26
27	28	29	30	31		

Mar 7-11... Wellness Week  
 Mar 22... End of Quarter

April 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1 EO	2
3	4 H	5 H	6 H	7 H	8 H	9
10	11	12	13	14	15 HR	16
17	18	19	20	21	22 EO	23
24	25	26	27	28	29 HR	30

Apr 2... 3rd Quarter Ends  
 Apr. 5-9... Spring Break Holiday

May 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6 EO	7
8	9	10	11	12	13 HR	14
15	16	17	18	19	20 EO	21
22	23	24	25	26	27 HR	28
29	30 H	31 SP				

May 12... Quarter D/F Notification  
 May 31... Memorial Day Holiday

June 2022						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1 SP	2 SP	*3 MIN	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

June 3... Last Day of School/Semester End/Promotion

Calendar Key	
H	All School Holiday
HR	Homeroom
AB	Assembly Block Schedule
SP	Single Period Day
MIN	Minimum Day
#	Qtr Progress Notification Period Ends
*	Quarter/Semester Ends
EO	Early Out
INS	Inservice for Staff - No Students
PREP	Teacher Prep Day - No Students

PACIFIC TRAILS DAILY MINUTES CALCULATION

ITEM 10e

2021-2022 ANNUAL INSTRUCTIONAL MINUTES SUMMARY

School: Pacific Trails Middle School  
 Principal: Mary Anne Nuskin  
 School Start Date: 08/17/21

Date: 05/19/21  
 Grade: 9-12

<u>Type of Days</u>	<u># of Days</u>	<u>Daily Minutes</u>	<u>Annual Minutes</u>
Monday - Single Periods	20	345	6,900
Block Schedule Odd 1-3-5 Tues/Thurs	71	345	24,495
Block Schedule Even 2-4-6 Wed/Fri	71	345	24,495
Late Start Mondays	16	265	4,240
Minimum Day	2	240	480
<b>TOTAL</b>	<b>180</b>		<b>60,610</b>

180 Days

Minimum Annual Minutes:

Grade 7-8      54,000  
 Grade 9-12    64,800

PACIFIC TRAILS DAILY MINUTES CALCULATION

ITEM 10e

20	DAYS Monday - Single Periods			
Periods	Start	End	Total Minutes	Passing Minutes
Period 1	8:20 AM	9:10 AM	50	
Period 2	9:15 AM	10:00 AM	45	5
Break	10:00 AM	10:10 AM		
Period 3	10:15 AM	11:00 AM	45	5
Period 4	11:05 AM	11:50 AM	45	5
Homeroom/P7	11:55 AM	12:30 PM	35	5
Lunch	12:30 PM	1:05 PM		
Period 5	1:10 PM	2:00 PM	50	5
Period 6	2:05 PM	2:50 PM	45	5
			<b>Total</b>	<b>345</b>

71	DAYS Block Schedule Odd 1-3-5 Tues/Thurs			
Periods	Start	End	Total Minutes	Passing Minutes
Period 1	8:20 AM	10:00 AM	100	
Break	10:00 AM	10:10 AM		
Period 3	10:15 AM	11:50 AM	95	5
Homeroom/P7	11:55 AM	12:30 PM	35	5
Lunch	12:30 PM	1:05 PM		
Period 5	1:10 PM	2:50 PM	100	5
			<b>Total</b>	<b>345</b>

71	DAYS Block Schedule Even 2-4-6 Wed/Fri			
Periods	Start	End	Total Minutes	Passing Minutes
Period 2	8:20 AM	10:00 AM	100	
Break	10:00 AM	10:10 AM		
Period 4	10:15 AM	11:50 AM	95	5
Homeroom/P7	11:55 AM	12:30 PM	35	5
Lunch	12:30 PM	1:05 PM		
Period 6	1:10 PM	2:50 PM	100	5
			<b>Total</b>	<b>345</b>

16	DAYS Late Start Mondays			
Periods	Start	End	Total Minutes	Passing Minutes
Period 1	9:50 AM	10:35 AM	45	
Period 2	10:40 AM	11:20 AM	40	5
Period 3	11:25 AM	12:05 PM	40	5
Lunch	12:05 PM	12:40 PM		
Period 4	12:45 PM	1:25 PM	40	5
Period 5	1:30 PM	2:10 PM	40	5
Period 6	2:15 PM	2:50 PM	35	5
			<b>Total</b>	<b>265</b>

2	DAYS Minimum Day			
Periods	Start	End	Total Minutes	Passing Minutes
Period 1	8:20 AM	9:00 AM	40	
Period 2	9:05 AM	9:40 AM	35	5
Period 3	9:45 AM	10:20 AM	35	5
Break	10:20 AM	10:35 AM		
Period 4	10:40 AM	11:15 AM	35	5
Period 5	11:20 AM	11:55 AM	35	5
Period 6	12:00 PM	12:35 PM	35	5
			<b>Total</b>	<b>240</b>

**Pacific Trails Middle School**

ITEM 10e

**BELL SCHEDULE  
2021-22**

School Start Time – 8:20 a.m. – School End Time – 2:50 p.m.

**Monday – Single Periods**

Period 1	8:20 a.m. – 9:10 a.m.
Period 2	9:15 a.m. – 10:00 a.m.
Break	10:00 a.m. – 10:10 a.m.
Period 3	10:15 a.m. – 11:00 a.m.
Period 4	11:05 a.m. – 11:50 p.m.
Homeroom	11:55 a.m. – 12:30 p.m.
Lunch	12:30 p.m. – 1:05 p.m.
Period 5	1:10 p.m. – 2:00 p.m.
Period 6	2:05 p.m. – 2:50 p.m.

**Minimum Day Schedule**

Period 1	8:20 a.m. – 9:00 a.m.
Period 2	9:05 a.m. – 9:40 a.m.
Period 3	9:45 a.m. – 10:20 a.m.
Break	10:20 a.m. – 10:35 a.m.
Period 4	10:40 a.m. – 11:15 a.m.
Period 5	11:20 a.m. – 11:55 a.m.
Period 6	12:00 p.m. – 12:35 p.m.

**Minimum Day Dates:**Friday, December 23  
Friday, June 3**Block Schedule: Tues/Thurs**

Period 1	8:20 a.m. – 10:00 a.m.
Break	10:00 a.m. – 10:10 a.m.
Period 3	10:15 a.m. – 11:50 a.m.
Homeroom	11:55 a.m. – 12:30 p.m.
Lunch	12:30 p.m. – 1:05 p.m.
Period 5	1:10 p.m. – 2:50 p.m.

**Block Schedule: Wed/Fri**

Period 2	8:20 a.m. – 10:00 a.m.
Break	10:00 a.m. – 10:10 a.m.
Period 4	10:15 a.m. – 11:50 a.m.
Homeroom	11:55 a.m. – 12:30 p.m.
Lunch	12:30 p.m. – 1:05 p.m.
Period 6	1:10 p.m. – 2:50 p.m.

**Late Start Schedule: Mondays****Staff Collaboration – 8:20 a.m. – 9:45 a.m.**

Period 1	9:50 a.m. – 10:35 a.m.
Period 2	10:40 a.m. – 11:20 a.m.
Period 3	11:25 a.m. – 12:05 p.m.
Lunch	12:05 p.m. – 12:40 p.m.
Period 4	12:45 p.m. – 1:25 p.m.
Period 5	1:30 p.m. – 2:10 p.m.
Period 6	2:15 p.m. – 2:50 p.m.

**Late Start Mondays:**August 30  
September 20  
October 4 and 18  
November 1 and 29  
December 13  
January 31  
February 14 and 28  
March 14 and 28  
April 11 and 25  
May 9 and 23

ITEM 10e

San Dieguito Middle Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10 PRE	11 PREP	12 INS	13 INS	14
15	16	17 LS	18	19	20	21
22	23	24	25	26	27	28
29	30 LS	31				

Aug. 10-13... Inservice/Teacher Prep - No students  
Aug. 17... 1st Day of School

Tentative Calendar for 2021-22

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6 H	7	8	9	10	11
12	13	14	15	16	17	18
19	20 LS	21	22	23	24	25
26	27	28	29	30		

Sept 6... Labor Day Holiday  
Sept ... Back to School Night  
Sept ... D/F Notification period ends

Updated 4/19/21

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4 LS	5	6	7	8	9
10	11	12	13	14	15*	16
17	18 LS	19	20	21	22	23
24	25	26	27	28	29	30
31						

Oct ... Red Ribbon Week  
Oct 15... First Quarter Ends

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1 LS	2	3	4	5	6
7	8 1-3-5	9 2-4-6	10 1-3-5	11 H	12 2-4-6	13
14	15	16	17	18	19	20
21	22 H	23 H	24 H	25 H	26 H	27
28	29 LS	30				

Nov. 11... Veteran's Day Holiday  
Nov. 22-26... Fall Break Holiday

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13 LS	14	15	16	17	18
19	20	21 1-3-5	22 2-4-6	23* MIN	24 H	25
26	27 H	28 H	29 H	30 H	31 H	1

Dec. 23... 1st Semester Ends  
Dec. 24 - Dec. 31... Winter Break Holiday

Sun	Mon	Tue	Wed	Thu	Fri	Sat
2	3 H	4 H	5 H	6 H	7 H	8
9	10 PREP	11 INS	12	13 1-3-5	14 2-4-6	15
16	17 H	18	19	20	21	22
23	24	25	26	27	28	29
30	31 LS					

Jan. 3 - 7... Winter Break Holiday  
Jan. 10 & 11... Teacher Prep/Inservice-No Students  
Jan. 12... First Day of 2nd Semester Jan. 17... Martin Luther King, Jr. Day Holiday

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14 LS	15	16	17	18	19
20	21 H	22 H	23	24 1-3-5	25 2-4-6	26
27	28 LS					

Feb. 21 & 22... Presidents' Day Holidays

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14 LS	15	16	17	18	19
20	21	22*	23	24	25	26
27	28 LS	29	30	31		

Mar 22... 3rd Quarter Ends  
Mar... Spirit Week

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4 H	5 H	6 H	7 H	8 H	9
10	11 LS	12	13	14	15	16
17	18	19	20	21	22	23
24	25 LS	26	27	28	29	30

Apr. 4-8... Spring Break Holiday

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9 LS	10	11	12	13	14
15	16	17	18	19	20	21
22	23 LS	24	25	26	27	28
29	30 H	31 1-3-5				

May... Quarter D/F Notification  
May 30... Memorial Day Holiday

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1 2-4-6	2	3* MIN	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

June 3... Last Day of School/Semester End/Promotion

Calendar Key	
H	All School Holiday
□	No School
LS	Late Start Day
AB	Assembly Block Schedule
SP	Single Period Days
MIN	Minimum Days
#	Qtr Progress Notification Period Ends
*	Quarter/Semester Ends
INS	Inservice for Staff - No Students
PREP	Teacher Prep Day - No Students
BTSN	Back to School Night

SAN DIEGUITO HIGH SCHOOL ACADEMY DAILY MINUTES CALCULATION

ITEM 10e

2021-2022 ANNUAL INSTRUCTIONAL MINUTES SUMMARY

School: San Dieguito Academy  
Principal: Adam Camacho  
School Start Date: 08/17/21

Date: 05/19/21  
Grade: 9-12

<u>Type of Days</u>	<u># of Days</u>	<u>Daily Minutes</u>	<u>Annual Minutes</u>
Monday and Friday (Homeroom)	67	380	25,460
Monday and Friday (Extended Homeroom)	3	380	1,140
Wednesday Late Start	32	295	9,440
Tuesday and Thursday (No Homeroom)	74	375	27,750
Minimum Day	4	255	1,020
<b>TOTAL</b>	<b>180</b>		<b>64,810</b>

180 Days

Minimum Annual Minutes:

Grade 7-8      54,000  
Grade 9-12     64,800



SAN DIEGUITO HIGH SCHOOL ACADEMY DAILY MINUTES CALCULATION

ITEM 10e

67	DAYS Monday and Friday (Homeroom)			
Periods	Start	End	Total Minutes	Passing Minutes
Period 1	7:50 AM	9:15 AM	85	
Break	9:15 AM	9:20 AM		
Homeroom/P6	9:25 AM	9:45 AM	20	5
Period 2	9:50 AM	11:15 AM	85	5
Lunch	11:15 AM	11:50 AM		
Period 3	11:55 AM	1:20 PM	85	5
Break	1:20 PM	1:25 PM		
Period 4	1:30 PM	2:55 PM	85	5
Total			<b>380</b>	

3	DAYS Monday and Friday (Extended Homeroom)			
Periods	Start	End	Total Minutes	Passing Minutes
Period 1	7:50 AM	9:05 AM	75	
Break	9:05 AM	9:10 AM		
Homeroom/P6	9:15 AM	10:15 AM	60	5
Period 2	10:20 AM	11:35 AM	75	5
Lunch	11:35 AM	12:10 PM		
Period 3	12:15 PM	1:30 PM	75	5
Break	1:30 PM	1:35 PM		
Period 4	1:40 PM	2:55 PM	75	5
Total			<b>380</b>	

32	DAYS Wednesday Late Start			
Periods	Start	End	Total Minutes	Passing Minutes
Period 1	9:15 AM	10:25 AM	70	
Break	10:25 AM	10:30 AM		
Period 2	10:35 AM	11:45 AM	70	5
Lunch	11:45 AM	12:20 PM		
Period 3	12:25 PM	1:35 PM	70	5
Break	1:35 PM	1:40 PM		
Period 4	1:45 PM	2:55 PM	70	5
Total			<b>295</b>	

74	DAYS Tuesday and Thursday (No Homeroom)			
Periods	Start	End	Total Minutes	Passing Minutes
Period 1	7:50 AM	9:20 AM	90	
Break	9:20 AM	9:30 AM		
Period 2	9:35 AM	11:05 AM	90	5
Lunch	11:05 AM	11:40 AM		
Period 3	11:45 AM	1:15 PM	90	5
Break	1:15 PM	1:20 PM		
Period 4	1:25 PM	2:55 PM	90	5
Total			<b>375</b>	

4	DAYS Minimum Day			
Periods	Start	End	Total Minutes	Passing Minutes
Period 1	7:50 AM	8:50 AM	60	
Period 2	8:55 AM	9:55 AM	60	5
Break	9:55 AM	10:10 AM		
Period 3	10:15 AM	11:15 AM	60	5
Period 4	11:20 AM	12:20 PM	60	5
Total			<b>255</b>	

# San Dieguito Academy

## 2010-2022 School Calendar

July '21						
Su	M	Tu	W	Th	F	S
				1	2	3
4	H	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August '21						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	SM	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September '21						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	H	7	DC	9	10	11
12	13	14	SM	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October '21						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	EHR	9
10	11	12	DC	14	MIN	16
17	18	19	SM	21	22	23
24	25	26	27	28	29	30
31						

November '21						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	DC	11	12	13
14	15	16	SM	18	19	20
21	H	H	H	H	H	27
28	29	30				

December '21						
Su	M	Tu	W	Th	F	S
			1	2	EHR	4
5	6	7	DC	9	10	11
12	13	14	15	16	17	18
19	20	21	SM	MIIN	H	25
26	H	H	H	H	H	

January '22						
Su	M	Tu	W	Th	F	S
						1
2	H	H	H	H	H	8
9	10	SM	12	13	14	15
16	H	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February '22						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	DC	10	11	12
13	14	15	SM	17	18	19
20	H	H	23	24	25	26
27	28					

March '22						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	DC	10	11	12
13	14	15	SM	17	18	19
20	21	MIN	23	24	25	26
27	28	29	30	31		

April '22						
Su	M	Tu	W	Th	F	S
					1	2
3	H	H	H	H	H	9
10	11	12	DC	14	15	16
17	18	19	20	21	22	23
24	25	26	SM	28	29	30

May '22						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	EHR	7
8	9	10	11	12	13	14
15	16	17	DC	19	20	21
22	23	24	SM	26	27	28
29	H	31				

June '22						
Su	M	Tu	W	Th	F	S
			1	2	MIN	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

<b>H</b>	Holiday/No School	<b>BTSN</b>	Back to School Nights: TBD
<b>LS</b>	Late Start Day	<b>P/INS</b>	Teacher Prep/Inservice Day
<b>MIN</b>	End of Quarter/Semester: Minimum Day	<b>MISC</b>	Miscellaneous days and events
<b>EHR</b>	Extended HR: Assembly/Link Crew		8/17: First Day of School
<b>SM</b>	Staff Meeting		6/3: Last day/Graduation
<b>DC</b>	Department Chair Meeting		



# San Dieguito HS Academy

## Bell Schedules 2021-2022

ITEM 10e

Monday & Fri (Homeroom)	
Period 1	7:50 - 9:15
Break	9:15 - 9:20
Passing	9:20 - 9:25
Homeroom	9:25 - 9:45
Passing	9:45 - 9:50
Period 2	9:50 - 11:15
Lunch	11:15 - 11:50
Passing	11:50 - 11:55
Period 3	11:55 - 1:20
Break	1:20 - 1:25
Passing	1:25 - 1:30
Period 4	1:30 - 2:55

Wednesday (Late Start)	
Period 1	9:15 - 10:25
Break	10:25 - 10:30
Passing	10:30 - 10:35
Period 2	10:35 - 11:45
Lunch	11:45 - 12:20
Period 3	12:25 - 1:35
Break	1:35 - 1:40
Passing	1:40 - 1:45
Period 4	1:45 - 2:55

Tues & Thurs (No Homeroom)	
Period 1	7:50 - 9:20
Break	9:20 - 9:30
Passing	9:30 - 9:35
Period 2	9:35 - 11:05
Lunch	11:05 - 11:40
Period 3	11:45 - 1:15
Break	1:15 - 1:20
Passing	1:20 - 1:25
Period 4	1:25 - 2:55

Extended Homeroom (Monday or Friday)	
Period 1	7:50 - 9:15
Break	9:05 - 9:10
Passing	9:10 - 9:15
Homeroom	9:15 - 10:15
Passing	10:15 - 10:20
Period 2	10:20 - 11:35
Lunch	11:35 - 12:10
Passing	12:10 - 12:15
Period 3	12:15 - 1:30
Break	1:30 - 1:35
Passing	1:35 - 1:40
Period 4	1:40 - 2:55

Minimum Day 10/2; 12/23; 3/22; 6/3	
Period 1	7:50 - 8:50
Passing	8:50 - 8:55
Period 2	8:55 - 9:55
Break	9:55 - 10:10
Period 3	10:15 - 11:15
Passing	11:15 - 11:20
Period 4	11:20 - 12:20

Please note: the following Wednesdays are <u>NOT</u> Late Start Days
8/18/21
1/12/22
2/23/22
3/23/22

ITEM 10e

**2010-2021 ANNUAL INSTRUCTIONAL MINUTES SUMMARY**

<b>School:</b>	<u>Sunset High School</u>	<b>Date:</b>	<u>05/19/21</u>
<b>Principal:</b>	<u>Rick Ayala</u>	<b>Grade:</b>	<u>9-10</u>
<b>School Start Date:</b>	<u>08/17/21</u>		

<u>Type of Days</u>	<u># of Days</u>	<u>Daily Minutes</u>	<u>Annual Minutes</u>
Daily Schedule	180	255	45,900
<b>TOTAL</b>	<b>180</b>		<b>45,900</b>

180 Days

**Minimum Annual Minutes:**

Daily Minutes/Weekly Minute  
Min **180/240**

ITEM 10e

SUNSET DAILY MINUTES CALCULATION

180

DAYS Dally Schedule

	Start		End		Total min	Passing min
	hr	min	hr	min		
Period 0	0	0	0	0		0
Period 1	8	30	9	27	57	
Period 2	9	30	10	27	57	3
Nutrition	10	27	10	47	20	
Period 3	10	50	11	47	57	3
Period 4	11	50	12	45	55	3
**Period 5	12	50	1	45	55	3

ITEM 10e

2021-2022 ANNUAL INSTRUCTIONAL MINUTES SUMMARY

School: Torrey Pines High School  
 Principal: Robert Coppo  
 School Start Date: 08/17/21

Date: 05/19/21  
 Grade: 9-12

<u>Type of Days</u>	<u># of Days</u>	<u>Daily Minutes</u>	<u>Annual Minutes</u>
Cardinal Block MTThF 1357	68	376	25,568
Gold Block MTThF 1246	68	376	25,568
Cardinal Collaboration Wednesday	19	316	6,004
Student Connection Day/Wednesday	17	350	5,950
Single Period Day	2	371	742
Finals Day 1	2	374	748
Finals Day 2	2	374	748
Finals Day 3	2	247	494
<b>TOTAL</b>	<b>180</b>		<b>65,822</b>

180 Days

Minimum Annual Minutes:

Grade 7-8      54,000  
 Grade 9-12    64,800

TORREY PINES HIGH SCHOOL DAILY MINUTES CALCULATION

ITEM 10e

68	DAYS Cardinal Block MTThF 1357			
Periods	Start	End	Total Minutes	Passing Minutes
Period 1	7:40 AM	8:35 AM	55	
Period 3	8:42 AM	10:22 AM	100	7
Break	10:22 AM	10:31 AM		
Period 5	10:38 AM	12:18 PM	100	7
Lunch	12:18 PM	12:53 PM		
Period 7	1:00 PM	2:40 PM	100	7
Total			376	

68	DAYS Gold Block MTThF 1246			
Periods	Start	End	Total Minutes	Passing Minutes
Period 1	7:40 AM	8:35 AM	55	
Period 2	8:42 AM	10:22 AM	100	7
Break	10:22 AM	10:31 AM		
Period 4	10:38 AM	12:18 PM	100	7
Lunch	12:18 PM	12:53 PM		
Period 6	1:00 PM	2:40 PM	100	7
Total			376	

19	DAYS Cardinal Collaboration Wednesday			
Periods	Start	End	Total Minutes	Passing Minutes
Period 1	7:40 AM	8:35 AM	55	
Period 3	8:42 AM	10:02 AM	80	7
Break	10:02 AM	10:11 AM		
Period 5	10:18 AM	11:38 AM	80	7
Lunch	11:38 AM	12:13 PM		
Period 7	12:20 PM	1:40 PM	80	7
Total			316	

17	DAYS Student Connection Day/Wednesday			
Periods	Start	End	Total Minutes	Passing Minutes
Period 1	7:40 AM	8:35 AM	55	
Period 2	8:42 AM	10:02 AM	80	7
Break	10:02 AM	10:11 AM		
SC/Period 4	10:18 AM	12:12 PM	114	7
Lunch	12:12 PM	12:47 PM		
Period 6	12:54 PM	2:14 PM	80	7
Total			350	

2	DAYS Single Period Day			
Periods	Start	End	Total Minutes	Passing Minutes
Period 1	7:40 AM	8:27 AM	47	
Period 2	8:34 AM	9:21 AM	47	7
Break	9:21 AM	9:34 AM		
Period 3	9:41 AM	10:28 AM	47	7
Period 4	10:35 AM	11:22 AM	47	7
Period 5	11:29 AM	12:16 PM	47	7
Lunch	12:16 PM	12:52 PM		
Period 6	12:59 PM	1:46 PM	47	7
Period 7	1:53 PM	2:40 PM	47	7
Total			371	

2	DAYS Finals Day 1			
Periods	Start	End	Total Minutes	Passing Minutes
Period 1	7:40 AM	9:40 AM	120	
Break	9:40 AM	9:48 AM		
Period 3	9:55 AM	11:55 AM	120	7
Lunch	11:55 AM	12:33 PM		
Period 7	12:40 PM	2:40 PM	120	7
Total			374	

2	DAYS Finals Day 2			
Periods	Start	End	Total Minutes	Passing Minutes
Period 1	7:40 AM	9:40 AM	120	
Break	9:40 AM	9:48 AM		
Period 2	9:55 AM	11:55 AM	120	7
Lunch	11:55 AM	12:33 PM		
Period 6	12:40 PM	2:40 PM	120	7
Total			374	

2	DAYS Finals Day 3			
Periods	Start	End	Total Minutes	Passing Minutes
Period 4	7:40 AM	9:40 AM	120	
Break	9:40 AM	9:48 AM		
Period 5	9:55 AM	11:55 AM	120	7
Total			247	

8  
38

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ITEM 10e

Torrey Pines High School  
2021-2022 School Calendar

July 2021

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

August 2021

M	T	W	T	F
2	3	4	5	6
	RD 12	RD 11	RD 10	RD 9
9	10 Prep	11 Prep	12	13
16	17#	18 SC	19	20
23	24	25 C	26	27
30	31			

September 2021

M	T	W	T	F
		1 SC	2	3
6	7	8 C	9	10
13	14	15 SC	16	17
20	21	22 C	23	24
27	28	29	30 SC	

October 2021

M	T	W	T	F
				1
4	5	6 C	7	8
11	12	13 SC	14	15#
18	19	20 C	21	22
25	26	27	28 SC	29

November 2021

M	T	W	T	F
1	2	3 C	4	5
8	9	10 SC	11	12
15	16	17 C	18	19
22	23	24	25	26
Fall Break				
29	30			

December 2021

M	T	W	T	F
		1 SC	2	3
6	7	8 C	9	10
13	14	15 SC	16	17
20	21	22	23#	24
SP	FN 1,3,7	FN 1,2,6	FN 4,5	
27	28	29	30	31
Winter Break				

January 2022

M	T	W	T	F
3	4	5	6	7
Winter Break				
10	11	12#	13	14
Prep		SC		
17	18	19 C	20	21
24	25	26 SC	27	28
31				

February 2022

M	T	W	T	F
	1	2	3	4
		C		
7	8	9 SC	10	11
14	15	16 C	17	18
21	22	23 SC	24	25
28				

March 2022

M	T	W	T	F
	1	2 C	3	4
7	8	9 SC	10	11
14	15	16 C	17	18
21	22#	23 SC	24	25
28	29	30 C	31	

April 2022

M	T	W	T	F
				1
4	5	6	7	8
Spring Break				
11	12	13 SC	14	15
18	19	20 C	21	22
25	26	27 SC	28	29

May 2022

M	T	W	T	F
2	3	4 C	5	6
9	10	11 SC	12	13
16	17	18 C	19	20
23	24	25 SC	26	27
30	31 SP			

June 2022

M	T	W	T	F
		1 FN 1,3,7	2 FN 1,2,6	3# FN 4,5
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

	Holiday/Break
	Teacher Non-Work Day - No School
	Staff Prep/Inservice - No School
#	First/Last Days of Quarters/School

SC	Student Connectedness Time
C	Collaboration
FN	Finals
SP	Single Period Day - 1,2,3,4,5,6,7
BTSN - TBD	

D	Cardinal - 1-3-5-7
G	Gold - 1-2-4-6
RD	Readiness Day



# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** June 9, 2021

**BOARD MEETING DATE:** June 17, 2021

**PREPARED BY:** Bryan Marcus  
Associate Superintendent / Educational Services

**SUBMITTED BY:** Lucile Lynch, Interim Superintendent

**SUBJECT:** APPROVAL OF THE BIOLOGY TEXTBOOK  
ADOPTION

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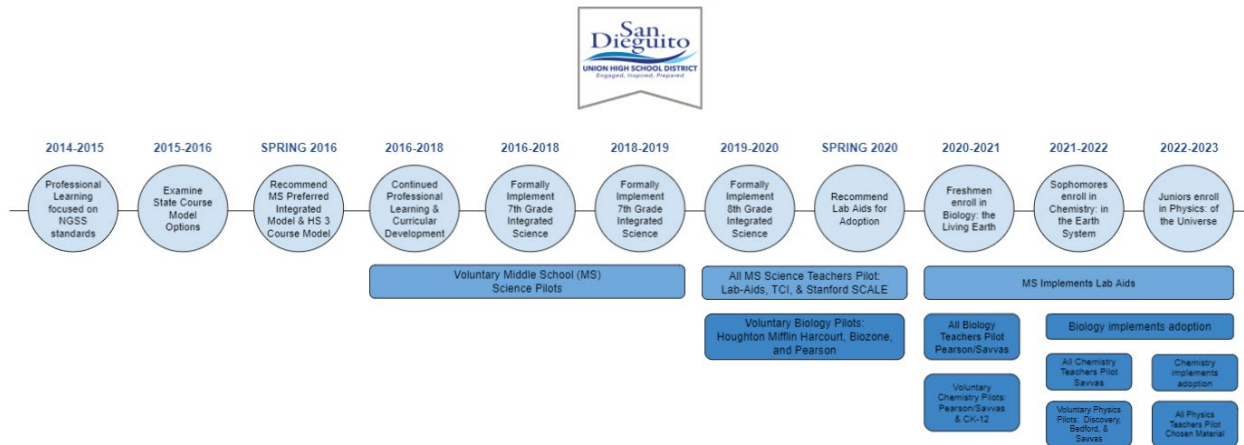
### EXECUTIVE SUMMARY

The Biology instructional materials adoption process began in the fall of 2014, under the leadership of Jennifer McCluan, Instructional Specialist, with continued support from Science Department Coordinators and Chairs throughout our district's transition to the Next Generation Science Standards (NGSS). Initial professional learning focused on deepening understanding of these state-adopted standards, and then transitioned to examining the high school science course models options (Four Course Model, Three Course Model, and Integrated Model) articulated in the [California Science Framework](#).

In the spring of 2016, our science teachers recommended the Three Course Model, in which students experience Earth-Space science content integrated into their Biology, Chemistry, and Physics courses. To support our students with a gradual transition, 7th grade science formally implemented the integrated model in 2018-2019, and 8th grade science followed in 2019-2020. After piloting twelve instructional materials from the California K-8 adoption list, middle school science adopted the "Lab-Aids Science Education for Public Understanding Program (SEPUP) *Issues and Science for California*" for implementation in the 2020-2021 school year. Continuing our year-by-year NGSS transition, all 9th graders were enrolled in the NGSS Course, Biology: the Living Earth for the 2020-2021 school year. As we continue our NGSS implementation, all 10th graders are enrolled in Chemistry: in the Earth System for the 2021-2022 school year. Our [District NGSS Transition timeline](#) is summarized below.

### SDUHSD Next Generation Science Standards Transition Timeline

Note that this timeline is tentative and subject to changes. (Last updated: 5-26-21)



Using materials which were evaluated with a state-developed rubric, voluntary teams of Biology teachers piloted three pilot programs for the 2019-2020 school year. All Biology teachers piloted *Savvas' Experience Biology: The Living Earth* for 2020-2021, and arrived at a formal recommendation in January, 2021. These three pilot programs were made available for public review through an [online website](#) to collect feedback from our community.

The Biology program recommendation for Biology is “Savvas Publishing, Miller and Levine’s *Experience Biology: The Living Earth*”. This recommendation was informed by:

- State Rubric
- Biology Teacher Pilots and Feedback
- Student Input
- Bi-Monthly Science Department Meetings
- Professional Development Discussions
- Public Review
- Availability of both hard copy textbooks and online platform

### RECOMMENDATION:

It is recommended that the Board approve the adoption of the recommended Biology program, “Savvas Publishing, Miller and Levine’s *Experience Biology: The Living Earth*”.

### FUNDING SOURCE:

Lottery instructional materials funds.

# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** June 9, 2021

**BOARD MEETING DATE:** June 17, 2021

**PREPARED BY:** Bryan Marcus  
Associate Superintendent / Educational Services

**SUBMITTED BY:** Lucile Lynch, Interim Superintendent

**SUBJECT:** APPROVAL OF THE AP ENVIRONMENTAL  
SCIENCE TEXTBOOK ADOPTION

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### EXECUTIVE SUMMARY

Our Advanced Placement (AP) Environmental Science instructional materials adoption process began in February, 2021 in order to be in compliance with regularly scheduled AP audits. Under the leadership of Jennifer McCluan, Instructional Specialist, all former and current AP Environmental Science teachers from SDUHSD high schools comprised the selection committee. Initial professional learning focused on deepening understanding of the AP/College Board curricular course content, and familiarization with the [example textbook list](#). The selection committee identified three textbooks of interest from this list to evaluate with a rubric based on curricular requirements and student supports. The committee arrived at a formal recommendation in May, 2021. The three programs under consideration were made available for public review through an [online website](#) to collect feedback from our community.

The program recommendation for AP Environmental Science is “Cengage Learning’s Miller, G. Tyler and Scott Spoolman’s *Exploring Environmental Science for AP*.” This recommendation was informed by:

- Inclusion in the [AP/College Board List of Example Textbooks](#)
- Comprehensive inclusion of all curricular content articulated by AP/College Board
- Integration of built-in math supports for students
- Flexibility for teachers in terms of order/modularity
- Inclusion of practice AP questions
- Availability of both hard copy textbooks and online platform

**RECOMMENDATION:**

It is recommended that the Board approve the adoption of the recommended AP Environmental Science program, “Cengage Learning’s Miller, G. Tyler and Scott Spoolman’s *Exploring Environmental Science for AP.*”

**FUNDING SOURCE:**

Lottery instructional materials funds.

# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** June 9, 2021

**BOARD MEETING DATE:** June 17, 2021

**PREPARED BY:** Cindy Frazee  
Associate Superintendent, Human Resources  
Susan Dixon  
Director of Classified Personnel

**SUBMITTED BY:** Lucile Lynch  
Interim Superintendent

**SUBJECT:** PERSONNEL COMMISSION – SALARY ALLOCATION OF NEW CLASSIFICATION OF “STUDENT SUPPORT FACILITATOR”; PROPOSED REVISED “PERSONNEL/CLASSIFIED SALARY RANGE DEFINITIONS”

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### EXECUTIVE SUMMARY

As a result of AB86, District administration worked with the Personnel Commission to prepare a job description for a classification that will assist with supporting students’ social and emotional health needs. At the June 8, 2021 Personnel Commission meeting, the commission took action to establish the classification of Student Support Facilitator and has recommended a salary allocation of Range 39 on the Classified Salary Schedule. The recommendation is based on salary data from comparable assignments in school districts in our region and consideration of internal alignment with existing classifications within the San Dieguito Union High School District.

### RECOMMENDATION:

It is recommended that the Board approve the proposed revised Personnel/Classified Salary Range Definitions, as shown in the attached supplement.

### FUNDING SOURCE:

AB86

Attachments

## PERSONNEL / CLASSIFIED

ITEM 10g

## SALARY RANGE DEFINITIONS

25	Nutrition Services Assistant I		
26	Nutrition Services Assistant-Floater		
27	Nutrition Services Assistant II Nutrition Services Assistant-Transporter I	42	Accounting Technician Administrative Assistant III Athletic Trainer Human Resources Technician Risk Management Technician Learning Commons Technician II
29	Instructional Assistant Nutrition Services Assistant III Nutrition Services Assistant-Transporter II Nutrition Services Catering Assistant School Bus Attendant	43	Transportation Router/Scheduler
30	Office Assistant	44	Administrative Assistant IV Bus Driver Trainer Construction & Facility Projects Coordinator Information Systems Support Technician Lead Grounds Worker Media Technician/Web Technician Senior Buyer Warehouse Supervisor
31	Instructional Assistant-Bilingual		
32	Campus Supervisor Custodian Receptionist		
33	Custodian-Floater Nutrition Services Production Assistant Receptionist-Bilingual (Spanish)	45 46	Planning Finance Technician Payroll Technician
34	Instructional Assistant SpEd (Non-Severe) Locker Room Attendant/Custodian Maintenance Worker I Testing Assistant-Bilingual (Spanish)	47 48	Locksmith Speech/Language Pathology Assistant Construction Projects Information Technician Painter
35	Grounds Maintenance Worker I Health Technician	49	Electrician HVAC Technician Plumber Skilled Maintenance Worker Vehicle & Equipment Mechanic
36	Instructional Assistant–SpEd (SED) Instructional Assistant SpEd (Severe) Instructional Assistant SpEd (Behavior Intervention) Secretary		
37	Library/Media Technician Vocational Developer Warehouse/Delivery Worker	51 52	Information Technology (IT) Support Technician Telecommunications Technician Accountant Facilities Construction Planner Human Resources Analyst Human Resources Certificated Analyst Information Systems Support Analyst Lead Maintenance Worker Payroll Analyst Lead Vehicle and Equipment Mechanic Workers' Compensation, Benefits & HRIS Specialist
38	Administrative Assistant I Custodian Crew Leader Purchasing Assistant School Bus Driver		
39	Grounds/Maintenance Worker II Warehouse/Stores Worker School Plant Supervisor-Middle School <i>Student Support Facilitator</i>	54	Information Systems Support Specialist Interpreter for the Hearing Impaired
40	Administrative Assistant II Accounting Assistant Accounting Assistant-ASB Buyer Grounds Maintenance Worker/Applicator Human Resources Assistant Learning Commons Technician I Maintenance Worker II Registrar Student Health Care Specialist Tutoring Center Specialist	57 60 62	Interpreter for the Hearing Impaired (NIC) Network Technician Interpreter for the Hearing Impaired (NIC Adv.) Interpreter for the Hearing Impaired (NIC Adv.) Loss Control Analyst Occupational Therapist Contracts Analyst Construction Services Analyst Facilities Planning Analyst
41	Administrative Secretary-Bilingual (Spanish) Grounds/Maintenance Equipment Operator Irrigation Specialist Lead School Bus Driver School Plant Supervisor-High School Theater Technician Transportation Dispatcher Translator/Interpreter (Spanish) Vehicle & Equipment Service Worker	63 66	Interpreter for the Hearing Impaired (NIC Master) Network Analyst

**STUDENT SUPPORT FACILITATOR****JOB SUMMARY**

Under the supervision of a credentialed Pupil Personnel Services (PPS) provider, the Student Support Facilitator provides support for at-risk students and their families. The Student Support Facilitator facilitates individual and group counseling sessions and workshops and provides resources to develop students' behavioral, social, emotional and academic skills. The Student Support Facilitator provides guidance and education on issues such as self-esteem, decision making, coping strategies, conflict resolution, problem solving, substance abuse, and anger management.

**REPRESENTATIVE DUTIES**

The position description describes the general nature of work performed.

**ESSENTIAL FUNCTIONS**

The Student Support Facilitator may perform any combination of the following:

- Communicate with students regarding issues of a personal nature and provide resources as needed. Refer issues of a serious nature to Pupil Personnel Services.
- Assist in the development of and facilitate group counseling sessions on topics such as making healthy choices, self-esteem, communication skills, relationships, conflict resolution, stress management and other social skills topics.
- Facilitate solution-focused counseling groups for academic and social-emotional skill building.
- Provide check-ins for students needing individualized and/or follow up support.
- Make informational presentations to students, parents, teachers and the public to publicize student services resources and activities.
- Conduct school success workshops and provide classroom presentations.
- Collect data on the prevention and intervention services provided to students at school sites and maintain associated files and records.
- Collaborate with PPS team on student referrals, counseling resources and intervention programs and services.
- Consult with teachers, PPS team, administration and parents regarding student concerns and referrals.
- Perform other job-related duties as assigned.

**JOB REQUIREMENTS: MINIMUM QUALIFICATIONS****KNOWLEDGE OF:**

- Adolescent development principles and practices.
- Problems and concerns of students with challenging behavior, adjustment, and self-esteem issues.
- Counseling techniques used in assisting students with their social, emotional, behavioral and academic development.
- Basic small group instructional training methods and techniques.
- Presentation and facilitation techniques
- Applicable child social-emotional learning strategies.
- Basic Positive Behavioral Intervention & Supports (PBIS) tiered systems.
- Student behavior management strategies and techniques.
- At-risk student behaviors.
- Classroom procedures and appropriate student conduct.

## STUDENT SUPPORT FACILITATOR

- The subjects taught in secondary schools (general knowledge of).
- Interpersonal skills such as empathy, listening, tact, patience and courtesy.
- Child Protective Services reporting practices and procedures.
- District policies, regulations and procedures related to assigned position.
- Correct English usage, spelling, grammar, vocabulary, and punctuation.
- Basic computer skills.
- Basic filing and record keeping methods.

### ABILITY TO:

- Work with students and implement effective strategies to improve their self-confidence and social interaction skills.
- Observe, monitor and report student behavior and progress according to approved policies and procedures.
- Apply effective counseling methods to assist students with their social, emotional, behavioral and academic development.
- Demonstrate skills in de-escalation and crisis prevention techniques.
- Collaborate with PPS team on student referrals, counseling resources and intervention programs and services.
- Consult with teachers, PPS team, administration and parents regarding student concerns and referrals.
- Conduct and facilitate small group sessions and classroom presentations.
- Demonstrate an understanding, patient and receptive attitude toward students.
- Follow District policies, regulations and procedures related to assigned position.
- Communicate effectively both orally and in writing.
- Establish and maintain effective working relationships with others.
- Understand and follow oral and written instructions.
- Perform a variety of clerical duties related to assigned activities.
- Operate a variety of classroom and office equipment, a computer and assigned software.

### EDUCATION AND EXPERIENCE

Any combination equivalent to: the completion of twelfth grade supplemented by appropriate college courses in the behavioral sciences, guidance, counseling or other related field; training in youth counseling, psychology, or related field; and direct experience counseling youth.

### DISTINGUISHING CHARACTERISTICS

The **Student Support Facilitator** provides information, counseling, resources and guidance to students who need to develop their behavioral, social, emotional and academic skills. There are no classified positions above or below from which to distinguish this job classification.

### REQUIRED TESTING

Pre-employment testing and assessment is required to demonstrate the minimum qualifications for the position.

### CONTINUING EDUCATION/TRAINING

Participation in ongoing job-related training as assigned.



**STUDENT SUPPORT FACILITATOR****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.

**WORKING ENVIRONMENT**

The usual and customary methods of performing the job functions require the physical demands outlined 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:

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	stooping/bending, squatting/crouching, climbing/balancing, kneeling, twisting back
Seldom/Occasionally Occasionally	pushing and pulling, reach above shoulder, reach at shoulder walking, standing, lifting 11-25 lbs. at waist height, carrying 11-25 lbs. up to 25 feet, lifting up to 10 lbs. overhead or at shoulder height, carrying up to 10 lbs. up to 25 feet
Occasionally/Frequently	handling/simple grasping, sitting, neck flexion/rotation, fingering/fine manipulation, reach below shoulder

**AUDITORY OR VISUAL REQUIREMENTS**

Auditory ability is required to communicate with students, staff, parents, and to respond to telephone calls, safety bells and emergencies. Vision ability is required to see near, distant, color, 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 behavior that includes bolting away, and/or abusive language. Employees in this classification will use their own vehicle to travel to and from various sites as a regular part of their assignment.

# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** June 4, 2021

**BOARD MEETING DATE:** June 17, 2021

**PREPARED BY:** Bryan Marcus  
Associate Superintendent, Educational Services  
Cindy Frazee  
Associate Superintendent, Human Resources

**SUBMITTED BY:** Lucile Lynch  
Interim Superintendent

**SUBJECT:** APPROVAL OF JOB DESCRIPTIONS,  
“PRINCIPAL OF ALTERNATIVE SCHOOLS  
AND PROGRAMS”; AND “DIRECTOR OF  
TEACHING, LEARNING AND INNOVATION”

\*\*\*\*\*

### EXECUTIVE SUMMARY

#### BACKGROUND INFORMATION

At the April 21, 2020 Board meeting the Governing Board voted to approve the splitting of the position of Director of PPS and Alternative Programs into two positions titled: Director of Pupil Services and Principal of Alternative Schools and Programs. This necessitated revising the job description to reflect the responsibilities and duties in these positions. This item is to approve the job description for Principal of Alternative Schools and Programs. The job description for Director of Pupil Services was approved at the June 18, 2020 Board meeting.

Under the direction of Associate Superintendent of Educational Services, the Director of Teaching, Learning and Innovation supports the educational programs of the district by leading, directing, planning, developing, evaluating, and coordinating curriculum, evidence of student learning, educational technology, and instruction in support of teaching and student learning. In addition, providing support to site administrators and staff in curriculum, evaluation of student learning, and instructional initiatives, for grades 7-12.

#### RECOMMENDATION:

It is recommended that the Board approve the job descriptions, Principal of Alternative Schools and Programs and Director of Teaching, Learning and Innovation, and approve the Management Employees Salary Schedule, as shown in the attached supplement.

**FUNDING SOURCE:**

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General Fund - Principal of Alternative Schools and Programs

AB 86 Fund - Director of Teaching, Learning and Innovation

**FUNDING IMPLICATIONS**

None

**Attachment(s):** Job descriptions: “Principal of Alternative Schools and Programs” and “Director of Teaching, Learning and Innovation”; Revised Management Salary Schedule.

## SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

**PRINCIPAL OF ALTERNATIVE SCHOOLS AND PROGRAMS****DEFINITION**

Under direction from district administrators, the Principal serves as the site administrator and instructional leader of the post-secondary programs for the Community Opportunities for Adult Students in Transition (COAST) and Alternative Education Programs. The Principal supports the educational programs of the District by overseeing the implementation of school-wide curriculum, all phases of the instructional program and management of the facility as well as provide leadership, administration and supervision for the cognitive and affective development of students as well as to promote parent and community involvement.

**Example of Duties:**

*The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this classification.*

- Plan, collaborate, implement, direct and evaluate the curriculum development, instructional goals and processes and Individual Educational Programs (IEP) designed to meet the unique needs of students and community.
- Assist the educational community in understanding the site, District, state and federal goals and objectives, and the strategies utilized for achieving them. Expand public awareness and outreach to broaden support of alternative education and public schools.
- Establish a results-based school culture through the continuous collection, examination and use of data to develop long and short-range plans to improve the instructional process; initiate ongoing opportunities for teachers, students and parents to understand and utilize data as a means to improve instruction and learning.
- Plan, develop, organize, confer and administer support systems and intervention programs which provide optimal and/or alternative learning opportunities for all students.
- Coordinate services, employment opportunities and community based involvement and act as liaison for students with special needs.
- Participate in budget planning activities, and develop expenditure review and control procedures to ensure an appropriate and cost beneficial/effective operations. Manage, monitor and evaluate specially funded programs to insure compliance with funding agency standards and guidelines.
- Review and evaluate requisitions, purchase and allocate instructional resources, supplies and equipment to enhance programs and support school-wide goals.
- Conduct staff meetings and related training to promote alignment and continuity of curriculum and identify and encourage leadership potential.
- Direct, supervise, observe, assess, and evaluate site personnel performance ensuring all levels of staff adheres to District, state and federal educational and professional standards.
- Participate in personnel management systems, including the recruitment, selection, retention and separation of personnel.
- Confer with site personnel in resolving rights disputes which may include the conduct of formal hearings.
- Plan, develop, and implement effective administrative support systems and delegate appropriate areas of responsibility to subordinates.
- Assist with the development, implementation, interpretation and administration of policies, rules and regulations, and negotiated employee agreements.
- Direct alternative programs which include aspects such as, credit acceleration, credit recovery, and independent pacing in a smaller learning environment.
- Plan, develop, provide reports and make recommendations pertaining to functions, activities and general educational climate of the school facility.
- Coordinate student and family assistance programs with interdepartmental agencies and youth services as needed.
- Serve on community organizations, school and District committees to assure the interests of the school are properly served.

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- Supervise, direct, and coordinate the assignment of instructional personnel and student classroom assignments in accordance with District staffing allocations.
- Coordinate a master calendar of programs and activities to achieve the determined goals and objectives for students.
- Attend professional learning and conference opportunities regarding District business and other topics relevant to this position, and other professional meetings.

**OTHER FUNCTIONS**

Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

**QUALIFICATIONS:**

**Knowledge of:** Applicable sections of State Education Code and other applicable laws and collective bargaining agreements; Special Education regulations, mandates, and policies; applicable state and federal advisory documents, the State and Federal Framework in all subjects taught and District curriculum standards as appropriate; principles, theories, practices, methods and techniques used in curriculum development and classroom instruction; principles of school based management and shared decision making; human relations, conflict resolution strategies, and team building principles and techniques; current trends and research concerning the growth and development of school-age students; child guidance principles and practices; community relations and agencies to support student employability; secondary schools and career/vocational programs as it relates to students with special needs; result and performance evaluation techniques pertaining to program and personnel performance effectiveness; school improvement goals and objectives.

**Ability to:** Manage, lead, and direct the functions and activities of a school and services for students; demonstrate effective instructional, organizational, and administrative leadership; implement systems for ensuring that legal mandates are met; read, interpret, apply, and explain rules, regulations, policies, and procedures; supervise, evaluate and discipline subordinates; maintain professional relationships with pupils, parents, community members, colleagues and staff; maintain awareness of community resources available to assist students; motivate students to develop skills, attitudes and knowledge needed to provide a good foundation for education in accordance with each pupil's ability; assist school staff in improving the academic, progress of the school site; analyze and evaluate data for specific use; demonstrate organizational, time management, analytical and problem solving skills; prepare the annual budget, monitor and administer the budgetary expenditures; effectively communicate orally and in writing; use interpersonal techniques with tact, patience and courtesy; maintain confidentiality; prioritize workload and conflicting demands; comply with the District's customer service standards, as outlined in Board Policy.

**Working Environment:** The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, and significant fine finger dexterity. Generally, the job requires 80% sitting, 10% walking, and 10% standing. This job is performed in a generally clean and healthy environment.

**Education:** Master's degree from an accredited college or university in a related field.

**Experience:** Six years of successful teaching experience including three years of successful experience in a supervisory or leadership role.

**Certification Requirement:** Valid California Teaching Credential (required);  
Valid California Administrative services credential (required);  
Valid California Driver's License.

**Board Approved:** pending

## SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

**DIRECTOR OF TEACHING, LEARNING AND INNOVATION****DEFINITION**

Under the direction of Associate Superintendent of Educational Services, the Director of Teaching, Learning and Innovation supports the educational programs of the district by leading, directing, planning, developing, evaluating, and coordinating curriculum, evidence of student learning, educational technology, and instruction in support of teaching and student learning. In addition, providing support to site administrators and staff in curriculum, evaluation of student learning, and instructional initiatives, for grades 7-12.

**Example of Duties:**

*The omission of specific statements of duties does not exclude them from the position if the work is similar, related, or a logical assignment to this classification.*

- Provides leadership in the ongoing development and implementation of educational curriculum and instruction;
- Conducts, and supervises committees, leadership teams, and other groups to support and implement curriculum and instruction to support student learning;
- Provides leadership in the continued development of learning objectives;
- Provides leadership in ongoing professional development for teaching and learning, curriculum and instruction, and educational technology;
- Monitors and supports master schedule development;
- Oversees textbook and instructional materials inventory and orders. Facilitates district-wide adoptions of textbooks and ancillary materials;
- Supports the implementation of learning management platform and educational technology tools to support teaching and learning, including the development of professional development, and teaching and learning technology best practices for students and staff;
- Directs, develops, and monitors all budgets for curriculum and instruction, including federal budgets;
- Monitors and supports related teaching and learning programs including Independent Study Physical Education, PE Credit for Athletics for district high schools, and Dual Language Instruction;
- Supervise, directs, and evaluates district summer school offerings;
- Assist in the development, implementation, interpretation, and administration of policies, rules, and regulations;
- Control and authorize expenditures per established limitations;
- Prepare and maintain a variety of reports, records, and files related to assigned activities and personnel
- Attend professional learning and conference opportunities regarding District business and other topics relevant to this position and other professional meetings;
- Acts as the SDUHSD liaison to feeder elementary districts, providing support and leadership focused on positive student transitions to SDUHSD;
- Serves as the resource for current research and trends related to curriculum and instruction, in alignment with the San Diego County Office of Education (SDCOE);
- Provides leadership and support towards the successful implementation and management of Independent Study Online Learning (ISOL) and future program expansion;
- Provides support to site administrators for the successful implementation of district initiatives and goals;
- Supervises, and evaluates the performance of assigned certificated and classified staff.

**OTHER FUNCTIONS**

Performs other related duties as assigned to ensure the efficient and effective functioning of the work unit.

**QUALIFICATIONS:**

**Knowledge of:** Applicable sections of State Education Code and other applicable laws and collective bargaining agreements; practices and procedures of efficient organization and supervision; practices, procedures, techniques, and

## ITEM 10h

strategies for determining operational effectiveness; principles and practices of supervision and training; result and performance evaluation techniques pertaining to program and personnel performance effectiveness; human relations, conflict resolution strategies and team-building principles and techniques; record-keeping and report preparation techniques; effective oral and written communication skills; Common Core State Standards, CA ELA/ELD Framework, Multi-tiered Systems of Support (MTSS), comprehensive assessment systems, data-based decision making, and evidence-based literacy strategies, including intervention and extension strategies; research-based practices and policies pertaining to special populations including Gifted and Talented, students with disabilities, and English Learners; State and Federal Framework in all subject taught and District curriculum standards as appropriate; principles, theories, practices, methods and techniques used in curriculum development and classroom instruction; current trends and research concerning the growth and development of school-age students.

**Ability to:** Direct, manage, plan and implement a comprehensive curriculum, instruction and assessment system for all students; demonstrate effective, organizational and administrative leadership; read, interpret, apply, and explain rules, regulations, policies, and procedures; supervise, evaluate and discipline subordinates; establish, maintain and nurture professional relationships with management, colleagues, staff, and school-related outside agencies; analyze and evaluate data for specific use; demonstrate organizational, time management, analytical and problem solving skills; communicate effectively both orally and in writing using tact and diplomacy; train and instruct others in performance of their duties; understand and carry out oral and written instructions; use interpersonal skills with tact, patience and courtesy; maintain confidentiality; prioritize workload and conflicting demands; establish and maintain records; serve as a resource to instructional school sites, and management; assist school staff in improving the academic progress of the school site; comply with the District's customer service standards, as outline in Board Policy.

**Working Environment:** The usual and customary methods of performing the job's functions require the following physical demands: some lifting, carrying, pushing, and/or pulling, and significant fine finger dexterity. Generally, the job requires 80% sitting, 10% walking, and 10% standing. This job is performed in a generally clean and healthy environment.

**Education:** Appropriate education, including postgraduate programs with an emphasis in curriculum and/or administration;

**Experience:** A minimum of five years of successful teaching or supervisory experience in a setting requiring a valid California teaching or administrative services credential. A minimum of three years of successful experience as an administrator, preferably in either a middle school or a high school setting and/or district level administrator.

**Certification Requirement:** Valid California Teaching Credential (required);  
Valid California Administrative services credential (required);  
Valid California Driver's License.

**Board Approved:** pending



**San Dieguito Union High School District  
Management Employees Salary Schedule  
Effective July 1, 2020  
Board Meeting June 17, 2021 (pending)**

ITEM 10h

**Certificated Management**

Group	Range	Title	Step 1	Step 2	Step 3	Step 4	Work Days
4	3	Principal, Sr. High School	155,346	162,405	169,806	177,590	220
4	4	Principal, Middle School	141,923	148,332	155,057	162,117	220
4	5	Asst.Principal, Sr. High School	133,646	139,661	145,980	152,614	210
4	6	Asst.Principal, Middle School	120,738	126,160	131,849	137,823	200
4	6	Program Supervisor - Special Education	120,738	126,160	131,849	137,823	200
4	8	Executive Director of Educational Services	158,962	166,378	174,164	182,339	222
4	10	Principal Alternative Schools & Programs	146,198	152,815	159,686	167,048	220
4	10	Director of School & Student Services	146,198	152,815	159,686	167,048	220
4	10	Director of Pupil Services	146,198	152,815	159,686	167,048	220
4	10	Director of Teaching & Learning	146,198	152,815	159,686	167,048	220
4	13	Coordinator of Special Education	130,890	136,906	143,213	149,836	210
4	13	Coordinator of Student Support Services	130,890	136,906	143,213	149,836	210
4	13	Coordinator of Accountability, Assessment & Research	130,890	136,906	143,213	149,836	210
4	17	Director of Accountability & Special Programs	141,923	148,332	155,057	162,117	220
4	17	Director of Special Education	141,923	148,332	155,057	162,117	220
4	20	District Mental Health Support Provider	117,293	122,609	128,181	134,037	196

**Classified Management**

Group	Range	Title	Step 1	Step 2	Step 3	Step 4	Work Year
5	2	Director of Fiscal Services	131,862	137,706	143,845	150,292	12 MO
5	2	Director of Classified Personnel	131,862	137,706	143,845	150,292	12 MO
5	2	Director of Human Resources	131,862	137,706	143,845	150,292	12 MO
5	2	Director of Planning Services	131,862	137,706	143,845	150,292	12 MO
5	2	Director of Technology Project Management	131,862	137,706	143,845	150,292	12 MO
5	2	Director of Maintenance, Operations, & Trans.	131,862	137,706	143,845	150,292	12 MO
5	2	Director of Information Technology	131,862	137,706	143,845	150,292	12 MO
5	3	Construction Project Manager - II	104,537	109,230	114,157	119,332	12 MO
5	4	Director of Maintenance & Operations	115,053	120,270	125,751	131,505	12 MO
5	4	Director of Nutrition Services	115,053	120,270	125,751	131,505	12 MO
5	4	Director of Purchasing & Risk Management	115,053	120,270	125,751	131,505	12 MO
5	4	Director of Student Information Services	115,053	120,270	125,751	131,505	12 MO
5	4	Director of Transportation	115,053	120,270	125,751	131,505	12 MO
5	8	Chief Facilities Officer	155,346	162,405	169,806	177,590	12 MO
5	8	Executive Director of Planning Services	155,346	162,405	169,806	177,590	12 MO
5	9	Construction Project Manager - I	92,330	96,413	100,700	105,203	12 MO
5	10	Director of Purchasing	111,674	116,589	121,718	127,075	12 MO
5	11	Communications Coordinator	83,135	87,813	92,753	97,964	12 MO

246 days = 12 month employee

Credit for previous management experience will be given consideration toward initial placement on the management salary schedule. Twelve (12) days of sick leave for each year shall be allowed each full-time manager during the period of time under active contract with the District.

All classified managers are governed by the Personnel Commission's Rules and Regulations for the Classified Service (merit system).

As of January 1, 2016, the District's Health and Welfare benefits contribution has been embedded into salaries. The District makes a minimal contribution for eligible employee's health and welfare benefits as noted on the [Benefits At A Glance webpage](#)

The employee is responsible for paying the difference, tenths, for their selected health and welfare benefits. The amount of the health care credit shall increase annually using the same method health and welfare benefits are increased in the collective bargaining agreement with SDF.

**Longevity Benefits**

An increment of \$3,246 for a 12 month, 8 hours per day full-time employee at the end of 10, 15, 20, 25 and 30 years in the District shall be added to the employee's annual salary. The longevity increment of those employees employed less than 12 months or less than 8 hours per day will be prorated in accordance with the number of months and/or hours of regular employment.



# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** June 11, 2021

**BOARD MEETING DATE:** June 17, 2021

**PREPARED BY:** Cindy Frazee  
Associate Superintendent, Human Resources  
Mark Miller,  
Deputy Superintendent

**SUBMITTED BY:** Lucille Lynch, Interim Superintendent

**SUBJECT:** **CONSIDERATION OF ADDITIONAL DAYS FOR SCHOOL PSYCHOLOGISTS FOR THE 2021-2022 SCHOOL YEAR / MEMORANDUM OF UNDERSTANDING (MOU) WITH THE SAN DIEGUITO FACULTY ASSOCIATION (SDFA)**

\*\*\*\*\*

### EXECUTIVE SUMMARY

An MOU was developed in collaboration with San Dieguito Faculty Association (SDFA) to provide school psychologists with up to ten (10) additional days for the 2021-2022 school year. At the May 20, 2021 Board meeting the plan for AB 86 expenditures was approved by the Governing Board and included voluntary additional days for school psychologists. The AB 86 funds are to be used to mitigate learning loss and social emotional concerns as a result of the COVID-19 pandemic.

### RECOMMENDATION:

It is recommended that the Board consider approving the MOU with SDFA for Additional Days for School Psychologists for the 2021-2022 School Year, as shown in the attached supplement.

### FUNDING SOURCE:

AB 86 Funds

**Attachment:** MOU Regarding Additional Days for School Psychologists for the 2021-2022 School Year.

**MEMORANDUM OF UNDERSTANDING  
BETWEEN THE SAN DIEGUITO UNION HIGH SCHOOL DISTRICT AND  
THE SAN DIEGUITO FACULTY ASSOCIATION  
REGARDING ADDITIONAL DAYS FOR SCHOOL PSYCHOLOGISTS  
FOR THE 2021-2022 SCHOOL YEAR**

May 28, 2021

The San Dieguito Union High School District (“District”) and the San Dieguito Faculty Association (“Association”), jointly referred to as the “Parties,” enter into this Memorandum of Understanding (“MOU”) regarding additional days for school psychologists for the 2021-2022 school year.

The Parties agree to the following:

- A. In order to support students in their post-pandemic return to school, only for the duration of the 2021-2022 school year, school psychologists will be given the option of working ten (10) additional days for a 196-day work year.
- B. Employees who elect to work any of the ten (10) additional days shall be compensated for each additional day at the employee’s per diem rate, which is equal to the employee’s annual compensation (as set forth on the Certificated Employees Salary Schedule – Schedule A – 186-Day Work Year) divided by 186 days. The Parties agree this is the only additional compensation employees will receive for working the additional days during the 2021-2022 school year.
- C. The additional days shall be scheduled in collaboration between the direct supervisor and employee and approved by each employee’s direct supervisor. The additional days must be worked in full workday increments (no partial days) and during the employee’s regular work hours.
- D. The additional days must be worked during the 2021-2022 school year and shall not carry over to the following year.
- E. The additional days provided for in this MOU shall be funded through Assembly Bill 86, and are therefore expressly contingent upon the District’s qualification and receipt of such funds. In the event the District does not receive AB 86 funding, this MOU shall immediately cease to be operative, except that any additional days already worked will be compensated consistent with Paragraph B.
- F. This MOU is for the 2021-2022 school year, only, and shall expire automatically on June 30, 2022.
- G. All components of the current Collective Bargaining Agreement between the District and Association not addressed by the terms of this Agreement shall remain in full effect.
- H. This MOU is non-precedent setting and does not establish any past practice.

ITEM 10i

I. This MOU is not effective until ratified by the Board of Trustees of the District.

**FOR THE ASSOCIATION:**

**FOR THE DISTRICT:**

\_\_\_\_\_  
Duncan Brown, SDFAs President

\_\_\_\_\_  
Lucile Lynch, Interim Superintendent

Date: \_\_\_\_\_

Date: \_\_\_\_\_

# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** June 14, 2021

**BOARD MEETING DATE:** June 17, 2021

**PREPARED BY:** Tina Douglas, Associate Superintendent,  
Business Services

**SUBMITTED BY:** Lucile Lynch, Interim Superintendent

**SUBJECT:** CONSIDERATION OF LETTER AUTHORIZING  
JULIAN CHARTER SCHOOL – CEDAR COVE TO  
OPERATE RESOURCE CENTER WITHIN DISTRICT  
BOUNDARIES

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### EXECUTIVE SUMMARY

Julian Charter School – Cedar Cove (JCS) has operated a resource center at 777 Santa Fe Drive, Encinitas, CA, which is located within both the District's and Cardiff School District's boundaries. JCS has indicated that its lease in that location will not be renewed and is seeking to move to another location within the District's boundaries.

AB 1507, which became effective on January 1, 2020, amended Education Code section 47605.1 and now requires approval in writing from the school district where the charter school's resource center, meeting space, or other satellite facility is operating. As such, JCS is requesting the District's authorization to operate its resource center at a new location within District boundaries and is asking for a written letter of approval.

### RECOMMENDATION:

It is recommended that the Board consider a letter authorizing Julian Charter School – Cedar Cove to operate a resource center within the District's boundaries.

### FUNDING SOURCE:

N/A



ITEM 10j  
Board of Trustees  
Michael Allman  
Melisse Mossy  
Maureen "Mo" Muir  
Katrina Young

Interim Superintendent  
Lucile Lynch

710 Encinitas Boulevard, Encinitas, CA 92024  
Telephone (760) 753-6491  
www.sduhsd.net

Office of the Superintendent

June \_\_\_, 2021

***Via U.S. Mail and E-Mail***

Jennifer Cauzza  
Executive Director  
Julian Charter School – Cedar Cove  
777 Santa Fe Drive  
Encinitas, CA 92024

Re: Authorization to Operate Resource Center Within District Boundaries for Grades TK-6

Dear Ms. Cauzza:

On behalf of the San Dieguito Union High School District ("District"), I write concerning Julian Charter School – Cedar Cove's ("JCS") request to operate its resource center within the District's boundaries.

It is the District's understanding that JCS currently operates a resource center for its nonclassroom-based charter school program at 777 Santa Fe Drive, Encinitas, California, which is located within both the District's and Cardiff School District's boundaries. JCS has informed the District that its lease for that location will not be renewed. Therefore, to maintain continuity in its educational programming for students, JCS is seeking to relocate its resource center to another location within the District's boundaries. JCS has requested the District's written approval for that purpose.

By this letter, the District authorizes JCS to continue operating a resource center for its nonclassroom-based program within District boundaries, subject to the following:

- The resource center will only serve students in transitional kindergarten through sixth grade; and
- JCS shall only be authorized to operate one (1) resource center within District boundaries.

The District's authorization for JCS to operate its resource center within District boundaries shall end on the date in which its current charter term expires. Should JCS seek to continue to operate a resource center within District boundaries beyond this date, it shall comply with the requirements of Education Code section 47605.1(c)(5)(A), as that law may be amended from time to time.

ITEM 10j

Should you have any questions, please feel free to contact the District.

Sincerely,

Lucile Lynch  
Interim Superintendent

c: Board of Trustees, San Dieguito Union High School District

# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** June 14, 2021

**BOARD MEETING DATE:** June 17, 2021

**PREPARED & SUBMITTED BY:** Maureen "Mo" Muir, Board President

**SUBJECT:** APPROVAL OF AMENDMENT TO AGREEMENT FOR TEMPORARY EMPLOYMENT / INTERIM SUPERINTENDENT / LUCILE LYNCH

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### EXECUTIVE SUMMARY

At the May 20, 2021 regular Board meeting, the Board ratified the appointment and approval of a Temporary Employment Agreement with Ms. Lucile Lynch to serve as Interim Superintendent. The Temporary Employment Agreement provided that Ms. Lynch would work between three and five days per week, and provided compensation in the form of a daily rate of pay.

Since her appointment, Ms. Lynch has worked in a full time capacity. Additionally, the Board now anticipates that Ms. Lynch will serve as Interim Superintendent until December 31, 2021. As such, the proposed Amendment provides that Ms. Lynch will perform the duties of Superintendent on a full time basis and provides compensation in the form of a monthly salary. The Amendment also provides Ms. Lynch with paid holidays provided to all other District management employees, paid vacation, and sick leave consistent with the Education Code.

### RECOMMENDATION:

It is recommended that the Board approve the Amendment to the Agreement for Temporary Employment with a monthly salary of Twenty-Two Thousand Five Hundred and Sixty-Two Dollars (\$22,562.00); paid holidays provided to other District management employees; paid vacation which shall accrue at two days per month; and sick leave consistent with Education Code section 45191; and authorize Maureen "Mo" Muir to execute the Amendment.

### FUNDING SOURCE:

General Fund/Unrestricted 01-00

**AMENDMENT TO THE AGREEMENT FOR TEMPORARY EMPLOYMENT**  
**BETWEEN THE BOARD OF TRUSTEES OF THE SAN DIEGUITO UNION HIGH**  
**SCHOOL DISTRICT AND LUCILE LYNCH**

The Board of Trustees of the San Dieguito Union High School District (“Board”) and Lucile Lynch (“Interim Superintendent”) agree to amend the Agreement for Temporary Employment which was ratified by the Board on May 20, 2021, (“Agreement”), and to enter into this Amendment to the Agreement for Temporary Employment (“Amendment”) on the following terms and conditions.

- 1. Section 1 (Term), Paragraph 2 of the Agreement is replaced with the following:

During her temporary employment, the Interim Superintendent agrees to satisfactorily perform the duties of the Superintendent on a full time basis.

- 2. Section 2 (Compensation) of the Agreement is replaced with the following:

Effective June 17, 2021, the Interim Superintendent’s salary calculated on a monthly basis shall be Twenty-Two Thousand Five Hundred and Sixty-Two Dollars (\$22,562.00), payable in monthly installments.

- 2. Section 3 (Benefits) of the Agreement is replaced with the following:

The Interim Superintendent will not receive health and welfare benefits. The Interim Superintendent shall be entitled to take all paid holidays provided to other District management employees; shall be entitled to paid vacation which shall accrue at two days per month; and shall be entitled to sick leave which shall accrue at one day per month consistent with Education Code section 45191.

The Interim Superintendent shall be covered by District insurance policies as an employee, to include workers’ compensation, and shall be considered an employee for the purposes of any rights to defense and indemnification provided to public employees for acts and omissions within the scope of their employment.

- 3. With the exception of the above modifications, all other terms and conditions of the Agreement shall remain in full force and effect.

The Interim Superintendent and the Board agree that this Amendment is not binding or enforceable unless it is ratified by the Board in an open session regular meeting of the Board.

\_\_\_\_\_  
LUCILE LYNCH  
Interim Superintendent

\_\_\_\_\_  
MAUREEN “MO” MUIR  
Board President

Date: \_\_\_\_\_

Date: \_\_\_\_\_

Ratified in an open session of the Board of Trustees on: \_\_\_\_\_



# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** June 1, 2021

**BOARD MEETING DATE:** June 17, 2021

**PREPARED BY:** Mark Miller, Deputy Superintendent

**SUBMITTED BY:** Lucile Lynch, Interim Superintendent

**SUBJECT:** CA SCHOOL DASHBOARD LOCAL INDICATORS SUBMISSION FOR 2021

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### EXECUTIVE SUMMARY:

The California School Dashboard and Local Control Funding Formula (LCFF) State and Local Performance Indicators are the foundation of the accountability system for California districts and schools. The State and Local Indicators are aligned with the eight CA state priorities that guide district Local Control and Accountability Plans (LCAPs) and the federal Every Student Succeeds Act (ESSA) accountability system.

In addition to the State Indicators, Local Educational Agencies (LEAs) are required to report outcomes on five Local Indicators that apply to LEAs only, not schools. The five Local Indicators include; Basic Services and Conditions, Implementation of State Academic Standards, Parent and Family Engagement, School Climate, and Access to a Broad Course of Study.

For CA State Priorities where data is not collected at the state level, LEA's are required to measure their progress based on locally collected data and report their results through the CA School Dashboard using the Local Indicators Self-Reflection Tools and prompts.

The State Board of Education (SBE) approved standards for the Local Indicators that support districts in measuring and reporting their progress within the appropriate priority area. For each local indicator, the approved standard includes:

1. Annually measure its progress in meeting the requirements of the specific LCFF priority; and
2. Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP; and

ITEM 11d-iii

3. Report results to the public through the Dashboard utilizing the state-adopted self-reflection tools for each local indicator.

Provided an LEA satisfies the performance standards for each local indicator, the Dashboard will automatically assign a performance level of Met. If an LEA does not meet the performance standards, the Dashboard will automatically assign a performance level of Not Met or Not Met for Two or More Years, as applicable.

**RECOMMENDATION:**

This item is being presented as information only.

**FUNDING SOURCE:**

None

## ITEM 11d-iii

**Basic Services and Conditions (Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities) (Priority 1)**

*Standard : LEA annually measures its progress in meeting the Williams settlement requirements at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable.*

Number/percentage of mis-assignments of teachers of English learners:	0, 0%
Total teacher mis-assignments:	7.1%
Vacant teacher positions:	0
Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home:	0
Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies):	0

data is reflective of the 2018-19 academic year as this was the last verifiable data provided by the HR department

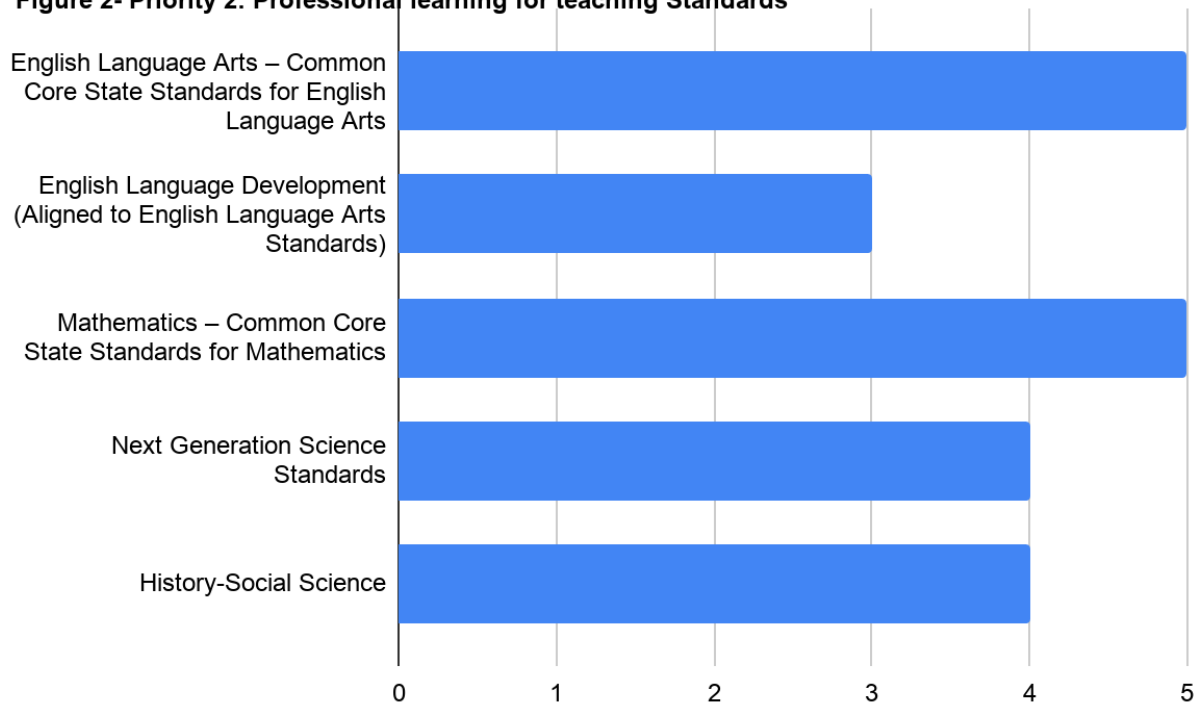
**Implementation of State Academic Standards (Priority 2)**

### Recently Adopted Academic Standards and/or Curriculum Frameworks

#### 1. Rate the local educational agency's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

**Figure 2- Priority 2: Professional learning for teaching Standards**

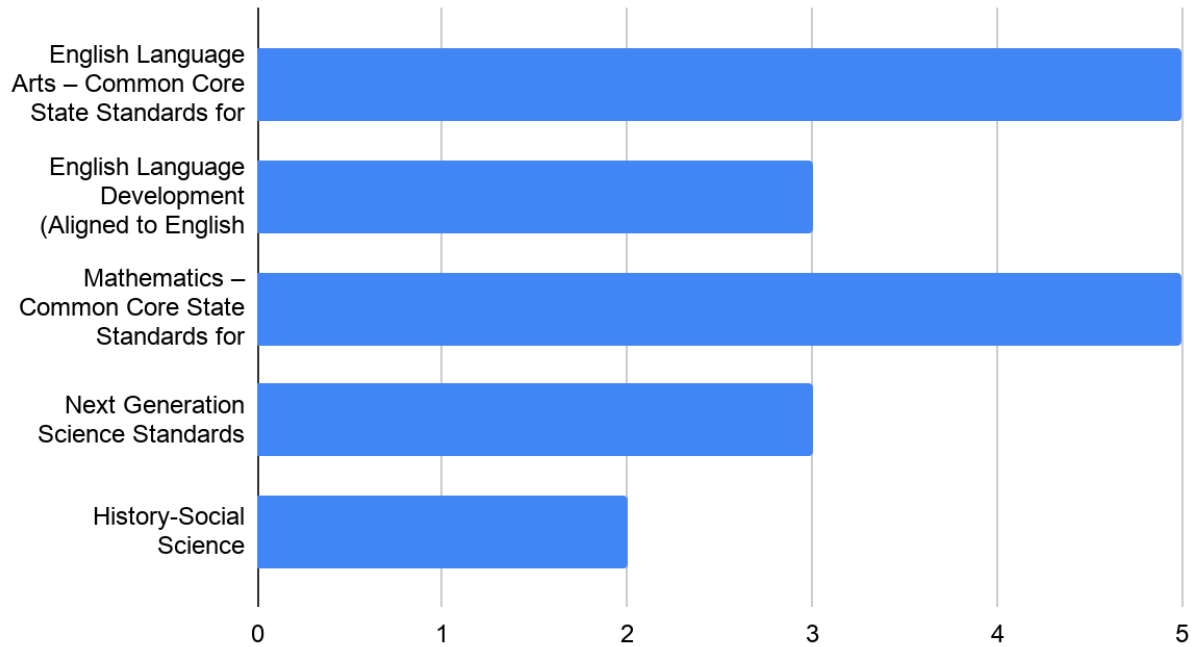


#### 2. Rate the local educational agency's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

ITEM 11d-iii

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

**Figure 3- Priority 2: Standards Aligned Instructional Materials**

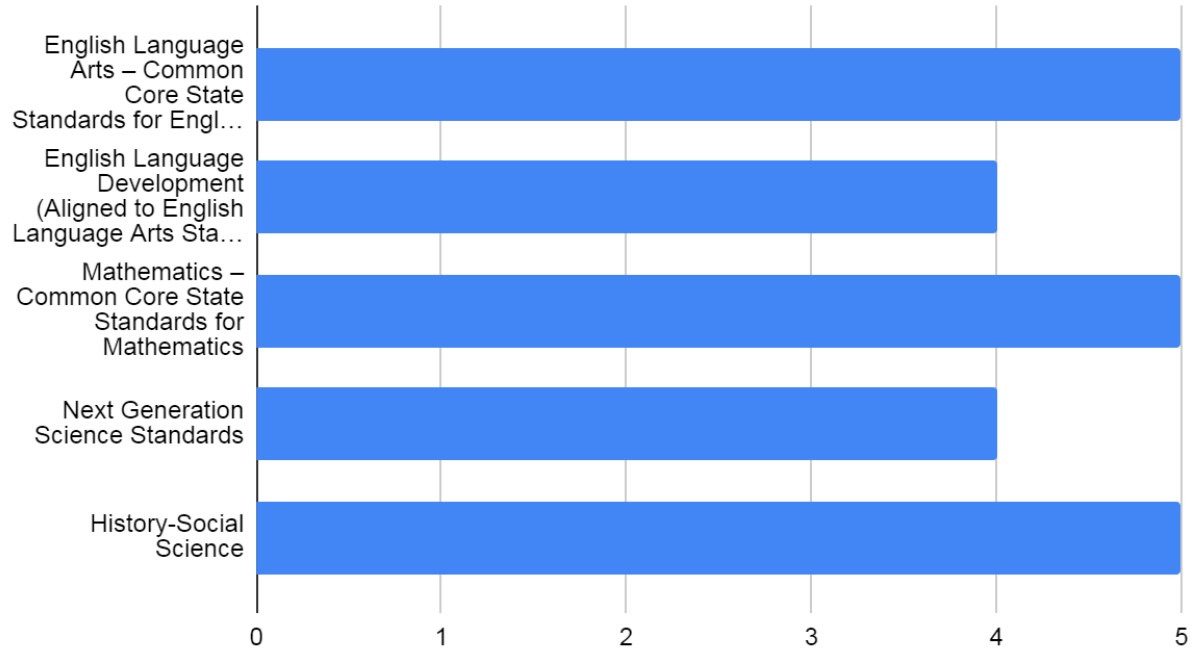


**3. Rate the local educational agency's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing)**

ITEM 11d-iii

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

**Figure 4- Priority 2: Policies and Programs to Support Teacher Development**

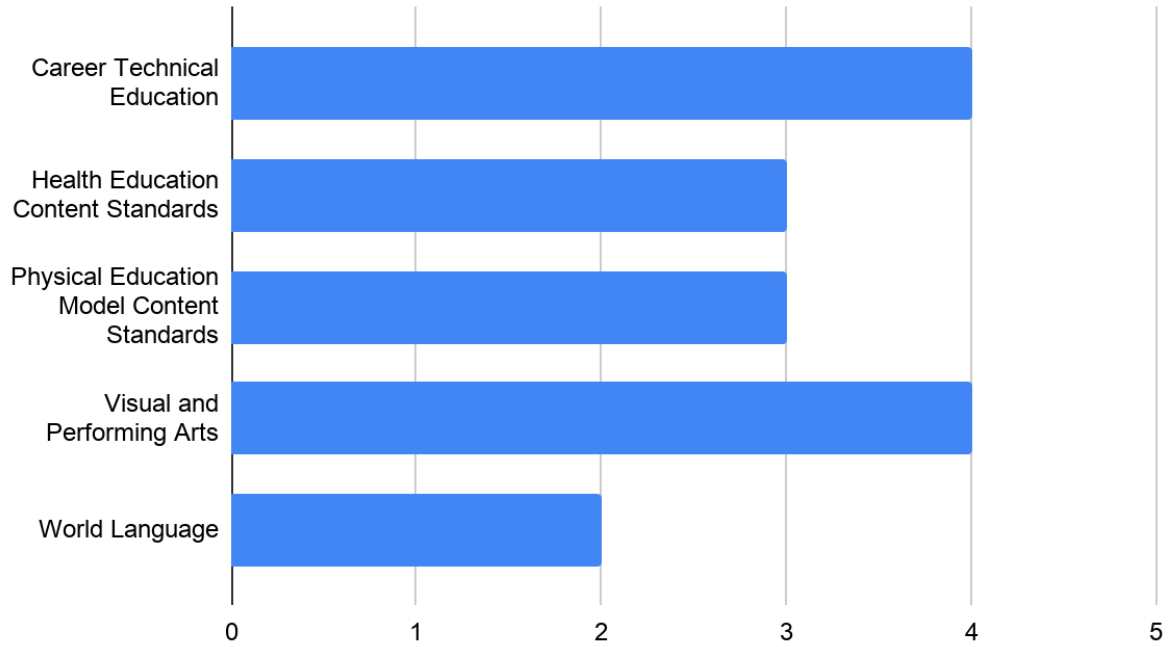


**Other Adopted Academic Standards**

**4. Rate the local educational agency's progress implementing each of the following**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

**Figure 5- Priority 2: Implementation of Standards**



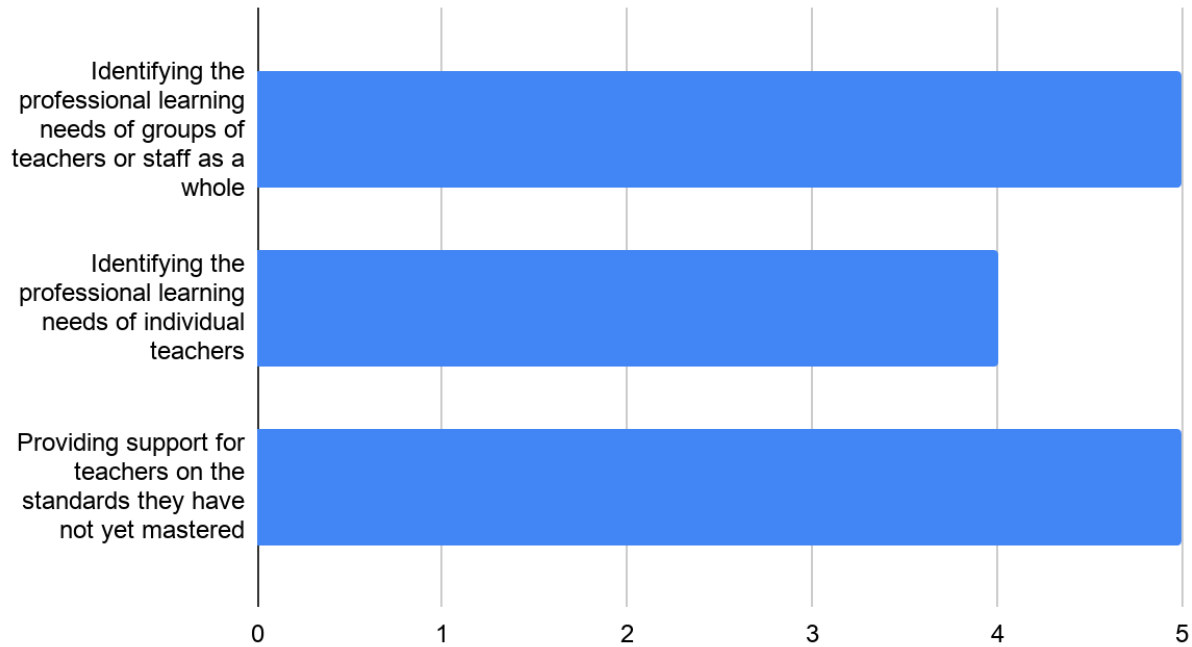
**Support for Teachers and Administrators**

**5. During the 2018-19 school year (including summer 2018), rate the local educational agency's success at engaging in the following activities with teachers and school administrators?**

ITEM 11d-iii

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

**Figure 6- Priority 2: Systems to Identify Staff Professional Learning Needs**



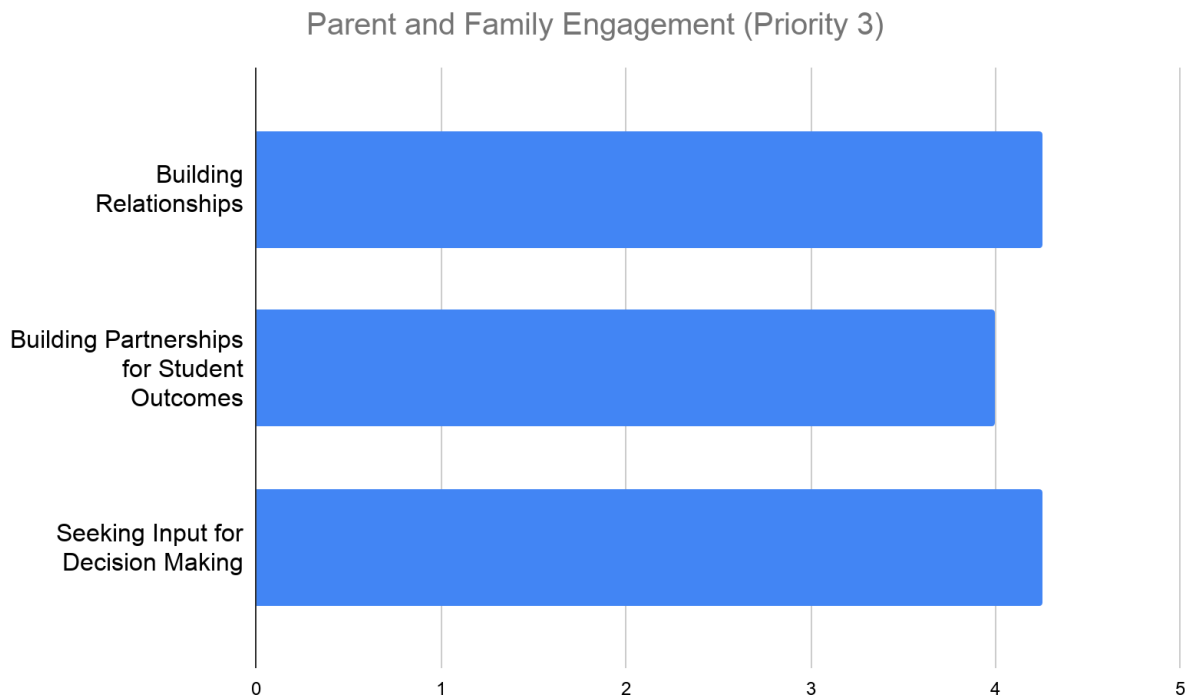
**Parent and Family Engagement (Priority 3)**

Standard: LEA annually measures its progress in (1) building relationships with parents and families (2) building partnerships with parents and families and (3) seeking input from parents and families in decision making

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability



## ITEM 11d-iii



Parents/Families and staff reported that SDUHSD schools are welcoming environments and provide effective communication. Families report that their school respects their families' culture. SDUHSD will continue efforts to celebrate the diversity and involvement of our families.. Additionally, parents/families and staff expressed a need to continue to reach out to families on multiple platforms. SDUHSD will work to improve the engagement of underrepresented families by providing information and outreach in multiple languages, offering meetings at a time of day and format that is more convenient for families, and focusing on improving culturally and linguistically responsive practices across all district schools.

SDUHSD stakeholders reported that SDUHSD is a community committed to supporting all students. Teachers are dedicated to supporting students, parents are supportive of our schools and support staff and administrators are committed to building cultures at schools that are centered around students receiving a top tier education while also being supported socially and emotionally.

Stakeholders reported that SDUHSD should focus efforts on creating consistency across schools in parent engagement opportunities, communication systems, and outreach. SDUHSD has worked in recent years to systematically take parent and community feedback in conjunction with school staff to create systems that work for all families including the Special Education Strategic Task Force, Safety & Wellness Committees, and parent forums run at various schools.

SDUHSD effectively partners with parents and families in decision-making by leveraging various advisory committees including; Parent Curricular Advisory Committee (PCAC), District Advisory Committee (DAC), School Site Councils (SSC), English Learner Advisory Committees (ELAC), Safety & Wellness Committees, and parent forums run at various schools. SDUHSD will continue to seek participation from underrepresented families to ensure membership on advisory committees more closely reflects the demographics of the district.

ITEM 11d-iii

**School Climate (Priority 6)**

*Standard : LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6- 8, 9- 12).*

SDUHSD uses multiple measures to evaluate climate including an annual Stakeholder survey, the California Healthy Kids Survey (CHKS), and a multi-year review of public and local data on discipline, attendance, and social-emotional and behavioral intervention referrals.

## ITEM 11d-iii

Schools biennially administer the CHKS to all students in grades 7, 9, and 11. Comparing 2019 and 2021 survey results, students reported feeling safe, connected, academically motivated, and having caring adult relationships at school. Across all grades, alcohol, tobacco, vaping, and other drug use is down compared to prior years. Students reported social-emotional health similar to prior years with high rates of gratitude, self-awareness, optimism, and self-efficacy. Students who have experienced chronic sadness/hopelessness increased (3-5%) and students who report they have considered suicide decreased (1-2% higher) when compared to 2019 results.

The 2020-2021 SDUHSD Annual Stakeholder Survey included school climate questions for students, parents, staff, and community members. Overall, stakeholders expressed positive perceptions of school climate and conditions with the majority of stakeholders reporting that schools in SDUHSD are safe, welcoming, clean, and well maintained. Stakeholders have especially positive perceptions of student expectations for success in class and school climate. Most agree students understand what is required to be successful in class (84%) and schools provide acceleration opportunities (80%). Most also agree schools prepare students for success in college (76%).

Stakeholders hold varying perceptions of opportunities for school-level engagement, communication, and feedback, with certificated staff more likely to agree than parents and students. Stakeholders reported that the district provides them with opportunities to provide feedback (53% agree). A slightly higher percentage of stakeholders (68%) agree schools provide opportunities for feedback. Similarly, stakeholders agree the district (38%) and school (54%) values their feedback. Stakeholders agree that schools communicate effectively (staff= 80%, students= 64%, families= 76%) and are less likely to agree that the District communicates effectively (staff= 36%, students= 56%, families= 63%).

### **Areas for Investigation and Improvement**

Multi-year student data shows low chronic absenteeism rates and discipline rates across all schools. When reviewing the data by student group, students who are English Learners, Socio-economically Disadvantaged, living in Foster Care, experiencing homelessness, living in a household with low income, have both lower attendance rates and higher discipline rates.

Potential areas for improvement related to school climate include: enhancing communication systems, refining current multi-tiered system of social-emotional support framework to further identify students in need of interventions, promoting healthy habits, implementing alternatives to suspension, and enhancing education for students and parents related to alcohol, tobacco and other drug (ATOD) use in high school.

Planned actions and services include:

- School wellness programs
- Transportation support
- Access to connectivity support
- Enhance multi-tiered systems of supports
- Increase student support services (add school counselors, school psychologist, and student support specialist)
- Trauma-Informed training for all staff
- Suicide prevention training and resources for all staff
- Restorative practices at all schools

### **Access to a Broad Course of Study (Priority 7)**

*Standard : Local educational agencies (LEAs) annually measure their progress in the extent to which students have access to, and are enrolled in, a broad course of study.*

**1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.**

SDUHSD uses Student Information System (SIS) reports, course selection and transcript audit processes to track the extent to which all students access/enroll in a broad course of study. Families receive course information and students are not in tracks. Counselors conduct grade and transcript audits and meet with students to complete 4 or 6 year plans, including remediation, based on post-secondary goals. Alternate courses and remediation opportunities are available to ensure students are on track for graduation including expanded 2021 Summer school offerings in English, Math or

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Biology. The Special Education department tracks course placement through the IEP process. SDUHSD requires 90 credits more than the State minimum requirements. Students must complete 70 elective credits to fulfill local requirements. Graduation requirements for eligible students who are military dependents, homeless, migratory, EL Newcomers, in juvenile court or foster care settings may be modified in compliance with CA law. To ensure practices meet the needs of all students, SDUHSD annually reviews the following measures disaggregated by student group and ethnicity; UC/CSU admission eligibility rates, cohort graduation rates, CTE course enrollment, Advanced Placement, International Baccalaureate and Honors course enrollment, as well as results of the College and Career Indicator on the CA School Dashboard. Grades are reviewed every reporting period to monitor student progress and determine interventions.

**2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.**

**Graduation rates, College and Career Indicator (CCI), CSU/UC A-G eligibility rates:**

SDUHSD students continue to graduate at a significantly higher rate (96.2%) than the state (87.3%) or county averages (86.3%) for all students and student groups. A review of multi-year cohort graduation rates indicates that English Learners (82.3%), socio-economically disadvantaged students (89.5%), Hispanic/Latino students (90%), and students with disabilities (83.5%) graduate at lower rates when compared to the district average (96.2%). Although the most recent cohort graduation rates (2017-18) indicate lower graduation rates for these students, each student group reports a higher graduation rate than the county and statewide averages for their peers. Further investigation into student level data shows that a significant number of students are duplicated within the lower graduation rates for English Learners, Hispanic/Latino students, and socio-economically disadvantaged students.

SDUHSD and all comprehensive district high schools reported a CCI in the “Very High” range during the fall 2018 dashboard release. Further review of CCI results by student group revealed lower CCI rates for English Learners (29.6%), socio-economically disadvantaged students (56.2%), Hispanic/Latino students (56%), and students with disabilities (33.9%).

SDUHSD students report high rates of UC/CSU eligibility with 80.3% of students meeting A-G course requirements. A review of multi-year UC/CSU eligibility rates indicates that English Learners (29%), socio-economically disadvantaged students (57%), Hispanic/Latino students (58.5%), and students with disabilities (39%) demonstrate lower rates when compared to the district average. Although the most recent UC/CSU eligibility rates (2017-18) indicate lower rates for these students, each student group reports a higher rate than the county and statewide averages for their peers.

**CTE and Advanced Placement course enrollment:**

SDUHSD has expanded CTE course options and pathways over the last few years. As a result, course enrollment has remained high with over 5,000 students enrolled in CTE pathway courses annually. An analysis of CTE enrollment by sector has revealed gender disproportionality in target CTE courses and pathways which include; Building and Construction Trades, Education, Child

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Development, and Family Services, Engineering and Architecture, Information and Communication Technologies, Transportation Manufacturing, and Product Development. Over the course of the last few years, SDUHSD saw shifts toward gender equity in CTE enrollment in target CTE sectors.

Approximately 65% of SDUHSD students are enrolled in honors and Advanced Placement (AP) courses each year. Disaggregated data shows that Honors and AP course enrollment generally reflects the demographics of the district.

**3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.**

English Learners demonstrate lower rates across all measures. The majority (70-80%) of English Learners meet the district criteria to be reclassified as Fluent English Proficient before they graduate or complete their 12th grade year. Upon further investigation into those students who do not meet the district reclassification criteria before the end of their 12th grade year, we discovered that there was a significant number of English Learner students who enroll within their 10th-12th grade year as a new student to the US with limited English proficiency and limited formal schooling from their home country. Although we offer the Newcomers Academy to provide intensive language development support for these students, it is sometimes not possible for them to meet SDUHSD high school graduation requirements before the end of their 12th grade year. The district's EL team collaborated with counselors and EL lead teachers to provide additional training for district counselors on options for students who will not graduate on time to finish their high school education which includes collaboration with Mira Costa Community College to support students transition to the Adult Education and English as a Second Language programs.

**4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?**

SDUHSD maintains an expanded access policy which allows any student to enroll in the courses of his or her choosing with guidance from counselors and teachers. There are no closed honors or other tracks. For all students, and specifically for the target student groups who report lower rates as noted above, the district offers several programs to promote access to a broad course of study and increase opportunities for struggling students. Programs and services to support struggling students include; a credit recovery program through Sunset Continuation High School, remediation opportunities through Independent Study Online Learning (ISOL), off campus coursework up to 30 credits, summer school opportunities including credit recovery for 11th/12th grade students who are credit deficient , math remediation and bridging between courses, and English Language Development. Additionally, counselors meet regularly with students to complete 4 or 6 years plans and the district continues to improve and expand CTE pathways as well as STEM courses.

# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** June 14, 2021

**BOARD MEETING DATE:** June 17, 2021

**PREPARED & SUBMITTED BY:** Lucile Lynch, Interim Superintendent

**SUBJECT:** COLLEGE COMMITTEE

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### EXECUTIVE SUMMARY

The SDUHSD College Committee is being created under the supervision of the Superintendent to explore the evolving post-pandemic developments and practices of higher education in the areas of admission, offerings, testing and preparation.

The committee will consist of experts in college admission practices and preparation, including school counselors and others, as well as community volunteers to research and review best practices and innovative approaches that optimize college admission success under the changing practices. The goal of this Committee is to ensure that our students, families and SDUHSD teams have access to the most up to date information regarding college admission testing practices, college guidance, and other developments related to college admission and preparation.

The Superintendent, or the Superintendent’s designee, will share updates with the Board at least once each academic semester until the committee is no longer deemed needed by the Superintendent.

### RECOMMENDATION:

This item is being provided as information only.

### FUNDING SOURCE:

N/A