



**BOARD OF TRUSTEES  
REGULAR BOARD MEETING**

**Board of Trustees**  
Joyce Dalessandro  
Kristin Gibson  
Beth Hergesheimer  
Melisse Mossy  
Maureen "Mo" Muir

**Superintendent**  
Robert A. Haley, Ed.D.

**THURSDAY, OCTOBER 15, 2020  
5:00 PM**

**Public participation will be remote and  
live-stream will be available @ [www.sduhsd.net](http://www.sduhsd.net).  
Earl Warren Middle School  
155 Stevens Avenue  
Solana Beach, CA**

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 April 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 5:00 p.m., October 13, 2020, and will close at 5:00 p.m. on October 14, 2020. 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 on October 15, 2020 that will be recorded. Speakers will be notified of selection in the afternoon prior to the start of the meeting. Written comments will be limited to 350 words (2,100 characters) or less. Comments will be shared with all trustees and posted online with the agenda for the public to view.

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. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE (GOV'T CODE SECTIONS 11126 & 54957)
- b. 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**

- a. REPORT OUT OF CLOSED SESSION

**5. REPORTS**

- a. STUDENT BOARD REPRESENTATIVES
- b. BOARD OF TRUSTEES

## c. 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) / SEPTEMBER 17, 2020 REGULAR & SEPTEMBER 24, 2020 SPECIAL MEETINGS
- ii. APPROVAL/RATIFICATION OF AGREEMENTS & AMENDMENTS TO AGREEMENTS
- iii. RATIFICATION OF PURCHASE ORDERS LISTING
- iv. RATIFICATION OF WARRANTS REPORT LISTING
- v. ACCEPTANCE OF CONSTRUCTION PROJECTS
- vi. ADOPTION OF RESOLUTION / COOPERATIVE BID / APPLE COMPUTER PRODUCTS / GLENDALE UNIFIED SCHOOL DISTRICT
- vii. ADOPTION OF RESOLUTION / COOPERATIVE BID / SOURCEWELL
- viii. APPROVAL/RATIFICATION OF PARENT SETTLEMENT AND RELEASE AGREEMENTS
- ix. ACCEPTANCE OF WILLIAMS UNIFORM COMPLAINT QUARTERLY REPORT, 1<sup>ST</sup> QTR, 2020-21 (JULY-SEPTEMBER)

**b. CONSENT AGENDA**

- i. APPROVAL/RATIFICATION OF PERSONNEL REPORTS

**10. BOARD SERVICES ITEMS**

- a. **CONSIDERATION OF APPROVAL TO ENTER INTO LEASE/LEASE-PURCHASE AGREEMENTS WITH ENTERPRISE FLEET MANAGEMENT SERVICES / REPLACEMENT OF DISTRICT FLEET – *public comment, if any***
- b. **CONSIDERATION OF REAPPOINTMENT OF PERSONNEL COMMISSIONER – *public comment, if any***
- c. **CONSIDERATION OF APPROVAL OF SITE PLANS FOR STUDENT ACHIEVEMENT (SPSA) – *public comment, if any***
- d. **CONSIDERATION OF ACCEPTANCE OF GIFTS & DONATIONS – *public comment, if any***

**11. INFORMATION ITEMS**

- a. BUSINESS SERVICES – TINA DOUGLAS, ASSOCIATE SUPERINTENDENT
- b. HUMAN RESOURCES – CINDY FRAZEE, ASSOCIATE SUPERINTENDENT
- c. EDUCATIONAL SERVICES – BRYAN MARCUS, ASSOCIATE SUPERINTENDENT
- d. ADMINISTRATIVE SERVICES – MARK MILLER, DEPUTY SUPERINTENDENT

e. SUPERINTENDENT/DISTRICT – ROBERT A. HALEY, ED.D., SUPERINTENDENT

**12. FUTURE AGENDA ITEMS**

**13. ADJOURNMENT**

*The next regularly Board Meeting is scheduled on [Thursday, November 17, 2020, at 5:00 PM](#), to be determined whether to be held virtually/telephonic or in the SDUHSD District Office Board Room 101. The District Office is located at 710 Encinitas Blvd., Encinitas, CA, 92024.*



## MEETING PROTOCOL

**Board of Trustees**  
Joyce Dalessandro  
Kristin Gibson  
Beth Hergesheimer  
Melisse Mossy  
Maureen "Mo" Muir

**Superintendent**  
Robert A. Haley, Ed.D.

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. 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:** October 9, 2020

**BOARD MEETING DATE:** October 15, 2020

**PREPARED &  
SUBMITTED BY:** Robert A. Haley, Ed.D., Superintendent

**SUBJECT:** **APPROVAL OF MINUTES (2) / September 17, 2020 Regular & September 24, 2020 Special Board Meetings**

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### EXECUTIVE SUMMARY

The minutes of the September 17, 2020 Regular and September 24, 2020 Special Board meetings are being recommended for approval, as attached.

### RECOMMENDATION:

It is recommended that the Board approve the minutes of the September 17, 2020 Regular and September 24, 2020 Special Board meetings, as shown in the attached supplements.

### FUNDING SOURCE:

Not applicable



**BOARD OF TRUSTEES  
REGULAR BOARD MEETING  
MINUTES**

**Board of Trustees**  
Joyce Dalessandro  
Kristin Gibson  
Beth Hergesheimer  
Melisse Mossy  
Maureen "Mo" Muir

**Superintendent**  
Robert A. Haley, Ed.D.

**THURSDAY, SEPTEMBER 17, 2020  
5:00 PM**

**THIS MEETING WAS HELD VIRTUALLY.**

ATTENDANCE

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

BOARD OF TRUSTEES

\*Joyce Dalessandro  
\*Kristin Gibson  
\*Beth Hergesheimer  
\*Melisse Mossy  
\*Maureen "Mo" Muir

STUDENT BOARD REPRESENTATIVES

\*Schuyler King, Sunset High School  
\*Cassie Miller, San Dieguito High School Academy  
\*Zander Samarasinghe, Torrey Pines High School  
\*Carrie Su, Canyon Crest Academy  
\*Sarah Williams, La Costa Canyon High School

DISTRICT ADMINISTRATORS / STAFF

\*Robert A. Haley, Ed.D., Superintendent  
\*Mark Miller, Deputy Superintendent  
\*Tina Douglas, Associate Superintendent, Business Services  
\*Cindy Frazee, Associate Superintendent, Human Resources  
\*Bryan Marcus, Associate Superintendent, Educational Services  
\*Miquel Jacobs, Communications Coordinator  
\*John Addleman, Executive Director, Planning Services  
\*Joann Schultz, Executive Assistant to the Superintendent / Recording Secretary  
*\*Participated in the Board meeting virtually via teleconference in accordance with State of California Executive Order N-29-20, N-33-20 and Public Health Officer regulations issued on April 10, 2020.*

**1. CALL TO ORDER**

- a. WELCOME - President Hergesheimer called the meeting to order at 5:00 p.m. and stated 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 April 10, 2020.
- b. PLEDGE OF ALLEGIANCE – Schuyler King led the Pledge of Allegiance.
- c. INTRODUCTIONS AND OATH OF OFFICE / STUDENT BOARD REPRESENTATIVES – President Hergesheimer administered the "Oath of Office" and welcomed the five student board representatives.

**2. APPROVAL OF AGENDA**

Motion by Ms. Muir, seconded by Ms. Mossy, to approve the agenda of September 17, 2020, Regular Board Meeting of the San Dieguito Union High School District, as presented.

ADVISORY VOTE: Ayes: King, Miller, Samarasinghe, Su, Williams; Noes: None; Abstain: None.  
BOARD Ayes: Dalessandro, Gibson, Hergesheimer, Mossy, Muir; Noes: None; Abstain: None.

*Motion unanimously carried.*

**3. CLOSED SESSION**

PUBLIC COMMENTS: Comments were made by Michael Allman and Duncan Brown.

Board Members Dalessandro, Gibson, Mossy and Hergesheimer convened to Closed Session in-person in the District Office Board Room located at 710 Encinitas Blvd., Encinitas, CA, to discuss the following. Board Member Muir was not in attendance in Closed Session.

- a. PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE (GOV'T CODE SECTIONS 11126 & 54957)

- b. 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)
- c. PUBLIC EMPLOYEE PERFORMANCE EVALUATION (GOV'T CODE SECTION 54957)
  - i. Superintendent

#### **4. RECONVENE TO OPEN SESSION**

President Hergesheimer reconvened the meeting at 6:06 p.m. and stated there was nothing to report out from Closed Session.

#### **5. REPORTS**

- a. STUDENT BOARD REPRESENTATIVES

Student board representatives shared highlights and events at their schools.

- b. BOARD OF TRUSTEES

Ms. Gibson attended the coffee with the principal, Rob Coppo at Torrey Pines High School, and the TPHS Virtual Back to School Night.

Ms. Mossy attend the virtual Parent Curriculum Advisory Committee, Executive Cabinet agenda review meeting, and the California School Boards Association open house this week.

Ms. Dalessandro attended the Earl Warren Middle School and Carmel Valley Virtual Back to School Nights.

Ms. Muir attended the Parent Curriculum Advisory Committee meeting, and is responding to parent emails and calls.

Ms. Hergesheimer responded to parent emails, attended the Canyon Crest Academy, La Costa Canyon High School and Oak Crest Middle School Virtual Back to School Nights, viewed the ACLU San Diego/Imperial County webinar on the topic of "Flattening the Curve of Inequality, Education Equity in the Age of COVID-19", the San Diego County School Board Association hosted a "Leading with Equity" series webinar, the Rady Children's Hospital Townhall on COVID-19, and visited/toured the Sunset High School and COAST Academy and welcomed back to students on campus.

- c. SUPERINTENDENT

Dr. Haley reported on participating in Canyon Crest Academy Virtual Back to School Night, thanked Deputy Mark Miller, Tiffany Hazlewood and all staff for their work in welcoming back the one of the first groups of students to COAST Academy on the Requeza Educational Center campus as well as the other six campuses. He has also responded to many emails, on the phone, met with many parents and students. He also reported that it is Sunset High School and COAST Academy's Virtual Back to School Night is tonight.

#### **6. RECOGNITION – – INSTRUCTIONAL SPECIALISTS / VIRTUAL PROFESSIONAL DEVELOPMENT**

Dr. Haley and Bryan Marcus recognized the Instructional Specialists, Amy Springstead, Jenn McCluan, Guen Butler, and Jayme Cambra for their work in developing and providing the virtual professional development training this summer. He also thanked our Counselor on Special Assignment, the Educational and Administrative Services staff and the Coordinating Council for their support.

#### **7. PRESENTATION – NONE SCHEDULED**

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

Comments were made by John Finkelman, Frances Chai, Aakash Mishra, Ema Nastic, Speaker #6, and Dan Chambers.



## 9. CONSENT AGENDA

### a. CONSENT AGENDA

Motion by Ms. Gibson, seconded by Ms. Dalessandro, to approve Consent Agenda Items 9a, as presented.

- i. APPROVAL OF MINUTES / AUGUST 27, 2020 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 RESOLUTION AUTHORIZING CONTRACTING / COOPERATIVE PURCHASING INSTRUMENTS / CITY OF SAN DIEGO
- vi. ADOPTION OF RESOLUTION ESTABLISHING GANN LIMIT
- vii. APPROVAL/RATIFICATION OF PARENT SETTLEMENT AND RELEASE AGREEMENTS, AND AMENDMENTS TO AGREEMENTS

ADVISORY VOTE: Ayes: King, Miller, Samarasinghe, Su, Williams; Noes: None; Abstain: None. BOARD Ayes: Dalessandro, Gibson, Hergesheimer, Mossy, Muir; Noes: None; Abstain: None.

*Motion unanimously carried.*

### b. CONSENT AGENDA

Motion by Ms. Mossy, seconded by Ms. Dalessandro, to approve Consent Agenda Items 9b, as presented.

- i. APPROVAL/RATIFICATION OF PERSONNEL REPORTS

BOARD Ayes: Dalessandro, Gibson, Hergesheimer, Mossy, Muir; Noes: None; Abstain: None.

*Motion unanimously carried.*

## 10. ACTION ITEMS

### a. CONSIDERATION AND ACTION REGARDING THE 2020-21 ACADEMIC YEAR REOPENING OF SCHOOLS CONSISTENT WITH THE CALIFORNIA DEPARTMENT OF PUBLIC HEALTH MANDATE/GUIDELINES AND THE SAN DIEGO COUNTY PUBLIC HEALTH ORDER

PUBLIC COMMENTS: Comments were made by Speaker #1, Lori Larocque, Heidi Neihart, Shannon Kearns Leshner, Michael Allman, Jenny Richards, Courtney Lair, Amanda Davies, Katrina Young, and Scott Kahn.

Motion by Ms. Muir, seconded by Ms. Mossy, to rescind the resolution declaring that emergency conditions exist at school and offices in the district, adopted by the Board on March 19, 2020.

ADVISORY VOTE: Ayes: King, Miller, Samarasinghe, Su, Williams; Noes: None; Abstain: None. BOARD Ayes: Dalessandro, Gibson, Hergesheimer, Mossy, Muir; Noes: None; Abstain: None.

*Motion unanimously carried.*

There was an updated presentation given to the Board regarding the 2020-21 reopening of schools. (*Presentation available upon request from the Superintendent's Office.*)

*\*The Board took an 8-minute break at 8:38 pm.*

*\*Student Board members left the meeting during this item.*

The Board asked questions and held a discussion.

A motion was made by Ms. Muir to direct the superintendent to develop a plan to bring back students on campus for the Board to take action. The motion failed to obtain a second.



A motion was made by Ms. Hergesheimer, seconded by Ms. Dalessandro, to continue with the Quarter 1 Distance Learning Model, the same action taken by the Board on July 30, 2020, through Quarter 2, as follows: San Dieguito Union High School District operate on the Distance Learning Model for the entirety of the first quarter of the 2020-21 academic year. Staff will monitor the San Diego County Public Health Order and when the district is allowed to bring students on campus, although remaining in the Distance Learning Model, the district will do so prioritizing special education students, English language learners, high-risk students, students with inadequate learning environments, and then all other students. All on-campus activity will follow the California Department of Public Health Guidance for K-12 schools.

BOARD Ayes: Dalessandro, Gibson, Hergesheimer; Noes: Mossy, Muir; Abstain: None.

*Motion carried.*

The superintendent committed to providing further clarifying language to expand access to more students on campus following the public health guidelines, or a proposed timeline, and to provide this information at the September 24<sup>th</sup> Special Board meeting for Board consideration.

\*Motion by Ms. Muir, seconded by Ms. Mossy, to extend the meeting to adjourn by 10:45 p.m.

BOARD Ayes: Gibson, Hergesheimer, Mossy, Muir; Noes: Dalessandro; Abstain: None.

*Motion carried.*

**b. CONSIDERATION OF APPROVAL/ADOPTION OF 2020-2021 LEARNING CONTINUITY AND ATTENDANCE PLAN**

PUBLIC COMMENTS: Comments were made by Molly Schneider.

Motion by Ms. Gibson, seconded by Ms. Dalessandro, adopt the 2020-2021 Learning Continuity and Attendance Plan, as presented.

BOARD Ayes: Dalessandro, Gibson, Hergesheimer, Mossy, Muir; Noes: None; Abstain: None.

*Motion unanimously carried.*

**c. CONSIDERATION OF ADOPTION OF RESOLUTION IN SUPPORT OF RED RIBBON WEEK & DECLARING OCTOBER 2020 AS DRUG AWARENESS MONTH**

A revised resolution was distributed to the Board Members (*resolution available upon request from the Superintendent's Office.*)

Motion by Ms. Gibson, seconded by Ms. Muir, to adopt the Resolution in support of Red Ribbon Week, October 23 – 31, 2020 and declaring October, 2020, as Drug Awareness Month, as revised.

BOARD Ayes: Dalessandro, Gibson, Hergesheimer, Mossy, Muir; Noes: None; Abstain: None.

*Motion unanimously carried.*

**d. CONSIDERATION OF CERTIFICATION OF THE 2019-20 UNAUDITED INCOME AND EXPENDITURES**

Tina Douglas made a presentation (*available upon request from the Superintendent's Office.*)

Motion by Ms. Dalessandro, seconded by Ms. Gibson, to certify the 2019-20 Unaudited Actual Income and Expenditures, as presented.

BOARD Ayes: Dalessandro, Gibson, Hergesheimer, Mossy, Muir; Noes: None; Abstain: None.

*Motion unanimously carried.*

**e. CONSIDERATION OF ADOPTION OF NEW & REVISED BOARD POLICIES AND ADMINISTRATIVE REGULATIONS**

PUBLIC COMMENTS: Comments were made by Kristin Fay and Mali Woods.

Motion by Ms. Mossy, seconded by Ms. Dalessandro, to adopt the new and revised Board Policies and Administrative Regulations (5), in Series 0000, Philosophy, Goals, Objectives and Comprehensive Plans, 5000, Students and 6000, Instruction, as presented.

- i. SERIES 0000, PHILOSOPHY, GOALS, OBJECTIVES AND COMPREHENSIVE PLANS (1)
- ii. SERIES 5000, STUDENTS (1)
- iii. SERIES 6000, INSTRUCTION (3)

BOARD Ayes: Dalessandro, Gibson, Hergesheimer, Mossy, Muir; Noes: None; Abstain: None.

*Motion unanimously carried.*

f. **PUBLIC HEARING & CONSIDERATION OF ADOPTION OF RESOLUTION / SUFFICIENCY OF INSTRUCTIONAL MATERIALS, 2020-21**

- PUBLIC HEARING— President Hergesheimer opened the hearing at 10:36 p.m. There being no comment, the hearing was closed at 10:36 p.m.
- Motion by Ms. Gibson, seconded by Ms. Dalessandro, to adopt a resolution declaring that sufficient science laboratory equipment, up-to-date textbooks, and instructional materials are present in our district classrooms for use by district staff and students, as presented.

BOARD Ayes: Dalessandro, Gibson, Hergesheimer, Mossy, Muir; Noes: None; Abstain: None.

*Motion unanimously carried.*

g. **FACILITIES UPDATE**

Dr. Haley and Tina Douglas recognized Executive Director of Planning Services, John Addleman, for all of his work to support the district and acknowledged that he is also managing the Maintenance Department while the position is vacant. This item will be deferred to the special board meeting scheduled on September 24<sup>th</sup>.

h. **CONSIDERATION OF ACCEPTANCE OF GIFTS & DONATIONS**

Motion by Ms. Muir, seconded by Ms. Gibson, accept the gifts and donations to the district, as presented.

BOARD Ayes: Dalessandro, Gibson, Hergesheimer, Mossy, Muir; Noes: None; Abstain: None.

*Motion unanimously carried.*

**11. INFORMATION AND DISCUSSION ITEMS**

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

Ms. Douglas wished Mark Miller a happy birthday on Friday.

b. **HUMAN RESOURCES – CINDY FRAZEE, ASSOCIATE SUPERINTENDENT**

Ms. Frazee wished Mark Miller a happy birthday.

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

Mr. Marcus also wished Mark Miller a happy birthday, shared his excitement about working with the new student board representatives, and reported on the Back to School Nights.

d. **ADMINISTRATIVE SERVICES – MARK MILLER, DEPUTY SUPERINTENDENT**

Mr. Miller had nothing to report.

e. **SUPERINTENDENT/DISTRICT – ROBERT A. HALEY, ED.D., SUPERINTENDENT**

- i. **AGENDA MEETING TIME AND PLACE – GOVERNMENT CODE 54954.2**

Dr. Haley reported that this item will be deferred to the special board meeting scheduled on September 24<sup>th</sup>.

**12. FUTURE AGENDA ITEMS** – None submitted.

**13. ADJOURNMENT**

The meeting adjourned at 10:45 p.m.

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Melisse Mossy, Board Clerk

Date: October 15, 2020

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Robert A. Haley, Ed.D., Superintendent

Date: October 15, 2020

**MINUTES ADOPTED:**



**BOARD OF TRUSTEES  
SPECIAL MEETING  
MINUTES**

**Board of Trustees**  
Joyce Dalessandro  
Kristin Gibson  
Beth Hergesheimer  
Melisse Mossy  
Maureen "Mo" Muir

**Superintendent**  
Robert A. Haley, Ed.D.

**THURSDAY, SEPTEMBER 24, 2020  
1:30 PM**

**MEETING WAS HELD VIRTUALLY.**

The Governing Board of the San Dieguito Union High School District held a Special Meeting on Thursday, September 24, 2020, virtually.

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

ATTENDANCE / BOARD OF TRUSTEES:

- \*Joyce Dalessandro
- \*Kristin Gibson
- \*Beth Hergesheimer
- \*Melisse Mossy
- Maureen "Mo" Muir (Absent)*

ATTENDANCE / DISTRICT MANAGEMENT:

- \*Robert A. Haley, Ed.D., Superintendent
- \*Mark Miller, Deputy Superintendent
- \*Tina Douglas, Associate Superintendent, Business Services
- \*Cindy Frazee, Associate Superintendent, Human Resources
- \*Justin Conn, Principal, Earl Warren Middle School
- \*Adam Camacho, Principal, San Dieguito High School Academy
- \*Rick Ayala, Principal, Sunset High School and Alternative Programs
- \*Miquel Jacobs, Communications Coordinator
- \*John Addleman, Executive Director, Planning Services
- \*Joann Schultz, Executive Assistant to the Superintendent / Recording Secretary
- \*Participated in the Board meeting virtually at Earl Warren Middle School, 155 Stevens Avenue, Solana Beach, California, in accordance with Executive Orders N-29-20, N-33-20 and Public Health Executive Order issued on April 10, 2020.*

**1. CALL TO ORDER**

a. WELCOME / MEETING PROTOCOL REMARKS

President Hergesheimer called the meeting to order at 1:30 p.m. Ms. Hergesheimer stated the public was given the opportunity to submit a request to speak and provide written public comments prior to the start of the meeting, and comments received were shared with the Board of Trustees, and posted on the website.

b. PLEDGE OF ALLEGIANCE

President Hergesheimer led the Pledge of Allegiance.

c. APPROVAL OF AGENDA

Motion by Ms. Dalessandro, seconded by Ms. Mossy, to approve the agenda of September 24, 2020 Special Meeting of the San Dieguito Union High School District, as presented.

BOARD Ayes: Dalessandro, Gibson, Hergesheimer, Mossy, Noes: None; Abstain: None; Absent: Muir.

*Motion unanimously carried.*

**BOARD SERVICES ITEMS – REPORTS AND DISCUSSIONS (NO ACTION WAS TAKEN)**

**2. FACILITIES UPDATE**

Tina Douglas provided an update on current projects, Stormwater Treatment Control Best Management Practices – New Guidelines, Facilities Use related to Foundations, Boys & Girls Club, Fee Schedule, and the Maintenance & Operations White Fleet.

The Board asked questions of staff and held a discussion.

*\*The Board took a 10-minute break at 2:43 p.m.*

**3. 2020-21 ACADEMIC YEAR REOPENING OF SCHOOLS UPDATE**

PUBLIC COMMENTS: Comments were made Tracy Cereghino, Meghan Galli, Mary Helmen, Michelle Gable Bilski, Seema Burke and Heidi Niehart.

Dr. Haley introduced Justin Conn, Principal of Earl Warren Middle School, Adam Camacho, Principal of San Dieguito High School Academy, and Rick Ayala, Principal of Sunset High School and COAST Academy at the Requeza Educational Center. Each principal provided an update on the services they are providing to students as they bring students back onto each of their campuses.

Dr. Haley provided an update on the 2020-21 Academic Year Reopening of Schools and showed the California Department of Public Health guidelines website.

The Board asked questions of staff and held a discussion.

*\*The Board took an 11-minute break at 4:51 p.m.*

**4. BOARD GOVERNANCE**

PUBLIC COMMENTS: Comments were made by Marianne Grosner.

The Board held a discussion regarding Board Governance including what is working well and what can be improved, and unity of purpose.

*\*The Board took a 7-minute break at 5:08 p.m.*

The Board continued the discussion regarding Board Governance including unity of purpose, effective governance, board professionalism, long-range planning and setting future board conversation meeting dates, and board meeting protocol including using devices during meetings.

**5. ADJOURNMENT**

The meeting was adjourned at 5:38 p.m.

\_\_\_\_\_  
Melisse Mossy, Clerk

October 15, 2020

\_\_\_\_\_  
Robert A. Haley, Ed.D., Superintendent

October 15, 2020

**MINUTES ADOPTED:**

# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** October 2, 2020

**BOARD MEETING DATE:** October 15, 2020

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

**SUBMITTED BY:** Robert A. Haley, Ed.D., 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  
October 15, 2020 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	Business Services	LA ProPoint, Inc.	Provide school theater rigging inspection and reporting services district wide.	General Fund/ Unrestricted 01-00	\$17,732.00	10/16/20	06/30/21
2	Educational Services	Mira Costa Community College District (MCCCD)	MCCCD and SDUHSD to enter into a dual enrollment memorandum of understanding (MOU) that will afford SDUHSD junior and senior high school students the opportunity to enroll in dual enrollment courses, expand access to affordable higher education, provide challenging academic and career preparatory experiences, and enable students to earn simultaneous college credit and meet high school graduation requirements, during the period October 16, 2020 through June 30, 2021 and continuing with annual renewals until either party terminates with ninety day advance notice, at no cost to the district.	NA	NA	10/16/20	06/30/21 and continuing with annual renewals until terminated with 90 day advance notice
3	Special Education	Provo Canyon School	Provide non-public school (NPS) and residential treatment center (RTC) services to special education students per an IEP.	General Fund/Restricted 01-00	At the rates established in the agreement	07/01/20	06/30/21
4	Educational Services	San Diego County Office of Education (SDCOE)	San Diego County Office of Education (SDCOE), for a participation agreement for operation of SDUHSD's Career Technical Education (CTE) courses, services and distribution of CTE funds from SDCOE to SDUHSD, during the period July 1, 2020 through June 30, 2021, at no cost to the District.	NA	NA	07/01/20	06/30/21
5	Special Education	Devereux Cleo Wallace - Colorado	Provide non-public school (NPS) and residential treatment center (RTC) services to special education students per an IEP.	General Fund/Restricted 01-00	At the rates established in the agreement	07/01/20	06/30/21
6	Special Education	Logan River Academy, LLC	Provide non-public school (NPS) and residential treatment center (RTC) services to special education students per an IEP.	General Fund/Restricted 01-00	At the rates established in the agreement	07/01/20	06/30/21
7	Special Education	Devereux Advanced Behavioral Health Georgia	Provide non-public school (NPS) and residential treatment center (RTC) services to special education students per an IEP.	General Fund/Restricted 01-00	At the rates established in the agreement	07/01/20	06/30/21
8	Human Resources	American Fidelity Administrative Services, LLC	Provide Affordable Care Act (ACA) 1095C employee reporting services.	General Fund/ Unrestricted 01-00	\$995.00 annual fee and \$3.95 per employee	Upon execution of the agreement by both parties	Agreement automatically renews annually unless terminated with 60 day advance notice
9	Administrative Services	RMC Health	Subscription for the Second Chance tobacco use prevention program.	General Fund/Restricted 01-00 TUPE funds	\$2,875.00	Upon execution of the agreement by both parties	Agreement automatically renews annually unless terminated
10	Facilities Planning & Construction	Ruhnau Clarke Architects	Provide architectural/engineering services for the Diegueno Middle School Modernization of Buildings C & D Project.	Building Fund Prop 39-- Fund 21-39	\$272,500.00 Plus Reimbursable Expenses	10/16/20	Upon Completion
11	Facilities Planning & Construction	BDS Engineering, Inc.	Provide engineering/land survey services at the Torrey Pines High School Perimeter Enhancement Project.	Mello-Roos Funds	\$23,180.00	10/16/20	Upon Completion
12	Facilities Planning & Construction	BDS Engineering, Inc.	Provide field topographic study for athletic facility improvements at Torrey Pines High School.	Mello-Roos Funds	\$5,050.00	10/16/20	Upon Completion
13	Facilities Planning & Construction	BDS Engineering, Inc.	Provide engineering/land survey services for the Oak Crest Middle School bio-swales.	Capital Facilities Fund 25-18	\$3,500.00	10/16/20	Upon Completion
14	Facilities Planning & Construction	Vector, USA	Provide and install security cameras campus wide at Diegueno Middle School.	Mello-Roos Funds	\$79,071.07	10/16/20	Upon Completion
15	Facilities Planning & Construction	Geocon, Inc.	Provide geotechnical testing for the San Dieguito High School Academy parking lot and play court restoration project.	Building Fund Prop 39 -- Fund 21-39, Mello-Roos Funds and Fund 40	\$4,500.00	10/16/20	Upon Completion

**2020-21 Approval/Ratification of Amendments to Agreements  
October 15, 2020 Board Meeting**

**ITEM 9a-ii**

**Amendments to Agreements Recommended for Board Approval**

#	DEPARTMENT	AGREEMENT VENDOR	DESCRIPTION OF SERVICES	FUNDING SOURCE	AMENDED AMOUNT	AMOUNT NOT TO EXCEED	START DATE	END DATE
1	Educational Services	AVID Center	Amend the contract, adding funding for AVID District Leadership year one training for a District Administrator.	General Fund/ Unrestricted 01-00	\$6,000.00	\$20,037.00	10/16/20	06/30/21
2	Facilities Planning & Construction	Fusco Engineering	Amend contract CA2021-01 for engineering/land survey services at San Dieguito High School Academy.	Building Fund Prop 39 -- Fund 21-39, Mello-Roos Funds and Fund 40	\$6,000.00	\$16,000.00	07/01/20	Upon Completion
3	Facilities Planning & Construction	Harley Ellis Devereaux Corporation	Amend contract CA2020-12 for architectural/engineering services at the San Dieguito High School Academy.	Building Fund Prop 39 -- Fund 21-39	\$7,615.00	\$308,615.00 Plus Reimbursable Expenses	05/22/20	Upon Completion

# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** October 2, 2020

**BOARD MEETING DATE:** October 15, 2020

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

**SUBMITTED BY:** Robert A. Haley, Ed.D., 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 SEPTEMBER 4, 2020 THROUGH OCTOBER 1, 2020						
PO NBR	FUND	VENDOR	SITE	OPERATING UNIT	DESCRIPTION	AMOUNT
0000015928	0100	EPLASTICS	Fiscal Services	District Wide	Materials And Supplies	\$ 3,371.17
0000015929	0100	STAPLES ADVANTAGE	Schools-Formula	San Dieguito Academy	Materials And Supplies	\$ 500.00
0000015930	0100	RALPHS CUSTOMER CHARGES	Schools-Formula	San Dieguito Academy	Materials And Supplies	\$ 200.00
0000015931	0100	CHENG & TSUI COMPANY	Assoc Supt.Of Ed Services	District Wide	Textbooks	\$ 3,375.62
0000015932	0100	Deaf Community Services of San Diego	Human Resources	District Wide	Other Serv.& Oper.Exp.	\$ 30,000.00
0000015933	0100	Alliance for African Assistance	Special Ed	District Wide	Professional/Consult Svcs	\$ 8,000.00
0000015933	0100	Alliance for African Assistance	Pupil Personnel	District Wide	Professional/Consult Svcs	\$ 5,000.00
0000015934	0100	AMAZON CAPITAL SERVICES, INC.	Schools-Formula	Torrey Pines High School	Materials And Supplies	\$ 2,000.00
0000015935	0100	AMAZON CAPITAL SERVICES, INC.	Special Ed	District Wide	Materials And Supplies	\$ 200.00
0000015936	0100	LIBERTY FLAGS INC	Maintenance & Operation	District Wide	Materials And Supplies	\$ 768.96
0000015937	0100	SSID #5191325302	Special Ed	District Wide	Mediation Settlements	\$ 10,200.00
0000015938	0100	SSID #51547077632	Special Ed	District Wide	Mediation Settlements	\$ 25,000.00
0000015939	0100	SSID #4131866340	Special Ed	District Wide	Mediation Settlements	\$ 25,000.00
0000015940	0100	SSID #2189831185	Special Ed	District Wide	Mediation Settlements	\$ 9,500.00
0000015941	0100	SSID #5172707790	Special Ed	District Wide	Other Serv.& Oper.Exp.	\$ 2,250.00
0000015942	0100	PHONAK	Special Ed	District Wide	Repairs & Maintenance	\$ 1,080.00
0000015943	0100	PHONAK	Special Ed	District Wide	Non-Capitalized Tech Equipment	\$ 2,499.32
0000015944	0100	C I F	Pupil Personnel	Torrey Pines High School	Dues - CIF	\$ 4,026.00
0000015944	0100	C I F	Pupil Personnel	La Costa Canyon High Sch	Dues - CIF	\$ 4,026.00
0000015944	0100	C I F	Pupil Personnel	San Dieguito Academy	Dues - CIF	\$ 3,162.00
0000015944	0100	C I F	Pupil Personnel	Canyon Crest Academy	Dues - CIF	\$ 3,644.00
0000015945	0100	SSID #3170140367	Special Ed	District Wide	Mediation Settlements	\$ 7,000.00
0000015946	2519	ELITE SHOW SERVICES INC.	Facilities Planning & Constr.	District Wide	Security Guard Contract	\$ 11,319.08
0000015947	2139	RW Smith & Co	Facilities Planning & Constr.	1819CF Sunset New Campus	Equipment	\$ 511.52
0000015948	2139	BEST BUY GOV/ED LLC	Facilities Planning & Constr.	1819CF Sunset New Campus	Equipment	\$ 452.12
0000015949	0100	DIGITAL NETWORKS GROUP, INC.	Facilities Planning & Constr.	2021CF Cca Pac Tech Cmas	Improvements	\$ 19,424.09
0000015950	0100	FACILITRON, INC.	Technology	District Wide	Computer Licensing	\$ 13,800.00
0000015951	2139	WESTBERG & WHITE, INC.	Facilities Planning & Constr.	20210c Hall Modernization Proj	Improvements	\$ 243,476.00
0000015952	0100	DIGITAL NETWORKS GROUP, INC.	Facilities Planning & Constr.	2021CF Cca Ms Cupcca	Improvements	\$ 56,351.20
0000015953	0100	CONOVER COMPANY LLC	Special Ed	District Wide	Computer Licensing	\$ 2,096.00
0000015954	0100	COMM USA INC	Schools-Non-Formula	Earl Warren Middle School	Materials And Supplies	\$ 616.40
0000015955	0100	CDW GOVERNMENT	Technology	District Wide	Materials And Supplies	\$ 4,001.51
0000015956	0100	TWO WAY RADIO SUPPLY	Schools-Formula	Earl Warren Middle School	Materials And Supplies	\$ 100.68
0000015957	0100	RASIX COMPUTER CENTER INC	Technology	District Wide	Materials And Supplies	\$ 562.99
0000015958	0100	DRAMATIC PUBLISHING	Schools-Formula	Earl Warren Middle School	Materials And Supplies	\$ 194.46
0000015959	0100	ALCORN FENCE CO	Maintenance & Operation	District Wide	Repairs & Maintenance	\$ 7,358.00
0000015960	0100	DISINFECT & SHIELD	Special Ed	District Wide	Materials And Supplies	\$ 54.43
0000015961	2519	BRIGHTVIEW TREE CARE SERVICES INC	Facilities Planning & Constr.	2021CF Sda Grounds Improvement	Land Improvements	\$ 4,845.00
0000015962	0100	ENGIE SERVICES U.S., INC	Facilities Planning & Constr.	District Wide	Data Processing Contract	\$ 11,450.00
0000015963	0100	FILINGSUPPLIES.COM	Special Ed	District Wide	Materials And Supplies	\$ 124.69
0000015964	0100	AMERICAN TIME	Technology	District Wide	Materials And Supplies	\$ 56.98
0000015965	0100	INTEGRIS EQUIPMENT	Schools-Formula	Canyon Crest Academy	Materials And Supplies	\$ 78.74
0000015966	0100	AMERICAN SANITARY SUPPLY	Maintenance & Operation	District Wide	Materials And Supplies	\$ 282.84
0000015966	0100	AMERICAN SANITARY SUPPLY	Maintenance & Operation	District Wide	Non-Capitalized Equipment	\$ 10,628.46
0000015967	0100	MEDCO SUPPLY CO INC	Special Ed	District Wide	Materials And Supplies	\$ 119.62
0000015969	0100	STAPLES ADVANTAGE	Schools-Formula	San Dieguito Academy	Materials And Supplies	\$ 700.00
0000015970	0100	GRAINGER	Fiscal Services	District Wide	Materials And Supplies	\$ 1,895.86
0000015971	0100	OFFICE DEPOT, INC	Facilities Planning & Constr.	District Wide	Materials And Supplies	\$ 30.67
0000015972	0100	TCI	Assoc Supt.Of Ed Services	District Wide	Textbooks	\$ 8,672.58
0000015972	0100	TCI	Assoc Supt.Of Ed Services	District Wide	Computer Licensing	\$ 11,855.73
0000015973	0100	HOME DEPOT CREDIT SERVICES	Special Programs	San Dieguito Academy	Materials And Supplies	\$ 300.00
0000015974	0100	LINCOLN ELECTRIC COMPANY	Special Programs	San Dieguito Academy	Materials And Supplies	\$ 600.00
0000015975	0100	MATHESON TRI-GAS INC	Special Programs	San Dieguito Academy	Materials And Supplies	\$ 2,000.00
0000015976	0100	INDUSTRIAL METAL SUPPLY	Special Programs	San Dieguito Academy	Materials And Supplies	\$ 1,500.00
0000015977	0100	AMAZON CAPITAL SERVICES, INC.	Special Programs	San Dieguito Academy	Materials And Supplies	\$ 500.00
0000015978	0100	SAFE & SOUND: A SANDY HOOK INITIATIVE IN	Curriculum & Assessment	District Wide	Conference,Workshop,Sem.	\$ 297.00
0000015979	0100	HOME DEPOT CREDIT SERVICES	Schools-Formula	Torrey Pines High School	Materials And Supplies	\$ 800.00
0000015980	0100	INST FOR EFFECTIVE EDUCATION	Special Ed	District Wide	Other Contr-N.P.S.	\$ 4,648.20
0000015981	0100	AMAZON CAPITAL SERVICES, INC.	Schools-Formula	Torrey Pines High School	Materials And Supplies	\$ 1,000.00
0000015982	0100	INST FOR EFFECTIVE EDUCATION	Special Ed	District Wide	Other Contr-N.P.S.	\$ 4,648.20
0000015983	0100	INST FOR EFFECTIVE EDUCATION	Special Ed	District Wide	Sub/Other Contr-Nps	\$ 41,544.80
0000015983	0100	INST FOR EFFECTIVE EDUCATION	Special Ed	District Wide	Other Contr-N.P.S.	\$ 25,000.00
0000015985	0100	AMAZON CAPITAL SERVICES, INC.	Schools-Formula	San Dieguito Academy	Materials And Supplies	\$ 370.00
0000015986	0100	ZOHO CORP	Technology	District Wide	Computer Licensing	\$ 1,228.00
0000015987	0100	FRONTIER FENCE COMPANY INC	Maintenance & Operation	District Wide	Repairs & Maintenance	\$ 4,170.00
0000015988	0100	CART MART INC	Schools-Formula	Torrey Pines High School	Repairs & Maintenance	\$ 2,286.83
0000015989	2519	AMERICAN SANITARY SUPPLY	Facilities Planning & Constr.	District Wide	Equipment	\$ 39,732.81
0000015990	0100	BEACHSIDE MIRROR AND GLASS INC	Maintenance & Operation	District Wide	Repairs & Maintenance	\$ 8,000.00
0000015991	0100	DEMCO INC	Schools-Formula	Pacific Trails Middle School	Materials And Supplies	\$ 98.60
0000015992	0100	EDGENUITY	Assoc Supt.Of Ed Services	District Wide	Computer Licensing	\$ 93,000.00
0000015993	0100	INST FOR EFFECTIVE EDUCATION	Special Ed	District Wide	Sub/Other Contr-Nps	\$ 32,038.40
0000015993	0100	INST FOR EFFECTIVE EDUCATION	Special Ed	District Wide	Other Contr-N.P.S.	\$ 25,000.00
0000015994	0100	INST FOR EFFECTIVE EDUCATION	Special Ed	District Wide	Sub/Other Contr-Nps	\$ 23,806.10
0000015994	0100	INST FOR EFFECTIVE EDUCATION	Special Ed	District Wide	Other Contr-N.P.S.	\$ 25,000.00
0000015995	0100	INST FOR EFFECTIVE EDUCATION	Special Ed	District Wide	Sub/Other Contr-Nps	\$ 24,022.10
0000015995	0100	INST FOR EFFECTIVE EDUCATION	Special Ed	District Wide	Other Contr-N.P.S.	\$ 25,000.00
0000015996	0100	INST FOR EFFECTIVE EDUCATION	Special Ed	District Wide	Sub/Other Contr-Nps	\$ 23,806.10
0000015996	0100	INST FOR EFFECTIVE EDUCATION	Special Ed	District Wide	Other Contr-N.P.S.	\$ 25,000.00
0000015997	0100	COMMUNITY SCHOOL OF SD, THE	Special Ed	District Wide	Sub/Other Contr-Nps	\$ 6,776.23
0000015997	0100	COMMUNITY SCHOOL OF SD, THE	Special Ed	District Wide	Other Contr-N.P.S.	\$ 25,000.00
0000015998	0100	COMMUNITY SCHOOL OF SD, THE	Special Ed	District Wide	Sub/Other Contr-Nps	\$ 6,776.23
0000015998	0100	COMMUNITY SCHOOL OF SD, THE	Special Ed	District Wide	Other Contr-N.P.S.	\$ 25,000.00

## ITEM 9a-iii

PO REPORT SEPTEMBER 4, 2020 THROUGH OCTOBER 1, 2020						
PO NBR	FUND	VENDOR	SITE	OPERATING UNIT	DESCRIPTION	AMOUNT
0000015999	0100	COMMUNITY SCHOOL OF SD, THE	Special Ed	District Wide	Sub/Other Contr-Nps	\$ 6,776.23
0000015999	0100	COMMUNITY SCHOOL OF SD, THE	Special Ed	District Wide	Other Contr-N.P.S.	\$ 25,000.00
0000016000	0100	COAST MUSIC THERAPY INC	Special Ed	District Wide	Other Contr-N.P.A.	\$ 3,750.00
0000016001	0100	SIERRA SCHOOL OF SAN DIEGO	Special Ed	District Wide	Sub/Other Contr-Nps	\$ 15,373.15
0000016001	0100	SIERRA SCHOOL OF SAN DIEGO	Special Ed	District Wide	Other Contr-N.P.S.	\$ 25,000.00
0000016002	0100	SIERRA SCHOOL OF SAN DIEGO	Special Ed	District Wide	Sub/Other Contr-Nps	\$ 15,350.15
0000016002	0100	SIERRA SCHOOL OF SAN DIEGO	Special Ed	District Wide	Other Contr-N.P.S.	\$ 25,000.00
0000016003	0100	SIERRA SCHOOL OF SAN DIEGO	Special Ed	District Wide	Sub/Other Contr-Nps	\$ 40,153.15
0000016003	0100	SIERRA SCHOOL OF SAN DIEGO	Special Ed	District Wide	Other Contr-N.P.S.	\$ 25,000.00
0000016004	0100	PARK IT BIKE RACKS CO.	Schools-Non-Formula	Pacific Trails Middle School	Materials And Supplies	\$ 291.45
0000016005	2139	AMERICAN SANITARY SUPPLY	Facilities Planning & Constr.	1819Cf Sunset New Campus	Equipment	\$ 3,178.63
0000016006	0100	SAN DIEGO REFRIGERATION	Maintenance & Operation	District Wide	Improvements	\$ 11,208.00
0000016007	0100	BLICK, DICK (DICK BLICK)	Schools-Formula	San Dieguito Academy	Materials And Supplies	\$ 3,520.00
0000016008	0100	HOME DEPOT CREDIT SERVICES	Schools-Formula	San Dieguito Academy	Materials And Supplies	\$ 1,200.00
0000016009	0100	STAPLES ADVANTAGE	Schools-Formula	San Dieguito Academy	Materials And Supplies	\$ 285.00
0000016010	0100	RYONET CALIFORNIA	Special Programs	San Dieguito Academy	Materials And Supplies	\$ 546.77
0000016011	0100	OFFICE DEPOT, INC	Schools-Formula	Pacific Trails Middle School	Non-Capitalized Equipment	\$ 556.42
0000016012	0100	OFFICE DEPOT, INC	Schools-Formula	Canyon Crest Academy	Materials And Supplies	\$ 30.67
0000016013	0100	PREMIER CHEVROLET OF CARLSBAD	Transportation	District Wide	Materials And Supplies	\$ 3,745.71
0000016014	2519	RANCHO SANTA FE SEC SYSTEMS	Facilities Planning & Constr.	District Wide	Improvements	\$ 1,485.00
0000016015	2139	SUMMIT EROSION CONTROL	Facilities Planning & Constr.	20/21 Sda Pkg Lot/Play Court	Land Improvements	\$ 9,672.32
0000016016	0100	SANDBOX SIGN CO	Fiscal Services	District Wide	Materials And Supplies	\$ 1,831.38
0000016017	2139	BEST BUY GOV/ED LLC	Facilities Planning & Constr.	18/19Lcc Culinaryarts Modernz	Equipment	\$ 323.98
0000016018	0100	RALPHS CUSTOMER CHARGES	Special Programs	Torrey Pines High School	Materials And Supplies	\$ 1,000.00
0000016019	0100	SMART AND FINAL STORES CORP	Special Programs	Torrey Pines High School	Materials And Supplies	\$ 1,000.00
0000016020	0100	AMAZON CAPITAL SERVICES, INC.	Special Programs	San Dieguito Academy	Materials And Supplies	\$ 1,400.00
0000016021	0100	SAROYAN LUMBER	Special Programs	San Dieguito Academy	Materials And Supplies	\$ 619.53
0000016022	0100	T E R I INC	Special Ed	District Wide	Sub/Other Contr-Nps	\$ 54,498.15
0000016022	0100	T E R I INC	Special Ed	District Wide	Other Contr-N.P.S.	\$ 25,000.00
0000016023	0100	T E R I INC	Special Ed	District Wide	Sub/Other Contr-Nps	\$ 54,498.15
0000016023	0100	T E R I INC	Special Ed	District Wide	Other Contr-N.P.S.	\$ 25,000.00
0000016024	0100	T E R I INC	Special Ed	District Wide	Sub/Other Contr-Nps	\$ 54,498.15
0000016024	0100	T E R I INC	Special Ed	District Wide	Other Contr-N.P.S.	\$ 25,000.00
0000016025	0100	T E R I INC	Special Ed	District Wide	Sub/Other Contr-Nps	\$ 45,026.03
0000016025	0100	T E R I INC	Special Ed	District Wide	Other Contr-N.P.S.	\$ 25,000.00
0000016026	0100	T E R I INC	Special Ed	District Wide	Sub/Other Contr-Nps	\$ 42,658.00
0000016026	0100	T E R I INC	Special Ed	District Wide	Other Contr-N.P.S.	\$ 25,000.00
0000016027	0100	T E R I INC	Special Ed	District Wide	Sub/Other Contr-Nps	\$ 42,658.00
0000016027	0100	T E R I INC	Special Ed	District Wide	Other Contr-N.P.S.	\$ 25,000.00
0000016028	0100	DEMCO INC	Schools-Formula	Torrey Pines High School	Materials And Supplies	\$ 42.28
0000016029	2519	WAXIE SANITARY SUPPLY	Facilities Planning & Constr.	District Wide	Non-Capitalized Equipment	\$ 51,631.72
0000016030	6730	Edgar Herrera	Risk Management	District Wide	Other Serv. & Oper.Exp.	\$ 233.75
0000016031	0100	ALTA COPY, PRINT, DESIGN	Schools-Formula	Canyon Crest Academy	Materials And Supplies	\$ 45.78
0000016032	0100	PERMA BOUND	Schools-Formula	Canyon Crest Academy	Books Other Than Textbooks	\$ 2,329.99
0000016033	0100	C E D	Maintenance & Operation	District Wide	Materials And Supplies	\$ 1,000.00
0000016034	0100	Brown & Bigelow	Schools-Non-Formula	San Dieguito Academy	Materials And Supplies	\$ 3,361.46
0000016035	2139	The Mark Costello Company	Facilities Planning & Constr.	1819Cf Sunset New Campus	Equipment	\$ 18,330.43
0000016036	0100	AREY JONES ED SOLUTIONS	Technology	District Wide	Repairs & Maintenance	\$ 682.01
0000016037	0100	FOLLETT EDUCATIONAL SERVICES	Assoc Supt.Of Ed Services	District Wide	Textbooks	\$ 1,055.09
0000016038	0100	Follett School Solutions	Schools-Formula	Torrey Pines High School	Materials And Supplies	\$ 96.98
0000016039	2139	DIVISION OF THE STATE ARCHITECT	Facilities Planning & Constr.	1415 Sda Art, Soc Sci&Eng Bldg	New Construction	\$ 1,293.00
0000016040	0100	PREMIER CHEVROLET OF CARLSBAD	Transportation	District Wide	Repairs-Vehicles	\$ 857.94
0000016041	0100	AMAZON CAPITAL SERVICES, INC.	Schools-Non-Formula	Pacific Trails Middle School	Materials And Supplies	\$ 1,000.00
0000016042	0100	ARTIANO SHINOFF	Facilities Planning & Constr.	District Wide	Legal Expense	\$ 116.45
0000016043	0100	STAPLES ADVANTAGE	Fiscal Services	District Wide	Materials And Supplies	\$ 1,000.00
0000016044	0100	FEDEX	Stores/Purchasing	District Wide	Communications-Postage	\$ 1,000.00
0000016045	0100	AREY JONES ED SOLUTIONS	Technology	District Wide	Repairs & Maintenance	\$ 214.88
0000016046	0100	SAN MARCOS UNIFIED SCHOOL DIST	Fiscal Services	District Wide	Materials And Supplies	\$ 471.95
0000016047	0100	STAPLES ADVANTAGE	Schools-Formula	Carmel Valley Middle School	Materials And Supplies	\$ 350.27
0000016048	2139	GEM INDUSTRIAL, INC.	Facilities Planning & Constr.	20/21 Sda Pkg Lot/Play Court	Land Improvements	\$ 2,000.00
0000016049	2139	CULVER-NEWLIN INC	Facilities Planning & Constr.	18/19Lcc Culinaryarts Modernz	Equipment	\$ 674.25
0000016050	2139	JORA COMPOSTERS	Facilities Planning & Constr.	18/19Lcc Culinaryarts Modernz	Equipment	\$ 795.90
0000016051	2139	AMERICAN SANITARY SUPPLY	Facilities Planning & Constr.	1819Cf Sunset New Campus	Non-Capitalized Equipment	\$ 15,828.49
0000016051	2139	AMERICAN SANITARY SUPPLY	Facilities Planning & Constr.	1819Cf Sunset New Campus	Equipment	\$ 8,970.19
0000016052	0100	SAFARI MONTAGE	Technology	District Wide	Non-Capitalized Tech Equipment	\$ 534.06
0000016053	0100	MEDCO SUPPLY CO INC	Maintenance & Operation	District Wide	Materials And Supplies	\$ 198.69
0000016054	0100	AMERICAN FENCE & SECURITY, INC	Maintenance & Operation	District Wide	Other Serv. & Oper.Exp.	\$ 610.25
0000016055	0100	SSJD # 2661285598	Special Ed	District Wide	Mediation Settlements	\$ 9,105.00
0000016056	0100	POWERSCHOOL GROUP LLC	Technology	District Wide	Computer Licensing	\$ 7,900.19
0000016058	0100	SENIOR WOOLY	Schools-Non-Formula	Oak Crest Middle School	Computer Licensing	\$ 85.00
0000016059	0100	DIGITAL NETWORKS GROUP, INC.	Facilities Planning & Constr.	2021Cf Cca Pac Tech Cmas	Improvements	\$ 213,048.09
0000016060	0100	AMAZON CAPITAL SERVICES, INC.	Special Ed	District Wide	Materials And Supplies	\$ 100.00
0000016061	0100	AMAZON CAPITAL SERVICES, INC.	Special Ed	District Wide	Materials And Supplies	\$ 4,000.00
0000016062	0100	EXPLORE LEARNING	Schools-Non-Formula	San Dieguito Academy	Computer Licensing	\$ 2,620.00
0000016063	0100	MOBILITY SOLUTIONS	Special Ed	District Wide	Materials And Supplies	\$ 129.30
0000016064	0100	OXFORD UNIVERSITY PRESS	Assoc Supt.Of Ed Services	District Wide	Computer Licensing	\$ 788.84
0000016065	0100	BEHAVIORAL DYNAMICS INC	Special Ed	District Wide	Materials And Supplies	\$ 351.91
0000016066	0100	LANELAW CLIENT TRUST ACCT	Special Ed	District Wide	Mediation Settlements	\$ 25,899.62
0000016067	0100	CDW GOVERNMENT	Technology	District Wide	Non-Capitalized Tech Equipment	\$ 4,492.06
0000016068	0100	LASERCYCLE USA INC	Technology	District Wide	Repairs & Maintenance	\$ 5,000.00
0000016069	2519	SEASIDE HEATING AND AIR COND	Facilities Planning & Constr.	District Wide	Improvements	\$ 18,085.00
0000016070	0100	OFFICE SOLUTIONS BUSINESS	Schools-Formula	Canyon Crest Academy	Materials And Supplies	\$ 188.42

ITEM 9a-iii

PO REPORT SEPTEMBER 4, 2020 THROUGH OCTOBER 1, 2020						
PO NBR	FUND	VENDOR	SITE	OPERATING UNIT	DESCRIPTION	AMOUNT
0000016071	0100	AMAZON CAPITAL SERVICES, INC.	Special Programs	District Wide	Materials And Supplies	\$ 4,600.00
0000016072	0100	Avid CNC	Special Programs	District Wide	Materials And Supplies	\$ 1,539.58
0000016073	0100	WINSTON SCHOOL OF SAN DIEGO	Special Ed	District Wide	Sub/Other Contr-Nps	\$ 13,148.84
0000016073	0100	WINSTON SCHOOL OF SAN DIEGO	Special Ed	District Wide	Other Contr-N.P.S.	\$ 25,000.00
0000016074	0100	WINSTON SCHOOL OF SAN DIEGO	Special Ed	District Wide	Sub/Other Contr-Nps	\$ 12,989.00
0000016074	0100	WINSTON SCHOOL OF SAN DIEGO	Special Ed	District Wide	Other Contr-N.P.S.	\$ 25,000.00
0000016075	0100	WINSTON SCHOOL OF SAN DIEGO	Special Ed	District Wide	Sub/Other Contr-Nps	\$ 13,148.84
0000016075	0100	WINSTON SCHOOL OF SAN DIEGO	Special Ed	District Wide	Other Contr-N.P.S.	\$ 25,000.00
0000016076	2139	AMERICAN SANITARY SUPPLY	Facilities Planning & Constr.	1819Cf Sunset New Campus	New Construction	\$ 3,826.20
0000016077	2109	Fox Lin, Inc.	Facilities Planning & Constr.	Dw Planning Services Prop Aa	New Construction	\$ 30,000.00
0000016078	0100	Community Transition Academy	Special Ed	District Wide	Sub/Other Contr-Nps	\$ 34,220.00
0000016078	0100	Community Transition Academy	Special Ed	District Wide	Other Contr-N.P.S.	\$ 25,000.00
0000016079	0100	Community Transition Academy	Special Ed	District Wide	Sub/Other Contr-Nps	\$ 34,220.00
0000016079	0100	Community Transition Academy	Special Ed	District Wide	Other Contr-N.P.S.	\$ 25,000.00
0000016080	0100	Community Transition Academy	Special Ed	District Wide	Sub/Other Contr-Nps	\$ 34,220.00
0000016080	0100	Community Transition Academy	Special Ed	District Wide	Other Contr-N.P.S.	\$ 25,000.00
0000016081	2139	FRONTIER FENCE COMPANY INC	Facilities Planning & Constr.	1819Cf Sunset New Campus	New Construction	\$ 9,235.00
0000016082	0100	Labster, Inc.	Assoc Supt.Of Ed Services	District Wide	Computer Licensing	\$ 35,000.00
0000016083	0100	SAN DIEGO COUNTY OFFICE OF EDUCATION	Pupil Personnel	District Wide	Conference,Workshop,Sem.	\$ 90.00
0000016084	0100	STUKENT INC	Special Programs	Torrey Pines High School	Computer Licensing	\$ 2,000.00
0000016085	0100	FOLLETT EDUCATIONAL SERVICES	Assoc Supt.Of Ed Services	District Wide	Computer Licensing	\$ 319.00
0000016086	1300	ECOLAB	Nutrition Services	District Wide	Purchases Supplies	\$ 1,000.00
0000016087	0100	STAPLES ADVANTAGE	Schools-Formula	San Dieguito Academy	Materials And Supplies	\$ 200.00
0000016088	0100	UNITED SITE SERVICES	Fiscal Services	District Wide	Rents & Leases	\$ 20,000.00
0000016089	0100	AMAZON CAPITAL SERVICES, INC.	Schools-Formula	Diegueno Middle School	Materials And Supplies	\$ 300.00
0000016090	0100	SMART AND FINAL STORES CORP	Schools-Formula	Diegueno Middle School	Materials And Supplies	\$ 200.00
<b>REPORT TOTAL</b>						<b>\$2,534,722.04</b>

# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** October 2, 2020

**BOARD MEETING DATE:** October 15, 2020

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

**SUBMITTED BY:** Robert A. Haley, Ed.D., 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 (None this reporting period)

### 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 09/4/20 THROUGH 10/01/20

WARRANT NBR	DATE	VENDOR	FUND	DESCRIPTION	AMOUNT
14707078	9/8/2020	TCI	0100	Textbooks	\$ 18,264.00
14707079	9/8/2020	FERGUSON FACILITIES SUPPLY	0100	Materials And Supplies	\$ 98.53
14707080	9/8/2020	Chelsea Pest & Termite Control	0100	Pest Control	\$ 625.00
14707081	9/8/2020	BURNHAM BENEFITS INSURANCE SERVICES	0100	Professional/Consult Svs	\$ 7,083.33
14707082	9/8/2020	ALL AMERICAN PLASTIC	1300	Purchases Supplies	\$ 835.77
14707083	9/8/2020	BIOZONE CORPORATION	0100	Textbooks	\$ 468.65
14707084	9/8/2020	McGRIFF INSURANCE SERVICES	2139	New Construction	\$ 8,709.00
14707085	9/8/2020	GALASSO'S BAKERY	1300	Purchases Food	\$ 461.47
14707086	9/8/2020	RICK LOPEZ	0100	Mileage	\$ 43.70
14707087	9/8/2020	EUROPEAN STYLE PAINTING CORP	0100	Repairs & Maintenance	\$ 36,100.00
14707088	9/8/2020	Edpuzzle, Inc.	0100	Computer Licensing	\$ 11,200.00
14707089	9/8/2020	Rouxbe Video Technologies Inc	0100	Computer Licensing	\$ 3,999.96
14707090	9/8/2020	CAASFEP	0100	Conference,Workshop,Sem.	\$ 100.00
14707091	9/8/2020	AT&T	0100	Communications-Telephone	\$ 42.83
14707092	9/8/2020	AMAZON CAPITAL SERVICES	0100	Materials And Supplies	\$ 752.92
14707093	9/8/2020	ARENSON OFFICE FURNITURE	0100	Materials And Supplies	\$ 210.63
			2139	Equipment	\$ 76,653.51
14707094	9/8/2020	TCG ADMINISTRATORS/CALSTRS	0100	Professional/Consult Svs	\$ 134.00
14707095	9/8/2020	CLASS LEASING LLC	2139	New Construction	\$ 3,520.00
14707096	9/8/2020	COX BUSINESS	0100	Communications-Telephone	\$ 783.32
14707097	9/8/2020	CULVER-NEWLIN INC	2139	Equipment	\$ 51,297.29
14707098	9/8/2020	ELITE SHOW SERVICES INC.	2519	Security Guard Contract	\$ 11,405.18
14707099	9/8/2020	FLINN SCIENTIFIC INC	2139	Equipment	\$ 583.14
14707100	9/8/2020	FREE FORM CLAY & SUPPLY	0100	Materials And Supplies	\$ 557.38
14707101	9/8/2020	GOLD STAR FOODS	0100	Materials And Supplies	\$ 6,000.59
			1300	Purchases Food	\$ 8,446.27
14707102	9/8/2020	HOLLANDIA DAIRY	1300	Purchases Food	\$ 2,307.69
14707103	9/8/2020	HOME DEPOT CREDIT SERVICES	0100	Materials And Supplies	\$ 503.18
14707104	9/8/2020	M P S	0100	Textbooks	\$ 61,093.30
14707105	9/8/2020	MACGILL DISCOUNT SCHOOL NURSE	0100	Materials And Supplies	\$ 661.46
14707106	9/8/2020	MOBILE MODULAR MANAGEMENT CORP	2139	New Construction	\$ 59,862.09
14707107	9/8/2020	NINYO & MOORE	2139	Improvements	\$ 5,557.25
14707108	9/8/2020	OFFICE DEPOT, INC	0100	Materials And Supplies	\$ 61.33
14707109	9/8/2020	OLIVENHAIN MUNICIPAL WATER DST	0100	Water	\$ 11,917.56
14707110	9/8/2020	P AND R PAPER SUPPLY CO.	1300	Purchases Supplies	\$ 2,231.52
14707111	9/8/2020	ROMAN'S TRUCK BODY & PAINT	0100	Repairs-Vehicles	\$ 2,585.31
14707112	9/8/2020	SAN DIEGO CITY TREASURER	0100	Sewer Charges	\$ 843.83
				Water	\$ 7,122.32
14707113	9/8/2020	SAN DIEGUITO WATER DISTRICT	0100	Water	\$ 3,837.88
14707114	9/8/2020	SANTA FE IRRIGATION DISTRICT	0100	Water	\$ 5,036.12
14707115	9/8/2020	SPRINT	0100	Communications-Telephone	\$ 2,080.26
14707116	9/8/2020	STAPLES ADVANTAGE	0100	Materials And Supplies	\$ 671.92
				Printing	\$ 109.87
14707117	9/8/2020	SUNRISE PRODUCE	1300	Purchases Food	\$ 2,468.85
14707118	9/8/2020	TOXGUARD FLUID TECHNOLOGY	0100	Materials-Vehicle Parts	\$ 193.98
				Hazardous Waste Disposal	\$ 40.00
14707119	9/8/2020	WARD'S SCIENCE	0100	Materials And Supplies	\$ 84.56
14707120	9/8/2020	XEROX CORPORATION	0100	Copy Charges	\$ 5.17
				Rents & Leases	\$ 1,245.99
14707867	9/10/2020	FERGUSON FACILITIES SUPPLY	0100	Materials And Supplies	\$ -
				Non-Capitalized Equipment	\$ 23.61
14707868	9/10/2020	SITEONE LANDSCAPE SUPPLY	0100	Materials And Supplies	\$ 128.39
14707869	9/10/2020	THE HARTFORD	0100	All Other Local Revenue	\$ 4,912.14
14707870	9/10/2020	CHEFS' TOYS	2139	Equipment	\$ 6,706.20
14707871	9/10/2020	BEARCOM	0100	Materials And Supplies	\$ 51.72
14707872	9/10/2020	PROCURE AMERICA INC	0100	Communications-Telephone	\$ 733.00
14707873	9/10/2020	LASERCYCLE USA INC	0100	Materials And Supplies	\$ 118.47
14707874	9/10/2020	Deaf Community Services of San Diego	0100	Other Serv.& Oper.Exp.	\$ 805.00
14707875	9/10/2020	Voiance Language Services, LLC	0100	Professional/Consult Svs	\$ 50.00
14707876	9/10/2020	OFFICE & ERGONOMIC SOLUTIONS INC	0100	Materials And Supplies	\$ 81.23
14707877	9/10/2020	SSID# 5191325302	0100	Mediation Settlements	\$ 10,200.00
14707878	9/10/2020	INSIGHT DIRECT USA, INC.	0100	Computer Licensing	\$ 32,045.00
14707879	9/10/2020	VOCES DIGITAL	0100	Computer Licensing	\$ 998.00
14707880	9/10/2020	Carolyn Nydahl	1300	Food Service Sales Tp	\$ 127.25
14707881	9/10/2020	Charles Zimmerman	1300	Food Service Sales Tp	\$ 49.25
14707882	9/10/2020	AMAZON CAPITAL SERVICES	0100	Materials And Supplies	\$ 1,693.48
14707883	9/10/2020	AMERICAN SANITARY SUPPLY	0100	Materials And Supplies	\$ 1,039.30
14707884	9/10/2020	BLICK ART MATERIALS	0100	Materials And Supplies	\$ 1,050.74
14707885	9/10/2020	CDW GOVERNMENT	0100	Materials And Supplies	\$ 9,913.00
14707886	9/10/2020	C I F	0100	Dues - CIF	\$ 14,764.00
14707887	9/10/2020	COSTCO CARLSBAD	0100	Materials And Supplies	\$ 133.81
14707888	9/10/2020	CULVER-NEWLIN INC	2139	Equipment	\$ 158,607.29

## ITEM 9a-iv

## WARRANT REPORT FROM 09/4/20 THROUGH 10/01/20

WARRANT NBR	DATE	VENDOR	FUND	DESCRIPTION	AMOUNT
14707889	9/10/2020	SPARKLETTS	0100	Materials And Supplies	\$ 286.60
14707890	9/10/2020	DUNN EDWARDS CORP	0100	Materials And Supplies	\$ 373.32
14707891	9/10/2020	HOME DEPOT CREDIT SERVICES	0100	Materials And Supplies	\$ 1,212.36
14707892	9/10/2020	M P S	0100	Textbooks	\$ 7,617.70
14707893	9/10/2020	NAPA AUTO PARTS	0100	Materials And Supplies	\$ 67.82
				Materials-Vehicle Parts	\$ 1,672.19
14707894	9/10/2020	OLIVENHAIN MUNICIPAL WATER DST	0100	Water	\$ 11,890.58
14707895	9/10/2020	OVERDRIVE, INC.	0100	Computer Licensing	\$ 10,000.00
14707896	9/10/2020	SAN DIEGUITO WATER DISTRICT	0100	Water	\$ 10,638.32
14707897	9/10/2020	SHELL CAR WASH & EXPRESS LUBE	0100	Materials And Supplies	\$ 347.77
14707898	9/10/2020	WAXIE SANITARY SUPPLY	0100	Materials And Supplies	\$ 15.75
14707899	9/10/2020	WESTAIR GASES & EQUIPMENT	0100	Rents & Leases	\$ 154.67
14707900	9/10/2020	XEROX CORPORATION	0100	Copy Charges	\$ 358.68
				Rents & Leases	\$ 3,505.20
14708641	9/14/2020	BEACHSIDE MIRROR AND GLASS INC	0100	Repairs & Maintenance	\$ 7,313.00
14708642	9/14/2020	SITEONE LANDSCAPE SUPPLY	0100	Materials And Supplies	\$ 708.32
14708643	9/14/2020	COLBI TECHNOLOGIES, INC.	0100	Fees - Business, Admission,Etc	\$ 2,741.25
14708644	9/14/2020	CHEFS' TOYS	2139	Equipment	\$ 4,989.65
14708645	9/14/2020	BEARCOM	0100	Materials And Supplies	\$ 306.51
14708646	9/14/2020	Deaf Community Services of San Diego	0100	Other Serv.& Oper.Exp.	\$ 3,400.00
14708647	9/14/2020	SSID # 4131866340	0100	Mediation Settlements	\$ 13,328.00
14708648	9/14/2020	SSID# 5172707790	0100	Other Serv.& Oper.Exp.	\$ 758.71
14708649	9/14/2020	EUROPEAN STYLE PAINTING CORP	0100	Repairs & Maintenance	\$ 2,459.00
14708650	9/14/2020	AT&T	0100	Communications-Telephone	\$ 56.98
14708651	9/14/2020	AFFORDABLE DRAIN SERVICE INC	0100	Repairs & Maintenance	\$ 2,600.00
14708652	9/14/2020	ALLIED REFRIGERATION INC.	0100	Materials And Supplies	\$ 12.70
14708653	9/14/2020	AMAZON CAPITAL SERVICES	0100	Materials And Supplies	\$ 1,640.83
14708654	9/14/2020	BERT'S OFFICE TRAILERS	0100	Rents & Leases	\$ 144.39
14708655	9/14/2020	CDW GOVERNMENT	0100	Non-Capitalized Tech Equipment	\$ 5,600.19
14708656	9/14/2020	C E D	0100	Materials And Supplies	\$ 1,149.60
14708657	9/14/2020	CART MART INC	0100	Repairs & Maintenance	\$ 295.00
14708658	9/14/2020	D A D ASPHALT, INC.	2519	Land Improvements	\$ 6,000.00
14708659	9/14/2020	DIGITAL NETWORKS GROUP, INC.	2139	Technology Equipment	\$ 42,857.91
14708660	9/14/2020	CATAPULT K12	0100	Computer Licensing	\$ 8,388.12
14708661	9/14/2020	ELITE SHOW SERVICES INC.	2519	Security Guard Contract	\$ 11,319.08
14708662	9/14/2020	ERICKSON-HALL CONSTRUCTION CO	2139	New Construction	\$ 131,739.78
14708663	9/14/2020	CORELOGIC SOLUTIONS, LLC	0100	Computer Licensing	\$ 265.23
14708664	9/14/2020	FOLLETT SCHOOL SOLUTIONS, INC	0100	Textbooks	\$ 6,086.26
14708665	9/14/2020	HOME DEPOT CREDIT SERVICES	0100	Materials And Supplies	\$ 75.13
14708666	9/14/2020	MISSION FEDERAL CREDIT UNION	0100	Materials And Supplies	\$ 10,550.46
14708667	9/14/2020	MISSION LINEN SUPPLY	0100	Other Serv.& Oper.Exp.	\$ 194.02
14708668	9/14/2020	NINYO & MOORE	2139	New Construction	\$ 5,319.75
14708669	9/14/2020	PROCURETECH	0100	Materials And Supplies	\$ 1,492.12
14708670	9/14/2020	RANCHO SANTA FE SEC SYSTEMS	0100	Security Guard Contract	\$ 385.00
14708671	9/14/2020	RENAISSANCE LEARNING	0100	Computer Licensing	\$ 302,930.35
14708672	9/14/2020	ROESLING NAKAMURA	0100	Land Improvements	\$ 1,750.00
14708673	9/14/2020	ROESLING NAKAMURA	2139	Improvements	\$ 33,578.75
14708674	9/14/2020	SEASIDE HEATING AND AIR COND	0100	Repairs & Maintenance	\$ 6,843.00
14708675	9/14/2020	SHELL CAR WASH & EXPRESS LUBE	0100	Materials And Supplies	\$ 335.99
14708676	9/14/2020	RUSSELL SIGLER INC	0100	Materials And Supplies	\$ 1,112.29
				Non-Capitalized Equipment	\$ 2,045.26
14708677	9/14/2020	JOHNSON CONTROLS FIRE PROTECTION LP	0100	Repairs & Maintenance	\$ 153.20
14708678	9/14/2020	STAPLES ADVANTAGE	0100	Materials And Supplies	\$ 626.65
14708679	9/14/2020	TRIMARK ASSOCIATES, INC.	0100	Data Processing Contract	\$ 236.00
14709739	9/17/2020	NATIONAL PETROLEUM INC.	0100	Materials-Vehicle Parts	\$ 2,321.48
14709740	9/17/2020	FRANCISCO FLORES	0100	Materials And Supplies	\$ 126.06
14709741	9/17/2020	SAN DIEGO REFRIGERATION	0100	Repairs & Maintenance	\$ 285.00
14709742	9/17/2020	SITEONE LANDSCAPE SUPPLY	0100	Materials And Supplies	\$ 100.40
14709743	9/17/2020	SENR WOOLY	0100	Computer Licensing	\$ 161.50
14709744	9/17/2020	Asbury dba World Oil Environmental	0100	Hazardous Waste Disposal	\$ 185.00
14709745	9/17/2020	MIND RESEARCH INSTITUTE	0100	Computer Licensing	\$ 700.00
14709746	9/17/2020	CURRIER & HUDSON	0100	Legal Expense	\$ 2,574.00
14709747	9/17/2020	Marianne Tan	0100	Conference,Workshop,Sem.	\$ 550.00
14709748	9/17/2020	UNITED REFRIGERATION INC	0100	Materials And Supplies	\$ 1,825.73
14709749	9/17/2020	Two Way Radio Supply LLC	0100	Materials And Supplies	\$ 94.17
14709750	9/17/2020	Dawn Campbell,Custodian of Revolvng Cash	0100	All Other Local Revenue	\$ 4,519.19
				Bank Charges	\$ 73.66
14709751	9/17/2020	INTEGRIS EQUIPMENT	0100	Materials And Supplies	\$ 419.25
14709752	9/17/2020	TCG GROUP 403(B)	0100	Other Benefits, certificated p	\$ 825.00
14709753	9/17/2020	LASERCYCLE USA INC	0100	Materials And Supplies	\$ 1,008.99
14709754	9/17/2020	Deaf Community Services of San Diego	0100	Other Serv.& Oper.Exp.	\$ 2,520.00
14709755	9/17/2020	TPRS BOOKS	0100	Computer Licensing	\$ 99.00



## ITEM 9a-iv

## WARRANT REPORT FROM 09/4/20 THROUGH 10/01/20

WARRANT NBR	DATE	VENDOR	FUND	DESCRIPTION	AMOUNT
14709756	9/17/2020	EPLASTICS	0100	Materials And Supplies	\$ 3,371.17
14709757	9/17/2020	PREMIER CHEVROLET OF CARLSBAD	0100	Materials-Vehicle Parts	\$ 346.57
14709758	9/17/2020	ELECTRIC MOTOR WAREHOUSE	0100	Non-Capitalized Equipment	\$ 965.44
14709759	9/17/2020	Ahmed Ragab	1300	Food Service Sales Sda	\$ 108.25
14709760	9/17/2020	KELLIANNE ABSHIER	0100	Conference,Workshop,Sem.	\$ 40.00
14709761	9/17/2020	SAFE & SOUND: A SANDY HOOK INITIATIVE IN	0100	Conference,Workshop,Sem.	\$ 297.00
14709762	9/17/2020	MIRANDA GIURGIU	1300	Food Service Sales Tp	\$ 184.50
14709763	9/17/2020	A-Z BUS SALES, INC. - COLTON	0100	Materials-Vehicle Parts	\$ 228.11
14709764	9/17/2020	ALLIED REFRIGERATION INC.	0100	Materials And Supplies	\$ 12.70
14709765	9/17/2020	AMAZON CAPITAL SERVICES	0100	Materials And Supplies	\$ 363.77
14709766	9/17/2020	RICHARD AYALA	0100	Mileage	\$ 10.35
14709767	9/17/2020	BEST BUY GOV/ED LLC	2139	Equipment	\$ 452.12
14709768	9/17/2020	CA AGRI CONTROL INC	0100	Pest Control	\$ 900.00
14709769	9/17/2020	CA DEPT OF ED-FOOD DISTR.	1300	Purchases Food	\$ 421.80
14709770	9/17/2020	COMMUNITY SCHOOL OF SD, THE	0100	Other Contr-N.P.S.	\$ 29,483.10
14709771	9/17/2020	DIGITAL NETWORKS GROUP, INC.	2139	Equipment	\$ 51,875.41
14709772	9/17/2020	DUNN EDWARDS CORP	0100	Materials And Supplies	\$ 54.00
14709773	9/17/2020	EDCO DISPOSAL CORPORATION	0100	Rents & Leases	\$ 372.03
			2139	New Construction	\$ 701.72
14709774	9/17/2020	FEDEX FREIGHT	0100	Communications-Postage	\$ 988.58
14709775	9/17/2020	FOLLETT SCHOOL SOLUTIONS, INC	0100	Textbooks	\$ 4,670.97
14709776	9/17/2020	FREE FORM CLAY & SUPPLY	0100	Materials And Supplies	\$ 1,476.83
14709777	9/17/2020	GEM INDUSTRIAL, INC.	2519	Land Improvements	\$ 12,340.00
14709778	9/17/2020	GEM INDUSTRIAL, INC.	2139	New Construction	\$ 2,380.00
14709779	9/17/2020	GRAINGER	0100	Materials And Supplies	\$ 187.08
14709780	9/17/2020	GRAINGER	2139	Equipment	\$ 1,627.96
14709781	9/17/2020	HOME DEPOT CREDIT SERVICES	0100	Materials And Supplies	\$ 145.04
14709782	9/17/2020	INST FOR EFFECTIVE EDUCATION	0100	Other Contr-N.P.S.	\$ 31,268.00
14709783	9/17/2020	PERMA BOUND	0100	Books Other Than Textbooks	\$ 10,595.65
14709784	9/17/2020	RANCHO SANTA FE SEC SYSTEMS	0100	Other Serv.& Oper.Exp.	\$ 1,072.00
14709785	9/17/2020	SAN DIEGO COUNTY OFFICE OF EDUCATION	1300	Materials And Supplies	\$ 77.58
14709786	9/17/2020	SAN DIEGO GAS & ELECTRIC CO	0100	Gas & Electric	\$ 124,255.40
14709787	9/17/2020	SAN DIEGUITO WATER DISTRICT	0100	Water	\$ 4,525.89
14709788	9/17/2020	SCHOOL FACILITY CONSULTANTS	2519	Professional/Consult Svs	\$ 2,856.25
14709789	9/17/2020	STAPLES ADVANTAGE	1300	Materials And Supplies	\$ 10.82
14709790	9/17/2020	STAPLES ADVANTAGE	2139	Equipment	\$ 4,104.09
14709791	9/17/2020	SUNRISE PRODUCE	1300	Purchases Food	\$ 39.80
14709792	9/17/2020	PERSEUS ASSOCIATES, LLC	0100	Computer Licensing	\$ 900.00
14709793	9/17/2020	SAN DIEGO FRICTION PRODUCTS	0100	Materials-Vehicle Parts	\$ 742.66
14709794	9/17/2020	XEROX CORPORATION	0100	Computer Licensing	\$ -
				Copy Charges	\$ 766.29
				Rents & Leases	\$ 2,861.44
14709795	9/17/2020	XEROX CORPORATION	1300	Copy Charges	\$ 60.08
				Rents & Leases	\$ 215.75
14710894	9/21/2020	Kaitlin Wood	0100	Materials And Supplies	\$ 200.34
14710895	9/21/2020	Chelsea Pest & Termite Control	0100	Pest Control	\$ 575.00
14710896	9/21/2020	Asbury dba World Oil Environmental	0100	Hazardous Waste Disposal	\$ 85.00
14710897	9/21/2020	DEIRDRE SHANNON	0100	Computer Licensing	\$ 85.00
14710898	9/21/2020	Formative	0100	Computer Licensing	\$ 4,599.00
14710899	9/21/2020	Deaf Community Services of San Diego	0100	Other Serv.& Oper.Exp.	\$ 2,800.00
14710900	9/21/2020	Edgar Herrera	6730	Other Serv.& Oper.Exp.	\$ 233.75
14710901	9/21/2020	A1 GOLF CARS, INC	0100	Repairs & Maintenance	\$ 709.35
14710902	9/21/2020	AMAZON CAPITAL SERVICES	0100	Materials And Supplies	\$ 1,177.80
14710903	9/21/2020	CDW GOVERNMENT	0100	Materials And Supplies	\$ 4,001.51
14710904	9/21/2020	COMM USA INC	0100	Materials And Supplies	\$ 616.40
14710905	9/21/2020	CREATIVE BUS SALES, INC.	0100	Materials-Vehicle Parts	\$ 1,055.36
14710906	9/21/2020	DUNN EDWARDS CORP	0100	Materials And Supplies	\$ 21.51
14710907	9/21/2020	ERICKSON-HALL CONSTRUCTION CO	0100	Improvements	\$ 5,412.80
			2139	New Construction	\$ 374,171.15
14710908	9/21/2020	HOME DEPOT CREDIT SERVICES	0100	Materials And Supplies	\$ 1,490.63
14710909	9/21/2020	LAWN MOWERS PLUS INC	0100	Repairs & Maintenance	\$ 178.93
14710910	9/21/2020	MISSION LINEN SUPPLY	0100	Other Serv.& Oper.Exp.	\$ 97.01
14710911	9/21/2020	PASCO SCIENTIFIC	0100	Materials And Supplies	\$ 1,344.81
14710912	9/21/2020	PERMA BOUND	0100	Books Other Than Textbooks	\$ 3,230.45
14710913	9/21/2020	RASIX COMPUTER CENTER INC	0100	Materials And Supplies	\$ 562.99
14710914	9/21/2020	SCHOOL SERVICES OF CALIFORNIA, INC.	0100	Professional/Consult Svs	\$ 325.00
14710915	9/21/2020	ROBERT SHOCKNEY	0100	Materials And Supplies	\$ 174.99
14710916	9/21/2020	STAPLES ADVANTAGE	0100	Materials And Supplies	\$ 931.91
14710917	9/21/2020	T E R I I N C	0100	Other Contr-N.P.S.	\$ 30,107.81
14710918	9/21/2020	UNITED SITE SERVICES	0100	Rents & Leases	\$ 1,333.16
14710919	9/21/2020	VERNIER SOFTWARE & TECHNOLOGY	0100	Computer Licensing	\$ 8,720.00
14710920	9/21/2020	VISTA HIGHER LEARNING	0100	Textbooks	\$ 59,545.93

## ITEM 9a-iv

## WARRANT REPORT FROM 09/4/20 THROUGH 10/01/20

WARRANT NBR	DATE	VENDOR	FUND	DESCRIPTION	AMOUNT
14710921	9/21/2020	WAXIE SANITARY SUPPLY	0100	Materials And Supplies	\$ 324.12
14711859	9/24/2020	SSID #2173691845	0100	Mediation Settlements	\$ 30,480.00
14711860	9/24/2020	Follett School Solutions	0100	Materials And Supplies	\$ 106.67
14711861	9/24/2020	SITEONE LANDSCAPE SUPPLY	0100	Materials And Supplies	\$ 7.09
14711862	9/24/2020	VISTA PAINT CORPORATION	0100	Materials And Supplies	\$ 183.12
14711863	9/24/2020	Formative	0100	Computer Licensing	\$ 2,639.00
14711864	9/24/2020	INTEGRIS EQUIPMENT	0100	Materials And Supplies	\$ 147.00
14711865	9/24/2020	NOVA ENGINEERING, INC.	0100	Professional/Consult Svcs	\$ 1,922.50
			2139	New Construction	\$ 880.00
14711866	9/24/2020	BROWN & BIGELOW	0100	Materials And Supplies	\$ 3,363.02
14711867	9/24/2020	Savvas Learning Company LLC	0100	Textbooks	\$ 33,043.50
14711868	9/24/2020	PREMIER CHEVROLET OF CARLSBAD	0100	Materials And Supplies	\$ 3,745.71
14711869	9/24/2020	Sports Facilities Group, Inc.	0100	Other Serv.& Oper.Exp.	\$ 26,730.00
14711870	9/24/2020	LOWES	0100	Materials And Supplies	\$ 1,396.44
				Non-Capitalized Equipment	\$ 39,633.68
14711871	9/24/2020	RAJY ABULHOSN	1300	Food Service Sales Cca	\$ 44.75
14711872	9/24/2020	Vijaya Narasimhan	1300	Food Service Sales Cca	\$ 100.25
14711873	9/24/2020	AT&T	0100	Communications-Telephone	\$ 9,969.75
14711874	9/24/2020	AT&T LONG DISTANCE	0100	Communications-Telephone	\$ 26.89
14711875	9/24/2020	ADVANCED CHEMICAL TRANSPORT	0100	Hazardous Waste Disposal	\$ 169.60
14711876	9/24/2020	MCGRAW-HILL SCHOOL EDUC HOLDINGS LLC	0100	Computer Licensing	\$ 2,054.25
14711877	9/24/2020	AMAZON CAPITAL SERVICES	0100	Materials And Supplies	\$ 3,063.25
14711878	9/24/2020	ALTA COPY, PRINT, DESIGN	0100	Materials And Supplies	\$ 45.78
14711879	9/24/2020	ARENSON OFFICE FURNITURE	2139	Equipment	\$ 2,228.60
14711880	9/24/2020	BRAINPOP LLC	0100	Computer Licensing	\$ 2,195.00
14711881	9/24/2020	CONSOLIDATED ELECTRICAL DISTRIBUTORS	0100	Materials And Supplies	\$ 517.20
14711882	9/24/2020	CART MART INC	0100	Repairs & Maintenance	\$ 2,286.83
14711883	9/24/2020	CENGAGE LEARNING, INC.	0100	Computer Licensing	\$ 9,651.38
14711884	9/24/2020	CONSULTING & INSPECTION SVCS	2139	Improvements	\$ 4,508.00
				New Construction	\$ 17,616.00
14711885	9/24/2020	CREATIVE BUS SALES, INC.	0100	Materials And Supplies	\$ 499.99
14711886	9/24/2020	CULVER-NEWLIN INC	2139	Equipment	\$ 20,282.98
14711887	9/24/2020	DIGITAL NETWORKS GROUP, INC.	2139	Technology Equipment	\$ 6,440.21
14711888	9/24/2020	DRAMATIC PUBLISHING	0100	Materials And Supplies	\$ 182.08
14711889	9/24/2020	DUNN EDWARDS CORP	0100	Materials And Supplies	\$ 273.30
14711890	9/24/2020	CALIFORNIA SPACE MANAGEMENT	0100	Materials And Supplies	\$ 124.69
14711891	9/24/2020	JAIME GARMAN	0100	Materials And Supplies	\$ 83.22
14711892	9/24/2020	GEM INDUSTRIAL, INC.	0100	Buildings&Improvments Of Builds	\$ 14,860.00
14711893	9/24/2020	GRAINGER	0100	Materials And Supplies	\$ 2,719.12
14711894	9/24/2020	JON HALL	0100	Materials And Supplies	\$ 117.68
14711895	9/24/2020	HOME DEPOT CREDIT SERVICES	2139	Improvements	\$ 2,499.58
14711896	9/24/2020	HOME DEPOT CREDIT SERVICES	0100	Materials And Supplies	\$ 123.73
14711897	9/24/2020	INST FOR EFFECTIVE EDUCATION	0100	Other Contr-N.P.S.	\$ 1,014.11
14711898	9/24/2020	LAWSON PRODUCTS INC	0100	Materials-Vehicle Parts	\$ 156.23
14711899	9/24/2020	OFFICE SOLUTIONS BUSINESS	0100	Materials And Supplies	\$ 378.40
14711900	9/24/2020	J.W. PEPPER & SON, INC.	0100	Materials And Supplies	\$ 809.34
14711901	9/24/2020	PERMA BOUND	0100	Books Other Than Textbooks	\$ 23,419.72
14711902	9/24/2020	PROCURETECH	0100	Materials And Supplies	\$ 155.51
14711903	9/24/2020	SAN DIEGO CITY TREASURER	0100	Sewer Charges	\$ 6,219.00
				Water	\$ 17,642.32
14711904	9/24/2020	SAN DIEGO GAS & ELECTRIC CO	0100	Gas & Electric	\$ 31.50
14711905	9/24/2020	SAN DIEGUITO WATER DISTRICT	0100	Water	\$ 216.74
14711906	9/24/2020	SCHOOL HEALTH CORPORATION	0100	Materials And Supplies	\$ 85.12
14711907	9/24/2020	RUSSELL SIGLER INC	0100	Materials And Supplies	\$ 471.95
14711908	9/24/2020	JOHNSON CONTROLS FIRE PROTECTION LP	0100	Repairs & Maintenance	\$ 2,188.40
14711909	9/24/2020	SC FUELS	0100	Fuel	\$ 296.21
14711910	9/24/2020	SUBSURFACE SURVEYS &	2139	Improvements	\$ 1,327.50
14711911	9/24/2020	T E R I INC	0100	Other Contr-N.P.S.	\$ 21,312.27
14711912	9/24/2020	U S POSTAL SERVICE	0100	Communications-Postage	\$ 10,000.00
14711913	9/24/2020	UNITED PARCEL SERVICE	0100	Communications-Postage	\$ 12.48
14711914	9/24/2020	WILKINSON HADLEY KING & CO LLP	0100	Audit	\$ 1,590.00
14711915	9/24/2020	WILLIAMS SCOTSMAN, INC.	0100	Rents & Leases	\$ 1,781.34
14712916	9/28/2020	FERGUSON FACILITIES SUPPLY	0100	Materials And Supplies	\$ 283.86
14712917	9/28/2020	BEACHSIDE MIRROR AND GLASS INC	0100	Repairs & Maintenance	\$ 309.90
14712918	9/28/2020	SITEONE LANDSCAPE SUPPLY	0100	Materials And Supplies	\$ 2,224.06
14712919	9/28/2020	Chelsea Pest & Termite Control	0100	Pest Control	\$ 150.00
14712920	9/28/2020	UNITED REFRIGERATION INC	0100	Materials And Supplies	\$ 156.04
14712921	9/28/2020	INTEGRIS EQUIPMENT	0100	Materials And Supplies	\$ 1,102.79
14712922	9/28/2020	ZOHO Corporation	0100	Computer Licensing	\$ 1,228.00
14712923	9/28/2020	SCORESPORTS	0100	Materials And Supplies	\$ 6,079.26
14712924	9/28/2020	PREMIER CHEVROLET OF CARLSBAD	0100	Repairs-Vehicles	\$ 857.94
14712925	9/28/2020	LIBERTY FLAGS INC	0100	Materials And Supplies	\$ 768.96

## ITEM 9a-iv

## WARRANT REPORT FROM 09/4/20 THROUGH 10/01/20

WARRANT NBR	DATE	VENDOR	FUND	DESCRIPTION	AMOUNT
14712926	9/28/2020	MAKEMUSIC, INC.	0100	Computer Licensing	\$ 9,210.00
14712927	9/28/2020	A1 GOLF CARS, INC	0100	Repairs & Maintenance	\$ 719.02
14712928	9/28/2020	AT&T	0100	Communications-Telephone	\$ 22,285.71
14712929	9/28/2020	MCGRAW-HILL SCHOOL EDUC HOLDINGS LLC	0100	Computer Licensing	\$ 25,875.00
14712930	9/28/2020	AMAZON CAPITAL SERVICES	0100	Materials And Supplies	\$ 435.40
14712931	9/28/2020	AMERICAN TIME	0100	Materials And Supplies	\$ 56.95
14712932	9/28/2020	LIQUID ENVIRONMENTAL SOLUTIONS	0100	Repairs & Maintenance	\$ 1,585.00
14712933	9/28/2020	JOY BISCHKE	0100	Mileage	\$ 48.30
14712934	9/28/2020	CHENG & TSUI COMPANY	0100	Textbooks	\$ 3,360.79
14712935	9/28/2020	ANIXTER, INC	0100	Materials And Supplies	\$ 1,668.75
14712936	9/28/2020	COUNTY OF SAN DIEGO, DEH	0100	Fees - Business, Admission,Etc	\$ 889.00
14712937	9/28/2020	COX BUSINESS	0100	Communications-Telephone	\$ 101.41
14712938	9/28/2020	DIVISION OF THE STATE ARCHITECT	2139	New Construction	\$ 1,293.00
14712939	9/28/2020	DUNN EDWARDS CORP	0100	Materials And Supplies	\$ 397.26
14712940	9/28/2020	GRAINGER	0100	Materials And Supplies	\$ 593.76
14712941	9/28/2020	HOME DEPOT CREDIT SERVICES	0100	Materials And Supplies	\$ 994.38
14712942	9/28/2020	LAWN MOWERS PLUS INC	0100	Repairs & Maintenance	\$ 110.56
14712943	9/28/2020	RANCHO SANTA FE SEC SYSTEMS	0100	Other Serv.& Oper.Exp. Repairs & Maintenance	\$ 536.00 \$ 160.00
14712944	9/28/2020	SAN MARCOS UNIFIED SCHOOL DIST	0100	Materials And Supplies	\$ 471.95
14712945	9/28/2020	SC FUELS	0100	Fuel	\$ 12,819.67
14712946	9/28/2020	STAPLES ADVANTAGE	0100	Materials And Supplies	\$ 298.09
14712947	9/28/2020	STEVEN SMITH LANDSCAPE, INC.	0100	Repairs & Maintenance	\$ 2,812.31
14712948	9/28/2020	UNITED SITE SERVICES	0100	Rents & Leases	\$ 207.49
14712949	9/28/2020	WAXIE SANITARY SUPPLY	0100	Materials And Supplies	\$ 2,444.46
14713895	10/1/2020	TCI	0100	Computer Licensing Textbooks	\$ 6,827.57 \$ 8,673.68
14713896	10/1/2020	THE FRUTH GROUP INC	0100	Rents & Leases	\$ 125.29
14713897	10/1/2020	CW DRIVER LLC	2139	New Construction	\$ 1,105.00
14713898	10/1/2020	CW DRIVER LLC	2139	New Construction	\$ 938,921.10
14713899	10/1/2020	THE HARTFORD	0100	All Other Local Revenue	\$ 5,846.89
14713900	10/1/2020	KELLY PAPER	0100	Materials And Supplies	\$ 151.55
14713901	10/1/2020	VECTOR RESOURCES, INC.	2139	Equipment	\$ 26,799.89
14713902	10/1/2020	Community Transition Academy	0100	Other Contr-N.P.S.	\$ 27,636.00
14713903	10/1/2020	Deaf Community Services of San Diego	0100	Other Serv.& Oper.Exp.	\$ 3,580.00
14713904	10/1/2020	NOVA ENGINEERING, INC.	2139	Land Improvements	\$ 810.00
14713905	10/1/2020	ROMERO, CRUZ	0100	Mileage	\$ 488.18
14713906	10/1/2020	FACILITRON, INC.	0100	Computer Licensing	\$ 13,800.00
14713907	10/1/2020	INT'L E-Z UP INC	0100	Materials And Supplies	\$ 336.18
14713908	10/1/2020	ALCORN FENCE COMPANY	0100	Repairs & Maintenance	\$ 7,356.00
14713909	10/1/2020	NANCY DIAZ	0100	Fingerprinting	\$ 80.00
14713910	10/1/2020	MARIO ANGUIANO	0100	Fingerprinting	\$ 74.00
14713911	10/1/2020	BERTOCCHINI, MATTHEW	0100	Mileage	\$ 128.23
14713912	10/1/2020	RAMIREZ, IBAN	0100	Mileage	\$ 151.23
14713913	10/1/2020	ADORAMA CAMERA INC	0100	Non-Capitalized Equipment	\$ 186.00
14713914	10/1/2020	AMAZON CAPITAL SERVICES	0100	Books Other Than Textbooks Materials And Supplies	\$ 457.74 \$ 1,093.98
14713915	10/1/2020	AMERICAN TIME	2139	Equipment	\$ 9,051.68
14713916	10/1/2020	BLICK ART MATERIALS	0100	Materials And Supplies	\$ 986.74
14713917	10/1/2020	CA DEPT OF ED-FOOD DISTR.	1300	Purchases Food	\$ 62.70
14713918	10/1/2020	COAST MUSIC THERAPY INC	0100	Other Contr-N.P.A.	\$ 93.75
14713919	10/1/2020	COX BUSINESS	0100	Communications-Telephone	\$ 519.54
14713920	10/1/2020	DEMCO	0100	Materials And Supplies	\$ 88.65
14713921	10/1/2020	IPROMOTEU	0100	Materials And Supplies	\$ 389.36
14713922	10/1/2020	SCOTT FROESE	0100	Mileage	\$ 225.41
14713923	10/1/2020	GEM INDUSTRIAL, INC.	2519	Land Improvements	\$ 59,900.00
14713924	10/1/2020	GRAINGER	0100	Materials And Supplies	\$ 158.76
14713925	10/1/2020	HOME DEPOT CREDIT SERVICES	0100	Materials And Supplies	\$ 151.36
14713926	10/1/2020	OFFICE DEPOT, INC	0100	Materials And Supplies	\$ 30.67
14713927	10/1/2020	PERMA BOUND	0100	Books Other Than Textbooks	\$ 8,239.42
14713928	10/1/2020	PHONAK	0100	Repairs & Maintenance	\$ 1,080.00
14713929	10/1/2020	PROCURETECH	0100	Materials And Supplies	\$ 543.06
14713930	10/1/2020	SAN DIEGO CITY TREASURER	0100	Sewer Charges Water	\$ 6,290.69 \$ 25,614.48
14713931	10/1/2020	SAROYAN LUMBER	0100	Materials And Supplies	\$ 620.26
14713932	10/1/2020	STAPLES ADVANTAGE	0100	Materials And Supplies	\$ 1,103.19
14713933	10/1/2020	ARTIANO SHINOFF	0100	Legal Expense	\$ 116.45
14713934	10/1/2020	UNITED SITE SERVICES	0100	Rents & Leases	\$ 3,577.36
Report Total					\$ 3,757,452.06

## ITEM 9a-iv

## RCF REPORT FROM 09/04/20 THROUGH 10/01/20

CK NBR	DATE	NAME/VENDOR	DESCRIPTION	AMOUNT
11822	9/10/2020	TARA MARQUARDT	AUGUST 2020 PAYROLL	\$ 80.00
11823	9/15/2020	SAN DIEGUITO UHSD	WORKABILITY; BANK FEES	\$ 80.37
11824	9/22/2020	PAUL THOMAS HEAD	PAYROLL: APRIL 2020	\$ 1,478.29
11825	9/22/2020	PAUL THOMAS HEAD	PAYROLL: MAY 2020	\$ 2,053.44
11826	9/22/2020	PAUL THOMAS HEAD	PAYROLL: JUNE 2020	\$ 576.45
11827	9/29/2020	NICHOLAS RILEY	PAYROLL: AUG 2020	\$ 3,223.69

\$ 7,492.24



# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** October 2, 2020

**BOARD MEETING DATE:** October 15, 2020

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

**SUBMITTED BY:** Robert A. Haley, Ed.D., Superintendent

**SUBJECT:** ACCEPTANCE OF CONSTRUCTION PROJECTS

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### EXECUTIVE SUMMARY

At its April 21, 2020 meeting, the board approved awarding the contract for the Canyon Crest Academy Perimeter Enhancements Project. The project was completed on time and under budget with a return of unused allowance of \$7,500.00. District staff is presenting the project this date for acceptance.

### RECOMMENDATION:

It is recommended that the Board accept the Projects as complete as of this date, and authorize the administration to file the Notices of Completion with the County Recorders' Office and release final retention for the following trade contractors:

1. Canyon Crest Academy Perimeter Enhancements Project CB2020-16, contract entered into with GEM Industrial Electric, Inc.

### FUNDING SOURCE:

Not Applicable.



# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** October 8, 2020

**BOARD MEETING DATE:** October 15, 2020

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

**SUBMITTED BY:** Robert A. Haley, Ed.D., Superintendent

**SUBJECT:** **ADOPTION OF RESOLUTION / COOPERATIVE BID /  
APPLE COMPUTER PRODUCTS / GLENDALE  
UNIFIED SCHOOL DISTRICT**

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### EXECUTIVE SUMMARY

District staff needs to purchase Apple iPads for Special Education students per their specific Individualized Education Program (IEP), including 10 for Special Education students whose current IEP calls for an iPad. Apple provides discounts for education through their Apple for Education program. In order to participate in the program, the district must sign an agreement to use the pricing afforded by the Glendale Unified School District bid.

Glendale Unified School District (GUSD) went to bid to obtain competitive pricing for Apple computer products, services, and related items in accordance with public bidding procedures mandated by the State of California and made the bid available for use by any school district or community college district within the State of California. GUSD's bid allows our District to purchase or contract under that bid at the same price and upon the same terms and conditions as GUSD.

Pursuant to District Board Policies 3311, Bids, and to ensure these policies are being followed, District Staff is requesting the Board to adopt the attached resolution authorizing contracting pursuant to bid and award documents from Glendale Unified School District, for the purchase of Apple computer products, services, and related items when needed.

### RECOMMENDATION:

Adopt the attached resolution authorizing contracting pursuant to bid and award documents from Glendale Unified School District (GUSD), for the purchase of Apple computer products, services, and related items per the pricing structure, terms, and conditions stated in the bid documents, and authorize Tina Douglas, or Robert A. Haley, Ed.D. to execute any necessary documents.

### FUNDING SOURCE:

Fund to which the purchases are charged.

RESOLUTION AUTHORIZING CONTRACTING  
PURSUANT TO COOPERATIVE BID AND AWARD  
DOCUMENTS FROM GLENDALE UNIFIED SCHOOL DISTRICT

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

WHEREAS, the Glendale Unified School District (GUSD) has conducted their Apple computer products, services, and related items Bid No. P-13 18/19 in accordance with public bidding procedures mandated by the State of California and they have made it available for use by any school district or community college district within the State of California empowered to expend public funds to purchase or contract under that bid at the same price and upon the same terms and conditions as the Glendale Unified School District, and

WHEREAS, said bids were opened and publicly read aloud at the time and place specified in Notice to Bidders, and Apple Computer Corporation awarded a contract that could be accessed by participating school districts and community colleges directly on the Apple Website, and

WHEREAS, the San Dieguito Union High School District wishes to procure Apple computer products, services, and related items when needed, and

WHEREAS, this Board has determined it to be in the best interests of the District to procure or contract for the above stated items from the bid awarded by Glendale Unified School District, and

NOW THEREFORE IT IS RESOLVED, ORDERED AND DECLARED that the contract for the procurement of Apple computer products, services, and related items at the listed prices on GUSD bid P-13 18/19 award price sheets, are hereby authorized and approved and are subject to all terms, conditions, and documents as specified in the Glendale Unified School District bid and award documents.

BE IT FURTHER RESOLVED, ORDERED AND DECLARED that, Tina Douglas or Robert A. Haley, Ed.D are hereby authorized to execute any necessary contract documents with Apple Computer Corporation naming the District as the contracting party.

PASSED AND ADOPTED by the Governing Board of the San Dieguito Union High School District of San Diego, California, this 15<sup>th</sup> day of October, 2020, by the following vote:

AYES:

NOES:

ABSENT:

\_\_\_\_\_  
Robert A. Haley, Ed.D  
Secretary, 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:** October 2, 2020

**BOARD MEETING DATE:** October 15, 2020

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

**SUBMITTED BY:** Robert A. Haley, Ed.D, Superintendent

**SUBJECT:** ADOPTION OF RESOLUTION / COOPERATIVE  
BID / SOURCEWELL

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### EXECUTIVE SUMMARY

In order to proceed with securing vehicles for the District's aging white fleet, District staff reviewed contract documents from other government and education agencies which allow procurement from those bids. Sourcewell has a cooperative bid and award of contract (Bid No. 060618-EFM) with Enterprise Fleet Management Services, and it was determined this award provided a best value to the District.

The District is authorized, pursuant to Public Contract Code 20118, to utilize other public agency's Request for Proposal (RFP) documents if certain criteria have been met by the awarding District. The criteria include the solicitation of RFPs through the sealed, formal bid process as outlined in Public Contract Code Section 20111, the inclusion of both a public agency clause and a waiver clause to draw warrants in favor of the vendor rather than the awarding agency.

Pursuant to District Board Policies 3300 and 3311/AR, Purchasing Procedures and Soliciting Bids, respectively, and to ensure these policies are being followed, District Staff is requesting the Board adopt the attached resolution authorizing the use of Sourcewell's Cooperative Bid No. 060618-EFT.

### RECOMMENDATION:

It is recommended that the Board adopt the resolution authorizing use of Sourcewell's Cooperative Bid No. 060618-EFM.

### FUNDING SOURCE:

Not applicable.

**RESOLUTION**

**AUTHORIZING CONTRACTING PURSUANT TO COOPERATIVE BID AND AWARD DOCUMENTS FROM SOURCEWELL**

**ON MOTION** of Member \_\_\_\_\_, seconded by Member \_\_\_\_\_, the following resolution is adopted:

**WHEREAS**, the Board of Trustees of San Dieguito Union High School District of San Diego County, State of California, has determined the District is in need of commercial fleet planning services, vehicle lease and purchase options and fleet management services to facilitate replacement of its aging service fleet; and

**WHEREAS**, Public Contract Code provides authority for the Governing Board of any school district to lease data-processing equipment, purchase materials, supplies, equipment, automotive vehicles, tractors, and other personal property for the District without advertising for bids through another agency if the purchase is made in the manner in which the public agency is authorized by law to make the leases or purchases; and

**WHEREAS**, Sourcewell, a service cooperative established with the statutory purpose of assisting public agencies in meeting specific needs, has conducted a cooperative bid process which allows the District to utilize their contracts under the same prices, terms, and conditions for the lease, purchase, fleet management and fleet planning services for its service fleet; pursuant to Public Contracting Code §10298 and §20118; and

**WHEREAS**, sealed bids were timely filed with Sourcewell in their office located in Staples, MN., and

**WHEREAS**, said bids were opened and publicly read aloud at the time and place specified in Notice to Bidders, and it was determined that Enterprise Fleet Management Services be awarded a bid fleet planning services, vehicle lease and purchase options and fleet management services; and

**WHEREAS**, the San Dieguito Union High School District wishes to lease and/or purchase vehicles to facilitate replacement of its aging service fleet; and

**WHEREAS**, this Board has determined it to be in the best interests of the District to lease or contract for the above-stated items using the cooperative bid awarded by Sourcewell; and

**NOW, THEREFORE, BE IT RESOLVED, ORDERED AND DECLARED** that the lease or contract for lease and/or purchase of service fleet vehicles, is hereby authorized and approved and is subject to all terms, conditions and documents as specified in the Sourcewell cooperative bid and award documents with Enterprise Fleet Management Services.

**BE IT FURTHER RESOLVED, ORDERED AND DECLARED** that Tina Douglas, Associate Superintendent of Business Services or Robert A. Haley, Superintendent is hereby authorized to execute the necessary contract documents with Sourcewell, naming the District as the contracting party.

ITEM 9a-vii

**PASSED AND ADOPTED** by the San Dieguito Union High School District Board of Trustees at Encinitas, California, on October 15, 2020, by the following vote:

Ayes:

Noes:

Abstain:

Absent:

State of California )

County of San Diego )

I, Melisse Mossy, Clerk of the Board of Trustees, do hereby certify that the foregoing is a full, true, and correct copy of a resolution accepted by said Board at a regular meeting held at its regular place of meeting by the vote above stated, which resolution is on file in the office of the said Board.

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Clerk of the Board of Trustees

# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** October 9, 2020

**BOARD MEETING DATE:** October 15, 2020

**PREPARED BY:** Tiffany Hazlewood, Director of School & Student Services  
Mark Miller, Deputy Superintendent

**SUBMITTED BY:** Robert A. Haley, Ed.D., Superintendent

**SUBJECT:** APPROVAL OF PARENT SETTLEMENT AND RELEASE AGREEMENT

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### EXECUTIVE SUMMARY

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

### RECOMMENDATION:

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

### FUNDING SOURCE:

As noted on the attached report.

## SAN DIEGUITO UNION HIGH SCHOOL DISTRICT BOARD MEETING

ITEM 9a-viii

SPECIAL EDUCATION AGREEMENTSBoard Meeting Date: 10/15/20

<u>Student #</u>	<u>Description of Services</u>	<u>Date Executed</u>	<u>Budget #</u>	<u>Amount</u>
2020-139PS	Pursuant to the Settlement Agreement, a negotiated agreement has been reached between the San Dieguito Union High School District and student #2020-139PS for educationally related services from 07/01/20 – 06/30/21	08/12/20	General Fund/ Restricted 01-00	\$13,000
2020-140PS	Pursuant to the Settlement Agreement, a negotiated agreement has been reached between the San Dieguito Union High School District and student #2020-140PS for educationally related services through 06/30/22.	09/08/20	General Fund/ Restricted 01-00	\$140,000.00
2020-141PS	Pursuant to the Settlement Agreement, a negotiated agreement has been reached between the San Dieguito Union High School District and student #2020-141PS for educationally related services through 02/04/21.	09/18/20	General Fund/ Restricted 01-00	\$50,000.00



# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** October 9, 2020

**BOARD MEETING DATE:** October 15, 2020

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

**SUBMITTED BY:** Robert A. Haley, Ed.D., Superintendent

**SUBJECT:** ACCEPTANCE OF WILLIAMS COMPLAINT  
QUARTERLY REPORT, 2020-21 1<sup>ST</sup> QUARTER,  
JULY – SEPTEMBER, 2020

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### EXECUTIVE SUMMARY

State law requires school districts to submit reports to the San Diego County Office of Education (SDCOE) and to the district governing board on the number of complaints each district has received related to the Williams Settlement, i.e., instructional materials sufficiency, emergency facilities issues, and teacher vacancies and misassignments.

Attached is the report for the first quarter, 2020-21, from July through September, 2020.

### RECOMMENDATION:

It is recommended that the Board review and accept the attached Williams Complaint Report for the first quarter, from July through September, 2020, as shown in the attached supplement.

### FUNDING SOURCE:

Not applicable.

**Academic School Year 2020-21**  
**Quarterly Report on Williams Uniform Complaints**  
 [Education Code § 35186]

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District: San Dieguito Union High School District

Person completing this form:

Lesley Rhodes Title:

Executive Assistant

Quarterly Report Submission Date:

 Jul 1 – Sep 30, 2020 Oct 1 – Dec 31, 2020 Jan 1 – Mar 31, 2021 Apr 1 – Jun 30, 2021

Date for information to be reported publicly at governing board meeting:

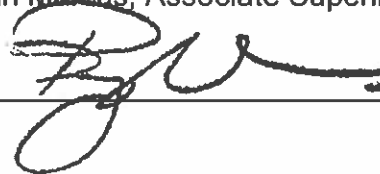
October 15, 2020

- No complaints were filed with any school in the district during the quarter indicated above.
- Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

GENERAL SUBJECT AREA	TOTAL # OF COMPLAINTS	# RESOLVED	# UNRESOLVED
Textbooks and Instructional Materials	0	0	0
Teacher Vacancy of Misassignments	0	0	0
Facilities Conditions	0	0	0
<b>TOTALS</b>	0	0	0

Submitted by Bryan Marcus, Associate Superintendent / Educational Services

Signature: \_\_\_\_\_



Date: October 9, 2020

# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** October 2, 2020

**BOARD MEETING DATE:** October 15, 2020

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

**SUBMITTED BY:** Robert A. Haley, Ed.D.  
Superintendent

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

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### EXECUTIVE SUMMARY

Please find the following Personnel actions attached for Board approval:

#### Certificated

Employment  
Change in Assignment  
Leave of Absence

#### Classified

Employment  
Change in Assignment  
Leave of Absence  
Resignation

#### RECOMMENDATION:

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

#### FUNDING SOURCE:

General Fund

## PERSONNEL LIST

### CERTIFICATED PERSONNEL

#### Employment

1. **Brianna Anderson**, 100% Temporary Teacher (Education Specialist), at Carmel Valley Middle School, for the 20-21 school year, effective 10/06/2020 through 06/12/2021.
2. **Benjamin Cruz**, 100% Temporary Teacher (Spanish), at Torrey Pines High School, for the 20-21 school year, effective 09/29/2020 through 06/12/2021.
3. **Kimberly Hancock**, 100% Temporary Teacher (English), at Torrey Pines High School, for the 20-21 school year, effective 9/29/2020 through 01/22/2021.
4. **Andriana Renee Maude**, 100% Temporary Teacher (English), at San Dieguito High School Academy, for the 20-21 school year, effective 08/18/2020 through 01/22/2021.

#### Change In Assignment

1. **Brenda Robinette**, 100% Teacher on Special Assignment, at Oak Crest Middle School, for the 20-21 school year, effective 09/30/2020 through 01/22/2021.

#### Leave of Absence

1. **Elizabeth Engelberg**, Teacher, requests a 100% unpaid leave of absence (0% assignment) for the 20-21 school year, effective 09/28/2020 through 06/11/2021.

## PERSONNEL LIST

### CLASSIFIED PERSONNEL

#### Employment

1. **Classified Artist in Residence**, employment for the 2020-21 school year per attached supplement through 06/30/21.
2. **Classified A.V.I.D. Tutors**, employment for the 2020-21 school year per attached supplement through 06/30/21.
3. **Classified Substitutes**, per attached supplement.
4. **Cardoso, Paco**, Custodian, SR32, 100.00% FTE, Canyon Crest Academy, effective 10/09/20.
5. **Hardy, Sonkyung**, Secretary, SR36, 48.75% FTE, Canyon Crest Academy, effective 09/10/20.
6. **Williams, Elizabeth**, Receptionist, SR32, 100.00% FTE, Canyon Crest Academy, effective 09/29/20.

#### Change in Assignment

1. **Ferrer, Jesus**, from Instructional Assistant-SpEd (S), SR36, 75.00% FTE, Requeza Education Center-COAST Academy, to Custodian, SR32, 100.00% FTE. San Dieguito High School Academy, effective 09/21/20.
2. **Prado, Cesar**, from Nutrition Services Assistant II, SR27, 46.87% FTE, La Costa Canyon High School to Custodian, S327, 100.00% FTE, La Costa Canyon High School, effective 10/01/20.

#### Leave of Absence

1. **Hein, Marlene**, Instructional Assistant-SpEd (NS), SR34, 81.25% FTE, La Costa Canyon High School, requests a 100.00% Unpaid Leave of Absence, effective 09/15/20 through 10/30/20.
2. **Leedy, Russell**, Instructional Assistant-SpEd (NS), SR34, 75.00% FTE, Carmel Valley Middle School, requests a 100.00% Unpaid Leave of Absence, effective 10/02/20 through 04/02/21.
3. **Lim, Ming-Yi**, Nutrition Services Assistant I, SR25, 37.50% FTE, Carmel Valley Middle School, requests a 100.00% Unpaid Leave of Absence, effective 09/16/20 through 12/18/20.
4. **Magana, Vanessa**, Instructional Assistant-SpEd (S), SR36, 68.75% FTE, Requeza Education Center-COAST Academy, requests a 100.00% Unpaid Leave of Absence, effective 09/14/20 through 12/31/20.
5. **Maki, Camilla**, Instructional Assistant-SpEd (NS), SR34, 48.75% FTE, San Dieguito High School Academy, effective 09/15/20 through 01/22/21.
6. **Pearson, Taylor**, Instructional Assistant-SpEd (S), SR36, 68.75% FTE, Requeza Education Center-COAST Academy, requests a 100.00% Unpaid Leave of Absence, effective 09/14/20 through 10/02/20.

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**Resignation**

1. **Ghinazzi, Janie**, Instructional Assistant-SpEd (NS), SR34, 48.75% FTE, Oak Crest Middle School, effective 09/11/20.
2. **MacManus, Carol**, Receptionist, SR32, 100.00% FTE, Torrey Pines High School, resignation for the purpose of retirement, effective 10/30/20.
3. **Shaul, John**, Instructional Assistant-SpEd (NS), SR34, 48.75% FTE, Oak Crest Middle School, effective 09/11/20.
4. **Taylor, Ezekiel**, Instructional Assistant-SpEd (S), SR36, 68.75% FTE, Requeza Educational Center-COAST Academy, effective 09/11/20.

sj  
10/15/20  
classbdagenda

**Classified Personnel Supplement, October 15, 2020****AVID Tutors**

**Baker, Joseph**, Canyon Crest Academy, Pacific Trails Middle School, effective 09/25/2020  
**Barnes, Nikole**, San Dieguito High School Academy, effective 09/21/2020  
**Chavez, Angel**, Diegueno Middle School, San Dieguito High School Academy, effective 09/25/2020  
**Cortez, Andrea**, La Costa Canyon High School, effective 09/25/2020  
**Garcia, Lizeth**, Oak Crest Middle School, effective 09/29/2020  
**Garcia Zavalza, Myrka**, Diegueno Middle School, effective 09/02/2020  
**Gutierrez-Hernandez, Israel**, Torrey Pines High School, effective 09/18/2020  
**Jamila, Michael**, San Dieguito High School Academy, effective 09/21/2020  
**Laymon, Kaleolani**, Canyon Crest Academy, Pacific Trails Middle School, effective 09/30/2020  
**Mauricio Salinas, Mine**, San Dieguito High School Academy, effective 09/24/2020  
**Phung, Ngoc**, Carmel Valley Middle School, effective 09/25/2020  
**Ramales, Sandra**, Earl Warren Middle School, effective 09/11/2020  
**Rosales, Nohemia**, San Dieguito High School Academy, effective 09/21/2020  
**Sandoval-Aguliar, Tomas**, San Dieguito High School Academy, effective 09/21/2020  
**Serrano, Gemma**, Earl Warren Middle School, effective 09/25/2020  
**Velazquez, Eunice**, San Dieguito High School Academy, effective 09/21/2020

**Artists in Residence, CCA**

**Allen, Sherri**, Envision Theatre Arts, effective 09/15/2020  
**Atesalp, Michael**, Envision VPA, effective 09/18/2020  
**Aust, Emily**, Envision Theatre Arts, effective 09/18/2020  
**Blanchard, Ralph**, Envision Theatre Arts, effective 09/15/2020  
**Carr, Nancy**, Envision Theatre Arts, effective 09/15/2020  
**Dunnan, Nikki**, Envision Dance, effective 09/25/2020  
**Goldman, Kenneth**, EVA Envision, effective 09/22/2020  
**Goldman, Stephanie**, EVA Envision, effective 09/22/2020  
**Krumbein, Jean**, EVA Envision, effective 09/22/2020  
**Lipinsky, Steve**, Envision Theatre Arts, effective 09/15/2020  
**McCarty, Blake**, Envision Theatre Arts, effective 09/15/2020  
**O'Neill, Helen**, Envision Humanities, effective 09/15/2020  
**Sapper, Katherine**, Envision Theatre Arts, effective 09/15/2020  
**Somphanh, Souphaphone**, Envision Dance, effective 09/25/2020  
**Sullivan, Skyler**, Envision Theatre Arts, effective 09/15/2020  
**Wang, Paul**, Envision VPA, effective 09/15/2020  
**Weinberg, Sadie**, Envision Dance, effective 09/15/2020  
**Wolfe, Sharon**, Envision Theatre Arts, effective 09/15/2020

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**Artist in Residence, DMS**

**Ebner, Steven**, Music, effective 09/17/2020  
**Freidman, Alina**, Music, effective 09/17/2020  
**Janelli, Michele**, Music, effective 09/17/2020  
**Stevens, Logan**, Music, effective 09/17/2020

**Artist in Residence, OCMS**

**Ebner, Steven**, Music, effective 09/19/2020  
**Freiman, Alina**, Music, effective 09/19/2020  
**Janelli, Michele**, Music, effective 09/19/2020  
**Stevens, Logan**, Music, effective 09/19/2020

**Artist in Residence, SDA**

**Ebner, Steven**, Music, effective 09/29/2020  
**Freiman, Alina**, Music, effective 09/29/2020  
**Janelli, Michele**, Music, effective 09/29/2020  
**Stevens, Logan**, Music, effective 09/29/2020  
**Miller, Scott**, Music, effective 09/29/2020  
**Shrader, Samuel**, Writing Lab Tutor, effective 09/17/2020

**Classified Substitutes**

**DelleTorri, Alexandra**, Instructional Assistant - Special Education, effective 09/30/2020  
**Diaz, Nancy**, Custodian, effective 09/04/2020  
**Mackle, Duke**, Instructional Assistant - Special Education, effective 09/30/2020



# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** October 5, 2020

**BOARD MEETING DATE:** October 15, 2020

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

**SUBMITTED BY:** Robert A. Haley, Ed.D, Superintendent

**SUBJECT:** APPROVAL TO ENTER INTO LEASE/LEASE-  
PURCHASE AGREEMENTS / ENTERPRISE  
FLEET MANAGEMENT SERVICES /  
REPLACEMENT OF DISTRICT FLEET

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### EXECUTIVE SUMMARY

District staff researched the methods and guidelines adopted by other K-12 California School Districts for lease and/or lease-to-purchase options which facilitate the replacement of aging school district service vehicles and which fall within the parameters of the public contract code. The cooperative bid awarded to Enterprise Fleet Management Services ("Enterprise") through Sourcewell, which was adopted by this Board, provides such a solution.

Enterprise has outlined three lease-purchase options for the procurement of 33 utility vehicles to retire 27 of the 49 vehicles in the aging white fleet. While the original plan was to retire 33 vehicles, the 6 best of the worst vehicles will be kept to provide some transportation availability for added staff, and as back up for the remaining 22 aging vehicles in the fleet.

Of the 27 vehicles to retire, the vehicles have an average age of 21 years, an average mileage of 108,000 miles, with nine of the vehicles predating airbag standardization (1999), and all of them predating anti-lock brake (2007) and electronic stability control standardization (2012).

By procuring the 33 vehicles, it will provide as a first step to improve the operational safety of the overall fleet by introducing vehicles with much improved safety features including those standardizations noted, as well as back-up cameras and a reverse sensing system to further increase operational safety. As well, the new vehicles will serve to reduce the District's increased maintenance costs and reduce downtime for the aging fleet, and its related impact on efficiently delivering operational services. Further, given the age of the vehicles proposed to retire, the new vehicles will be more fuel efficient thereby reducing gas consumption and the related carbon footprint by an estimated 37%. Both electric and hybrid vehicles were considered in the process, however the additional investment in infrastructure for electric, their price points, and our low overall mileage did not allow for an economic advantage. We are

## ITEM 10a

encouraged though as both markets are developing commercial utility vehicles and hope in the future to include them and eventually make the whole of the white fleet in the long run.

The three plans offered allow the District to lease-purchase the 33 vehicles over a period of years to fit within an annual capital allocation of \$440,000 or \$1,320,000 in total without impact to the general fund over the term:

1. Thirty-Six (36) month lease with book value.
  - a. Total cost over the term is \$1,232,388
    - i. Three average annual total payments of \$228,017, with a third year buyout of \$548,338.
  - b. Allows for the delivery of 33 vehicles in the first year.
  - c. Allows for the difference between the annual allocation of \$440,000 and \$228,017 lease-purchase payment to be invested over the term providing for the third year buyout and, depending on performance, reducing the overall cost further.
2. Three year prepaid lease-purchase plan.
  - a. Total cost over the term is \$1,233,294
  - b. Allows for the delivery of 12 vehicles in year one, 11 vehicles in year two, 10 vehicles in year three.
  - c. Assumes annual cost escalation of 3%.
3. Sixty (60) month lease with book value.
  - a. Total cost over the term is \$1,319,185
    - i. Five average annual total payments of \$223,299, with a fifth year buyout of \$202,693
  - b. Allows for the delivery of 33 vehicles in the first year.
  - c. Allows for the difference between the annual allocation of \$440,000 and \$223,299 lease-purchase payment to be invested over the term providing for the fifth year buyout and, depending on performance, reducing the overall cost further.

After reviewing the options, District Staff recommends Option 1.

**RECOMMENDATION:**

It is recommended that the Board approve entering into the Lease/Lease-Purchase Agreements with Enterprise Fleet Management Services for the replacement of fleet vehicles and authorize Tina Douglas or Robert A. Haley to execute all necessary documents to execute the lease(s).

**FUNDING SOURCE:**

Fund 40 - Special Reserves/Capital Projects.

# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** October 2, 2020

**BOARD MEETING DATE:** October 15, 2020

**PREPARED BY:** Cindy Frazee  
Associate Superintendent, Human Resources  
Susan Dixon  
Director, Classified Personnel

**SUBMITTED BY:** Robert A. Haley, Ed.D.  
Superintendent

**SUBJECT:** REAPPOINTMENT OF PERSONNEL  
COMMISSIONER

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### EXECUTIVE SUMMARY

The San Dieguito Union High School District’s Personnel Commission consists of three members who serve three-year staggered terms. One Commissioner is appointed by the Board of Trustees, the second is appointed by the employees’ exclusive bargaining representative, and the third is appointed by the two other Commissioners. The Personnel Commission oversees the operation of the District’s Merit System of classification and employment for Classified Personnel.

Dr. Justin Cunningham was first appointed to the Personnel Commission on July 27, 2018, when the previous appointee was unable to complete his term. He is an integral part of the commission, supports and adheres to the Merit System, and understands the role and responsibility of the Personnel Commission. He is a long-time resident of the San Dieguito Union High School District. Dr. Cunningham retired as the Superintendent of the Bonsall Unified School District having served in that role for nine years prior to his role as a commissioner. His lengthy career in education included service with the San Diego County Office of Education, another merit-system employer.

### RECOMMENDATION:

It is recommended that the Board of Trustees reappoint Dr. Justin Cunningham for a three-year term on the Personnel Commission effective December 1, 2020, through December 1, 2023.

### FUNDING SOURCE:

General Fund

# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** October 5, 2020

**BOARD MEETING DATE:** October 15, 2020

**PREPARED BY:** Bryan Marcus, Associate Superintendent /  
Educational Services

**SUBMITTED BY:** Robert A. Haley, Ed.D., Superintendent

**SUBJECT:** APPROVAL OF SCHOOL PLANS FOR STUDENT  
ACHIEVEMENT (SPSA)

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### EXECUTIVE SUMMARY

#### **School Plans for Student Achievement**

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

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

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

SPSA plans have two or more targets, each of which focuses on the goal to improve learning for each individual student. SPSA targets focus on areas of academic need identified by specific rationale, data, assessments, and instructional practices.

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

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

This first 2020-21 SPSA submission includes plans for schools eligible to receive Title I funds: Earl Warren, Diegueño, and Oak Crest Middle Schools, and for Sunset High School, which is eligible to receive Comprehensive Support and Improvement (CSI) funds.

School Plans for Student Achievement are to be implemented from July 2020 through June, 2021. In many cases, certain targets are implemented over multiple years.

## **RECOMMENDATION**

It is recommended that the Board approve each school site's School Plan for Student Achievement, for the period of July 2020 through June, 2021, as shown in the attached supplements.

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



## The School Plan for Student Achievement

School: Diegueño Middle School  
District: San Dieguito Union High School District  
County-District School (CDS) Code): 37-68346-610479  
Principal: Cara Dolnik  
Date of this revision: September 29, 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: Cara Dolnik  
Position: Principal  
Telephone Number: (760) 944-1892, ext. 6641  
Address: 2150 Village Park Way  
Encinitas, CA 92024  
E-mail Address: cara.dolnik@sduhsd.net

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

## ITEM 10c

## A. School Site Information Diegueño Middle School

### Vision Statement:

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

### Mission Statement:

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

Cougar Pride Expectations  
Potential  
Responsibility  
Integrity  
Decision-Making  
Empathy

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

Currently, DMS operates a Title I school-wide program. A school-wide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school; its primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards. School-wide programs allow staff in schools with high concentrations of students from low-income families to redesign their entire educational program to serve all students. The emphasis in school-wide program schools is on serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve a common goal. School-wide programs maximize the impact of Title I. The adoption of this strategy has provided Diegueño Middle School with the opportunity to focus on an ongoing, comprehensive plan for school improvement that is owned by the entire school community and tailored to its unique needs.

Since opening in 1985, Diegueño has been honored, on three different occasions, as a prestigious California Distinguished School as well as a nationally-recognized Blue Ribbon School. Our focus is to meet the needs of each student by providing a safe, structured, and academically-focused educational environment. Each student is provided with challenging curriculum, a collaborative and student-centered learning environment, as well as exposure to 21st Century technological skills. At Diegueño Middle School, we inspire, engage and provide students choice and flexibility through multiple means including: honors and college prep levels in math and English, below grade level options in math, differentiated instruction in social science, NGSS adapted curriculum and instruction in science, options for physical education classes for students, choices in start times for families with zero period option, multiple options in electives for students, and support classes in various subjects.

The English Language Arts teachers work collaboratively to develop curriculum and instruction which meet the requirements of the California State Standards. Students choose between English College Prep or English Honors at each grade level. While maintaining an emphasis on student well-being and confidence, teachers continue to find new ways to engage students through creative and interactive lessons, high-interest and relevant literature, and use of educational technology tools. In addition, there is an increase in the amount of expository works students will be analyzing. The curriculum at both grade levels includes study of short stories, novels, drama, poetry, expository texts, and grammar. Students participate in meaningful class discussions, creative projects, speeches and theater arts. Seventh and eighth



## ITEM 10c

graders write multi-paragraph papers in a variety of genres, including argumentative essays, personal and fictional narratives, informative papers, summaries of fictional and expository works, and responses to literature (analysis of character, theme, and author's style). Students also participate in an array of group-work assignments, which often include a student-directed culminating task that utilizes technology and requires creativity and cooperation. Teachers also include regular formative assessments to determine student understanding and to determine which students may need additional instruction in order to master the standard(s) being taught.

The Math department utilizes an Integrated Math curriculum written collaboratively by teachers within our district which address the California State Standards. The curriculum and instruction are designed to be rigorous and relevant to the real world, reflecting the knowledge and skills each student needs for success in college and careers. Our math classes are collaborative and student-centered with an expectation towards high-quality work. Emphasis is on critical thinking so each student develops a deeper understanding of topics, how they interrelate, and incorporate engaging educational technology. Students can choose between Integrated Math College Prep or Integrated Math Honors. Students who score below grade level on an entry level diagnostic math test may be placed in Integrated Math Essentials. Seventh grade students can qualify to move into Integrated Math B Honors through the Integrated Math Readiness Test (IMBHRT) taken before entering 7th grade. Eighth graders who successfully completed Integrated Math B Honors can take Integrated Math 1 Honors, a high-school level course.

The Social Science department is developing units of study to connect past to present events so as to prepare students with the skills to identify, understand, and work to solve the challenges facing our diverse nation. The Social Science department collaborates to develop curriculum and instruction that covers site-based essential learning outcomes and state standards in literacy by including more primary source documents throughout the units of study. The use of modern technologies, professional development sessions, and common formative and summative assessments, coupled with re-teaching strategies to meet the needs of our students who have not yet mastered understanding of the standards, are utilized to ensure equitable learning for all students.

New NGSS based science curriculum was adopted in Spring 2020 and will be implemented in the 2020-21 school year. The science department attended district in-service sessions on California State Standards for several years, they will continue to work collaboratively on creating California State Standard lessons and curriculum while preparing for the Next Generation Science Standards (NGSS). As our Science Department continues its transition to the Next Generation Science Standards (NGSS), our teachers regularly incorporate critical-thinking opportunities into the topics, activities, readings, labs and experiments in which students engage. Students are being taught to read informational text critically, draw conclusions and give evidence to support their hypothesis. Science students are exposed to graphs, charts, images and asked to identify the patterns found in the data. Our science teachers continue to design lesson plans around the 5-E Model (engage, explore, explain, elaborate & evaluate). This includes attending district training on the implementation of NGSS. Science currently has many common-formative assessments in place, and technology is used to administer and gather results of these assessments and then determine which students may need to be re-taught certain concepts.

Our school site continues to work to improve in ensuring that we are providing our special-education students with the appropriate services and accommodations. Ed Specialists support students for success in their classes through Academic Support classes or on a consultation basis as determined through their IEP. Ed Specialists team teach in the content areas of Math and English. Instructional Aides also push in to classes to support specific students, but are also able to provide supports to all students as needed. The Special Education team collaborates with all general education staff, and support core subject areas by collaboration within the PLC groups for these courses throughout the year. Each student in special education has a unique and individualized-education program which includes goals based on their areas of need. These are determined by establishing a baseline for the student and setting a goal that they can make progress toward in one year. Special education teachers regularly attend Professional Development Opportunities in a variety of areas as well as collaborate with general ed teachers on curriculum and instruction to address the needs of all students. Students are supported by Speech & Language Therapist, School Psychologist, and other support providers as determined in the IEP process. Students are also supported from their general education teachers and the school counselor.

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

- 1) All special-education teachers work with designated core-subject teachers to provide support while collaborating and communicating expectations for students with a disability.
- 2) Offering special-education academic support courses as well as reading-intervention programs to specific students in need.



## ITEM 10c

- 3) Education specialists Co-Teach in designated core subject classes to provide related services, supports and accommodations per students' IEPs.
- 4) Instructional Aides push in to support students in designated classes to help provide related services, supports and accommodations per students' IEPs.
- 5) A school psychologist and speech therapist provide Designated Instructional Services to students with special needs as specified in their IEP.
- 6) All teachers receive on-going training in strategies to assist special needs students.
- 7) Special-education teachers use technology such as projectors, document cameras, and software to help provide necessary accommodations for students with special need; students within special education also have access to computers, laptops, and - on some occasions - assistive technology is used in order to help them progress

English Learners have access to standards-based curriculum in our ELD Sheltered-English class. EL students may also be provided support through the English Enrichment for EL students which provides additional curriculum for English Language acquisition. All teachers have CLAD/EL certification and some have received SDAIE training. Students are recruited for enrollment in our College Readiness class based on a variety of factors. Additionally, these students are targeted for enrollment in a variety of academic support programs, including before and after-school tutoring, Math Skills, Read 180, Academic Lab, Math A and B Essentials classes, and reteach opportunities during CAT (Cougar Academic Time), which is a 30-minute non-instructional period embedded in our block-day schedule four times per week. CAT allows teachers an opportunity to regularly connect with students and assist students who are missing classwork, who need to make up an assessment, or who are scoring below proficient on assessments or who are not demonstrating mastery of the standards. Staff members continually discuss ideas as to how to most efficiently and appropriately serve students during CAT as well as how to make stronger connections and inspire students, in general. We provide and strive to offer mentor opportunities between students and teachers and various student activities facilitated by counseling office and the Associated Student Body (ASB).

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

In 2019-20, all Diegueno staff focused on two school-wide goals:

1. Develop a Multi-Tiered System of Support (MTSS) to create consistent implementation and supports for student academic achievement, behavior outcomes, and social-emotional well-being of students.
2. Provide multiple means of ENGAGEMENT to create student learners who are purposeful and motivated. Develop strategies and supports for ALL students in academics, behavioral, and social/emotional areas school-wide.

SDUHSD initiated in-house training on Universal Design for Learning (UDL) which coincided with a focus on Multi-Tiered System of Supports and UDL focus at Diegueno. All staff were trained by the principal and district support personnel during Staff Meetings and professional development opportunities on the basics and implementation of UDL. Each department and each teacher were asked to create goals to address engagement per UDL guidelines. Many teachers participated in additional training at the district level to further their understanding of UDL and to incorporate strategies and implementation in to their classroom. Although UDL strategies benefit all students, it is especially focused on providing supports within the lesson for students with special needs or those at-risk. Throughout the year, PLC groups and all staff meetings included discussion and collaboration on UDL engagement and MTSS student supports.

Diegueño's staff understands that in order to learn, students must feel comfortable and safe. In order to create a safe learning environment, our students, staff, and community commits to instilling positive character into the students' lives as well as a rigorous curriculum. Beginning in 2019-20 and continuing this year, the school is implementing a Behavior Action Plan which includes building on the characteristics of Cougar PRIDE - Potential, Responsibility, Integrity, Decision-Making, and Empathy. This plan has students and parents agree to Diegueño PRIDE Compact highlighting specific positive actions which fall within each of the characteristics.

Our vision is driven by the importance of student and staff connectedness, continual improvement, and celebrating diversity. We gather information from multiple sources, such as the Healthy Kids Survey (every-other school year), Co-Vitality survey, and other student input to help us make educated, data-driven decisions on policy and procedures. A campus-wide Wellness Committee, comprised of certificated and classified staff, students and parents was established in the 2019-20 school year. This committee has been assigned the task of creating continuous school-wide wellness opportunities and activities for students and staff that will increase student/staff connectedness and school spirit, while

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also addressing a variety of wellness issues/concerns that are specific towards the needs of our site. This committee will work closely with our staff, students and parents in order to create an even higher level of engagement and acceptance on our campus.

To support students' social-emotional learning and wellness, all middle schools in the district began piloting Second Step SEL lessons as part of a school-wide initiative. At Diegueño, several departments implemented one of the lessons in their classes. The implementation of the lessons will be reviewed to determine effectiveness as more are employed this school year.

Although steps were taken to implement MTSS across the areas of academics, behavior and social-emotional well-being, continued implementation of the MTSS structure was interrupted by the closing of schools on March 13 due to COVID-19 pandemic.

School accountability and student resources are available on Diegueño's website. In addition, through the Aeries portal, students and parents can access up-to-date grades and missing assignments. Pertinent information is posted on Diegueño's homepage as well as sent to the external families through the weekly Cougar Connection Newsletter.

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

Training for parents includes how to help their children, how to thrive in middle school, and how to support the goals of the school. Parents have a variety of ways to receive training and to be meaningfully involved in the school. These include Parent Forums, PTSA parent organization, monthly "Coffee with the Principal" forums, School Site Council, the English Learner Advisory Committee, the Wellness Committee, and a variety of other volunteering opportunities. During 2019-20, we will be focusing on increasing educational opportunities for our parents to receive information regarding how to best meet the social-emotional, intellectual and physical needs of their middle-school child. We will also continue to partner with Oak Crest Middle School and the greater SDUHSD community in order to reach as many of our parents as possible.

On March 13, 2020, all schools were closed to prevent the spread of COVID-19. Education shifted drastically after this as SDUHSD implemented a Distance Learning Plan which continued through the end of the 2019-20 school year. All SDUHSD middle schools collaborated on and implemented the same plan so as to offer consistent education and supports across the district. As part of the school closure and subsequent distance learning plan, students did not receive as consistent instruction as when in person. Teachers were asked to provide students with Essential Learning Objectives up to 50-60% of normal during this time. All state assessments were canceled so there is no CAASPP data for the 2019-20 school year for comparison. Supports on campus shifted from the established Tiered Intervention plan to a collaborative effort of teachers, counselors, administrators and other support staff to provide academic, social-emotional, and behavioral supports as available in a virtual environment. From March 13 through the remainder of the school year, only essential office and custodial staff were allowed on campus due to the county-wide Stay at Home orders. Students were not given final grades, but were instead issued Pass/Fail grades, with students only given an F grade if they were receiving one at the 3rd quarter mark and failed to improve.

To start the 2020-21 school year, SDUHSD was forced to open in a Distance Learning environment due to the state and county public health orders. SDUHSD Board of Trustees adopted the following Guiding Principle: Our decision-making will be guided by considering the health and safety needs of our students, families, staff, and community as our highest priority. Health and safety include many factors beyond COVID-19 and balancing the health and safety of all of the school community is complex.

By action of the Board of Trustees on July 30, 2020, San Dieguito Union High School District will operate on the Distance Learning Model for the entirety of the first quarter of the 2020-21 academic year. Staff will monitor the San Diego County Public Health Order and when the district is allowed to bring students on campus, although remaining in the Distance Learning Model, the district will do so prioritizing special education students, English language learners, high-risk students, students with inadequate learning environments, and then all other students. All on-campus activity will follow the California Department of Public Health Guidance for K-12 schools.

By action of the Board of Trustees on September 17, 2020, The San Dieguito Union High School District will continue to operate following the action taken by the Board of Trustees on July 30, 2020, for the second quarter of the 2020-21 academic year.

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An SDUHSD Middle School Learning Schedule and Calendar were developed collaboratively with all middle school administrators and site personnel to provide structure and consistency across the district. As the school year develops, supports and tiered interventions are developed and implemented to support students in academics and social-emotional learning/supprot. Since this is a developing situation, goals written for the 2020-21 school year will be established for on-campus school then adapted as needed for the distance learning environment. In the distance learning environment, please note classes are conducted on-line using Google Classroom as the main platform. Intervention and supports will be conducted online initially and then in-person as health and safety guidelines allow. This continues to be a fluid situation throughout the county, state, and country.

### B. School and Student Performance Data

See Appendix A for multi-year student performance data tables

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

##### Student Achievement:

Multiple measures of data were considered when looking at student achievement, in particular: CA Dashboard, CAASPP results, the D/F list, Intervention class data, and work done in DNO site's Professional Learning Communities (PLCs).

Note: Due to closure of schools on March 13, 2020, SBAC was not given in Spring 2020 so data is not available. In March 2020, the U.S. Department of Education approved California's request to waive statewide accountability and reporting requirements for the 2019–2020 school year. Governor Newsom approved Senate Bill (SB) 98, which prohibits the California Department of Education (CDE) from publishing state and local indicators in the 2020 Dashboard and therefore some data may not be available for comparison.

##### ACADEMICS

Overall Diegueno students maintained average in ELA scores and maintained average in Mathematics according to the CA Dashboard results from 2018 to 2019.

##### ELA 2019 to 2018 results:

- All students (890 students): averaged 51 points above standard, maintained 0.3 points
- English Learners (48 students): averaged 50.4 points below standard, declined 12.2 points
- Students with Disabilities (102 students): averaged 38.9 points below standard, declined 10.4 points
- SED students (101 students): averaged 14.3 points below standard, declined 13.2 points
- Hispanic students (147 students): averaged 13 points above standard, increased 3.3 points
- Two or More Races (39 students): averaged 63.2 points above standard, declined 6.1 points
- White (657 students): averaged 56.6 points above standard, maintained 0.8 points

Areas of focus for addressing ELA standards are the subgroups English Learners, Students with Disabilities, Socioeconomically Disadvantaged as all subgroups scored below standard and declined. Hispanic subgroup showed improvement but are still scoring below All students by 38 points. ELA standards should have continued focus as all students maintained 0.3 points overall.

##### Mathematics 2019 to 2018:

- All students (885 students): averaged 58.4 points above standard, maintained 1.6 points

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- English Learners (48 students): averaged 45.7 points below standard, declined 18.3 points
- Students with Disabilities (102 students): averaged 55.2 points below standard, declined 3.7 points
- SED students (100 students): averaged 16 points below standard, declined 3.4 points
- Hispanic students (147 students): averaged 14.5 points above standard, increased 4.3 points
- Two or More Races (39 students): averaged 71.2 points above standard, maintained -0.6 points
- White (653 students): averaged 65.6 points above standard, maintained 2.6 points

Areas of focus for addressing mathematics standards are the subgroups Students with Disabilities, English Learners and Socioeconomically Disadvantaged as the groups scored significantly below standard and declined. Hispanic subgroup showed improvement but are still scoring below All students by 43.9 points.

English Learners further data comparisons 2019 to 2018 for ELA scores:

Current English Learners (24 students): averaged 76.3 points below standard, increased 25.5 points

Reclassified English Learners (24 students): averaged 24.5 points below standard, declined 30.8 points

English Only (782 students): averaged 55 points above standard, maintained 1.9 points

English Learners further data comparisons 2019 to 2018 for Mathematics scores:

Current English Learners (24 students): averaged 71.5 points below standard, increased 23.9 points

Reclassified English Learners (24 students): averaged 19.8 points below standard, declined 38.8 points

English Only (778 students): averaged 62 points above standard, maintained 2.7 points

For both ELA and mathematics, each group showed similar trends. Current English Learners scored significantly below standard and significantly below English Only students but did show increase from previous year. RFEP students scored below standard and declined in both areas. English Only students scored above standard and maintained their overall level. From 2018 to 2019, 19 of 40 students showed growth on the ELA CAASP by increasing their "distance from standard" score.

According to CA Dashboard English Learners in 2019 show 50% are making progress towards English language proficiency, 25% maintained ELPI level and 25% decreased at least one ELPI based on ELPAC scores.

Data Quest Reports indicate for the 2019-20 school year:

Current English Learner students: 41 students

RFEP: 50 students

IFEP: 23 students

English Only: 816 students

35 of 41 students are Spanish speaking.

Of the EL students, number of years as an EL in US schools are:

Enrolled 0-3 years: 7 students

Enrolled 4-5 years (At-Risk): 1 student

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Enrolled 6+ years (LTEL): 21 students

Total (Ever-EL): 91 students

D/F GRADE LIST Data

For 2018-19 (935 students)

Quarter 1: 147 D/F grades with 43 students receiving multiple.

Semester 1: 101 D/F grades with 50 students receiving multiple.

Quarter 3: 180 D/F grades with 69 students receiving multiple.

Semester 2: 138 D/F grades with 64 receiving multiple.

For 2019-20 (929 students)

Quarter 1: 165 D/F grades with 63 students receiving multiple.

Semester 1: 135 D/F grades with 64 students receiving multiple.

Quarter 3\*: 173 D/F grades with 84 students receiving multiple - \*due to school closure 3rd quarter grades were delayed and students may not have had opportunity for make-ups as provided with in-person classes.

Semester 2\*\*: 28 No Pass grades with 10 receiving multiple - \*\*students only received No Pass grades if they had an F at 3rd quarter and did not participate in distance learning through 4th quarter.

Percentage of students in Honors classes -

7th Grade: English 7 Honors 183/386 = 47.4%

Integrated Math A Honors 143/386 = 37.0%

8th Grade: English 8 Honors 210/417 = 50.4%

Integrated Math B Honors 140/417 = 33.5%

School Climate

Spring 2019 CA Healthy Kids Survey (most recent survey).

School Engagement and Supports:

70% of 7th gr & 68% of 8th gr report strongly agree/agree they have "School Connectedness"

66% of 7th gr & 62% of 8th gr report very much true/pretty much true they have "Caring adult relationships" at school

78% of 7th gr & 74% of 8th gr report very much true/pretty much true they feel there are "High expectations" at school

34% of 7th gr & 22% of 8th gr report very much true/pretty much true they have "Meaningful participation" at school

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## School Safety:

74% of 7th gr & 72% of 8th gr report that "School perceived as very safe or safe"

29% of 7th gr & 31% of 8th gr report they have "Experienced any harassment or bullying" in the past 12 months

31% of 7th gr & 34% of 8th gr report they have "Had mean rumors or lies spread about you" in the past 12 months

12% of 7th gr & 8% of 8th gr report they have "Been afraid of being beaten up" in the past 12 months

8% of 7th gr & 8% of 8th gr report they have "Been in a physical fight" in the past 12 months

7% of 7th gr & 7% of 8th gr report they have "Seen a weapon on campus" in the past 12 months

## Substance Use and Mental Health

3% of 7th gr & 6% of 8th gr report they have "Current alcohol or drug use" in the past 30 days

<2% of all 7th & 8th gr report they had used marijuana or binge drank in the past 30 days.

2% of 7th gr & 3% of 8th gr report they have "Current electronic cigarette use" in the past 30 days

20% of 7th gr & 20% of 8th gr have reported they "Experienced chronic sadness/hopelessness" in the past 12 months

9% of 7th gr & 9% of 8th gr have reported they "Considered suicide" in the past 12 months

## Social Emotional Health

## Covitality:

75% of 7th gr & 72% of 8th gr report very much true/pretty much true they have "Belief in self"

78% of 7th gr & 77% of 8th gr report very much true/pretty much true they have "Belief in others"

80% of 7th gr & 80% of 8th gr report very much true/pretty much true they have "Emotional competence"

18% of 7th gr & 21% of 8th gr report very much true/pretty much true they have experienced "Social emotional distress" in the past 12 months

Although our spring 2019 California Healthy Kids survey results are demonstrating that a large majority of our students are feeling connected to our campus, are feeling safe and are communicating that they believe that a teacher/adult cares about them as individuals, we are noticing that we are lower than some of the other district middle schools in a few categories.

For instance, there was a 9% gap between our site and the highest middle school in the "school connectedness" category. There was a 9% gap between our site and the highest middle school in the "school perceived as very safe or safe" questions. When asked if "a teacher or other adult cares about me," there was a 7% gap between our school and the highest middle school.

Overall our results were lower than other middle schools in several areas.



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These results are showing us that we do have room for improvement in how students are perceiving their overall safety and connectedness to their school and our staff.

Students at Diegueño did show slightly better results in Substance Abuse and Social Emotional Health categories when compared to other middle schools.

Chronic absenteeism rates 2018-19 compared to 2017-18:

All (955 students): 7.2%, a decrease of approximately 0.9%

Socioeconomically Disadvantaged (116 students): 10.3%, a decrease of 4.7%

Students with Disabilities (110 students): 11.8%, an increase of 1%

English Learners (34 students): 0%, a decrease of 5%

White (699 students): 7.4%, a decrease of 0.9%

Hispanic (165 students): 8.5%, a decrease of 2.5%

Asian (32 students): 0%, maintained at 0%

Two or More Races (42 students): 7.1%, an increase of 7.1%

There was demonstrated improvement in Chronic Absenteeism in the 2018-19 school year. Several subgroups showed improvement including socioeconomically disadvantaged students, White and Hispanic students. English Learners showed significant improvement by have no students with Chronic Absenteeism. The continued focus should be on the subgroups showing a higher rate than overall student population including socioeconomically disadvantaged, students with disabilities, and Hispanic.

Suspension rates - students suspended at least once in a given school year.

2018-19 compared to 2017-18:

All students (962 students): 1.4%, a decrease of 1.0%

Students with Disabilities (112 students): 3.6%, a decrease of 7%

English Learners (34 students): 0%, a decrease of 4.8%

Socioeconomically disadvantaged (117 students): 0.9%, a decrease of 3.6%

White (702 students): 1.3%, a decline of 0.6%

Hispanic (168 students): 2.4%, a decline of 2.1%

Asian (33 students): 0%, a decline of 3.3%

Two or More Races (42 students): 0%, maintained 0%

Suspension rates continue to decrease overall. The continued focus needs to be on the subgroups showing a higher rate including students with disabilities and Hispanic students. English Learners showed significant progress with no students suspended in 2018-19.

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Expulsion rates

Multiyear data shows that Diegueno has maintained a 0-0.1% expulsion rate since 2011.

**C. Involvement Process**

**Involvement Process:**

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

During the 2019-20 school year, the School Site Council worked with the Principal to analyze progress on current goals and to revise and develop goals for the school based on perceived student needs for 2020-21 at meetings on October 8, 2019, December 3, 2019, February 11, 2020 and April 28, 2020. Input was also taken from the Department Chair leaders as to the overall goals as well as the action plan for each goal at meetings on February 18 and April 14, 2020. The Principal and Assistant Principal collaborated with the Intervention Coordinator, Special Education Department Chairperson and the English Learner Lead teacher to incorporate goals specific to subgroups into the plan. Input was taken from parents at the English Learner Advisory Committee meetings on January 22, 2020. School closure due to COVID-19 caused a delay in approval of the SPSA due to unknowns with budget and start of the 2020-21 school year. School Site Council for the 2020-21 school year reviewed updated dated and voted on approval on September 29, 2020.



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## D. Summary of Progress Made on 2019-20 Goals Diegueño Middle School

### School Goal 1

Annual increase in student achievement for all students in English Language Arts and Mathematics with focus on accelerating student learning outcomes for target subgroups including English Learners, socioeconomically disadvantaged pupils and students with disabilities.

#### LCAP Priority Area:

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

#### Targeted Pupil Student Group(s):

All students performing below grade level in ELA and Math, focus on low socio-economic, special education and EL students.

#### A. Actual Measurable Outcomes:

Multiple measures of data were considered when looking at student achievement, in particular: CA Dashboard, CAASPP results, the D/F list, Intervention class data, and work done in DNO site's Professional Learning Communities (PLCs).

1) The goal is to see an increase in points above standard average on the CAASPP for All students. This goal includes closing the gap between targeted student groups - English Language Learners, Socioeconomically Disadvantaged Students and Students with Disabilities - as well as other subgroups showing gaps including Hispanic students.

Note: Due to closure of schools on March 13, 2020, SBAC was not given in Spring 2020 so data is not available. In March 2020, the U.S. Department of Education approved California's request to waive statewide accountability and reporting requirements for the 2019–2020 school year. Governor Newsom approved Senate Bill (SB) 98, which prohibits the California Department of

Education (CDE) from publishing state and local indicators in the 2020 Dashboard and therefore some data may not be available for comparison.

CAASPP results:

Overall Diegueno students demonstrated maintained average in ELA scores and maintained average in Mathematics according to the CA Dashboard results from 2018 to 2019.

ELA 2019 to 2018 results:

- All students (890 students): averaged 51 points above standard, maintained 0.3 points
- English Learners (48 students): averaged 50.4 points below standard, declined 12.2 points
- Students with Disabilities (102 students): averaged 38.9 points below standard, declined 10.4 points
- SED students (101 students): averaged 14.3 points below standard, declined 13.2 points

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- Hispanic students (147 students): averaged 13 points above standard, increased 3.3 points
- Two or More Races (39 students): averaged 63.2 points above standard, declined 6.1 points
- White (657 students): averaged 56.6 points above standard, maintained 0.8 points

Areas of focus for addressing ELA standards are the subgroups English Learners, Students with Disabilities, Socioeconomically Disadvantaged as all subgroups scored below standard and declined. Hispanic subgroup showed improvement but are still scoring below All students by 38 points. ELA standards should have continued focus as all students maintained 0.3 points overall.

Mathematics 2019 to 2018:

- All students (885 students): averaged 58.4 points above standard, maintained 1.6 points
- English Learners (48 students): averaged 45.7 points below standard, declined 18.3 points
- Students with Disabilities (102 students): averaged 55.2 points below standard, declined 3.7 points
- SED students (100 students): averaged 16 points below standard, declined 3.4 points
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English Learners further data comparisons 2019 to 2018 for ELA scores:

Current English Learners (24 students): averaged 76.3 points below standard, increased 25.5 points

Reclassified English Learners (24 students): averaged 24.5 points below standard, declined 30.8 points

English Only (782 students): averaged 55 points above standard, maintained 1.9 points

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For both ELA and mathematics, each group showed similar trends. Current English Learners scored significantly below standard and significantly below English Only students but did show increase from previous year. RFEP students scored below standard and declined in both areas. English Only students scored above standard and maintained their overall level. From 2018 to 2019, 19 of 40 students showed growth on the ELA CAASP by increasing their "distance from standard" score.

According to CA Dashboard English Learners in 2019 show 50% are making progress towards English language proficiency, 25% maintained ELPI level and 25% decreased at least one ELPI based on ELPAC scores.

Data Quest Reports indicate for the 2019-20 school year:

Current English Learner students: 41 students

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RFEP: 50 students

IFEP: 23 students

English Only: 816 students

35 of 41 students are Spanish speaking.

Of the EL students, number of years as an EL in US schools are:

Enrolled 0-3 years: 7 students

Enrolled 4-5 years (At-Risk): 1 student

Enrolled 6+ years (LTEL): 21 students

Total (Ever-EL): 91 students

Digueño continues to have a high number of LTEL students enrolling from feeder elementary district. An additional goal is to provide targeted English language acquisition support to have students be Reclassified English Proficiency before entering high school. The EL Lead and EL teacher will also work with the special education teachers to determine if students who are dual identified in EL and with an IEP may meet eligibility requirements for Reclassification through an alternate process.

## 2) Grade Data:

Our goal is to see a decrease in the number of students earning a D or F grade at the end of our second semester when compared to the end of our first semester.

### D/F GRADE LIST Data

For 2018-19 (935 students)

Quarter 1: 147 D/F grades with 43 students receiving multiple (4.6%).

Semester 1: 101 D/F grades with 50 students receiving multiple (10.8%).

Quarter 3: 180 D/F grades with 69 students receiving multiple (7.4%).

Semester 2: 138 D/F grades with 64 receiving multiple (6.8%).

For 2019-20 (929 students)

Quarter 1: 165 D/F grades with 63 students receiving multiple (6.8%).

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Semester 1: 135 D/F grades with 64 students receiving multiple (6.9%).

Quarter 3\*: 173 D/F grades with 84 students receiving multiple (9.0%) - \*due to school closure 3rd quarter grades were delayed and students may not have had opportunity for make-ups as provided with in-person classes.

Semester 2\*\*: 28 No Pass grades with 10 receiving multiple - \*\*students only received No Pass grades if they had an F at 3rd quarter and did not participate in distance learning through 4th quarter.

There was a decrease in students receiving multiple D/F grades from Semester 1 in 2018 to Semester 1 in 2019. There is no comparable data for Semester 2. 2020-21 school year comparison may be different due to distance learning environment for teachers and students as teachers are using alternative means of evaluating student progress.

Percentage of students in Honors classes - Provided for a comparison of students taking challenging coursework.

7th Grade: English 7 Honors 183/386 = 47.4%

Integrated Math A Honors 143/386 = 37.0%

8th Grade: English 8 Honors 210/417 = 50.4%

Integrated Math B Honors 140/417 = 33.5%

### 3) PLC Progress:

All PLC teams developed goal based on MTSS goal of student engagement after receiving specific Professional Development on MTSS and UDL. PLC team discussed progress on goal and how focus on student engagement was affecting overall student connectedness throughout the 2019-20 school year. Each individual teacher developed their own personal goal based on students engagement and student connectedness. During Staff Meetings, groups shared progress, strategies, and best practices as to how they saw improvement in student engagement.

Department, PLC and individual teacher goals were collected by administration. PLC Agendas with requirement of discussing goals once a month were collected. Principal or Assistant Principal met with teams to support progress on goals, share data related to goals, and provide input for professional development opportunities. All teachers were encouraged to attend district-wide trainings on Universal Design for Learning and MTSS offered throughout the year.

PLC teams met each Late Start to collaborate on ELO's, formative assessments, student data, and interventions/supports and enrichment strategies for students. PLC time was utilized for professional development opportunities working focused on MTSS and UDL from principal, assistant principal and district instructional coordinators. PLC groups also utilized district PLC funds to take Release Days (or after-school time) for collaborative work throughout the year. Groups attended district-wide professional development days throughout the year.

### 4) Targeted Intervention Courses data:

Academic Lab 2019-20 -

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Each week, students in Academic Lab meet with the teacher to review grades, assignments, proficiency with ELA standards. Students work with the teacher to set goals for the weeks and map out use of class time to achieve these goals. Additionally, following whole class Morning Meeting, students are all reading "The Seven Habits of Highly Effective Teens" together as a class. Students are in the process of breaking down the habits and aligning the habits with their academic goals as well as SEL goals. Students are mindful about both good and bad habits. The teacher checks in during Morning Meeting and one on one with students during "Aeries conferencing". The development of the seven habits ...and, or "breaking counter habits" is woven into goal setting for the week.

This school year concluded with \*12 students in Academic Lab. 10/12 students' grades have realized growth this year (Fall Semester grading period) across all 4 core curricular areas (passing all 4). One of the remaining two students realized growth in 3/4 of core subjects (passing 3 of 4) , the other students in 2/4 core subjects (passing 2 of 4). Three students realized straight A's for the first time in their academic career. All 4 students that were tracked into dual Read 180-Lab reached the 1000+ RI benchmark by January 2020. Informal observation demonstrates greater organization in recording assignments in agendas, accessing online curriculum from teachers and overall organization. All students have mastered greater self-advocacy skills and demonstrate the ability to properly communicate effectively with teachers, students (group members) and school staff as needed (seek help and clarification as necessary). Students worked with and completed mini-lessons in Chapters 1-4 of "Seven Habits of Highly Effective Teens". Survey data indicates that students found the mindset, habits discussed and reviewed in this text helpful. The teacher observed the habits put into practice on a daily basis in Lab Class.

Morning Meetings proved invaluable for students and oftentimes headed off issues early on in the week; the process helps with getting students referred to a counselor, giving another teacher a "heads-up" or just providing a safe space for a student to share so they refrain from acting out in another classroom. Students also worked with our site RAD Club and used new skills to plan and manage our site recycling program, build a composting bin and write a garden grant. Lab students were seen on campus in a leadership role and felt a sense of respect from staff and peers. They took this role seriously and made a difference for environmental awareness at Diegueno, feeling a "real world" sense of purpose. Informal survey and observation indicates that this gave students a strong sense of school connectedness and made them feel extremely valued at Diegueno. Students grew into confidant self-starters. Students, who, on occasion, were not typically able to behave responsibly in a situation that required good judgement were able to self-monitor and take care of recycling issues on campus on their own. Students who suffer from high anxiety benefitted from a place to do something therapeutic with their hands and mind, thus, making them more receptive to academics throughout the day. Academic Lab (via Garden Grant) will work closely with Diegueno's Counseling and Art Department to incorporate Wellness Path and more SEL opportunities into the program that will not only benefit "Lab" kids, but all kids school-wide.

As part of Throughout the year, 4 students have been referred for SPED assessment. \*(1/4 is not included in today's final roster count of 12). Of the 4 referred, 2 have qualified for SPED and 2 are still in the process of being tested. Academic Lab has proven an invaluable "bridge" of support between SST referral and possible assessment, helping to ensure that the "right" students are being referred for testing at Diegueno.

#### Reading Intervention Class -

Class Composition/RI Results - First semester there were 18 students enrolled. Second semester the number decreased to 11. At semester, seven students left as they made enough progress to meet exit criteria or they were moved to an academic support class for IEP needs. 11 of 17 students increased to the next level of proficiency the second time they tested. 2 students achieved advanced and 5 achieved proficiency. Several students remained in the class at the semester despite being proficient by choice or parent request. Four students have IEPs and one has a 504 plan. One student is RFEP and two are LEP.

To connect to students, teacher engages them at start of class with music or game. Students are also provided with snack opportunity during class which supports students in SED subgroup. Room is set-up with flexible seating options for independent reading, READ 180 software, and small group time. Progress is measured multiple times a semester, and grades are based on completion of goals on READ 180 and independent reading. The Read 180 model is followed with fidelity. Lessons begin with whole group instruction and then students complete three rotations: independent reading, small group instruction, and Read 180 software. NEWSELA and Ereads are used to offer multiple reading levels and provide non-fiction resources. Student support is both whole group and individualized. Overall, students show progress in their reading skills which helps them to achieve better in their other subjects.

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## Math A Skills Class -

Students in Math Skills use IXL to practice new skills learned in their Math A or B class (percent, operations with integers, variable expressions, distributing, inequality solutions and graphs, geometry, etc.) and to build on their basic math skills (working with fractions and decimals, for example). From September through February, students worked on IXL approximately 30 minutes per week in class. During distance learning (March through June), students were usually assigned an IXL lesson for practice every other week. IXL is a great resource for the Math Skills students as it gives immediate and detailed feedback when an incorrect answer is input or selected. The program is also great practice for online assessments, such as CAASPP testing. Students enjoy working on the Chromebooks and the competitive nature of IXL (who can reach 100 and master the concept the fastest). They also keep a record of the lessons assigned and look forward to the sticker earned when an IXL activity is completed. (I will provide documentation of IXL skills assigned and completed for both semesters this year.)

Many of the activities used in Math Skills require students to work collaboratively with each other. For example, students worked in pairs to complete several “trails” for operations with fractions, simplifying algebraic expressions, and solving equations, inequalities, and proportions. Students worked in small groups of 3-4 to match equivalent fractions, decimals, percents, and models and then presented their results to the class. Students worked with a partner to sort through bags of M&Ms and Skittles to determine ratios (red:blue, green:yellow:orange, brown:total, etc.) and to practice proportional reasoning. Students also worked with a classmate to calculate unit rates for common supermarket items (cost per granola bar, cost per ounce of Cheez-Its, etc.). These are just a few of the activities students engaged in this year. Working collaboratively with classmates allows students to teach each other and solidify their own understanding of the material and it allows them to practice many of the Standards for Mathematical Practice (construct viable arguments and critique the reasoning of others; persevere in solving problems; use appropriate tools strategically). Engaging in collaborative work with their peers also helps students to build confidence not only in the math classroom, but in all of their classes. The confidence they gain by working with classmates coupled with the ongoing repetition of math concepts leads to higher participation in their Math A or B class. Working with a classmate is by far the activity of choice and is highly motivating for students.

For each quarter in Math A Skills, students are asked to complete two advocacy forms. The purpose of the advocacy form is to encourage students to seek help from their math teacher with concepts and/or homework problems that they are struggling with. Students quickly figure out that visiting their math teacher before or after school is not as scary as they think it is going to be and they realize how beneficial the experience is. I have found that the two advocacy forms per quarter simply serve to “break the ice.” Then, students regularly go in for homework help because they need it and not because it was assigned. Learning how, when, and where to ask questions also helps to build student confidence in school, leading to increased participation in all classes. For the first semester of Math A, more than 75% of students completed their advocacy forms.

## Math A Essentials -

Compared to last year’s individualized computer program, students using this year’s new computer program Aleks, were more successful in hitting their goals. Aleks also shows that students are retaining more and more curriculum as the year progresses through knowledge checks.

Period 2: Aleks Goal #1: 17/20 hit their goal, of those who didn’t, they were all at 70% complete or above.

Aleks Goal #2: 16/20 hit their goal, of those who didn’t, they were all at 75% complete or above.

Aleks Goal #3: 11/20 hit their goal, of those who didn’t, they were all at 65% complete or above.

As of 3rd quarter, 80% of students achieved their personalized goals.

Period 5: Aleks Goal #1: 10/21 hit their goal, of those who didn’t, they were at 85% complete or above.

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Aleks Goal #2: 17/21 hit their goal, of those who didn't, they were at 80% complete or above.

Aleks Goal #3: 13/21 hit their goal, of those who didn't, they were at 80% complete or above.

As of 3rd quarter, 85% of students achieved their personalized goals.

Students volunteer on a regular basis in both classes. The teacher sprinkled in different activities this year to increase student participation. It worked in both classes. Gen ed students, students with learning disabilities, and English Learners all participate in the safe environment. Students this year were willing to ask for help much more frequently than last year.

Even when moving to distance learning, 36/40 students participate regularly. Every once in a while, these students need prompts to turn in work. Students do follow through and turn in high quality work. Students showed progress in their math skills and, although they were not able to show progress through state testing, overall all students showed an increase in their math skills confidence.

Math B Essentials -

Students were engaged and participated frequently in class. At the start of the year, the two team-taught classes had 11 students that were transitioning from Math A Fundamentals, a course that does not generally feed directly into Math B Essentials. However, with the added support provided in a team taught class, 7 of the 11 students earned a 60% or higher at the end of the first semester. Of those 7 students, 5 of them earned a 70% higher.

This year's individualized computer program provided an individualized instruction platform that gave students and the teacher choice of topics to assign, built in examples and videos within the platform, and added support in language for English language learners. The program was leveraged as a supplement to the classroom instruction/lesson plans as it did not teach 8th grade content, but was an additional resource.

As a result, students showed great overall progress:

Period 1 had completed 33% of the 417 topics.

Period 2 had completed 32% of the 417 topics

Period 4 had completed 34% of the 417 topics

In addition, across the three class periods, 10 students had shown great acceleration through the program as evidenced in their completion of above 50% of the 417 topics.

Academic Tutoring Support -

Over the course of the year, 87 students participated in the academic tutoring sessions as demonstrated by student sign-in. More may have participated but did not sign in. Of the 87, 45 attended sessions more than once, with many students attending nearly weekly. Throughout the year, 38 students who attended academic tutoring received a D/F notice for a class. Three students who attended tutoring sessions received an F in math and/or English class Semester 1 and only 2 for the final grade (which was changed to Pass/Fail due to COVID-19 closure of schools).



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English Enrichment for English Learners-

See data for English Learners for above as these students were supported in the English Enrichment course throughout the year.

**B. Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.**

Principal met with each department (math, English, science, social studies, and Special Education) and with EL Lead to review SBAC scores and to provide support in developing goals to address student achievement goal for All students and targeted subgroups. Math discussion and department goals focused on mathematics state content standards. English discussion and department goals focused on ELA and Literacy state content standards. Social studies and science discussion and department goals focused on Literacy state content standards. Teachers met in PLC groups regularly to collaborate and update goals. Science department also conducted a district-wide curriculum pilot to determine adoption of new material with analysis questions focused on supports for English Learners and students with disabilities. The continued focus on PLC work has shown a positive impact on student results on CAASPP tests in ELA and math. In 2018-19, students scored above the state and county averages in both ELA and math and, overall, have demonstrated a steady increase since the 2015 baseline assessment. Also, district PLC survey results show that Diegueno teachers overwhelmingly understand the PLC purposed components of a PLC cycle to support student achievement. They need continued support in following the PLC cycle to focus on implementing interventions and supports for students in MTSS areas Tier 1 and Tier 2 for academics.

As CAASPP scores indicated, there was overall growth shown in students achievement and in targeted subgroups. The focus in these areas should continue as although some growth was made, there are still significant gaps between All students and the targeted subgroups.

Targeted intervention classes for math, Reading, English language acquisition and overall academic support continue to show success in increasing students' grade level skills. Math Skills A & B have shown a significant increase in the student's ability in grade level courses, with positive results shown through data and through the increased confidence enrolled students show in Integrated Math courses. The Reading class has consistently proven a productive means to increase students' reading levels through READ 180 data. Student progress was monitored throughout the school year and adjustments were initiated as needed. We utilized site Title 1 funds to purchase supplemental computer subscriptions, such as NEWSELA and IXL, to address specific individual learning goals/needs. In February 2019, we utilized site Title 1 funds to bring Mark Reardon to facilitate a professional-development opportunity for all Diegueno teachers during which he presented philosophies of education, brain research, and strategies for engagement of student learning including brain-based research. The strategies offered to teachers were immediately implementable in a variety of subject areas. Additionally, we created a focused-tutoring program to support students in math and English (this was a Title 1 expenditure). Math and English teachers were available to assist students multiple days/week, both before and after school. Student attendance and individual work plans were tracked. Although all students and target student groups demonstrated progress on the 2018 CAASPP assessments, results for English Learners highlight the need to continue to provide and refine supports to increase their academic skills and progress towards attaining English language proficiency. An English Enrichment class was created in February 2019 to specifically address Academic Literacy for the EL students and struggling RFEP students.

The D/F list was reviewed each grading period by counselors, administrators, and our Intervention Team, which meets bi-monthly to review students of concern. Counselors met at least twice this year with students on the D/F list to discuss supports. Administration and our Intervention Coordinator subsequently reached out via email and phone calls to parents of students on the D/F list to strongly recommend attending regular before or after-school tutoring and to encourage parents to connect with the teachers of those classes in which their student is earning a D or F. For students who continued with multiple D or F grades on subsequent lists, counselors referred students to the I-Team for further intervention determination. If students on the lists are EL or IEP, counselors worked with the EL Lead or case manager for supports. Additionally, the Intervention Coordinator met with Title 1 students on the D/F list, discuss current grades, develop a plan to complete missing work, and allow supervised time for students to continue to work on missing assignments. The Title 1 Coordinator met with students on a regular basis, alternating between groups of students. The Title 1 Coordinator also monitored student progress and grades. When meeting with students, she guided them on how to best build self-advocacy skills; she periodically followed up with teachers of these students to ensure that they are speaking with their teachers about work that needs to be completed.



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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.**

To begin the 2019-20 school year, the plan was implemented effectively with input from teachers and staff encouraging adjustments for improvement throughout the year. Due to the mandatory school closure on March 13 and all schools in the state moving to distance learning, several areas of the plan had to be adapted. A Distance Learning Plan was developed for all district schools which included addressed 50-60% of state content standards for the remainder of the year. CAASPP and other state assessments were cancelled so will not yield comparable data for the year. The last quarter had the I-Team and other support staff shift to supporting students with technology issues or those who did not have consistent access. Phone calls and in-home visits were made as needed to support students. Although all staff and students had to adapt, several of the supports we give in person were adapted as best as possible online so students continued to receive support.

**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.**

The goal will remain the same. Metrics for this year will be different since the CAASPP was not administered. SDUHSD adopted a universal screener, the STAR assessment, which allows for testing three times a year to determine and student learning loss and/or progress, and provides a support program for all students in math and English, FRECKLE. Results for this assessment will be included in data for the 2020-21 school year. The 2020-21 school year started in a distance learning model and will continue in the is model until state and local public health order allow for a safe return to campus for students. The schedule was adjusted and supports are being analyzed and adjusted as the school year progresses. The schedule is built to include specific time for subject-specific support. This year will see more fluctuations in student support and interventions due to inconsistency of in-person learning.

## ITEM 10c

**School Goal 2**

DNO will increase the level of "school connectedness" and "sense of safety" for students, staff, parents and community.

**LCAP Priority Area:**

State Priority:

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

**Targeted Pupil Student Group(s):**

English Language Learners, Low Income Students and SPED Students

**A. Actual Measurable Outcomes:**

School Climate

Spring 2019 CA Healthy Kids Survey (most recent survey).

School Engagement and Supports:

70% of 7th gr & 68% of 8th gr report strongly agree/agree they have "School Connectedness"  
 66% of 7th gr & 62% of 8th gr report very much true/pretty much true they have "Caring adult relationships" at school  
 78% of 7th gr & 74% of 8th gr report very much true/pretty much true they feel there are "High expectations" at school  
 34% of 7th gr & 22% of 8th gr report very much true/pretty much true they have "Meaningful participation" at school

School Safety:

74% of 7th gr & 72% of 8th gr report that "School perceived as very safe or safe"  
 29% of 7th gr & 31% of 8th gr report they have "Experienced any harassment or bullying" in the past 12 months  
 31% of 7th gr & 34% of 8th gr report they have "Had mean rumors or lies spread about you" in the past 12 months  
 12% of 7th gr & 8% of 8th gr report they have "Been afraid of being beaten up" in the past 12 months  
 8% of 7th gr & 8% of 8th gr report they have "Been in a physical fight" in the past 12 months  
 7% of 7th gr & 7% of 8th gr report they have "Seen a weapon on campus" in the past 12 months

Substance Use and Mental Health

3% of 7th gr & 6% of 8th gr report they have "Current alcohol or drug use" in the past 30 days  
 <2% of all 7th & 8th gr report they had used marijuana or binge drank in the past 30 days.  
 2% of 7th gr & 3% of 8th gr report they have "Current electronic cigarette use" in the past 30 days

20% of 7th gr & 20% of 8th gr have reported they "Experienced chronic sadness/hopelessness" in the past 12 months  
 9% of 7th gr & 9% of 8th gr have reported they "Considered suicide" in the past 12 months

Social Emotional Health

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## Covitality:

75% of 7th gr & 72% of 8th gr report very much true/pretty much true they have "Belief in self"

78% of 7th gr & 77% of 8th gr report very much true/pretty much true they have "Belief in others"

80% of 7th gr & 80% of 8th gr report very much true/pretty much true they have "Emotional competence"

18% of 7th gr & 21% of 8th gr report very much true/pretty much true they have experienced "Social emotional distress" in the past 12 months

## Chronic absenteeism rates 2018-19 compared to 2017-18:

All (955 students): 7.2%, a decrease of approximately 0.9%

Socioeconomically Disadvantaged (116 students): 10.3%, a decrease of 4.7%

Students with Disabilities (110 students): 11.8%, an increase of 1%

English Learners (34 students): 0%, a decrease of 5%

White (699 students): 7.4%, a decrease of 0.9%

Hispanic (165 students): 8.5%, a decrease of 2.5%

Asian (32 students): 0%, maintained at 0%

Two or More Races (42 students): 7.1%, an increase of 7.1%

## Suspension rates - students suspended at least once in a given school year.

2018-19 compared to 2017-18:

All students (962 students): 1.4%, a decrease of 1.0%

Students with Disabilities (112 students): 3.6%, a decrease of 7%

English Learners (34 students): 0%, a decrease of 4.8%

Socioeconomically disadvantaged (117 students): 0.9%, a decrease of 3.6%

White (702 students): 1.3%, a decline of 0.6%

Hispanic (168 students): 2.4%, a decline of 2.1%

Asian (33 students): 0%, a decline of 3.3%

Two or More Races (42 students): 0%, maintained 0%

## Expulsion rates

Multiyear data shows that Diegueno has maintained a 0-0.1% expulsion rate since 2011.

**B. Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.**

Although our spring 2019 California Healthy Kids survey results are demonstrating that a large majority of our students are feeling connected to our campus, are feeling safe and are communicating that they believe that a teacher/adult cares about them as individuals, we are noticing that we are lower than some of the other district middle schools in a few categories. For instance, there was a 9% gap between our site and the highest middle school in the "school connectedness" category. There was a 9% gap between our site and the highest middle school in the "school perceived as very safe or safe" questions. When asked if "a teacher or other adult cares about me," there was a 7% gap between our school and the highest middle school.

Overall our results were lower than other middle schools in several areas.

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These results are showing us that we do have room for improvement in how students are perceiving their overall safety and connectedness to their school and our staff.

Students at Diegueño did show slightly better results in Substance Abuse and Social Emotional Health categories when compared to other middle schools.

In partnership with other district's other middle schools, a Cyber Safety Education and Drug Awareness Parent Information session was offered to parents to promote parent involvement in regards to their child's overall health and safety. Both guest speakers included specific strategies and techniques to assist parents. PE classes included guest speakers who presented topics on Cyber Safety, Drug & Alcohol Safety and Awareness, and overall wellness and safety information to Diegueno students. These events were funded by our ASB and our PTSA.

Diegueno's Wellness Committee, along with support from our ASB and PTSA, hosted four Family Nights during which students were not issued homework and were, instead, encouraged to spend quality time together. During two of these Family Nights, students and parents were invited to campus to enjoy food trucks, games, and a chance to connect with other families and staff.

Several staff members attended the San Diego County Office of Education Restorative Practices (RP) training, paid for by our district. This brought the number of site staff members who have attended the training to 14. Additionally, during a late-start Professional Development session in fall 2019, site administration reviewed the main purpose of RP as well as to demonstrate fundamentals of RP "circles" and how they lead to enhanced student/student connectedness as well as improved student/staff connectedness. Staff members who have participated in the county's RP training participated in the site PD, including sharing specific examples of how to utilize RP strategies in the classroom for a variety of purposes. Site administration, during a subsequent "Coffee with the Principal" session, followed the staff PD by communicating the purpose of RP and our site plan for implementation with our parents.

With the funds provided to our site by the Tobacco Use Prevention Education (TUPE) for the 2018-19 school year, agendas (which included reminders of student expectations) were issued for each student, along with a camera provided to our counseling team that allowed student achievements to be highlighted. Also purchased with these funds were supplies for our Red Ribbon Week and wellness equipment to be used by students in our on-site PE program.

As part of a district-wide initiative to prevent suicide, Diegueno Middle School staff has participated in suicide prevention workshops. These include district-led PD for school leaders, county office led PD sessions and sessions from outside presenters. Diegueno site leadership and mental health team presented a workshop for staff in August on SDUHSD suicide prevention protocols. In April, 2018 as part of a district-wide initiative, Diegueno parents had an opportunity to hear from a representative from North County Lifeline on the importance of suicide prevention. Also in April, North County Lifeline presented to our teaching staff.

The results from the 2019 LCAP survey also showed an improvement in the way in which our parents are viewing our school's culture. For example, 80% of Diegueno parents who responded to the survey stated that they "strongly agreed" or "agreed" when asked if our district schools "are safe." This was the highest percentage of all of the middle schools in our district. Also, 87% of Diegueno parents who responded to the survey stated that they "strongly agreed" or "agreed" when asked if our district schools are "welcoming to parents." This was the highest percentage of all of the middle schools in our district. Additionally, 90% of Diegueno parents who responded to the survey stated that they "strongly agreed" or "agreed" when asked if our district schools are "welcoming to students." This was the highest percentage of all of the middle schools in our district. Finally, 87% of Diegueno parents who responded to the survey stated that they "strongly agreed" or "agreed" when asked if our district schools are "welcoming to community members." This was the highest percentage of all of the middle schools in our district.

Multiyear data shows that Diegueno has maintained a less than 0-0.1% expulsion rate since 2011. Suspension rates continue to decrease overall. The continued focus needs to be on the subgroups showing a higher rate including students with disabilities and Hispanic students. English Learners showed significant progress with no students suspended in 2018-19.

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There was demonstrated improvement in Chronic Absenteeism in the 2018-19 school year. Several subgroups showed improvement including socioeconomically disadvantaged students, White and Hispanic students. English Learners showed significant improvement by have no students with Chronic Absenteeism. The continued focus should be on the subgroups showing a higher rate than overall student population including socioeconomically disadvantaged, students with disabilities, and Hispanic.

We are continuing this goal for 2020-21 school year. The school year will present further challenges due to the COVID-19 school closures and not allowing all students on campus. School personnel will work with district personnel to find alternative ways to address school connectedness while students are in a distance learning model, or other means of instruction other than full in-person.

**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.**

To begin the 2019-20 school year, the plan was implemented effectively with input from teachers and staff encouraging adjustments for improvement throughout the year. Due to the mandatory school closure on March 13 and all schools in the state moving to distance learning, several areas of the plan had to be adapted. A Distance Learning Plan was developed for all district schools as the entire state was placed on stay-at-home orders. There is increased concern about the social-emotional well-being of all students and staff given the circumstances. The last quarter had the I-Team and other support staff shift to supporting students with technology issues or those who did not have consistent access. Phone calls and in-home visits were made as needed to support students. Although all staff and students had to adapt, several of the supports we give in person were adapted as best as possible online so students continued to receive support. This included tele-conference meetings with students and families instead of direct contact.

**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.**

The goal will remain the same. Metrics for this year will include the CoVitality survey which can be administered multiple times a year. Results for this assessment will be included in data for the 2020-21 school year. The 2020-21 school year started in a distance learning model and will continue in the is model until state and local public health order allow for a safe return to campus for students. The schedule was adjusted and supports are being analyzed and adjusted as the school year progresses. The schedule is built to include specific time for social-emotional check-ins and support with Wellness Wednesdays. This year will see more fluctuations in student support and interventions due to inconsistency of in-person learning, but all support staff is committed to finding best practices in supporting students whether in person or through virtual means.

ITEM 10c

**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></p> <p>Goal #1 Annual increase in student achievement for all students in English Language Arts and Math with focus on accelerating student learning outcomes for target subgroups including English Learners, low income pupils and pupils performing below grade level.                  Goal #2 All English Learner (EL) pupils will receive instruction and curriculum that includes designated and integrated English language development across all core content areas. Within five (5) years of instruction in SDUHSD, all English learner pupils will meet the criteria to be reclassified as Redesignated Fluent English Proficient (RFEP).</p> <p><b>School Goal 1</b></p> <p>Annual increase in student achievement for all students in English Language Arts and Mathematics with focus on accelerating student learning outcomes for target subgroups including English Learners, socioeconomically disadvantaged pupils and students with disabilities.</p> <p><b>LCAP Priority Area:</b></p> <p>Pupil Achievement, Pupil Engagement, Implementation of State Standards</p> <p><b>Targeted Pupil Student Group(s):</b></p> <p>Students showing below grade level progress, English Language Learners, Socioeconomically Disadvantaged Students and Students with Disabilities</p>	
<p><b>A. Rationale:</b></p> <p>1) The goal is to see an increase in points above standard average on the CAASPP for All students. This goal includes closing the gap between targeted student groups - English Language Learners, Socioeconomically Disadvantaged Students and Students with Disabilities - as well as other subgroups showing gaps including Hispanic students.</p> <p>Note: Due to closure of schools on March 13, 2020, SBAC was not given in Spring 2020 so data is not available. In March 2020, the U.S. Department of Education approved California’s request to waive statewide accountability and reporting requirements for the 2019–2020 school year. Governor Newsom approved Senate Bill (SB) 98, which prohibits the California Department of Education (CDE) from publishing state and local indicators in the 2020 Dashboard and therefore some data may not be available for comparison.</p> <p>CAASPP results:</p>	<p><b>B. Expected Measurable Outcomes:</b></p> <p>2021 Assessment Results:                  Our goal is to see a decrease in the percentage of students who score in the standard nearly met to not met range for all students and targeted student groups English Language Learners, Economically Disadvantaged Students and students with disabilities on the SBAC as compared to 2019 data. Pilot use of universal screener STAR assessment with a goal of seeing an increase in student achievement in math and English as demonstrated by assessment scores and student progress in Freckle program. Academic intervention classes will continue to provide support for these subgroups as students are identified with deficiencies.</p> <p>Grade Data:                  Our goal is to see a decrease in the number of students earning a D or F grade at the end of second semester when compared to the end of our first semester. Data will also be compared to previous years.</p> <p>PLC Progress: PLC goal to continue development of formative assessments and interventions/supports for student learning.</p>

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Overall Diegueno students demonstrated maintained average in ELA scores and maintained average in Mathematics according to the CA Dashboard results from 2018 to 2019.

ELA 2019 to 2018 results:

- All students (890 students): averaged 51 points above standard, maintained 0.3 points
- English Learners (48 students): averaged 50.4 points below standard, declined 12.2 points
- Students with Disabilities (102 students): averaged 38.9 points below standard, declined 10.4 points
- SED students (101 students): averaged 14.3 points below standard, declined 13.2 points
- Hispanic students (147 students): averaged 13 points above standard, increased 3.3 points
- Two or More Races (39 students): averaged 63.2 points above standard, declined 6.1 points
- White (657 students): averaged 56.6 points above standard, maintained 0.8 points

Areas of focus for addressing ELA standards are the subgroups English Learners, Students with Disabilities, Socioeconomically Disadvantaged as all subgroups scored below standard and declined. Hispanic subgroup showed improvement but are still scoring below All students by 38 points. ELA standards should have continued focus as all students maintained 0.3 points overall.

Mathematics 2019 to 2018:

- All students (885 students): averaged 58.4 points above standard, maintained 1.6 points
- English Learners (48 students): averaged 45.7 points below standard, declined 18.3 points
- Students with Disabilities (102 students): averaged 55.2 points below standard, declined 3.7 points
- SED students (100 students): averaged 16 points below standard, declined 3.4 points
- Hispanic students (147 students): averaged 14.5 points above standard, increased 4.3 points
- Two or More Races (39 students): averaged 71.2 points above standard, maintained -0.6 points
- White (653 students): averaged 65.6 points above standard, maintained 2.6 points

English Learners further data comparisons 2019 to 2018 for ELA scores:

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Current English Learners (24 students): averaged 76.3 points below standard, increased 25.5 points

Reclassified English Learners (24 students): averaged 24.5 points below standard, declined 30.8 points

English Only (782 students): averaged 55 points above standard, maintained 1.9 points

English Learners further data comparisons 2019 to 2018 for Mathematics scores:

Current English Learners (24 students): averaged 71.5 points below standard, increased 23.9 points

Reclassified English Learners (24 students): averaged 19.8 points below standard, declined 38.8 points

English Only (778 students): averaged 62 points above standard, maintained 2.7 points

For both ELA and mathematics, each group showed similar trends. Current English Learners scored significantly below standard and significantly below English Only students but did show increase from previous year. RFEP students scored below standard and declined in both areas. English Only students scored above standard and maintained their overall level. From 2018 to 2019, 19 of 40 students showed growth on the ELA CAASP by increasing their "distance from standard" score.

## 2) Grade Data:

Our goal is to see a decrease in the number of students earning a D or F grade at the end of our second semester when compared to the end of our first semester.

### D/F GRADE LIST Data

For 2018-19 (935 students)

Quarter 1: 147 D/F grades with 43 students receiving multiple (4.6%).

Semester 1: 101 D/F grades with 50 students receiving multiple (10.8%).



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Quarter 3: 180 D/F grades with 69 students receiving multiple (7.4%).

Semester 2: 138 D/F grades with 64 receiving multiple (6.8%).

For 2019-20 (929 students)

Quarter 1: 165 D/F grades with 63 students receiving multiple (6.8%).

Semester 1: 135 D/F grades with 64 students receiving multiple (6.9%).

Quarter 3\*: 173 D/F grades with 84 students receiving multiple (9.0%) - \*due to school closure 3rd quarter grades were delayed and students may not have had opportunity for make-ups as provided with in-person classes.

Semester 2\*\*: 28 No Pass grades with 10 receiving multiple - \*\*students only received No Pass grades if they had an F at 3rd quarter and did not participate in distance learning through 4th quarter.

There was a decrease in students receiving multiple D/F grades from Semester 1 in 2018 to Semester 1 in 2019. There is no comparable data for Semester 2. 2020-21 school year comparison may be different due to distance learning environment for teachers and students as teachers are using alternative means of evaluating student progress.

Percentage of students in Honors classes - Provided for a comparison of students taking challenging coursework.

7th Grade: English 7 Honors  $183/386 = 47.4\%$

Integrated Math A Honors  $143/386 = 37.0\%$

8th Grade: English 8 Honors  $210/417 = 50.4\%$

Integrated Math B Honors  $140/417 = 33.5\%$

### 3) PLC Progress:

All PLC teams developed goal based on MTSS goal of student engagement after receiving specific Professional Development on MTSS and UDL. PLC team discussed progress on goal and how focus on student engagement was affecting overall student connectedness throughout the 2019-20 school year. Each individual teacher developed their own personal goal based on students engagement and student connectedness. During Staff Meetings, groups

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shared progress, strategies, and best practices as to how they saw improvement in student engagement.

Department, PLC and individual teacher goals were collected by administration. PLC Agendas with requirement of discussing goals once a month were collected. Principal or Assistant Principal met with teams to support progress on goals, share data related to goals, and provide input for professional development opportunities. All teachers were encouraged to attend district-wide trainings on Universal Design for Learning and MTSS offered throughout the year.

PLC teams met each Late Start to collaborate on ELO's, formative assessments, student data, and interventions/supports and enrichment strategies for students. PLC time was utilized for professional development opportunities working focused on MTSS and UDL from principal, assistant principal and district instructional coordinators. PLC groups also utilized district PLC funds to take Release Days (or after-school time) for collaborative work throughout the year. Groups attended district-wide professional development days throughout the year.

4) Targeted Intervention Classes - All targeted intervention classes proved to increase students grade level abilities, knowledge, and skills and to support their overall student achievement.

**C. Strategy:**

Identify students in need through multiple means of assessment, then offer a system of intervention both during the school day and outside of it to increase student learning outcomes for all students.

	Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	<p>DNO will offer targeted intervention courses to increase student learning outcomes to support students in reaching grade level standard achievement.</p> <p>A. DNO will offer targeted intervention courses in ELA such as Reading Intervention and English Enrichment.</p> <p>1) Provide Reading intervention course to specifically target reading comprehension and increase student lexile level through an evidence based reading program, Universal READ 180, with additional supports as needed.</p> <p>a. Entry Criteria: below grade level SRI scores, lack of progress in ELA</p>	<p>Math &amp; English teachers Administrators Counselors Intervention Coordinator I-team members</p>	<p>Title 1 sections: \$112,000 (4 sections)</p> <p>LCAP Sections: \$56,000 (2 sections)</p> <p>\$15,000 Source: Title 1 (supplemental materials and supplies)</p>	<ul style="list-style-type: none"> <li>• SBAC scores</li> <li>• Grade Data</li> <li>• Course Enrollment Data</li> <li>• Post-Assessment Data</li> <li>• Classroom Assessment Data</li> </ul>	<p>Ongoing</p>

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<p>Course, Use of district-adopted universal screener STAR program to determine student need and level will be piloted this year.</p> <p>b. Instructional targets: Students will work in small groups and one-on-one with teacher on reading comprehension; Students will work as whole group reading stories aloud, Close Reads, and choral reading ; Student will access through the Universal Read 180 online curriculum</p> <p>c. Exit Criteria: Proficient Reading Inventory Test score; Increased number of books read; Growth in spelling, vocabulary, writing and speaking skill</p> <p>2) Provide English Enrichment course if need is determined designed to support and further develop the academic language and writing skills of the students enrolled in this course, as connected to the English 7 &amp; 8 standards and curriculum. Student are enrolled in this course concurrent with their grade level English course.</p> <p>a. Entry criteria: Students will be identified for enrollment/participation in ELA intervention courses based on a review of multiple student achievement measures including; Lexile ELPAC/CELDT scores, LAS Links scores, SBAC scale scores, teacher recommendation.</p> <p>b. Instructional targets: Increase in reading and writing fluency and comprehension skills Increase in collaborative, interpretive, and productive modes of interacting in English. Skills for remediation will be identified using English course assessments and class work as well as standardized test scores to best meet students' individual needs.</p> <p>c. Exit criteria includes: Increase in Lexile level, increase in course grade, increased writing grade, increase in LAS Links scores from fall to spring for EL students.</p> <p>B. DNO will offer targeted intervention courses in Math such as Math Skills and Math Essentials.</p> <p>1) Provide Math Intervention courses (Math A &amp; B Skills).</p> <p>a. Entry Criteria: includes scores on MDTP, below standard SBAC scores, current math course grade, teacher recommendation. Use of district-adopted universal screener STAR program to determine student need and level will be piloted this year. Students selected by Admin/Teacher/Counselor Committee based on criteria and capacity of class.</p> <p>b. Characteristics: includes Low student/teacher ratio, Students to be dual enrolled in grade level math course, reteach and intervention strategies employed to support understanding of grade level concepts and content.</p> <p>c. Instructional targets:</p>			<ul style="list-style-type: none"> <li>• Teacher Recommendations</li> <li>• SRI Data</li> <li>• STAR Assessment Progress Data</li> </ul>	
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<p>Identify individual weaknesses using student work samples and assessments from grade level math course. Utilize IXL math, Desmos, STAR Freckle program, other educational technology tools and supplemental materials to remediate identified skills through individualized instruction. Scaffold, remediate, and adapt lessons for students to access grade level math material. Students will learn self-advocacy skills including asking questions, participating in class discussions and initiating conversations with their grade-level teachers about their progress in math. Front load for upcoming lessons as well as the use of concrete manipulatives to support conceptual understanding d. Method of Assessment/Evaluation: Math course grades, Math Module assessment grades, Formatively assessed in class with warm-ups, classwork, and homework, Teacher weekly check in with students referencing Aeries, IXL assessment progress measured quarterly. e. Exit Criteria: C or higher at semester in grade level math class, Growth on Integrated Math Module tests, Gradebook data on warm-ups, classroom, and homework, Performance on in class interim assessments (formal and informal), Student performance on IXL</p> <p>2) Integrated Math A Essentials and Integrated Math B Essentials, a remediation-focused course which will cover essential Integrated Math A &amp; Integrated Math B standards. a. Entry Criteria: MDTP Assessment (score of 44% or below), SBAC math scores (Standard Not Met), SBAC math score Standard Nearly Met (with additional review); use of district-adopted universal screener STAR program to determine student need and level will be piloted this year. b. Instructional Targets: Students will demonstrate steady progress on individual and regular “progress goals” through evidence based program, Students will demonstrate 70% or higher HW completion, and Students will demonstrate steady progress made on quizzes and module exams c. Method of Assessment/Evaluation: Module quizzes, Homework quizzes, One final assessment per module, Module performance tasks, Regular homework checks, progress on individual goals d. Exit Criteria: With an A grade in Integrated Math Essentials, student is recommended to enroll in summer bridge course to enter next grade level math (Int Math B for grade 8 or Int Math 1 for grade 9) following year. If a student does not pass the summer bridge, then enroll in Int Math Essentials/Readiness in next grade With a B or C grade in Int Math Essentials, students are eligible to enroll in summer bridge with consultation with counselor and teacher. If passed, enroll in next grade level math course.</p>				
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	<p>With a D or F in course, student will be enrolled in Int Math Essentials in next grade.</p> <p>C. DNO will offer additional academic monitoring and support for struggling students through a general intervention course.          1) Academic Lab will be offered focusing on increasing student organizational and executive function skills.          a. Entry criteria: Low course grades in core content areas, low levels of homework/class assessment completion, teacher/counselor recommendation, SBAC scores in the Standard Not met/low Nearly Met range, students in need of additional support developing organization, time management, and study Skills. Once school has begun, entry into class is determined though I-Team determination which may include an SST.          b. Instructional targets: Explicit instruction on targeted executive functioning skills to increase work completion and course grades. Provide additional time and individual support for course work completion and re-teaching skills as needed.          c. Exit criteria: Increase in course grade, decrease in number of missing assignments.</p>				
<p>2.</p>	<p>Provide additional supports for students to meet grade level expected student learning outcomes.</p> <p>A. The Intervention Team (I-Team), consisting of the Intervention Coordinator, counselors, school psychologist, an administrator, and teachers meet weekly to investigate and discuss at-promise students and to provide the appropriate academic supports.          1) Intervention Team will develop and a system to track effectiveness of interventions for students performing below grade level as evidenced by SBAC scores, grades in classes, concerns regarding behavior or attendance, or teacher recommendation. I-Team will use MTSS tiered support system to determine appropriate interventions and supports.          a. I-Team will regularly review student data including grades, assessment results, teacher reports, attendance, interventions, discipline record and parent input to determine general education interventions and level of support needed for identified students in need.          b. I-Team will use established criteria to identify students who could benefit from intervention classes using multiple means of assessment including grade in Math and/or English, MDTP entrance test, SRI lexile scores, SBAC scores, teacher reports, parent feedback, GPA, and I-Team</p>	<p>Intervention Coordinator, Teachers, Counselors, School Psychologist, Administrators</p>	<p>\$30,000 Source: Title 1 (Intervention Coordinator)</p> <p>\$3,290 Source: District Tutoring Allocation</p> <p>\$3,293 Source: Title 1 Funds (supplemental tutors/aides)</p> <p>\$5,000 Source: Title 1 (supplemental materials and supplies)</p>	<ul style="list-style-type: none"> <li>• Attendance at tutoring</li> <li>• Number of students meeting with Intervention Coordinator</li> <li>• Classroom Assessment Data</li> <li>• Teacher feedback forms</li> <li>• Grades</li> <li>• Tracking of students on I-Team list</li> </ul>	<p>Ongoing</p>

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<p>Recommendation. I-Team will develop an Action Plan of interventions to address student concerns. c. I-Team will communicate with families and support teachers related to effectiveness of identified interventions.</p> <p>B. DNO will provide academic monitoring and support for students struggling academically with support from an Intervention Coordinator and counselors. 1) Intervention Coordinator will monitor and support students who show lack of grade level academic progress. Intervention Coordinator will support intervention teachers, track data, and work with families. a. Intervention Coordinator, counselors and administrators will meet and review SBAC results, most current D/F list and first-quarter grades in grade level courses. b. Intervention Coordinator in coordination with counselors will meet at least quarterly with identified students and provide supports as outlined in a tiered system of support matrix. c. Intervention Coordinator will inform teachers, parents and identified students about various academic support and intervention opportunities and encourage enrollment to identified students. d. Intervention Coordinator will record data on students offered participation in specific intervention courses and evaluate the percentage of those who enrolled in a course or program. e. Intervention Coordinator will document and analyze progress of students attending focused tutoring sessions. f. Intervention coordinator and counselors will communicate with families regarding student progress throughout the year.</p> <p>2) Counseling team will provide support for students as needed for academic, social/emotional, or behavioral concerns. a. Counselors will meet with students as requested by teacher, parent, or administrator to provide support or suggestions for intervention. Counselors will track meetings and team agreed upon interventions through the Intervention screen on Aeries. b. Counselors will coordinate with Intervention Coordinator to meet with each student on D/F list quarterly to identify issue(s) and communicate areas of need to parents and teachers. d. Counselors will coordinate with I-team members and/or support teacher will work with student to develop an action plan to address student issues as needed. e. For students who have continued concerns, counselors refer students to the I-Team for further intervention determination. If student is EL or student with IEP, counselors work with the EL Lead or case manager for supports.</p>			<ul style="list-style-type: none"> <li>• Interventions used as listed in Intervention screen in Aeries</li> <li>• STAR Assessment Progress Data</li> </ul>	
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	<p>f. For student with continued or high risk social-emotional concerns, counselor will refer student to Student Support Specialist.</p> <p>g. The Counseling Team and Administration reach out via email and phone calls to parents of students struggling academically to strongly recommend attending regular before or after-school tutoring and to encourage parents to connect with the teachers of those classes in which their student is earning a D or F.</p> <p>C. DNO will offer interventions and support through school tutoring programs/opportunities and aide/tutor support for low performing student subgroups.</p> <p>1) Academic Tutoring will be offered before and after school weekly for all students with emphasis in English and Math.</p> <p>a. Entry Criteria: any student can attend tutoring, students with D or F grades in English or Math will be highly encouraged to attend, classroom assessment and grade data, teacher recommendations</p> <p>b. Instructional targets: Identify &amp; remediate each student's area(s) of needed growth; Provide one-on-one and small-group tutoring</p> <p>c. Exit Criteria: Increase in course grade, course assessment scores, student work samples</p> <p>2) Tutor and/or aide support will be offered in specific classes to support struggling students with emphasis in classes of under-performing subgroups including English Learners, socioeconomically disadvantaged pupils and students with disabilities.</p> <p>D. DNO will offer time within the school day for students to focus on academics called Cougar Academic Time (CAT).</p> <p>NOTE: For Distance Learning, this time is incorporated on Wellness Wednesdays Advisory period and during Student Support Time in the afternoons.</p> <p>1) Students will utilize CAT to complete assignments and focus on academics.</p> <p>2) Teachers and staff will utilize CAT to check in on students, especially those who need interventions or support academically and/or social/emotionally.</p> <p>3) Teachers and staff will provide interventions and enrichment during CAT through scheduled pull out and individual or small group meetings.</p>				
3.	<p>Provide designated and integrated instructional support for English Learners.</p> <p>1) DNO will provide academic monitoring and support for English Learner students with support from an English Learner Lead.</p>	EL Lead; Teachers; Principal	\$26,000 Source: LCAP funded non-formula section	<ul style="list-style-type: none"> <li>• Student ELPAC scores Assessments given within EL classes</li> </ul>	Ongoing

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	<p>a. EL Lead will collaborate with teachers of EL students to support implementation of standards in all core subject areas.                  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 quarterly.                  c. EL Lead will work with administrators to develop a site EL team to support EL students in designated EL classes and classes with EL students integrated.                  d. EL Lead meets with students to review Reclassification criteria and academic progress quarterly.                  e. EL Lead monitors D/F lists and cross references with EL students and creates individualized plans for student success quarterly. Teacher works with student to create a monitoring document on grades which goes home to parents to communicate concerns and progress with parents.                  F. Collaborate with all departments to set goals across all curriculums for English Learners based on EL standards and CA Literacy Standards (academic vocabulary, reading &amp; writing skills, listening &amp; speaking skills). A comprehensive literacy approach will be used to provide support for all core subjects.</p> <p>2) DNO will provide Sheltered English/ELD Class for students in ELD 1-3 to support EL Language acquisition and ELA grade level content standards.</p>			<ul style="list-style-type: none"> <li>• Student performance data including grades, assessments, SBAC scores, STAR Assessment data</li> <li>• District EL monitoring documents</li> </ul>	
4.	<p>For students with disabilities, increase access to general education classes and curriculum while implementing targeted specific support for students.</p> <p>a. Special Education teachers work with core subject teachers to provide support while collaborating and communicating expectations for students with disabilities.                  b. Support students with disabilities scoring below grade level in English with courses including English Fundamentals class, Co-taught English grade level courses and support of students in grade level classes with teacher and/or instructional aide push in.                  c. Support students with disabilities scoring below grade level in math with courses including Co-taught Integrated Math Essentials and support of students in grade level classes with teacher and/or instructional aide push in.                  d. Collaborate on and develop Academic Support class curriculum and expectations to ensure consistent support and interventions for students with disabilities.                  e. District and site provided professional development for teachers on identified topics of need such as Co-Teaching, implementing IEPs with fidelity, and Universal Design for Learning Strategies.</p>	<p>a. Special Education teachers, District Reading Intervention Coordinator                  b. Special Education teacher and support staff                  c. Special Education teacher, administration</p>	none	<p>SRI scores</p> <ul style="list-style-type: none"> <li>• Student progress in Essentials</li> </ul> <p>classes including assessments on ALEKS and Freckles program</p>	Ongoing



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<p>5.</p>	<p>Teachers will use PLC collaboration and professional development opportunities to increase progress on student learning outcomes, collaboration, teaching strategies, implementation of state content standards and evidence-based instructional practices.</p> <p>A. Utilize the Professional Learning Community process with course alike Groups. (Note: In distance learning environment, PLC's will focus on developing lessons based on adjusted ELO's to address key learning objectives. Learning schedule for the 2020-21 school year moves PLC time from Late Start to Early Release time).          1) PLC groups utilize the formative process cycle in the 2020-21 school year on an on-going basis. PLC groups meet during Late Start Collaboration Days and release days as needed to:          a. Evaluate alignment to state content standards, review and revise Essential Learning Outcomes (ELO's).          b. Discuss how they will address the ELO's through lessons and instruction.          c. Review and revise common formative assessments that address specific ELO's and create a timeline for administering assessments (at least four throughout the year) to students.          d. Administer common formative assessments to students on agreed upon timeline.          e. Analyze and discuss student learning based on the common formative assessments. Groups use release days as needed to analyze student learning.          f. Through analysis of data, identify students who need intervention or reteach of subject matter.          g. Determine and implement effective intervention, re-teach, and enrichment opportunities for students and discuss instructional best practices for continued student achievement.          h. Teachers take reflective survey to analyze PLC group progress through the process and achievement of group goals for the year.</p> <p>B. DNO administration and district personnel will provide opportunities for teachers to attend professional development on ways to increase student learning outcomes, collaboration, teaching strategies, implementation of state content standards and evidence-based instructional practices.          1) During late-start days, provide professional development and support for PLC groups from administrators, district TOSA's, or other sources.          2) Provide opportunities for teachers to attend PD sessions, teacher education conferences and workshops related to ways to increase student achievement, engagement and connectedness.          3) Based on determined needs of teachers, contract with a professional-development expert to lead site PD to offer support strategies for students struggling academically with</p>	<p>Principal Teachers Administrators District TOSA's</p>	<p>\$18,600 Source: Title I (professional development)</p> <p>\$5670.00 Source: Site Funds</p>	<ul style="list-style-type: none"> <li>• Attendance at PD</li> <li>• SBAC scores</li> <li>• Teacher Feedback</li> <li>• SBAC results</li> <li>• CFA performance</li> <li>• D/F lists</li> <li>• Quarter/ Semester grades</li> <li>• PLC agendas from departments</li> <li>• MTSS FIA assessment</li> </ul>	<p>Ongoing</p>
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	<p>emphasis on increasing student learning outcomes.</p> <p>C. DNO will develop a Multi-Tiered System of Support (MTSS) to create consistent implementation and supports for student academic achievement, behavior outcomes, and social-emotional well-being of students.</p> <p>1) All staff will be provided professional development and training on MTSS and Universal Design for Learning (UDL).</p> <p>2) An MTSS team comprised of administrators, teachers and counselors will meet at least quarterly to map out the tiered system of supports in all areas: Academic, Behavior, Social-Emotional</p> <p>3) DNO will continue to make progress on adopted school-wide goal based on MTSS and UDL guidelines and strategies.</p> <p>a. Each department will use the school-wide goal to incorporate strategies and/or interventions specifically related to their subject.</p> <p>b. Each department will analyze data related to implementation of the goal at least quarterly to determine effectiveness in increasing student learning outcomes and school climate.</p> <p>c. DNO staff will analyze data related to implementation of school-wide goal at least twice a year to determine effectiveness in increasing student learning outcomes and school climate.</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 2**

DNO will increase the level of “school connectedness” and "sense of safety" for students, staff, parents and community.

**LCAP Priority Area:**

School Climate, Pupil Engagement, Parental Involvement

**Targeted Pupil Student Group(s):**

English Language Learners, Low Income Students and SPED Students

**A. Rationale:**

School Climate

Spring 2019 CA Healthy Kids Survey (most recent survey).

School Engagement and Supports:

70% of 7th gr & 68% of 8th gr report strongly agree/agree they have "School Connectedness"

66% of 7th gr & 62% of 8th gr report very much true/pretty much true they have "Caring adult relationships" at school

78% of 7th gr & 74% of 8th gr report very much true/pretty much true they feel there are "High expectations" at school

34% of 7th gr & 22% of 8th gr report very much true/pretty much true they have "Meaningful participation" at school

School Safety:

74% of 7th gr & 72% of 8th gr report that "School perceived as very safe or safe"

29% of 7th gr & 31% of 8th gr report they have "Experienced any harassment or bullying" in the past 12 months

31% of 7th gr & 34% of 8th gr report they have "Had mean rumors or lies spread about you" in the past 12 months

12% of 7th gr & 8% of 8th gr report they have "Been afraid of being beaten up" in the past 12 months

8% of 7th gr & 8% of 8th gr report they have "Been in a physical fight" in the past 12 months

7% of 7th gr & 7% of 8th gr report they have "Seen a weapon on campus" in the past 12 months

**B. Expected Measurable Outcomes:**

2021 Healthy Kids Survey & CoVitality survey:

Goals include:

- Increase of students who feel "school connectedness", "caring adult relationship" at school, and "meaningful participation" at school.
- Increase of students who report that "school perceived as very safe or safe".
- Decrease in students who have "experienced any harassment or bullying", "had mean rumors or lies spread about you" or "been afraid of being beaten up".
- Decrease in number of students who have "experienced chronic sadness/hopelessness", "social emotional distress" or "considered suicide".

2021 LCAP Survey:

- Our goal is to see an increase in the percentage of parents who state that the site "provides adequate supports & services to students who need social-emotional interventions".

Students/Parents Attending School Activities:

- Our goal is to see an increase in the number of students participating in lunchtime activities
- Our goal is to see an increase in the number of students attending school events, such as dances, ASB after school activities, band concerts, drama performances, etc.
- Our goal is to see an increase in the number of parents attending parent events, such as information meetings, ELAC meetings, PTSA activities, parent education opportunities, etc.

Chronic Absenteeism Rate:

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## Substance Use and Mental Health

3% of 7th gr & 6% of 8th gr report they have "Current alcohol or drug use" in the past 30 days

<2% of all 7th & 8th gr report they had used marijuana or binge drank in the past 30 days.

2% of 7th gr & 3% of 8th gr report they have "Current electronic cigarette use" in the past 30 days

20% of 7th gr & 20% of 8th gr have reported they "Experienced chronic sadness/hopelessness" in the past 12 months

9% of 7th gr & 9% of 8th gr have reported they "Considered suicide" in the past 12 months

## Social Emotional Health

## Covitality:

75% of 7th gr & 72% of 8th gr report very much true/pretty much true they have "Belief in self"

78% of 7th gr & 77% of 8th gr report very much true/pretty much true they have "Belief in others"

80% of 7th gr & 80% of 8th gr report very much true/pretty much true they have "Emotional competence"

18% of 7th gr & 21% of 8th gr report very much true/pretty much true they have experienced "Social emotional distress" in the past 12 months

## Chronic absenteeism rates 2018-19 compared to 2017-18:

All (955 students): 7.2%, a decrease of approximately 0.9%

Socioeconomically Disadvantaged (116 students): 10.3%, a decrease of 4.7%

Students with Disabilities (110 students): 11.8%, an increase of 1%

English Learners (34 students): 0%, a decrease of 5%

White (699 students): 7.4%, a decrease of 0.9%

Hispanic (165 students): 8.5%, a decrease of 2.5%

Asian (32 students): 0%, maintained at 0%

Two or More Races (42 students): 7.1%, an increase of 7.1%

## Suspension rates - students suspended at least once in a given school year.

2018-19 compared to 2017-18:

All students (962 students): 1.4%, a decrease of 1.0%

Students with Disabilities (112 students): 3.6%, a decrease of 7%

English Learners (34 students): 0%, a decrease of 4.8%

Socioeconomically disadvantaged (117 students): 0.9%, a decrease of 3.6%

White (702 students): 1.3%, a decline of 0.6%

- Our goal is to see a decrease in our absenteeism rate for all students and for subgroups showing a higher rate including socioeconomically disadvantaged, students with disabilities, and Hispanic.
- Suspension Rate:
- Our goal is to see a decrease in our suspension rate to no more than 1% as well as a decrease in subgroups showing a higher percentage including students with disabilities and Hispanic.

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Hispanic (168 students): 2.4%, a decline of 2.1%  
 Asian (33 students): 0%, a decline of 3.3%  
 Two or More Races (42 students): 0%, maintained 0%

Expulsion rates  
 Multiyear data shows that Diegueno has maintained a 0-0.1% expulsion rate since 2011.

**C. Strategy:**

Focus on student opportunities for participation in school related activities both in and out of the classroom. Continue to compare data through student and parent surveys for longitudinal comparison of perceived opinion of student and parent connectedness. Focus on engagement of learners in classroom settings and outside of class opportunities for engagement to increase student involvement and sense of "connectedness".

Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
<p>1. Continue current programs and implement additional programs to increase student well-being and connectedness with one another and staff.</p> <p>A. Administrators and counselors work with ASB to plan student activities, lessons, and assemblies throughout the year.                      1) Plan student activities to occur during CAT time, before school, at lunch, and after school including weekly lunch time activities, Cougar Camp, Welcome Week, Red Ribbon Week, Act of Kindness Week, Spirit Week, Wellness Week, Fall and Spring Festivals, class competitions.                      2) Offer a variety of student-led clubs including academic, social, student interest, and creative type clubs.                      a. Students and teachers establish clubs through ASB application and plan meeting time and location for clubs throughout the year.                      b. 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.                      3) Administrators, counselors, teachers and ASB advisor collaborate to conduct assemblies or class lessons based on student needs and safety such as Bully Prevention, Anti-drug &amp; alcohol, Cybersafety, Career Fair and planning for the future.</p> <p>B. Increase student connectedness to staff and school through strategically planned meetings, check ins and activities throughout the Year. Note: During distance learning this will be a focus on Wednesdays.</p>	<p>Principal and Asst                      Principal                      Teachers                      Counselors                      School Staff                      Students</p>	<p>None</p>	<ul style="list-style-type: none"> <li>• Participation in student activities</li> <li>• Data on number of clubs and extra-curricular activities offered for students</li> <li>• Survey on student participation in clubs</li> <li>• Participation in tutoring</li> <li>• CHKS &amp; CoVitality Survey</li> <li>• Staff climate survey</li> </ul>	<p>Ongoing</p>

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	<p>1) Utilize CAT time to allow for teachers and staff to check in on students, especially those who need support academically or social/emotionally. Encourage teachers to make personal connections with students during CAT time and other school related activities.</p> <p>2) 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, parents or other students.</p> <p>3) Continue the Student Stand Out recognition system which recognizes and rewards students for going above and beyond in areas such as academics, emotional support, community service, extra-curricular activities, etc. Use ASB Cougar Pride Cards and quarterly recognition party as one means of recognition.</p> <p>4) 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>5) Provide voluntary tutoring before and after school for students to support student success in classes with support from teachers and high school peer volunteers.</p> <p>C. Wellness Committee meets monthly to plan health and wellness, social-emotional, and connectedness activities for all school community.</p> <p>1) Expand the current Wellness Committee to include school staff, parents, and students who will discuss and implement activities to increase student and staff wellness, including student-student, student-staff, staff-staff, and school-community connectedness.</p> <p>D. Implement student wellness education into yearly plan.</p> <p>1) Develop a plan to implement the Second Step supplemental lessons in to classes or CAT time. Pilot 5-10 Second Step lessons through CAT/Advisory time or in departments to address student social emotional learning needs. Analyze use and engagement of students in lessons through discussion and survey to determine long-term use of the program.</p> <p>2) Include lessons from No Place for Hate, Common Sense Media, Great Kindness Challenge, and other resources to educate students on positive characteristics they can model in their lives.</p>			<ul style="list-style-type: none"> <li>• Parent climate survey</li> <li>• D/F lists</li> </ul>	
2.	<p>Provide a comprehensive safety plan for students and staff.</p> <p>A. Develop school safety plan with safety committee comprised of administrators, classified and certificated staff, and parents.</p>	<p>Administrators Safety Committee Teachers Campus Supervisor</p>	None	<ul style="list-style-type: none"> <li>• Feedback from District</li> </ul>	Ongoing

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	<p>1) Coordinate with district personnel, local law enforcement, and local fire department for safety on campus and surrounding campus.                  2) Safety committee will review safety plan and will meet quarterly for updates, school safety walk and feedback on comprehensive safety plan.                  3) 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.                  4) Use CAT time to review safety plan with students.                  5) Share safety plan with parents through website and discuss plan as part of Coffee with the Principal series.</p> <p>B. 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>C. Staff and students are educated on suicide prevention protocol at least twice a year.                  1) Staff participate in online training prior to start of school year with reminders about specific school protocol at Inservice Days in August and February.                  2) Administrators and counselors present suicide prevention protocol to students through assemblies or class lessons with focus on risk factors and protective factors.</p> <p>D. Implement a Digital Citizenship plan using district approved supplemental materials school-wide to educate students regarding online safety and appropriate use of digital media. Include presentation to students and parents regarding cyber-safety annually.</p>	<p>Plant Supervisor Classified Staff</p>		<p>Safety Committee</p> <ul style="list-style-type: none"> <li>• Feedback from Site Safety Committee</li> <li>• Completion of Safety Plan</li> <li>• Staff climate survey</li> <li>• Digital Citizenship plan</li> <li>• Participation in safety drills</li> </ul>	
<p>3.</p>	<p>A. Implement Behavior Action Plan and Cougar PRIDE initiatives.                  1) Begin implementation of overall plan and vision/values statement through Professional Development with staff.                  2) BAT meets quarterly to review plan, collect data related to plan, and update or revise as needed.</p> <p>B. To reduce number of suspensions and overall discipline issues on campus, implement behavior action plan to include alternate means of correction focused on education and restorative practices with students.                  1) Continue use of restorative practice and restorative circles as an alternate means of correction with the goal to build a healthy school community, increase social skills and understanding, decrease discipline</p>	<p>Administrators Teachers Campus Supervisor Classified Staff</p>	<p>None</p>	<ul style="list-style-type: none"> <li>• Behavior Action Plan implemented in 2020-21 school year</li> <li>• Behavior consequence data including detentions,</li> </ul>	<p>Ongoing</p>

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	<p>incidents, repair and restore relationships including student-student and student-teacher.</p> <p>a. Provide review and practice for teachers previously trained on Restorative Practices.</p> <p>b. Provide additional training on Restorative Practices for school staff.</p> <p>c. Administrators and counselors will support teachers in use of restorative circles as needed within their classrooms.</p> <p>C. Communicate behavior action plan to students and parents through assemblies, email communication, and parent information meetings.</p>			<p>suspensions</p> <ul style="list-style-type: none"> <li>• Number of teachers trained in Restorative Practices</li> <li>• Number of teacher using Restorative Practices</li> <li>• Number of Restorative Practice sessions used as alternate means of correction</li> </ul>	
4.	<p>Develop and implement a plan to address attendance concerns including chronic absenteeism, truancy rates, excessive tardies, and other attendance concerns.</p> <p>A. Communicate to families the importance of student attendance in relation to overall academic success, student well-being, and student connectedness.</p> <p>1) Include information on importance of attendance using positive messaging to parents and students at Cougar Camp, student expectation assembly, and early in the year parent information nights.</p> <p>2) Include communication at least once a month in Cougar Connections on importance of attendance for students.</p> <p>3) Discuss with parent community through Coffee with the Principals, PTSA meetings, ELAC meetings and parent information nights how to increase attendance rates for all students.</p> <p>B. Implement a plan for accountability for attendance and punctuality:</p> <p>1) Assistant principal and/or counselor meet with students who are demonstrating attendance/punctuality concerns to determine proactive attendance support plan.</p> <p>2) Assistant principal and counselor meeting with student and parent/guardians who show continued attendance/punctuality concerns.</p> <p>3) Assistant principal meets with Attendance Secretary and Administrative Assistant bi-monthly to examine absenteeism/truancy data and determine next step interventions including letter sent home to parents.</p>	Assistant Principal Counselors School support staff	None	<ul style="list-style-type: none"> <li>• Attendance data</li> <li>• Tardy data</li> <li>• Chronic Absenteeism rates</li> <li>• Number of students on SART and SARB contracts</li> </ul>	Ongoing



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	<p>4) Assistant Principal and/or counselors will refer students with continued absenteeism/punctuality concerns to the I-Team to determine further supports and interventions. 3) Assistant Principal places students demonstrating attendance/punctuality concerns on a site attendance contract as an initial intervention before proceeding to SART Contract.</p>				
5.	<p>Communicate with and involve school community stakeholders on an ongoing basis to support positive atmosphere with students, teachers, staff, parents, and community.</p> <p>A. Have regular communication with families to relay information and gather feedback from parents both in writing and in person. 1). Send a weekly email (eblast) through communication system to parents highlighting events and giving information about DNO. Include a message from Principal or other staff members relevant to school connectedness or support of students each week. 2). Include updates on school events and information on school website and social media pages. 3) Hold Coffee with the Principals each month to update parents on school and community related events and issues. Invite guest speakers to present to parents with any determined needs such as school safety, vape pen prevention and education, and suicide prevention information and protocol. 4) Hold a minimum of four Parent Education and/or Information Nights throughout the year to give information about the school or with invited guest speakers to present to parents with any determined needs such as school safety, drug and alcohol prevention and education, and suicide prevention information and protocol. 5) EL Lead and administrator present information and gather feedback from EL families at scheduled ELAC meetings throughout the year. 6) Incorporate Spanish translated materials to support Spanish-speaking families as often as possible in communications and have a Spanish translator available at school-wide parent meetings. 7) Encourage communication with parents by teachers through update websites, email and other messages.</p> <p>B. Increase Parent Participation through support programs and volunteer opportunities. 1) Incorporate Parent Information nights throughout year based on collaboration with PTSA and parent feedback on determined interests and needs. 2) Encourage parents to volunteer for school activities including Parent Orientation, student activities, festival nights, Spirit Week activities, and other opportunities throughout the year.</p>	Administrators EL Lead Counselors	None	<ul style="list-style-type: none"> <li>• Number of parents attending Coffee with the Principals, Parent Information Nights, ELAC meetings, etc.</li> <li>• Number of Parent Volunteers</li> <li>• Parent Climate survey in Spring 2020-21</li> </ul>	Ongoing

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### F. School Site Council Membership Diegueño Middle School

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Cara Dolnik	X				
Brett Williams		X			
Andrea Norton		X			
Emily Coulter		X			
Deirdre Shannon		X			
Mallory Murphy			X		
Amy White					X
Savannah Vincent					X
Rowan Abernathy					X
Stasia Melton				X	
Jamie Burnett				X	
Sara Santos				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  
Diegueño Middle School**

<b>State/Federal Categorical Program</b>	<b>Allocation</b>
Site LCFF Supplemental Funding - District Funded Sections (non-formula)	<b>\$82,000.00</b>
Title 1 Funding	<b>\$180,893.00</b>
<b>Total</b>	<b>\$262,893.00</b>

## SSC Vote for Approval of School Plan for Student Achievement 2020-21

## ITEM 10c

Timestamp	Email Address	I vote to _____ the School Plan for Student Achievement for the 2020-21 school year as presented at the SSC meeting on 9/29/2020.	Typing your name below indicates your Electronic Signature for Approval of the SPSA for the 2020-21 School Year.
9/29/2020 16:13:06	mallory.murphy@sduhsd.net	Approve	Mallory Murphy
9/29/2020 16:13:14	emily.coulter@sduhsd.net	Approve	Emily Coulter
9/29/2020 16:13:15	Brett.Williams@sduhsd.net	Approve	Brett Williams
9/29/2020 16:13:21	sarah@sandtoes.net	Approve	Sarah Santos
9/29/2020 16:15:04	cara.dolnik@sduhsd.net	Approve	Cara Dolnik
9/30/2020 15:55:10	vicents7004@my.sduhsd.net	Approve	Savannah Vicent
9/30/2020 16:17:15	burnett231@yahoo.com	Approve	Jamie Burnett
9/30/2020 17:12:56	deirdre.shannon@sduhsd.net	Approve	Deirdre Shannon
9/30/2020 19:38:22	amywhitesd@icloud.com	Approve	Amy White
10/2/2020 9:12:18	andrea.norton@sduhsd.net	Approve	Andrea Norton



## The School Plan for Student Achievement

School: Earl Warren Middle School  
District: San Dieguito Union High  
School District  
County-District School  
(CDS) Code): 37-68346-6061998  
Principal: Justin Conn  
Date of this revision: 9/15/20

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: Justin Conn  
Position: Principal  
Telephone Number: (858) 755-1558  
Address: 155 Stevens Avenue  
Solana Beach, CA 92075  
E-mail Address: justin.conn@sduhsd.net

The District Governing Board approved this revision of the School Plan on: Oct. 15, 2020

## ITEM 10c

## A. School Site Information Earl Warren Middle School

### Vision Statement:

Earl Warren Middle School is committed to fostering balanced students who have the opportunity to thrive academically, socially, and emotionally.

### Mission Statement:

At Earl Warren Middle School, our goal is to develop a community of lifelong learners, creative thinkers, and responsible individuals by providing innovative & high quality educational programs in a safe and supportive environment.

### Principal's Message:

Earl Warren Middle School (EWMS) is committed to individual student achievement and success. To support all of our students, this year's focus will remain focused on C.A.R.E. (CONNECTIONS, AWARENESS, RESPONSIBILITY and EMPATHY). We continuously work to develop curriculum strategies that enhance the development of each child's potential. Our school enjoys a small, but diverse student population, in which students benefit from being a part of a true community of learners. EWMS offers numerous support programs to help students' academic and social/emotional growth. With guidance, students explore decision-making and coping skills, learn study skills, and develop personal and academic goals. The EWMS learning community is dedicated to the success of each student. With the addition of our "Early Birds" program during late starts continuing in to a second year, and the use of curriculum from secondstep.org in our core courses, social emotional learning plays an important role in student learning every day. Moving in to next year, we look forward to the development of a Student Connectedness Time Committee that will help develop plans to use Academic Practice Time (APT) as a more regular opportunity for students to connect with their peers and develop bonds with adults on campus.

EWMS prides itself on a robust, proactive intervention process. Our Intervention Team (IT) meets weekly to identify students who may be in need of additional academic or social-emotional support. We have multiple student support groups that are run by our school psychologist, counselor, or speech and language pathologist. Academically, we have Homework Hour available before school, and during lunch. We have a Math Lab that is run during our APT, and we have a bi-monthly After School Academic Support (ASAS) for students who need support with remediation and making up missed work. This proactive, diversified approach to additional student support has led to significant decreases in D/F reports, and increases in CAASPP results - particularly with traditionally under-performing student groups. We use our Title I funds to expand tutoring opportunities, and create targeted intervention classes such as Academic Lab and Math Skills that run at small numbers.

In 2019-2020, Earl Warren Middle School earned the designation of a "No Place for Hate" school from the Anti-Defamation League. This designation is a reflection of our commitment to supporting equity on campus, and proactively fighting bias, racism, and bigotry in all of its forms. EWMS will adhere to an anti-racist approach to instruction and social-emotional learning. This will include an ongoing partnership with the Anti-Defamation League and other community partners.

Due to the COVID-19 pandemic, the SDUHSD is continuing a distance learning model through the first quarter of learning (October 28th). Other learning models will be considered based on current health orders at that time. EWMS has established a learning schedule that creates consistency, and attempts to balance the need for expanded synchronous learning with the need for students to get off of screens. We will continue to reflect and refine our practices in this new model of learning.

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

Currently, EWMS operates as a Title I school-wide program based on a comprehensive needs assessment that identified EWMS's strengths and challenges in key areas that affect student achievement. A school-wide program is a comprehensive reform strategy designed to upgrade the entire educational program. School-wide programs maximize the impact of Title I. Adopting this strategy should result in an ongoing, comprehensive plan for school improvement that is owned by the entire school community and tailored to its unique needs.

Earl Warren Middle School is located in Solana Beach, California and is part of the San Dieguito Union High School District. EWMS hosts 7th and 8th grades with a current enrollment of 610 students. The ethnic distribution of students is as follows: 66.7% White, 19.8% Hispanic, 3.6% Asian, and 8.7% Multiracial. All Earl Warren students experience a challenging core curriculum that sets high standards for students. Earl Warren provides additional support for those students who have been identified as below grade-level through a number of mechanisms - including D/F grade reports, CAASPP and CAST scores, and feedback from teachers and families. Targeted academic and socio-emotional interventions are a central focus of EWMS administration and staff.

EWMS strives to attract and retain highly qualified teachers to provide all of our students with an outstanding education. EWMS has frequent staff development opportunities that provide training for staff in the areas of identified needs. For example, all staff trainings this year have focused on suicide prevention and awareness, supporting students with special needs, and strategies for working with English Learners. We are continually striving to improve and tailor teaching and learning to meet the needs of all of our students. This includes Professional Learning Communities (PLC's) meeting time to review essential learning outcomes, develop common formative assessments, analyze student work, identify students needing intervention, develop reteaching plans, prioritize learning needs, and set learning goals for students. In addition, our beginning teachers participate in Beginning Teacher Support and Assessment (BTSA) and are paired with an experienced SDUHSD teacher as a support provider.

English classes are focused on teaching the California Content Standards in English Language Arts in the areas of reading, writing, speaking, and listening. The courses in this department include English 7, English 7 Honors, English 8, and English 8 Honors. EWMS also offers a Yearbook course for students interested in graphic design and writing.

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

Earl Warren's innovative math department offers an integrated approach to honors, college preparatory, and essentials curriculum for math students in grades seven and eight. All math teachers continually collaborate to develop pacing and maintain consistency of instruction. In addition, common formative and summative assessments are being developed and used by our district's math teachers. All courses are based on the California Core Standards. Courses include Integrated Math A Honors, Integrated Math A College Prep, Integrated Math A Essentials, Integrated Math B Honors, Integrated Math B College Prep, and Integrated Math B Essentials. Math interventions are provided through the Essentials curriculum and through Math Lab for College Prep students. In addition, we offer a Math B Skills course to support students who are at-risk from dropping below grade level. These interventions provide a valuable resource to struggling math students.

Earl Warren's Science department offers courses for seventh and eighth grade students that represent a transition from the former California Content Standards to the Next Generation Science Standards (NGSS). Both 7th Grade Science and 8th Grade Science are designed to include life science, earth science, and physical science in an integrated curriculum. The Performance Expectations, Science and Engineering Practices, and Crosscutting Concepts as outlined in the NGSS are included in both courses. Courses are designed to increase students' scientific knowledge base while also fostering science literacy and skills. Earl Warren uses the district-adopted science curriculum in addition to supplemental materials to meet the needs during our first year officially transitioned to NGSS.

Exciting and challenging elective classes complement the core subjects of language arts, math, science, social studies and physical education (PE). The electives include art, ASB, leadership, band, vocal performance, digital arts, video film, Spanish I and II, and yearbook. In addition, two of our stand out and growing elective courses are our STEM and Advanced

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STEM. Qualifying students may also participate in Independent Study Physical Education or Surf PE to fulfill their PE requirements.

EWMS offers supporting programs to meet the academic, social, and emotional needs of all students. We have a designated Intervention team comprised of teachers, counselor, Title I Coordinator, and administration that meets weekly to identify struggling students, discuss current interventions, and recommend students for Student Study Team (SST) meetings. Specifically, EWMS offers courses and programs such as Math Lab, After School Academic Support, Homework Hour, and Academic Practice Time (APT).

English Language Learners are provided support in the general education core academic courses. Materials such as Read 180 (reading fiction and non-fiction leveled books, improve writing skills, build vocabulary, practice spelling, practice speaking, oral fluency and reading aloud) and other supplemental materials are used. Teachers use SDAIE strategies to support English Learners in their content area classes. For the 2019-2020 school year, the assistant principal oversaw job duties of an EL Lead; however, we look forward to adding a EL Lead separate from administrative duties in the future.

The EWMS counseling department welcomes the opportunity to work with all students. At the beginning of each school year, the counseling department coordinates activities to foster student connectedness on campus. This includes weekly socials for students who are new to EWMS. Throughout the year, the EWMS counselor will present guidance lessons to students ranging from organization, time management, and self advocacy to career exploration and preparing for high school and beyond.

Modifications and accommodations are made for special education and 504 students in the core curriculum program, based on individual need outlined in their IEP or 504. Special education offers a continuum of options of specialized academic instruction to included Fundamental courses, support classes, Learning Center, and related services. A variety of state and local assessments are used to guide instruction, improve student achievement, and provide students with increased opportunities to participate in mainstream classes. All teachers of special education students and 504 students are provided with each student's IEP or 504 plan. California Science Test (CAST) and California Assessment for Student Performance and Progress (CAASPP) in math and English measure student achievement in standards-based education. The results of these tests are also used for placement in programs and to measure overall student academic success.

There are a variety of family, school, district, and community resources available to our students. Most communication materials (enrollment packets, information regarding support services and enrichment opportunities, etc.) are available in Spanish. Students and parents have access to a Bilingual Resource Specialist for immediate assistance on campus and during parent information nights and parent forums. Aeries Communications (SignalKit) provides all students and parents with weekly communication through e-mail and phone messaging services. In addition, Earl Warren has a Title I Coordinator who assists in connecting families with supports available for students performing below grade level at EWMS.

EWMS parents and families have a variety of ways to meaningfully participate at school. Parents have access to parent information nights, Parent Teacher Student Association (PTSA), School Site Council (SSC), principal coffees (Coffee-Conn), parent corners in our weekly Seahawk e-news messages, and English Language Advisory Committee (ELAC). Last year, EWMS began "Channel 54" - a weekly news program to disseminate information to students regarding events on campus and special announcements. This program has been a huge success, and will continue on with the support of our video-film teacher.

Providing a safe campus for students is a priority for the entire staff. We stand by the saying of "See Something, Say Something" and work closely with our community and local law enforcement to ensure the safety of our students. Our approach focuses on equity and excellence for everyone, where respect and compassion are the norm. Everyone is provided equal opportunity to achieve their potential as both learners and ethical adults. Staff development focuses on professional development opportunities that build relationships/connection between staff and all student populations. The Healthy Kids survey is administered every two years and the results are used to develop a focus for all staff throughout the years. As we look toward reopening during the COVID-19 pandemic, student and staff safety will be at the forefront of all decision-making.



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**B. School and Student Performance Data**

See Appendix A for multi-year student performance data tables

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

EWMS's student performance summary based on the present levels of student data revealed the following priority focus areas:

**ACADEMICS-**

Overall, EWMS students demonstrated a minor decrease in ELA results, and a minor increase in Math; however, the closing of the achievement gap with certain targeted populations was the most significant change year-over-year.

NOTE: The CAASPP exam was not given for the 2020 school year due to the COVID-19 pandemic; therefore, numbers are carried over from the previous school year, and are not necessarily reflective of current learning trends at EWMS.

\*ELA: 2019 points above standard, growth from 2018 baseline

All students: 62 points above standard, maintained -0.7 points

English Learners: 34.3 points below standard, increased 15.6 points

Economically Disadvantaged: 8.3 points above standard, maintained -0.9 points

Special Education: 25.8 points below standard, declined 4 points

\*Math: 2019 points above standard, growth from 2018 baseline

All students: 64.9 points above standard, increased 7.6 points

English Learners: 59.7 points below standard, increased 14.2 points

Economically Disadvantaged: 15.8 points below standard, maintained 2.6 points

Special Education: 42.5 points below standard, increased 15.7 points

During the first quarter of 2019-20, there has been a marked decrease in the number of students on the D/F list compared to a year prior. The decrease can be attributed to added interventions in math courses (Math Skills), and more students taking advantage of supports such as After School Academic Support

1st quarter 17-18 13%

1st quarter 18-19 16%

1st quarter 19-20 12.8%

There has also been a slight increase in the percentage of students in below grade level math courses. Moving forward we will shift our goal priorities away from increasing the number of students in honors level courses to decreasing the number of students in below grade level courses:

2017-18: 11%

2018-19: 11.5%

2019-20: 11.9%

**STUDENT SAFETY/CONNECTEDNESS**

Multi-year analysis of Healthy Kids Survey Results indicate that students are feeling less connected to Earl Warren Middle School, and more students are reporting that they do not feel like a teacher or staff member at school cares about them. California Healthy Kids Survey (CHKS) is administered every two years. In the 18-19 school year, CHKS was administered. In the 2019-2020 school year, EWMS administration also worked with PTSA to distribute a climate survey to parents. As a result of this survey, EWMS added signage in Spanish on campus to create a more welcoming environment for our Spanish-speaking families.

## ITEM 10c

A local climate survey was scheduled to be distributed to students in April 2020, but that was disrupted by the COVID-19 pandemic. Approximately 100 EWMS students and 146 parents completed the district LCAP survey during distance learning. That data will inform some of our school climate decisions for this year. Unfortunately, it does not lineup directly with our previous CHKS or local climate surveys.

The results of our 2020 district LCAP survey (EWMS only):

All Students: Feel valued at school - 65% agree or strongly agree

All Students: At my school, there is at least one adult I trust - 89%

All Parents: EWMS provides opportunities for me to give feedback - 71% agree or strongly agree

All Parents: EWMS values my feedback - 64%

As additional measures of school climate, we reviewed attendance data as well as discipline data. Overall, our school suspension rate increased 0.2% in 17-18 from the prior year resulting in a rate of 3.3%. A review of suspension rate by ethnicity and student group revealed that EL students, socioeconomically disadvantaged, and Hispanic students were suspended at a higher rate.

2018-19 Suspension rates:

All students 3.1% (-0.2%)

English Learners 3.2% (-0.9%)

Socioeconomically Disadvantaged 4.3% (-2.2%)

Decreases across the board in suspension data reflects our schoolwide shift to restorative practices, and other approaches to student supports that value keeping students in school, and getting to the root of behavior issues instead of strictly being punitive.

Attendance data for EWMS shows a chronic absenteeism rate of 5.3% for 2017-18. This rate is significantly lower than the district, county, and statewide averages. Further analysis of chronic absenteeism data by ethnicity and student group shows that socioeconomically disadvantaged and students with disabilities showed higher chronic absenteeism rates.

2018-19 Chronic Absenteeism rates:

All students 5.3%

Socioeconomically Disadvantaged 7.8%

Students with Disabilities 8.9%

### C. Involvement Process

#### Involvement Process:

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

The EWMS School Site Council (SSC) met four times over the course of the 2019-20 school year. The council is composed of students, parents, teachers, administration, and other staff. The first meeting on October 4th was focused on organizational information regarding school site council, approval of officers, and exposure to the current School Plan for Student Achievement. Each additional meeting focused on an individual goal for EWMS, and an exploration of the data associated with that goal. The fourth meeting in May was held remotely through Google Hangouts due to the COVID-19 pandemic, and was an opportunity to reconnect and discuss possible fiscal impacts of the pandemic. A fifth SSC meeting was delayed due to a lack of final LCAP and Title I funding data. Once final numbers are provided, the committee will reconvene for a vote on expenditures - which have all been discussed throughout the year. The SSC will meet remotely on October 1st, 2020 to review the 2020-21 SPSA plan, and officially approve it.

## ITEM 10c

**D. Summary of Progress Made on 2018-19 Goals  
Earl Warren Middle School**

**School Goal 1**

Annual increase in student achievement for all students in English Language Arts with focus on accelerating student learning outcomes for targeted student groups including English Learners, socio-economical disadvantaged students and pupils performing below grade level.

**LCAP Priority Area:**

1, 2, 4, 7, 8

**Targeted Pupil Student Group(s):**

ALL (SES, ELL, SPED)

**A. Actual Measurable Outcomes:**

\*ELA: 2019 points above standard, growth from 2018 baseline  
 All students: 62 points above standard, maintained -0.7 points  
 English Learners: 34.3 points below standard, increased 15.6 points  
 Economically Disadvantaged: 8.3 points above standard, maintained -0.9 points  
 Special Education: 25.8 points below standard, declined 4 points

2017-18 # of students enrolled in Honors English  
 Baseline: English 59%  
 Course requests for 2020-2021 show 54% of students selecting Honors English  
 Growth Target: increase 5% to return to 2017-18 baseline

2017-18% of students on the D/F list: 12.2%  
 Growth Target: 12%  
 2/2020: Students on the D/F list at semester: 11.8%  
 Achieved previous growth target

**B. Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.**

The most recent SBAC scores were released in September of 2019. Results are mixed in terms of achieving desired progress. English Learners saw significant gains from previous years. This can certainly be attributed to the addition of a Sheltered English course for some of this population. The only significant declines came in special education. As a response, we eliminated any Fundamental level classes during the 2019-2020 school year. we look forward to data that will demonstrate the success of our team-taught English courses. The robust interventions in place at Earl Warren - developed through the SPSA have led to significant improvements for this group of students. These students benefit from the SST process, Homework Hour, Math Lab, and After School Academic Support.

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In the area of students taking Honors English, the 2018-19 data reflects essentially no change from the previous year; however, we see a decrease in our anticipated numbers for the 2020-21 school year. This data will be monitored to see if this is a trend or an anomaly. The D/F list was reviewed each grading period by counselors, administrators, and our intervention team, including our Title I coordinator. Students who were on the D/F list were invited to attend after school academic support. We have seen a decrease of students on the D/F list. This decrease can be attributed to the addition of our Math Skills 8 course, and other targeted interventions.

**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.**

In the future, SSC will need to discuss the value of analyzing Honors English participation. We eliminated this metric last year for Math, and focused on being at grade level. In English, we do not offer below grade level options, and, for the first time, will not offer Fundamental-level English. We look forward to reflecting on the ensuing data.

## ITEM 10c

**School Goal 2**

By 6/2020, EWMS students designated as EL and Economically Disadvantaged will increase their level of school connectedness and sense of safety by at least 3%, as measured by climate surveys.

**LCAP Priority Area:**

3, 4, 5, 7, 8

**Targeted Pupil Student Group(s):**

Students Designated EL and/or Economically Disadvantaged

**A. Actual Measurable Outcomes:**

In the 18-19 school year, CHKS was administered. In the 2019-2020 school year, EWMS administration also worked with PTSA to distribute a climate survey to parents. As a result of this survey, EWMS added signage in Spanish on campus to create a more welcoming environment for our Spanish-speaking families. A local climate survey was scheduled to be distributed to students in April 2020, but that was disrupted by the COVID-19 pandemic. Approximately 100 EWMS students and 146 parents completed the district LCAP survey during distance learning. That data will inform some of our school climate decisions for this year. Unfortunately, it does not lineup directly with our previous CHKS or local climate surveys.

The results of our 2020 district LCAP survey (EWMS only):

All Students: Feel valued at school - 65% agree or strongly agree

All Students: At my school, there is at least one adult I trust - 89%

All Parents: EWMS provides opportunities for me to give feedback - 71% agree or strongly agree

All Parents: EWMS values my feedback - 64%

As additional measures of school climate, we reviewed attendance data as well as discipline data. Overall, our school suspension rate decreased 0.2% in 19-20 from the prior year resulting in a rate of 3.1%. A review of suspension rate by ethnicity and student group revealed that EL students, socioeconomically disadvantaged, and Hispanic students were suspended at a higher rate.

2019-20 Suspension rates:

All students 3.1% (-0.2%)

English Learners 3.2% (-0.9%)

Socioeconomically Disadvantaged 4.3% (-2.2%)

Decreases across the board in suspension data reflects our schoolwide shift to restorative practices, and other approaches to student supports that value keeping students in school, and getting to the root of behavior issues instead of strictly being punitive.

Attendance data for EWMS shows a chronic absenteeism rate of 5.3% for 2019-20. This rate is significantly lower than the district, county, and statewide averages. Further analysis of chronic absenteeism data by ethnicity and student group shows that socioeconomically disadvantaged and students with disabilities showed higher chronic absenteeism rates.

2018-19 Chronic Absenteeism rates:

All students 5.3%

Socioeconomically Disadvantaged 7.8%

## ITEM 10c

Students with Disabilities 8.9%

**B. Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.**

Due to a lack of a comprehensive school climate survey, it is challenging to analyze the effectiveness of previously stated goals. Instead, we need to look at the data from the LCAP survey, and consider adjusting goals and desired outcomes for next year. There is no question that EWMS has expanded its focus on social emotional learning and student wellness. This has come in the form of CARE, No Place for Hate, Second Step, partnership with PTSA on more robust wellness weeks, and teachers reflecting on their own curriculum.

**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.**

There is a clear need present in terms of continuing to find ways to have students feel connected to school. EWMS will use APT time more regularly for team building, and school spirit activities. Administration and key staff will attend trainings on restorative practices and Positive Behavior Intervention Supports. EWMS will continue to work with the Anti-Defamation League to establish anti-racist policies.

## ITEM 10c

**School Goal 3**

Annual increase in student achievement for all students in Math with focus on accelerating student learning outcomes for targeted student groups including English Learners, socio-economical disadvantaged students and pupils performing below grade level.

**LCAP Priority Area:**

1, 2, 4, 7, 8

**Targeted Pupil Student Group(s):**

ALL (SES, ELL, SPED)

**A. Actual Measurable Outcomes:**

\*Math: 2019 points above standard, growth from 2018 baseline

All students: 57.3 points above standard, increased 1.8 points

English Learners: 76.8 points below standard, increased 9.4 points

Economically Disadvantaged: 18.4 points below standard, increased 48.2 points

Special Education: 41.3 points below standard, decreased 0.1 points

2019-20 # of students enrolled in Honors Math

Baseline: Math 43%

2019-20 data reflects 41%

Growth Target: 45%

4/2020: 41% indicating a 2% decrease in enrollment and 4% shy of the growth target.

2019-20 # of students enrolled in below grade level Math courses

Baseline: 11%

2018-19 data reflects 12%

Decrease of .8% of students enrolled in below grade level math courses.

Growth Target: Decrease by 2%

4/2019: 11.8%- increase of .8%- shy of our growth target.

**B. Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.**

This goal has been partially met. Math CAASPP results for all students, English Learners, and Economically Disadvantaged students all showed marked growth. The only group that had a decrease was students with disabilities. This has led the school site to reflect on the efficacy of Fundamental-level Math courses, and look to expand team-teaching opportunities for our students with disabilities.

**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 and pupils performing below grade level.                  Goal #2 All English Learner (EL) pupils will receive instruction and curriculum that includes designated and integrated English language development across all core content areas.                  Within five (5) years of instruction in SDUHSD, all English learner pupils will meet the criteria to be reclassified as Redesignated Fluent English Proficient (RFEP).</p> <p><b>School Goal 1</b>                  Annual increase in student achievement for all students in English Language Arts with focus on accelerating student learning outcomes for targeted student groups including English Learners and Students with Disabilities.</p> <p><b>LCAP Priority Area:</b>                  1, 2, 4, 7, 8</p> <p><b>Targeted Pupil Student Group(s):</b>                  ALL (SED, ELL, SPED)</p>	
<p><b>A. Rationale:</b>                  Based on achievement data from CAASPP in ELA and math, there is still a need to increase overall student achievement with focus improvements for targeted subgroups: EL and students in special education:                   *ELA: 2019 points above standard, growth from 2018 baseline                  All students: 62.7 points above standard, increased 0.6 points                  English Learners: 50 points below standard, declined 5.1 points                  Economically Disadvantaged: 9.2 points above standard, increased 34.9 points                  Special Education: 11.9 points below standard, declined 6.2 points                   STAR Baseline Scores from September 2020 administration:                  77% of 7th graders tested were at or above benchmark for Reading                  80% of 8th graders tested were at or above benchmark for Reading                   2019-20 # of students enrolled in Honors English                  Baseline: English 59%</p>	<p><b>B. Expected Measurable Outcomes:</b>                  No updated SBAC/CAASPP scores will be available this year                   3% Growth for number of students at or above benchmark for Reading on STAR exam                   ELPAC growth target: Decrease Level 2 and Level 1 to under 20% total                   *ELA: 2019 points above standard                  All students: 62.7 points above standard                  Growth Target: Increase of 2 points for all students.                   English Learners: 50 points below standard                  Growth Target: Increase of 3 points for EL students                   Economically Disadvantaged: 9 points above standard                  Growth Target: Maintain after two years of significant growth                   Special Education: 11.9 points below standard</p>



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<p>2019-20 data reflects no change. 59% of students are enrolled in Honors English classes as of 4/8/20. Growth Target: maintain at least 59%</p> <p>2019-20 % of students on the D/F list: 12.2% Growth Target: 12% 4/2020 % of students on the D/F list: 12.4%</p> <p>2019-20 Summative ELPAC Results Level 4: 40.9% Level 3: 36.4% Level 2: 22.7% Level 1: 0%</p>	<p>Growth Target: Increase of 3 points</p> <p>2019-20 # of students enrolled in Honors English Baseline: 59% 2020-21 Growth Target: maintain at least 59%</p> <p>2019-20 % of students on the D/F list: 12.4%% 2020-21 Target: 12%</p>
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**C. Strategy:**

EWMS has a robust interventions program that includes options before school, during the day, and after school. This approach to interventions has kept D/F numbers low, and has led to significant improvements on CAASPP testing for economically disadvantaged students. In addition, EWMS has added additional supports for EL students in ELA/literacy, but there is a need for more. For example, students are receiving substantial supports in their ELA classwork, but do not have support in Science and Social Science classes. There is a need for tutoring support for EL students across all curricular areas.

Actions/Tasks		Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	<p>EWMS will continue to implement Professional Learning Communities / Site Collaboration time and research proven instructional strategies:</p> <p>Teachers will collaborate to identify and address essential learning outcomes, build common assessments, analyze data, and offer opportunities for remediation and enrichment to ensure student learning.</p>	Administration, PLC teams	<p>\$2135 Source: PLC Support Allocation \$5000 Source: Title I (supplemental materials and supplies)</p>	Track data from content-area PLC teams and progress on common formative assessments, D/F reports	Progress Checks: Quarterly 11/2020, 1/2021, 4/2021, 6/2021
2.	<p>Provide support classes for students struggling in English</p> <p>Targeted intervention courses in English Language Arts; Reading (Title I), Sheltered English (Title I)</p> <p>Reading a. Entry criteria: Students will be identified for enrollment/participation in ELA intervention courses based on a review of multiple student achievement measures including: Lexile levels, English course grade, ELPAC scores, LAS Links scores, SBAC scale scores, and teacher recommendation.</p>	Administration, Leadership Team, English teachers, Title I Coordinator, and Interventions Team	<p>\$60,000: (0.4FTE) source: Title I and LCAP</p>	Common formative assessments, RI, MDTP, SBAC	Staffing: 2020-21 School year 8/2020-6/2021 with quarterly checks.

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	<p>b. Instructional strategies: Increase in reading and writing fluency and comprehension skills. Increase in collaborative, interpretive, and productive modes of interacting in English</p> <p>c. Exit criteria: Increase in lexile level, increase in course grade</p>				
3.	<p>EWMS will provide academic monitoring and support for struggling students via a Title I Coordinator. Title I Coordinator will also support intervention teachers, track data, and work with families.</p> <p>Additional academic monitoring and support for struggling students will be offered via Academic Lab class focusing on increasing students organizational and executive functioning skills.</p> <p>a. Entry criteria: Low course grades in core content areas, low levels of homework completion, teacher/counselor recommendation, SBAC scores in "Standard Not Met", students in need of additional support developing organizational and executive functioning skills</p> <p>b. Instructional targets: Explicit instruction on targeted executive functioning skills to increase work completion and course grades. Provide additional time and individual support for course work completion and reteaching skills as needed.</p> <p>c. Exit criteria: Increase in course grade, decrease in number of missing assignments.</p>	Title I Coordinator	<p>\$30,000: (0.2FTE) source: Title I (Title I Coordinator)</p> <p>\$2,000 Source: Title I (supplemental materials and supplies)</p>	Common formative assessments, RI, MDTP, SBAC	Staffing: 2020-21 School year 8/2020-6/2021
4.	Teachers and administrators will have the opportunity to attend professional development sessions on ways to increase student achievement	Administration, teachers	\$4,000 Title I	Attendance at PD, D/F rates	2020-21 school year
5.	<p>EWMS will offer interventions and support through school tutoring programs/opportunities and aide/tutor support for low performing student subgroups.</p> <p>a. Entry criteria: D or F grade in English, SBAC scores in the Standard Not Met, teacher recommendations</p> <p>b. Instructional Targets: Review targeted concepts and lessons from grade level courses for remediation, reteaching and enrichment. Aide/tutor will offer these scaffolded supports within the grade level courses.</p>	Teachers, tutors	<p>\$1,067.50 Source: Tutoring Support Allocation</p> <p>\$16,000 Source: Title I</p>		

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	c. Exit criteria: Increase in course grade, course assessment scores, student work samples				
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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 2**

By 6/2019, EWMS students designated as EL and Economically Disadvantaged will increase their level of school connectedness and sense of safety by at least 3%, as measured by climate surveys.

**LCAP Priority Area:**

3, 4, 5, 7, 8

**Targeted Pupil Student Group(s):**

All Students, with a focus on Designated EL and/or Economically Disadvantaged

**A. Rationale:**

2019-20 Baseline Data/CHKS

3% of students feel like they are not a part of the school

7% of students feel like there is NOT an adult on campus who cares about them

2% of students report feeling unsafe at school

2019-20 CHKS Data

9% of students feel like they are not a part of the school

10% of students feel like there is NOT an adult on campus who cares about them

2% of students report feeling unsafe at school

EWMS/PTSA Survey data indicated a need for additional outreach to our Spanish-speaking families. As a result, EWMS added signage in Spanish to make the campus feel more welcoming. PTSA will also be attending future ELAC meetings to help connect with Spanish speaking families.

Overall chronic absenteeism rate is 5.3%. Economically disadvantaged students are at 8.8% and EL students are at 8.3%.

Overall suspension rate is 3.3%. Economically disadvantaged students are at 6.5% and EL students are at 4.2% - both groups saw significant decreases in suspensions.

**B. Expected Measurable Outcomes:**

- Decrease suspension rates for all students by 1% as well as overall number of suspensions school-wide.
- Decrease chronic absenteeism rate by 1% overall.
- Increase level of student connectedness to school and their teachers/staff.

**C. Strategy:**

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EWMS will implement activities through Academic Practice Time, wellness weeks, and a social-emotional program (Seahawks CARE) to address safety, connectedness, and student-to-teacher relationships

Actions/Tasks		Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	EWMS will offer an "Advisory" period through distance learning to help engage in student connectedness activities led by administration - including district-funded "Second Step" materials	Administration and Teachers	none - district funded curriculum	local student survey data; discipline and attendance data	2020-21 School year
2.	EWMS will develop a wellness committee, consisting of administrators and staff to develop opportunities for all students and staff to participate in wellness activities throughout the year to include suicide prevention. In addition, this includes school wide-assemblies promoting a positive culture and student connectedness at EWMS.	Administration, Wellness Committee, Title I Coordinator, and Counselor	none - wellness activities supported through PTSA	Number of wellness activities, number of committee meetings	2020-21 School year
3.	Administrators will host at least two formal Parent Information sessions throughout year for student safety and information on topics such as cyber safety/digital identity and drug and alcohol awareness.	Administration, Staff, and Counselor	none - supported by PTSA	Attendance at parent sessions	2020-21 School year
4.	EWMS will meet with representatives from La Colonia and Casa De Amistad at least twice this school year to increase community connections with our EL and/or Economic Disadvantaged community members. The focus will be on encouraging our students to participate in school wide events.	Administration and Staff	none	Attendance and date of meeting	2020-21 School year
5.	A select group EWMS staff members will receive professional development related to Restorative Practices, Anti-Racism, and social-emotional learning	Administration and Staff	\$4,000 - Title I	Review of discipline records/suspension rates	2020-21 School year

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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 in SDUHSD, all English learner pupils will meet the criteria to be reclassified as Redesignated Fluent English Proficient (RFEP).

**School Goal 3**

Annual increase in student achievement for all students in math with focus on accelerating student learning outcomes for target subgroups including English learners, low income pupils and students with disabilities.

**LCAP Priority Area:**

2 (implementation of California's academic standards), 4, (student achievement), 7 (prepare students for college and careers), and 8 (measuring other important student outcomes)

**Targeted Pupil Student Group(s):**

SES (socioeconomic status), SPED (special education), ELL (English Language Learners)

**A. Rationale:**

A review of multi-year student achievement data revealed the need to continue to focus on increasing student achievement outcomes for all students in math.

STAR Baseline Math exam given in September 2020:  
70% of 7th graders scored at or above benchmark on the STAR Baseline exam  
74% of 8th graders scored at or above benchmark on the STAR Baseline exam

\*Math: 2019 points above standard, growth from 2018 baseline  
All students: 57.3 points above standard, increased 1.8 points  
English Learners: 76.8 points below standard, increased 9.4 points  
Economically Disadvantaged: 18.4 points below standard, increased 48.2 points  
Special Education: 41.3 points below standard, decreased 0.1 points

2018-19 # of students enrolled in Honors Math  
Baseline: Math 43%  
2019-20 data reflects 41%  
Growth Target: 45%

**B. Expected Measurable Outcomes:**

3% Growth for all students on the STAR Math exam  
  
SBAC results, points above/below standard:  
  
All students - increase 5 points  
English learners - increase 5 points  
Economically disadvantaged - maintain after significant growth  
Special Education - increase 5 points  
  
Increase enrollment in Honors Math to 45%  
  
Decrease enrollment in below grade level math courses to 11%  
  
Decrease percent of students on D/F list to 12%

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4/2020: 41% indicating a 2% decrease in enrollment and 4% shy of the growth target.

2018-19 # of students enrolled in below grade level Math courses  
Baseline: 11%  
2019-20 data reflects 12%  
Decrease of .8% of students enrolled in below grade level math courses.  
Growth Target: Decrease by 2%  
4/2020: 11.8%- increase of .8%- shy of our growth target.

2018-19% of students on the D/F list: 12.2%  
Growth Target: 12%  
4/2020: 2019-20 % of students on the D/F list at semester: 12.4%

**C. Strategy:**

Continue to provide targeted Math interventions to increase student learning outcomes for all students. This year, there will be an additional Math Skills B course, supported by Title I, to increase the percentage of students in grade-level math classes and overall improvement in math.

Actions/Tasks		Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Continue to implement Professional Learning Communities / Site Collaboration time and research proven instructional strategies:  Teachers will collaborate to identify and address essential learning outcomes, build common assessments, analyze data, and offer opportunities for remediation and enrichment to ensure student learning.	Administration, PLC teams	\$2,135 Source PLC Support Allocation \$2,000 Title I (supplemental materials and supplies)	Track data from content-area PLC teams and progress on Common Formative Assessments	2020-21 School year
2.	EWMS will offer targeted intervention courses in math.  Targeted intervention courses in math; Math A Essentials (LCAP) and Math B Essentials (LCAP)  Math A Essentials: a. Entry criteria 45-55% on MDTP SBAC math scores in standard not met Performance in 6th grade math course Math A grade (D/F grades)  b. Instructional Targets Identify individual weaknesses using student work samples and assessments from grade level math course Utilize ST math and other supplemental materials to remediate identified skills.	Administration, Program Coordinators, Support Teachers	\$90,000 (.6 FTE Math Essentials) Source: LCAP (.2) non-formula sections and Title I (.4)  \$30,000 (.2 FTE Math Skills) Source: LCAP  \$6,015 Source: Title I (supplemental materials and supplies)	Grade and assessment data	2020-21 School year

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<p>Scaffold, remediate, and adapt lessons for students to access grade level math material. Front load upcoming lessons as well as the use of concrete manipulatives to support conceptual understanding.</p> <p>c. Exit Criteria B or higher in Math Essentials course Growth on Math A module tests Performance on in-class interim assessments Student detail report from ST Math</p> <p>Math B Essentials: a. SBAC math scores in standard not met Performance in 7th grade math course Math B grade (D/F grades)</p> <p>b. Instructional Targets Identify individual weaknesses using student work samples and assessments from grade level math course Utilize ST math and other supplemental materials to remediate identified skills. Scaffold, remediate, and adapt lessons for students to access grade level math material. Front load upcoming lessons as well as the use of concrete manipulatives to support conceptual understanding.</p> <p>c. Exit Criteria B or higher in Math Essentials course Growth on Math B module tests Performance on in-class interim assessments Student detail report from ST Math</p> <p>Math Skills B: a. Entry Criteria SBAC math scores Standard Not Met SBAC math score Standard Nearly Met (with additional review) Performance in 7th-grade math course (C/D/F)</p> <p>b. Instructional Targets Identify individual weaknesses using student work samples and assessments from grade level math course. Utilizing ST math and other supplemental materials to remediate identified skills. Scaffold, remediate, and adapt lessons for students to access grade level math material. Front load for upcoming lessons as well as the use of concrete manipulatives to support conceptual understanding</p>				
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	<p>Students will become more of a self-advocate by initiating conversations</p> <p>c. Exit Criteria C or higher at semester in grade level math class. Growth on Math B Module tests Gradebook data on warm-ups, classroom, and homework Performance on in class interim assessments (formal and informal) Student Detail Report from ST Math</p>				
3.	<p>EWMS will provide academic monitoring and support for struggling students via a Title I Coordinator. Title I Coordinator will also support intervention teachers, track data, and work with families.</p> <p>Additional academic monitoring and support for struggling students will be offered via Academic Lab class focusing on increasing students organizational and executive functioning skills.</p> <p>a. Entry criteria: Low course grades in core content areas, low levels of homework completion, teacher/counselor recommendation, SBAC scores in "Standard Not Met", students in need of additional support developing organizational and executive functioning skills</p> <p>b. Instructional targets: Explicit instruction on targeted executive functioning skills to increase work completion and course grades. Provide additional time and individual support for course work completion and reteaching skills as needed.</p> <p>c. Exit criteria: Increase in course grade, decrease in number of missing assignments.</p>	Title I Coordinator, teachers	<p>\$30,000 (.2 FTE) Academic Lab - LCAP non-formula</p> <p>*Duplicated from Goal #1 costs and funding source:</p> <p>\$30,000 (.2 FTE) Source Title I (Title I Coordinator)</p>	Grade and assessment Data	2020-21 School year
4.	<p>EWMS will offer interventions and support through Math Lab during APT, and Homework Hour during lunch and before school, After School Academic Support twice monthly.</p>	Teachers	<p>\$1,067.50 Source: Tutoring Support Allocation</p> <p>Additional funding provided by PTSA</p>	Attendance at tutoring, course grades	2020-21 School year

## ITEM 10c

### F. School Site Council Membership Earl Warren Middle School

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Justin Conn	X				
Karen Geaslin		X			
Connor Nessler		X			
Kevin DeFoney		X			
Noel Banuelos		X			
Erica Halpern				X	
Alexis Conerty				X	
Elia Hext					X
Emma Phillips					X
Adina Olson					X
Julie Pallia				X	
Martha Hutchinson			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).*

## ITEM 10c

**Form G. Budget 2020-21  
Earl Warren Middle School**

<b>State/Federal Categorical Program</b>	<b>Allocation</b>
Formative Achievement Funds	<b>\$4270</b>
Site Tutoring Funds	<b>\$2135</b>
LCAP Non-Formula Sections	<b>\$90,000</b>
Title I	<b>\$155,015</b>
<b>Total</b>	<b>\$248,371</b>



## The School Plan for Student Achievement

School: Oak Crest Middle School  
District: San Dieguito Union High School District  
County-District School (CDS) Code): 37-68346-6059737  
Principal: Brieahna Weatherford  
Date of this revision: September 21, 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: Brieahna Weatherford  
Position: Principal  
Telephone Number: (760) 753-6241  
Address: 675 Balour Drive  
Encinitas, CA 92024  
E-mail Address: brieahna.weatherford@sduhsd.net

The District Governing Board approved this revision of the School Plan on: October 15, 2020

## ITEM 10c

## A. School Site Information Oak Crest Middle School

### Vision Statement:

Oak Crest Middle School will offer high quality education, focusing on social, emotional, and academic enrichment and growth for all students.

Oak Crest Middle School Believes:

- that a caring atmosphere allows all students, parents, and staff to feel valued, welcomed, and safe.
- that focusing on the needs of all students results in maximizing their academic, social, and emotional growth.
- that professionalism, including collaboration, of all members of the school community leads to a positive learning environment.
- the diversity of our school community strengthens all aspects of school life.
- that all students will be challenged to meet high standards with the expectation of academic excellence.

### Mission Statement:

Oak Crest Middle School is an academic learning community that nurtures the individual, celebrates academic excellence, promotes opportunities for success via academic intervention, and values student social-emotional wellness. Oak Crest Middle School's dynamic staff provides all students with high-quality instruction, utilizing engaging curriculum, in a safe, supportive environment, focused on preparing students for their futures. OCMS values Student Connectedness, Social Emotional Learning, and College and Career Readiness and devotes time in Homeroom to learn, grow, and develop in these areas. OCMS offers semester-long elective courses allowing students more choice to be engaged and inspired by our unique elective course offerings. Oak Crest Middle School continues to focus on the success of ALL students, ensuring that they are engaged, inspired, and prepared for college and beyond.

OCMS is a school-wide Title 1 designated school with goals and focuses that are reviewed annually.

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

Oak Crest Middle School currently serves 827 students including the following breakdown:

Total students for the 2020-2021 school year: 827

7th grade: 391

8th grade: 496

Female: 413

Male: 414

The school's enrollment number decreased slightly by 9 students from the 2019-2020 school year.

Total students for the 2019-2020 school year: 836

7th grade: 380

8th grade: 363

Female: 348

Male: 395

The school's student breakdown by student Ethnicity/Race continues to grow consistently with enrollment numbers, including the following:

2020-2021 school year

510 students reported being of non-Hispanic ethnicity/race

144 students reported being of Hispanic ethnicity/race

2019-2020 school year

531 students reported being of non-Hispanic ethnicity/race

163 students reported being of Hispanic ethnicity/race

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2018-2019 school year  
514 students reported being of non-Hispanic ethnicity/race  
167 students reported being of Hispanic ethnicity/race

2017-2018 school year  
470 students reported being of non-Hispanic ethnicity/race  
184 students reported being of Hispanic ethnicity/race

Currently, OCMS operates Title I schoolwide program. A schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school; its primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards. Schoolwide programs allow staff in schools with high concentrations of students from low-income families to redesign their entire educational program to serve all students. The emphasis in schoolwide program schools is on serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve a common goal. Schoolwide programs maximize the impact of Title I. The adoption of this strategy has provided Oak Crest Middle School with the opportunity to focus on an ongoing, comprehensive plan for school improvement that is owned by the entire school community and tailored to its unique needs.

The San Dieguito Union High School District (SDUHSD) strives to attract highly qualified employees to provide all of our students with an outstanding education. When the District posts open positions for both certificated and classified employees we still require that they meet the previous NCLB standard. This will be our practice until California defines our new standards for highly qualified educators. The District pays for the State required two-year Induction (Beginning Teacher Support Program) for teachers, which provides teachers with subject-specific training and coaching. In addition, the District has a rich professional development program for all of our staff, both certificated and classified. All of our schools have Professional Learning Communities which allow teachers to collaborate on student learning. SDUHSD's demographics are such that we do not have significant difficulty attracting highly qualified teachers. We do experience intermittent challenges with hiring in the areas of special education, science, and math. In order to fill those vacancies we attend recruiting fairs; advertise that we pay for Induction; post positions on a popular Job Board, Edjoin; develop relationships with local universities to host student teachers and Interns; and provide incentives for employees to provide early notice of their retirement in order for the District to hire early for the next school year.

In addition to student academics, Oak Crest Middle School also provides student opportunities for social and emotional growth by setting high expectations for student achievement, providing comprehensive support systems for all students, and offering a variety of enrichment programs for student exploration. Each teacher not only focuses on teaching the essential standards for their specific subject area and/or course but also provides a nurturing student experience, preparing students for both the transition to and from middle school.

OCMS offers a language arts program that is aligned with the California State Standards (CSS). Grade level and honors English courses are available to all students, as well as ELA intervention courses to best support specific student populations. Additionally, Oak Crest offers support programs during lunch and after school. Students in need of reading remediation utilize the Read 180 program with the support of specially trained teachers.

Our math curriculum is CSS-aligned, and we have adopted an integrated approach to math. Our students have multiple levels of math accessible to them based on their needs. Oak Crest offers below and at-grade level math courses and honors courses. OCMS also offers the opportunity for incoming 7th-grade students to accelerate to an 8th-grade level math course if the student qualifies, by earning a passing score on an Integrated Math Readiness test. Students at risk of slipping below grade level have access to math skills support classes. Additional math support is available to all students before and after school. All three levels of math courses at OCMS use an integrated approach to conceptually teaching math. The below grade level and support math classes utilize online curriculum to help meet the students' math needs, including the personalized, remediation program ST Math.

Oak Crest uses the district-adopted pilot science curriculum as we transition to the Next Generation Science Standards, NGSS. Both grade-level courses offer hands-on, lab-based activities using technology in a structured environment that builds content knowledge and skills.

Our social science program is aligned with the California Social Studies Framework which includes literacy standards outlined in the California State Standards. No matter the content area of focus, all students will be developing critical thinking and problem-solving skills in order to be best prepared for career, college, and civic life.

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Oak Crest offers a wide range of academic support for our English Language Learner (EL) population. Teachers in these programs are all either bilingual or CLAD certified and committed to supporting the acquisition of the English language. We also assign qualified, trained, college student tutors to assist in the classrooms to provide an additional layer of support to our EL students. For Long-Term English Learners (LTEL), we offer an Academic Literacy class geared toward vocabulary acquisition and reading skills.

Students with Individualized Educational Plans are supported through a wide range of levels of support to facilitate individual needs including team teaching in mainstreamed classes, fundamental classes in math and English, and special-day programs. Oak Crest boasts a team of five full-time teachers supported by instructional assistants who provide the support necessary for students with special needs to succeed. An on-site speech & language therapist and psychologist are also part of the OCMS SPED team.

OCMS also offers a wide variety of elective courses. From academic courses such as Spanish I and II, to creative classes such as art and cartooning/animation, students have opportunities to experience and learn new skills while broadening their perspectives.

Oak Crest's PE department promotes the students' physical development while exploring passions and interests. Our general PE course differs from the typical traditional PE course as it integrates a diverse array of units into its curriculum. For example, students learn about other cultures through dance units and take advantage of current affairs, such as the Olympics, by participating in activities that mirror those events.

We provide opportunities for students to grow socially and emotionally with the initiation and facilitation of over twenty clubs, based on student interest. We utilize a character program to help our students develop traits such as responsibility and compassion. We recognize academic and character achievement on a monthly and quarterly basis with restaurant gift certificates, theme days, and other celebrations.

Oak Crest benefits from an active Parent Foundation. This group, supported by donations from our parent population, helps support academic and enrichment programs such as STEM, Lego robotics, and math technology.

Oak Crest along with all other schools in the San Dieguito Union HS district, is operating in the Distance Learning Platform due to COVID-19 with the intent of bringing students back safely as a priority for all of our students and staff.

On March 13, 2020, all schools were closed to prevent the spread of COVID-19. Education shifted drastically after this as SDUHSD implemented a Distance Learning Plan which continued through the end of the 2019-20 school year. All SDUHSD middle schools collaborated on and implemented the same plan so as to offer consistent education and supports across the district. As part of the school closure and subsequent distance learning plan, students did not receive as consistent instruction as when in person. Teachers were asked to provide students with Essential Learning Objectives up to 50-60% of normal during this time. All state assessments were canceled so there is no CAASPP data for the 2019-20 school year for comparison. Supports on campus shifted from the established Tiered Intervention plan to a collaborative effort of teachers, counselors, administrators and other support staff to provide academic, social-emotional, and behavioral supports as available in a virtual environment. From March 13 through the remainder of the school year, only essential office and custodial staff were allowed on campus due to the county-wide Stay at Home orders. Students were not given final grades, but were instead issued Pass/Fail grades, with students only given an F grade if they were receiving one at the 3rd quarter mark and failed to improve.

To start the 2020-21 school year, SDUHSD was forced to open in a Distance Learning environment due to the state and county public health orders. SDUHSD Board of Trustees voted to remain in the Distance Learning format with phased in on-campus supports only for students in designated subgroups through Quarter 1 of the school year. An SDUHSD Middle School Learning Schedule and Calendar were developed collaboratively with all middle school administrators and site personnel to provide structure and consistency across the district. As the school year develops, supports and tiered interventions are developed and implemented to support students in academics and social-emotionally. Since this is a developing situation, goals written for the 2020-21 school year will be established for on-campus school then adapted as needed for the distance learning environment. This continues to be a fluid situation throughout the county, state, and country.

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**B. School and Student Performance Data**

See Appendix A for multi-year student performance data tables

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

After analyzing multiple measures of student achievement and school climate which include; state test scores, Healthy Kids survey results, attendance data, grades, course enrollment data we identified the following as target/priority areas:

1 & 2. Increase student achievement for all students in math and English language arts with a focus on accelerating outcomes for students with disabilities and English Learners.

**SBAC scores:**

Continued tracking of data from the 2017 and 2018 SBAC represents specific areas of student growth and success. For example, per the CA Dashboard, all students (703) performed 52.4 points above standard on the English Language Arts assessment, declining 4.6 points from 2017. English Learners (97) performed 31 points below standard, maintaining 0.7 points from 2017. Students with disabilities (105) performed 22.3 points below standard, maintaining 1.2 points from 2017.

Per the California dashboard, all students (703) performed 29.2 points above standard on the math assessment, with a decline of 9.8 points from 2017. English Learners (95) performed 74.5 points below standard, declining 7.6 points from 2017. Students with disabilities (103) performed 70.6 below standard, maintaining 0.7 points from 2017.

This data shows that all student subgroups (English Learners students with disabilities and ELL) at OCMS continue to maintain progress in English Language Arts. For math, this data shows that students with disabilities are maintaining their progress, while English Learners are experiencing a decline in their progress.

**Grades:**

OCMS reviews D/F data every 9 weeks.

**2017-18 # of students with D/F grades**

Fall 1st semester progress: 103 (67 at final grading period)

Spring 1st semester progress: 137 (126 at May grading period)

Total for Year: 178

**2018-19 # of students with D/F grades**

Fall 1st semester progress: 129 (102 at final grading period)

Spring 1st semester progress: 149 (115 at May grading period - estimated at roughly 100 based on past year's data)

Total for year: Estimated 202 based on past year's data

**2019-2020 # of students with D/F grades**

Fall 1st semester progress: 132

Spring 1st semester progress: 26 (no credit with Distance Learning)

Total for year: 158

**Course enrollment data:**



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2018-19 course enrollment data reflects that enrollment in below grade level or support math (Math Essentials) and English Language Arts (Read 180, Reading Support) courses has increased by 71 students when compared to the prior year.

## 2017-2018

Math A Essentials 49 students  
 Math B Essentials 41 students  
 Math Skills 7th 17 students  
 Math Skills 8th 15 students  
 Academic Literacy 9 students  
 ELD Support 9 students  
 Reading 35 students  
 Academic Lab 16 students  
 Total: 191 students

## 2018-2019

Math A Essentials 57 students (plus 3 new students in March)  
 Math B Essentials 75 students  
 Math Skills 7th 19 students  
 Math Skills 8th 20 students  
 English Enrichment 15 students  
 ELD Support 15 students  
 Reading 32 students  
 Academic Lab 29 students  
 Total: 262 students

## 2019-2020

Math A Essentials 54 students  
 Math B Essentials 73 students  
 Math Skills 7th 11 students  
 Math Skills 8th 20 students  
 English Enrichment 11 students  
 ELD Support 20 students  
 Reading 35 students  
 Academic Lab 28 students  
 Total: 252 students

## 3. Increase the positive school climate and culture at OCMS.

No current data based on 2019-2020 school year due to COVID-19.

The (spring) 2018 OCMS School Internal Climate Survey showed (most recent data available):

94.5% of students surveyed (617 total respondents) have a trusted adult in their life.

59.8% of students surveyed (617 total respondents) reported to having a trusted adult at OCMS (21.2% of the respondents said they "were not sure.").

54.8% of students surveyed reported that their trusted adult on campus is a teacher.

48.5% of students surveyed reported that their trusted adult on campus is a counselor.

34.2% of students surveyed reported that their trusted adult on campus is an administrator (principal or assistant principal).

90.4% of students surveyed reported that their trusted adult outside of school is their parent(s).

55.3% of students surveyed reported that their trusted adult outside of school is an extended family member.

Students survey reported the following top three reasons an individual was selected as a trusted adult:

85.7% selected because he/she can be trusted.

84.3% selected because he/she cares about me.

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75% selected because he/she listens to me.

The (spring) 2019 8th-grade internal survey (Compare with 2017 CHKS)

1. 88.3% of 8th graders feel close to people at OCMS (308 responses)- an increase of 16.7% from 2017 CHKS
2. CANNOT COMPARE TO 2017 CHKS but compare to 2018 Internal survey 71.9% of students feel that they have at least one trusted adult at OC (306 responses). An increase of 12.1% from 2018 internal survey
3. 91% of 8th graders feel safe at school (310 responses), an increase of 10% from 2017 CHKS

#### Attendance

2015-16 Truancy rate (most recent published) is 52.54% which represent an increase of 14.56% when compared to the prior year.

It is important to note that per Education Code Section 48260, a truant is defined as "a pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without a valid excuse three full days in one school year or tardy or absent for more than a 30 minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, shall be classified as a truant." Excused absences and tardies are not reflected in the CDE reported Truancy rates.

Multiyear local attendance data reflects a consistent chronic absenteeism rate of approximately 6% for all students.

17-18 CA Dashboard Chronic Absenteeism 7.4% (an increase of 1.4%)

#### Discipline data

2016-17 (most recent published) suspension rate is 3.7% (27 students) which represent a consistent rate (however 2 fewer students suspended based on enrollment numbers) when compared to the prior year.

17-18 CA Dashboard data 4.2% Suspension Rate (increase 0.5%)

#### Middle School drop out rate

OCMS has maintained a 0% drop out rate over the last 4 years reviewed.

### C. Involvement Process

#### Involvement Process:

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

Site leadership from Oak Crest Middle School, comprised of two administrators, a counselor, seven department chairs, and one program coordinator, analyzed multi-year data trends related to student achievement and school climate. With input from this team, the School Site Council (SSC) then read, edited, and re-worked site goals and action steps. During SSC meetings and discussions in the fall of 2019 and spring of 2020, the team provided input on the feasibility of achievement goals, action steps to increase student connectedness, and decided on site-wide focus to accomplish the goals.

The OCMS School Site Council reviewed the final draft of the SPSA and gathered feedback from ELAC via our site representative and ELAC meeting group on March 23, 2020. SSC approved OCMS SPSA on May 26, 2020.

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**D. Summary of Progress Made on 2019-2020 Goals  
Oak Crest Middle School**

**School Goal 1**

Annual increase in student achievement for all students in English Language Arts with a focus on accelerating student learning outcomes for target subgroups including English Learners students with disabilities.

**LCAP Priority Area:**

4 and 5

**Targeted Pupil Student Group(s):**

SES, ELL, SPED

**A. Actual Measurable Outcomes:**

CA Dashboard Results - SBAC Data (2019) Due to COVID-19 SBAC data is unavailable for 2020.

English Language Arts

All Students:

Per the CA Dashboard, all students performed 58.4 points above standard on the English Language Arts assessment, which was an increase of 6.4 points from 2018.

English Learners:

English Learners (92) performed 22.5 points below standard; however, increasing the average distance from standard by 3.8.

Students with Disabilities:

Students with disabilities (115) performed 26.4 points below standard, increasing the average distance from standard by 7.2.

2018-19 Grade/Report Card Data:

The number of students earning D and F grades increased by 14 students 2nd-semester progress report when compared to 1st-semester final grades.

2017-18 # of students with D/F grades for ELA

1st sem final: 29

2nd sem progress: 43

**B. Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.**

For English Language Arts, this data shows that there was a decline in all student scores from the standard. However, while both subgroups (English Learners and students with disabilities) performed below standard, these subgroups are maintaining scores from spring 2017 to spring 2018.

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In addition to the SBAC data, there was an increase in the number of D/F grades earned by students in ELA.

This data indicates that the implemented actions and services outlined in the 2017-18 plan were not effective in increasing student scores at OCMS, but proved to be productive in maintaining student subgroup scores. It is important to note that the standards assessed are different in 7th and 8th-grade years, as well as the parameter for scoring in the standard, Met/Exceeded range differs for 7th and 8th grade.

However, OCMS continues to outperform county and state averages.

We did not meet this 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.**

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 will continue to provide intervention/support class in English for all students and targeted student groups, in addition to after school support in ELA. This goal will continue in the plan for the 2019-2020 school year to address ELA progress towards increasing overall student achievement. Growth targets will be adjusted to track points from meeting or exceeding standards on SBAC tests.

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**School Goal 2**

Annual increase in student achievement for all students in math with focus on accelerating student learning outcomes for target subgroups including English Learners, low income pupils and students with disabilities.

**LCAP Priority Area:**

1, 2, 4, 7

**Targeted Pupil Student Group(s):**

SES, ELL, SPED

**A. Actual Measurable Outcomes:**

CA Dashboard Results - SBAC Data (2019) Due to COVID-19 SBAC data is unavailable for 2020.

All Students:

Per the CA Dashboard, all students performed 58.4 points above standard on the Mathematics Assessment, which was an increase of 6.7 points from 2018.

English Learners:

English Learners (92) performed 22.3 points below standard; however, increasing the average distance from standard by 6.5.

Students with Disabilities:

Students with disabilities (115) performed 26.4 points below standard, increasing the average distance from standard by 7.2.

CA Dashboard Results - SBAC Data (2018)

Math

All Students:

Per the California dashboard, all students (703) performed 29.2 points above standard on the math assessment, with a decline of 9.8 points from 2017.

English Learners:

English Learners (95) performed 74.5 points below standard, declining 7.6 points from 2017.

Students with Disabilities:

Students with disabilities (103) performed 70.6 below standard, maintaining 0.7 points from 2017.

2018-19 Grade/Report Card Data:

The number of students earning D and F grades increased by 9 students 2nd-semester progress report when compared to 1st-semester final grades.

2017-18 # of students with D/F grades for ELA

1st sem final: 58

2nd sem progress: 67

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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.**

For math, this data shows that there was an increase in all student scores from the standard. However, while both subgroups (English Learners and students with disabilities) performed below standard, students with disabilities increased scores scores from spring 2018 to spring 2019.

This data indicates that the implemented actions and services outlined in the 2018-19 plan were effective in increasing student scores at OCMS. It is important to note that the standards assessed are different in 7th and 8th-grade years, as well as the parameter for scoring in the standard, Met/Exceeded range differs for 7th and 8th grade.

OCMS continues to outperform county and state averages.

OCMS did reach the goal of increasing both scores.

**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 will continue to provide intervention/support class in math for all students and targeted student groups, in addition to after school support in math. Additionally, two new math sections will be added to the master schedule for the 2019-2020 school year to specifically support these student subgroups.

This goal will continue in the plan for the 2019-2020 school year to address math progress towards increasing overall student achievement. Growth targets will be adjusted to track points from meeting or exceeding standards on SBAC tests.

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**School Goal 3**

OCMS will increase the level of "school connectedness" and "sense of safety" for students.

**LCAP Priority Area:**

1, 3, 5, 6

**Targeted Pupil Student Group(s):**

All

**A. Actual Measurable Outcomes:**

The (spring) 2018 OCMS School Internal Climate Survey showed (most recent data available):

94.5% of students surveyed (617 total respondents) have a trusted adult in their life.

59.8% of students surveyed (617 total respondents) reported to having a trusted adult at OCMS (21.2% of the respondents said they "were not sure.").

54.8% of students surveyed reported that their trusted adult on campus is a teacher.

48.5% of students surveyed reported that their trusted adult on campus is a counselor.

34.2% of students surveyed reported that their trusted adult on campus is an administrator (principal or assistant principal).

90.4% of students surveyed reported that their trusted adult outside of school is their parent(s).

55.3% of students surveyed reported that their trusted adult outside of school is an extended family member.

Students survey reported the following top three reasons an individual was selected as a trusted adult:

85.7% selected because he/she can be trusted.

84.3% selected because he/she cares about me.

75% selected because he/she listens to me.

The (spring) 2019 8th-grade internal survey (Compare with 2017 CHKS)

1. 88.3% of 8th graders feel close to people at OCMS (308 responses)- an increase of 16.7% from 2017 CHKS

2. CANNOT COMPARE TO 2017 CHKS but compare to 2018 Internal survey 71.9% of students feel that they have at least one trusted adult at OC (306 responses).

An increase of 12.1% from 2018 internal survey

3. 91% of 8th graders feel safe at school (310 responses), an increase of 10% from 2017 CHKS

Other indicators of school climate include attendance data, discipline data and drop out rates.

**Attendance**

2015-16 Truancy rate (most recent published) is 52.54% which represent an increase of 14.56% when compared to the prior year.

It is important to note that per Education Code Section 48260, a truant is defined as "a pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school without a valid excuse three full days in one school year or tardy or absent for more than a 30 minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, shall be classified as a truant." Excused absences and tardies are not reflected in the CDE reported Truancy rates.

Multiyear local attendance data reflects a consistent chronic absenteeism rate of approximately 6% for all students.

17-18 CA Dashboard Chronic Absenteeism 7.4% (an increase of 1.4%)

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## Discipline data

2016-17 (most recent published) suspension rate is 3.7% (27 students) which represent a consistent rate (however 2 fewer students suspended based on enrollment numbers) when compared to the prior year.

17-18 CA Dashboard data 4.2% Suspension Rate (increase 0.5%)

## Middle School drop out rate

OCMS has maintained a 0% drop out rate over the last 4 years reviewed.

**B. Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.**

The 2018 OCMS School Internal Climate Survey shows an increase in overall school connectedness and a sense of safety for students as compared to the 2015 Healthy Kids Survey results. The 2018 OCMS School Internal Climate Survey shows that students have a trusted adult on campus and that the most important indicators of a trusted adult are that the individual can be trusted, cares about the student, and listens. Other school climate indicators represent progress as evidence by consistently low suspension rates and drop out rates. However, OCMS will continue to focus on student attendance, specifically truancy rates.

We are making progress in increasing a positive school climate. Growth targets were partially met.

**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 SPSSA.**

We will continue to implement homeroom and anti-bullying/character programs (i.e. No Place for Hate) to bolster our social and emotional support of students. Other focuses will be support weeks/days such as Wellness Week, Yellow Ribbon Day, Red Ribbon Week, etc. Additionally, we will be implementing the Were Everybody Belong (WEB) program in the 2019-2020 school year. The goal will continue to include multiple measures of school climate



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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.

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

**School Goal 1**  
 Annual increase in student achievement for all students in English Language Arts with a focus on accelerating student learning outcomes for target subgroups including English Learners, low income pupils and students with disabilities.

**LCAP Priority Area:**  
 1 (Basic), 2 (implementation of California’s academic standards), 4 (student achievement), 7 (prepare students for college and careers), and 8 (measuring other important student outcomes)

**Targeted Pupil Student Group(s):**  
 SES (Socioeconomic Status), SPED (Special Education), ELL (English Language Learners)

<p><b>A. Rationale:</b>                  A review of multi-year student achievement data revealed the need to continue to focus on increasing student achievement outcomes for all students in ELA.                  CA Dashboard Results - SBAC Data (2018)                  English Language Arts                  All Students:                  Per the CA Dashboard, all students (703) performed 52.4 points above standard on the English Language Arts assessment, declining 4.6 points from 2017.                  English Learners:                  English Learners (97) performed 31 points below standard, maintaining 0.7 points from 2017.                  Students with Disabilities:</p>	<p><b>B. Expected Measurable Outcomes:</b>                  SBAC results, points above/below standard in 2019:                  English Language Arts                  All students: 55 points above standard                  English Learners: 29.5 points below standard                  Students with Disabilities: 21 points below standard                  Grade/report card data:                  Decrease in the number of students earning D and F grades 2nd semester when compared to 1st semester progress in English courses by 10 students.</p>
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Students with disabilities (105) performed 22.3 points below standard, maintaining 1.2 points from 2017.

2018-19 Grade/Report Card Data:  
The number of students earning D and F grades increased by 14 students 2nd-semester progress report when compared to 1st-semester final grades.

2017-18 # of students with D/F grades for ELA  
1st sem. final: 29  
2nd sem. progress: 43

**C. Strategy:**

Continue to provide targeted English Language Arts interventions to increase student learning outcomes for all students.

Actions/Tasks		Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	<p>OCMS will continue to implement Professional Learning Communities/Site Collaboration Time and research proven instructional strategies:</p> <p>Teachers will collaborate to identify and address essential learning outcomes, build common assessments, analyze data, and offer opportunities for remediation and enrichment to ensure student learning.</p>	Administration, PLC Teams	\$4,000 Source: Title I (supplemental materials and supplies)	Track data from content-area PLC teams and progress on Common Formative Assessments.	Ongoing
2.	<p>OCMS will offer targeted intervention courses in ELA.</p> <p>Targeted intervention courses in English Language Arts; English Enrichment (Title 1) and READ 180 (LCAP):</p> <p>English Enrichment a. Entry criteria: Students will be identified for enrollment/participation in ELA intervention courses based on a review of multiple student achievement measures including; Lexile levels, English course grade, ELPAC scores, LAS Links scores, SBAC scale scores, teacher recommendation.</p> <p>b. Instructional targets: Increase in reading and writing fluency and comprehension skills. Increase in collaborative, interpretive, and productive modes of interacting in English. Skills for remediation will be identified using English course assessments and class work as well as standardized test scores to best meet students individual needs.</p>	Administration, Program Coordinators, Support Teachers	<p>\$25,000 (0.2 FTE) Source: Title I (English Enrichment) \$50,000 (0.4 FTE) Source: LCAP non-formula sections (READ 180)</p> <p>\$8,000 Source: Title I (supplemental materials and supplies)</p>	Grade and assessment data	Ongoing

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	<p>c. Exit criteria: Increase in LAS Links scores from fall to spring, increase in Lexile level, increase in course grade. Review of SBAC/ELPAC assessments, in combination with teacher recommendations.</p> <p>It is noted that students may benefit from the additional support of tutors/bilingual aide to best support student success.</p>				
3.	<p>OCMS will provide academic monitoring and support for struggling students via a Title I and EL Coordinator. Title I and ELD Coordinator will also support intervention teachers, track data, and work with families.</p> <p>Additional academic monitoring and support for struggling students will be offered via Academic Lab courses, focusing on increasing students organizational and executive function skills.</p> <p>a. Entry criteria: Low course grades in core content areas, low levels of homework/class assessment completion, teacher/counselor recommendation, SBAC scores in the Standard Not Met - Nearly Met range, students in need of additional support developing organization, time management, and study skills. This data is reviewed via the SST process.</p> <p>b. Instructional targets: Explicit instruction on targeted executive functioning skills to increase work completion and course grades. Provide additional time and individual support for course work completion and re-teaching skills as needed.</p> <p>c. Exit criteria: Increase in course grade, decrease in the number of missing assignments, as determined via the SST process.</p>	Title I and ELD Coordinator, teachers	<p>\$25,000 (0.2 FTE) Source: Title I (Title 1 Coordinator) \$25,000 (0.2 FTE) Source: LCAP non-formula sections (ELD Coordinator) \$50,000 (0.4 FTE) Source: Title 1 (Academic Lab)</p> <p>\$8,000 Source: Title I (supplemental materials and supplies)</p>	Grade and assessment data	Ongoing
4.	<p>OCMS will provide opportunities for teachers to attend professional development sessions on ways to increase student achievement.</p> <p>This may include the use/implementation of research-based curriculum to best support student subgroups and/or students performing below standard.</p>	Administration; Teachers	<p>\$10,000 Source: Title I</p>	Attendance at PD, SBAC scores, D/F Rates	Ongoing
5.	<p>OCMS will offer interventions and support through school tutoring programs/opportunities and aide/tutor support for low performing student subgroups.</p> <p>a. Entry criteria: D or F grade in English, SBAC scores in the Standard Not Met - Nearly Met range, teacher recommendations.</p>	Teachers; Tutors	<p>\$30,000 Source: Title I</p>	Attendance at tutoring, Course grades	Ongoing

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	<p>b. Instructional targets: Review targeted concepts and lessons from grade level courses for remediation, re-teaching, and enrichment. Aide/tutor support will offer these scaffolded supports within the grade level courses.</p> <p>c. Exit criteria: Increase in course grade, course assessment scores, student work samples.</p>				
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**LCAP Goal:**

Goal #1 Annual increase in student achievement for all students in English Language Arts and Math with focus on accelerating student learning outcomes for target subgroups including English Learners, low income pupils and pupils performing below grade level.

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

**School Goal 2**

Annual increase in student achievement for all students in math with focus on accelerating student learning outcomes for target subgroups including English Learners, low income pupils and students with disabilities.

**LCAP Priority Area:**

2 (implementation of California’s academic standards), 4 (student achievement), 7 (prepare students for college and careers), and 8 (measuring other important student outcomes)

**Targeted Pupil Student Group(s):**

SES (Socioeconomic Status), SPED (Special Education), ELL (English Language Learners)

**A. Rationale:**

A review of multi-year student achievement data revealed the need to continue to focus on increasing student achievement outcomes for all students in math.

Math

All Students:

Per the California dashboard, all students (703) performed 29.2 points above standard on the math assessment, with a decline of 9.8 points from 2017.

English Learners:

English Learners (95) performed 74.5 points below standard, declining 7.6 points from 2017.

Students with Disabilities:

Students with disabilities (103) performed 70.6 below standard, maintaining 0.7 points from 2017.

2018-19 Grade/Report Card Data:

The number of students earning D and F grades increased by 33 students 2nd-semester progress report when compared to 1st-semester final grades.

**B. Expected Measurable Outcomes:**

SBAC results, points above/below standard in 2019:

Math

All students: 30.6 points above standard

English Learners: 70.8 points below standard

Students with Disabilities: 67 points below standard

Grade/report card data:

Decrease in the number of students earning D and F grades 2nd semester when compared to 1st semester progress in English courses by 10 students.

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2018-19 # of students with D/F grades for ELA  
1st sem. final: 58  
2nd sem. progress: 91

**C. Strategy:**

	Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	<p>OCMS will continue to implement Professional Learning Communities/Site Collaboration Time and research proven instructional strategies:</p> <p>Teachers will collaborate to identify and address essential learning outcomes, build common assessments, analyze data, and offer opportunities for remediation and enrichment opportunities to ensure student learning. This may also include the identification and implementation of research-based instructional materials.</p>	Administration, PLC Teams	<p>*Duplicated from Goal #1 costs and funding source: \$4,000 Source: Title I (supplemental materials and supplies)</p>	Track data from content-area PLC teams and progress on Common Formative Assessments.	Ongoing
2.	<p>OCMS will offer targeted intervention courses in math.</p> <p>Targeted intervention courses in math: Math Skills A/B (Title 1) and Math A Essentials (LCAP), Math AE-EL (Title 1), Math BE-EL (LCAP):</p> <p>Math Skills A: a. Entry Criteria 45-55% on MDTP SBAC math scores Standard Not Met SBAC math score Standard Nearly Met (with additional review) Performance in 6th-grade math course (D/F) Students' Math A class grades (C/D/F grades)</p> <p>b. Instructional Targets Identify individual weaknesses using student work samples and assessments from grade level math course. Utilize ST math and other supplemental materials to remediate identified skills. Scaffold, remediate, and adapt lessons for students to access grade level math material. Front load for upcoming lessons as well as the use of concrete manipulatives to support conceptual understanding. Students will become more of a self-advocate by initiating conversations with their grade-level teachers about their progress in math.</p> <p>c. Exit Criteria</p>	Administration, Program Coordinators, Support Teachers	<p>\$50,000 (0.4 FTE) Source: Title I (Math Skills A/B) \$25,000 (0.2 FTE) Source: LCAP non-formula sections (Math A Essentials) \$25,000 (0.2 FTE) Source: Title 1 (Math AE-EL) \$25,000 Source: LCAP non-formula sections (Math BE-EL)</p> <p>*Duplicated from Goal #1 costs and funding source: \$8,000 Source: Title I (supplemental materials and supplies)</p>	Grade and assessment data	Ongoing

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	<p>C or higher at semester in grade level math class. Growth on Math A Module tests Gradebook data on warm-ups, classroom, and homework Performance on in class interim assessments (formal and informal) Student Detail Report from ST Math</p> <p>Math Skills B: a. Entry Criteria Nearly Met on SBAC SBAC math scores Standard Not Met SBAC math score Standard Nearly Met Performance in 7th-grade math course (D/F) Students' Math B class grades (C/D/F grades)</p> <p>b. Instructional Targets Identify individual weaknesses using student work samples and assessments from grade level math course. Utilize ST math and other supplemental materials to remediate identified skills. Scaffold, remediate, and adapt lessons for students to access grade level math material. Front load for upcoming lessons as well as the use of concrete manipulatives to support conceptual understanding Students will become more of a self-advocate by initiating conversations with their grade-level teachers about their progress in math</p> <p>c. Exit Criteria C or higher at semester in grade level math class. Growth on Math B Module tests Gradebook data on warm-ups, classroom, and homework Performance on in class interim assessments (formal and informal) Student Detail Report from ST Math and/or additional student data as needed</p> <p>It is noted that students may benefit from the additional support of tutors/bilingual aide to best support student success.</p>				
3.	<p>OCMS will provide academic monitoring and support for struggling students via a Title I and EL Coordinator. Title I and EL Coordinator will also support intervention teachers, track data, and work with families.</p> <p>Additional academic monitoring and support for struggling students will be offered via Academic Lab courses, focusing on increasing students organizational and executive function skills.</p> <p>a. Entry criteria: Low course grades in core content areas, low levels of homework/class assessment completion, teacher/counselor recommendation, SBAC</p>	Title I and ELD Coordinator, teachers	*Duplicated from Goal #1 costs and funding source: \$25,000 (0.2 FTE) Source: Title I (Title 1 Coordinator) \$25,000 (0.2 FTE) Source: LCAP non-formula sections (ELD Coordinator) \$50,000 (0.4 FTE)	Grade and assessment data	Ongoing

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	<p>scores in the Standard Not met/low Nearly Met range, students in need of additional support developing organization, time management, and study skills. SST feedback and recommendations are considered for student placement as well.</p> <p>b. Instructional targets: Explicit instruction on targeted executive functioning skills to increase work completion and course grades. Provide additional time and individual support for course work completion and re-teaching skills as needed.</p> <p>c. Exit criteria: Increase in course grade, decrease in number of missing assignments</p>		<p>Source: Title 1 (Academic Lab)</p> <p>*Duplicated from Goal #1 costs and funding source: \$8,000 Source: Title I (supplemental materials and supplies)</p>		
4.	<p>OCMS will provide opportunities for teachers to attend professional development sessions on ways to increase student achievement. This may include the development of a Sheltered English math class to best support the English Learners at OCMS. This may also include the use/implementation of research-based curriculum to best support student subgroups and/or students performing below standard.</p>	<p>Administration; Teachers</p>	<p>*Duplicated from Goal #1 costs and funding source: \$10,000 Source: Title I</p>	<p>Attendance at PD, SBAC scores, D/F Rates</p>	<p>Ongoing</p>
5.	<p>OCMS will offer interventions and support through before and after school math tutoring programs and aide/tutor support for low performing student subgroups.</p> <p>a. Entry criteria: D or F grade in math and/or English, SBAC scores in the Standard Not met/low Nearly Met range, teacher recommendations.</p> <p>b. Instructional targets: Review targeted concepts and lessons from grade level courses for remediation, re-teaching, and enrichment. Aide/tutor support will offer these scaffolded supports within the grade level courses.</p> <p>c. Exit criteria: Increase in course grade, course assessment scores, student work samples</p>	<p>Teachers</p>	<p>*Duplicated from Goal #1 costs and funding source: \$30,000 Source: Title I (supplemental materials and supplies)</p>	<p>Attendance at tutoring, course grades</p>	<p>Ongoing</p>



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### F. School Site Council Membership Oak Crest Middle School

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Briehna Weatherford	X				
Stephanie Dresti			X		
Anne Briscoe		X			
Connor Green		X			
Enid Robert		X			
Julie Seebruch		X			
Shana Bass Sonnenshein				X	
Marc Duxbury				X	
Mamta Malhotra				X	
Gracy Neely					X
Gwen Mullins					X
Kirra Repaire					X
<b>Numbers of members of each category</b>	<b>1</b>	<b>3</b>	<b>2</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 2019-2020  
Oak Crest Middle School**


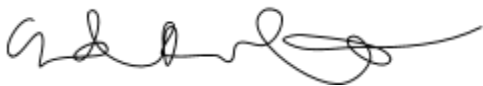


State/Federal Categorical Program	Allocation
	<b>\$125,000</b>
	<b>\$277,730</b>
<b>Total</b>	<b>\$402,730</b>

**OCMS School Site Safety Plan  
Approval**

September 29, 2020

3:15pm-4:15pm

[Google Meet](#)

Name	Signature
Kathryn Friedrichs	
Enid Robert	
Julie Seebruch	
Anne Briscoe	Anne Briscoe
Connor Green	Connor Green
Stephanie Dresti	
Marc Duxbury	Absent
Shana Bass Sonenshein	Shana Bass Sonenshein
Mamta Malhorta	Absent
Grace Neely	Grace Neely

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Gwen Mullin	Gwen Mullin
Kirra Repaire	Absent

School Year: 2020-21

# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sunset High School	37-68346-3737384	10-01-2020	10-15-2020

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Comprehensive Support and Improvement

Sunset High School was selected for comprehensive support and improvement (CSI) based on 2018 California Dashboard results for low graduation rates.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Sunset completes a needs assessment each year to inform and develop their SPSA. As Sunset is a small school (<150 students), the school team is able to conduct an annual needs assessment with input from all staff as well as students and parents who participate on school site council (SSC). District leadership reviewed results of Sunset's needs assessment and supported a root cause analysis of identified highest priority needs, which included increasing graduation rates. The Sunset team developed a data-driven School Plan for Student Achievement (SPSA) based on the needs identified through this process. The team identified evidence based practices to increase one-year graduation rates as well as improve academic, behavioral, and social-emotional outcomes for all students. Sunset's SPSA goals are aligned with the district's LCAP goals and Sunset utilizes a continuous improvement model to implement, monitor, and annually evaluate the SPSA.

Sunset's SPSA addresses both the academic gaps and social/emotional challenges students face as they strive to meet the graduation requirements set by SDUHSD, while also preparing students for careers or post-secondary educational opportunities.

## Stakeholder Involvement

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How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

Sunset High School's SPSA was developed after engaging with a number of Sunset's stakeholders. Sunset gathered the necessary input to develop a plan representative of their unique school population. The principal informed the School Site Council of the SPSA process via email and collected input during an SSC meeting on October 1, 2020. The School Site Council was sent drafts of the proposed school goals prior to the meeting to review at their convenience and respond whenever questions or comments arose. The school's SPSA goals were discussed and approved on October 1, 2020. Throughout the year, each of the ten staff members provided direct input on the sections of the report that impacts their practice, this occurred through Monday's staff meetings, and individual meetings. Individual meetings occurred with the English department chair, the math department chair, the social science department chair, the special education department chair, and the counselor. After the individual meetings, these individuals met with their departments and brought back their needs, feedback and ideas. Information was collected by reviewing data from the California Healthy Kids Survey, California School Dashboard, and Sunset's year-end senior survey. The school focused on Graduation rates, UC/CSU eligibility, dropout rate, CAASPP results, attendance data, discipline data, and the course completion rate.

Analysis of this data, informed the conversations that took place with the SSC and staff, allowing for an ongoing fluid discussion about the needs of the school which led to the development and completion of Sunset SPSA goals and plan. The completed analysis led to additional staffing being allocated to Sunset in order to support student's social emotional needs. During the 2019-20 school year Sunset added a .80 FTE Student Support Specialist position to support the social emotional needs at Sunset and to increase attendance, decrease substance use rates and rates of depression/thoughts of suicide. This position is being provided to help build capacity at Sunset and to remediate SE impacts which have been preventing students from graduating.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Starting in January 2019 when Sunset High School was identified by CDE as eligible for Comprehensive Support and Improvement, SDUHSD provided technical assistance and support to Sunset Continuation High School to develop a data-driven School Plan for Student Achievement (SPSA) and implement evidence based practices to increase one-year graduation rates. Sunset, as with all district schools, completes a needs assessment each year to inform and develop their SPSA. As Sunset is a small school (<150 students), the school team is able to conduct an annual needs assessment with input from all staff as well as students and parents who participate on their School Site Council (SSC). District leadership reviewed results of Sunset's needs assessment and supported a root cause analysis of their identified highest priority needs, which included increasing graduation rates. Additionally, district leadership worked with the Sunset leadership team to conduct an evaluation of Sunset referral practices and policy, evaluated resource inequities which included a review of staffing, course materials, fiscal records, and facilities, reviewed progress monitoring practices to track student's status towards graduation, provided training and professional development for staff on creating and implementing a data-driven SPSA and identifying evidence

based strategies to address site needs, as well as training on effective progress monitoring to ensure full implementation of their SPSA.

Construction began in June of 2019 on a new state-of-the-art facility for Sunset. Sunset had been operating out of portable classrooms for decades. The new facility opened in August of 2020. The new campus will give staff and students opportunities to offer courses that weren't available in the past, such as art and culinary. Additionally, a multi-purpose room will allow for school and community-based events that will promote connectedness.

As a result of this work, SDUHSD did not identify any resource inequities at Sunset. Sunset has experienced teachers, comparable funding to all district schools, adequate and safe facilities, as well as standards aligned instructional materials. Through the needs assessment process, the planning team identified the following evidence based strategies:

- a. Refine the district's referral process for placement at Sunset to allow student's sufficient time to remediate credit deficiencies,
- b. Developed an alternative graduation track for credit-deficient students that mirrors that graduation tracks at local adult education programs,
- c. Partner with local community colleges to develop a preparation course for students to take the General Educational Development Test (GED) or The California High School Proficiency Examination (CHSPE),
- d. District team will continue to coach and train counselors from all high schools to ensure practices are in place to identify students who are credit deficient in time for remediation.
- e. The Sunset and district team will implement the Tier Two evidence-based actions and services identified above in the 2020-21 school year.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

To increase the one-year graduation rate for students at Sunset.

### Identified Need

Based on stakeholder feedback, CA School Dashboard results for Graduation Rate and College/Career Indicator, as well as internal review of UC/CSU eligibility rates, course enrollment data and teachers, administrators and counselors feedback, indicate the need to continue to provide focused actions and services to support student development of college and career readiness skills and increase graduation rates for all students. Based on student feedback during advisory period, students need targeted executive functioning and organizational support.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
One-year graduation rate	2018-19 one-year graduation rate = 57.9%	Increase one-year graduation rate to a two-year average of 68% or better. Yearly increase in number of courses completed.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

Sunset team will work with counselors and administrators at all SDUHSD schools to implement the revised Sunset referral process with fidelity. Principal and counselor will identify criteria and profiles to enroll students from other schools in a more timely manner, giving Sunset the time needed to get the students on track to graduate.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

None Specified

### Strategy/Activity 2



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**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

## Strategy/Activity

Develop alternative graduation track for credit-deficient students that mirrors the alternative tracks at local adult education programs.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

25,000

Source(s)

Comprehensive Support and Improvement (CSI)

**Strategy/Activity 3****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

## Strategy/Activity

Offer an Academic Survival course to help students develop the organizational skills, executive functioning skills, and targeted academic skills they need to be successful in their core content classes.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

16,000

Source(s)

Comprehensive Support and Improvement (CSI)

**Strategy/Activity 4****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

## Strategy/Activity

Refine and enhance our current assessment practices and data collection systems to evaluate programs and services at Sunset.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

25,000

Comprehensive Support and Improvement (CSI)

## Annual Review

### SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

On March 13, 2020, all SDUHSD schools were closed to prevent the spread of COVID-19. Education shifted drastically after this as SDUHSD implemented a Distance Learning Plan which continued through the end of the 2019-20 school year. As part of the school closure and subsequent distance learning plan, students did not receive as consistent instruction as when in person. Teachers were asked to provide students with Essential Learning Objectives up to 50-60% of normal during this time. All state assessments were canceled so there is no CAASPP data for the 2019-20 school year for comparison.

During the 2019-20 school year, the Sunset staff engaged in a variety of strategies aimed to increase the graduation rate. The SPSA goals and strategic plan were implemented with fidelity. Growth was seen in some internal measures. However, many of the students that arrive at Sunset are credit-deficient and far below grade level and state indicators do not show the growth that occurs during their time at Sunset. In addition, students generally are not at Sunset for extended periods of time, so long-term growth is difficult to collect or notice. Although steps were taken to implement evidence based practices and to complete all the above strategies with fidelity in this plan, continued implementation was interrupted by the closing of schools on March 13 due to the COVID-19 pandemic.

A new Sunset referral form was created and shared with administrators and counselors from the other high schools. The new form allowed administrators and counselors from the other schools to provide input regarding prospective students and to analyze each individual case to determine whether or not a placement change to Sunset was appropriate. The Academic Survival course was well-received by teachers and students and participation was positive. During the 2020-21 school year, CSI funding will be used to support school-wide professional development and materials focused on Universal Design for Learning and Differentiated Instruction, and strategies/programs to ensure all Sunset teachers are providing needed supports to the wide-variety of learning needs in their classrooms.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no significant differences although the closure of school as a result of the COVID-19 pandemic resulted in limited opportunities to implement activities related to this goal. Sunset's learning schedule and calendars were developed collaboratively with all other high school administrators and site personnel to provide structure and consistency across the district. As the

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school year develops, supports and interventions will be developed and implemented to support students in academics and social-emotional learning. Since this is a developing situation, goals written for the 2020-21 school year will be established for on-campus learning then adapted as needed for the distance learning environment. In the distance learning environment, please note classes are conducted online using Google Classroom as the main platform. Intervention and supports will be conducted online initially and then in person as health and safety guidelines allow.

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.

Based on review of the 2019-20 goal and current data analysis, the Sunset SPSA Goal #1 will be continued into the 2020-21 school year (Goal 1, Strategy/Activity 1-4).

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

To increase student performance in Math and ELA (English Language Arts) on the state SBAC test.

### Identified Need

Comparing Sunset's SBAC scores to SDUHSD, San Diego County and State of California, there is a need for Sunset to address evident achievement gaps for all students.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP: Percent of students who score in the Standard/Met/Exceeded range in Math and English.	2019 scores indicate 54% of students scored in the Standard Met or Exceeded range in English. 2019 CAASPP scores indicate 8.69% of students scored in the Standard Met or Exceeded range in Math.	Increase SBAC scores in both English and Math by 5%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Design a math support class for students performing below grade level in math.

- Students will be identified for enrollment through a review of multiple measures including: SBAC scores, grades, and teacher recommendations.
- Identify individual student's math skills for remediation and address through differentiation and targeted instruction. Support grade level math courses through re-teaching and differentiating lessons.
- Create lessons and mini-courses to deliver to all students prior to SBAC to provide all students additional preparation.
- Research, write, prepare, and design the course.
- Purchase the necessary resources: projectors, technology, licenses, teacher resources, noise-cancelling headphones, testing resources, and hand-held graphic calculators.
- Explore possibility of using Freckle to supplement math-support classes.

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**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10,000

Source(s)

Comprehensive Support and Improvement (CSI)

**Strategy/Activity 2****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

Students' SBAC assessment results and college placement results indicate a need to augment the English curriculum in regards to expository reading and writing.

- a. English teachers will attend the Expository Reading and Writing Course and ELA Advanced Study four-day Workshop offered by California State Universities.
- b. Based on what they learn, teachers will augment their curriculum and identify strategies to assist students in greater success on the SBAC, college placement exams, and their current and future courses.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5,000

Source(s)

Comprehensive Support and Improvement (CSI)

**Strategy/Activity 3****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

Provide curriculum, courses and resources to allow all students to access the English content, allowing for less time to get through courses with greater success.

- a) Teachers to provide accessible and higher interest novels and reading choices. This will include supportive materials and new units to connect to state standards and state testing.
- b) Sunset to reinstate the academic literacy elective to meet the needs of second language students. This allows for an additional elective that provides the necessary support for students to access mainstream English courses.
- c) Classrooms to increase student success and engagement. Through creating reading and writing stations, students will be able to complete their work in environments designed for their current academic focus.

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**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

14,884

Source(s)

Comprehensive Support and Improvement (CSI)

**Strategy/Activity 4****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

**Strategy/Activity**

Teachers will identify a yearly growth target, in addition to SBAC scores in order to monitor growth. Teachers will monitor student progress towards mastery of grade-level math skills.

- a. Teachers will develop additional assessments to monitor student growth.
- b. Utilize the weekly advisement period to allow time to meet with students to review and discuss progress and areas of strength and concern.
- c. Utilize weekly staff meetings for regular collaboration between teachers to monitor students progress in math and discuss methods to increase student success.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5,000

Source(s)

Comprehensive Support and Improvement (CSI)

## Annual Review

**SPSA Year Reviewed: 2019-20**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

On March 13, 2020, all SDUHSD schools were closed to prevent the spread of COVID-19. Education shifted drastically after this as SDUHSD implemented a Distance Learning Plan which continued through the end of the 2019-20 school year. As part of the school closure and subsequent distance learning plan, students did not receive as consistent instruction as when in person. Teachers were asked to provide students with Essential Learning Objectives up to 50-60% of normal during this time. All state assessments were canceled so there is no CAASPP data for the 2019-20 school year for comparison.

## ITEM 10c

Math support class was created and teachers witnessed successful, albeit limited, growth. Review of last year's data indicated that some progress was made, however, more extensive efforts are needed to ensure students are successful in obtaining math skills.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no significant differences although the closure of school as a result of the COVID-19 pandemic resulted in limited opportunities to implement activities related to this goal. Sunset's learning schedule and calendars were developed collaboratively with all other high school administrators and site personnel to provide structure and consistency across the district. As the school year develops, supports and interventions will be developed and implemented to support students in academics and social-emotional learning. Since this is a developing situation, goals written for the 2020-21 school year will be established for on-campus learning then adapted as needed for the distance learning environment. In the distance learning environment, please note classes are conducted online using Google Classroom as the main platform. Intervention and supports will be conducted online initially and then in-person as health and safety guidelines allow. Funds allocated for this goal in 2019-20 were not used due to school closures related to the COVID-19 pandemic. During 2020-21, once schools fully reopen, we will use the funds to ensure students are successful in obtaining certain math skills.

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.

Based on review of the 2019-20 goal and current data analysis, the Sunset SPSA Goal #2 will be continued into the 2020-21 school year (Goal 2, Strategy/Activity 1-4).



# Goals, Strategies, & Proposed Expenditures

ITEM 10c

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

## Goal 3

To increase the percentage of students who feel connected at Sunset.

### Identified Need

Based on student/parent intake meetings with the principal, the number of students on the Student Support Specialist's caseload, the number of students with attendance issues, and the data collected by the California Healthy Kids Survey and Sunset end-of-year survey, Sunset recognizes that many of its students are faced with social and emotional challenges. Research indicates that increased student engagement and sense of safety improves student attendance and academic success.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey and Sunset end-of-year survey.	California Healthy Kids Survey results show an average of 56% of students reporting "agree" or "strongly agree" regarding school connectedness.	Sunset wants more students feeling connected at our school. Based on our local climate survey we would like to see a 4% increase to 60% of our students who report "agree" or "strongly agree" regarding school connectedness.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Add additional elective courses to engage students in courses that help them meet their college entrance requirements, allow them to learn a career/trade, or give them credits for exploring careers of interest. This includes researching, creating, and implementing courses in career-technical education, foreign language, and internship.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.



## ITEM 10c

Amount(s)

9,000

Source(s)

Comprehensive Support and Improvement (CSI)

**Strategy/Activity 2****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide access to a College and Career Center for students to learn about colleges and careers and have access to necessary resources to aid in the college application process, resume building, and career exploration.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

21,236

Source(s)

Comprehensive Support and Improvement (CSI)

**Strategy/Activity 3****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Staff development to gain new ideas of how to better meet the needs of all students. Staff development will also keep the staff updated on the changes in continuation education and will also allow staff members to have access to other continuation schools and their teachers. These staff development opportunities are:

- a. Visiting model alternative/continuation schools
- b. Attending the annual California Continuation Education Annual Conference
- c. Trauma-Informed Practices and At-Risk for High School professional development

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

15,000

Source(s)

Comprehensive Support and Improvement (CSI)

**Strategy/Activity 4****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

## ITEM 10c

## Strategy/Activity

Construction of new facility has been completed for the start of the 2020-21 school year. This will provide students with opportunities to engage in newly offered courses and activities. It will also help to build a sense of pride for the school community and support popular elective classes. Art and Film are classes that students enjoy taking and more opportunities should be provided to allow for greater student success. Movie stations should be created to allow students to watch films without being distracted or distracting others. Adding movie players, headphones, dividers to block light, will allow students to get through the course. An Art Push-in program where working artists are contracted to come in and give workshops on their specialties to give students and the teacher greater access to relevant and local art occurring in our society. Most students at Sunset take Art. It is a course that allows students time and space to be introspective and connect with themselves as well as other artists. CSI funding will be used to purchase supplemental materials.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10,000

Source(s)

Comprehensive Support and Improvement (CSI)

## Annual Review

**SPSA Year Reviewed: 2019-20**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

On March 13, 2020, all SDUHSD schools were closed to prevent the spread of COVID-19. Education shifted drastically after this as SDUHSD implemented a Distance Learning Plan which continued through the end of the 2019-20 school year. As part of the school closure and subsequent distance learning plan, students did not receive as consistent instruction as when in person. Teachers were asked to provide students with Essential Learning Objectives up to 50-60% of normal during this time. All state assessments were canceled so there is no CAASPP data for the 2019-20 school year for comparison.

Due the closing of school in response to the COVID-19 pandemic, we were unable to fully develop a new College and Career Center. As school has slowly opened up to targeted groups of students and as we move into our new facility, we will be able to complete this process.

Data analysis of the California Healthy Kids Survey indicates we need to increase the percentage of students who feel connected at Sunset.

## ITEM 10c

During the 2019-20 school year, Sunset piloted Thrively as a career exploration tool. Unfortunately, due to the COVID-19 pandemic and school closing, we were unable to fully implement Thrively. We will continue to use Thrively once school is fully reopened.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no significant differences although the closure of school as a result of the COVID-19 pandemic resulted in limited opportunities to implement activities related to this goal. Sunset's learning schedule and calendars were developed collaboratively with all other high school administrators and site personnel to provide structure and consistency across the district. As the school year develops, supports and interventions will be developed and implemented to support students in academics and social-emotional learning. Since this is a developing situation, goals written for the 2020-21 school year will be established for on-campus learning then adapted as needed for the distance learning environment. In the distance learning environment, please note classes are conducted online using Google Classroom as the main platform. Intervention and supports will be conducted online initially and then in person as health and safety guidelines allow. Funds allocated for this goal in 2019-20 were not used due to school closures related to the COVID-19 pandemic. CSI funding will be used to continue to provide professional development for all Sunset teachers. Once school is fully reopened, we will use these funds to initiate the professional development opportunities.

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.

Based on review of the 2019-20 goal and current data analysis, the Sunset SPSA Goal #3 will be continued into the 2020-21 school year (Goal 3, Strategy/Activity 1-4).

# Budget Summary

ITEM 10c

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$156,120.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$156,120.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Comprehensive Support and Improvement (CSI)	\$156,120.00

Subtotal of additional federal funds included for this school: \$156,120.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$0.00

Total of federal, state, and/or local funds for this school: \$156,120.00

# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** October 9, 2020

**BOARD MEETING DATE:** October 15, 2020

**PREPARED AND SUBMITTED BY:** Robert A. Haley, Ed.D., Superintendent

**SUBJECT:** ACCEPTANCE OF GIFTS AND DONATIONS

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### 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,  
OCTOBER 15, 2020

ITEM 10d

Item #	Donation	Description	Donor	Department	School Site
1	\$373.44	Music Support Costs- Spring 2020	Oak Crest Middle School Music Boosters	Music	OCMS
		<b>*Donated Items:</b>			
	\$373.44	Monetary Donations			
	\$0.00	*Value of Donated Items			
	\$373.44	<b>TOTAL VALUE</b>			