

 <p>San Dieguito UNION HIGH SCHOOL DISTRICT <i>Engaged, Inspired, Prepared</i></p>	<p>REVISED</p> <p>BOARD OF TRUSTEES REGULAR BOARD MEETING</p>	<p>Board of Trustees Michael Allman Julie Bronstein Melisse Mossy Maureen "Mo" Muir Katrina Young</p> <p>Superintendent Dr. Cheryl James-Ward</p>
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**THURSDAY, JANUARY 20, 2022
3:00 PM**

**Public participation will be remote and
live-stream will be available @ www.sduhsd.net.
DISTRICT OFFICE BOARD ROOM
710 ENCINITAS BLVD.
ENCINITAS, CA 92024**

This meeting will be held in accordance with the San Dieguito Board of Trustees Resolution Authorizing Teleconference Meetings Pursuant to Assembly Bill 361 (Government Code Section 54953). The meeting will be live-streamed and video recorded. The public live-stream link will be posted online at www.sduhsd.net prior to the start of the meeting. Members of the Board of Trustees may participate virtually/telephonically.

Members of the public who wish to address the Board of Trustees during public comment may do so by submitting a request using this online form available [here](#). This form will open at 2:50 p.m. on January 20, 2022. Public comment will be limited to two (2) minutes per speaker and a total of 20 minutes per public comment period. Public comment will be taken in the order that members of the public complete the online form.

In accordance with the Brown Act, no discussion or action may be taken by the board of Trustees unless an item has been placed on the published agenda. The Board may 1) acknowledge receipt of the information or, 2) refer the matter to staff for further study, or 3) refer the matter to a future agenda.

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.

AGENDA

1. **CALL TO ORDER**
 - a. WELCOME
 - b. PLEDGE OF ALLEGIANCE
2. **APPROVAL OF AGENDA**
3. **CLOSED SESSION – public comment, if any**
 - a. STUDENT EXPULSION MATTERS PURSUANT TO EDUCATION CODE SECTION 48900(a)(2) (CASE #2021-153SD)
 - b. CONFERENCE WITH LEGAL COUNSEL-EXISTING LITIGATION (GOV'T CODE SECTION 54956.9(d)(1)) C.E. v. SDUHSD, ET AL. CASE No. 37-2017-00046020-CU-PO-CTL
 - c. CONFERENCE WITH REAL PROPERTY NEGOTIATORS (GOV'T CODE SECTION 54954.5)
 - i. To confer with real property negotiator:

Property:	1221 Encinitas Blvd., Encinitas, CA 92024
Agency Negotiator:	Tina Douglas, Associate Superintendent, Business and/or Dr. Cheryl James-Ward, Superintendent
Negotiating parties:	Boys and Girls Clubs of San Dieguito (Griset Branch)
Under negotiation:	Instructions pertaining to real property or price and terms of payment

- d. CONFERENCE WITH LABOR NEGOTIATORS (GOV'T CODE SECTION 54957.6)
 - i. EMPLOYEE ORGANIZATIONS: SAN DIEGUITO FACULTY ASSOCIATION / CALIFORNIA SCHOOL EMPLOYEE ASSOCIATION
 - ii. AGENCY DESIGNATED REPRESENTATIVES: SUPERINTENDENT, DEPUTY SUPERINTENDENT, AND ASSOCIATE SUPERINTENDENTS (3)
 - e. CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION (GOV'T CODE SECTION 54956.9(d)(1))
 - i. OAH CASE NUMBER 2021050037
 - ii. OAH CASE NUMBER 2021070908
 - iii. OAH CASE NUMBER 2021120858
 - f. CONFERENCE WITH LEGAL COUNSEL- ANTICIPATED LITIGATION (GOV'T CODE SECTION 54956.9(d)(2))
 - i. SIGNIFICANT EXPOSURE TO LITIGATION PURSUANT TO PARAGRAPH (2) OF SUBDIVISION 54956.9: ONE (1) POTENTIAL CASE
4. **RECONVENE TO OPEN SESSION – 5:00 PM**
- a. REPORT OUT OF CLOSED SESSION
5. **APPROVAL OF STUDENT EXPULSION CASE-EDUCATION CODE SECTION 48918(J)**
- a. CASE #2021-153SD
6. **REPORTS**
- a. STUDENT BOARD MEMBERS
 - b. BOARD OF TRUSTEES
 - c. SUPERINTENDENT REPORT
7. **INFORMATION ITEMS**
- a. BUSINESS SERVICES – TINA DOUGLAS, ASSOCIATE SUPERINTENDENT
 - i. RFQ/P FOR ARCHITECTURAL SERVICES CORRECTION
 - ii. FCMAT AND SCHOOL SERVICES UPDATE
 - iii. BOARD POLICY 1325
 - b. HUMAN RESOURCES – DR. OLGA WEST, ASSOCIATE SUPERINTENDENT
 - c. EDUCATIONAL SERVICES – BRYAN MARCUS, ASSOCIATE SUPERINTENDENT
 - d. ADMINISTRATIVE SERVICES – MARK MILLER, DEPUTY SUPERINTENDENT
 - e. SUPERINTENDENT/DISTRICT- DR. CHERYL JAMES WARD, SUPERINTENDENT
8. **RECOGNITION**
- a. BOARD OF TRUSTEES
 - b. EARLY COLLEGE ACCEPTANCE
 - c. MELINDA “MACHI” SYNN – CANYON CREST ACADEMY
 - d. CHARLENE FALCIS-STEVENS- TORREY PINES ATHLETIC DIRECTOR
 - e. BILL VICE- LCC CROSS COUNTRY AND TRACK AND FIELD COACH
 - f. SCIENCE REGENERATION

9. PUBLIC COMMENT- NON-AGENDA ITEMS**10. PUBLIC COMMENT-AGENDA ITEMS****11. CONSENT AGENDA**

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 (4) DECEMBER 14, 2021/DECEMBER 16, 2021 AND DECEMBER 21, 2021 SPECIAL MEETINGS AND DECEMBER 14, 2021 REGULAR MEETING
- ii. APPROVAL/RATIFICATION OF AGREEMENTS & AMENDMENTS TO AGREEMENTS
- iii. RATIFICATION OF PURCHASE ORDERS LISTING
- iv. RATIFICATION OF WARRANTS REPORT LISTING
- v. ACCEPTANCE OF GIFTS & DONATIONS
- vi. APPROVAL OF CHANGE ORDERS
- vii. ACCEPTANCE OF CONSTRUCTION PROJECTS
- viii. CONSIDERATION OF ADOPTION OF LEASE-LEASEBACK AGREEMENT / CVMS ROOF & HVAC REPLACEMENT AND TPHS GYMNASIUM & LOCKER-ROOM REPLACEMENT PROJECT
- ix. APPROVAL OF COOPERATIVE PURCHASING INSTRUMENTS / CMAS / VERKADA, INC.
- x. APPROVAL/RATIFICATION OF FIELD TRIPS
- xi. ACCEPTANCE OF WILLIAMS UNIFORM COMPLAINTS QUARTERLY REPORT, 2ND QUARTER 2021-22 (OCTOBER-DECEMBER)
- xii. APPROVAL OF 2020-21 SCHOOL ACCOUNTABILITY REPORT CARDS

b. CONSENT AGENDA

- i. APPROVAL/RATIFICATION OF PERSONNEL REPORTS

12. PRESENTATIONS

- a. RICK AYALA-SUNSET AND COAST
- b. SEAN SOVACOOOL-LCC FOOTBALL COACH
- c. RON GLADNICK- TORREY PINES FOOTBALL COACH

13. DISCUSSION / ACTION ITEMS

- a. CONSIDERATION OF ADOPTION OF A RESOLUTION TO CONTINUE TELECONFERENCE MEETINGS FOR ANOTHER 30A DAYS PURSUANT TO ASSEMBLY BILL 361 (GOVT. CODE SECTION 54953)
- b. CONSIDERATION OF ADOPTION OF RESOLUTION / 2020-21 REPORT ON STATUTORY SCHOOL FEES AND FINDINGS
- c. CONSIDERATION OF APPROVAL FOR READOPTION OF BOARD POLICY AND ADMINISTRATIVE REGULATION 3515.4, REVISIONS OF BOARD POLICIES 1250 AND 5131.5 AND NEW BOARD POLICY 3515.21 AND ADMINISTRATIVE REGULATION 5131.5
- d. CONSIDERATION OF APPROVAL OF SALARY SCHEDULE WITH ELIMINATION OF RANGE 23 AND 24

- e. CONSIDERATION OF APPROVAL OF AMENDMENT TO SAN DIEGUITO UNION HIGH SCHOOL DISTRICT RESOLUTION ON IN-PERSON EDUCATION
- f. CONSIDERATION OF APPROVAL OF REVISED CVRA TIMELINE AND PROCESS REVIEW

14. DISCUSSION ONLY

- a. INTEGRATED SOCIAL EMOTIONAL MENTAL HEALTH SUPPORT SYSTEMS
- b. CTE PROGRAM PLAN AND MACS FOR INDUSTRY STANDARD PROGRAMS

15. FUTURE AGENDA ITEMS

16. ADJOURNMENT

The next regular Board Meeting is scheduled on [Thursday, February 17, 2022 at 3:00 pm](#) to be held at the SDUHSD District Office Board Room 101, subject to public health orders. The District Office is located at 710 Encinitas Blvd., Encinitas, CA, 92024.



BOARD MEETING PROTOCOL

Board of Trustees

Michael Allman
Melisse Mossy
Maureen "Mo" Muir
Katrina Young

Superintendent

Dr. Cheryl James-Ward

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 items listed on the agenda or within the Board's jurisdiction. Members of the public are entitled to comment only once during any public comment period and may not have someone speak or read on their behalf unless otherwise allowed by statute. Although the Board President may seek additional information, participation in debate on any item before the Board shall be limited to the Board and staff.

PUBLIC INSPECTION OF DOCUMENTS

In compliance with Government Code 54957.5, agenda-related documents that have been distributed to the Board less than 72 hours prior to the Board Meeting will be available for review on the district website, www.sduhsd.net and/or at the district office.

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 for purposes authorized by law as set forth in Board Bylaw 9321, "Closed Session Purposes and Agendas."

CELL PHONES / ELECTRONIC DEVICES

As a courtesy to all meeting attendees, please set cell phones and electronic devices to silent mode and engage in conversations outside the meeting room.

In compliance with the Americans with Disabilities Act if you need special assistance, disability-related modifications, or accommodations, including auxiliary aids or services, in order to participate in the public meetings of the District's Governing Board, please contact the [Office of the Superintendent](#). Notification 72 hours prior to the meeting will enable the District to make reasonable arrangements to ensure accommodation and accessibility to this meeting. Upon request the District shall also make available this agenda and all other public records associated with the meeting in appropriate alternative formats for persons with a disability.

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 FOR BOARD OF TRUSTEES

TO: BOARD OF TRUSTEES

DATE OF REPORT: January 10, 2022

BOARD MEETING DATE: January 20, 2022

PREPARED BY: Mark Miller, Deputy Superintendent
Administrative Services
Laura Strachan, Director
Pupil Services

SUBMITTED BY: Dr. Cheryl James Ward, Superintendent

SUBJECT: Approval of Student Expulsion
Case #2021-153SD

EXECUTIVE SUMMARY:

Case #2021-153SD failed to properly conform to appropriate standards of behavior expected from students of the San Dieguito Union High School District by violating California Education Code, Section 48900 (a)(2). Case #2021-153SD and parent have agreed to waive an expulsion hearing and have stipulated the expulsion.

RECOMMENDATION:

It is recommended the Board of Trustees approve the student expulsion for Case #2021-153SD for violating California Education Code, Section 48900 (a)(2) for the period of January 22, 2022 through August 16, 2022.

FUNDING SOURCE:

No financial obligation to the district.

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: January 5, 2022

BOARD MEETING DATE: January 20, 2022

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

SUBMITTED BY: Dr. Cheryl James-Ward, Superintendent

SUBJECT: RESULTS OF RFQ/P FOR ARCHITECTURAL
SERVICES - CORRECTION

EXECUTIVE SUMMARY

On November 18, 2021, staff provided the list of firms which qualified to provide architectural/engineering services under its Request for Qualifications/Proposals (RFQ/P) CB2022-05.

One firm's name was inadvertently left off of the list when the list was converted from a numerical ranking to an alphabetic list for purposes of advising the Board of Trustees of the qualified firms. That firm was SVA Architects, Inc. The following revised list includes SVA Architects, Inc. and now shows the complete list of firms qualified under the RFQ/P process:

Alpha Studio Design Group
Harley Ellis Devereaux
Lionakis
Lord Architecture, Inc.
PJHM Architects, Inc.
Roesling Nakamura Terada Architects
Ruhnau Clarke Architects
Studio WC
SVA Architects, Inc.

District staff will request proposals from among the architects included above for new projects, at which time individual contracts will be brought to the board for approval.

RECOMMENDATION:

This item is presented for information only.

FISCAL IMPACT:

Not applicable

FUNDING SOURCE:

Not Applicable.

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: January 4, 2022

BOARD MEETING DATE: January 11, 2022

**PREPARED &
SUBMITTED BY:** Dr. Cheryl James-Ward, Superintendent

SUBJECT: APPROVAL OF MINUTES (4) / DECEMBER
14, 2021 REGULAR MEETING AND,
DECEMBER 14, 2021, DECEMBER 16, 2021,
DECEMBER 21, 2021 SPECIAL BOARD
MEETINGS

EXECUTIVE SUMMARY

The minutes of the December 14, 2021, Regular Board meeting and, December 14, 2021, December 16, 2021 and December 21, 2021 Special Board Meetings are being recommended for approval, as attached.

RECOMMENDATION:

It is recommended that the Board approve the minutes of the December 14, 2021, Regular Board meeting and, December 14, 2021, December 16, 2021 and December 21, 2021 Special Board Meetings, as attached.

FUNDING SOURCE:

Not applicable

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 <p>San Dieguito UNION HIGH SCHOOL DISTRICT <i>Engaged, Inspired, Prepared</i></p>	<p align="center">BOARD OF TRUSTEES REGULAR BOARD MEETING</p>	<p>Board of Trustees Michael Allman Julie Bronstein Melisse Mossy Maureen "Mo" Muir Katrina Young</p> <p>Superintendent Dr. Cheryl James-Ward</p>
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TUESDAY, DECEMBER 14, 2021
5:00 PM

**Public participation will be remote and
live-stream will be available @ www.sduhsd.net.
District Office Board Room
710 Encinitas Blvd.
Encinitas, CA 92024**

MINUTES

ATTENDANCE

[*Link to Video recording](#)

BOARD OF TRUSTEES

Michael Allman
Julie Bronstein
Melisse Mossy-*absent*
Maureen "Mo" Muir
Katrina Young

STUDENT BOARD REPRESENTATIVES

*Zach Joelson, San Dieguito High School Academy
*Olivia Pacheco/ La Costa Canyon High School
*Payton Parker, Torrey Pines High School
*Amanda Chen, Canyon Crest Academy High School

DISTRICT ADMINISTRATORS / STAFF

Dr. Cheryl James-Ward, Superintendent
Mark Miller, Deputy Superintendent
Tina Douglas, Associate Superintendent, Business Services
Bryan Marcus, Associate Superintendent, Educational Services
Olga West, Associate Superintendent, Human Resources
Shannon Martinez Executive Assistant to the Deputy Superintendent / Recording Secretary

**Participated Remotely*

1. CALL TO ORDER

- a. WELCOME- President Muir called the meeting to order at 5:00 p.m. and announced the meeting was being conducted virtually and held in accordance with the San Dieguito Board of Trustees Resolution Authorizing Teleconference Meetings Pursuant to Assembly Bill 361, Government Code Section 54953. Ms. Muir also stated that her, Trustee Allman, Bronstein, and young were participating in person at 710 Encinitas Blvd. In Encinitas, CA and Trustee Mossy was absent.
- b. PLEDGE OF ALLEGIANCE- Ms. Bronstein led in the Pledge of Allegiance

2. APPROVAL OF AGENDA

Motion by: Bronstein Second by: Young

Advisory Vote: Ayes: Chen, Joelson, Pacheco, Parker; Noes: None; Abstain None: Absent: None
Board Ayes: Allman, Bronstein, Muir, Young; Noes: None; Abstain: none

Motion unanimously carried

3. ANNUAL ORGANIZATIONAL MEETING

- a. ELECTION OF BOARD PRESIDENT, VICE PRESIDENT & CLERK

Motion by Ms. Young, seconded by Ms. Bronstein, to nominate and elect Ms. Mossy as President of the San Dieguito Union High School District Board of Trustees for the 2022

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calendar year. BOARD Ayes: Young and Bronstein; Noes: Muir and Allman; Abstain: None. Absent; Mossy

Motion by Mr. Allman, seconded by Ms. Muir, to nominate and elect Ms. Muir as President of the San Dieguito Union High School District Board of Trustees for the 2022 calendar year. BOARD Ayes: Bronstein, Allman and Muir; Noes: Young; Abstain: None. Absent; Mossy

Motion by Muir, seconded by Allman, to nominate and elect Mr. Allman as Vice President of the San Dieguito High School District Board of Trustees for the 2022 calendar year. BOARD Ayes: Bronstein, Muir and Allman; Noes: Young; Abstain: None. Absent; Mossy

Motion by Bronstein, seconded by Allman, to nominate and elect Ms. Bronstein as Clerk of the San Dieguito Union High School District Board of Trustees for the 2022 calendar year. BOARD Ayes: Young, Muir, Allman, Bronstein; Noes: None; Abstain: None. Absent; Mossy

Motion unanimously carried.

b. APPOINTMENT OF BOARD SECRETARY

Motion by Young, seconded by Allman, to nominate and elect the Superintendent to serve as the Board Secretary of the San Dieguito Union High School District Board of Trustees for the 2022 calendar year. BOARD Ayes: Young, Muir, Allman, Bronstein; Noes: None; Abstain: None. Absent; Mossy

Motion unanimously carried.

c. CONSIDERATION OF APPROVAL OF PROPOSED BOARD MEETING SCHEDULE

Motioned by Bronstein, seconded by Allman to approve the San Dieguito High School District Board of Trustees Meeting Schedule for 2022, as presented.

The board held a discussion on changing the April 21 date to April 20. BOARD Ayes: Young, Muir, Allman, Bronstein; Noes: None; Abstain: None. Absent; Mossy

Motion unanimously carried.

a. APPOINTMENT OF BOARD REPRESENTATIVE AND ALTERNATE REPRESENTATIVE TO NORTH CITY WEST SCHOOL FACILITIES FINANCING AUTHORITY

Motion by Young, seconded by Allman to appoint Tina Douglas, Associate Superintendent of Business Services to serve as Board Representative, and John Addleman, Executive Director of Planning Services to serve as Alternate Board Representative to the North City West School Facilities Financing Authority.

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

Motion unanimously carried.

4. REPORTS

a. STUDENT BOARD MEMBERS

Student board representatives shared highlights and events at their schools through a slideshow presentation.

b. BOARD OF TRUSTEES

Mr. Allman reported that he attended the CSBA conference and really enjoyed the finance session. He also stated he is working on board governance.

Ms. Bronstein attend the Talk Around Town with the Superintendent at SDA and visited many classrooms while on campus. She also attended the Festival of the Arts at CCA.

Ms. Bronstein shared that she is honored to be able to serve on the board and thanked everyone for allowing her be on the board.

Ms. Young attended the Little Woman play at SDA. She joined Dr. Ward at LCC for the Talk Around Town. She also attended the CSBA conference and CSBA delegate Assembly. Ms. Young Co-hosted a town hall meeting with Dr. Ward. She wished

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everyone happy holidays.

Ms. Muir mentioned that TPHS Graduates won the 2021 FIVB Beach Volleyball Women's U19 World Championship defeating Russia in the final in Phuket, Thailand. She also attended the CSBA conference and participated in a Talk Around Town at TPHS with Dr. Ward.

c. SUPERINTENDENT

Dr. Ward prepared and shared a slideshow presentation

5. INFORMATION ITEMS

a. BUSINESS SERVICES – TINA DOUGLAS, ASSOCIATE SUPERINTENDENT

i. STATUTORY SCHOOL FEES AND FINDINGS

Ms. Douglas went over the Statutory School Fees and Findings report, she announced that FCMAT will be doing an analysis, she reported that they are discussing school safety and looking at programs to keep our campus' safe

b. HUMAN RESOURCES – DR. OLGA WEST, ASSOCIATE SUPERINTENDENT

Dr. West discussed the new mask mandate for all employees regardless of their vaccination status. She mentioned that testing for Covid would continue through winter break. In the next regular meeting the district will sunshine articles for the union. HR is working on an Anti-Discrimination Abutment.

c. EDUCATIONAL SERVICES – BRYAN MARCUS, ASSOCIATE SUPERINTENDENT

Mr. Marcus proved a presentation on the LCAP after action report

d. ADMINISTRATIVE SERVICES – MARK MILLER, DEPUTY SUPERINTENDENT

Mr. Miller discussed incident responses on threat to self and threat to others. He stated that site admin is being trained for Threat Assessment.

e. SUPERINTENDENT/DISTRICT – DR. CHERYL JAMES-WARD, SUPERINTENDENT

6. RECOGNITION

a. TIM STIVEN- CANYON CREST ACADEMY

Tim Stiven was recognized for his work inside and outside of the classroom.

b. CANYON CREST ACADEMY FORESTRY- SAN BERNARDINO FORESTRY CHALLENGE

Dylan and Tyler Do were recognized for placing 3rd in the San Bernardino Forestry Challenge

c. VISUAL AND PERFORMING ARTS PROGRAM

The visual and performing arts programs were recognized for all their hard work in keeping the programs running through the pandemic

d. STAFF RECOGNITION

Dr. Ward recognized all staff in the SDUHSD district for all their hard work and thanked them

e. NATIONAL LAW ENFORCEMENT DAY / JANUARY 9TH

Dr. Ward recognized all our law enforcement in a resolution for Law Enforcement Appreciation Day January 9, 2022

7. PRESENTATIONS

a. RENO MEDINA- LA COSTA CANYON HIGH SCHOOL

LCC Principal Reno Medina provided a presentation and slideshow about La Costa Canyon

b. SAN DIEGO WORKFORCE PARTNERSHIP

Sarah Burns from the San Diego Workforce Partnership provided a presentation and

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answered questions about San Diego Workforce partnership

8. PUBLIC COMMENT – NON-AGENDA ITEMS

Public Comment: Jen Charat re: Faciltron

9. PUBLIC COMMENT- AGENDA ITEMS

Public Comment: Robin Ruterbusch (11b), Jen Charat (10a-2,11j), Shannon Kearns (11j), Kristen Panebianco(11b),Ronette Youmans(11c,12d), Kathleen Paranthaman (3c)

10. CONSENT AGENDA

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a. CONSENT AGENDA

- i. APPROVAL OF MINUTES (4) NOVEMBER 8, 2021/NOVEMBER 18, 2021/NOVEMBER 30, 2021 SPECIAL MEETINGS AND NOVEMBER 18, 2021 REGULAR MEETING
- ii. APPROVAL/RATIFICATION OF AGREEMENTS & AMENDMENTS TO AGREEMENTS
- iii. RATIFICATION OF PURCHASE ORDERS LISTING
- iv. RATIFICATION OF WARRANTS REPORT LISTING
- v. ACCEPTANCE OF GIFTS & DONATIONS
- vi. APPROVAL/RATIFICATION OF FIELD TRIPS
- vii. ADOPTION OF RESOLUTION / LEASE-LEASEBACK AGREEMENT / DIEGUEÑO MS MODERNIZATION OF BUILDINGS C, D, F, K AND COUGAR HALL

Motioned by Allman, Second by Young to pull 10a-ii line 2 for further review and bring back next meeting. Advisory vote: Ayes: Chen, Pacheco Parker; Noes: None; Abstain: None Absent: Joelson BOARD Ayes: Allman, Bronstein, Muir, and Young; Noes: None; Abstain None; Absent: Mossy

b. CONSENT AGENDA

- i. APPROVAL/RATIFICATION OF PERSONNEL REPORTS

Motioned by Young; Second by; Bronstein BOARD Ayes: Allman, Bronstein, Muir Young; Noes: none, Abstain; None; Absent Mossy

11. DISCUSSION / ACTION ITEMS

- a. CONSIDERATION OF ADOPTION OF A RESOLUTION TO CONTINUE TELECONFERENCE MEETINGS FOR ANOTHER 30 DAYS PURSUANT TO ASSEMBLY BILL 361 (GOVT. CODE SECTION 54953)
Motioned by Allman, Second by Young to adopt resolution to continue teleconference meetings for another 30 days pursuant to assembly bill 361. Advisory vote: Ayes: Chen, Pacheco Parker; Noes: None; Abstain: None Absent: Joelson BOARD Ayes: Allman, Bronstein, Muir, and Young; Noes: None; Abstain None; Absent: Mossy
- b. CONSIDERATION OF ADOPTION OF A RESOLUTION TO REAFFIRM SUPPORTING STUDENT SAFETY AND PREVENT SCHOOL VIOLENCE
Motioned by Allman, Second by Young to adopt a resolution reaffirming supporting student safety and prevention of school violence. Advisory vote: Ayes: Chen, Pacheco Parker; Noes: None; Abstain: None Absent: Joelson BOARD Ayes: Allman, Bronstein, Muir, and Young; Noes: None; Abstain None; Absent: Mossy
- c. CONSIDERATION OF APPROVAL TO HIRE LICENSED MARRIAGE AND FAMILY THERAPISTS (2)
Motioned by Bronstein Second by Young to approve to hire 2 licensed marriage and

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family therapist.

Advisory vote: Ayes: Chen, Pacheco Parker; Noes: None; Abstain:

None Absent: Joelson BOARD Ayes: Allman, Bronstein, Muir, and Young; Noes: None:

Abstain None; Absent: Mossy

- d. CONSIDERATION OF APPROVAL OF THE EDUCATOR EFFECTIVENESS BLOCK GRANT (EEBG), 2021
 Motioned by Young, Second by Allman to approve the educator effectiveness Block Grant
 Advisory vote: Ayes: Chen, Pacheco Parker; Noes: None; Abstain:
 None Absent: Joelson BOARD Ayes: Allman, Bronstein, Muir, and Young; Noes: None:
 Abstain None; Absent: Mossy
- e. CONSIDERATION OF APPROVAL OF PROPOSED REVISED PERSONNEL/CLASSIFIED SALARY RANGE DEFINITIONS: REALLOCATION OF INSTRUCTIONAL/PERSONAL CARE ASSISTANT-SPECIAL EDUCATION
 Motioned by Allman, Second by Young to approve the proposed revised personnel/classified salary range definitions; reallocation of instructional/personal care assistant-special education
 Advisory vote: Ayes: Chen, Pacheco Parker; Noes: None; Abstain:
 None Absent: Joelson BOARD Ayes: Allman, Bronstein, Muir, and Young; Noes: None:
 Abstain None; Absent: Mossy
- f. CONSIDERATION OF APPROVAL OF CIF SANCTIONED SPORT: GIRLS BEACH VOLLEYBALL
 Motioned by Allman, Second by Young to approve CIF sanctioned sport; Girls Beach Volleyball. Advisory vote: Ayes: Chen, Pacheco Parker; Noes: None; Abstain:
 None Absent: Joelson BOARD Ayes: Allman, Bronstein, Muir, and Young; Noes: None:
 Abstain None; Absent: Mossy
- g. CONSIDERATION OF CERTIFICATION OF 2021-22 DISTRICT GENERAL FUND / FIRST INTERIM BUDGET
 Motioned by Young, Second by Bronstein to certify 2021-22 district general fund/first interim budget BOARD Ayes: Allman, Bronstein, Muir, and Young; Noes: None:
 Abstain None; Absent: Mossy
- h. CONSIDERATION OF APPROVAL OF SENATE BILL 328 NEXT STEPS FOR SDUHSD COMPLIANCE
 Motioned by Allman, Second by Young to approve senate bill 328 next steps for SDUHSD compliance. BOARD Ayes: Allman, Bronstein, Muir, and Young; Noes: None:
 Abstain None; Absent: Mossy
- i. CONSIDERATION OF APPROVAL OF CHANGE IN CLASSIFIED SUBSTITUTE COMPENSATION
 Motioned by Bronstein, Second by Young to approve the change in classified substitute compensation, Ayes: Allman, Bronstein, Muir, and Young; Noes: None:
 Abstain None; Absent: Mossy
- j. CONSIDERATION OF APPROVAL OF TRUSTEE INITIATED AGENDA ITEM
 Item pulled from the agenda

12. DISCUSSION ONLY ITEMS

- a. BOARD COMMITTEE ASSIGNMENTS
Committee Assignments for 2022

Committee Name	No. of Board Representatives	No. of Meetings (Approximate)	Board Representatives (2022 Year)
Career Technical Education	1	1-2 times per year	Mossy

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City of Carlsbad City/Schools Committee	1	3-4 times per year	Young
City of Encinitas School District Liaison Committee	1	6 times per year	Young
City of Solana Beach School Relations Committee	1	4 times per year	Allman
Facilities Committee	2	As needed	Allman/Bronstein
LCAP (Local Control and Accountability Plan) Advisory Committee	1	2-4 times per year	Young
Legislative Action Network, Local/Regional	1	Once annually in December	Allman
North Coastal Consortium for Special Education – Trustees Review Committee	1	Once annually in the Spring	Bronstein
Parent Curriculum Advisory Committee	2	5 times per year	Allman, Bronstein
Superintendent Parent Advisory Committee (Parent Site Representative Council)	2	4 times per year	Rotating
Special Education Strategic Plan Advisory Group	1	4 times per year	Bronstein
Innovation & Future Leaning Committee	New		Allman
Viable Path to Viable Career Committee	New		Muir
Discrimination Prevention & Awareness Committee	New		Young

b. NO PLACE FOR HATE

Kelsey Greenberg Young from the Anti-Defamation League provided a slideshow and presentation

c. REVISION OF ADMINISTRATIVE REGULATION 5116.3 HIGH SCHOOL SELECTION, SERIES 5000, STUDENTS (1)/ ADMINISTRATIVE SERVICES

Mr. Miller discussed some changes on AR 5116.3 this item will come back to the board for action January 20

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d. MENTAL HEALTH PROGRAMS

Mr. Miller discussed some of our current mental health programs and will bring back a more in-depth presentation in January.

13. PUBLIC HEARINGS- *public comment, if any*

a. PUBLIC HEARING & CONSIDERATION OF ADOPTION OF RESOLUTION/ ENERGY SERVICES CONTRACT FOR POWER PURCHASE AGREEMENT/ IMPLEMENTING ENERGY RELATED IMPROVEMENTS

Opened the public hearing at 11:34 PM and Closed at 11:35 PM

Kevin Flanagan and Nate Smith from SPURR provided a presentation.

There were no Public Comments

Motioned by Allman, Second by Young to adopt the resolution energy services contract for power purchase agreement/implementing energy related improvements Ayes: Allman, Bronstein, Muir, and Young; Noes: None: Abstain None; Absent: Mossy

14. FUTURE AGENDA ITEMS

15. ADJOURNMENT

11:49 PM

Clerk of the Board of Trustees

Date:

Dr. Cheryl James-Ward, Superintendent

Date:

MINUTES ADOPTED:

The next regular Board Meeting is scheduled on [Thursday, January 20, 2022 at 3:00 pm](#) to be held at the SDUHSD District Office Board Room 101, subject to public health orders. The District Office is located at 710 Encinitas Blvd., Encinitas, CA, 92024.



**BOARD OF TRUSTEES
SPECIAL MEETING**

ITEM 11a-j
Board of Trustees
Michael Allman
Julie Bronstein
Melisse Mossy
Maureen "Mo" Muir
Katrina Young

Superintendent
Dr. Cheryl James-Ward

**TUESDAY, DECEMBER 14, 2021
3:00 PM**

**Public participation will be remote and
live-stream will be available @ www.sduhsd.net
District Office Board Room
710 Encinitas Blvd.
Encinitas, CA 92024**

MINUTES

ATTENDANCE

[*Link to Video recording](#)

BOARD OF TRUSTEES

Michael Allman
Julie Bronstein
Melisse Mossy-Absent
Maureen "Mo" Muir
Katrina Young

DISTRICT ADMINISTRATORS / STAFF

Dr. Cheryl James-Ward, Superintendent
Mark Miller, Deputy Superintendent
Tina Douglas, Associate Superintendent, Business Services
Bryan Marcus, Associate Superintendent, Educational Services
Olga West, Associate Superintendent, Human Resources
Shannon Martinez Executive Assistant to the Deputy Superintendent / Recording Secretary

1. CALL TO ORDER

- a. WELCOME- President Muir called the meeting to order at 3:00 pm and announced the meeting was being conducted virtually and held in accordance with the San Dieguito Board of Trustees Resolution Authorizing Teleconference Meetings Pursuant to Assembly Bill 361, Government Code Section 54953. Ms. Muir also stated that her, Trustees Allman, Bronstein and Young were participating in person at 710 Encinitas Blvd. Encinitas, CA. Trustee Mossy was absent
- b. PLEDGE OF ALLEGIANCE- Ms. Young led in the pledge of allegiance

2. APPROVAL OF AGENDA

Motion by: Young Second by: Allman

Board Ayes: Allman, Bronstein, Muir, Young; Noes: None; Abstain: none Absent: Mossy

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 24 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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Motion unanimously carried

3. PUBLIC COMMENT

Public Comments: There were no public comments

4. CLOSED SESSION

- a. PUBLIC EMPLOYEE EMPLOYMENT / APPOINTMENT / DISCIPLINE / DISMISSAL / RELEASE (GOV'T CODE SECTIONS 11126 & 54957), EMPLOYEE ID # 496747
- b. CONFERENCE WITH LEGAL COUNSEL-ANTICIPATED LITIGATION (GOV'T CODE SECTION 54956.9(d)(2)
 - i. Significant exposure to litigation pursuant to paragraph (2) of subdivision (d) of Section 54956.9: three (3) potential cases
- c. 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)
- d. PUBLIC EMPLOYEE PERFORMANCE EVALUATION (GOV'T CODE SECTION 54957)
 - SUPERINTENDENT GOALS REVIEW

5. RECONVENE TO OPEN SESSION

- a. REPORT OUT OF CLOSED SESSION

The board by Unanimous vote took action to adopt the six-day suspension recommended by the Superintendent including written directives for classified employee number 496747

6. ADJOURNMENT

4:53 PM

Clerk of the Board of Trustees

Date:

Dr. Cheryl James-Ward, Superintendent

Date:

MINUTES ADOPTED:



**BOARD OF TRUSTEES
SPECIAL MEETING**

ITEM 11a-j
Board of Trustees
Michael Allman
Julie Bronstein
Melisse Mossy
Maureen "Mo" Muir
Katrina Young

Superintendent
Dr. Cheryl James-Ward

**Thursday, December 16, 2021
9:00 AM**

**Public participation will be remote and
live-stream will be available @ www.sduhsd.net**

MINUTES

ATTENDANCE

[*Link to Video recording](#)

BOARD OF TRUSTEES

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

DISTRICT ADMINISTRATORS / STAFF

- *Dr. Cheryl James-Ward, Superintendent
- *Mark Miller, Deputy Superintendent
- *Bryan Marcus, Associate Superintendent, Educational Services
- *Fabiola Baylon-Garcia Executive Assistant to the Superintendent / Recording Secretary
- *Participated Remotely

1. CALL TO ORDER

- a. WELCOME- President Muir called the meeting to order at 9:00 a.m. and announced the meeting was being conducted virtually and held in accordance with the San Dieguito Board of Trustees Resolution Authorizing Teleconference Meetings Pursuant to Assembly Bill 361, Government Code Section 54953. Ms. Muir also stated that her, Trustee Allman, Bronstein, Mossy and Young were participating remotely.
- b. PLEDGE OF ALLEGIANCE- TRUSTEE BRONSTEIN led in the Pledge of Allegiance

2. APPROVAL OF AGENDA

Motion by: Bronstein Second by: Mossy

Board Ayes: Allman, Bronstein, Muir, Young Noes: None Abstain: None

Motion unanimously carried

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

No Public Comment

- a. STUDENT EXPULSION MATTERS PURSUANT TO EDUCATION CODE SECTION 48918 (CASE #2021-154SD, #2021-155SD, #2021-156S, AND #2021-157SD)

4. **RECONVENE TO OPEN SESSION**

5. **APPROVAL OF STUDENT EXPULSION CASES – EDUCATION CODE SECTION 48918(j) – public comment – if any**

- a. CASE NUMBER 2021-154SD

Dismissed due to lack of motion and second

- b. CASE NUMBER 2021-155SD

Motion by: Allman Second by: Bronstein

Board Ayes: Allman, Bronstein, Muir, Young Noes: None: Abstain: None

Motion unanimously carried

- c. CASE NUMBER 2021-156SD

Motion by: Allman Second by: Bronstein

Board Ayes: Allman, Bronstein, Muir, Young Noes: None: Abstain: None

Motion unanimously carried

- d. CASE NUMBER 2021-157SD

Motion by: Allman Second by: Young

Board Ayes: Allman, Bronstein, Muir, Young Noes: None: Abstain: None

Motion unanimously carried

6. **ADJOURNMENT**

11:42 AM

Clerk of the Board of Trustees

Date:

Dr. Cheryl James-Ward, Superintendent

Date:

MINUTES ADOPTED:



**BOARD OF TRUSTEES
SPECIAL MEETING**

ITEM 11a-j
Board of Trustees
Michael Allman
Julie Bronstein
Melisse Mossy
Maureen "Mo" Muir
Katrina Young

Superintendent
Dr. Cheryl James-Ward

**TUESDAY, DECEMBER 21, 2021
10:00 AM**

**Public participation will be remote and
live-stream will be available @ www.sduhsd.net**

MINUTES

ATTENDANCE

[*Link to Video recording](#)

BOARD OF TRUSTEES

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

DISTRICT ADMINISTRATORS / STAFF

Dr. Cheryl James-Ward, Superintendent
Fabiola Baylon-Garcia Executive Assistant to the Board and Superintendent / Recording Secretary

*Participation was remote

1. CALL TO ORDER

- a. WELCOME- President Muir called the meeting to order at 10:00 am and announced the meeting was being conducted virtually and held in accordance with the San Dieguito Board of Trustees Resolution Authorizing Teleconference Meetings Pursuant to Assembly Bill 361, Government Code Section 54953. Ms. Muir also stated that her, Trustees Allman, Bronstein, Mossy and Young were participating remotely
- b. PLEDGE OF ALLEGIANCE- Ms. Mossy led in the Pledge of Allegiance

2. APPROVAL OF AGENDA

Motion by: Mossy Second by: Allman

Board Ayes: Allman, Bronstein, Mossy, Muir, Young; Noes: None; Abstain: none

Unanimously carried

3. CLOSED SESSION – public comment – if any

PRESIDENT MUIR ANNOUNCED THERE WOULD NOT BE CLOSED SESSION.

4. RECONVENE TO OPEN SESSION

5. DISCUSSION/ACTION - public comment – if any

- a. CONSIDERATION OF APPROVAL OF ZERO TOLERANCE POLICY CONCERNING ED CODES 48900.4 AND 48900.7 TO THE LETTER OF THE LAW

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 24 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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THERE WAS ONE PUBLIC COMMENT – HOLLY BUTTE

1. Motion for the Board to review and bring back a Zero Tolerance Policy on extreme school violence for the Board to consider.

Motion by: Allman Second by: Mossy

Board Ayes: Muir; Noes: Young, Bronstein, Allman, Mossy; Abstain: none

2. Motion for the Superintendent to provide reports to the Board by the next regular board meeting on the following: (1) education, (2) communication, and (3) general support, and for each report address: (1) what are we doing well, (2) what do we need, and (3) what are the next steps.

Motion by: Mossy Second by: Bronstein

Board Ayes: Mossy, Bronstein, Young, Muir; Board Noes: Allman; Abstain: none

3. Motion for the Superintendent to bring back recommendations on communication protocols regarding incidents of student discipline involving serious acts of violence.

Motion by: Allman Second by: Muir

Board Ayes: Allman, Mossy, Young, Bronstein Muir; Noes: none; Abstain: none

4. Motion for the Superintendent to bring back policy options for the Board to consider regarding the level of discipline for substantiated acts of serious student violence, with one option being a zero tolerance policy.

Motion by: Allman Second by: Muir

Board Ayes: Allman, Muir; Noes: Bronstein, Young, and Mossy; Abstain: none

6. **ADJOURNMENT**

12:21 p.m.

Clerk of the Board of Trustees

Date:

Dr. Cheryl James-Ward, Superintendent

Date:

MINUTES ADOPTED:

Threatening Behavior

Students can only be suspended or expelled for certain offenses listed in education code 48900, et seq.

Examples of offenses that can lead to suspension or expulsion that are rooted in violence:

- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Willfully used force or violence upon the person of another, except in self-defense.
- Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object.
- Possessed an imitation firearm.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Committed or attempted to commit a sexual assault ... or committed a sexual battery ... or sexual harassment.
- Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding ...
- Engaged in, or attempted to engage in, hazing.
- Engaged in an act of bullying ...
- Terroristic threat.

Generally, students can only be suspended or expelled if the offending behavior is related to school activity or attendance, and the offense happens on school grounds, or going to or coming from school or a school sponsored activity.

The Administration has some discretion in recommending suspension, but generally suspension shall be imposed only when other means of correction fail to bring about proper conduct.

Similarly, the Board has some discretion in creating policies regarding suspension and expulsion, and in approving any specific expulsion.

Expulsion shall generally be recommended by staff (but be at the discretion of the Board) for:

- Causing serious physical injury to another person, except in self-defense.
- Possession of any knife or other dangerous object of no reasonable use to the pupil.
- Robbery or extortion.
- Assault or battery.

Expulsion shall be recommended, and the Board shall expel (mandatory expulsion) for:

- Possessing, selling, or otherwise furnishing a firearm.
- Brandishing a knife at another person
- Committing or attempting to commit a sexual assault

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- Possession of an explosive

Alternatives for Board Consideration Regarding Suspension and Expulsion

Consequences:

1. Maintain current policies and procedures.
2. Create guidelines that increase the consequences (within the law) for offences associated with dangerous weapons.
3. Create guidelines that increase the consequences (within the law) for all violent offences.
4. Create a form of “zero tolerance” (maximum extent allowed by law) for offences associated with dangerous weapons.
5. Create a form of “zero tolerance” (maximum extent allowed by law) for offences associated with all violent offences.

Investigations:

1. Maintain current policies and procedures
2. Centralize the investigations of offences associated with dangerous weapons.
3. Centralize the investigations of offences associated with all violent offences.

Communication Protocols

Privacy laws limit the disclosure associated with events at school and the consequences of student discipline.

At the time of the event, the District has substantial flexibility in communication with the community.

- The District can describe the events in detail (without implicating any specific students as perpetrators or suspects).

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The District has substantially less flexibility when describing the consequences of student discipline.

- The District cannot:
 - Name a student and consequences “John Doe was expelled (or suspended) for ...”
 - Identify the consequences of a specific event without naming the student: “An unnamed student was expelled (or suspended) for getting in a fight at [this school].”

- The District can:
 - Identify a student by number who was expelled (the District must do this).
 - Identify a student by number who was expelled and name the offence generically (Student Number 1234 was expelled for brandishing a knife at school), but without naming the school or other specifics of the incident (date, time, etc.)
 - State that an incident has been resolved without providing details of the offending student or the consequences. (The District has investigated an incident of making threats of violence at [this school] and has taken appropriate action.

- Recommendation: Communicate to the community to the greatest extent allowed by law.

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: January 12, 2022

BOARD MEETING DATE: January 20, 2022

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

SUBMITTED BY: Dr. Cheryl James-Ward, Superintendent

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

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.

FISCAL IMPACT:

As per attached.

FUNDING SOURCE:

As noted on the attached report.

2021-22 Approval/Ratification of Agreements
January 20, 2022 Board Meeting

ITEM 11a-ii

Agreements Recommended for Board Approval								
#	DEPARTMENT	AGREEMENT VENDOR	DESCRIPTION OF SERVICES	FUNDING SOURCE	AMOUNT NOT TO EXCEED	START DATE	END DATE	New
1	Business Services	Wilkinson Hadley King & Co. LLP	Approval of agreement A2022-140 to provide financial audits of Canyon Crest Academy Foundation, La Costa Canyon High School Foundation, San Dieguito Academy Foundation and Torrey Pines High School Foundation.	General Fund / Unrestricted 01-00	\$50,000.00	02/01/22	03/31/22	New
2	Educational Services	Jonathan Edward Moffat dba Cyber Education Consulting	Ratification of agreement A2022-151 for Virtual Workshop to Carmel Valley Middle School parents regarding how to communicate with their children about technology.	General Fund / Unrestricted 01-00	\$450.00	12/03/21	12/03/21	
3	Business Services	Bak-Re-Pair, Inc. dba BRPINC	Approval of agreement A2022-152 to provide District-wide annual inspections and repairs of ovens for Food Services and Culinary Art Classes.	General Fund / Unrestricted 01-00	\$25,000.00	01/21/22	06/30/22 with automatic renewals	
4	Human Resources	Pepperdine University	Approval of agreement A2022-153 for the District to provide practicum experience to students enrolled in the University's teacher training curricula.	N/A	no cost	01/21/22	06/30/26	
5	Administrative Services	Boys & Girls Clubs of San Dieguito	Approval of agreement A2022-154 for pool rentals for aquatics programs.	General Fund / Unrestricted 01-00	\$150.00 per practice session. \$500.00 per competition	02/01/22	06/30/22	
6	Business Services	Vector Resources, Inc. dba VectorUSA	Approval of agreement A2022-155 for renewal of Ocularis video management system.	General Fund / Unrestricted 01-00	\$6,890.00	03/04/22	03/03/23	
7	Business Services	Diverse Network Associates, Inc. dba Catapult K12	Ratification of agreement A2022-157 for Teacher/Staff and Student COVID-19 reporting.	General Funds / Unrestricted 01-00	\$22,085.00	01/07/22	01/06/23	

**2021-22 Approval/Ratification of Amendments to Agreements
January 20, 2022 Board Meeting**

ITEM 11a-ii

Amendments to Agreements Recommended for Board Approval								
#	DEPARTMENT	AGREEMENT VENDOR	DESCRIPTION OF SERVICES	FUNDING SOURCE	ADDITIONAL AMOUNT	AMOUNT NOT TO EXCEED	START DATE	END DATE
1	Administrative Services	The Regents of the University of California on behalf of the University of California, San Diego (UCSD)	Ratification of amendment to agreement A2022-144 to change the start date to provide custom-designed parent education workshops in winter and spring for academic year 2021-2022 and in fall and spring for academic year 2022-2023, with topics including, but not limited to: socio-emotional learning, fundamentals of brain-compatible learning; STEAM education; effective strategies to support learning at home, at no cost to the District.	N/A	N/A	N/A	12/16/21	06/30/23
2	Administrative Services	Fulcrum Management Solutions, Inc.	Amendment to agreement A2020-125 for ThoughtExchange Team Room Unlimited services subscription, in order to modify certain terms of the existing Terms of Service Agreement and to change the subscription services to ThoughtExchange Small Room (up to 5 Leaders).	General Fund / Unrestricted 01-00	N/A	\$26,460 per year with annual 5% increases	02/01/22	01/31/23
3	Human Resources	Phamatech, Inc.	Amendment to agreement A2022-085 to provide Rapid Antigen Testing for staff and students to be performed at a District location to be billed to the District.	General Fund / Unrestricted 01-00	\$29.00/test with a billing minimum of \$580.00 per testing event	as required	01/05/22	06/30/22
4	Business Services	A1 Golf Cars, Inc.	Amendment to agreement A2019-02 to increase the not-to-exceed amount to provide golf cart maintenance, minor repairs, and parts, district wide.	General Fund/ Unrestricted 01-00	\$15,000.00	\$30,000.00	01/10/22	06/30/22
5	Facilities Planning & Construction	Cross Civil Engineering	Amend contract CA2021-23 for topographic survey services for the Diegueno Middle School Buildings C & D Modernization Project.	Building Fund Prop 39 -- Fund 21-39, Mello-Roos Funds and Fund 40-00	\$2,300.00	\$13,400.00 Plus Reimbursable Expenses	02/26/21	Upon Completion

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: January 12, 2022

BOARD MEETING DATE: January 20, 2022

PREPARED BY: Tina Douglas, Associate Superintendent,
Business Services

SUBMITTED BY: Dr. Cheryl James-Ward, Superintendent

SUBJECT: RATIFICATION OF PURCHASE ORDERS
LISTING

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.

FISCAL IMPACT:

As per attached.

FUNDING SOURCE:

Not applicable.

ITEM 11a-iii

PO REPORT DECEMBER 3, 2021 THROUGH JANUARY 9, 2022						
PO NBR	FUND	VENDOR	SITE	OPERATING UNIT	DESCRIPTION	AMOUNT
0000019002	0100	B AND H PHOTO-VIDEO	Special Programs	District Wide	Materials And Supplies	\$4,907.81
0000019002	0100	B AND H PHOTO-VIDEO	Special Programs	District Wide	Non-Capitalized Equipment	\$37,878.44
0000019003	0100	STAPLES ADVANTAGE	Schools-Formula	Diegueno Middle School	Materials And Supplies	\$150.00
0000019004	0100	FLUENCY MATTERS	Special Programs	District Wide	Computer Licensing	\$70.32
0000019005	0100	SAN DIEGO REFRIGERATION	Maintenance & Operation	District Wide	Equipment	\$6,438.13
0000019006	0100	HERK EDWARDS INC	Maintenance & Operation	District Wide	Repairs & Maintenance	\$4,500.00
0000019007	0100	VISTA TREE SERVICE INC	Maintenance & Operation	District Wide	Other Serv. & Oper.Exp.	\$2,225.00
0000019008	0100	FRONTIER FENCE COMPANY INC	Maintenance & Operation	Diegueno Middle School	Repairs & Maintenance	\$6,460.00
0000019009	0100	VISTA TREE SERVICE INC	Maintenance & Operation	District Wide	Other Serv. & Oper.Exp.	\$500.00
0000019010	0100	CAST, Inc.	Special Programs	District Wide	Professional/Consult Svcs	\$5,250.00
0000019011	0100	RAPHAEL'S PARTY RENTALS INC	Schools-Formula	Canyon Crest Academy	Rents & Leases	\$11,418.36
0000019012	2519	FLINN SCIENTIFIC INC	Facilities Planning & Constr.	District Wide	Non-Capitalized Equipment	\$887.90
0000019013	0100	SOUND IMAGE	Schools-Formula	La Costa Canyon High Sch	Repairs & Maintenance	\$825.00
0000019014	0100	VISTA TREE SERVICE INC	Maintenance & Operation	District Wide	Other Serv. & Oper.Exp.	\$1,400.00
0000019015	0100	STOVER SEED CO	Maintenance & Operation	La Costa Valley Fields	Materials And Supplies	\$2,715.30
0000019016	0100	STOVER SEED CO	Maintenance & Operation	District Wide	Materials And Supplies	\$830.83
0000019017	0100	SOUTHCOAST HEATING & AIR CONDITIONING	Maintenance & Operation	District Wide	Non-Capitalized Equipment	\$3,144.00
0000019017	0100	SOUTHCOAST HEATING & AIR CONDITIONING	Maintenance & Operation	District Wide	Repairs & Maintenance	\$6,611.00
0000019018	0100	AMAZON CAPITAL SERVICES, INC.	Schools-Non-Formula	Oak Crest Middle School	Materials And Supplies	\$200.00
0000019019	0100	EVERYDAY SPEECH LLC	Special Ed	District Wide	Computer Licensing	\$299.99
0000019020	0100	SOUTHWEST SCHOOL/OFFICE SUPPLY	Schools-Formula	Carmel Valley Middle School	Materials And Supplies	\$36.93
0000019021	2519	FREDRICKS ELECTRIC INC	Facilities Planning & Constr.	District Wide	Non-Capitalized Imprvmnts	\$1,950.00
0000019022	2139	FUSCOE ENGINEERING, INC.	Facilities Planning & Constr.	20/21 Sda Pkg Lot/Play Court	Land Improvements	\$3,400.00
0000019023	0100	GRAINGER	Maintenance & Operation	District Wide	Materials And Supplies	\$5,000.00
0000019024	0100	AMERICAN SANITARY SUPPLY	Maintenance & Operation	District Wide	Materials And Supplies	\$2,000.00
0000019025	0100	DISTRIB ED CLUBS OF AMERICA INC	Special Programs	District Wide	Professional/Consult Svcs	\$3,145.00
0000019026	2519	CN SCHOOL & OFFICE SOLUTIONS	Facilities Planning & Constr.	District Wide	Materials And Supplies	\$17,389.99
0000019027	2519	GEM INDUSTRIAL, INC.	Facilities Planning & Constr.	2122 Cf Oc Sewer Line Repair/I	Improvements	\$28,900.00
0000019028	2519	GEM INDUSTRIAL, INC.	Facilities Planning & Constr.	District Wide	Improvements	\$10,196.00
0000019029	2139	HARLEY ELLIS DEVEREAUX CORPORATION	Facilities Planning & Constr.	2122Cf Sda Caf Mod	Improvements	\$174,500.00
0000019030	0100	SAN DIEGO COUNTY OFFICE OF EDUCATION	Transportation	District Wide	Conference,Workshop,Sem.	\$139.00
0000019031	0100	RANCHO SANTA FE SEC SYSTEMS	Maintenance & Operation	District Wide	Security Guard Contract	\$3,900.00
0000019032	0100	AMAZON CAPITAL SERVICES, INC.	Schools-Formula	Canyon Crest Academy	Materials And Supplies	\$500.00
0000019033	4000	ENTERPRISE FLEET MANAGEMENT INC	Facilities Planning & Constr.	2021Cf Enterprs White Fleet Ls	Equipment	\$400.00
0000019033	4000	ENTERPRISE FLEET MANAGEMENT INC	Facilities Planning & Constr.	2021Cf Enterprs White Fleet Ls	Bank Charges	\$325.76
0000019033	4000	ENTERPRISE FLEET MANAGEMENT INC	Facilities Planning & Constr.	2021Cf Enterprs White Fleet Ls	Other Debt Service - Principal	\$4,984.28
0000019033	4000	ENTERPRISE FLEET MANAGEMENT INC	Facilities Planning & Constr.	2021Cf Enterprs White Fleet Ls	Debt Service - Interest	\$819.28
0000019034	0100	AMAZON CAPITAL SERVICES, INC.	Special Ed	District Wide	Materials And Supplies	\$1,000.00
0000019035	0100	SCHOOL HEALTH CORPORATION	Special Ed	District Wide	Materials And Supplies	\$1,694.84
0000019036	0100	CDW GOVERNMENT	Technology	District Wide	Materials And Supplies	\$100.21
0000019037	0100	OFFICE SOLUTIONS BUSINESS	Schools-Formula	Canyon Crest Academy	Materials And Supplies	\$393.92
0000019038	0100	CDW GOVERNMENT	Special Ed	District Wide	Materials And Supplies	\$1,248.84
0000019039	0100	VERNIER SOFTWARE & TECHNOLOGY	Assoc Supt.Of Ed Services	District Wide	Computer Licensing	\$1,611.94
0000019040	0100	TeacherGeek Inc	Schools-Formula	Pacific Trails Middle School	Materials And Supplies	\$85.69
0000019041	0100	RASIX COMPUTER CENTER INC	Schools-Formula	Canyon Crest Academy	Materials And Supplies	\$130.42
0000019042	0100	EXCELSIOR ACADEMY	Special Ed	District Wide	Other Contr-N.P.S.	\$25,000.00
0000019042	0100	EXCELSIOR ACADEMY	Special Ed	District Wide	Sub/Other Contr-Nps	\$13,052.00
0000019043	0100	SALT SOFTWARE LLC	Special Ed	District Wide	Computer Licensing	\$541.30
0000019044	0100	AGRI SERVICE INC	Maintenance & Operation	District Wide	Materials And Supplies	\$1,189.68
0000019045	0100	RO HEALTH INC	Special Ed	District Wide	Professional/Consult Svcs	\$22,574.10
0000019046	0100	RALPHS CUSTOMER CHARGES	LCAP	District Wide	Materials And Supplies	\$500.00
0000019047	0100	LENOVO (US) INC	Technology	District Wide	Repairs & Maintenance	\$85.00
0000019048	0100	INST FOR EFFECTIVE EDUCATION	Special Ed	District Wide	Other Contr-N.P.S.	\$25,000.00
0000019048	0100	INST FOR EFFECTIVE EDUCATION	Special Ed	District Wide	Sub/Other Contr-Nps	\$52,532.20
0000019049	0100	INST FOR EFFECTIVE EDUCATION	Special Ed	District Wide	Other Contr-N.P.S.	\$1,984.92
0000019050	0100	INST FOR EFFECTIVE EDUCATION	Special Ed	District Wide	Other Contr-N.P.S.	\$25,000.00
0000019050	0100	INST FOR EFFECTIVE EDUCATION	Special Ed	District Wide	Sub/Other Contr-Nps	\$25,952.30
0000019051	0100	INST FOR EFFECTIVE EDUCATION	Special Ed	District Wide	Other Contr-N.P.S.	\$25,000.00
0000019051	0100	INST FOR EFFECTIVE EDUCATION	Special Ed	District Wide	Sub/Other Contr-Nps	\$44,472.20
0000019052	0100	INST FOR EFFECTIVE EDUCATION	Special Ed	District Wide	Other Contr-N.P.S.	\$25,000.00
0000019052	0100	INST FOR EFFECTIVE EDUCATION	Special Ed	District Wide	Sub/Other Contr-Nps	\$25,952.30
0000019053	0100	INST FOR EFFECTIVE EDUCATION	Special Ed	District Wide	Other Contr-N.P.S.	\$745.26
0000019054	0100	BANYAN TREE EDUCATIONAL SERVICES, INC.	Special Ed	District Wide	Other Contr-N.P.S.	\$25,000.00
0000019054	0100	BANYAN TREE EDUCATIONAL SERVICES, INC.	Special Ed	District Wide	Sub/Other Contr-Nps	\$39,236.90
0000019055	0100	EXCELSIOR ACADEMY	Special Ed	District Wide	Other Contr-N.P.S.	\$25,000.00
0000019055	0100	EXCELSIOR ACADEMY	Special Ed	District Wide	Sub/Other Contr-Nps	\$13,052.00
0000019056	0100	EXCELSIOR ACADEMY	Special Ed	District Wide	Other Contr-N.P.S.	\$23,918.40
0000019057	0100	PARMA	Risk Management	District Wide	Conference,Workshop,Sem.	\$450.00
0000019058	0100	D A D ASPHALT, INC.	Maintenance & Operation	District Wide	Repairs & Maintenance	\$16,700.00
0000019059	0100	New Haven Youth & Family Services	Special Ed	District Wide	Other Contr-N.P.A.	\$8,800.00
0000019060	0100	New Haven Youth & Family Services	Special Ed	District Wide	Other Contr-N.P.A.	\$4,541.94
0000019061	0100	New Haven Youth & Family Services	Special Ed	District Wide	Other Contr-N.P.A.	\$6,013.33
0000019062	0100	New Haven Youth & Family Services	Special Ed	District Wide	Other Contr-N.P.A.	\$25,000.00
0000019062	0100	New Haven Youth & Family Services	Special Ed	District Wide	Sub/Other Contr-Npa	\$1,400.00
0000019063	0100	New Haven Youth & Family Services	Special Ed	District Wide	Other Contr-N.P.A.	\$17,954.84
0000019064	0100	LENOVO (US) INC	Technology	District Wide	Repairs & Maintenance	\$442.49
0000019065	0100	Exclusive Care International, Inc.	Special Ed	District Wide	Other Contr-N.P.A.	\$10,042.50
0000019066	2519	CN SCHOOL & OFFICE SOLUTIONS	Facilities Planning & Constr.	District Wide	Materials And Supplies	\$8,213.79
0000019067	0100	T E R I INC	Special Ed	District Wide	Other Contr-N.P.S.	\$25,000.00
0000019067	0100	T E R I INC	Special Ed	District Wide	Sub/Other Contr-Nps	\$58,472.00
0000019068	0100	T E R I INC	Special Ed	District Wide	Other Contr-N.P.S.	\$25,000.00
0000019068	0100	T E R I INC	Special Ed	District Wide	Sub/Other Contr-Nps	\$58,472.00
0000019069	0100	T E R I INC	Special Ed	District Wide	Other Contr-N.P.S.	\$25,000.00
0000019069	0100	T E R I INC	Special Ed	District Wide	Sub/Other Contr-Nps	\$46,040.00
0000019070	0100	T E R I INC	Special Ed	District Wide	Other Contr-N.P.S.	\$25,000.00

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PO REPORT DECEMBER 3, 2021 THROUGH JANUARY 9, 2022						
PO NBR	FUND	VENDOR	SITE	OPERATING UNIT	DESCRIPTION	AMOUNT
0000019070	0100	T E R I INC	Special Ed	District Wide	Sub/Other Contr-Nps	\$46,040.00
0000019071	0100	WINSTON SCHOOL OF SAN DIEGO	Special Ed	District Wide	Other Contr-N.P.S.	\$25,000.00
0000019071	0100	WINSTON SCHOOL OF SAN DIEGO	Special Ed	District Wide	Sub/Other Contr-Nps	\$14,858.24
0000019072	0100	WINSTON SCHOOL OF SAN DIEGO	Special Ed	District Wide	Other Contr-N.P.S.	\$25,000.00
0000019072	0100	WINSTON SCHOOL OF SAN DIEGO	Special Ed	District Wide	Sub/Other Contr-Nps	\$14,698.40
0000019073	0100	WINSTON SCHOOL OF SAN DIEGO	Special Ed	District Wide	Other Contr-N.P.S.	\$25,000.00
0000019073	0100	WINSTON SCHOOL OF SAN DIEGO	Special Ed	District Wide	Sub/Other Contr-Nps	\$14,698.40
0000019074	0100	PROVO CANYON SCHOOL	Special Ed	District Wide	Other Contr-N.P.S.	\$25,000.00
0000019074	0100	PROVO CANYON SCHOOL	Special Ed	District Wide	Sub/Other Contr-Nps	\$18,512.00
0000019074	0100	PROVO CANYON SCHOOL	Special Ed	District Wide	Sub/Room & Board	\$52,745.00
0000019074	0100	PROVO CANYON SCHOOL	Special Ed	District Wide	Room & Board	\$25,000.00
0000019074	0100	PROVO CANYON SCHOOL	Special Ed	District Wide	Mental Health Svcs	\$25,000.00
0000019074	0100	PROVO CANYON SCHOOL	Special Ed	District Wide	Sub/Mental Health Svcs	\$19,530.00
0000019075	0100	PROVO CANYON SCHOOL	Special Ed	District Wide	Other Contr-N.P.S.	\$25,000.00
0000019075	0100	PROVO CANYON SCHOOL	Special Ed	District Wide	Sub/Other Contr-Nps	\$4,412.00
0000019075	0100	PROVO CANYON SCHOOL	Special Ed	District Wide	Sub/Room & Board	\$29,315.00
0000019075	0100	PROVO CANYON SCHOOL	Special Ed	District Wide	Room & Board	\$25,000.00
0000019075	0100	PROVO CANYON SCHOOL	Special Ed	District Wide	Mental Health Svcs	\$25,000.00
0000019075	0100	PROVO CANYON SCHOOL	Special Ed	District Wide	Sub/Mental Health Svcs	\$6,110.00
0000019076	0100	FREE FORM CLAY & SUPPLY	Schools-Formula	Torrey Pines High School	Materials And Supplies	\$3,368.07
0000019077	0100	SNAP ON INDUSTRIAL	Facilities Planning & Constr.	District Wide	Technology Equipment	\$7,389.05
0000019078	0100	SNAP ON INDUSTRIAL	Transportation	District Wide	Materials And Supplies	\$3,270.01
0000019078	0100	SNAP ON INDUSTRIAL	Transportation	District Wide	Non-Capitalized Equipment	\$562.18
0000019079	0100	CATHEDRAL CATHOLIC HIGH SCHOOL	Pupil Personnel	District Wide	Rents & Leases	\$10,200.00
0000019080	0100	Trebron Security, LLC	Technology	District Wide	Computer Licensing	\$58,640.00
0000019081	0100	Malwarebytes Inc.	Technology	District Wide	Computer Licensing	\$12,000.00
0000019082	0100	BKM OFFICEWORKS LLC	Maintenance & Operation	District Wide	Other Serv.& Oper.Exp.	\$800.00
0000019083	0100	DOCUMENT TRACKING SERVICE, LLC	Assoc Supt.Of Ed Services	District Wide	Computer Licensing	\$2,495.00
0000019084	2139	WESTERN ENVIRONMENTAL & SAFETY	Facilities Planning & Constr.	2021 Tphs Ph3,Pt2: New Dig Art	New Construction	\$2,764.00
0000019085	4000	PARRON HALL	Facilities Planning & Constr.	18/19 Tphs Iv Bldg Mod	Improvements	\$21,792.18
0000019086	0100	CAST, Inc.	Special Programs	District Wide	Professional/Consult Svcs	\$1,125.00
0000019087	0100	SAN DIEGO ELEVATOR & LIFTS	Maintenance & Operation	District Wide	Other Serv. & Oper.Exp.	\$29,176.00
0000019087	0100	SAN DIEGO ELEVATOR & LIFTS	Maintenance & Operation	District Wide	Repairs & Maintenance	\$10,000.00
0000019088	0100	RASIX COMPUTER CENTER INC	Schools-Formula	Torrey Pines High School	Materials And Supplies	\$200.00
0000019089	0100	AMAZON CAPITAL SERVICES, INC.	Schools-Formula	San Dieguito Academy	Materials And Supplies	\$550.00
0000019090	0100	AREY JONES ED SOLUTIONS	Technology	District Wide	Repairs & Maintenance	\$220.01
0000019091	0100	DEERE & COMPANY	Maintenance & Operation	District Wide	Equipment	\$22,913.55
0000019092	0100	DEERE & COMPANY	Maintenance & Operation	District Wide	Equipment	\$19,891.73
0000019093	0100	OCEANSIDE TRANSMISSION	Transportation	District Wide	Repairs-Vehicles	\$599.60
0000019094	0100	HOME DEPOT CREDIT SERVICES	Schools-Non-Formula	Diegueno Middle School	Materials And Supplies	\$150.00
0000019095	0100	Stock-Trak Inc	Special Programs	District Wide	Computer Licensing	\$2,250.00
0000019096	1300	SAN DIEGO COUNTY OFFICE OF EDUCATION	Nutrition Services	District Wide	Conference,Workshop,Sem.	\$139.00
0000019097	0100	B AND H PHOTO-VIDEO	Special Programs	District Wide	Non-Capitalized Tech Equipment	\$3,227.11
0000019098	0100	B AND H PHOTO-VIDEO	Technology	District Wide	Materials And Supplies	\$2,723.27
0000019099	0100	CDW GOVERNMENT	Technology	District Wide	Materials And Supplies	\$1,351.83
0000019100	0100	AMAZON CAPITAL SERVICES, INC.	Schools-Formula	Canyon Crest Academy	Materials And Supplies	\$100.00
0000019101	0100	STAPLES ADVANTAGE	Schools-Formula	Canyon Crest Academy	Materials And Supplies	\$150.00
0000019102	0100	VISTA TREE SERVICE INC	Maintenance & Operation	District Wide	Other Serv. & Oper.Exp.	\$1,600.00
0000019103	0100	CDW GOVERNMENT	Technology	District Wide	Non-Capitalized Tech Equipment	\$16,622.35
0000019104	0100	DELL MARKETING L.P.	Technology	District Wide	Materials And Supplies	\$1,453.46
0000019105	0100	OFFICE DEPOT, INC	Schools-Formula	Canyon Crest Academy	Materials And Supplies	\$30.67
0000019106	0100	LISTENWISE	Special Programs	District Wide	Computer Licensing	\$1,811.40
0000019107	0100	D A D ASPHALT, INC.	Maintenance & Operation	District Wide	Repairs & Maintenance	\$4,500.00
0000019107	0100	D A D ASPHALT, INC.	Maintenance & Operation	La Costa Canyon High Sch	Land Improvements	\$10,667.25
0000019108	0100	LENOVO (US) INC	Technology	District Wide	Repairs & Maintenance	\$1,739.73
0000019109	0100	SCHOOL DATEBOOKS INC	Schools-Formula	La Costa Canyon High Sch	Materials And Supplies	\$302.78
0000019110	0100	IXL LEARNING	Special Programs	District Wide	Computer Licensing	\$719.00
0000019111	2519	SPV ASSOCIATES INC	Facilities Planning & Constr.	18-19Cfdevfee Software Des	Consultants-Computer	\$25,000.00
0000019112	0100	RCP BLOCK & BRICK	Maintenance & Operation	District Wide	Materials And Supplies	\$2,000.00
0000019113	0100	AGRI SERVICE INC	Maintenance & Operation	District Wide	Materials And Supplies	\$757.98
0000019114	0100	MAKERGEAR LLC	Special Programs	Torrey Pines High School	Materials And Supplies	\$381.35
0000019115	0100	BEAR COMMUNICATIONS INC	Schools-Formula	Canyon Crest Academy	Materials And Supplies	\$565.16
0000019116	0100	NORTHSTAR AV LLC	Technology	District Wide	Materials And Supplies	\$853.38
0000019117	0100	EXTRON ELECTRONICS	Technology	District Wide	Repairs & Maintenance	\$250.00
0000019118	0100	EXTRON ELECTRONICS	Technology	District Wide	Repairs & Maintenance	\$150.00
0000019119	0100	MCMMASTER-CARR SUPPLY CO.	Special Programs	Torrey Pines High School	Materials And Supplies	\$277.68
0000019120	0100	SAN DIEGO COUNTY OFFICE OF EDUCATION	Pupil Personnel	District Wide	Conference,Workshop,Sem.	\$125.00
0000019121	0100	CYBER EDUCATION CONSULTING	Schools-Formula	Carmel Valley Middle School	Professional/Consult Svcs	\$450.00
0000019122	0100	EXTRON ELECTRONICS	Technology	District Wide	Repairs & Maintenance	\$150.00
0000019123	0100	RALPHS CUSTOMER CHARGES	Special Programs	District Wide	Materials And Supplies	\$1,500.00
0000019124	0100	BLICK, DICK (DICK BLICK)	Schools-Non-Formula	Diegueno Middle School	Materials And Supplies	\$546.00
0000019125	0100	STAPLES ADVANTAGE	Schools-Formula	Diegueno Middle School	Materials And Supplies	\$300.00
0000019126	0100	FAGEN FRIEDMAN & FULFROST, LLP	Business Services	District Wide	Legal Expense	\$90,000.00
0000019127	0100	INTEGRIS EQUIPMENT	Schools-Formula	Torrey Pines High School	Materials And Supplies	\$472.93
0000019128	0100	CDW GOVERNMENT	Technology	District Wide	Materials And Supplies	\$5,603.00
0000019129	0100	AMERICAN SANITARY SUPPLY	Fiscal Services	District Wide	Materials And Supplies	\$969.75
0000019130	0100	FRONTIER FENCE COMPANY INC	Maintenance & Operation	District Wide	Repairs & Maintenance	\$2,600.00
0000019131	0100	New Direction Solutions, LLC	Special Ed	District Wide	Professional/Consult Svcs	\$25,000.00
0000019131	0100	New Direction Solutions, LLC	Special Ed	District Wide	Sub/Prof/Consultnt	\$99,160.00
0000019132	0100	Sports Facilities Group, Inc.	Maintenance & Operation	District Wide	Other Serv. & Oper.Exp.	\$14,875.00
0000019133	0100	LENOVO (US) INC	Technology	District Wide	Repairs & Maintenance	\$138.70
0000019134	0100	FLINN SCIENTIFIC INC	Schools-Formula	Canyon Crest Academy	Materials And Supplies	\$340.96
0000019135	0100	CAROLINA BIOLOGICAL SUPPLY CO	Schools-Formula	Canyon Crest Academy	Materials And Supplies	\$299.87
0000019136	0100	FISHER SCIENTIFIC EMD	Schools-Formula	Canyon Crest Academy	Materials And Supplies	\$361.61
0000019137	0100	CAST, Inc.	Special Programs	District Wide	Professional/Consult Svcs	\$14,250.00

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PO REPORT DECEMBER 3, 2021 THROUGH JANUARY 9, 2022						
PO NBR	FUND	VENDOR	SITE	OPERATING UNIT	DESCRIPTION	AMOUNT
0000019138	0100	ADVANCED WEB OFFSET	Schools-Formula	San Dieguito Academy	Printing	\$3,000.00
0000019139	0100	STAPLES ADVANTAGE	Schools-Formula	San Dieguito Academy	Materials And Supplies	\$500.00
0000019141	0100	FREEHAND GRAPHICS INC	Schools-Formula	San Dieguito Academy	Computer Licensing	\$199.00
0000019142	0100	SAN DIEGO COUNTY OFFICE OF EDUCATION	Schools-Formula	Torrey Pines High School	Materials And Supplies	\$16.15
0000019143	0100	ROSETTA STONE	Special Programs	District Wide	Computer Licensing	\$840.00
0000019144	0100	PITSCO EDUCATION LLC	Special Programs	District Wide	Materials And Supplies	\$589.39
0000019144	0100	PITSCO EDUCATION LLC	Special Programs	District Wide	Non-Capitalized Equipment	\$1,140.00
0000019145	0100	SAN DIEGO COUNTY OFFICE OF EDUCATION	LCAP	District Wide	Conference,Workshop,Sem.	\$14,950.00
0000019146	0100	GRIZZLY INDUSTRIAL INC	Special Programs	District Wide	Non-Capitalized Equipment	\$816.30
0000019147	0100	DCJ THEATRICAL LIGHTING INC	Facilities Planning & Constr.	San Dieguito Academy	Equipment	\$9,765.94
0000019147	0100	DCJ THEATRICAL LIGHTING INC	Facilities Planning & Constr.	San Dieguito Academy	Non-Capitalized Equipment	\$1,062.42
0000019148	0100	SITEONE LANDSCAPE SUPPLY	Maintenance & Operation	La Costa Valley Fields	Non-Capitalized Equipment	\$10,759.16
0000019149	0100	STOVER SEED CO	Maintenance & Operation	District Wide	Materials And Supplies	\$1,831.75
0000019150	0100	STOVER SEED CO	Maintenance & Operation	District Wide	Materials And Supplies	\$2,747.63
0000019151	0100	STOVER SEED CO	Maintenance & Operation	District Wide	Materials And Supplies	\$1,744.70
0000019152	0100	SITEONE LANDSCAPE SUPPLY	Maintenance & Operation	District Wide	Materials And Supplies	\$1,140.47
0000019153	0100	FREDRICKS ELECTRIC INC	Maintenance & Operation	District Wide	Repairs & Maintenance	\$1,467.63
TOTAL NEW PURCHASES						\$2,207,257.81

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: January 12, 2022

BOARD MEETING DATE: January 20, 2022

PREPARED BY: Tina Douglas, Associate Superintendent,
Business Services

SUBMITTED BY: Dr. Cheryl James-Ward, Superintendent

SUBJECT: RATIFICATION OF WARRANTS REPORTS
LISTING

EXECUTIVE SUMMARY

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

1. Warrants
2. Revolving Cash Fund

RECOMMENDATION:

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

FISCAL IMPACT:

As per attached.

FUNDING SOURCE:

Not applicable.

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WARRANT REPORT FROM 12/03/21 THROUGH 01/07/22

Warrant ID	Payment Date	Vendor Name	Fund	Object Description	Total
001539	12/6/2021	LASERCYCLE USA INC	0100	Materials And Supplies	\$ 630.51
001540	12/6/2021	CDW GOVERNMENT	0100	Non-Capitalized Tech Equipment	\$ 23,730.08
001592	12/8/2021	LASERCYCLE USA INC	0100	Materials And Supplies	\$ 204.67
001593	12/8/2021	SOUTHWEST SCHOOL/OFFICE SUPPLY	0100	Materials And Supplies	\$ 232.43
001627	12/13/2021	LASERCYCLE USA INC	0100	Materials And Supplies	\$ 225.84
001628	12/13/2021	CDW GOVERNMENT	0100	Materials And Supplies	\$ 282.19
001680	12/15/2021	LASERCYCLE USA INC	0100	Materials And Supplies	\$ 224.01
			1300	Materials And Supplies	\$ (169.23)
001681	12/15/2021	ENTERPRISE FLEET MANAGEMENT INC	4000	Bank Charges	\$ 1,090.14
				Equipment	\$ 8.75
				Debt Service - Interest	\$ 2,868.80
				Other Debt Service - Principal	\$ 16,280.77
001719	12/20/2021	LASERCYCLE USA INC	0100	Materials And Supplies	\$ 131.58
001720	12/20/2021	COMMUNITY SCHOOL OF SAN DIEGO	0100	Sub/Other Contr-Nps	\$ 8,331.04
001771	12/22/2021	CDW GOVERNMENT	0100	Materials And Supplies	\$ 1,349.05
001793	1/5/2022	LASERCYCLE USA INC	0100	Materials And Supplies	\$ 208.23
001794	1/5/2022	CDW GOVERNMENT	0100	Materials And Supplies	\$ 1,351.83
14845272	12/6/2021	CDS Moving Equipment Inc.	4000	Improvements	\$ 145.20
14845273	12/6/2021	TCI	0100	Computer Licensing	\$ 5,220.00
14845274	12/6/2021	UNITED TIRE CENTERS, LLC	0100	Hazardous Waste Disposal	\$ 223.00
				Repairs-Vehicles	\$ 160.00
14845275	12/6/2021	FERGUSON FACILITIES SUPPLY	0100	Materials And Supplies	\$ 701.59
14845276	12/6/2021	SAN DIEGO REFRIGERATION	0100	Other Serv.& Oper.Exp.	\$ 16,413.77
				Repairs & Maintenance	\$ 776.22
14845277	12/6/2021	Marley Nelms	1300	Conference,Workshop,Sem.	\$ 859.16
14845278	12/6/2021	CURRIER & HUDSON	0100	Legal Expense	\$ 36,524.10
14845279	12/6/2021	UNITED REFRIGERATION INC	0100	Materials And Supplies	\$ 3,067.89
14845280	12/6/2021	Dawn Campbell,Custodian of Revolvng Cash	0100	All Other Local Revenue	\$ 8,796.15
				Bank Charges	\$ 118.45
				Materials And Supplies	\$ 200.99
				Spec Ed Student Stipends	\$ 2,569.00
14845281	12/6/2021	INTEGRIS EQUIPMENT	0100	Materials And Supplies	\$ 57.45
14845282	12/6/2021	AQUATIC DESIGN GROUP, INC.	2519	Professional/Consult Svs	\$ 1,720.00
14845283	12/6/2021	BEST PLUMBING SPECIALTIES INC	0100	Materials And Supplies	\$ 746.78
14845284	12/6/2021	Deaf Community Services of San Diego	0100	Other Serv.& Oper.Exp.	\$ 3,037.50
14845285	12/6/2021	Voiance Language Services, LLC	0100	Professional/Consult Svs	\$ 25.00
14845286	12/6/2021	LOWE'S	0100	Materials And Supplies	\$ 337.85
14845287	12/6/2021	MAGNETSTREET	2519	Materials And Supplies	\$ 129.01
14845288	12/6/2021	ENCINITAS FOREIGN & DOMESTIC AUTO REPAIR	0100	Repairs-Vehicles	\$ 1,079.10
14845290	12/6/2021	EMME FISHBURN	1300	Food Service Sales Cca	\$ 167.50
14845291	12/6/2021	AMY SIMS	1300	Food Service Sales Cca	\$ 138.00
14845292	12/6/2021	OFTEDAHL & JACKSON CONSTRUCTION	2519	Mitigation/Developer Fees	\$ 400.18
14845293	12/6/2021	A-Z BUS SALES, INC. - COLTON	0100	Materials-Vehicle Parts	\$ 600.47
14845294	12/6/2021	AMAZON CAPITAL SERVICES	0100	Materials And Supplies	\$ 275.31
14845295	12/6/2021	CONSOLIDATED ELECTRICAL DISTRIBUTORS	0100	Materials And Supplies	\$ 302.84
14845296	12/6/2021	CREATIVE BUS SALES, INC.	0100	Materials-Vehicle Parts	\$ 8,921.01
14845297	12/6/2021	So-Cal Dominoids	1300	Purchases Food	\$ 51,402.20
14845298	12/6/2021	IPROMOTEU	0100	Materials And Supplies	\$ 435.18
14845299	12/6/2021	LAW OFFICE OF PERRY ISRAEL	0100	Legal Expense	\$ 250.00
14845300	12/6/2021	LAWSON PRODUCTS	0100	Materials-Vehicle Parts	\$ 105.59
14845301	12/6/2021	LLOYD PEST CONTROL	1300	Other Serv.& Oper.Exp.	\$ 445.00
14845302	12/6/2021	MATHESON TRI-GAS INC	0100	Materials And Supplies	\$ 143.11
14845303	12/6/2021	MISSION LINEN SUPPLY	0100	Other Serv.& Oper.Exp.	\$ 405.25
14845304	12/6/2021	P AND R PAPER SUPPLY CO.	1300	Purchases Supplies	\$ 3,946.47
14845305	12/6/2021	PASCO SCIENTIFIC	0100	Materials And Supplies	\$ 2,987.05
14845306	12/6/2021	RANCHO SANTA FE SEC SYSTEMS	0100	Security Guard Contract	\$ 544.00
14845307	12/6/2021	METROPOLITAN TRANSIT SYSTEM	0100	Fees - Business, Admission,Etc	\$ 1,127.00
14845308	12/6/2021	SCHOOL HEALTH CORPORATION	0100	Materials And Supplies	\$ 28.03
14845309	12/6/2021	CATHY SHROYER	0100	Communications-Postage	\$ 26.68
14845310	12/6/2021	SNAP ON INDUSTRIAL	0100	Equipment	\$ 22,113.22
				Materials And Supplies	\$ 85.87
14845311	12/6/2021	SPRINT	0100	Communications-Telephone	\$ 2,022.43

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WARRANT REPORT FROM 12/03/21 THROUGH 01/07/22

14845312	12/6/2021	STAPLES ADVANTAGE	0100	Materials And Supplies	\$ 1,403.62
14845313	12/6/2021	SUNRISE PRODUCE	1300	Purchases Food	\$ 2,092.67
14845314	12/6/2021	SWEETWATER	0100	Non-Capitalized Equipment	\$ 2,445.93
14845315	12/6/2021	PERSEUS ASSOCIATES, LLC	0100	Computer Licensing	\$ 450.00
14845316	12/6/2021	TRIMARK ASSOCIATES, INC.	0100	Data Processing Contract	\$ 259.58
14845317	12/6/2021	WESTAIR GASES & EQUIPMENT	0100	Rents & Leases	\$ 354.61
14845318	12/6/2021	SAN DIEGO FRICTION PRODUCTS	0100	Materials-Vehicle Parts	\$ 186.53
14846594	12/9/2021	NATIONAL PETROLEUM INC.	0100	Materials-Vehicle Parts	\$ 1,049.78
14846595	12/9/2021	Daily Journal Corporation	4000	Improvements	\$ 252.20
14846596	12/9/2021	SITEONE LANDSCAPE SUPPLY	0100	Materials And Supplies	\$ 109.39
14846597	12/9/2021	JAMES FARRAR	0100	Athletic Post-Season Travel	\$ 395.03
14846598	12/9/2021	THE HARTFORD	0100	All Other Local Revenue	\$ 6,206.62
14846599	12/9/2021	COLBI TECHNOLOGIES, INC.	0100	Fees - Business, Admission,Etc	\$ 2,070.00
14846600	12/9/2021	CABLE, PIPE & LEAK DETECTION	0100	Other Serv.& Oper.Exp.	\$ 975.00
14846601	12/9/2021	RUHNAU CLARKE ARCHITECTS	2139	Improvements	\$ 35,250.00
14846602	12/9/2021	ROBIN CARAFA	1300	Mileage	\$ 71.68
14846603	12/9/2021	CAST, Inc.	0100	Professional/Consult Svs	\$ 5,250.00
14846604	12/9/2021	BARNETTE, CELESTE	0100	Materials And Supplies	\$ 32.76
14846605	12/9/2021	MONICA ESPINOZA	1300	Mileage	\$ 8.40
14846606	12/9/2021	BEST PLUMBING SPECIALTIES INC	0100	Materials And Supplies	\$ 159.94
14846607	12/9/2021	DELTA DENTAL	0100	Health & Welfare Benefits, cla	\$ 122.84
14846608	12/9/2021	FBC DENTAL	0100	Health & Welfare Benefits, cla	\$ 671.19
14846609	12/9/2021	MES VISION	0100	Health & Welfare Benefits, cla	\$ 80.69
14846610	12/9/2021	VEBA	0100	Health & Welfare Benefits, cla	\$ 17,359.00
14846611	12/9/2021	NOVA ENGINEERING, INC.	2139	Land Improvements	\$ 270.00
14846612	12/9/2021	OFFICE & ERGONOMIC SOLUTIONS INC	0100	Materials And Supplies	\$ 431.73
14846613	12/9/2021	T-Mobile USA, Inc.	0100	Communications-Telephone	\$ 3,636.00
14846614	12/9/2021	FOXLIN ARCHITECTS	2109	New Construction	\$ 1,240.00
14846615	12/9/2021	FACILITRON, INC.	0100	Rents & Leases	\$ 4,788.00
14846616	12/9/2021	VISTA TREE SERVICE INC	0100	Other Serv.& Oper.Exp.	\$ 1,825.00
14846617	12/9/2021	NOTABLE INC.	0100	Computer Licensing	\$ 27,300.00
14846618	12/9/2021	H&W MACHINE REPAIR & REBUILDING INC	0100	Non-Capitalized Equipment	\$ 585.01
14846619	12/9/2021	LARA, RAUL	0100	Materials And Supplies	\$ 150.00
14846620	12/9/2021	SAN DIEGO DOOR CONTROL INC	0100	Other Serv.& Oper.Exp.	\$ 14,388.75
14846621	12/9/2021	ATVANTAGE	0100	Professional/Consult Svs	\$ 124.00
14846622	12/9/2021	ENCINITAS FOREIGN & DOMESTIC AUTO REPAIR	0100	Repairs-Vehicles	\$ 69.95
14846623	12/9/2021	BOYLE, JAMES A	0100	Professional/Consult Svs	\$ 5,046.26
14846624	12/9/2021	PROCARE THERAPY	0100	Professional/Consult Svs	\$ 4,845.00
14846625	12/9/2021	TRAFFIC SAFETY STORE	0100	Materials And Supplies	\$ 143.47
14846626	12/9/2021	KELLY KANG	0100	Fingerprinting	\$ 85.00
14846627	12/9/2021	TERRY DOUGLASS	0100	Fingerprinting	\$ 79.00
14846628	12/9/2021	WILLIAM MCGOVERN	1300	Food Service Sales Lcc	\$ 397.00
14846629	12/9/2021	AT&T	0100	Communications-Telephone	\$ 43.71
14846630	12/9/2021	AMAZON CAPITAL SERVICES	0100	Materials And Supplies	\$ 2,689.87
				Non-Capitalized Equipment	\$ 1,508.49
			1300	Materials And Supplies	\$ 34.44
14846632	12/9/2021	AMERICAN SANITARY SUPPLY	0100	Materials And Supplies	\$ 428.85
14846633	12/9/2021	B AND H PHOTO-VIDEO	0100	Materials And Supplies	\$ 11,465.28
				Non-Capitalized Equipment	\$ 8,614.62
14846634	12/9/2021	BERT'S OFFICE TRAILERS	0100	Rents & Leases	\$ 214.42
14846635	12/9/2021	TCG ADMINISTRATORS/CALSTRS	0100	Professional/Consult Svs	\$ 732.00
14846636	12/9/2021	CITY OF CARLSBAD	0100	Rents & Leases	\$ 5,627.00
14846637	12/9/2021	CHERYL COOPER	0100	Mileage	\$ 38.64
14846638	12/9/2021	COUNTY OF SAN DIEGO, DEH	1300	Fees - Business, Admission,Etc	\$ 1,212.00
14846639	12/9/2021	COX BUSINESS			\$ 394.08
14846640	12/9/2021	SPARKLETTS	0100	Materials And Supplies	\$ 644.21
14846641	12/9/2021	ELIZABETH DARGAN	0100	Mileage	\$ 64.96
14846642	12/9/2021	DELL MARKETING LP	0100	Non-Capitalized Tech Equipment	\$ 3,063.55
14846643	12/9/2021	CHRISTOPHER B. DRAKE	0100	Athletic Post-Season Travel	\$ 532.26
14846644	12/9/2021	DUNN EDWARDS CORP	0100	Materials And Supplies	\$ 342.48
14846645	12/9/2021	CORELOGIC SOLUTIONS, LLC	0100	Computer Licensing	\$ 273.18
14846646	12/9/2021	DOUG SCOTT GILBERT	0100	Mileage	\$ 199.92
14846647	12/9/2021	GOLD STAR FOODS	1300	Purchases Food	\$ 48,183.09
14846648	12/9/2021	GOPHER SPORT	0100	Materials And Supplies	\$ 335.57

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14846649	12/9/2021	DOROTHY GUINTER	0100	Conference,Workshop,Sem.	\$ 716.78
14846650	12/9/2021	HOME DEPOT CREDIT SERVICES	0100	Materials And Supplies	\$ 1,365.67
14846651	12/9/2021	HORIZON LIGHTING INC	0100	Other Serv.& Oper.Exp.	\$ 720.00
14846652	12/9/2021	MACMILLAN HOLDINGS LLC	0100	Textbooks	\$ 14.07
14846653	12/9/2021	JENNIFER MCCLUAN	0100	Mileage	\$ 9.52
14846654	12/9/2021	MISSION LINEN SUPPLY	0100	Materials And Supplies	\$ 1,175.02
14846656	12/9/2021	NAPA AUTO PARTS	0100	Materials And Supplies Materials-Vehicle Parts	\$ 417.01 \$ 5,329.23
14846657	12/9/2021	OLIVENHAIN MUNICIPAL WATER DST	0100	Water	\$ 9,369.30
14846658	12/9/2021	Robert Parrington	0100	Mileage	\$ 69.44
14846659	12/9/2021	PAULEY EQUIPMENT COMPANY	0100	Materials-Vehicle Parts	\$ 216.06
14846660	12/9/2021	J.W. PEPPER & SON, INC.	0100	Materials And Supplies	\$ 674.50
14846661	12/9/2021	SCHOOL SPECIALTY, INC	0100	Non-Capitalized Equipment	\$ 9,740.05
14846662	12/9/2021	PRO-ED	0100	Materials And Supplies	\$ 49.46
14846663	12/9/2021	RANCHO SANTA FE SEC SYSTEMS	0100	Repairs & Maintenance	\$ 410.00
14846664	12/9/2021	RASIX COMPUTER CENTER INC	0100	Materials And Supplies	\$ 325.41
14846665	12/9/2021	S AND R TOWING INC	0100	Other Serv.& Oper.Exp.	\$ 2,066.25
14846666	12/9/2021	SAN DIEGO CITY TREASURER	0100	Sewer Charges Water	\$ 1,451.24 \$ 4,452.45
14846667	12/9/2021	SAN DIEGO GAS & ELECTRIC CO	0100	Gas & Electric	\$ 202,485.89
14846668	12/9/2021	SAN DIEGO SCENIC TOURS, INC.	0100	Fld. Trips By Prv. Contr	\$ 2,956.64
14846669	12/9/2021	SANTA FE IRRIGATION DISTRICT	0100	Water	\$ 3,362.21
14846670	12/9/2021	SCHOOL SAVERS	0100	Materials And Supplies	\$ 1,254.74
14846671	12/9/2021	SNAP ON INDUSTRIAL	0100	Equipment Materials And Supplies Non-Capitalized Equipment	\$ 90,183.88 \$ 1,098.92 \$ 4,738.25
14846672	12/9/2021	SOCIAL THINKING	0100	Materials And Supplies	\$ 62.59
14846673	12/9/2021	SOL TRANSPORTATION, INC.	0100	Spec Ed Transp-Subagreements	\$ 22,509.07
14846674	12/9/2021	SC Fuels	0100	Fuel	\$ 13,014.78
14846675	12/9/2021	SOUND IMAGE	0100	Repairs & Maintenance	\$ 825.00
14846676	12/9/2021	STAPLES ADVANTAGE	0100	Materials And Supplies	\$ 350.72
14846677	12/9/2021	STATE INDUSTRIAL PRODUCTS	0100	Other Serv.& Oper.Exp.	\$ 2,341.02
14846678	12/9/2021	SUN DIEGO CHARTER COMPANY	0100	Fld. Trips By Prv. Contr	\$ 1,406.18
14846679	12/9/2021	BSN SPORTS,LLC	0100	Materials And Supplies	\$ 85.98
14846680	12/9/2021	GOVERNMENT LEASING AND FINANCE, INC.	0100	Debt Service - Interest Other Debt Service - Principal	\$ 9,351.79 \$ 69,634.75
14846681	12/9/2021	WARD'S SCIENCE	0100	Materials And Supplies	\$ 57.99
14846682	12/9/2021	SAN DIEGO FRICTION PRODUCTS	0100	Materials-Vehicle Parts	\$ 671.61
14846683	12/9/2021	XEROX CORPORATION	0100	Copy Charges Rents & Leases	\$ 2,114.06 \$ 4,084.45
14847958	12/13/2021	COSTCO CARMEL MTN RANCH	0100	Refreshments	\$ 89.18
14847959	12/13/2021	SAN DIEGO REFRIGERATION	0100	Other Serv.& Oper.Exp. Repairs & Maintenance	\$ - \$ 410.04
14847960	12/13/2021	C D L SERVICES INC	0100	Materials And Supplies	\$ 2,867.77
14847961	12/13/2021	SITEONE LANDSCAPE SUPPLY	0100	Materials And Supplies	\$ 1,415.17
14847962	12/13/2021	KELLY SPICERS STORES	0100	Materials And Supplies	\$ 1,489.11
14847963	12/13/2021	ALL AMERICAN PLASTIC & PACKAGING	1300	Purchases Supplies	\$ 1,012.16
14847964	12/13/2021	Deaf Community Services of San Diego	0100	Other Serv.& Oper.Exp.	\$ 675.00
14847965	12/13/2021	ROYAL LINES CHARTERS LLC	0100	Fld. Trips By Prv. Contr	\$ 1,290.81
14847966	12/13/2021	LOPEZ, RICK	0100	Mileage	\$ 20.16
14847967	12/13/2021	SSID #8761283098	0100	Other Serv.& Oper.Exp.	\$ 366.80
14847968	12/13/2021	SOCAL DECA	0100	Professional/Consult Svs	\$ 3,145.00
14847969	12/13/2021	ALL CITY MANAGEMENT SERVICES INC	0100	Security Guard Contract	\$ 1,538.88
14847970	12/13/2021	ENCINITAS FOREIGN & DOMESTIC AUTO REPAIR	0100	Repairs-Vehicles	\$ 119.90
14847971	12/13/2021	AMAZON CAPITAL SERVICES	0100	Materials And Supplies	\$ 2,099.48
14847972	12/13/2021	AMERICAN SANITARY SUPPLY	0100	Materials And Supplies	\$ 1,483.45
14847973	12/13/2021	ARENSEN OFFICE FURNITURE	4000	Improvements	\$ 14,783.77
14847974	12/13/2021	CONSOLIDATED ELECTRICAL DISTRIBUTORS	0100	Materials And Supplies	\$ 525.28
14847975	12/13/2021	CA AGRI CONTROL INC	0100	Pest Control	\$ 700.00
14847976	12/13/2021	CAROLINA BIOLOGICAL SUPPLY CO	0100	Materials And Supplies	\$ 243.57
14847977	12/13/2021	WEX BANK	0100	Fuel	\$ 121.56
14847978	12/13/2021	CN SCHOOL & OFFICE SOLUTIONS	0100	Materials And Supplies Non-Capitalized Equipment	\$ 9,293.44 \$ 13,335.48
14847979	12/13/2021	DEMCO INC	0100	Materials And Supplies	\$ 51.20

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14847980	12/13/2021	DUNN EDWARDS CORP	0100	Materials And Supplies	\$ 36.23
14847981	12/13/2021	AERIES SOFTWARE	0100	Conference,Workshop,Sem.	\$ 50.00
14847982	12/13/2021	FOLLETT SCHOOL SOLUTIONS, INC	0100	Textbooks	\$ 389.95
14847983	12/13/2021	HOLLANDIA DAIRY	1300	Purchases Food	\$ 20,575.78
14847984	12/13/2021	HOME DEPOT CREDIT SERVICES	0100	Materials And Supplies	\$ 558.85
14847985	12/13/2021	LAWSON PRODUCTS	0100	Materials-Vehicle Parts	\$ 210.83
14847986	12/13/2021	MISSION FEDERAL CREDIT UNION	0100	Materials And Supplies	\$ 14,131.89
14847987	12/13/2021	MISSION LINEN SUPPLY	0100	Materials And Supplies Other Serv.& Oper.Exp.	\$ 762.96 \$ 98.84
14847988	12/13/2021	STIX HOLDINGS, LLC	1300	Purchases Food	\$ 18,690.00
14847989	12/13/2021	SAN DIEGO COUNTY OFFICE OF EDUCATION	0100	Conference,Workshop,Sem. Printing	\$ 139.00 \$ 404.06
14847990	12/13/2021	SAN DIEGO SCENIC TOURS, INC.	0100	Fld. Trips By Prv. Contr	\$ 604.63
14847991	12/13/2021	SAN DIEGUITO WATER DISTRICT	0100	Water	\$ 6,379.12
14847992	12/13/2021	SCHOOL SERVICES OF CALIFORNIA, INC.	0100	Professional/Consult Svs	\$ 325.00
14847993	12/13/2021	JOHNSON CONTROLS FIRE PROTECTION LP	0100	Repairs & Maintenance	\$ 181.50
14847994	12/13/2021	SNAP ON INDUSTRIAL	0100	Equipment	\$ 2,538.46
14847995	12/13/2021	STAPLES ADVANTAGE	0100	Materials And Supplies	\$ 1,283.34
14847996	12/13/2021	TURF STAR INC	0100	Materials-Vehicle Parts	\$ 155.11
14847997	12/13/2021	VERDUGO TESTING CO., INC.	0100	Fees - Business, Admission,Etc Other Serv.& Oper.Exp.	\$ 1,320.34 \$ 150.00
14847998	12/13/2021	WAXIE SANITARY SUPPLY	0100	Materials And Supplies	\$ 1,186.24
14847999	12/13/2021	SAN DIEGO FRICTION PRODUCTS	0100	Materials-Vehicle Parts	\$ 263.38
14848000	12/13/2021	XEROX CORPORATION	0100	Copy Charges Rents & Leases	\$ 1,267.71 \$ 4,549.34
14849529	12/16/2021	NEWSELA	0100	Computer Licensing	\$ 7,875.00
14849530	12/16/2021	TIFFANY HAZLEWOOD	0100	Conference,Workshop,Sem.	\$ 668.34
14849531	12/16/2021	Samantha Thacker	0100	Mileage	\$ 173.04
14849532	12/16/2021	C D L SERVICES INC	0100	Materials And Supplies	\$ 4,305.38
14849533	12/16/2021	SITEONE LANDSCAPE SUPPLY	0100	Materials And Supplies	\$ 1,698.92
14849534	12/16/2021	BARBARA REUER	0100	Professional/Consult Svs	\$ 1,652.90
14849535	12/16/2021	DATA DISPOSAL INC	0100	Other Serv.& Oper.Exp.	\$ 154.00
14849536	12/16/2021	SCOREBOARD SOLUTIONS INC	0100	Repairs & Maintenance	\$ 480.00
14849537	12/16/2021	BEARCOM	0100	Materials And Supplies	\$ 88.35
14849538	12/16/2021	BARBARA CRISOSTOMO	0100	Mileage	\$ 161.28
14849539	12/16/2021	SSID #5154707632	0100	Mediation Settlements	\$ 4,745.00
14849540	12/16/2021	DEIRDRE SHANNON	0100	Mileage	\$ 23.52
14849541	12/16/2021	Community Transition Academy	0100	Other Contr-N.P.S.	\$ 9,996.00
14849542	12/16/2021	SOUTHCOAST HEATING & AIR CONDITIONING	0100	Repairs & Maintenance	\$ 1,960.00
14849543	12/16/2021	ROYAL LINES CHARTERS LLC	0100	Fld. Trips By Prv. Contr	\$ 3,433.97
14849544	12/16/2021	FLUENCY MATTERS	0100	Computer Licensing	\$ 70.32
14849545	12/16/2021	OFFICE & ERGONOMIC SOLUTIONS INC	0100	Materials And Supplies Non-Capitalized Equipment	\$ 4,738.39 \$ 14,048.35
14849546	12/16/2021	STOTZ EQUIPMENT	0100	Materials And Supplies	\$ 369.45
14849547	12/16/2021	LA EUROPA ACADEMY	0100	Other Contr-N.P.S. Sub/Other Contr-Nps Sub/Room & Board	\$ 4,750.00 \$ 250.00 \$ 9,000.00
14849548	12/16/2021	UC SAN DIEGO HEALTH	0100	Professional/Consult Svs	\$ 6,000.00
14849549	12/16/2021	RO HEALTH INC	0100	Professional/Consult Svs	\$ 19,516.15
14849550	12/16/2021	CATHEDRAL CATHOLIC HIGH SCHOOL	0100	Rents & Leases	\$ 10,200.00
14849551	12/16/2021	RANCHO COASTAL SPEECH THERAPY INC	0100	Professional/Consult Svs	\$ 2,475.00
14849552	12/16/2021	SSID# 5291147755	0100	Pay In Lieu Of Transp>	\$ 126.56
14849553	12/16/2021	AT&T	0100	Communications-Telephone	\$ 1,007.88
14849554	12/16/2021	KARA ADLER	0100	Computer Licensing	\$ 110.00
14849555	12/16/2021	PROCARE THERAPY	0100	Professional/Consult Svs	\$ 9,520.00
14849556	12/16/2021	Trebron Security, LLC	0100	Computer Licensing	\$ 58,640.00
14849557	12/16/2021	A1 GOLF CARS, INC	0100	Repairs & Maintenance	\$ 130.00
14849558	12/16/2021	AT&T	0100	Communications-Telephone	\$ 13,375.92
14849559	12/16/2021	AT&T	0100	Communications-Telephone	\$ 58.15
14849560	12/16/2021	AT&T LONG DISTANCE	0100	Communications-Telephone	\$ 33.72
14849561	12/16/2021	ADVANTAGE PAYROLL SERVICES	0100	Other Serv.& Oper.Exp.	\$ 235.57
14849562	12/16/2021	AMAZON CAPITAL SERVICES	0100	Materials And Supplies Non-Capitalized Tech Equipment	\$ 2,635.80 \$ 763.93
14849564	12/16/2021	AMERICAN SANITARY SUPPLY	0100	Materials And Supplies	\$ 3,700.68

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14849565	12/16/2021	AREY JONES ED SOLUTIONS	0100	Non-Capitalized Tech Equipment	\$ 34,633.88
14849566	12/16/2021	BANYAN TREE EDUCATIONAL SERVICES, INC.	0100	Other Contr-N.P.S.	\$ 24,471.20
14849567	12/16/2021	CAROLINA BIOLOGICAL SUPPLY CO	0100	Materials And Supplies	\$ 59.56
14849568	12/16/2021	CENGAGE LEARNING, INC.	0100	Books Other Than Textbooks	\$ 1,208.07
14849569	12/16/2021	ACES, INC.	0100	Other Contr-N.P.S.	\$ 8,093.79
				Sub/Other Contr-Nps	\$ 8,382.93
14849570	12/16/2021	COSTCO CARLSBAD	0100	Materials And Supplies	\$ 333.12
14849571	12/16/2021	JOHN DIGIULIO	0100	Mileage	\$ 199.92
14849572	12/16/2021	BANYAN TREE EDUCATIONAL SERVICES	0100	Other Contr-N.P.S.	\$ 27,542.40
14849573	12/16/2021	FOLLETT SCHOOL SOLUTIONS, INC	0100	Textbooks	\$ 405.67
14849574	12/16/2021	FREE FORM CLAY & SUPPLY	0100	Materials And Supplies	\$ 118.81
14849575	12/16/2021	GRAINGER	0100	Materials And Supplies	\$ 171.72
14849576	12/16/2021	HERITAGE SCHOOLS, INC.	0100	Other Contr-N.P.S.	\$ 11,765.00
				Room & Board	\$ 1,240.00
				Sub/Room & Board	\$ 31,090.00
				Mental Health Svcs	\$ 15,250.00
14849577	12/16/2021	HOME DEPOT CREDIT SERVICES	0100	Materials And Supplies	\$ 1,154.80
14849578	12/16/2021	INST FOR EFFECTIVE EDUCATION	0100	Other Contr-N.P.S.	\$ 87,668.90
				Sub/Other Contr-Nps	\$ 4,528.08
14849579	12/16/2021	JOHNSTON INDUSTRIAL SUPPLY	0100	Materials And Supplies	\$ 365.75
14849580	12/16/2021	LAWNMOWERS PLUS INC	0100	Repairs & Maintenance	\$ 374.54
14849581	12/16/2021	LOGAN RIVER ACADEMY	0100	Other Contr-N.P.S.	\$ 6,487.53
				Room & Board	\$ 3,403.92
				Sub/Room & Board	\$ 10,915.22
				Mental Health Svcs	\$ 6,363.52
14849582	12/16/2021	MISSION LINEN SUPPLY	0100	Materials And Supplies	\$ 899.30
14849583	12/16/2021	New Haven Youth & Family Services	0100	Other Contr-N.P.A.	\$ 19,639.14
14849584	12/16/2021	NO CTY STUDENT TRANSPORTATION	0100	Fld. Trips By Prv. Contr	\$ 5,602.16
14849585	12/16/2021	NCTD	0100	Fees - Business, Admission,Etc	\$ 95.00
14849586	12/16/2021	OFFICE SOLUTIONS BUSINESS	0100	Materials And Supplies	\$ 397.02
14849587	12/16/2021	Provo Canyon School	0100	Other Contr-N.P.S.	\$ 22,732.00
				Room & Board	\$ 33,946.00
				Sub/Room & Board	\$ 7,589.00
				Mental Health Svcs	\$ 20,008.00
14849588	12/16/2021	RALPHS CUSTOMER CHARGES	0100	Materials And Supplies	\$ 553.41
14849589	12/16/2021	RANCHO SANTA FE SEC SYSTEMS	0100	Security Guard Contract	\$ 544.00
14849590	12/16/2021	RASIX COMPUTER CENTER INC	0100	Materials And Supplies	\$ 16.47
14849591	12/16/2021	SAN DIEGO SCENIC TOURS, INC.	0100	Fld. Trips By Prv. Contr	\$ 1,209.52
14849592	12/16/2021	SCHOOL FACILITY CONSULTANTS	2519	Professional/Consult Svcs	\$ 1,217.50
14849593	12/16/2021	SHELL CAR WASH & EXPRESS LUBE	0100	Materials And Supplies	\$ 385.36
14849594	12/16/2021	Specialized Education of Ca, Inc.	0100	Other Contr-N.P.S.	\$ 11,027.90
				Sub/Other Contr-Nps	\$ 1,033.58
14849595	12/16/2021	RUSSELL SIGLER INC	0100	Materials And Supplies	\$ 128.72
14849596	12/16/2021	JOHNSON CONTROLS FIRE PROTECTION LP	0100	Repairs & Maintenance	\$ 973.22
14849597	12/16/2021	SMART AND FINAL STORES CORP	0100	Materials And Supplies	\$ 2,076.01
				Refreshments	\$ 189.83
14849598	12/16/2021	SMART AND FINAL STORES CORP	1300	Purchases Food	\$ 20.89
14849599	12/16/2021	SOL TRANSPORTATION, INC.	0100	Spec Ed Transp-Subagreements	\$ 21,375.98
14849600	12/16/2021	SC Fuels	0100	Fuel	\$ 14,283.08
14849601	12/16/2021	STAPLES ADVANTAGE	0100	Materials And Supplies	\$ 813.87
14849602	12/16/2021	T E R I INC	0100	Other Contr-N.P.S.	\$ 95,110.40
				Sub/Other Contr-Nps	\$ 14,646.40
14849603	12/16/2021	UNITED SITE SERVICES	0100	Rents & Leases	\$ 1,392.99
14849604	12/16/2021	VISTA HILL	0100	Sub/Mental Health Svcs	\$ 20,576.00
14849605	12/16/2021	MELANIE WEBB	0100	Conference,Workshop,Sem.	\$ 773.71
14849606	12/16/2021	WINSTON SCHOOL OF SAN DIEGO	0100	Other Contr-N.P.S.	\$ 28,545.04
14849607	12/16/2021	XEROX CORPORATION	0100	Copy Charges	\$ 1,304.04
				Rents & Leases	\$ 787.80
14850808	12/20/2021	CINDY SKEBER	0100	Refreshments	\$ 85.87
14850809	12/20/2021	SCHOOL DATEBOOKS INC	0100	Materials And Supplies	\$ 302.78
14850810	12/20/2021	SITONE LANDSCAPE SUPPLY	0100	Materials And Supplies	\$ 133.28
14850811	12/20/2021	Alliance for African Assistance	0100	Professional/Consult Svcs	\$ 556.97
14850812	12/20/2021	Magdalena Ecke Family YMCA	0100	Professional/Consult Svcs	\$ 11,685.94
14850813	12/20/2021	KELLY SPICERS STORES	0100	Materials And Supplies	\$ 1,489.11

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WARRANT REPORT FROM 12/03/21 THROUGH 01/07/22

14850814	12/20/2021	ROBIN CARAFA	1300	Mileage	\$ 59.36
14850815	12/20/2021	CAST, Inc.	0100	Professional/Consult Svs	\$ 1,125.00
14850816	12/20/2021	SAN DIEGO DOOR CONTROL INC	0100	Repairs & Maintenance	\$ 2,298.11
14850817	12/20/2021	LANE, CHELSEY	0100	Mileage	\$ 35.84
14850818	12/20/2021	SAN DIEGO ELEVATOR & LIFTS	0100	Other Serv.& Oper.Exp. Repairs & Maintenance	\$ - \$ 645.00
14850819	12/20/2021	ADVANCED WEB OFFSET	0100	Printing	\$ 975.55
14850820	12/20/2021	AFFORDABLE DRAIN SERVICE INC	0100	Repairs & Maintenance	\$ 478.00
14850821	12/20/2021	AMAZON CAPITAL SERVICES	0100	Materials And Supplies Non-Capitalized Equipment	\$ 4,039.90 \$ 519.95
14850822	12/20/2021	ARENSON OFFICE FURNITURE	0100	Materials And Supplies	\$ 455.16
14850823	12/20/2021	BREVIG PLUMBING	0100	Repairs & Maintenance	\$ 13,730.00
14850824	12/20/2021	DOCUMENT TRACKING SERVICES	0100	Computer Licensing	\$ 2,495.00
14850825	12/20/2021	GREATSOIL LLC	0100	Materials And Supplies	\$ 6,183.50
14850826	12/20/2021	HOME DEPOT CREDIT SERVICES	0100	Materials And Supplies	\$ 129.25
14850827	12/20/2021	MISSION LINEN SUPPLY	0100	Other Serv.& Oper.Exp.	\$ 118.16
14850828	12/20/2021	NO CTY STUDENT TRANSPORTATION	0100	Fld. Trips By Prv. Contr	\$ 1,036.78
14850829	12/20/2021	OCEANSIDE TRANSMISSION	0100	Repairs-Vehicles	\$ 599.60
14850830	12/20/2021	SAN DIEGO SCENIC TOURS, INC.	0100	Fld. Trips By Prv. Contr	\$ 1,209.25
14850831	12/20/2021	SCHOOL OUTFITTERS	0100	Materials And Supplies	\$ 1,244.79
14850832	12/20/2021	RUSSELL SIGLER INC	0100	Materials And Supplies	\$ 14.14
14850833	12/20/2021	STAPLES ADVANTAGE	0100	Materials And Supplies	\$ 1,375.08
14850834	12/20/2021	UNITED PARCEL SERVICE	0100	Communications-Postage	\$ 64.50
14850835	12/20/2021	UNITED SITE SERVICES	0100	Rents & Leases	\$ 176.06
14851645	1/3/2022	FERGUSON FACILITIES SUPPLY	0100	Materials And Supplies	\$ 456.22
14851646	1/3/2022	FERGUSON ENTERPRISES LLC #1350	0100	Materials And Supplies	\$ 114.78
14851647	1/3/2022	BEACHSIDE MIRROR AND GLASS INC	0100	Repairs & Maintenance	\$ 1,000.00
14851648	1/3/2022	C D L SERVICES INC	0100	Materials And Supplies	\$ 2,776.12
14851649	1/3/2022	CHELSEA PEST AND TERMITE	0100	Pest Control	\$ 300.00
14851650	1/3/2022	REBECCA CHEESMAN	0100	Materials And Supplies	\$ 240.00
14851651	1/3/2022	CABLE, PIPE & LEAK DETECTION	0100	Other Serv.& Oper.Exp.	\$ 780.00
14851652	1/3/2022	ISQUAD REPAIR LLC	0100	Repairs & Maintenance	\$ 161.61
14851653	1/3/2022	HALEY MACKENZIE	0100	Mileage	\$ 10.52
14851654	1/3/2022	BEST PLUMBING SPECIALTIES INC	0100	Materials And Supplies	\$ 1,433.86
14851655	1/3/2022	Deaf Community Services of San Diego	0100	Other Serv.& Oper.Exp.	\$ 675.00
14851656	1/3/2022	EVERYDAY SPEECH LLC	0100	Computer Licensing	\$ 299.99
14851657	1/3/2022	RACHEL GASCA	0100	Materials And Supplies	\$ 43.86
14851658	1/3/2022	AT&T	0100	Communications-Telephone	\$ 17,807.14
14851659	1/3/2022	ADVANCED WEB OFFSET	0100	Printing	\$ 882.24
14851660	1/3/2022	AMAZON CAPITAL SERVICES	0100	Materials And Supplies	\$ 1,538.36
14851661	1/3/2022	AMERICAN SANITARY SUPPLY	0100	Materials And Supplies	\$ 470.33
14851663	1/3/2022	CONSOLIDATED ELECTRICAL DISTRIBUTORS	0100	Materials And Supplies	\$ 374.97
14851664	1/3/2022	CA DEPT OF ED-FOOD DISTR.	1300	Purchases Food	\$ 262.20
14851665	1/3/2022	MARIA VERONICA BURCIAGA	0100	Mileage	\$ 144.48
14851666	1/3/2022	COX BUSINESS			\$ 75.92
14851667	1/3/2022	JON MOFFAT	0100	Professional/Consult Svs	\$ 450.00
14851668	1/3/2022	KELLY DUNN	0100	Mileage	\$ 220.64
14851669	1/3/2022	DUNN EDWARDS CORP	0100	Materials And Supplies	\$ 761.64
14851670	1/3/2022	BANYAN TREE EDUCATIONAL SERVICES	0100	Other Contr-N.P.S.	\$ 362.40
14851671	1/3/2022	FAGEN FRIEDMAN & FULFROST, LLP	0100	Legal Expense	\$ 11,315.70
14851672	1/3/2022	FLINN SCIENTIFIC INC	0100	Materials And Supplies	\$ 155.68
14851673	1/3/2022	FREDRICKS ELECTRIC INC	0100	Repairs & Maintenance	\$ 3,795.00
14851674	1/3/2022	GRAINGER	0100	Materials And Supplies	\$ 1,179.02
14851675	1/3/2022	MELISSA HAIDER, MPT	0100	Professional/Consult Svs	\$ 4,283.75
14851676	1/3/2022	HOME DEPOT CREDIT SERVICES	0100	Materials And Supplies	\$ 2,222.11
14851677	1/3/2022	IXL LEARNING	0100	Computer Licensing	\$ 719.00
14851678	1/3/2022	JERSEY MIKE'S SUBS	0100	Refreshments	\$ 498.73
14851679	1/3/2022	LAB-AIDS	0100	Professional/Consult Svs	\$ 100.00
14851680	1/3/2022	METROPOLITAN TRANSIT SYSTEM	0100	Fees - Business, Admission,Etc	\$ 1,081.00
14851681	1/3/2022	UNITED SITE SERVICES	2139	Land Improvements	\$ 1,814.02
14852774	1/6/2022	FERGUSON ENTERPRISES LLC #1350	0100	Materials And Supplies	\$ 629.44
14852775	1/6/2022	SAN DIEGO REFRIGERATION	0100	Other Serv.& Oper.Exp. Repairs & Maintenance	\$ - \$ 4,828.33
14852776	1/6/2022	C D L SERVICES INC	0100	Materials And Supplies	\$ 2,412.74

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WARRANT REPORT FROM 12/03/21 THROUGH 01/07/22

14852777	1/6/2022	SITEONE LANDSCAPE SUPPLY	0100	Materials And Supplies	\$ 1,071.17
14852778	1/6/2022	Sydney Wilkinson	0100	Mileage	\$ 70.73
14852779	1/6/2022	SALT SOFTWARE LLC	0100	Computer Licensing	\$ 541.30
14852780	1/6/2022	RCP BLOCK & BRICK	0100	Materials And Supplies	\$ 816.24
14852781	1/6/2022	ALL AMERICAN PLASTIC & PACKAGING	1300	Purchases Supplies	\$ 2,370.37
14852782	1/6/2022	BKM OFFICEWORKS LLC	0100	Other Serv.& Oper.Exp.	\$ 800.00
14852783	1/6/2022	Deaf Community Services of San Diego	0100	Other Serv.& Oper.Exp.	\$ 3,450.00
14852784	1/6/2022	T-Mobile USA, Inc.	0100	Communications-Telephone	\$ 21,996.00
14852785	1/6/2022	SNETHEN, STACEY	0100	Mileage	\$ 15.12
14852786	1/6/2022	TeacherGeek Inc	0100	Materials And Supplies	\$ 80.26
14852787	1/6/2022	ORBACH HUFF & HENDERSON LLP	0100	Legal Expense	\$ 44,232.50
14852788	1/6/2022	VICTORIA STECK	0100	Mileage	\$ 71.12
14852789	1/6/2022	ALL CITY MANAGEMENT SERVICES INC	0100	Security Guard Contract	\$ 1,099.20
14852790	1/6/2022	BAILEE HOLT-SANDSMARK	0100	Materials And Supplies	\$ 68.57
				Mileage	\$ 184.58
14852791	1/6/2022	SSID# 5291147755	0100	Pay In Lieu Of Transp>	\$ 94.92
14852792	1/6/2022	ENCINITAS FOREIGN & DOMESTIC AUTO REPAIR	0100	Repairs-Vehicles	\$ 189.85
14852793	1/6/2022	AT&T	0100	Communications-Telephone	\$ 43.71
14852794	1/6/2022	A-Z BUS SALES, INC. - COLTON	0100	Materials-Vehicle Parts	\$ 334.57
14852795	1/6/2022	AMAZON CAPITAL SERVICES	0100	Materials And Supplies	\$ 1,306.57
14852796	1/6/2022	AMERICAN SANITARY SUPPLY	0100	Materials And Supplies	\$ 1,462.17
14852797	1/6/2022	ATKINSON, ANDELSON, LOYA, RUUD & ROMO	0100	Conference,Workshop,Sem.	\$ 349.00
				Legal Expense	\$ 6,403.68
14852798	1/6/2022	CONSOLIDATED ELECTRICAL DISTRIBUTORS	0100	Materials And Supplies	\$ 176.40
14852799	1/6/2022	CITY OF CARLSBAD	0100	Rents & Leases	\$ 4,442.00
14852800	1/6/2022	COX BUSINESS			\$ 479.90
14852801	1/6/2022	CREATIVE BUS SALES, INC.	0100	Materials-Vehicle Parts	\$ 1,031.76
14852802	1/6/2022	SPARKLETTES	0100	Materials And Supplies	\$ 568.02
14852803	1/6/2022	So-Cal Dominoids	1300	Purchases Food	\$ 38,596.80
14852804	1/6/2022	IPROMOTEU	0100	Materials And Supplies	\$ 425.26
14852805	1/6/2022	GRAINGER	0100	Materials And Supplies	\$ 700.62
14852806	1/6/2022	LLOYD PEST CONTROL	1300	Other Serv.& Oper.Exp.	\$ 408.00
14852807	1/6/2022	New Haven Youth & Family Services	0100	Other Contr-N.P.A.	\$ 10,148.39
14852808	1/6/2022	NO CTY STUDENT TRANSPORTATION	0100	Fld. Trips By Prv. Contr	\$ 3,793.45
14852809	1/6/2022	OLIVENHAIN MUNICIPAL WATER DST	0100	Water	\$ 3,164.72
14852810	1/6/2022	PROCURETECH	0100	Materials And Supplies	\$ 62.47
14852811	1/6/2022	RALPHS CUSTOMER CHARGES	0100	Materials And Supplies	\$ 389.62
				Refreshments	\$ 136.77
14852812	1/6/2022	RANCHO SANTA FE SEC SYSTEMS	0100	Security Guard Contract	\$ 2,282.00
14852813	1/6/2022	RASIX COMPUTER CENTER INC	0100	Materials And Supplies	\$ 130.42
14852814	1/6/2022	ROSETTA STONE	0100	Computer Licensing	\$ 840.00
14852815	1/6/2022	SAN DIEGO CITY TREASURER	0100	Sewer Charges	\$ 4,640.40
				Water	\$ 13,337.35
14852816	1/6/2022	METROPOLITAN TRANSIT SYSTEM	0100	Fees - Business, Admission,Etc	\$ 138.00
14852817	1/6/2022	SAN DIEGO SCENIC TOURS, INC.	0100	Fld. Trips By Prv. Contr	\$ 1,625.85
14852818	1/6/2022	SAN DIEGUITO WATER DISTRICT	0100	Water	\$ 9,371.15
14852819	1/6/2022	SANTA FE IRRIGATION DISTRICT	0100	Water	\$ 3,866.71
14852820	1/6/2022	SEASIDE HEATING AND AIR COND	0100	Repairs & Maintenance	\$ 330.00
14852821	1/6/2022	SHELL CAR WASH & EXPRESS LUBE	0100	Materials And Supplies	\$ 751.88
14852822	1/6/2022	RUSSELL SIGLER INC	0100	Materials And Supplies	\$ 501.50
14852823	1/6/2022	SMART AND FINAL STORES CORP	0100	Materials And Supplies	\$ 141.35
14852824	1/6/2022	SMART AND FINAL STORES CORP	1300	Purchases Food	\$ 64.95
14852825	1/6/2022	SNAP ON INDUSTRIAL	0100	Materials And Supplies	\$ 2,071.52
				Non-Capitalized Equipment	\$ 573.03
14852826	1/6/2022	STAPLES ADVANTAGE	0100	Materials And Supplies	\$ 306.82
14852827	1/6/2022	SUN DIEGO CHARTER COMPANY	0100	Fld. Trips By Prv. Contr	\$ 1,822.54
14852828	1/6/2022	SUNRISE PRODUCE	1300	Purchases Food	\$ 2,357.35

Report Total

\$ 2,202,655.65

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RCF REPORT FROM 12/03/21 THROUGH 1/07/22

CK NBR	DATE	NAME/VENDOR	DESCRIPTION	AMOUNT
	12/31/2021	CA BANK & TRUST	Service Charge: Dec. 2021	\$ 26.88
11929	12/3/2021	CHRISTOPHER CLAUSEN	GRN MOD	\$ 745.49
11930	12/3/2021	KATHLEEN OVERSMITH	GRN RELEASE	\$ 876.12
11931	12/6/2021	SAN DIEGUITO UHSD	TPP; WORKABILITY NOV 2021	\$ 1,155.00
11932	12/8/2021	HALEY HAMMAN	PETTY CASH: COAST ACADEMY/ATP	\$ 56.53
11933	12/8/2021	CAROLYN WONG	PETTY CASH: COAST ACADEMY / ATP	\$ 40.88
11934	12/9/2021	OSCAR J. CORTEZ	PAYROLL: NOV. 2021	\$ 3,545.10
11935	12/14/2021	ANDREW CACCIAGUIDA	PAYROLL: OCT 2021	\$ 777.59
11936	12/15/2021	JUSTIN CINNINGHAM	PAYROLL: NOV 2021	\$ 49.28
11937	12/20/2021	SEBASTIAN FRAUSTO	PAYROLL: DEC 2021	\$ 2,755.42

\$ 10,028.29

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: January 12, 2022

BOARD MEETING DATE: January 20, 2022

PREPARED AND SUBMITTED BY: Dr. Cheryl James-Ward, Superintendent

SUBJECT: ACCEPTANCE OF GIFTS AND DONATIONS

EXECUTIVE SUMMARY

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

RECOMMENDATION:

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

FISCAL IMPACT:

As per attached.

FUNDING SOURCE:

Not applicable

GIFTS AND DONATIONS
SDUHSD BOARD MEETING,
JANUARY 20, 2022

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Item #	Donation	Description	Donor	Department	School Site
1	\$624.76	Donation for materials and supplies	Pacific Trails Middle School PTSA	PTMS	PTMS
2	\$2,227.19	Donation for Conservatory, repairs and maintenance on weight room equipment; athletic director summer hours .	Canyon Crest Academy Foundation	CCA	CCA
3	\$3,751.13	Donation for Envision Program Guests Artists in Dance, Instrumental Music, and Theater	Canyon Crest Academy Foundation	CCA	CCA
4	\$1,000.00	Donation for Math Department	San Dieguito Academy Foundation	Math	SDA
5	\$1,000.00	Donation for English Department	San Dieguito Academy Foundation	English	SDA
6	\$1,000.00	Donation for Science Department	San Dieguito Academy Foundation	Science	SDA
7	\$1,000.00	Donation for Social Science Department	San Dieguito Academy Foundation	Social Science	SDA
8	\$1,000.00	Donation for Counseling Department	San Dieguito Academy Foundation	Counseling	SDA
9	\$500.00	Donation for World Language Department	San Dieguito Academy Foundation	World Language	SDA
10	\$500.00	Donation for Screen Printing Department	San Dieguito Academy Foundation	Screen Printing	SDA
11	\$1,045.18	Music Support Costs- Artists in Residence	Torrey Pines High School Foundation	Music	TPHS
12	\$3,749.53	Music Support Costs- Artists in Residence	San Dieguito Academy Music Council	Music	SDA
13	\$2,115.96	English Support Costs- Writing Lab Tutor	San Dieguito Academy Foundation	English	SDA
14	\$1,538.88	Theater Support Costs- Sound Designer or Clue Fall Production	San Dieguito Academy Foundation	Theatre	SDA
15	\$9,422.90	Donation for Envision Program Guests Artists in Dance, Instrumental Music, Theater, and Visual Arts	Canyon Crest Academy Foundation	CCA	CCA
		*Donated Items:			
	\$30,475.53	Monetary Donations			
	\$0.00	*Value of Donated Items			
	\$30,475.53	TOTAL VALUE			

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: January 10, 2022

BOARD MEETING DATE: January 20, 2022

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

SUBMITTED BY: Dr. Cheryl James-Ward, Superintendent

SUBJECT: APPROVAL OF CHANGE ORDERS / FACILITIES
PLANNING & CONSTRUCTION

EXECUTIVE SUMMARY

At its June 10, 2021 meeting, the Board of Trustees authorized entering into an agreement with Marina Landscape, Inc., for its Torrey Pines High School Torrington Street Landscape Project CB2021-20.

The project was completed on time and under budget and a deductive change order in the amount of \$25,508.26 is presented herewith.

RECOMMENDATION:

It is recommended that the Board approve the following change orders and authorize Tina Douglas or Dr. Cheryl James-Ward to execute same:

1. Torrey Pines High School Torrington Street Landscape Project CB2021-20, decreasing the amount by \$25,508.26 for a new total of \$373,491.74, to be expended from Mello-Roos Funds.

FISCAL IMPACT:

As noted herein.

FUNDING SOURCE:

As noted herein.

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: January 10, 2022

BOARD MEETING DATE: January 20, 2022

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

SUBMITTED BY: Dr. Cheryl James-Ward, Superintendent

SUBJECT: ACCEPTANCE OF CONSTRUCTION PROJECTS

EXECUTIVE SUMMARY

At the June 10, 2021 meeting, the Board of Trustees authorized entering into an agreement with Marina Landscape, Inc., for its Torrey Pines High School Torrington Street Landscape Project CB2021-20.

The project was completed on time and under budget with a deductive change order presented this date for acceptance by the board.

RECOMMENDATION:

It is recommended that the Board accept the project as complete and authorize administration to file a Notice of Completion with the County Recorders' Office and release final retention for the following:

1. Torrey Pines High School Torrington Street Landscape Project CB2021-20, contract entered into with Marina Landscape, Inc.

FISCAL IMPACT:

Not applicable

FUNDING SOURCE:

Mello-Roos Funds

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: January 5, 2022

BOARD MEETING DATE: January 20, 2022

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

SUBMITTED BY: Dr. Cheryl James-Ward, Superintendent

SUBJECT: **ADOPTION OF RESOLUTION / LEASE-
LEASEBACK AGREEMENT / CARMEL VALLEY
MIDDLE SCHOOL ROOF & HVAC REPLACEMENT
AND TORREY PINES HIGH SCHOOL GYMNASIUM
& LOCKER-ROOM HVAC REPLCEMENT PROJECT**

EXECUTIVE SUMMARY

District staff researched the methods and guidelines adopted by other K-12 California School Districts for award of construction projects under the Lease/Leaseback delivery method in response to statutory changes in the laws that govern the lease of school property. With deliberation to the needs of its own building program, staff worked with district counsel to establish the competitive solicitation procedures by which sealed proposals for Lease/Leaseback construction delivery projects would be sought, the methodology and weighting system by which they would be evaluated, and presented the resulting Best Value Procedures & Guidelines (“Guidelines”) to the Board for consideration, after which they were unanimously adopted.

On January 10, 2022, District staff reviewed the Statements of Qualifications/Proposals (“Proposals”), submitted in response to its Request For Qualifications/Proposals CB2022-09 for Preconstruction Services and Lease/Leaseback Services for the Carmel Valley Middle School Roof and HVAC Replacement and Torrey Pines High School Gymnasium and Locker-Room Replacement Project (“Project”). The four firms responding were found responsive and responsible. The Proposals were ranked 1 through 4. An interview was conducted on January 11, 2022 resulting in the following rank being established

1. Telacu Construction Management
2. Erickson Hall Construction Co.
3. Barnhart-Reese Construction, Inc.
4. SWCS, Inc.

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This process is independently repeated for each project the District seeks to award.

The Project is expected to be constructed in two phases. Occupancy for Phase 1 is planned for Fall 2022. Occupancy for Phase 2 is planned for Fall 2023. Telacu Construction Management (“Telacu”) has provided a preliminary Guaranteed Maximum Price (GMP) of \$6.75 million which is based on the construction estimate published by the District in the RFQ/P in order to fairly evaluate all Proposals.

Notices to Proceed for the Project will be issued by the District in compliance with requirements of the Division of the State Architect (“DSA”) and pursuant to Education Code § 17402. No construction shall commence without DSA approved drawings, if applicable to the work.

In order to establish the final GMP, Telacu will conduct bids under the supervision of the District. After the bid, the final GMP will be presented to the Board at a future meeting for approval to amend the agreements.

Lease/Leaseback Structure:

Lease/Leaseback projects are constructed pursuant to the provisions set forth in Education Code Section 17406, which provides authority for the Governing Board of any school district, without advertising for bids to lease property currently owned by a school district to any person, firm, or corporation as long as such lease requires the other party to construct (or provide for the construction) of a building or buildings upon the subject property and that title to the subject property and the buildings vest in the school district at the expiration of the lease, provided that such leases and contracts be awarded based upon a competitive solicitation process providing the best value to the District.

The Lease/Leaseback arrangement includes three documents:

- A Site Lease that leases the District’s property to the Builder
- A Sublease Agreement that leases the District’s property from the Builder back to the District, and
- A Preconstruction/Construction Services Agreement for Lease/Leaseback.

RECOMMENDATION:

It is recommended that the Board approve the proposal ranking for Preconstruction Services and Lease-Leaseback Services, and adopt the Resolution approving and authorizing execution of Site Lease, Sublease Agreement, and Pre-Construction/Construction Services Agreement for the Lease/Leaseback Agreement with Telacu Construction Management for the Carmel Valley Middle School Roof and HVAC Replacement and Torrey Pines High School Gymnasium and Locker-Room Replacement Project, authorizing Tina Douglas or Dr. Cheryl James-Ward to execute all necessary documents.

FISCAL IMPACT:

Preliminary GMP \$6.75 Million

FUNDING SOURCE:

Fund 21-39 and Fund 40-00

RESOLUTION

APPROVING AND AUTHORIZING EXECUTION OF SITE LEASE, SUBLEASE AGREEMENT AND PRE-CONSTRUCTION/CONSTRUCTION SERVICES AGREEMENT FOR LEASE-LEASEBACK AGREEMENT FOR THE CARMEL VALLEY MIDDLE SCHOOL ROOF & HVAC REPLACEMENT AND TORREY PINES HIGH SCHOOL GYMNASIUM & LOCKER-ROOM HVAC REPLACEMENT PROJECT

ON MOTION of Member _____, seconded by Member _____, the governing board of the San Dieguito Union High School District (the "District") hereby resolves as follows:

WHEREAS, the District desires to undertake lease-leaseback projects ("LLB Projects") in accordance with applicable laws; and

WHEREAS, on October 18, 2018, this Board approved a resolution revising the Best Value Procedures and Guidelines in Compliance with Education Code § 17406 to evaluate the qualifications of proposers for the District's LLB Projects (the "Best Value Procedures & Guidelines") adopted December 14, 2017; and

WHEREAS, the District has identified the Carmel Valley Middle School Roof & HVAC and Torrey Pines High School Gymnasium & Locker-Room Replacement Project as an essential project with the work to be substantially completed in August 2023; and

WHEREAS, the Project is expected to cost approximately \$6.75 million, with funding from Fund 21-39 and Fund 40-00; and

WHEREAS, Education Code § 17406 provides authority for the Governing Board of any school district, without advertising for bids to lease property currently owned by a school district to any person, firm, or corporation as long as such lease requires the other party to construct (or provide for the construction) of a building or buildings upon the subject property and that title to the subject property and the buildings vest in the school district at the expiration of the lease, provided that such leases and contracts be awarded based upon a competitive solicitation process providing the best value to the District; and

WHEREAS, this Board has determined it to be in the best interest of the District and the citizens it serves to enter into a Lease-Leaseback agreement for the construction of the Project in order to ensure execution and completion of the Project within the short timelines for construction, to obtain a Guaranteed Maximum Price to ensure the Project will be completed within the District's budget for the Project, optimizing funds available for construction; and

WHEREAS, in order to ensure that selection of the contractor for the LLB Projects proposes the best value to the District, the District established a committee (the "Committee") to review the responses submitted by firms desirous of providing services under the lease-leaseback format ("proposers"), which Committee has determined the ranking of proposers based upon the District's Best Value Procedures & Guidelines; and

WHEREAS, based upon the District's Best Value Procedures & Guidelines, the Committee determined that Telacu Construction Management ("Builder"), ranked first; and

WHEREAS, the governing board has determined that Builder's proposal is the best value to the District; and

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WHEREAS, Builder is licensed and qualified to perform the work; and

WHEREAS, pursuant to an agreement with Builder entitled Pre-Construction/Construction Services Agreement for Lease-Leaseback, the District will award the contract for construction of the Project to Builder and Builder will construct the Project; and

WHEREAS, pursuant to a Site Lease by and between the District and the Builder, the District will lease to the Builder the Site in order for Builder to construct the Project; and

WHEREAS, the Builder will lease the Project back to the District pursuant to a Sublease Agreement (the "Sublease"), under which the District will be required to make Sublease Payments, as such term is defined in the Sublease, to the Builder for the use and occupancy of the Project;

WHEREAS, this Resolution is valid and in conformance with the California Constitution, all applicable laws, including but limited to Education Code § 17400 *et seq.*, Government Code § 1090, Public Contract Code § 20111, and all requirements of all regulatory bodies, agencies or officials having authority over these matters. The contract documents authorized herein contain the information and showings required by Education Code § 17406. The District may seek judicial validation of this Resolution and authorized contracts pursuant to Chapter 9 of Title 10 of Part 2 of the Code of Civil Procedure (commencing with §860) and Chapter 3 of Part 1 of Title 5 of the Government Code §§53510 and 53511 or may allow the Resolution and the authorized contracts to become self-validated and final, binding, valid, and legal pursuant to operation of law if no challenge is properly filed within sixty (60) days of authorization of this Resolution. Notice to Proceed for the Project will be issued by the District in compliance with requirements of the Division of the State Architect ("DSA") and pursuant to Education Code § 17402. No construction shall commence without DSA approved drawings, if applicable to the work.

NOW, THEREFORE, BE IT RESOLVED, by the Board of Trustees of the San Dieguito Union High School District, that the Site Lease, Sublease Agreement, and Pre-Construction/Construction Services Agreement for Lease-Leaseback by and between the District and Builder be approved and that Tina Douglas, or Cheryl James-Ward is hereby authorized to execute the necessary documents.

PASSED AND ADOPTED by the San Dieguito Union High School District Board of Trustees at Encinitas, California, on January 20, 2022, by the following vote:

- Ayes:
- Noes:
- Abstain:
- Absent:

State of California)

County of San Diego)

I, Julie Bronstein, 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.

Clerk of the Board of Trustees

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: December 23, 2021

BOARD MEETING DATE: January 20, 2022

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

SUBMITTED BY: Dr. Cheryl James-Ward, Superintendent

SUBJECT: APPROVAL OF COOPERATIVE PURCHASING
INSTRUMENTS / CMAS

EXECUTIVE SUMMARY

The California Department of General Services (DGS), through its Procurement Division (DGS-PD), helps to serve the public by providing a variety of commodities and services to state and local government agencies at prices which have been assessed to be fair, reasonable and competitive, including the California Multiple Award Schedules (CMAS). Pursuant to District Board Policy 3311/AR-3311, Purchasing Procedures and Soliciting Bids, the Board passed a resolution on May 19, 2011 authorizing purchasing and contracting pursuant to award documents from the California Department of General Services Procurement Division California Multiple Award Schedules.

District Staff is seeking to add the following CMAS contract to its list of approved contracts:

For the purchase and warranty of information technology goods and services awarded to Verkada Inc.:

Contract No: 3-19-00-0523A

District staff will evaluate the proposals submitted by these vendors on a case-by-case basis to determine if the fundamental purchasing principles to buy the proper product for the purpose required; have the product available when needed; buy the proper amount of the product; and pay the proper price for the product are met and that those proposals conform to the District's policies and procedures.

RECOMMENDATION:

It is recommended that the Board approve purchasing and contracting pursuant to the cooperative purchasing instrument as shown above.

FISCAL IMPACT:

Not Applicable

FUNDING SOURCE:

N/A

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: December 15, 2022

BOARD MEETING DATE: January 20, 2022

PREPARED BY: Bryan Marcus
Associate Superintendent of Educational Services

SUBMITTED BY: Dr. Cheryl James-Ward, Superintendent

SUBJECT: CONSIDERATION OF APPROVAL OF FIELD TRIP
REQUESTS

EXECUTIVE SUMMARY

Field trips shall be conducted in connection with the district's course of study or school-related social, educational, cultural, athletic, school band, or other extracurricular or cocurricular activities.

Requests for field trips involving out-of-state, out-of-country, or overnight travel are submitted to the Board for consideration of approval.

RECOMMENDATION:

It is recommended that the Board approve the field trip requests as shown in the attached supplement.

FUNDING SOURCE:

As stated in the attached supplement.

FIELD TRIP REQUESTS
SDUHSD BOARD MEETING
January 20, 2022

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Item #	Date	Sponsor, Last Name	First Name	School Team/Club	Total # Students	Total # Chaperones	Event Description / Name of Conference	City	State	Loss of Class Time	Total Cost Estimate	Funding Source
1	01-04-22 - 01-09-22 Ratification	Synn	Charlie	CCA Speech & Debate	20	3	Arizona State Univ. 2022 Invitational	Tempe	AZ	None	\$1,500	CCA Foundation
2	02-24-22 - 02-27-22	Taylor	Shannon	TPHS DECA Business Club	35	2	DECA State Conference	Anaheim	CA	2 Days	\$9,500	CTE Funding

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: January 10, 2022

BOARD MEETING DATE: January 20, 2022

PREPARED BY: Bryan Marcus
Associate Superintendent / Educational Services

SUBMITTED BY: Dr. Cheryl James-Ward, Superintendent

SUBJECT: ACCEPTANCE OF WILLIAMS COMPLAINT
QUARTERLY REPORT, 2021-22 2ND QUARTER,
OCTOBER – DECEMBER, 2021

EXECUTIVE SUMMARY

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

Attached is the report for the second quarter, 2021-22, from October through December, 2021.

RECOMMENDATION:

It is recommended that the Board review and accept the attached Williams Complaint Report for the second quarter, from October through December, 2021, as shown in the attached supplement.

FUNDING SOURCE:

Not applicable.

Academic School Year 2021-2022
Quarterly Report on Williams Uniform Complaints
 [Education Code § 35186]

District: San Dieguito Union High School District

Person completing this form: Lesley Rhodes

Title: Executive Assistant

Quarterly Report Submission Date:

Jul 1–Sep 30, 2021

Oct 1–Dec 31, 2021

Jan 1–Mar 31, 2022

Apr 1–Jun 30, 2022

Date for information to be reported publicly at governing board meeting: January 20, 2022

- 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
TOTALS	0	0	0

Submitted by Bryan Marcus, Associate Superintendent / Educational Services

Signature: 

Date: January 4, 2022

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: January 13, 2022

BOARD MEETING DATE: January 20, 2022

PREPARED BY: Bryan Marcus
Associate Superintendent of Educational Services

SUBMITTED BY: Dr. Cheryl James-Ward, Superintendent

SUBJECT: **CONSIDERATION OF APPROVAL OF 2020-21 SCHOOL
ACCOUNTABILITY REPORT
CARDS (SARC)**

EXECUTIVE SUMMARY

Since 1988, state law has required the governing board of each public school district to annually issue a School Accountability Report Card for each school that receives state funding, and to post each SARC online by February 1. The purpose of the report card, which uses data from the previous year, is to provide parents and the community with detailed information about each public school.

San Dieguito Union High School District has completed its portion of the 2020-21 SARC update, yet data required to complete the documents is still pending. The California Department of Education has not yet publicly released the data on Teacher Preparation and Placement. As a result, the following SARC tables are not able to be populated at this time due to the pending release of the data from the state:

- Teacher Preparation and Placement:
 - Fully Credentialed for Subject and Student Placement Properly Assigned
 - Intern Credential Holders Properly Assigned
 - Teachers Without Credentials and Misassignments
 - Credentialed Teachers Assigned Out-of-Field
 - Teacher Misassignments
 - Vacant Teacher Positions
 - Credentialed Teachers Authorized on a Permit or Waiver
 - Misassignments for English Learners
 - No Credential, Permit, or Authorization to Teach

The 2020-2021 California Assessment of Student Progress and Performance (CAASPP) tables for English Language Arts and Math are intentionally left blank, as SDUHSD administered the

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2020-21 SARC
Executive Summary
January 20, 2022
Page 2 of 2

Star Reading and Star Math tests under the state's assessment flexibility provided in the spring of 2021. Spring 2021 Star Reading and Math participation and performance data is included on each school's SARC.

Upon Board approval, the SARCs will be posted on the SDUHSD website on February 1, 2022. Once the state publicly releases the additional required data to complete the SARCs, the documents will be updated and complete SARCs will be presented to the Board and publicly posted on the district's website. We anticipate the necessary revisions will be made shortly after the mandated posting deadline of February 1, 2022.

The complete SARCs for all SDUHSD schools from prior years are posted for public review on the District's website using the link below:

<https://www.sduhsd.net/Departments/Educational-Services/Accountability/School-Accountability-Report-Card-SARC/index.html>

RECOMMENDATION:

It is recommended that the Board approve the 2020-21 School Accountability Report Cards.

FUNDING SOURCE:

Not applicable.

Canyon Crest Academy

2021 School Accountability Report Card

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General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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2021-22 School Contact Information

School Name	Canyon Crest Academy
Street	5951 Village Center Loop Rd
City, State, Zip	San Diego, CA 92130
Phone Number	858-350-0253
Principal	Brett Killeen
Email Address	brett.killeen@sduhsd.net
School Website	https://cc.sduhsd.net/
County-District-School (CDS) Code	37-68346-0106328

2021-22 District Contact Information

District Name	San Dieguito Union High School District
Phone Number	(760) 753-6491
Superintendent	Dr. Cheryl James-Ward
Email Address	info@sduhsd.net
District Website Address	www.sduhsd.net

2021-22 School Overview

Mission Statement: CCA promotes a culture of empathy and cultivates gratitude. We sustain a balanced approach to education in an innovative learning environment. We champion a confident, compassionate student body that is ready to thrive in tomorrow's world.

Canyon Crest Academy (CCA) is an outstanding learning community of approximately 2500 students in grades 9-12 who live throughout the San Dieguito Union High School District. CCA is a public "school of choice" that any student in the district can select to attend. Students are attracted to CCA to pursue specialized education in the arts, sciences, and technology and to participate in real-world application of skills through established partnerships with local businesses and universities. Student achievement is strongly supported by parents and community members, who partner with school staff to enrich the academic experience for each child on our campus.

Since 2004, CCA has been a leader in achievement and performance for the district, with accomplishments extending beyond the classroom as well. Students have earned accolades in diverse extra-curricular activities, such as our nationally-ranked math team; San Diego County Science Fair, Science Olympiad, Siemens Science Competition and Intel Science Competition; our award-winning school publications; visual and performing arts, including a Grammy Signature School Enterprise Award and National Youth Theater Awards; and athletic teams that have competed in statewide championships. Dedicated and talented staff members collaborate across curriculum and embrace technology in support of student learning that responds to evolving student interests and includes specialized and in-depth studies. Students are supported in taking intellectual and creative risks as they engage in their studies, enabling them to be confident, life-long learners. Our students' creativity, commitment and exposure to rigorous academics have uniquely prepared them for success beyond CCA.

About this School

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2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	593
Grade 10	645
Grade 11	616
Grade 12	649
Total Enrollment	2503

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.60
Male	49.30
American Indian or Alaska Native	0.20
Asian	36.80
Black or African American	0.60
Filipino	1.20
Hispanic or Latino	8.20
Native Hawaiian or Pacific Islander	0.10
Two or More Races	6.50
White	46.50
English Learners	1.70
Foster Youth	0.00
Homeless	0.00
Migrant	0.00
Socioeconomically Disadvantaged	6.90
Students with Disabilities	4.60

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A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

We choose our textbooks from lists that have already been approved by state education officials.

Year and month in which the data were collected	10/2021
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Language of Literature, adopted 2003	Yes	0
Mathematics	Ongoing SDUHSD developed curriculum for Integrated Math 1-3 and Introduction to Calculus.	Yes	0
Science	Experience Biology: The Living Earth, Adopted 2021; Modern Chemistry, Adopted 2007; Physics: A World View, Adopted 2007; Modern Earth Science, Adopted 2007	Yes	0
History-Social Science	Economics: Principles and Practice, Adopted 2006; U.S. Government: Democracy in Action, Adopted 2006; U.S. History: The Americans: Reconstruction through the 21st Century, Adopted 2006; Modern World History: Patterns of Interaction, Adopted 2006	Yes	0
Foreign Language	Realidades series, Adopted 2004; D'Accord series, Adopted 2020; Genki series, Adopted 2004; Signing Naturally, Adopted 2004; Integrated Chinese, Adopted 2018	Yes	0
Health	Edgenuity online course	Yes	N/A
Visual and Performing Arts	N/A	No	N/A
Science Laboratory Equipment (grades 9-12)		Yes	0

School Facility Conditions and Planned Improvements

Canyon Crest Academy's facilities are generally in good repair. Our custodial staff is responsible to make sure classrooms, lavatories, eating areas, and offices are clean and sanitized daily. The grounds areas on campus need more attention. The grounds team is understaffed we lost a full crew during the peak of the pandemic. Our District continues to make efforts to recruit and hire more employees to address our staffing issues. Meanwhile, parts of the campus are neglected simply because we do not have the staff to care for our property. The District Maintenance and Operations Department is responsible for large equipment such as the HVAC system, plumbing, and structural repairs. In general, these areas are well-cared for however there are concerns about the need to replace the HVAC systems on some of the classroom buildings. Students, staff, and members of the community frequently express appreciation for how nice our campus looks and how safe it feels to be on this campus.

Year and month of the most recent FIT report	10/2021
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School Facility Conditions and Planned Improvements

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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	616	228	37.01	62.99	73.68
Female	298	94	31.54	68.46	75.53
Male	318	134	42.14	57.19	72.39
American Indian or Alaska Native	2	1			
Asian	213	58	27.23	72.77	81.03

Black or African American	5	4		ITEM 11a-xii	
Filipino	7	3			
Hispanic or Latino	50	25	50	50	68
Native Hawaiian or Pacific Islander	1				
Two or More Races	39	8			
White	299	128	42.81	57.19	72.66
English Learners	4	3			
Homeless	1	1			
Socioeconomically Disadvantaged	40	21	52.5	47.5	47.62
Students with Disabilities	27	9			

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	616	521	84.58	15.42	75.24
Female	298	253	84.9	15.1	73.52
Male	318	268	84.28	15.72	76.87
American Indian or Alaska Native	2	2			
Asian	213	194	91.08	8.92	89.18
Black or African American	5	5			
Filipino	7	7			
Hispanic or Latino	50	41	82	18	53.66
Native Hawaiian or Pacific Islander	1	1			
Two or More Races	39	39	87.18	12.82	91.18
White	299	238	79.6	20.4	66.39
English Learners	4	3			
Homeless	1	1			
Socioeconomically Disadvantaged	40	29	72.5	27.5	41.38
Students with Disabilities	27	14	51.85	48.15	7.14

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	69.33	N/A	58.03	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1237	1116	90.22	9.78	69.33
Female	599	533	88.98	11.02	71.67
Male	638	583	91.38	8.62	67.18
American Indian or Alaska Native	-	-	-	-	-
Asian	445	432	97.08	2.92	79.12
Black or African American	-	-	-	-	-
Filipino	11	11	100	0	63.64
Hispanic or Latino	100	87	87.00	13.00	54.02
Native Hawaiian or Pacific Islander	-	-	-	-	-
Two or More Races	70	65	92.86	7.14	73.85
White	595	507	85.21	14.79	63.69
English Learners	-	-	-	-	-
Foster Youth	-	-	-	-	-
Homeless	-	-	-	-	-
Military	117	103	88.03	11.97	66.99
Socioeconomically Disadvantaged	79	62	78.48	21.52	58.06
Students Receiving Migrant Education Services	-	-	-	-	-
Students with Disabilities	44	31	70.45	29.55	33.33

2020-21 Career Technical Education Programs

Career Technical Education (CTE) in the SDUHSD is a program of study involving a sequence of courses within an industry pathway that integrates core academic knowledge with technical skills. The career pathways are organized within 15 state-defined industry sectors, which have been identified as critical for the fiscal stability and prosperity of the State of California. Students complete a career pathway by taking and passing courses in a single, defined pathway. All CTE pathway courses include student work based learning opportunities. SDUHSD CTE courses fulfill the “a–g” subject-area requirements of the University of California and the California State University and may lead to community college credit, an industry-recognized credential, a certificate, or a degree at the postsecondary level.

Canyon Crest Academy offers 6 CTE pathway courses in the following industry sectors: Business Management, Design Visual & Media Arts, Engineering Technology, Film Video Production, Graphic Design, Professional Music, and Software / Systems Development. Manuel Zapata is the primary representative of the district's CTE program.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1323
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	36.70
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	100.00

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	88.96

B. Pupil Outcomes**State Priority: Other Pupil Outcomes** ITEM 11a-xii

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement**State Priority: Parental Involvement**

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

The Canyon Crest Academy Foundation includes everyone in the Canyon Crest Academy community. CCA does not have a PTA, PTSA, or PTO. The foundation takes the place of those groups at our school and delivers many familiar services and raises funds for our school to enrich the experience for all students at CCA. The foundation provides funding and volunteer support for programs in the arts, technology, each of the academic disciplines, and athletics. It is unique in that, in addition to providing financial support, it develops community partnerships that will further enhance students' overall experience. For more information about parent involvement, please contact CCA Foundation Executive Director, Joanne Couvrette, at joanne.couvrette@sduhsd.net.

Parents also have the opportunity to attend meetings with school staff members and parent workshops. Parents can meet with the school principal during "Coffee with the Principal." These meetings provide parents with an opportunity to hear about schoolwide events and initiatives and offer input. Parent support workshops are also offered throughout the year. These workshops aim to support parents in supporting their students' academic, social, and emotional well-being at CCA. Parent representatives are also part of School Site Council and several are on District Advisory Boards. Communication between parents and the school is fostered through formal newsletters and social media channels. A weekly communication, called the CCA Connection goes out to parents each week and CCA maintains a Facebook Page called The Raven Report and a Twitter handle @CCARaven.

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C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	0.00	0.20	0.20	3.30	2.40	1.50	9	8.9	9.4
Graduation Rate	99.80	99.70	99.40	94.60	95.80	96.00	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	655	651	99.4
Female	324	322	99.4
Male	331	329	99.4
American Indian or Alaska Native	237	236	99.6
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	53	52	98.1
Native Hawaiian or Pacific Islander	0	0	0
Two or More Races	31	31	100
White	321	319	99.4
English Learners	12	12	100
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	67	65	97.0
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	35	33	94.3

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2515	2506	55	2.2
Female	1269	1264	36	2.8
Male	1241	1237	19	1.5
American Indian or Alaska Native	921	920	8	0.9
Asian	5	5	0	0
Black or African American	16	16	2	12.5
Filipino	29	29	0	0
Hispanic or Latino	210	209	5	2.4
Native Hawaiian or Pacific Islander	2	2	0	0
Two or More Races	163	163	3	1.8
White	1168	1162	37	3.2
English Learners	44	43	1	2.3
Foster Youth	0	0	0	0
Homeless	1	1	0	0
Socioeconomically Disadvantaged	186	185	14	7.6
Students Receiving Migrant Education Services	0	0	0	0
Students with Disabilities	121	120	12	10.0

C. Engagement**State Priority: School Climate**

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

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Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.47	0.12	1.80	0.38	3.47	0.2
Expulsions	0.00	0.00	0.03	0.00	.08	0.0

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.28	1.47	2.45
Expulsions	0.00	0.01	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.12	0
Female	0.08	0
Male	0.16	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	6.25	0
Filipino	0	0
Hispanic or Latino	0.48	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0.09	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.54	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2021-22 School Safety Plan

CCA's safety plan was developed in accordance with district guidelines, and it includes a complete fire, evacuation, and lockdown strategy. We review safety-related issues in our quarterly site safety meetings and in the quarterly district safety meetings. The School Safety Plan is approved by our School Site Council annually. We assign staff members roles for each contingency, and we schedule practice drills in accordance with state and federal laws. As part of our safety plan, we hold regular fire, earthquake, lock-down drills. Our classrooms have lock-blocks on the doors. In conjunction with our district, we properly dispose of all hazardous waste materials on our campus. Our safety plan has been shared with all faculty, and each faculty member has a folder with the instructions in the event of an emergency. We receive support from local authorities, including the San Diego Police Department, who have assigned a resource officer to our area, and our local fire department and paramedics are adjacent to the campus. Fire authorities conduct annual fire inspections.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	35.00	3	11	26
Mathematics	37.00	2	3	41
Science	35.00	4	3	35
Social Science	39.00		2	36

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	36.00	2	3	32
Mathematics	35.00	3	8	37
Science	36.00	1	4	34
Social Science	39.00		2	33

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	35.00	3	8	26
Mathematics	36.00	1	5	39
Science	36.00	1	5	34
Social Science	38.00			35

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	417.2

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	7.00
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	2.0
Social Worker	0
Speech/Language/Hearing Specialist	1.6
Resource Specialist (non-teaching)	0
Other	0.4

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,392	\$762	\$5,630	\$92,386
District	N/A	N/A	\$6,087	\$95,442
Percent Difference - School Site and District	N/A	N/A	-7.8	-3.3
State			\$8,443	\$92,222
Percent Difference - School Site and State	N/A	N/A	-40.0	0.2

2020-21 Types of Services Funded

SDUHSD uses state, federal, grant, and local funds to provide a broad course of study at all schools in all required subject areas, including math, social science, science, visual and performing arts, health, and physical education, as well as intervention courses, Advanced Placement (AP) and Honors courses, specialized programs for students who qualify for Special Education, Integrated and Designated English Language Development Programs for English Learners, and Career Technical Education (CTE) courses and pathways.

SDUHSD schools offer services and supports for all students including; Student Support Specialists, School Counselors, School Psychologists, English Learner Lead Teachers, Case Managers, Special Education Program Supervisors, and Special Education Service Providers.

In addition to Local Control Funding Formula (LCFF) state funding, SDUHSD receives state and federal funding for the following categorical and specialized programs:

- Title I (OCMS, EWMS, DMS),
- Title II (Supporting Effective Instruction, Professional Development),
- Title III (Language Instruction for English Learners (EL))
- Title VI (Student Support and Academic Enrichment)
- Career Technical Education Incentive Grant

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2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	64557.00	54687.00
Mid-Range Teacher Salary	107956.00	92222.00
Highest Teacher Salary	132169.00	114208.00
Average Principal Salary (Elementary)	N/A	143647.00
Average Principal Salary (Middle)	162117.00	145784.00
Average Principal Salary (High)	175482.00	162622.00
Superintendent Salary	270746.00	258950.00
Percent of Budget for Teacher Salaries	40.00	32.00
Percent of Budget for Administrative Salaries	6.00	5.00

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	54.1
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	5
English	9
Fine and Performing Arts	3
Foreign Language	0
Mathematics	13
Science	15
Social Science	25
Total AP Courses Offered	70

Professional Development

CCA teachers participate in staff development activities on 19 days when students come to school 90 minutes later than usual. Late Start days are based on Professional Learning Communities. We dedicate two full days to staff development prior to the first day of school as well as one day at the end of the semester. Staff development days focus on improving student achievement, strengthening student/staff connections, developing department curriculum, and cross-curricular projects. Site based professional development supports the goals of the School Plan for Student Achievement. The staff training activities are developed by a committee of teachers and administrators. Staff determine areas of focus, with input from students and parents. There are eight minimum (shortened) days. Minimum days are scheduled for semester and end-of-term finals.

SDUHSD also offers additional course-alike trainings for teachers throughout the year focusing on UDL, supporting students transitioning back to in person learning, and curriculum development. In addition, each site has a Diversity, Equity, and Inclusion team that attends monthly meetings provided by the SDCOE. This committee then shares with the whole staff during Late Start PD mornings.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	22	26	23

Local Accountability Report Card (LARC) Addendum

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2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	San Dieguito Union High School District
Phone Number	(760) 753-6491
Superintendent	Dr. Cheryl James-Ward
Email Address	info@sduhsd.net
District Website Address	www.sduhsd.net

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	6099	20	0.33	99.67	50.00
Female	2988	5	0.17	99.83	-
Male	3107	15	0.48	99.52	46.67
American Indian or Alaska Native	13	0	0	100	--
Asian	1078	2	0.19	99.81	--
Black or African American	44	0	0	100	--
Filipino	32	0	0	100	--
Hispanic or Latino	1002	5	0.5	99.5	--
Native Hawaiian or Pacific Islander	-	-	-	-	--
Two or More Races	516	1	0.19	99.81	--
White	3407	12	0.35	99.65	58.33
English Learners	260	1	0.38	99.62	--
Foster Youth	-	-	-	-	--
Homeless	-	-	-	-	--
Military	408	0	0	100	--
Socioeconomically Disadvantaged	789	3	0.38	99.62	--
Students Receiving Migrant Education Services	-	-	-	-	-
Students with Disabilities	638	8	1.25	98.75	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	6099	12	0.20	99.80	25.00
Female	2988	4	0.13	99.87	--
Male	3107	8	0.26	99.74	--
American Indian or Alaska Native	13	0	0	100	--
Asian	1078	1	0.09	99.91	--
Black or African American	44	0	0.00	100.00	--
Filipino	32	0	0	100	--
Hispanic or Latino	1002	1	.01	99.9	--
Native Hawaiian or Pacific Islander	-	-	-	-	--
Two or More Races	516	1	0.19	99.81	--
White	3407	9	0.26	99.74	--
English Learners	260	1	0.38	99.62	--
Foster Youth	-	-	-	-	-
Homeless	-	-	-	-	-
Military	408	0	0	100	--
Socioeconomically Disadvantaged	789	1	.013	99.87	--
Students Receiving Migrant Education Services	-	-	-	-	--
Students with Disabilities	638	7	1.10	98.90	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Star Reading Student Groups	Star Reading Total Enrollment	Star Reading Number Tested	Star Reading Percent Tested	Star Reading Percent Not Tested	Star Reading Percent At or Above Grade Level
All Students	6106	5133	84.06	15.94	77.26
Female	2987	2506	83.9	16.1	80.53
Male	3113	2625	84.32	15.68	74.13
American Indian or Alaska Native	13	11	84.62	15.38	63.64

Asian	1075	860	80	ITEM 11a-xii	87.21
Black or African American	41	37	90.24	9.76	56.76
Filipino	33	26	78.79	21.21	84.62
Hispanic or Latino	998	845	84.67	15.33	59.53
Native Hawaiian or Pacific Islander	7	5	-	-	-
Two or More Races	489	412	84.25	15.75	81.31
White	3423	2912	85.07	14.93	79.09
English Learners	262	208	79.39	20.61	16.35
Foster Youth	1	1	-	-	-
Homeless	20	16	80	20	43.75
Military	-	-	-	-	-
Socioeconomically Disadvantaged	782	657	84.02	15.98	54.34
Students Receiving Migrant Education Services	7	5	-	-	-
Students with Disabilities	647	515	79.6	20.4	38.25

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Star Math Student Groups	Star Math Total Enrollment	Star Math Number Tested	Star Math Percent Tested	Star Math Percent Not Tested	Star Math Percent At or Above Grade Level
All Students	6106	5456	89.35	10.65	67.16
Female	2987	2679	89.69	10.31	66.14
Male	3113	2773	89.08	10.92	68.16
American Indian or Alaska Native	13	11	84.62	15.38	27.27
Asian	1075	1006	93.58	6.42	91.15
Black or African American	41	37	90.24	9.76	32.43
Filipino	33	31	93.94	6.06	67.74
Hispanic or Latino	998	858	85.97	14.03	48.37
Native Hawaiian or Pacific Islander	7	6	-	-	-
Two or More Races	489	454	92.84	7.16	72.03
White	3423	3029	88.49	11.51	64.11
English Learners	262	197	75.19	24.81	34.52
Foster Youth	-	-	-	-	-
Homeless	20	14	70	30	21.43
Military	-	-	-	-	-
Socioeconomically Disadvantaged	782	662	84.65	15.35	38.67

Students Receiving Migrant Education Services	7	6	-	ITEM 11a-xii	-
Students with Disabilities	647	521	80.53	19.47	23.8

*At or above the grade-level standard in the context of the local assessment administered.

Carmel Valley Middle School

2021 School Accountability Report Card

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General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	Carmel Valley Middle School
Street	3800 Mykonos Lane
City, State, Zip	San Diego, CA 92130
Phone Number	858-481-8221
Principal	Victoria Kim
Email Address	victoria.kim@sduhsd.net
School Website	https://cv.sduhsd.net/
County-District-School (CDS) Code	37-68346-6117352

2021-22 District Contact Information

District Name	San Dieguito Union High School District
Phone Number	(760) 753-6491
Superintendent	Dr. Cheryl James-Ward
Email Address	info@sduhsd.net
District Website Address	www.sduhsd.net

2021-22 School Overview

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

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

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

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

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

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

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

Principal's Message: Carmel Valley Middle School (CVMS) opened in 1999 and currently serves approximately 796 students in a dynamic and highly involved community. Our mission is to educate our students to become lifelong learners who will be resourceful, responsible, and compassionate community members. Our wellness goals focus on making middle school a supportive and enjoyable transition while encouraging high academic achievement. Over 20 student clubs and activities help students feel connected on campus. Outstanding teachers and an involved and supportive parent community create a learning environment that is safe and respectful, offering each student a variety of opportunities to succeed. Staff collaborate on a regular basis using the formative process to inform instruction and address individualized student needs. In 2003, 2009 and 2013, CVMS was named a California Distinguished School. In 2018, Carmel Valley Middle School was named a National Blue Ribbon School.

About this School

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2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	374
Grade 8	520
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Total Enrollment	894

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.00
Male	51.90
American Indian or Alaska Native	0.00
Asian	33.00
Black or African American	0.80
Filipino	0.90
Hispanic or Latino	13.80
Native Hawaiian or Pacific Islander	0.10
Two or More Races	10.70
White	40.40
English Learners	6.80
Foster Youth	0
Homeless	0
Migrant	0
Socioeconomically Disadvantaged	7.80
Students with Disabilities	10.90

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

We choose our textbooks from lists that have already been approved by state education officials.

Year and month in which the data were collected 10/2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Holt Literature and Language Arts 7,8 adopted 2003	Yes	0
Mathematics	SDUHSD developed math materials	Yes	0
Science	Lab-Aids Science Program, Grade 7 and Grade 8, Adopted 2020	Yes	0
History-Social Science	U.S. History: Independence to 1914, Adopted 2006; World History: Medieval to Early Modern Times, Adopted 2006, History Alive!	Yes	0
Foreign Language	Realidades series, Adopted 2004; D'Accord series, Adopted 2020	Yes	0
Health	SDUHSD Developed Curriculum		N/A
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)		Yes	0

School Facility Conditions and Planned Improvements

Our school accommodates approximately 1,160 students. The buildings are attractive and well equipped with furnishings and current technology. Maintenance of the school is ongoing and is excellent. We also have a full-size gym, fully equipped science lab classrooms, and a performing arts center. We share the site with a Boys and Girls Club and have joint use of the gym. In 2010, new benches, lunch tables, and a shade structure were added to the grounds. In the spring of 2018, there were upgrades done to the Performing Arts Center and drama classroom. A new building was opened for use in August 2018, which houses a state of the art music classroom and two additional classrooms for general use. The school year opened in 2019 with new solar panels installed in the parking lots, as well as our athletic fields and track remodeled. In the past couple of years, a phased plan to replace the roof has begun, as well as several buildings on our site being painted with carpets replaced. Plans for the 2021-22 school year include landscaping improvements to make the campus more colorful, lively, and welcoming.

Year and month of the most recent FIT report 10/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned

School Facility Conditions and Planned Improvements

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Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Our school meets most or all of the standards for good repair, established by the Office of Public School Construction. If we have any deficiencies, they are not significant. We scored between 99 and 100 percent on the 15 categories of our evaluation.
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	894	815	91.16	8.84	80.74
Female	429	388	90.44	9.56	83.25
Male	464	421	90.73	9.27	81.47
Asian	295	270	91.53	8.47	86.67
Black or African American	7	5			

Filipino	4	3		ITEM 11a-xii	
Native Hawaiian or Pacific Islander	1	1			
Two or More Races	100	86	86	14	84.88
White	359	336	93.59	6.41	81.85
English Learners	55	39	70.91	29.09	23.08
Homeless	1	1			
Socioeconomically Disadvantaged	74	65	87.84	12.16	69.23
Students with Disabilities	105	75	71.43	28.57	49.33

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	894	815	91.16	8.84	80.74
Female	429	391	91.14	8.86	76.98
Male	464	424	91.38	8.62	84.2
Asian	295	272	92.2	7.8	93.75
Black or African American	7	6			
Filipino	4	3			
Hispanic or Latino	124	103	83.06	16.94	68.93
Native Hawaiian or Pacific Islander	1	1			
Two or More Races	100	92	92	8	80.43
White	359	335	93.31	6.69	75.22
English Learners	55	39	70.91	29.09	58.97
Homeless	1	1			
Socioeconomically Disadvantaged	74	68	91.89	8.11	58.82
Students with Disabilities	105	79	75.24	24.76	39.24

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	67.27	N/A	58.03	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	525	495	94.29	5.71	67.27
Female	243	235	96.71	3.29	62.55
Male	282	260	92.20	7.80	71.54
American Indian or Alaska Native	0	0	0	0	0
Asian	164	159	96.95	3.05	74.84
Black or African American	-	-	-	-	-
Filipino	-	-	-	-	-
Hispanic or Latino	69	62	89.86	10.14	59.68
Native Hawaiian or Pacific Islander	-	-	-	-	-
Two or More Races	59	54	91.53	8.47	75.93
White	225	213	94.67	5.33	62.91
English Learners	32	31	96.88	3.12	16.13
Foster Youth	-	-	-	-	-
Homeless	-	-	-	-	-
Military	49	42	85.71	14.29	50.00
Socioeconomically Disadvantaged	45	43	95.56	4.44	37.21
Students Receiving Migrant Education Services	-	-	-	-	-
Students with Disabilities	59	45	76.27	23.73	28.89

B. Pupil Outcomes**State Priority: Other Pupil Outcomes** ITEM 11a-xii

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement**State Priority: Parental Involvement**

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

CVMS is fortunate to have active parents, many of whom are part of the PTSA, which coordinates the parent volunteer program. Many parents regularly volunteer through extra and co-curricular programs, student activities, and school committees. We especially appreciate PTSA's coordination of Career Day, Spirit Day, the Reflections Arts program, Science Olympiad, Math League, the Spelling Bee, Talent Show, Red Ribbon Week, community service projects, Giving PAWS, and eighth grade promotion. The PTSA supports teachers with a mini-grant program, Staff Appreciation Week, appreciation events throughout the year, and the funding of requests from departments. The Music Boosters Club exists to help our music program. Parents also participate on School Site Council, the Safety Committee, and the English Learner Advisory Committee. At the district level, parents serve as representatives for Carmel Valley Middle School on the Special Education Parent Advisory Group, Parent Curriculum Advisory Committee, and Parent District Council. We invite you to visit our office for information about volunteering at CVMS. The contact person for parent involvement is Principal Vicki Kim.

Carmel Valley Middle School views parents as partners in helping to support the academic journey of their child. Parents are invited to attend individual teacher meetings, SST meetings, 504 meetings, and IEP meetings. Parents are encouraged to support their child in becoming independent and a self-advocate during their middle school years, but to stay nearby as a support system. CVMS encourages parents to stay connected to the school by hosting monthly meetings with parents called Coffee with the Principal; two of the meetings are hosted at night and called Cocoa with the Principal. Finally, in an effort to increase connectivity to our school and build community, CVMS hosts a Family BBQ right after new student/parent orientation, and two Family Fun Nights - one per semester with the help of PTSA and ASB.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	938	925	47	5.1
Female	446	444	22	5.0
Male	491	480	25	5.2
American Indian or Alaska Native	1	0	0	0
Asian	312	307	3	1.0
Black or African American	7	7	3	42.9
Filipino	8	8	0	0
Hispanic or Latino	130	128	15	11.7
Native Hawaiian or Pacific Islander	1	1	1	100
Two or More Races	98	98	1	1.0
White	377	372	22	5.9
English Learners	72	71	8	11.3
Foster Youth	0	0	0	0
Homeless	0	0	0	0
Socioeconomically Disadvantaged	80	79	14	17.7
Students Receiving Migrant Education Services	0	0	0	0
Students with Disabilities	109	108	21	19.4

C. Engagement**State Priority: School Climate**

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

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Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	1.54	0.64	1.80	0.38	3.47	0.2
Expulsions	0	0	0.03	0	.08	0

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.80	1.47	2.45
Expulsions	0	.01	.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.64	0
Female	0.22	0
Male	1.02	0
American Indian or Alaska Native	0.32	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.77	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	1.02	0
White	0.8	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	3.75	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	4.59	0

2021-22 School Safety Plan

The CVMS Comprehensive School Safety Plan (CSSP) was updated this fall and is in the process of final review and authorization at this time. The administrative review and update of the CSSP was completed by the Assistant Principal in October 2021. Hard copies of the school site safety plans are available for each teacher online and in their classroom emergency binders, and an abbreviated version for public viewing in the main office. The 2021-2022 CVMS safety plan was duplicated and distributed to all classroom teachers and staff on October 26, 2021.

The CVMS Safety Committee includes an assistant principal, a teacher, a custodian, a front office staff representative, a parent representative, and a campus supervisor. The committee meets bi-monthly (after each district safety meeting), and it evaluates our site safety plan regularly. The final draft of the CSSP is agendaized to be reviewed and authorized by the CVMS Safety Committee in our next meeting on January 14, 2022. Once authorized by the CVMS Safety Committee, the 21-22 CSSP will then be reviewed by the CVMS site council on February 15, 2022. The CVMS site council includes CVMS administration, teacher representatives, student representatives, and parent representatives. The safety plan is reviewed with staff (and specific emergency team members) on a regular basis with updates given throughout the year as needed.

CVMS is currently implementing all aspects of the 2021-22 CSSP, including running all required safety drills. All staff members are invited to provide feedback after each safety drill and/or safety incident on campus. This feedback provides essential data, useful as part of our process of continual review of the CSSP. Through safety drills and collecting staff feedback, CVMS administration is able to ensure that all members of the staff are fully trained in safety protocols, procedures are logistically sound, and that all means of communication (alarms, PA, telephones, email, etc.) are functional in the event of an emergency.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	30	3	20	15
Mathematics	31	5	15	17
Science	32		15	22
Social Science	33		8	26

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	30	5	19	13
Mathematics	31	5	11	17
Science	36	1	9	22
Social Science	33	1	9	22

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	30	4	9	17
Mathematics	31	4	6	17
Science	32		14	13
Social Science	32		14	13

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	687.7

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.30
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.8
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,643	\$408	\$6,235	\$106,038
District	N/A	N/A	\$6,067	\$95,442
Percent Difference - School Site and District	N/A	N/A	2.7	10.5
State			\$8,444	\$92,222
Percent Difference - School Site and State	N/A	N/A	-30.1	13.9

2020-21 Types of Services Funded

SDUHSD uses state, federal, grant, and local funds to provide a broad course of study at all schools in all required subject areas, including math, social science, science, visual and performing arts, health, and physical education, as well as intervention courses, Advanced Placement (AP) and Honors courses, specialized programs for students who qualify for Special Education, Integrated and Designated English Language Development Programs for English Learners, and Career Technical Education (CTE) courses and pathways.

SDUHSD schools offer services and supports for all students including; Student Support Specialists, School Counselors, School Psychologists, English Learner Lead Teachers, Case Managers, Special Education Program Supervisors, and Special Education Service Providers.

In addition to Local Control Funding Formula (LCFF) state funding, SDUHSD receives state and federal funding for the following categorical and specialized programs:

- Title II (Supporting Effective Instruction, Professional Development),
- Title III (Language Instruction for English Learners (EL))
- Title VI (Student Support and Academic Enrichment)
- Career Technical Education Incentive Grant

Distance Learning Support Schedule

CVMS Distance Learning Intervention Guide Tier 1 through Tier 3

Counselor Feedback Form

Bobcat Connections, Academic Support Programs, Productive Academic Work Time

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	64557.00	54687.00
Mid-Range Teacher Salary	107956.00	92222.00
Highest Teacher Salary	132169.00	114208.00
Average Principal Salary (Elementary)	0.00	14347.00
Average Principal Salary (Middle)	162117.00	14785.00
Average Principal Salary (High)	175482.00	162322.00
Superintendent Salary	270746.00	258950.00
Percent of Budget for Teacher Salaries	40.00	32.00
Percent of Budget for Administrative Salaries	6.00	5.00

Professional Development

While professional development during the spring of 2020 and the entire 2020-21 school year focused on distance learning, asynchronous and synchronous teaching and learning, and concurrent teaching models, the 2021-22 school year focused on the best ways to welcome our students to live in-person learning. After the past 18 months of unconventional schooling, our staff focused on welcoming students back to a safe and welcoming campus. Teachers were asked to provide welcoming learning environments in classrooms and taking the time to make personal connections with their students. Even as a high performing school, we agreed that focusing too much on academic learning loss and putting stress on students to catch up would be counterproductive to welcoming them and making students feel safe and positive to be back at school. It was decided that we would focus on the immediate needs of the students, whether that be to re-teach math skills, take more time to train students on classroom procedures, or spend time focusing on expected behaviors and norms at school.

The August Inservice Days were used to review district and school business. Information reviewed included MTSS, suicide prevention training and a review of our threat protocols, McKinney Vento, CVMS school goals 2021-22, overview of DEI work, advisory expectations, AB 104, AB 130, COVID protocols, emergency procedures, attendance taking expectations, and student discipline rules and guidelines. Throughout the year, teachers use their late start collaboration time to meet in departments and PLC's to set course-alike goals and expectations. On the January inservice day, CVMS staff will receive active shooter training and antisemitism 101 training.

This year, there is a site DEI team consisting of administrators, counselors, teachers, and classified staff. Team members will receive a series of trainings throughout the year, and will help develop a 2-3 site plan by the end of the year.

Each department is given an allocation of release days to encourage them to spend time planning and creating alignment within their teams. In addition, staff members attend various trainings throughout the year. Administrators and other staff have attended various trainings such as CPI training, restorative practices trainings, co-teacher training, and IEP training. Our site is committed to the continuous education of our staff, and staff are encouraged to attend workshops and trainings that they feel would be beneficial to their practice. All requests to attend trainings other than those offered through the district are requested and approved by the site principal. Finally, SDUHSD provides a plethora of optional trainings that staff members are invited to participate in, and paid for if they attend outside of their work day.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement			

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Local Accountability Report Card (LARC) Addendum

ITEM 11a-xii

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	San Dieguito Union High School District
Phone Number	(760) 753-6491
Superintendent	Dr. Cheryl James-Ward
Email Address	info@sduhsd.net
District Website Address	www.sduhsd.net

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	6099	20	0.33	99.67	50.00
Female	2988	5	0.17	99.83	-
Male	3107	15	0.48	99.52	46.67
American Indian or Alaska Native	13	0	0	100	--
Asian	1078	2	0.19	99.81	--
Black or African American	44	0	0	100	--
Filipino	32	0	0	100	--
Hispanic or Latino	1002	5	0.5	99.5	--
Native Hawaiian or Pacific Islander	-	-	-	-	--
Two or More Races	516	1	0.19	99.81	--
White	3407	12	0.35	99.65	58.33
English Learners	260	1	0.38	99.62	--
Foster Youth	-	-	-	-	--
Homeless	-	-	-	-	--
Military	408	0	0	100	--
Socioeconomically Disadvantaged	789	3	0.38	99.62	--
Students Receiving Migrant Education Services	-	-	-	-	-
Students with Disabilities	638	8	1.25	98.75	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	6099	12	0.20	99.80	25.00
Female	2988	4	0.13	99.87	--
Male	3107	8	0.26	99.74	--
American Indian or Alaska Native	13	0	0	100	--
Asian	1078	1	0.09	99.91	--
Black or African American	44	0	0.00	100.00	--
Filipino	32	0	0	100	--
Hispanic or Latino	1002	1	.01	99.9	--
Native Hawaiian or Pacific Islander	-	-	-	-	--
Two or More Races	516	1	0.19	99.81	--
White	3407	9	0.26	99.74	--
English Learners	260	1	0.38	99.62	--
Foster Youth	-	-	-	-	-
Homeless	-	-	-	-	-
Military	408	0	0	100	--
Socioeconomically Disadvantaged	789	1	.013	99.87	--
Students Receiving Migrant Education Services	-	-	-	-	--
Students with Disabilities	638	7	1.10	98.90	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

Star Reading Student Groups	Star Reading Total Enrollment	Star Reading Number Tested	Star Reading Percent Tested	Star Reading Percent Not Tested	Star Reading Percent At or Above Grade Level
All Students	6106	5133	84.06	15.94	77.26
Female	2987	2506	83.9	16.1	80.53
Male	3113	2625	84.32	15.68	74.13
American Indian or Alaska Native	13	11	84.62	15.38	63.64

Asian	1075	860	80	ITEM 11a-xii	87.21
Black or African American	41	37	90.24	9.76	56.76
Filipino	33	26	78.79	21.21	84.62
Hispanic or Latino	998	845	84.67	15.33	59.53
Native Hawaiian or Pacific Islander	7	5	-	-	-
Two or More Races	489	412	84.25	15.75	81.31
White	3423	2912	85.07	14.93	79.09
English Learners	262	208	79.39	20.61	16.35
Foster Youth	1	1	-	-	-
Homeless	20	16	80	20	43.75
Military	-	-	-	-	-
Socioeconomically Disadvantaged	782	657	84.02	15.98	54.34
Students Receiving Migrant Education Services	7	5	-	-	-
Students with Disabilities	647	515	79.6	20.4	38.25

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Star Math Student Groups	Star Math Total Enrollment	Star Math Number Tested	Star Math Percent Tested	Star Math Percent Not Tested	Star Math Percent At or Above Grade Level
All Students	6106	5456	89.35	10.65	67.16
Female	2987	2679	89.69	10.31	66.14
Male	3113	2773	89.08	10.92	68.16
American Indian or Alaska Native	13	11	84.62	15.38	27.27
Asian	1075	1006	93.58	6.42	91.15
Black or African American	41	37	90.24	9.76	32.43
Filipino	33	31	93.94	6.06	67.74
Hispanic or Latino	998	858	85.97	14.03	48.37
Native Hawaiian or Pacific Islander	7	6	-	-	-
Two or More Races	489	454	92.84	7.16	72.03
White	3423	3029	88.49	11.51	64.11
English Learners	262	197	75.19	24.81	34.52
Foster Youth	-	-	-	-	-
Homeless	20	14	70	30	21.43
Military	-	-	-	-	-
Socioeconomically Disadvantaged	782	662	84.65	15.35	38.67

Students Receiving Migrant Education Services	7	6	-	ITEM 11a-xii	-
Students with Disabilities	647	521	80.53	19.47	23.8

*At or above the grade-level standard in the context of the local assessment administered.

Diegueño Middle School

2021 School Accountability Report Card

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General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	Diegueño Middle School
Street	2150 Village Park Way
City, State, Zip	Encinitas, CA 92024
Phone Number	760-944-1892
Principal	Cara Dolnik
Email Address	cara.dolnik@sduhsd.net
School Website	dg.sduhsd.net
County-District-School (CDS) Code	37-68346-610479

2021-22 District Contact Information

District Name	San Dieguito Union High School District
Phone Number	(760) 753-6491
Superintendent	Dr. Cheryl James-Ward
Email Address	info@sduhsd.net
District Website Address	www.sduhsd.net

2021-22 School Overview

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. 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.

About this School

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2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	386
Grade 8	419
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Total Enrollment	805

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.80
Male	52.00
American Indian or Alaska Native	0.50
Asian	3.40
Black or African American	0.60
Filipino	0.40
Hispanic or Latino	20.50
Native Hawaiian or Pacific Islander	0.10
Two or More Races	9.10
White	65.00
English Learners	4.80
Foster Youth	0.10
Homeless	0.10
Migrant	0.10
Socioeconomically Disadvantaged	13.90
Students with Disabilities	12.80

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

We choose our textbooks from lists that have already been approved by state education officials.

Year and month in which the data were collected 10/2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Holt Literature and Language Arts 7,8 adopted 2003	Yes	0
Mathematics	SDUHSD developed math materials	Yes	0
Science	Lab-Aids Science Program, Grades 7 and 8, Adopted 2020	Yes	0
History-Social Science	U.S. History: Independence to 1914, Adopted 2006; World History: Medieval to Early Modern Times, Adopted 2006, History Alive!	Yes	0
Foreign Language	Realidades series, Adopted 2004; D'Accord series, Adopted 2020	Yes	0
Health	SDUHSD Developed Curriculum		N/A
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			0

School Facility Conditions and Planned Improvements

Diegueño Middle School was built in 1985. Our campus is an attractive, clean, positive learning environment. There are three computer labs on campus, including the lab in our Learning Commons. Every classroom has a network connection that allows access to the Internet, and all teachers have a computer document camera and live-streaming Safari Montage. Wireless Internet has also been installed throughout the campus to ensure both students and staff members have the technology needed for both present and future learning. In a joint collaborative effort with the PTSA, every classroom has been equipped with mounted LCD projectors. Also, we have Chromebook carts available for use in our Learning Commons, as well as in each of the core-curriculum buildings, in addition to having installed motion sensors for lights in the majority of classrooms in order to conserve energy.

Year and month of the most recent FIT report 10/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			

School Facility Conditions and Planned Improvements ITEM 11a-xii

Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes**State Priority: Pupil Achievement**

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	805	746	92.67	7.33	74.13
Female	385	353	91.69	8.31	77.05
Male	419	392	93.56	6.44	71.43
American Indian or Alaska Native	4	4			
Asian	27	25	92.59	7.41	88

Black or African American	5	5		ITEM 11a-xii	
Filipino	3	3			
Hispanic or Latino	165	154	93.33	6.67	58.44
Native Hawaiian or Pacific Islander	1	1			
Two or More Races	73	68	93.15	6.85	79.41
White	523	482	92.16	7.84	77.39
English Learners	35	33	94.29	5.71	12.12
Foster Youth	1	1			
Homeless	1	1			
Socioeconomically Disadvantaged	118	111	94.07	5.93	56.76
Students with Disabilities	108	99	91.67	8.33	31.31

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	805	751	93.29	6.71	62.32
Female	385	357	92.73	7.27	61.06
Male	419	393	93.79	6.21	63.36
American Indian or Alaska Native	4	4			
Asian	27	26	96.3	3.7	84.62
Black or African American	5	5			
Filipino	3	3			
Hispanic or Latino	165	155	93.94	6.06	45.81
Native Hawaiian or Pacific Islander	1	1			
Two or More Races	73	69	94.52	5.48	69.57
White	523	484	92.54	7.46	64.88
English Learners	35	30	85.71	14.29	20
Foster Youth	1	1			
Homeless	2	2			
Socioeconomically Disadvantaged	118	108	91.53	8.47	37.04
Students with Disabilities	108	102	94.44	5.56	25.49

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	51.02	N/A	58.03	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	411	394	95.86	4.14	51.02
Female	202	191	94.55	5.45	47.64
Male	209	203	97.13	2.87	2.87
American Indian or Alaska Native	-	-	-	-	-
Asian	-	-	-	-	-
Black or African American	-	-	-	-	-
Filipino	-	-	-	-	-
Hispanic or Latino	83	79	95.18	4.82	39.24
Native Hawaiian or Pacific Islander	-	-	-	-	-
Two or More Races	37	35	94.59	5.41	51.43
White	274	263	95.99	4.01	53.23
English Learners	-	-	-	-	-
Foster Youth	-	-	-	-	-
Homeless	-	-	-	-	-
Military	22	21	95.45	4.55	19.05
Socioeconomically Disadvantaged	57	54	94.74	5.26	35.19
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	46	41	89.13	10.87	14.63

B. Pupil Outcomes

State Priority: Other Pupil Outcomes ITEM 11a-xii

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

We have a very supportive and involved PTSA, which provides financial support for materials, supplies, and student experiences, as well as providing an incredible number of volunteers on campus. Our School Site Council, which includes parent members and students, approves our school's School Plan for Student Achievement, site goals, and various budget expenditures. Our English Language Advisory Committee helps parents of students learning English feel welcome at our school. The contact person for parent involvement is Principal Cara Dolnik. The principal holds Donuts with Dolnik meetings once a month, some with specific topics or themes as identified by parents or support staff, inviting parents to have time to interact with the principal. The annual Title 1 parent meeting invites all parents at the school to give feedback on the Parent and Family Involvement Policy and the School-Parent Compact. Weekly communication is sent out to parents through Cougar Connections to inform parents about school events, programs, and general information.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	820	814	46	5.7
Female	392	391	24	6.1
Male	427	422	22	5.2
American Indian or Alaska Native	27	27	0	0
Asian	5	4	0	0
Black or African American	5	5	0	0
Filipino	3	3	0	0
Hispanic or Latino	166	166	13	7.8
Native Hawaiian or Pacific Islander	1	1	0	0
Two or More Races	73	73	3	4.1
White	535	530	30	5.7
English Learners	40	40	4	10
Foster Youth	1	1	0	0
Homeless	2	2	1	50
Socioeconomically Disadvantaged	119	118	14	11.9
Students Receiving Migrant Education Services	1	1	0	0
Students with Disabilities	108	107	13	12.1

C. Engagement**State Priority: School Climate**

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

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Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	1.35	0.12	1.80	0.38	3.47	0.2
Expulsions	0	0	0.03	0	.08	0

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.96	1.47	2.45
Expulsions	0.00	0.01	.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.12	0
Female	0	0
Male	0.23	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0.19	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0.93	0

2021-22 School Safety Plan

We hold fire, lockdown, earthquake, and evacuation drills regularly. There is one full-time campus supervisor on site, and we work closely with the Encinitas Sheriff's Department and Carlsbad Police, when necessary. We also work closely with other schools in our district. All students participate in an assembly with the assistant principal at the start of the school year and learn about behavior expectations and our progressive-discipline plan. All staff members are provided with the school site safety plan that is updated yearly. Our goal is to provide students and staff members with a safe school environment.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	8	18	13
Mathematics	29	8	10	15
Science	32		13	16
Social Science	33		10	19

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	5	16	15
Mathematics	30	7	9	16
Science	33		6	22
Social Science	33		9	19

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	7	12	14
Mathematics	30	4	9	15
Science	32		12	13
Social Science	32		13	12

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2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	335.4

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.40
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,270	\$875	\$6,395	\$109,085
District	N/A	N/A	\$6,087	\$95,442
Percent Difference - School Site and District	N/A	N/A	4.9	13.3
State			\$8,444	\$92,222
Percent Difference - School Site and State	N/A	N/A	-27.6	16.8

2020-21 Types of Services Funded

SDUHSD uses state, federal, grant, and local funds to provide a broad course of study at all schools in all required subject areas, including math, social science, science, visual and performing arts, health, and physical education, as well as intervention courses, Advanced Placement (AP) and Honors courses, specialized programs for students who qualify for Special Education, Integrated and Designated English Language Development Programs for English Learners, and Career Technical Education (CTE) courses and pathways.

SDUHSD schools offer services and supports for all students including; Student Support Specialists, School Counselors, School Psychologists, English Learner Lead Teachers, Case Managers, Special Education Program Supervisors, and Special Education Service Providers.

In addition to Local Control Funding Formula (LCFF) state funding, SDUHSD receives state and federal funding for the following categorical and specialized programs:

- Title I
- Title II (Supporting Effective Instruction, Professional Development),
- Title III (Language Instruction for English Learners (EL))
- Title VI (Student Support and Academic Enrichment)
- Career Technical Education Incentive Grant

Federal Title I funding for Diegueno MS includes Title I, Part A funds used to upgrade the entire educational program of the school through a 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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	64557.00	54687.00
Mid-Range Teacher Salary	107956.00	92222.00
Highest Teacher Salary	132169.00	114208.00
Average Principal Salary (Elementary)	0.00	143647.00
Average Principal Salary (Middle)	162117.00	145785.00
Average Principal Salary (High)	175482.00	163222.00
Superintendent Salary	270746.00	258950.00
Percent of Budget for Teacher Salaries	40.00	32.00
Percent of Budget for Administrative Salaries	6.00	5.00

Professional Development

Staff development opportunities are provided year round. The week before school starts in August and the two days between semesters in January are devoted to staff development. We have late-start days throughout the year devoted to staff collaboration, and teachers are also invited to attend various district and non-district trainings and conferences during the year. Teacher input on staff development ideas is encouraged..

This table displays the number of school days dedicated to staff development and continuous improvement.

Professional Development

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Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

Local Accountability Report Card (LARC) Addendum

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2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school’s local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs’ federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	San Dieguito Union High School District
Phone Number	(760) 753-6491
Superintendent	Dr. Cheryl James-Ward
Email Address	info@sduhsd.net
District Website Address	www.sduhsd.net

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	6099	20	0.33	99.67	50.00
Female	2988	5	0.17	99.83	-
Male	3107	15	0.48	99.52	46.67
American Indian or Alaska Native	13	0	0	100	--
Asian	1078	2	0.19	99.81	--
Black or African American	44	0	0	100	--
Filipino	32	0	0	100	--
Hispanic or Latino	1002	5	0.5	99.5	--
Native Hawaiian or Pacific Islander	-	-	-	-	--
Two or More Races	516	1	0.19	99.81	--
White	3407	12	0.35	99.65	58.33
English Learners	260	1	0.38	99.62	--
Foster Youth	-	-	-	-	--
Homeless	-	-	-	-	--
Military	408	0	0	100	--
Socioeconomically Disadvantaged	789	3	0.38	99.62	--
Students Receiving Migrant Education Services	-	-	-	-	-
Students with Disabilities	638	8	1.25	98.75	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	6099	12	0.20	99.80	25.00
Female	2988	4	0.13	99.87	--
Male	3107	8	0.26	99.74	--
American Indian or Alaska Native	13	0	0	100	--
Asian	1078	1	0.09	99.91	--
Black or African American	44	0	0.00	100.00	--
Filipino	32	0	0	100	--
Hispanic or Latino	1002	1	.01	99.9	--
Native Hawaiian or Pacific Islander	-	-	-	-	--
Two or More Races	516	1	0.19	99.81	--
White	3407	9	0.26	99.74	--
English Learners	260	1	0.38	99.62	--
Foster Youth	-	-	-	-	-
Homeless	-	-	-	-	-
Military	408	0	0	100	--
Socioeconomically Disadvantaged	789	1	.013	99.87	--
Students Receiving Migrant Education Services	-	-	-	-	--
Students with Disabilities	638	7	1.10	98.90	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

Star Reading Student Groups	Star Reading Total Enrollment	Star Reading Number Tested	Star Reading Percent Tested	Star Reading Percent Not Tested	Star Reading Percent At or Above Grade Level
All Students	6106	5133	84.06	15.94	77.26
Female	2987	2506	83.9	16.1	80.53
Male	3113	2625	84.32	15.68	74.13
American Indian or Alaska Native	13	11	84.62	15.38	63.64

Asian	1075	860	80	ITEM 11a-xii	87.21
Black or African American	41	37	90.24	9.76	56.76
Filipino	33	26	78.79	21.21	84.62
Hispanic or Latino	998	845	84.67	15.33	59.53
Native Hawaiian or Pacific Islander	7	5	-	-	-
Two or More Races	489	412	84.25	15.75	81.31
White	3423	2912	85.07	14.93	79.09
English Learners	262	208	79.39	20.61	16.35
Foster Youth	1	1	-	-	-
Homeless	20	16	80	20	43.75
Military	-	-	-	-	-
Socioeconomically Disadvantaged	782	657	84.02	15.98	54.34
Students Receiving Migrant Education Services	7	5	-	-	-
Students with Disabilities	647	515	79.6	20.4	38.25

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Star Math Student Groups	Star Math Total Enrollment	Star Math Number Tested	Star Math Percent Tested	Star Math Percent Not Tested	Star Math Percent At or Above Grade Level
All Students	6106	5456	89.35	10.65	67.16
Female	2987	2679	89.69	10.31	66.14
Male	3113	2773	89.08	10.92	68.16
American Indian or Alaska Native	13	11	84.62	15.38	27.27
Asian	1075	1006	93.58	6.42	91.15
Black or African American	41	37	90.24	9.76	32.43
Filipino	33	31	93.94	6.06	67.74
Hispanic or Latino	998	858	85.97	14.03	48.37
Native Hawaiian or Pacific Islander	7	6	-	-	-
Two or More Races	489	454	92.84	7.16	72.03
White	3423	3029	88.49	11.51	64.11
English Learners	262	197	75.19	24.81	34.52
Foster Youth	-	-	-	-	-
Homeless	20	14	70	30	21.43
Military	-	-	-	-	-
Socioeconomically Disadvantaged	782	662	84.65	15.35	38.67

Students Receiving Migrant Education Services	7	6	-	ITEM 11a-xii	-
Students with Disabilities	647	521	80.53	19.47	23.8

*At or above the grade-level standard in the context of the local assessment administered.

Earl Warren Middle School

2021 School Accountability Report Card

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General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	Earl Warren Middle School
Street	155 Stevens Avenue
City, State, Zip	Solana Beach, CA 92075
Phone Number	858-755-1558
Principal	Justin Conn
Email Address	justin.conn@sduhsd.net
School Website	ew.sduhsd.net
County-District-School (CDS) Code	37-68346-6061998

2021-22 District Contact Information

District Name	San Dieguito Union High School District
Phone Number	(760) 753-6491
Superintendent	Dr. Cheryl James-Ward
Email Address	info@sduhsd.net
District Website Address	www.sduhsd.net

2021-22 School Overview

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, we will maintain our focus on C.A.R.E. (CONNECTIONS, AWARENESS, RESPONSIBILITY and EMPATHY) this year. 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. Through our ongoing work with the Anti-Defamation League's "No Place for Hate" initiative, and our upcoming involvement in the district Diversity, Equity, and Inclusion work (DEI), we envision ourselves as leaders in creating inclusive learning environments that support all students.

After a remarkably difficult year of learning during the COVID-19 pandemic, we recognize the need for a renewed and more robust social-emotional learning approach in the classroom and beyond. The addition of an "Advisory" period during distance learning will remain in place through our "Academic Practice Time," and will be used for weekly programming that will focus on developing connections between students, as well as connecting students to their school. A focus of staff development to begin the school year will be on differentiation and Universal Design for Learning in response to the wide array of learning experience our students encountered last school year.

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 through "Advisory" activities every Monday. The EWMS learning community is dedicated to the success of each student. Under the leadership of the Assistant Principal, a committee will be established this school year to focus on how to best utilize Advisory and Academic Practice Time. We will continue to work with our PTSA to provide additional enrichment opportunities such as Spirit Day and Red Ribbon Week activities.

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

2021-22 School Overview

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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. 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. This year, we have added an "EL Lead" position to ensure that our English Learner students are provided with all of the support necessary as they return from a truly unique year of learning.

In 2019-2020, Earl Warren Middle School earned the designation of a "No Place for Hate" school from the Anti-Defamation League, and maintained that certification during the 2020-2021. 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.

About this School**2020-21 Student Enrollment by Grade Level**

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	281
Grade 8	270
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Total Enrollment	551

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.50
Male	48.30
American Indian or Alaska Native	0.20
Asian	4.20
Black or African American	0
Filipino	0
Hispanic or Latino	18.70
Native Hawaiian or Pacific Islander	0
Two or More Races	10.20
White	66.40
English Learners	5.80
Foster Youth	0
Homeless	0.40
Migrant	0.20
Socioeconomically Disadvantaged	13.60
Students with Disabilities	12.20

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

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2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

We choose our textbooks from lists that have already been approved by state education officials.

Year and month in which the data were collected

10/2021

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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Holt Literature and Language Arts 7,8 adopted 2003	Yes	0
Mathematics	SDUHSD developed math materials	Yes	0
Science	Lab-Aids Science Program, Grades 7 and 8, Adopted 2020	Yes	0
History-Social Science	U.S. History: Independence to 1914, Adopted 2006; World History: Medieval to Early Modern Times, Adopted 2006, History Alive!	Yes	0
Foreign Language	Realidades series, Adopted 2004	Yes	0
Health	SDUHSD Developed Curriculum		N/A
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			0

School Facility Conditions and Planned Improvements

2017-18 school year, Earl Warren Middle School received a brand new school facility funded by prop AA which provides a safe, state of the art, and energy efficient school for the community. EWMS uses district resources to continually maintain the campus as a safe and healthy learning environment. We constantly upgrade our technology, and our state-of-the-art learning commons provides our students with exceptional opportunities. We are fortunate to have a joint-use (San Diego County) library on our campus. This is an incredible resource for our students. EWMS is dedicated to providing our students an integrated technology experience across all curricular areas. In support of this, we offer one dedicated PC lab, eleven mobile chromebook carts, and technology ready classrooms to support student learning. As a result of the complete rebuild of EWMS, we also received solar panels on our buildings to assist with providing energy to our campus in a responsible and sustainable manner.

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

Year and month of the most recent FIT report

10/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Conditions and Planned Improvements

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Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

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2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	551	503	91.29	8.71	72.56
Female	284	261	91.9	8.1	73.95
Male	266	242	90.98	9.02	71.07
American Indian or Alaska Native	1	1			
Asian	23	22	95.65	4.35	77.27

Hispanic or Latino	103	90	87.38	12.62	51.11
Two or More Races	56	54	96.43	3.57	79.63
White	366	334	91.26	8.74	76.95
English Learners	29	26	89.66	10.34	7.69
Socioeconomically Disadvantaged	84	74	88.1	11.9	48.65
Students with Disabilities	70	64	91.43	8.57	40.62

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	551	517	93.83	6.17	66.73
Female	284	270	95.07	4.93	64.07
Male	266	246	92.48	7.52	69.92
American Indian or Alaska Native	1	1			
Asian	23	22	95.65	4.35	86.36
Hispanic or Latino	103	92	89.32	10.68	48.91
Two or More Races	56	55	98.21	1.79	72.73
White	366	345	94.26	5.74	69.28
English Learners	29	26	89.66	10.34	7.69
Socioeconomically Disadvantaged	84	76	90.48	9.52	38.16
Students with Disabilities	70	67	95.71	4.29	19.4

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	50.19	N/A	58.03	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	270	264	97.78	2.22	50.19
Female	141	140	99.29	0.71	49.29
Male	129	124	96.12	3.88	51.22
American Indian or Alaska Native	-	-	-	-	-
Asian	-	-	-	-	-
Black or African American	-	-	-	-	-
Filipino	-	-	-	-	-
Hispanic or Latino	54	51	94.44	5.56	39.22
Native Hawaiian or Pacific Islander	-	-	-	-	-
Two or More Races	30	29	96.67	3.33	51.72
White	176	174	98.86	1.14	53.76
English Learners	-	-	-	-	-
Foster Youth	-	-	-	-	-
Homeless	-	-	-	-	-
Military	13	13	100	0	46.15
Socioeconomically Disadvantaged	37	36	97.30	2.70	25.00
Students Receiving Migrant Education Services	-	-	-	-	-
Students with Disabilities	25	23	92.00	8.00	26.09

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement**State Priority: Parental Involvement**

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Earl Warren Middle School has an active parent community through our PTSA who coordinate our volunteer programs. We invite you to visit, call our office (858-755-1558), and/ or access our school website (ew.sduhsd.net) for information about becoming involved as a parent at EWMS. Some examples of parent involvement at EWMS include Orientation/Readiness Day, "Mosey Monday" (the day before school starts), Spirit Day, Red Ribbon Week, Holiday Donation Drives, Music Boosters, Wellness Week, school-wide assemblies, field trips, and Promotion. For the 2019-2020 School Year, EWMS participated in the "No Place for Hate" program with a student-led coalition that also includes a committee with parent input. NPFH encourages student and parent engagement, connectedness and building a positive school climate.

Aside from volunteer opportunities, our parents support teachers and classroom needs with a mini-grant program and staff appreciation week. At EWMS, we are committed to ensuring our parents have a voice in our educational community. We have parents actively engaged with our School Site Council, English Learner Advisory Committee, and Title I program. The principal hosts periodic coffee chats with parents (Coffee-Conn), and the PTSA helps to sponsor topical speakers who present on issues such as teens and technology, student anxiety, and drug/alcohol abuse. EWMS teachers and administration see education as a true partnership between students, parents, and staff. For information regarding opportunities for parents to get involved at EWMS, contact the current PTSA President as listed on the school website.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	572	565	27	4.8
Female	295	292	8	2.7
Male	276	272	19	7.0
American Indian or Alaska Native	23	23	1	4.3
Asian	-	-	-	-
Black or African American	-	-	-	-
Filipino	-	-	-	-
Hispanic or Latino	107	106	9	8.5
Native Hawaiian or Pacific Islander	-	-	-	-
Two or More Races	58	58	4	6.9
White	381	375	13	3.5
English Learners	32	32	5	15.6
Foster Youth	-	-	-	-
Homeless	-	-	-	-
Socioeconomically Disadvantaged	91	90	9	10.0
Students Receiving Migrant Education Services	-	-	-	-
Students with Disabilities	72	72	8	11.1

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

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Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	3.14	0.35	1.80	0.38	3.47	.20
Expulsions	0	0	.03	0	.08	0

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.04	1.47	2.45
Expulsions	0.00	0.01	.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.35	0
Female	0	0
Male	0.72	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0.52	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.39	0

2021-22 School Safety Plan

EWMS is a closed campus and makes school safety a number one priority. All visitors are required to sign in at the administration office, and our employees wear identification badges. Our comprehensive safety plan was developed through collaboration with local first responders, district, and site safety committees. The plan is updated annually, and approved by School Site Council at their annual November meeting. All staff members are responsible for implementing and monitoring safety on our campus. Students and staff work cooperatively to maintain a safe and orderly campus. A campus supervisor helps the administration supervise the safety of every student. We work closely with the Solana Beach Fire Department and the San Diego Sheriff's department to prepare for emergencies and practice crisis intervention. We hold scheduled fire, earthquake, and lockdown drills to prepare our students and staff for emergency situations. Students are all trained to follow the mantra of, "See Something, Hear Something, Sense Something, Say Something."

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29.00	3	14	6
Mathematics	30.00	5	3	14
Science	33.00		8	12
Social Science	33.00		7	13

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29.00	3	10	9
Mathematics	28.00	2	10	7
Science	32.00		10	9
Social Science	32.00		8	11

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	31.00	2	14	4
Mathematics	29.00	2	11	8
Science	31.00		12	6
Social Science	32.00		6	11

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	551.0

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.00
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,536	\$873	\$6,663	\$103,488
District	N/A	N/A	\$6,087	\$95,442
Percent Difference - School Site and District	N/A	N/A	9.0	8.1
State			\$8,444	\$92,222
Percent Difference - School Site and State	N/A	N/A	-23.6	11.5

2020-21 Types of Services Funded

SDUHSD uses state, federal, grant, and local funds to provide a broad course of study at all schools in all required subject areas, including math, social science, science, visual and performing arts, health, and physical education, as well as intervention courses, Advanced Placement (AP) and Honors courses, specialized programs for students who qualify for Special Education, Integrated and Designated English Language Development Programs for English Learners, and Career Technical Education (CTE) courses and pathways.

SDUHSD schools offer services and supports for all students including; Student Support Specialists, School Counselors, School Psychologists, English Learner Lead Teachers, Case Managers, Special Education Program Supervisors, and Special Education Service Providers.

In addition to Local Control Funding Formula (LCFF) state funding, SDUHSD receives state and federal funding for the following categorical and specialized programs:

- Title I
- Title II (Supporting Effective Instruction, Professional Development),
- Title III (Language Instruction for English Learners (EL))
- Title VI (Student Support and Academic Enrichment)
- Career Technical Education Incentive Grant

Federal Title I funding for Earl Warren MS includes Title I, Part A funds used to upgrade the entire educational program of the school through a 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.

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2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	64557.00	54687.00
Mid-Range Teacher Salary	107956.00	92222.00
Highest Teacher Salary	132169.00	114208.00
Average Principal Salary (Elementary)	0.00	143647.00
Average Principal Salary (Middle)	162117.00	145785.00
Average Principal Salary (High)	175482.00	162322.00
Superintendent Salary	270746.00	258950.00
Percent of Budget for Teacher Salaries	40.00	32.00
Percent of Budget for Administrative Salaries	6.00	5.00

Professional Development

EWMS is committed to fostering solid teaching and learning through staff development. We use district and site resources to keep teachers informed of the latest research and effective teaching strategies. Teacher-leaders assist with all staff development. School site workshops provide opportunities for collaboration within departments, between sites, and with feeder schools. All teachers participate in Professional Learning Communities (PLC) using the formative process within their departments to guide instruction and reflect on their teaching practice. Our teachers also attend conferences, learn new technologies, and collaborate on the common formative assessment process. The EWMS staff meets monthly and participates in late start days in an effort to collaborate on course-alike goals. All subjects have common essential learning outcomes. The focus of staff development in 2021-2022 is centered on "diversity, equity, and inclusion" through a partnership with the San Diego County Office of Education.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	14	14	14

Local Accountability Report Card (LARC) Addendum

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2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	San Dieguito Union High School District
Phone Number	(760) 753-6491
Superintendent	Dr. Cheryl James-Ward
Email Address	info@sduhsd.net
District Website Address	www.sduhsd.net

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	6099	20	0.33	99.67	50.00
Female	2988	5	0.17	99.83	-
Male	3107	15	0.48	99.52	46.67
American Indian or Alaska Native	13	0	0	100	--
Asian	1078	2	0.19	99.81	--
Black or African American	44	0	0	100	--
Filipino	32	0	0	100	--
Hispanic or Latino	1002	5	0.5	99.5	--
Native Hawaiian or Pacific Islander	-	-	-	-	--
Two or More Races	516	1	0.19	99.81	--
White	3407	12	0.35	99.65	58.33
English Learners	260	1	0.38	99.62	--
Foster Youth	-	-	-	-	--
Homeless	-	-	-	-	--
Military	408	0	0	100	--
Socioeconomically Disadvantaged	789	3	0.38	99.62	--
Students Receiving Migrant Education Services	-	-	-	-	-
Students with Disabilities	638	8	1.25	98.75	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	6099	12	0.20	99.80	25.00
Female	2988	4	0.13	99.87	--
Male	3107	8	0.26	99.74	--
American Indian or Alaska Native	13	0	0	100	--
Asian	1078	1	0.09	99.91	--
Black or African American	44	0	0.00	100.00	--
Filipino	32	0	0	100	--
Hispanic or Latino	1002	1	.01	99.9	--
Native Hawaiian or Pacific Islander	-	-	-	-	--
Two or More Races	516	1	0.19	99.81	--
White	3407	9	0.26	99.74	--
English Learners	260	1	0.38	99.62	--
Foster Youth	-	-	-	-	-
Homeless	-	-	-	-	-
Military	408	0	0	100	--
Socioeconomically Disadvantaged	789	1	.013	99.87	--
Students Receiving Migrant Education Services	-	-	-	-	--
Students with Disabilities	638	7	1.10	98.90	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

Star Reading Student Groups	Star Reading Total Enrollment	Star Reading Number Tested	Star Reading Percent Tested	Star Reading Percent Not Tested	Star Reading Percent At or Above Grade Level
All Students	6106	5133	84.06	15.94	77.26
Female	2987	2506	83.9	16.1	80.53
Male	3113	2625	84.32	15.68	74.13
American Indian or Alaska Native	13	11	84.62	15.38	63.64

Asian	1075	860	80	ITEM 11a-xii	87.21
Black or African American	41	37	90.24	9.76	56.76
Filipino	33	26	78.79	21.21	84.62
Hispanic or Latino	998	845	84.67	15.33	59.53
Native Hawaiian or Pacific Islander	7	5	-	-	-
Two or More Races	489	412	84.25	15.75	81.31
White	3423	2912	85.07	14.93	79.09
English Learners	262	208	79.39	20.61	16.35
Foster Youth	1	1	-	-	-
Homeless	20	16	80	20	43.75
Military	-	-	-	-	-
Socioeconomically Disadvantaged	782	657	84.02	15.98	54.34
Students Receiving Migrant Education Services	7	5	-	-	-
Students with Disabilities	647	515	79.6	20.4	38.25

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Star Math Student Groups	Star Math Total Enrollment	Star Math Number Tested	Star Math Percent Tested	Star Math Percent Not Tested	Star Math Percent At or Above Grade Level
All Students	6106	5456	89.35	10.65	67.16
Female	2987	2679	89.69	10.31	66.14
Male	3113	2773	89.08	10.92	68.16
American Indian or Alaska Native	13	11	84.62	15.38	27.27
Asian	1075	1006	93.58	6.42	91.15
Black or African American	41	37	90.24	9.76	32.43
Filipino	33	31	93.94	6.06	67.74
Hispanic or Latino	998	858	85.97	14.03	48.37
Native Hawaiian or Pacific Islander	7	6	-	-	-
Two or More Races	489	454	92.84	7.16	72.03
White	3423	3029	88.49	11.51	64.11
English Learners	262	197	75.19	24.81	34.52
Foster Youth	-	-	-	-	-
Homeless	20	14	70	30	21.43
Military	-	-	-	-	-
Socioeconomically Disadvantaged	782	662	84.65	15.35	38.67

Students Receiving Migrant Education Services	7	6	-	ITEM 11a-xii	-
Students with Disabilities	647	521	80.53	19.47	23.8

*At or above the grade-level standard in the context of the local assessment administered.

La Costa Canyon High School

2021 School Accountability Report Card

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General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	La Costa Canyon High School
Street	1 Maverick Way
City, State, Zip	Carlsbad, CA 92009
Phone Number	760-436-6136
Principal	Reno Medina
Email Address	reno.medina@sduhsd.net
School Website	https://lc.sduhsd.net/
County-District-School (CDS) Code	37-68346-3731007

2021-22 District Contact Information

District Name	San Dieguito Union High School District
Phone Number	(760) 753-6491
Superintendent	Dr. Cheryl James-Ward
Email Address	info@sduhsd.net
District Website Address	www.sduhsd.net

2021-22 School Overview

La Costa Canyon High School (LCC) is an International Baccalaureate (IB) World School and student-centered educational community located in south Carlsbad. La Costa Canyon High School's mission is to be an inclusive, collaborative, and energetic learning community dedicated to preparing students to be creative innovators, exemplary citizens, compassionate leaders, and inquisitive life-long learners. At La Costa Canyon High School, we believe in building a school community of lifelong learners, creative thinkers, and responsible individuals through innovative course and career pathways that include an international understanding of global communities and cultures. Current enrollment is approximately 1600 grade 9-12 students who live within the San Dieguito Union High School District coastal communities of Cardiff, Carlsbad, Encinitas, Leucadia, and Olivenhain. Our commitment to academic excellence has resulted in recognition as a California Distinguished School as well as National Blue Ribbon School. LCC provides each student a well-rounded education through exposure to creative and innovative curriculum through college-bound courses as well as career-based course pathways. LCC has a comprehensive interscholastic athletic program with 26 varsity level sports, earning numerous league, CIF, and Open Division titles. LCC offers more than 40 extra-curricular student clubs and an Associated Student Body to ensure each student remains connected and engaged on a daily basis. LCC recognizes the important role community service plays in education and personal growth and students are involved in curriculum and community-oriented and student-based service projects. Established in 1996, LCC is a stunning campus with state-of-the-art facilities which include 120 classrooms equipped with short-throw projectors, multiple computer labs, a 470-seat Performing Arts Center, a 13,000 sq. ft. Learning Commons, audio-visual technology facilities, music performance classrooms, architecture/engineering lab, a two-story gymnasium with the capacity to seat 2,200, and an all-weather track and field with a stadium seating 5,000 people.

LCC is dedicated to providing each student a well-rounded education through exposure to creative and innovative curriculum through college-bound courses as well as opportunities in career-based courses. LCC is committed to addressing the Common Core State Standards and the Next Generation Science Standards. In addition, teachers work together to establish common assessments that are consistent in academic departments. These common assessments allow for meaningful discourse among staff regarding student needs and allow teachers to provide data-driven instruction. In the past couple of years, we have worked to provide additional support for students new to the United States, or with limited English proficiency. Our "Newcomer Academy" allows additional Math and ELA support courses for students who are new to learning English. In addition, the LCC Special Education Department employs a team of professionals to implement wide-ranging educational and support programs that provide instruction and services to the students of La Costa Canyon. At LCC, 21 different AP courses are offered, and over

2021-22 School Overview

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520 students took an AP exam last year. In addition to a robust AP program, LCC is the only school in the SDUHSD that offers the International Baccalaureate Diploma Programme.

LCC provides a comprehensive interscholastic athletics program with 26 different varsity-level sports, earning numerous League, CIF, and Open Division Titles. LCC offers more than 60 extracurricular student clubs and an Associated Student Body (ASB) to ensure each student remains connected and engaged on a daily basis. In addition, students can participate in nationally recognized programs to include speech and debate, theatrical/performing arts, and the only marching band in the district, The Maverick Brigade. LCC recognizes the increasingly important role community service plays in education and personal growth. Large numbers of students are involved in service projects that are curriculum and community-oriented, and student-based.

About this School**2020-21 Student Enrollment by Grade Level**

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	482
Grade 10	399
Grade 11	433
Grade 12	520
Total Enrollment	1834

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.40
Male	52.60
American Indian or Alaska Native	0.50
Asian	2.90
Black or African American	0.90
Filipino	0.40
Hispanic or Latino	16.40
Native Hawaiian or Pacific Islander	0.20
Two or More Races	5.20
White	73.50
English Learners	3.80
Foster Youth	0.00
Homeless	0.30
Migrant	0.10
Socioeconomically Disadvantaged	12.60
Students with Disabilities	14.10

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

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2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

We choose our textbooks from lists that have already been approved by state education officials.

Year and month in which the data were collected

10/2021

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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Language of Literature, adopted 2003	Yes	0
Mathematics	Ongoing SDUHSD developed curriculum for Integrated Math 1-3 and Introduction to Calculus; International Baccalaureate Implementation 2018	Yes	0
Science	Experience Biology: The Living Earth, Adopted 2021; Modern Chemistry, Adopted 2007; Physics: A World View, Adopted 2007; Modern Earth Science, Adopted 2007	Yes	0
History-Social Science	Economics: Principles and Practice, Adopted 2006; U.S. Government: Democracy in Action, Adopted 2006; U.S. History: The Americans: Reconstruction through the 21st Century, Adopted 2006; World History: Modern World History: Patterns of Interaction, Adopted 2006; International Baccalaureate Implementation 2018 &19	Yes	0
Foreign Language	Realidades series, Adopted 2004; D'Accord series, Adopted 2004; Genki series, Adopted 2004; Signing Naturally, Adopted 2004; International Baccalaureate Implementation 2018 &19	Yes	0
Health	Edgenuity online Health course		N/A
Visual and Performing Arts	International Baccalaureate Implementation 2018 & 19/Film	Yes	0
Science Laboratory Equipment (grades 9-12)		Yes	0

School Facility Conditions and Planned Improvements

Our school includes 120 classrooms, six computer labs, a library media center/learning commons, and audiovisual technology facilities. We also have a visual and performing arts building and music facility with music performance classrooms, a 470-seat performing arts center, a two-story gymnasium that seats 2,200, and a stadium that seats 5,000. In 2018, the LCC Theater received updates to include lighting, projection, and sound. In the Fall of 2020, construction was completed for a renovation of our Culinary Arts building and surrounding outdoor area with a farm to table concept in mind. In addition, a collaborative project with our District and LCC Foundation created a community space for our students. The space was named Maverick Park and provides outdoor seating and a parklike setting for students to come together to eat, play games (ping pong, bocce ball, cornhole, etc..).

More facts about the condition of our school buildings are available in an online supplement to this report called for by the Williams legislation of 2004. What you will find is an assessment of more than a dozen aspects of our buildings: their structural integrity, electrical systems, heating and ventilation systems, and more. The important purpose of this assessment is to determine if our buildings and grounds are safe and in good repair. If anything needs to be repaired, this assessment identifies it and targets a date by which we commit to make those repairs. The guidelines for this assessment were written by the Office of Public School Construction (OPSC) and were brought about by the Williams legislation. You can look at the six-page Facilities Inspection Tool used for the assessment on the Web site of the OPSC.

Year and month of the most recent FIT report

10/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior:	X			

School Facility Conditions and Planned Improvements

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Interior Surfaces				
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes**State Priority: Pupil Achievement**

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	433	374	86.37	13.63	78.07
Male	222	188	84.68	15.32	72.87
American Indian or Alaska Native	2	2			
Asian	10	7			
Black or African American	2	2			

Filipino	1	1		ITEM 11a-xii	
Hispanic or Latino	71	53	74.65	11.85	64.15
Native Hawaiian or Pacific Islander	1	1			
Two or More Races	23	20	86.96	13.04	70
White	323	288	89.16	10.84	80.21
English Learners	16	7			
Socioeconomically Disadvantaged	58	46	79.31	20.69	60.87
Students with Disabilities	53	35	66.04	33.96	31.43

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	433	360	83.14	16.86	57.22
Female	211	175	82.94	17.06	60
Male	222	185	83.33	16.67	54.59
American Indian or Alaska Native	2	2			
Asian	10	8			
Black or African American	2	2			
Filipino	1	1			
Hispanic or Latino	71	49	82.94	17.06	59.18
Native Hawaiian or Pacific Islander	1	1			
Two or More Races	23	23	100	0	47.83
White	323	274	84.83	15.17	56.93
English Learners	16	6			
Socioeconomically Disadvantaged	58	44	75.86	24.14	50
Students with Disabilities	53	31	58.49	41.51	9.68

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	50.57	N/A	58.03	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	877	348	39.68	60.32	50.57
Female	437	182	41.65	58.35	53.30
Male	439	166	37.81	62.19	47.59
American Indian or Alaska Native	-	-	-	-	-
Asian	26	12	46.15	53.85	58.33
Black or African American	-	-	-	-	-
Filipino	-	-	-	-	-
Hispanic or Latino	145	58	40.00	60.00	50.00
Native Hawaiian or Pacific Islander	-	-	-	-	-
Two or More Races	50	15	30.00	70.00	60.00
White	644	258	40.06	59.94	49.61
English Learners	29	5	17.24	82.76	-
Foster Youth	-	-	-	-	-
Homeless	-	-	-	-	-
Military	99	28	28.28	71.72	35.71
Socioeconomically Disadvantaged	113	34	30.09	69.91	41.18
Students Receiving Migrant Education Services	-	-	-	-	-
Students with Disabilities	104	14	13.46	86.54	14.29

2020-21 Career Technical Education Programs

Career Technical Education (CTE) in the SDUHSD is a program of study involving a sequence of courses within an industry pathway that integrates core academic knowledge with technical skills. The career pathways are organized within 15 state-defined industry sectors, which have been identified as critical for the fiscal stability and prosperity of the State of California. Students complete a career pathway by taking and passing courses in a single, defined pathway. All CTE pathway courses include student work-based learning opportunities. Some SDUHSD CTE courses fulfill the “a–g” subject-area requirements of the University of California and the California State University and may lead to community college credit, an industry-recognized credential, a certificate, or a degree at the postsecondary level.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1088
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	64.20
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	95.20

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	97.00
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	79.24

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with “N/A.”

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

The LCCHS Foundation is comprised of hundreds of parent volunteers and families who support school programs and provide supplemental educational resources through membership drives and fundraisers. Parents play an active part in a variety of school events. Parents volunteer regularly on campus and serve on various school committees such as School Site Council, Special Education Strategic Plan Parent Forum, Hospitality, Maverick Academic Boosters, Maverick Athletic Boosters, and WASC. In addition, we offer school-based meetings for Spanish-speaking parents through our English Language Advisory Committee (ELAC).

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	5.70	2.90	2.50	3.30	2.40	1.50	9.00	8.90	9.40
Graduation Rate	92.10	92.80	95.80	94.60	95.80	96.00	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	476	456	95.8
Female	237	230	97.0
Male	238	225	94.5
American Indian or Alaska Native	16	14	87.5
Asian	-	-	-
Black or African American	-	-	-
Filipino	-	-	-
Hispanic or Latino	77	70	90.9

Native Hawaiian or Pacific Islander	-	-	ITEM 11a-xii
Two or More Races	27	27	100.0
White	349	338	96.8
English Learners	19	12	63.2
Foster Youth	-	-	-
Homeless	-	-	-
Socioeconomically Disadvantaged	91	80	87.9
Students Receiving Migrant Education Services	-	-	-
Students with Disabilities	69	60	87.0

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1887	1852	243	13.1
Female	894	877	89	10.1
Male	991	973	154	15.8
American Indian or Alaska Native	56	54	2	3.7
Asian	10	10	1	10.0
Black or African American	17	15	1	6.7
Filipino	8	8	0	0
Hispanic or Latino	312	302	76	25.2
Native Hawaiian or Pacific Islander	3	3	0	0
Two or More Races	94	93	10	10.8
White	1387	1367	153	11.2
English Learners	77	70	38	54.3
Foster Youth	-	-	-	-
Homeless	10	9	4	44.4
Socioeconomically Disadvantaged	253	248	80	32.3
Students Receiving Migrant Education Services	-	-	-	-
Students with Disabilities	100.0	276	70	26.4

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	1.23	0.85	1.80	0.38	3.47	.02
Expulsions	0.10	0.00	0.03	0.00	.08	0

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.23	1.47	2.45
Expulsions	0.0	.01	.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.85	0
Female	0.34	0
Male	1.31	0
American Indian or Alaska Native	1.79	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.32	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	2.13	0
White	0.87	0
English Learners	1.3	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0.36	0

2021-22 School Safety Plan

La Costa Canyon High School's comprehensive safety plan is developed and reviewed annually with input from staff, district personnel, local fire/police, parents, and students within the first quarter of school. The plan is reviewed and approved by the school site council. The plan is then sent out to staff before school begins and highlighted for our staff during staff meetings and email communications during the first week of school. In addition to our school safety plan, we require all students to remain on campus, with the exception of seniors who have a permit to leave during lunch. Visitors must check-in at the front desk and wear visitor badges while on campus through the Raptor system. We have two full-time campus supervisors, three assistant principals, an intermittent school resource officer through Carlsbad Police Department, two school psychologists, a full-time student support specialist, and four counselors. LCC encourages its students and staff to "See Something, Hear Something, Sense Something, Say Something." LCC students and staff regularly participate in safety drills, including fire, lockdown, and earthquake drills. The LCC Safety Committee meets monthly and includes classified and certificated staff members.

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2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	30.00	19	6	49
Mathematics	29.00	16	9	41
Science	29.00	13	11	34
Social Science	27.00	23	8	37

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	34.00	7	7	40
Mathematics	33.00	5	18	34
Science	33.00	6	12	30
Social Science	34.00	8	6	38

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	32.00	13	9	39
Mathematics	33.00	8	18	32
Science	36.00	9	10	30
Social Science	35.00	8	7	35

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	458.5

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2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.00
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,516	\$964	\$6,552	\$90,499
District	N/A	N/A	\$6,087	\$95,442
Percent Difference - School Site and District	N/A	N/A	7.4	-5.3
State			\$8,444	\$92,222
Percent Difference - School Site and State	N/A	N/A	-25.2	-1.9

2020-21 Types of Services Funded

SDUHSD uses state, federal, grant, and local funds to provide a broad course of study at all schools in all required subject areas, including math, social science, science, visual and performing arts, health, and physical education, as well as intervention courses, Advanced Placement (AP) and Honors courses, specialized programs for students who qualify for Special Education, Integrated and Designated English Language Development Programs for English Learners, and Career Technical Education (CTE) courses and pathways.

SDUHSD schools offer services and supports for all students including; Student Support Specialists, School Counselors, School Psychologists, English Learner Lead Teachers, Case Managers, Special Education Program Supervisors, and Special Education Service Providers.

In addition to Local Control Funding Formula (LCFF) state funding, SDUHSD receives state and federal funding for the following categorical and specialized programs:

- Title I (OCMS, EWMS, DMS),
- Title II (Supporting Effective Instruction, Professional Development),
- Title III (Language Instruction for English Learners (EL))
- Title VI (Student Support and Academic Enrichment)
- Career Technical Education Incentive Grant

LCC provides support through these funds for our Newcomers program to support our students who are English Language Learners. Our students who need additional academic support receive these through our Academic Survival and AVID 1 courses.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	64557.00	54687.00
Mid-Range Teacher Salary	107956.00	92222.00
Highest Teacher Salary	132169.00	114208.00
Average Principal Salary (Elementary)	0.00	143647.00
Average Principal Salary (Middle)	162117.00	145785.00
Average Principal Salary (High)	175482.00	162322.00
Superintendent Salary	270746.00	258950.00
Percent of Budget for Teacher Salaries	40.00	32.00
Percent of Budget for Administrative Salaries	6.00	5.00

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	41.2
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	2
English	7
Fine and Performing Arts	3
Foreign Language	1
Mathematics	4
Science	5
Social Science	20
Total AP Courses Offered	42

Professional Development

Teachers collaborate regularly within academic departments to discuss department goals and action plans to improve student achievement and course consistency. The administration has increased the frequency of department chair and staff meetings to facilitate progress within the school's academic programs and provide dynamic updates throughout the course of distance learning. Departments use staff development time to collaborate regularly. Collaboration days are used to monitor student learning by creating assessments, analyzing student achievement results, and developing systematic interventions to improve student achievement. Because of distance learning required during the 2020-2021 school year, there was an increase in staff meetings (department chairs, all-staff, etc.) to ensure timely sharing of information regarding CDC/CDPH guidelines.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement		17	17

Local Accountability Report Card (LARC) Addendum

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2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	San Dieguito Union High School District
Phone Number	(760) 753-6491
Superintendent	Dr. Cheryl James-Ward
Email Address	info@sduhsd.net
District Website Address	www.sduhsd.net

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	6099	20	0.33	99.67	50.00
Female	2988	5	0.17	99.83	-
Male	3107	15	0.48	99.52	46.67
American Indian or Alaska Native	13	0	0	100	--
Asian	1078	2	0.19	99.81	--
Black or African American	44	0	0	100	--
Filipino	32	0	0	100	--
Hispanic or Latino	1002	5	0.5	99.5	--
Native Hawaiian or Pacific Islander	-	-	-	-	--
Two or More Races	516	1	0.19	99.81	--
White	3407	12	0.35	99.65	58.33
English Learners	260	1	0.38	99.62	--
Foster Youth	-	-	-	-	--
Homeless	-	-	-	-	--
Military	408	0	0	100	--
Socioeconomically Disadvantaged	789	3	0.38	99.62	--
Students Receiving Migrant Education Services	-	-	-	-	-
Students with Disabilities	638	8	1.25	98.75	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	6099	12	0.20	99.80	25.00
Female	2988	4	0.13	99.87	--
Male	3107	8	0.26	99.74	--
American Indian or Alaska Native	13	0	0	100	--
Asian	1078	1	0.09	99.91	--
Black or African American	44	0	0.00	100.00	--
Filipino	32	0	0	100	--
Hispanic or Latino	1002	1	.01	99.9	--
Native Hawaiian or Pacific Islander	-	-	-	-	--
Two or More Races	516	1	0.19	99.81	--
White	3407	9	0.26	99.74	--
English Learners	260	1	0.38	99.62	--
Foster Youth	-	-	-	-	-
Homeless	-	-	-	-	-
Military	408	0	0	100	--
Socioeconomically Disadvantaged	789	1	.013	99.87	--
Students Receiving Migrant Education Services	-	-	-	-	--
Students with Disabilities	638	7	1.10	98.90	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

Star Reading Student Groups	Star Reading Total Enrollment	Star Reading Number Tested	Star Reading Percent Tested	Star Reading Percent Not Tested	Star Reading Percent At or Above Grade Level
All Students	6106	5133	84.06	15.94	77.26
Female	2987	2506	83.9	16.1	80.53
Male	3113	2625	84.32	15.68	74.13
American Indian or Alaska Native	13	11	84.62	15.38	63.64

Asian	1075	860	80	ITEM 11a-xii	87.21
Black or African American	41	37	90.24	9.76	56.76
Filipino	33	26	78.79	21.21	84.62
Hispanic or Latino	998	845	84.67	15.33	59.53
Native Hawaiian or Pacific Islander	7	5	-	-	-
Two or More Races	489	412	84.25	15.75	81.31
White	3423	2912	85.07	14.93	79.09
English Learners	262	208	79.39	20.61	16.35
Foster Youth	1	1	-	-	-
Homeless	20	16	80	20	43.75
Military	-	-	-	-	-
Socioeconomically Disadvantaged	782	657	84.02	15.98	54.34
Students Receiving Migrant Education Services	7	5	-	-	-
Students with Disabilities	647	515	79.6	20.4	38.25

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Star Math Student Groups	Star Math Total Enrollment	Star Math Number Tested	Star Math Percent Tested	Star Math Percent Not Tested	Star Math Percent At or Above Grade Level
All Students	6106	5456	89.35	10.65	67.16
Female	2987	2679	89.69	10.31	66.14
Male	3113	2773	89.08	10.92	68.16
American Indian or Alaska Native	13	11	84.62	15.38	27.27
Asian	1075	1006	93.58	6.42	91.15
Black or African American	41	37	90.24	9.76	32.43
Filipino	33	31	93.94	6.06	67.74
Hispanic or Latino	998	858	85.97	14.03	48.37
Native Hawaiian or Pacific Islander	7	6	-	-	-
Two or More Races	489	454	92.84	7.16	72.03
White	3423	3029	88.49	11.51	64.11
English Learners	262	197	75.19	24.81	34.52
Foster Youth	-	-	-	-	-
Homeless	20	14	70	30	21.43
Military	-	-	-	-	-
Socioeconomically Disadvantaged	782	662	84.65	15.35	38.67

Students Receiving Migrant Education Services	7	6	-	ITEM 11a-xii	-
Students with Disabilities	647	521	80.53	19.47	23.8

*At or above the grade-level standard in the context of the local assessment administered.

Oak Crest Middle School

2021 School Accountability Report Card

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General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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2021-22 School Contact Information

School Name	Oak Crest Middle School
Street	675 Balour Drive
City, State, Zip	Encinitas, CA 92024
Phone Number	760-753-6241
Principal	Kathryn Friedrichs
Email Address	kathryn.friedrichs@sduhsd.net
School Website	https://oc.sduhsd.net/
County-District-School (CDS) Code	37-68346-6059737

2021-22 District Contact Information

District Name	San Dieguito Union High School District
Phone Number	(760) 753-6491
Superintendent	Dr. Cheryl James-Ward
Email Address	info@sduhsd.net
District Website Address	www.sduhsd.net

2021-22 School Overview

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. Oak Crest continues to focus on SDUHSD's mission, to provide a world-class education for all students through quality programs that engage students, inspire achievement and service to others; prepare them to be lifelong learners and responsible members of society.

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

About this School

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2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	391
Grade 8	426
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Total Enrollment	817

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.80
Male	50.20
American Indian or Alaska Native	0.10
Asian	3.90
Black or African American	0.50
Filipino	0.50
Hispanic or Latino	23.60
Native Hawaiian or Pacific Islander	0.10
Two or More Races	7.50
White	63.60
English Learners	7.80
Foster Youth	0.00
Homeless	0.90
Migrant	0.10
Socioeconomically Disadvantaged	19.20
Students with Disabilities	12.70

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

We choose our textbooks from lists that have already been approved by state education officials.

Year and month in which the data were collected: 10/2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Holt Literature and Language Arts 7,8 adopted 2003	Yes	0
Mathematics	SDUHSD developed materials	Yes	0
Science	Lab-Aids Science Program, Grades 7 and 8, Adopted 2020	Yes	0
History-Social Science	U.S. History: Independence to 1914, Adopted 2006; World History: Medieval to Early Modern Times, Adopted 2006, History Alive!	Yes	0
Foreign Language	Realidades series, Adopted 2004; D'Accord series, Adopted 2020	Yes	0
Health	Edgenuity online Health course		N/A
Visual and Performing Arts			0
Science Laboratory Equipment (grades 9-12)		Yes	0

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report: 10/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Conditions and Planned Improvements

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Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	816	752	92.16	7.84	70.08
Female	406	378	93.1	6.9	79.37
Male	410	374	91.22	8.78	60.7
American Indian or Alaska Native	1	1			
Asian	32	32	100	0	75

Black or African American	4	4		ITEM 11a-xii	
Filipino	2	1			
Hispanic or Latino	194	174	89.69	10.31	46.55
Native Hawaiian or Pacific Islander	1	1			
Two or More Races	62	56	90.32	9.68	82.14
White	518	481	92.86	7.14	77.13
English Learners	62	51	82.26	17.74	3.92
Homeless	8	6			
Socioeconomically Disadvantaged	162	145	89.51	10.49	39.31
Students with Disabilities	108	92	85.19	14.81	23.91

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	816	748	91.67	8.33	55.88
Female	406	380	93.6	6.4	56.05
Male	410	368	89.76	10.24	55.71
American Indian or Alaska Native	1	1			
Asian	32	31	96.88	3.12	80.65
Black or African American	4	4			
Filipino	2	1			
Hispanic or Latino	194	169	87.11	12.89	39.64
Native Hawaiian or Pacific Islander	1	1			
Two or More Races	62	58	93.55	6.45	51.72
White	518	482	93.05	6.95	60.58
English Learners	62	45	72.58	27.42	13.33
Homeless	8	4			
Socioeconomically Disadvantaged	162	138	85.19	14.81	30.43
Students with Disabilities	108	93	86.11	13.89	16.13

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	44.65	N/A	58.03	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	422	384	91.00	9.00	44.65
Female	209	195	93.30	6.70	48.45
Male	213	189	88.73	11.27	40.74
American Indian or Alaska Native	-	-	-	-	-
Asian	12	11	91.67	8.33	36.36
Black or African American	-	-	-	-	-
Filipino	-	-	-	-	-
Hispanic or Latino	103	85	82.52	17.48	32.94
Native Hawaiian or Pacific Islander	-	-	-	-	-
Two or More Races	40	36	90.00	10.00	55.56
White	266	251	94.36	5.64	47.60
English Learners	28	17	60.71	39.29	0
Foster Youth	-	-	-	-	-
Homeless	-	-	-	-	-
Military	29	26	89.66	10.34	46.15
Socioeconomically Disadvantaged	85	70	82.35	17.65	23.19
Students Receiving Migrant Education Services	-	-	-	-	-
Students with Disabilities	59	43	72.88	27.12	14.29

B. Pupil Outcomes

State Priority: Other Pupil Outcomes ITEM 11a-xii

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Oak Crest Middle School has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents and updated periodically to meet the changing needs of parents and the school. (20 U.S.C. § 6318[b][1]). This policy describes how the school will carry out designated Title I, Part A parent and family engagement requirements (20 U.S.C. § 6318[b][1])

Principal's Coffee Dates provide parents with updates about school events, testing, etc., and is held the last Friday morning of every month.

The Parent Resource Center offers parents support in accessing AERIES, teacher websites, and answers any questions parents may have. Information about community supports are also available. The Parent Resource center is open Wednesdays and rotates between morning and afternoon hours.

Parent Education Nights provide parents with detailed steps for supporting students' academic progress in the evening. All parents are welcomed, but personal invitations are sent to parents whose student is struggling in one or more classes. These meetings are held approximately 9 weeks into the fall semester.

ELAC meetings are held in conjunction with the high school meetings in order to make transportation and participation more convenient for parents. Meetings are held on the 4th Tuesday of the month at 6:30 PM in the San Dieguito Academy Learning Commons 5 times per school year.

The school provides support for parent and family member involvement activities such as a Social-Emotional/Wellness committee with parents involved for volunteer activities, NGSS parent nights, Parent forums on various topics, Parent foundation meetings and School Site Council.

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the following practices have been established (20 U.S.C. § 6318[e]):

2021-22 Opportunities for Parental Involvement

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The school provides assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, state and local assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])

Events/Resources provided by the school to address this requirement:

Registration Evening
Principal's Coffee Dates
Parent Education Nights
ELAC meetings
Student Study Team

The school provides materials and training to help parents work with their children to improve their children's achievement by providing: (20 U.S.C. § 6318[e][2])

Parent Education Nights
ELAC meetings

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	836	823	81	9.8
Female	418	410	32	7.8
Male	418	413	49	11.9
American Indian or Alaska Native	32	32	0	0
Asian	-	-	-	-
Black or African American	-	-	-	-
Filipino	-	-	-	-
Hispanic or Latino	199	198	198	17.7
Native Hawaiian or Pacific Islander	-	-	-	-
Two or More Races	61	60	2	3.3
White	531	521	41	7.9
English Learners	66	66	20	30.3
Foster Youth	-	-	-	-
Homeless	8	8	5	62.5
Socioeconomically Disadvantaged	171	167	38	22.8
Students Receiving Migrant Education Services	-	-	-	-
Students with Disabilities	114	112	25	22.3

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	5.24	0.96	1.80	0.38	3.47	0.2
Expulsions	0	0	0.03	0	.08	0

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	4.42	1.47	2.45
Expulsions	0	0.01	.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.96	0
Female	0	0
Male	1.91	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	3.02	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0.38	0
English Learners	4.55	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	2.92	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.75	0

2021-22 School Safety Plan

OCMS reviews and updates the comprehensive school safety plan by October 1 of each year. Every July each school shall report on the status of its school safety plan, including a description of its key elements, and provide this information in their annual SARC prepared pursuant to EC sections 33126 and 35256.

Safe Schools: A Planning Guide for Action, 2002 Edition, provides a two-component model and step-by-step guidance for schools to develop a comprehensive safe school plan. It also reviews the legal requirements and the benefits of safety planning to help schools annually revise and amend their safe school plan. This document is available for purchase from the CDE Press Office on the CDE Educational Resources Catalog web page at <https://www.cde.ca.gov/re/pn/rc/>. Other resources related to school safety planning are available on the CDE Violence Prevention web page at <https://www.cde.ca.gov/ls/ss/vp/>.

The San Dieguito Union High School District maintains a district-level safety team to address and coordinate issues of concern to the entire District. Comprised of representatives from each campus and members of the District's leadership team, the group is managed by SDUHSD Risk Management.

Each school site has a School Safety team with a site School Safety Coordinator who leads the committee that meets to review ongoing safety concerns, to maintain the Crisis Response Plan, and to ensure consistent review of Disaster Response Plan and implementation of drills. The Site Safety Committee reviews the plan in the spring for the following school year.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27.00	6	17	5
Mathematics	27.00	6	13	9
Science	32.00		13	11
Social Science	32.00		11	11

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	30.00	6	19	6
Mathematics	28.00	8	14	10
Science	35.00	1	16	9
Social Science	33.00		9	15

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	32.00	5	13	12
Mathematics	27.00	6	19	7
Science	32.00	1	21	4
Social Science	33.00		20	3

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	817.0

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2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0.80
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	1.00

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,023	\$1,137	\$5,886	\$88,842
District	N/A	N/A	\$6,087	\$95,442
Percent Difference - School Site and District	N/A	N/A	-3.4	-7.2
State			\$8,444	\$92,222
Percent Difference - School Site and State	N/A	N/A	-35.7	-3.7

2020-21 Types of Services Funded

SDUHSD uses state, federal, grant, and local funds to provide a broad course of study at all schools in all required subject areas, including math, social science, science, visual and performing arts, health, and physical education, as well as intervention courses, Advanced Placement (AP) and Honors courses, specialized programs for students who qualify for Special Education, Integrated and Designated English Language Development Programs for English Learners, and Career Technical Education (CTE) courses and pathways.

SDUHSD schools offer services and supports for all students including; Student Support Specialists, School Counselors, School Psychologists, English Learner Lead Teachers, Case Managers, Special Education Program Supervisors, and Special Education Service Providers.

In addition to Local Control Funding Formula (LCFF) state funding, SDUHSD receives state and federal funding for the following categorical and specialized programs:

- Title I
- Title II (Supporting Effective Instruction, Professional Development),
- Title III (Language Instruction for English Learners (EL))
- Title VI (Student Support and Academic Enrichment)
- Career Technical Education Incentive Grant

Federal Title I funding for Oak Crest MS includes Title I, Part A funds used to upgrade the entire educational program of the school through a 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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	64557.00	54687.00
Mid-Range Teacher Salary	107956.00	92222.00
Highest Teacher Salary	132169.00	114208.00
Average Principal Salary (Elementary)	0.00	143647.00
Average Principal Salary (Middle)	162117.00	145785.00
Average Principal Salary (High)	175482.00	162322.00
Superintendent Salary	270746.00	258950.00
Percent of Budget for Teacher Salaries	40.00	32.00
Percent of Budget for Administrative Salaries	6.00	5.00

Professional Development

The focus for professional development continues to be on student achievement and success for all learners, as aligned with our school goals. The administration and staff at Oak Crest are committed to Professional Learning Communities (PLC) and support this work bi-monthly with an early release bell schedule for staff and students. This time provides departments with opportunities to collaborate, reflect, and revise practices to best meet the needs of all learners, as well as to utilize data to best support instruction for all students. In addition to the time dedicated to PLC's, teachers are provided with district-led professional development opportunities. These days are focused on content area development and collaboration with teachers district-wide. Finally, teachers are also provided with the opportunity, throughout the school year, to attend professional development workshops with content area experts, focused on universal teaching and learning strategies to benefit all students. Teachers at OCMS are also provided with the opportunity to request Professional Learning time, dedicated towards collaboration, as related to school goals.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	32	40	30

Local Accountability Report Card (LARC) Addendum

ITEM 11a-xii

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	San Dieguito Union High School District
Phone Number	(760) 753-6491
Superintendent	Dr. Cheryl James-Ward
Email Address	info@sduhsd.net
District Website Address	www.sduhsd.net

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	6099	20	0.33	99.67	50.00
Female	2988	5	0.17	99.83	-
Male	3107	15	0.48	99.52	46.67
American Indian or Alaska Native	13	0	0	100	--
Asian	1078	2	0.19	99.81	--
Black or African American	44	0	0	100	--
Filipino	32	0	0	100	--
Hispanic or Latino	1002	5	0.5	99.5	--
Native Hawaiian or Pacific Islander	-	-	-	-	--
Two or More Races	516	1	0.19	99.81	--
White	3407	12	0.35	99.65	58.33
English Learners	260	1	0.38	99.62	--
Foster Youth	-	-	-	-	--
Homeless	-	-	-	-	--
Military	408	0	0	100	--
Socioeconomically Disadvantaged	789	3	0.38	99.62	--
Students Receiving Migrant Education Services	-	-	-	-	-
Students with Disabilities	638	8	1.25	98.75	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	6099	12	0.20	99.80	25.00
Female	2988	4	0.13	99.87	--
Male	3107	8	0.26	99.74	--
American Indian or Alaska Native	13	0	0	100	--
Asian	1078	1	0.09	99.91	--
Black or African American	44	0	0.00	100.00	--
Filipino	32	0	0	100	--
Hispanic or Latino	1002	1	.01	99.9	--
Native Hawaiian or Pacific Islander	-	-	-	-	--
Two or More Races	516	1	0.19	99.81	--
White	3407	9	0.26	99.74	--
English Learners	260	1	0.38	99.62	--
Foster Youth	-	-	-	-	-
Homeless	-	-	-	-	-
Military	408	0	0	100	--
Socioeconomically Disadvantaged	789	1	.013	99.87	--
Students Receiving Migrant Education Services	-	-	-	-	--
Students with Disabilities	638	7	1.10	98.90	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Star Reading Student Groups	Star Reading Total Enrollment	Star Reading Number Tested	Star Reading Percent Tested	Star Reading Percent Not Tested	Star Reading Percent At or Above Grade Level
All Students	6106	5133	84.06	15.94	77.26
Female	2987	2506	83.9	16.1	80.53
Male	3113	2625	84.32	15.68	74.13
American Indian or Alaska Native	13	11	84.62	15.38	63.64

Asian	1075	860	80	ITEM 11a-xii 87.21	
Black or African American	41	37	90.24	9.76	56.76
Filipino	33	26	78.79	21.21	84.62
Hispanic or Latino	998	845	84.67	15.33	59.53
Native Hawaiian or Pacific Islander	7	5	-	-	-
Two or More Races	489	412	84.25	15.75	81.31
White	3423	2912	85.07	14.93	79.09
English Learners	262	208	79.39	20.61	16.35
Foster Youth	1	1	-	-	-
Homeless	20	16	80	20	43.75
Military	-	-	-	-	-
Socioeconomically Disadvantaged	782	657	84.02	15.98	54.34
Students Receiving Migrant Education Services	7	5	-	-	-
Students with Disabilities	647	515	79.6	20.4	38.25

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Star Math Student Groups	Star Math Total Enrollment	Star Math Number Tested	Star Math Percent Tested	Star Math Percent Not Tested	Star Math Percent At or Above Grade Level
All Students	6106	5456	89.35	10.65	67.16
Female	2987	2679	89.69	10.31	66.14
Male	3113	2773	89.08	10.92	68.16
American Indian or Alaska Native	13	11	84.62	15.38	27.27
Asian	1075	1006	93.58	6.42	91.15
Black or African American	41	37	90.24	9.76	32.43
Filipino	33	31	93.94	6.06	67.74
Hispanic or Latino	998	858	85.97	14.03	48.37
Native Hawaiian or Pacific Islander	7	6	-	-	-
Two or More Races	489	454	92.84	7.16	72.03
White	3423	3029	88.49	11.51	64.11
English Learners	262	197	75.19	24.81	34.52
Foster Youth	-	-	-	-	-
Homeless	20	14	70	30	21.43
Military	-	-	-	-	-
Socioeconomically Disadvantaged	782	662	84.65	15.35	38.67

Students Receiving Migrant Education Services	7	6	-	ITEM 11a-xii	-
Students with Disabilities	647	521	80.53	19.47	23.8

*At or above the grade-level standard in the context of the local assessment administered.

Pacific Trails Middle School

2021 School Accountability Report Card

ITEM 11a-xii



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	Pacific Trails Middle School
Street	5975 Village Center Loop Road
City, State, Zip	San Diego, CA 92130
Phone Number	858-509-1000
Principal	Mary Anne Nuskin
Email Address	maryanne.nuskin@sduhsd.net
School Website	https://pt.sduhsd.net/
County-District-School (CDS) Code	37-68346-0131649

2021-22 District Contact Information

District Name	San Dieguito Union High School District
Phone Number	(760) 753-6491
Superintendent	Dr. Cheryl James-Ward
Email Address	info@sduhsd.net
District Website Address	www.sduhsd.net

2021-22 School Overview

Vision Statement: We believe that together, we ignite the joy of learning to inspire confident, curious, and creative global citizens.

Core Values:

- We are flexible, evolving, collaborative, and creative
- We support innovative learning environments with integrated technology
- We promote connectedness
- We strive for continuous improvement
- We value partnerships with parents, local businesses, feeder elementary, and district high schools
- We embrace shared leadership

About this School

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2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	457
Grade 8	419
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Total Enrollment	876

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.20
Male	49.80
American Indian or Alaska Native	0
Asian	36.50
Black or African American	1.40
Filipino	1.50
Hispanic or Latino	10.30
Native Hawaiian or Pacific Islander	0.10
Two or More Races	7.60
White	41.60
English Learners	4.20
Foster Youth	0
Homeless	0.10
Migrant	0
Socioeconomically Disadvantaged	9.60
Students with Disabilities	8.10

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

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2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

We choose our textbooks from lists that have already been approved by state education officials.

Year and month in which the data were collected 10/2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Holt Literature and Language Arts 7,8 adopted 2003	Yes	0
Mathematics	SDUHSD developed math materials	Yes	0
Science	Lab-Aids Science Program, Grades 7 and 8, Adopted 2020	Yes	0
History-Social Science	U.S. History: Independence to 1914, Adopted 2006; World History: Medieval to Early Modern Times, Adopted 2006, History Alive!	Yes	0
Foreign Language	Realidades series, Adopted 2004; D'Accord series, Adopted 2020		
Health	SDUHSD Developed Curriculum		N/A
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

Pacific Trails Middle School on of the newest middle school in the San Dieguito Union High School District. Our school opened 2015-16 and is in excellent condition.

Year and month of the most recent FIT report 10/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			

School Facility Conditions and Planned Improvements ITEM 11a-xii

Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	876	855	97.6	2.4	82.92
Female	439	429	97.72	2.28	83.45
Male	435	425	97.7	2.3	82.35
Asian	315	311	98.73	1.27	90.03
Black or African American	12	12	100	0	41.67

Filipino	8	8		ITEM 11a-xii	
Hispanic or Latino	90	85	94.44	5.56	67.06
Native Hawaiian or Pacific Islander	1	1			
Two or More Races	72	71	98.61	1.39	80.28
White	363	353	97.25	2.75	82.15
English Learners	32	30	93.75	6.25	40
Homeless	2	2			
Socioeconomically Disadvantaged	87	79	90.8	9.2	55.7
Students with Disabilities	77	72	93.51	6.49	44.44

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	876	852	97.26	2.74	79.69
Female	439	427	97.27	2.73	77.75
Male	435	424	97.47	2.53	81.6
Asian	315	312	99.05	.95	95.83
Black or African American	12	11	91.67	8.33	18.18
Filipino	8	8			
Hispanic or Latino	90	85	94.44	5.56	56.47
Native Hawaiian or Pacific Islander	1	1			
Two or More Races	72	71	98.61	1.39	81.69
White	363	350	96.42	3.58	71.71
English Learners	32	30	93.75	6.25	73.33
Homeless	2	2			
Socioeconomically Disadvantaged	87	77	88.51	11.49	45.45
Students with Disabilities	77	73	94.81	5.19	34.25

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	67.22	N/A	58.03	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	426	418	98.12	1.88	67.22
Female	213	210	98.59	1.41	66.67
Male	213	208	97.65	2.35	67.79
American Indian or Alaska Native	-	-	-	-	-
Asian	151	151	100.00	0.00	80.13
Black or African American	-	-	-	-	-
Filipino	-	-	-	-	-
Hispanic or Latino	42	40	95.24	4.76	52.50
Native Hawaiian or Pacific Islander	-	-	-	-	-
Two or More Races	41	41	100	0	75.61
White	177	172	97.18	2.82	59.88
English Learners	14	13	92.86	7.14	23.08
Foster Youth	-	-	-	-	-
Homeless	-	-	-	-	-
Military	40	39	97.50	2.50	48.72
Socioeconomically Disadvantaged	46	43	93.48	6.52	25.58
Students Receiving Migrant Education Services	-	-	-	-	-
Students with Disabilities	37	32	86.49	13.51	18.75

B. Pupil Outcomes**State Priority: Other Pupil Outcomes** ITEM 11a-xii

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement**State Priority: Parental Involvement**

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

There are many opportunities for parents to be involved in school activities at Pacific Trails Middle School. Membership in the Parent Teacher Student Association (PTSA) is open at the start of the school year. Parents, teachers, and students are invited to join. The PTSA meets monthly to support the vision of the school and all students. Anyone can attend general meetings held at Pacific Trails Middle School (see school calendar for dates). Parents who would like to be involved should contact the PTSA at vpmembership@pacifictailspts.org.

The English Learner Advisory Committee (ELAC) meets quarterly to discuss and develop school-wide needs and support parents of English language learners. All parents of English language learners are invited to attend. The meeting schedule is posted on the school calendar.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	899	894	30	3.4
Female	448	445	12	2.7
Male	450	448	18	4.0
American Indian or Alaska Native	322	322	2	0.6
Asian	-	-	-	-
Black or African American	14	14	1	7.1
Filipino	13	13	1	7.7
Hispanic or Latino	95	91	11	12.1
Native Hawaiian or Pacific Islander	-	-	-	-
Two or More Races	68	67	0	0
White	372	372	14	3.8
English Learners	39	38	2	5.3
Foster Youth	-	-	-	-
Homeless	-	-	-	-
Socioeconomically Disadvantaged	92	92	11	12.0
Students Receiving Migrant Education Services	-	-	-	-
Students with Disabilities	80	80	13	16.3

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

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Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	1.47	0.44	1.80	0.38	3.47	.02
Expulsions	0.13	0	0.03	0	.08	0

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.24	1.47	2.45
Expulsions	0	.01	.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.44	0
Female	0.22	0
Male	0.67	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.08	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	1.09	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	5	0

2021-22 School Safety Plan

Pacific Trails Middle School has a comprehensive school safety plan, which is reviewed at the start of each academic year. This year's plan was approved by the School Site Council in September. The plan outlines provisions for handling natural and man-made crisis situations, including procedures for personal safety and security, ways to ensure smooth administrative control of operations during a crisis, procedures to establish a clear, effective communications system, and guidelines for public safety agent involvement. All school staff are familiar with the contents of the plan and all students are familiar with emergency procedures as they relate to fire, earthquake, and lockdown.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	32.00	1	8	13
Mathematics	31.00	2	10	11
Science	32.00		8	14
Social Science	32.00		8	14

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	33.00	2	4	20
Mathematics	32.00	1	13	12
Science	30.00	2	15	10
Social Science	31.00	1	13	12

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	32.00	2	11	16
Mathematics	30.00	1	17	12
Science	30.00	2	11	16
Social Science	34.00	2	14	13

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2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	673.8

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.30
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.20
Social Worker	0
Speech/Language/Hearing Specialist	0.40
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,095	\$335	\$5,760	\$93,360
District	N/A	N/A	\$6,087	\$95,442
Percent Difference - School Site and District	N/A	N/A	-5.5	-2.2
State			\$8,444	\$92,222
Percent Difference - School Site and State	N/A	N/A	-37.8	1.2

2020-21 Types of Services Funded

SDUHSD uses state, federal, grant, and local funds to provide a broad course of study at all schools in all required subject areas, including math, social science, science, visual and performing arts, health, and physical education, as well as intervention courses, Advanced Placement (AP) and Honors courses, specialized programs for students who qualify for Special Education, Integrated and Designated English Language Development Programs for English Learners, and Career Technical Education (CTE) courses and pathways.

SDUHSD schools offer services and supports for all students including; Student Support Specialists, School Counselors, School Psychologists, English Learner Lead Teachers, Case Managers, Special Education Program Supervisors, and Special Education Service Providers.

In addition to Local Control Funding Formula (LCFF) state funding, SDUHSD receives state and federal funding for the following categorical and specialized programs:

- Title II (Supporting Effective Instruction, Professional Development),
- Title III (Language Instruction for English Learners (EL))
- Title VI (Student Support and Academic Enrichment)
- Career Technical Education Incentive Grant

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	64557.00	54687.00
Mid-Range Teacher Salary	107956.00	92222.00
Highest Teacher Salary	132169.00	114208.00
Average Principal Salary (Elementary)	0.00	143647.00
Average Principal Salary (Middle)	162117.00	145785.00
Average Principal Salary (High)	175482.00	162322.00
Superintendent Salary	270746.00	258950.00
Percent of Budget for Teacher Salaries	40.00	32.00
Percent of Budget for Administrative Salaries	6.00	5.00

Professional Development

The bell schedule at Pacific Trails Middle School supports regular teacher collaboration time and professional development. Approximately 16 Mondays are scheduled as a "late start," which supports all teachers working closely with their professional learning community (PLC) to monitor and support student achievement. All departments have essential learning objectives and common formative assessments. While working in their PLC, teachers focus on student assessment data and continuous improvement. This allows for an opportunity to share best instructional practices and discuss appropriate reteaching, interventions, and enrichment opportunities. Our professional development focus is in alignment with our Site Plan for Student Achievement (SPSA) goals: Goal 1: Maintain a campus that supports student connectedness and overall student safety. Goal 2: Annual increase in student achievement for all students in English Language Arts (ELA) with focus on accelerating student learning outcomes for targeted subgroups including English Learners, socioeconomically disadvantaged students, and students with disabilities. Goal 3: Annual increase in student achievement for all students in math with a focus on accelerating student learning outcomes for targeted subgroups including English Learners, socioeconomically disadvantaged students, and students with disabilities.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Local Accountability Report Card (LARC) Addendum

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2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	San Dieguito Union High School District
Phone Number	(760) 753-6491
Superintendent	Dr. Cheryl James-Ward
Email Address	info@sduhsd.net
District Website Address	www.sduhsd.net

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	6099	20	0.33	99.67	50.00
Female	2988	5	0.17	99.83	-
Male	3107	15	0.48	99.52	46.67
American Indian or Alaska Native	13	0	0	100	--
Asian	1078	2	0.19	99.81	--
Black or African American	44	0	0	100	--
Filipino	32	0	0	100	--
Hispanic or Latino	1002	5	0.5	99.5	--
Native Hawaiian or Pacific Islander	-	-	-	-	--
Two or More Races	516	1	0.19	99.81	--
White	3407	12	0.35	99.65	58.33
English Learners	260	1	0.38	99.62	--
Foster Youth	-	-	-	-	--
Homeless	-	-	-	-	--
Military	408	0	0	100	--
Socioeconomically Disadvantaged	789	3	0.38	99.62	--
Students Receiving Migrant Education Services	-	-	-	-	-
Students with Disabilities	638	8	1.25	98.75	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	6099	12	0.20	99.80	25.00
Female	2988	4	0.13	99.87	--
Male	3107	8	0.26	99.74	--
American Indian or Alaska Native	13	0	0	100	--
Asian	1078	1	0.09	99.91	--
Black or African American	44	0	0.00	100.00	--
Filipino	32	0	0	100	--
Hispanic or Latino	1002	1	.01	99.9	--
Native Hawaiian or Pacific Islander	-	-	-	-	--
Two or More Races	516	1	0.19	99.81	--
White	3407	9	0.26	99.74	--
English Learners	260	1	0.38	99.62	--
Foster Youth	-	-	-	-	-
Homeless	-	-	-	-	-
Military	408	0	0	100	--
Socioeconomically Disadvantaged	789	1	.013	99.87	--
Students Receiving Migrant Education Services	-	-	-	-	--
Students with Disabilities	638	7	1.10	98.90	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Star Reading Student Groups	Star Reading Total Enrollment	Star Reading Number Tested	Star Reading Percent Tested	Star Reading Percent Not Tested	Star Reading Percent At or Above Grade Level
All Students	6106	5133	84.06	15.94	77.26
Female	2987	2506	83.9	16.1	80.53
Male	3113	2625	84.32	15.68	74.13
American Indian or Alaska Native	13	11	84.62	15.38	63.64

Asian	1075	860	80	ITEM 11a-xii 87.21	
Black or African American	41	37	90.24	9.76	56.76
Filipino	33	26	78.79	21.21	84.62
Hispanic or Latino	998	845	84.67	15.33	59.53
Native Hawaiian or Pacific Islander	7	5	-	-	-
Two or More Races	489	412	84.25	15.75	81.31
White	3423	2912	85.07	14.93	79.09
English Learners	262	208	79.39	20.61	16.35
Foster Youth	1	1	-	-	-
Homeless	20	16	80	20	43.75
Military	-	-	-	-	-
Socioeconomically Disadvantaged	782	657	84.02	15.98	54.34
Students Receiving Migrant Education Services	7	5	-	-	-
Students with Disabilities	647	515	79.6	20.4	38.25

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Star Math Student Groups	Star Math Total Enrollment	Star Math Number Tested	Star Math Percent Tested	Star Math Percent Not Tested	Star Math Percent At or Above Grade Level
All Students	6106	5456	89.35	10.65	67.16
Female	2987	2679	89.69	10.31	66.14
Male	3113	2773	89.08	10.92	68.16
American Indian or Alaska Native	13	11	84.62	15.38	27.27
Asian	1075	1006	93.58	6.42	91.15
Black or African American	41	37	90.24	9.76	32.43
Filipino	33	31	93.94	6.06	67.74
Hispanic or Latino	998	858	85.97	14.03	48.37
Native Hawaiian or Pacific Islander	7	6	-	-	-
Two or More Races	489	454	92.84	7.16	72.03
White	3423	3029	88.49	11.51	64.11
English Learners	262	197	75.19	24.81	34.52
Foster Youth	-	-	-	-	-
Homeless	20	14	70	30	21.43
Military	-	-	-	-	-
Socioeconomically Disadvantaged	782	662	84.65	15.35	38.67

Students Receiving Migrant Education Services	7	6	-	ITEM 11a-xii	-
Students with Disabilities	647	521	80.53	19.47	23.8

*At or above the grade-level standard in the context of the local assessment administered.

San Dieguito High School Academy

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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2021-22 School Contact Information

School Name	San Dieguito High School Academy
Street	800 Santa Fe Drive
City, State, Zip	Encinitas, CA 92024
Phone Number	760-753-1121
Principal	Adam Camacho
Email Address	adam.camacho@sduhsd.net
School Website	https://sd.sduhsd.net/
County-District-School (CDS) Code	37-68346-3737418

2021-22 District Contact Information

District Name	San Dieguito Union High School District
Phone Number	(760) 753-6491
Superintendent	Dr. Cheryl James-Ward
Email Address	info@sduhsd.net
District Website Address	www.sduhsd.net

2021-22 School Overview

San Dieguito High School Academy is a learning community which nurtures the individual, promotes academic rigor, provides varied opportunities for success, values excellence, and celebrates creative expression.

San Dieguito H.S. Academy is a school of choice for students in the San Dieguito Union High School District. We offer our students a challenging and relevant curriculum that is delivered by a caring and passionate staff on a flexible (4x4) schedule, enhanced by adult-student connection opportunities through homeroom period and other campus activities. Students have access to a variety of courses including Advanced Placement (AP), honors, CTE Pathways, and college prep, along with an assortment of electives. SDA received received a 6-year accreditation following our February 2019 visit from the Western Association of Schools and Colleges.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	540
Grade 10	576
Grade 11	470
Grade 12	473
Total Enrollment	2059

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.10
Male	51.80
American Indian or Alaska Native	0.30
Asian	4.00
Black or African American	0.40
Filipino	0.70
Hispanic or Latino	22.00
Native Hawaiian or Pacific Islander	0.10
Two or More Races	4.70
White	67.80
English Learners	3.30
Foster Youth	0.00
Homeless	0.50
Migrant	0.30
Socioeconomically Disadvantaged	16.50
Students with Disabilities	10.90

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

We choose our textbooks from lists that have already been approved by state education officials.

Year and month in which the data were collected

10/2021

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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Language of Literature, adopted 2003	Yes	0
Mathematics	Ongoing SDUHSD developed curriculum for Integrated Math 1-3 and Introduction to Calculus.	Yes	0
Science	Experience Biology: The Living Earth, Adopted 2021; Modern Chemistry, Adopted 2007; Physics: A World View, Adopted 2007; Modern Earth Science, Adopted 2007	Yes	0
History-Social Science	Economics: Principles and Practice, Adopted 2006; U.S. Government: Democracy in Action, Adopted 2006; U.S. History: The Americans: Reconstruction through the 21st Century, Adopted 2006; Modern World History: Patterns of Interaction, Adopted 2006	Yes	0
Foreign Language	Realidades series, Adopted 2004; D'Accord series, Adopted 2020; Genki series, Adopted 2004; Signing Naturally, Adopted 2004	Yes	0
Health	Edgenuity online Health course		N/A
Visual and Performing Arts	N/A		
Science Laboratory Equipment (grades 9-12)		Yes	0

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report				10/2021
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	470	293	62.34	37.66	69.97
Female	228	141	61.84	38.16	74.47
Male	241	152	63.07	36.93	65.79
American Indian or Alaska Native	2	1			
Asian	18	8			

Black or African American	2	1		ITEM 11a-xii	
Filipino	4	4			
Hispanic or Latino	111	82	73.87	26.13	51.22
Two or More Races	24	14	58.33	41.67	85.71
White	309	183	59.22	40.78	75.96
English Learners	9	6			
Homeless	3	3			
Socioeconomically Disadvantaged	87	64	73.56	26.44	51.56
Students with Disabilities	44	29	65.91	34.09	20.69

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	470	349	39.54	25.74	39.54
Female	228	161	70.61	29.39	38.51
Male	241	187	77.59	22.41	40.64
American Indian or Alaska Native	2	1			
Asian	18	13	72.22	27.78	61.54
Black or African American	2	2			
Filipino	4	4			
Hispanic or Latino	111	92	82.88	17.12	26.09
Two or More Races	24	17	70.83	29.17	47.06
White	309	220	71.2	28.8	43.64
English Learners	9	6			
Homeless	3	3			
Socioeconomically Disadvantaged	87	67	77.01	22.99	20.9
Students with Disabilities	44	30	68.18	31.82	0

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A		N/A	48.63	N/A	

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	905	696	76.91	23.09	48.63
Female	419	315	75.18	24.82	48.88
Male	484	379	78.31	21.69	48.41
American Indian or Alaska Native	--	--	--	--	--
Asian	40	34	85.00	15.00	55.88
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	191	146	76.44	23.56	28.97
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	43	35	81.40	18.60	54.29
White	617	470	76.18	23.82	53.63
English Learners	11	7	63.64	36.36	--
Foster Youth	0	0	0	0	0
Homeless					
Military	54	41	75.93	24.07	26.83
Socioeconomically Disadvantaged	161	116	72.05	27.95	30.17
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	86	59	68.60	31.40	16.07

2020-21 Career Technical Education Programs

Career Technical Education (CTE) in the SDUHSD is a program of study involving a sequence of courses within an industry pathway that integrates core academic knowledge with technical skills. The career pathways are organized within 15 state-defined industry sectors, which have been identified as critical for the fiscal stability and prosperity of the State of California. Students complete a career pathway by taking and passing courses in a single, defined pathway. All CTE pathway courses include student work-based learning opportunities. SDUHSD CTE courses fulfill the “a–g” subject-area requirements of the University of California and the California State University and may lead to community college credit, an industry-recognized credential, a certificate, or a degree at the postsecondary level. SDA offers courses in the following 9 CTE pathways: Building & Construction Trades, Engineering & Architecture, Arts, Media and Entertainment, Hospitality, Tourism and Recreation, Arts, Media and Entertainment, Manufacturing and Product, Development, Manufacturing and Product, Development, Information and, Communication, Technologies and Transportation. For a full list of courses and CTE advisory committee info visit the district website at www.sduhsd.net.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1002
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	55.10
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	84.00

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	99.71
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	79.19

B. Pupil Outcomes

State Priority: Other Pupil Outcomes ITEM 11a-xii

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

We work collaboratively with parents and encourage them to participate as active partners in their children's academic and extracurricular school experiences. Communication is disseminated to SDA's parent community in both English and Spanish. We have many parent volunteers, and more than a third of our students' families have joined our foundation. Parents are also highly involved in our Music Council, School Site Council (SSC), Athletic Council, Theater Council, and Academic Council. The SDA Foundation is also an integral part of the school and helps fundraise and provide grants for teachers and the school. Monthly meetings between Admin and the Foundation occur and they help guide us with parent feedback also. We have over 25 parents who help with our Robotics Team. Our school Web site provides an abundance of information on how parents can be involved in their children's education, including many important resources that are translated into Spanish. Parents are invited to attend monthly open forums with the principal, entitled Coffee with the Principal and it is held online. We inform parents via weekly emails, all-call alerts, weekly bulletin, Facebook, Twitter, Instagram and parent newsletter to keep them updated on school activities and opportunities for their involvement.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	1.30	1.20	0.90	3.30	2.40	1.50	9.00	8.90	9.40
Graduation Rate	98.10	97.90	97.90	94.60	95.80	96.00	84.50	84.20	83.60

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	469	459	97.9
Female	210	206	98.1
Male	258	252	97.7
American Indian or Alaska Native	24	24	100.0
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	87	82	94.3
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	21	21	100.0
White	330	326	98.8
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	102	--	--
Students Receiving Migrant Education Services	--	96	94.1
Students with Disabilities	53	49	92.5

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2091	2071	205	9.9
Female	999	992	94	9.5
Male	1089	1076	111	10.3
American Indian or Alaska Native	85	83	2	2.4
Asian	7	7	1	14.3
Black or African American	9	9	1	11.1
Filipino	15	15	0	0.0
Hispanic or Latino	461	457	67	14.7
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	94	94	5	5.3
White	1418	1404	128	9.1
English Learners	67	67	18	26.9
Foster Youth	0	0	0	0.0
Homeless	14	14	5	35.7
Socioeconomically Disadvantaged	363	360	73	20.3
Students Receiving Migrant Education Services	6	6	3	50.0
Students with Disabilities	254	245	62	25.3

C. Engagement**State Priority: School Climate**

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

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Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	3.17	0.10	1.80	0.38	3.47	0.20
Expulsions	0.00	0.00	0.03	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.52	1.47	2.45
Expulsions	0.00	0.01	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.1	0
Female	0	0
Male	0.18	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0.14	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0.39	0

2021-22 School Safety Plan

Our school safety plan is updated yearly before the start of the school year and approved by the School Site Council in the Fall Term. In Fall 2021-22, all emergency response kits were reviewed for content and the CSSP was reviewed in detail with all staff, parents, and emergency response teams. All students viewed an emergency response presentation in Homeroom and all staff and students at SDA participate in fire, lockdown, and earthquake drills in timely accordance with California state requirements. Site administration hosts monthly safety meetings with stakeholder representatives. The staff monitors parking lots, hallways, common areas, and the lunch area throughout the day before and after school and during lunch and passing periods. All visitors must check in at the office with a valid I.D. using the Raptor System, and must wear a visitor's pass while on school grounds. Our campus supervisors monitor our campus, common areas, and parking lots throughout the day, particularly before school, after school, during passing periods, and lunch. In a working partnership with the Sheriff's department, parents and students take part in a program entitled Start Smart, designed to educate new drivers. In 2021-22, SDA will host an e-bike safety event to support safe access to and from campus.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	34	1	7	26
Mathematics	34	2	10	20
Science	33	0		14
Social Science	38	0	3	26

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	32	9	5	22
Mathematics	35	3	6	25
Science	34	0	7	18
Social Science	28	9	5	23

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	36	6	4	26
Mathematics	35	3	6	26
Science	37	0	4	21
Social Science	36	1	2	28

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	588.3

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3,50
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	1
Speech/Language/Hearing Specialist	0.60
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,190	\$891	\$6,299	\$92,377
District	N/A	N/A	\$6,087	108201.00
Percent Difference - School Site and District	N/A	N/A	3.4	-15.8
State			8443.83	92222.00
Percent Difference - School Site and State	N/A	N/A	-29.1	0.2

2020-21 Types of Services Funded

SDUHSD uses state, federal, grant, and local funds to provide a broad course of study at all schools in all required subject areas, including math, social science, science, visual and performing arts, health, and physical education, as well as intervention courses, Advanced Placement (AP) and Honors courses, specialized programs for students who qualify for Special Education, Integrated and Designated English Language Development Programs for English Learners, and Career Technical Education (CTE) courses and pathways.

SDUHSD schools offer services and supports for all students including; Student Support Specialists, School Counselors, Student Support Facilitators, School Psychologists, English Learner Lead Teachers, Intervention Coordinators (Math & English), Case Managers, Special Education Program Supervisors, and Special Education Service Providers. In addition to Local Control Funding Formula (LCFF) state funding, SDUHSD receives state and federal funding for the following categorical and specialized programs:

- Title II (Supporting Effective Instruction, Professional Development),
- Title III (Language Instruction for English Learners (EL))
- Title VI (Student Support and Academic Enrichment)
- Career Technical Education Incentive Grant
- One-time AB86 Funding

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2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	64557.00	54687.00
Mid-Range Teacher Salary	107956.00	92222.00
Highest Teacher Salary	132169.00	114208.00
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	162117.00	145785.00
Average Principal Salary (High)	175482.00	162322.00
Superintendent Salary	270746.00	258950.00
Percent of Budget for Teacher Salaries	40.00	32.00
Percent of Budget for Administrative Salaries	6.00	5.00

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	38.7
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	1
English	7
Fine and Performing Arts	7
Foreign Language	1
Mathematics	6
Science	3
Social Science	16
Total AP Courses Offered	41

Professional Development

Our teachers collaborate frequently in department, course-alike, and faculty meetings. We provide bimonthly late-start days throughout the school year, which provides the staff additional collaboration time and the opportunity to meet in Professional Learning Communities (PLC's). Our biweekly hour lunches are used for staff and department meetings. During these days, staff members have the opportunity to discuss instruction, assessments, curricular issues, and student support. In addition, each department meets quarterly for planning purposes.

SDUHSD provides opportunities for departments at all sites across the district to collaborate at a neutral site four times per year, to foster connectedness, align departmental visions for course essential learning outcomes, promote vertical alignment, and discuss best practices. Professional Development has been critical to our successful transition to distance learning due to COVID-19.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement			

Local Accountability Report Card (LARC) Addendum

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2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	San Dieguito Union High School District
Phone Number	(760) 753-6491
Superintendent	Dr. Cheryl James-Ward
Email Address	info@sduhsd.net
District Website Address	www.sduhsd.net

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	6099	20	0.33	99.67	50.00
Female	2988	5	0.17	99.83	-
Male	3107	15	0.48	99.52	46.67
American Indian or Alaska Native	13	0	0	100	--
Asian	1078	2	0.19	99.81	--
Black or African American	44	0	0	100	--
Filipino	32	0	0	100	--
Hispanic or Latino	1002	5	0.5	99.5	--
Native Hawaiian or Pacific Islander	-	-	-	-	--
Two or More Races	516	1	0.19	99.81	--
White	3407	12	0.35	99.65	58.33
English Learners	260	1	0.38	99.62	--
Foster Youth	-	-	-	-	--
Homeless	-	-	-	-	--
Military	408	0	0	100	--
Socioeconomically Disadvantaged	789	3	0.38	99.62	--
Students Receiving Migrant Education Services	-	-	-	-	-
Students with Disabilities	638	8	1.25	98.75	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	6099	12	0.20	99.80	25.00
Female	2988	4	0.13	99.87	--
Male	3107	8	0.26	99.74	--
American Indian or Alaska Native	13	0	0	100	--
Asian	1078	1	0.09	99.91	--
Black or African American	44	0	0.00	100.00	--
Filipino	32	0	0	100	--
Hispanic or Latino	1002	1	.01	99.9	--
Native Hawaiian or Pacific Islander	-	-	-	-	--
Two or More Races	516	1	0.19	99.81	--
White	3407	9	0.26	99.74	--
English Learners	260	1	0.38	99.62	--
Foster Youth	-	-	-	-	-
Homeless	-	-	-	-	-
Military	408	0	0	100	--
Socioeconomically Disadvantaged	789	1	.013	99.87	--
Students Receiving Migrant Education Services	-	-	-	-	--
Students with Disabilities	638	7	1.10	98.90	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Star Reading Student Groups	Star Reading Total Enrollment	Star Reading Number Tested	Star Reading Percent Tested	Star Reading Percent Not Tested	Star Reading Percent At or Above Grade Level
All Students	6106	5133	84.06	15.94	77.26
Female	2987	2506	83.9	16.1	80.53
Male	3113	2625	84.32	15.68	74.13
American Indian or Alaska Native	13	11	84.62	15.38	63.64

Asian	1075	860	80	ITEM 11a-xii 87.21	
Black or African American	41	37	90.24	9.76	56.76
Filipino	33	26	78.79	21.21	84.62
Hispanic or Latino	998	845	84.67	15.33	59.53
Native Hawaiian or Pacific Islander	7	5	-	-	-
Two or More Races	489	412	84.25	15.75	81.31
White	3423	2912	85.07	14.93	79.09
English Learners	262	208	79.39	20.61	16.35
Foster Youth	1	1	-	-	-
Homeless	20	16	80	20	43.75
Military	-	-	-	-	-
Socioeconomically Disadvantaged	782	657	84.02	15.98	54.34
Students Receiving Migrant Education Services	7	5	-	-	-
Students with Disabilities	647	515	79.6	20.4	38.25

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Star Math Student Groups	Star Math Total Enrollment	Star Math Number Tested	Star Math Percent Tested	Star Math Percent Not Tested	Star Math Percent At or Above Grade Level
All Students	6106	5456	89.35	10.65	67.16
Female	2987	2679	89.69	10.31	66.14
Male	3113	2773	89.08	10.92	68.16
American Indian or Alaska Native	13	11	84.62	15.38	27.27
Asian	1075	1006	93.58	6.42	91.15
Black or African American	41	37	90.24	9.76	32.43
Filipino	33	31	93.94	6.06	67.74
Hispanic or Latino	998	858	85.97	14.03	48.37
Native Hawaiian or Pacific Islander	7	6	-	-	-
Two or More Races	489	454	92.84	7.16	72.03
White	3423	3029	88.49	11.51	64.11
English Learners	262	197	75.19	24.81	34.52
Foster Youth	-	-	-	-	-
Homeless	20	14	70	30	21.43
Military	-	-	-	-	-
Socioeconomically Disadvantaged	782	662	84.65	15.35	38.67

Students Receiving Migrant Education Services	7	6	-	ITEM 11a-xii	-
Students with Disabilities	647	521	80.53	19.47	23.8

*At or above the grade-level standard in the context of the local assessment administered.

Sunset High School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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2021-22 School Contact Information

School Name	Sunset High School
Street	684 Requeza Street
City, State, Zip	Encinitas, CA 92024
Phone Number	760-753-3860
Principal	Rick Ayala
Email Address	rick.ayala@sduhsd.net
School Website	https://ss.sduhsd.net/
County-District-School (CDS) Code	37-68346-3737384

2021-22 District Contact Information

District Name	San Dieguito Union High School District
Phone Number	(760) 753-6491
Superintendent	Dr. Cheryl James-Ward
Email Address	info@sduhsd.net
District Website Address	www.sduhsd.net

2021-22 School Overview

Sunset High School is the alternative high school in the San Dieguito Union High School District. Sunset earned full accreditation by the Western Association of Schools and Colleges (WASC) during the 2014-15 school year. Sunset is designed to give extensive help to students in need of flexibility and individualized attention. Students who graduate from Sunset can meet the same graduation requirements as those at the four comprehensive high schools in the district to earn a standard high school diploma. There is an alternative track for credit-deficient students that requires less credits and mirrors adult education high school diploma requirements at neighboring community colleges. Sunset also offers the HiSET graduation equivalency exam to its students. Sunset prides itself on the continual focus on growth and learning, not only academically but emotionally and socially. Our school is very student-centered with an emphasis on "Respect and Responsibility" and on helping students to recognize their own potential. An advisor system is at the core of the school whereby all teachers serve as advisors to a group of approximately fifteen to twenty students with whom they have regular contact. This establishes an immediate connection to the school and helps students to be more aware and accountable for their progress, attendance, and behavior. Our goals for our students are represented in Sunset's Expected School-wide Learning Results (ESLRs) where the focus is on creating self-directed learners, effective communicators, critical thinkers, responsible citizens and resilient individuals. We do this through our curriculum, through our instruction, and through our individual relationships. Our goal is to empower students. We learn, grow, and improve alongside our students.

Sunset High School Mission: To give all students the opportunity to complete high school through a variety of program options while providing a small, safe, accepting, and supportive learning environment.

Sunset High School Vision: To be the leader of SDUHSD's alternative education options, by continuing to develop innovative ways to teach and engage students as we prepare them to succeed in and contribute to an ever-changing world.

Expected Schoolwide Learning Results (ESLRs)
Sunset High School Prepares its graduates to be:

1) Self-Directed Learners Who

- Reflect on and take responsibility for their academic and personal growth.
- Develop and use effective strategies to overcome obstacles and aid in their social and academic development.

2021-22 School Overview

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- Apply technology to enhance learning and growth.
- 2) Effective Communicators Who
- Exhibit interpersonal interaction skills.
 - Use self-expression to explore ideas and emotions.
 - Are capable of advocating for themselves.
- 3) Critical Thinkers Who
- Engage in problem-solving and decision-making.
 - Employ and develop media literacy.
 - Integrate knowledge, skills and procedures into a cohesive plan in order to solve unrehearsed problems.
- 4) Responsible Citizens Who
- Respect and appreciate individuality and diversity of people and cultures.
 - Appreciate the value of awareness and contribution to the global community.
 - Successfully transition from high school prepared with a plan for the future.
- 5) Resilient Individuals Who
- Value and strive for mental, emotional and physical well-being.
 - Demonstrate adaptability in the face of obstacles.
 - Accept responsibility for their actions.

The Expected School-Wide Learning Results were revised in the 2012-2013 school year with input from the entire staff and administration at Sunset High School. While many of the ESLRs were still relevant, some were changed to reflect the growing use of technology and the shift to the Common Core Standards. In addition, the focus on global communities and the need for our students to understand their place in the world factored into the revisions. The ESLRs were reviewed again during the 2020-21 and 2021-22 school years and determined to still be appropriate.

About this School**2020-21 Student Enrollment by Grade Level**

Grade Level	Number of Students
Grade 9	1
Grade 10	5
Grade 11	18
Grade 12	54
Total Enrollment	78

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	41.00
Male	59.00
American Indian or Alaska Native	2.60
Asian	7.70
Black or African American	1.30
Filipino	0.00
Hispanic or Latino	30.80
Native Hawaiian or Pacific Islander	0.00
Two or More Races	6.40
White	51.30
English Learners	3.80
Foster Youth	0.00
Homeless	3.80
Migrant	0.00
Socioeconomically Disadvantaged	26.90
Students with Disabilities	25.60

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

We choose our textbooks from lists that have already been approved by California state education officials.

Year and month in which the data were collected

10/2021

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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Language of Literature, adopted 2003	Yes	0
Mathematics	Ongoing SDUHSD developed curriculum for Integrated Math 1-3 and Introduction to Calculus.	Yes	0
Science	Experience Biology: The Living Earth, Adopted 2021; Modern Chemistry, Adopted 2007; Physics: A World View, Adopted 2007; Modern Earth Science, Adopted 2007	Yes	0
History-Social Science	Economics: Principles and Practice, Adopted 2006; U.S. Government: Democracy in Action, Adopted 2006; U.S. History: The Americans: Reconstruction through the 21st Century, Adopted 2006; Modern World History: Patterns of Interaction, Adopted 2006	Yes	0
Foreign Language	Realidades series, Adopted 2004; D'Accord series, Adopted 2004; Genki series, Adopted 2004; Signing Naturally, Adopted 2004	Yes	0
Health	Edgenuity online Health course		N/A
Visual and Performing Arts	N/A		0
Science Laboratory Equipment (grades 9-12)		Yes	0

School Facility Conditions and Planned Improvements

Prior to the 2019-20 school year, Sunset was housed in portable classrooms for decades. During the 2019-20 school year, Sunset was temporarily housed at the northwest corner of San Dieguito High School Academy's campus as construction was completed on our new state-of-the-art facility on the same site. The new facility opened in August of 2020 and has received rave reviews. Sunset's campus is very clean and students take pride in their school. This is shown by clean lunch tables after break, and very little, if any, trash. Classrooms are very well maintained by the students, staff members, and night custodians. Our campus is a pleasant and safe place to attend school. Students are very aware of our motto ("Respect and Responsibility"), and as a result Sunset is free of trash and graffiti. Every year the principal meets with district personnel to create a plan for the following year's facilities requests. This plan allows for yearly updates that are most critical for our site.

Year and month of the most recent FIT report 10/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Conditions and Planned Improvements

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External:

Playground/School Grounds, Windows/
Doors/Gates/Fences

X

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes**State Priority: Pupil Achievement**

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	47	14	29.79	70.21	64.29
Female	22	4	18.18	81.82	--
Male	25	10	40.00	60.00	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races					
White	25	7	28.00	72.00	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless					
Military	--	--	--	--	--
Socioeconomically Disadvantaged	11	3	27.27	72.73	--
Students Receiving Migrant Education Services					
Students with Disabilities					

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	47	5	10.64	89.36	--
Female	22	3	13.64	86.36	--
Male	25	2	8.00	92.00	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	25	3	12.00	88.00	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	11	1	9.09	90.91	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	17	12	70.59	29.41	66.67
Female	11	7			
Male	6	5			
Black or African American	1	1			
Hispanic or Latino	1	1			

Two or More Races	3	1			ITEM 11a-xii
White	11	9			
English Learners	1	1			
Socioeconomically Disadvantaged	4	2			
Students with Disabilities	4	4			

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	17	9			
Female	11	7			
Male	6	2			
Black or African American	1	1			
Two or More Races	3	1			
White	11	7			
Socioeconomically Disadvantaged	4	2			
Students with Disabilities	4	3			

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	29.73	N/A	58.03	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	101	37	36.63	63.37	29.73
Female	40	14	35.00	65.00	57.14
Male	61	23	37.70	62.30	13.04
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	26	8	30.77	69.23	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	53	16	30.19	69.81	31.25
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless					
Military	--	--	--	--	--
Socioeconomically Disadvantaged	31	11	35.48	64.52	18.18
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	5	31.25	68.75	--

2020-21 Career Technical Education Programs

Career Technical Education (CTE) in the SDUHSD is a program of study involving a sequence of courses within an industry pathway that integrates core academic knowledge with technical skills. The career pathways are organized within 15 state-defined industry sectors, which have been identified as critical for the fiscal stability and prosperity of the State of California. Students complete a career pathway by taking and passing courses in a single, defined pathway. All CTE pathway courses include student work based learning opportunities. SDUHSD CTE courses fulfill the "a-g" subject-area requirements of the University of California and the California State University and may lead to community college credit, an industry-recognized credential, a certificate, or a degree at the postsecondary level.

Sunset High School offers 1 CTE pathway course in the following industry sectors: Culinary Arts. A new culinary classroom was included in the design of the new campus that opened in August of 2020.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	6
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	100.00
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	13.16

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

At Sunset High School, we support parent involvement and try to encourage it in many ways. As a result of Sunset's small population, a sense of community and family is easily cultivated among students, parents, staff and teachers. Parents are required to accompany their student to meet with the principal prior to enrollment. This allows the principal to know all of

2021-22 Opportunities for Parental Involvement

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Sunset's students and parents. During this meeting, parents learn about the school and become involved in decisions about their student's education. Parents attend an Open House in the Fall and there is a Parent Conference Week in the Fall and Spring. These events provide parents with an opportunity to come visit the teachers and staff at Sunset High School in a casual, friendly atmosphere. Parents are invited to campus when their student receives an award at the periodic Sunset Standout Awards Ceremony. Parents are also invited to attend our Annual Awards Night at the end of the school year. Teachers communicate regularly with parents via telephone, email, and face-to-face meetings. Parents are invited to Coffee with the Principal on various mornings to learn about campus activities. Parents also represent Sunset on various site and district-level committees. Sunset's graduation is personal and unique. It is a time where parents are able to hear teachers give speeches about all of our graduates and it is a special culmination of their time at Sunset. Sunset sends out emails, all-calls and has a school website and Facebook page to inform parents of upcoming events and happenings on campus. The contact person for parent involvement is our principal, Rick Ayala, and he can be reached at (760) 753-3860, extension 5601.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	37.00	35.60	14.70	3.30	2.40	1.5	9.00	8.90	9.40
Graduation Rate	47.90	50.80	47.10	94.60	95.80	96.00	84.50	84.20	83.60

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	68	32	47.1
Female			
Male			
American Indian or Alaska Native			
Asian			
Black or African American			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander	0	0	0
Two or More Races	--	--	--
White	36	16	44.4

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English Learners			
Foster Youth			
Homeless			
Socioeconomically Disadvantaged	34	0	0
Students Receiving Migrant Education Services	0	13	38.2
Students with Disabilities	20	6	30.0

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	161	151	90	59.6
Female	57	51	24	47.1
Male	104	100	66	66.0
American Indian or Alaska Native	11	11	8	72.7
Asian	5	4	2	50.0
Black or African American	2	2	1	50.0
Filipino	1	1	0	0.0
Hispanic or Latino	39	38	26	68.4
Native Hawaiian or Pacific Islander	11	0	0	0.0
Two or More Races	92	9	3	33.3
White	92	86	50	58.1
English Learners	3	3	2	66.7
Foster Youth	0	0	0	0.0
Homeless	5	4	3	75.0
Socioeconomically Disadvantaged	42	37	28	75.7
Students Receiving Migrant Education Services	0	0	0	0
Students with Disabilities	33	32	23	71.9

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

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Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	5.39	0.62	1.80	0.38	3.47	0.20
Expulsions	0.49	0.00	0.03	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.92	1.47	2.45
Expulsions	0.6	0.01	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.62	0
Female	1.75	0
Male	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	1.09	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2021-22 School Safety Plan

Sunset provides a safe learning environment. Our campus is small, and as a result, staff members know each student. Staff members meet weekly to discuss student progress and other issues related to student learning and school safety. Many of our students participate in support groups, which provide a sense of belonging, connectedness and the opportunity to air concerns. Sunset also offers wellness activities throughout the school year to promote healthy living and good decision making. Staff members promote the school motto, "Respect and Responsibility". We believe that Sunset is the safest and most accepting campus in our district. Visitors must check in at the main office upon arrival. Sunset is a closed campus. Students may not leave campus without parent permission. We conduct emergency drills each semester to prepare students for earthquakes, fires, lock-downs, active shooter and other emergencies. A campus supervisor was added to the staff in 2016-17 to assist in the monitoring of students on campus.

Sunset's comprehensive safety plan at Sunset High School is reviewed annually and outlines provisions for handling natural and man-made crisis situations, including procedures for personal safety and security, ways to ensure smooth administrative control of operations during a crisis, procedures to establish a clear, effective communications system, and guidelines for public safety agency involvement. All school staff are familiar with the contents of this plan so that they are prepared to respond appropriately in a crisis.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	26	0	0
Mathematics	3	30	0	0
Science	4	10	0	0
Social Science	4	23	0	0

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	31	0	0
Mathematics	3	28	0	0
Science	4	12	0	0
Social Science	5	20	0	0

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	27	0	0
Mathematics	2	38	0	0
Science	2	18	0	0
Social Science	4	24	0	0

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	78

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0.20
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$18,996	\$3,054	\$15,942	\$118,967
District	N/A	N/A	\$6,087	108201.00
Percent Difference - School Site and District	N/A	N/A	89.5	9.5
State			8443.83	92222.00
Percent Difference - School Site and State	N/A	N/A	61.5	25.3

2020-21 Types of Services Funded

SDUHSD uses state, federal, grant, and local funds to provide a broad course of study at all schools in all required subject areas, including math, social science, science, visual and performing arts, health, and physical education, as well as intervention courses, Advanced Placement (AP) and Honors courses, specialized programs for students who qualify for Special Education, Integrated and Designated English Language Development Programs for English Learners, and Career Technical Education (CTE) courses and pathways.

SDUHSD schools offer services and supports for all students including; Student Support Specialists, School Counselors, School Psychologists, English Learner Lead Teachers, Case Managers, Special Education Program Supervisors, and Special Education Service Providers.

In addition to Local Control Funding Formula (LCFF) state funding, SDUHSD receives state and federal funding for the following categorical and specialized programs:

- Title II (Supporting Effective Instruction, Professional Development),
- Title III (Language Instruction for English Learners (EL))
- Title VI (Student Support and Academic Enrichment)
- Career Technical Education Incentive Grant

Sunset currently receives state Comprehensive Support and Improvement (CSI) funding. These are temporary funds aimed at improving graduation rates.

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2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	64557.00	54687.00
Mid-Range Teacher Salary	107956.00	92222.00
Highest Teacher Salary	132169.00	114208.00
Average Principal Salary (Elementary)	0.00	143647.00
Average Principal Salary (Middle)	162117.00	145785.00
Average Principal Salary (High)	175482.00	162322.00
Superintendent Salary	270746.00	258950.00
Percent of Budget for Teacher Salaries	40.00	32.00
Percent of Budget for Administrative Salaries	6.00	5.00

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
--	---

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered	0

Professional Development

The Sunset Staff is dedicated to professional development as well as training in other areas that we feel can benefit our school community. Staff members have attended trainings and conferences on college preparation, expository reading, technology, diversity, student connectedness, recovery, anger management, death and grieving, and domestic violence. Our weekly staff meetings provide the perfect venue for teachers to share what they have learned, thus allowing the entire staff to benefit. Sunset's staff enjoys learning and is small enough that it is easy to share what we have learned in order to benefit all staff members and all students.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	3		

Local Accountability Report Card (LARC) Addendum

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2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school’s local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs’ federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	San Dieguito Union High School District
Phone Number	(760) 753-6491
Superintendent	Dr. Cheryl James-Ward
Email Address	info@sduhsd.net
District Website Address	www.sduhsd.net

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	6099	20	0.33	99.67	50.00
Female	2988	5	0.17	99.83	-
Male	3107	15	0.48	99.52	46.67
American Indian or Alaska Native	13	0	0	100	--
Asian	1078	2	0.19	99.81	--
Black or African American	44	0	0	100	--
Filipino	32	0	0	100	--
Hispanic or Latino	1002	5	0.5	99.5	--
Native Hawaiian or Pacific Islander	-	-	-	-	--
Two or More Races	516	1	0.19	99.81	--
White	3407	12	0.35	99.65	58.33
English Learners	260	1	0.38	99.62	--
Foster Youth	-	-	-	-	--
Homeless	-	-	-	-	--
Military	408	0	0	100	--
Socioeconomically Disadvantaged	789	3	0.38	99.62	--
Students Receiving Migrant Education Services	-	-	-	-	-
Students with Disabilities	638	8	1.25	98.75	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	6099	12	0.20	99.80	25.00
Female	2988	4	0.13	99.87	--
Male	3107	8	0.26	99.74	--
American Indian or Alaska Native	13	0	0	100	--
Asian	1078	1	0.09	99.91	--
Black or African American	44	0	0.00	100.00	--
Filipino	32	0	0	100	--
Hispanic or Latino	1002	1	.01	99.9	--
Native Hawaiian or Pacific Islander	-	-	-	-	--
Two or More Races	516	1	0.19	99.81	--
White	3407	9	0.26	99.74	--
English Learners	260	1	0.38	99.62	--
Foster Youth	-	-	-	-	-
Homeless	-	-	-	-	-
Military	408	0	0	100	--
Socioeconomically Disadvantaged	789	1	.013	99.87	--
Students Receiving Migrant Education Services	-	-	-	-	--
Students with Disabilities	638	7	1.10	98.90	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

Star Reading Student Groups	Star Reading Total Enrollment	Star Reading Number Tested	Star Reading Percent Tested	Star Reading Percent Not Tested	Star Reading Percent At or Above Grade Level
All Students	6106	5133	84.06	15.94	77.26
Female	2987	2506	83.9	16.1	80.53
Male	3113	2625	84.32	15.68	74.13
American Indian or Alaska Native	13	11	84.62	15.38	63.64

Asian	1075	860	80	ITEM 11a-xii	87.21
Black or African American	41	37	90.24	9.76	56.76
Filipino	33	26	78.79	21.21	84.62
Hispanic or Latino	998	845	84.67	15.33	59.53
Native Hawaiian or Pacific Islander	7	5	-	-	-
Two or More Races	489	412	84.25	15.75	81.31
White	3423	2912	85.07	14.93	79.09
English Learners	262	208	79.39	20.61	16.35
Foster Youth	1	1	-	-	-
Homeless	20	16	80	20	43.75
Military	-	-	-	-	-
Socioeconomically Disadvantaged	782	657	84.02	15.98	54.34
Students Receiving Migrant Education Services	7	5	-	-	-
Students with Disabilities	647	515	79.6	20.4	38.25

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Star Math Student Groups	Star Math Total Enrollment	Star Math Number Tested	Star Math Percent Tested	Star Math Percent Not Tested	Star Math Percent At or Above Grade Level
All Students	6106	5456	89.35	10.65	67.16
Female	2987	2679	89.69	10.31	66.14
Male	3113	2773	89.08	10.92	68.16
American Indian or Alaska Native	13	11	84.62	15.38	27.27
Asian	1075	1006	93.58	6.42	91.15
Black or African American	41	37	90.24	9.76	32.43
Filipino	33	31	93.94	6.06	67.74
Hispanic or Latino	998	858	85.97	14.03	48.37
Native Hawaiian or Pacific Islander	7	6	-	-	-
Two or More Races	489	454	92.84	7.16	72.03
White	3423	3029	88.49	11.51	64.11
English Learners	262	197	75.19	24.81	34.52
Foster Youth	-	-	-	-	-
Homeless	20	14	70	30	21.43
Military	-	-	-	-	-
Socioeconomically Disadvantaged	782	662	84.65	15.35	38.67

Students Receiving Migrant Education Services	7	6	-	ITEM 11a-xii	-
Students with Disabilities	647	521	80.53	19.47	23.8

*At or above the grade-level standard in the context of the local assessment administered.

Torrey Pines High School

2021 School Accountability Report Card

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General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

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2021-22 School Contact Information

School Name	Torrey Pines High School
Street	3710 Del Mar Heights Road
City, State, Zip	San Diego, CA 92130
Phone Number	858-755-0125
Principal	Rob Coppo
Email Address	robert.coppo@sduhsd.net
School Website	tp.sduhsd.net
County-District-School (CDS) Code	37-68346-3730033

2021-22 District Contact Information

District Name	San Dieguito Union High School District
Phone Number	(760) 753-6491
Superintendent	Dr. Cheryl James-Ward
Email Address	info@sduhsd.net
District Website Address	www.sduhsd.net

2021-22 School Overview

Torrey Pines High School is committed to fostering an academic supportive school culture that promotes academic proficiency in state standards through rigorous and challenging courses, access to and achievement in Honors & Advanced Placement courses, continuous academic improvement via support and intervention, literacy across content areas, positive school spirit and connectivity, creative and academic use of technology, literate, forward-thinking citizens who listen, speak, and write effectively and critically, respect diversity and accept others in a safe learning environment, resolve conflicts peacefully and develop positive relationships, use technology and social media responsibly and effectively, employ innovative thought in assessing and solving real-life problems, actively involved participants who engage in a variety of service learning and extracurricular activities, collaborate, communicate, and engage within their community, think critically and solve problems creatively, demonstrate college and career readiness, and most importantly, achieve a healthy balance between academics, social relations, and personal commitments.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	719
Grade 10	637
Grade 11	628
Grade 12	563
Total Enrollment	2547

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.60
Male	52.4
American Indian or Alaska Native	0
Asian	19.5
Black or African American	.90
Filipino	.80
Hispanic or Latino	15.10
Native Hawaiian or Pacific Islander	0.20
Two or More Races	5.50
White	58
English Learners	5.10
Foster Youth	0.10
Homeless	0.20
Migrant	0
Socioeconomically Disadvantaged	11.80
Students with Disabilities	10.60

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

We choose our textbooks from lists that have already been approved by state education officials.

Year and month in which the data were collected

10/2021

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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Language of Literature, adopted 2003	Yes	0
Mathematics	Ongoing SDUHSD developed curriculum for Integrated Math 1-3 and Introduction to Calculus.	Yes	0
Science	Experience Biology: The Living Earth, Adopted 2021; Modern Chemistry, Adopted 2007; Physics: A World View, Adopted 2007; Modern Earth Science, Adopted 2007	Yes	0
History-Social Science	Economics: Principles and Practice, Adopted 2006; U.S. Government: Democracy in Action, Adopted 2006; U.S. History: The Americans: Reconstruction through the 21st Century, Adopted 2006; Modern World History: Patterns of Interaction, Adopted 2006	Yes	0
Foreign Language	Realidades series, Adopted 2004; D'Accord series, Adopted 2004; Genki series, Adopted 2004; Signing Naturally, Adopted 2004, Integrated Chinese, Adopted 2018	Yes	0
Health	Edgenuity online Health course		N/A
Visual and Performing Arts	N/A		
Science Laboratory Equipment (grades 9-12)		Yes	0

School Facility Conditions and Planned Improvements

Most of our campus buildings are over 30 years old, although two buildings were constructed in the last 10 years. Capital improvements enabled us to create a new dance/choral room, and a new staircase was built to help students access the campus easily and safely. As funds permit, we continue to add air-conditioning to the buildings that do not have it. A new drop-off and pick-up location was added to the north end of campus, and the senior parking lot was improved to make it safer. In addition, a parking lot was improved and a ramp was installed for students with disabilities. We invested in new stadium turf and track, and also replaced our main technology lab in B Building, and moved it to a more secure location. We permit junior and senior students to leave campus during lunch period, and many students attend off campus classes at local colleges and universities at midday, relieving some of the crowding on our grounds.

Year and month of the most recent FIT report 10/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Conditions and Planned Improvements

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External:

Playground/School Grounds, Windows/
Doors/Gates/Fences

X

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes**State Priority: Pupil Achievement**

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	628	561	89.33	10.67	84.31
Female	296	269	90.88	9.12	88.1
Male	332	292	90.88	9.12	80.82
Asian	142	127	89.44	10.56	88.19
Black or African American	3	3			

Filipino	4	3		ITEM 11a-xii	
Hispanic or Latino	89	76	85.39	14.61	78.95
Two or More Races	37	34	91.89	8.11	88.24
White	352	318	90.34	9.66	83.65
English Learners	19	12	63.16	36.84	33.33
Homeless	1	1			
Socioeconomically Disadvantaged	68	50	73.53	26.47	80
Students with Disabilities	51	36	70.59	29.41	66.67

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Student Groups	STAR Total Enrollment	STAR Number Tested	STAR Percent Tested	STAR Percent Not Tested	STAR Percent At or Above Grade Level
All Students	628	534	85.03	14.97	67.42
Female	296	258	87.16	12.84	70.54
Male	332	276	83.13	16.87	64.49
Asian	142	128	90.14	9.86	85.94
Black or African American	3	2			
Filipino	4	4			
Hispanic or Latino	89	72	80.9	19.1	52.78
Two or More Races	37	34	91.89	8.11	79.41
White	352	294	83.52	16.48	62.59
English Learners	19	12	63.16	36.84	58.33
Homeless	1	1			
Socioeconomically Disadvantaged	68	53	77.94	22.06	41.51
Students with Disabilities	51	29	56.86	43.14	34.48

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	56.36	N/A	58.03	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	1148	519	45.21	54.79	56.36
Female	547	235	42.96	57.04	58.55
Male	601	284	47.25	52.75	54.51
American Indian or Alaska Native	-	-	-	-	-
Asian	242	148	61.16	38.84	75.34
Black or African American	-	-	-	-	-
Filipino	-	-	-	-	-
Hispanic or Latino	160	62	38.75	61.25	46.67
Native Hawaiian or Pacific Islander	-	-	-	-	-
Two or More Races	53	31	58.49	41.51	66.67
White	677	271	40.03	59.97	47.01
English Learners	40	16	40.00	60.00	26.67
Foster Youth	-	-	-	-	-
Homeless	-	-	-	-	-
Military	92	39	42.39	57.61	63.16
Socioeconomically Disadvantaged	129	45	34.88	65.12	34.09
Students Receiving Migrant Education Services	-	-	-	-	-
Students with Disabilities	99	26	26.26	73.74	20.83

2020-21 Career Technical Education Programs

Career Technical Education (CTE) in the SDUHSD is a program of study involving a sequence of courses within an industry pathway that integrates core academic knowledge with technical skills. The career pathways are organized within 15 state-defined industry sectors, which have been identified as critical for the fiscal stability and prosperity of the State of California. Students complete a career pathway by taking and passing courses in a single, defined pathway. All CTE pathway courses include student work-based learning opportunities. SDUHSD CTE courses fulfill the “a–g” subject-area requirements of the University of California and the California State University and may lead to community college credit, an industry-recognized credential, a certificate, or a degree at the postsecondary level.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1578
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	46.10
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	96.00

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	99.80
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	76.53

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with “N/A.”

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Parents are active members of our School Site Council, our English Learners Advisory Board, our our Safety Committee, our Social & Emotional Learning Collaborative (SEL), and other advisory committees. We welcome parent volunteers at Torrey Pines and depend on them to continue our standards of excellence. Under the guidance of the parent association, more than 150 parents volunteer for weekly assignments across the campus. Hundreds more help intermittently with special fund-raising events. Many of our programs would not be possible without the dedication and support of the Torrey Pines High School Foundation, which raises approximately \$1.6 million per year to enhance opportunities for students. Parents have the opportunity to hear regular updates about our school at the monthly Parent Volunteer Association meetings and the Coffee with the Principal meetings, where they have the opportunity to ask questions, make comments, and offer ideas.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	1.6	0.8	1.10	3.30	2.4	1.5	9.0	8.9	9.4
Graduation Rate	95	98.3	96.8	94.6	95.8	96	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	558	540	96.8
Female	265	261	98.5
Male	293	279	95.2
American Indian or Alaska Native	108	104	96.3
Asian	-	-	-
Black or African American	-	-	-

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Filipino	-	-	
Hispanic or Latino	79	73	
Native Hawaiian or Pacific Islander	-	-	-
Two or More Races	16	16	100.0
White	345	338	98.0
English Learners	42	38	90.5
Foster Youth	-	-	-
Homeless	-	-	-
Socioeconomically Disadvantaged	103	96	93.2
Students Receiving Migrant Education Services	-	-	-
Students with Disabilities	69	55	79.7

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	2628	2597	168	6.5
Female	1246	1232	66	5.4
Male	1382	1365	102	7.5
American Indian or Alaska Native	514	506	11	2.2
Asian	1	1	1	100
Black or African American	22	22	3	18.6
Filipino	20	20	1	5.0
Hispanic or Latino	407	403	38	9.4
Native Hawaiian or Pacific Islander	6	6	1	16.7
Two or More Races	143	142	6	4.2
White	1515	1497	107	7.1
English Learners	159	153	10	6.5
Foster Youth	2	2	0	0.0
Homeless	7	7	1	14.3
Socioeconomically Disadvantaged	340	335	39	11.6
Students Receiving Migrant Education Services	1	1	1	100
Students with Disabilities	290	286	57	19.9

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	1.24	0.30	1.80	0.38	3.47	3.47
Expulsions	0.00	0.00	0.03	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.06	1.47	0.05
Expulsions	0.04	0.01	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.3	0
Female	0.16	0
Male	0.43	0
American Indian or Alaska Native	0.39	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0.7	0
White	0.2	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.59	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	1.38	0

2021-22 School Safety Plan

Safety is our highest priority, and we take pride in our safe learning environment. Two campus supervisors and four administrators monitor the campus daily. We have security cameras installed, and we work closely with SDPD to monitor the campus and community. We have also trained our staff and students in "see something, say something" strategies. We review and revise the school safety plan annually. Staff members are trained in the emergency management system and practice simulated crisis situations throughout the year.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	32	16	14	54
Mathematics	32	9	18	49
Science	35	5	5	48
Social Science	34	11	0	58

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	36	8	5	61
Mathematics	35	8	13	52
Science	35	3	16	42
Social Science	37	4	7	53

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	36	7	14	58
Mathematics	37	6	9	60
Science	34	6	13	48
Social Science	38	1	4	63

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	424.5

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2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	6
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	2
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	0.20

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,814	\$805	\$6,008	\$94,230
District	N/A	N/A	\$6,087	108201.00
Percent Difference - School Site and District	N/A	N/A	-1.3	-13.8
State			8443.83	92,222
Percent Difference - School Site and State	N/A	N/A	-33.7	2.2

2020-21 Types of Services Funded

SDUHSD uses state, federal, grant, and local funds to provide a broad course of study at all schools in all required subject areas, including math, social science, science, visual and performing arts, health, and physical education, as well as intervention courses, Advanced Placement (AP) and Honors courses, specialized programs for students who qualify for Special Education, Integrated and Designated English Language Development Programs for English Learners, and Career Technical Education (CTE) courses and pathways.

SDUHSD schools offer services and supports for all students including; Student Support Specialists, School Counselors, School Psychologists, English Learner Lead Teachers, Case Managers, Special Education Program Supervisors, and Special Education Service Providers.

In addition to Local Control Funding Formula (LCFF) state funding, SDUHSD receives state and federal funding for the following categorical and specialized programs:

- Title II (Supporting Effective Instruction, Professional Development),
- Title III (Language Instruction for English Learners (EL))
- Title VI (Student Support and Academic Enrichment)
- Career Technical Education Incentive Grant

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	64557.00	54687
Mid-Range Teacher Salary	107956.00	92222
Highest Teacher Salary	132169.00	114208
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)	162117.00	145785
Average Principal Salary (High)	175482.00	162322
Superintendent Salary	270746.00	258950
Percent of Budget for Teacher Salaries	40.00	32
Percent of Budget for Administrative Salaries	6.00	5

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	47.2
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	10
Fine and Performing Arts	3
Foreign Language	3
Mathematics	7
Science	20
Social Science	35
Total AP Courses Offered	82

Professional Development

At TPHS teachers engage in professional development during staff development days and Late Start days. Topics include enhancing student success through varied instructional strategies, sharing best practices, utilizing appropriate technology tools, and analyzing data to better inform instruction; providing opportunities to succeed for students who need additional support, such as English Learners; aligning curriculum within departments; and teaching the California Content Standards. Through our Professional Learning Community (PLC) process, our staff has also been working on using formative (lesson-based) assessments to determine student strengths and areas of need, and they have received training to use a variety of assessment tools. The majority of the teachers have taken advantage of professional development opportunities by attending seminars and workshops at local colleges and universities, as well as district and site-led training.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	

Local Accountability Report Card (LARC) Addendum

ITEM 11a-xii

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school’s local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs’ federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	San Dieguito Union High School District
Phone Number	(760) 753-6491
Superintendent	Dr. Cheryl James-Ward
Email Address	info@sduhsd.net
District Website Address	www.sduhsd.net

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	6099	20	0.33	99.67	50.00
Female	2988	5	0.17	99.83	-
Male	3107	15	0.48	99.52	46.67
American Indian or Alaska Native	13	0	0	100	--
Asian	1078	2	0.19	99.81	--
Black or African American	44	0	0	100	--
Filipino	32	0	0	100	--
Hispanic or Latino	1002	5	0.5	99.5	--
Native Hawaiian or Pacific Islander	-	-	-	-	--
Two or More Races	516	1	0.19	99.81	--
White	3407	12	0.35	99.65	58.33
English Learners	260	1	0.38	99.62	--
Foster Youth	-	-	-	-	--
Homeless	-	-	-	-	--
Military	408	0	0	100	--
Socioeconomically Disadvantaged	789	3	0.38	99.62	--
Students Receiving Migrant Education Services	-	-	-	-	-
Students with Disabilities	638	8	1.25	98.75	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	6099	12	0.20	99.80	25.00
Female	2988	4	0.13	99.87	--
Male	3107	8	0.26	99.74	--
American Indian or Alaska Native	13	0	0	100	--
Asian	1078	1	0.09	99.91	--
Black or African American	44	0	0.00	100.00	--
Filipino	32	0	0	100	--
Hispanic or Latino	1002	1	.01	99.9	--
Native Hawaiian or Pacific Islander	-	-	-	-	--
Two or More Races	516	1	0.19	99.81	--
White	3407	9	0.26	99.74	--
English Learners	260	1	0.38	99.62	--
Foster Youth	-	-	-	-	-
Homeless	-	-	-	-	-
Military	408	0	0	100	--
Socioeconomically Disadvantaged	789	1	.013	99.87	--
Students Receiving Migrant Education Services	-	-	-	-	--
Students with Disabilities	638	7	1.10	98.90	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Star Reading Student Groups	Star Reading Total Enrollment	Star Reading Number Tested	Star Reading Percent Tested	Star Reading Percent Not Tested	Star Reading Percent At or Above Grade Level
All Students	6106	5133	84.06	15.94	77.26
Female	2987	2506	83.9	16.1	80.53
Male	3113	2625	84.32	15.68	74.13
American Indian or Alaska Native	13	11	84.62	15.38	63.64

Asian	1075	860	80	ITEM 11a-xii	87.21
Black or African American	41	37	90.24	9.76	56.76
Filipino	33	26	78.79	21.21	84.62
Hispanic or Latino	998	845	84.67	15.33	59.53
Native Hawaiian or Pacific Islander	7	5	-	-	-
Two or More Races	489	412	84.25	15.75	81.31
White	3423	2912	85.07	14.93	79.09
English Learners	262	208	79.39	20.61	16.35
Foster Youth	1	1	-	-	-
Homeless	20	16	80	20	43.75
Military	-	-	-	-	-
Socioeconomically Disadvantaged	782	657	84.02	15.98	54.34
Students Receiving Migrant Education Services	7	5	-	-	-
Students with Disabilities	647	515	79.6	20.4	38.25

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

Star Math Student Groups	Star Math Total Enrollment	Star Math Number Tested	Star Math Percent Tested	Star Math Percent Not Tested	Star Math Percent At or Above Grade Level
All Students	6106	5456	89.35	10.65	67.16
Female	2987	2679	89.69	10.31	66.14
Male	3113	2773	89.08	10.92	68.16
American Indian or Alaska Native	13	11	84.62	15.38	27.27
Asian	1075	1006	93.58	6.42	91.15
Black or African American	41	37	90.24	9.76	32.43
Filipino	33	31	93.94	6.06	67.74
Hispanic or Latino	998	858	85.97	14.03	48.37
Native Hawaiian or Pacific Islander	7	6	-	-	-
Two or More Races	489	454	92.84	7.16	72.03
White	3423	3029	88.49	11.51	64.11
English Learners	262	197	75.19	24.81	34.52
Foster Youth	-	-	-	-	-
Homeless	20	14	70	30	21.43
Military	-	-	-	-	-
Socioeconomically Disadvantaged	782	662	84.65	15.35	38.67

Students Receiving Migrant Education Services	7	6	-	ITEM 11a-xii	-
Students with Disabilities	647	521	80.53	19.47	23.8

*At or above the grade-level standard in the context of the local assessment administered.

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: January 10, 2022

BOARD MEETING DATE: January 20, 2022

PREPARED BY: Dr. Olga West
Associate Superintendent, Human Resources

SUBMITTED BY: Dr. Cheryl James-Ward
Superintendent

SUBJECT: APPROVAL/RATIFICATION OF
CERTIFICATED and CLASSIFIED
PERSONNEL REPORTS

EXECUTIVE SUMMARY

Please find the following Personnel actions attached for Board approval:

Certificated

Employment
Change in Assignment
Certificated Coaches

Classified

Employment
Change in Assignment
Resignation
Classified Substitutes

RECOMMENDATION:

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

FUNDING SOURCE:

General Fund

PERSONNEL LIST

CERTIFICATED PERSONNEL

Employment

1. **Joel Smith**, 100% Temporary Teacher (English), at San Dieguito High School Academy for the 21-22 school year, effective 01/10/2022 – 06/03/2022.

Change in Assignment

1. **Amanda Smith**, 100% temporary teacher (math), at Canyon Crest High School Academy for the second semester, effective 01/10/2022 through 06/03/2022.
2. **Timothy Smith**, 100% teacher (independent study), at the District Office, for the second semester, effective -01/10/2022 through 06/03/2022.

Certificated Coaches

Canyon Crest Academy Certificated

1. **Black, Christopher**, Boy's Tennis, Varsity Head Coach, effective 12/08/2021
2. **Corman, Andrew**, Boy's Track & Field, Varsity Head Coach, effective 12/08/2021
3. **De La Vega, Luis**, Boy's Track & Field, Varsity Assistant Coach, effective 12/08/2021
4. **Lockhart Jr, Thomas**, Boy's Golf, Varsity /Head Coach, effective 12/08/2021

La Costa Canyon Certificated

1. **Hoffman, Caitlin**, Girl's Basketball, Varsity Assistant Coach, effective 11/30/2021
2. **Solomon, Caitlin**, Girl's Lacrosse, Junior Varsity Head Coach, effective 12/15/2021
3. **Sovacool, Casey**, Boy's Golf, Varsity Head Coach, effective 12/15/2021
4. **Witzmann, Adam**, Boy's Track & Field, Junior Varsity Head Coach, effective 01/03/2022

Torrey Pines Certificated

1. **Ashby, Jake**, Track & Field, Junior Varsity Head Coach, effective 12/17/2021
2. **Ashby, Scott**, Baseball, Junior Varsity Assistant Coach, effective 12/21/2021
3. **Doerrer, Charles**, Track & Field, Junior Varsity Head Coach, effective 12/17/2021
4. **Drake, Christopher**, Boy's Golf, Varsity Head Coach, effective 12/17/2021
5. **Livingston, Matthew**, Baseball, Junior Varsity Head Coach, effective 12/17/2021
6. **Moore, Jonathan**, Softball, Varsity Head Coach, effective 12/17/2021
7. **Overman, Morgan**, Girl's Basketball @50%, Junior Varsity Head Coach, effective 12/17/2021
8. **Overman, Morgan**, Softball, Varsity Assistant Coach, effective 12/21/2021
9. **Rowe, Daniel**, Track & Field, Junior Varsity Assistant Coach, effective 12/17/2021

PERSONNEL LIST

CLASSIFIED PERSONNEL

Employment

1. **Classified Artist In Residence**, employment for the 2021-22 school year per attached supplement through 06/30/22.
2. **Classified Substitutes**, per attached supplement.
3. **Coaches**, employment for the 2021-22 school year per attached supplement through 06/30/22.
4. **Allen, Jaime**, Nutrition Services Supervisor, SR4, 87.50% FTE, Diegueno Middle School, effective 12/06/21.
5. **Ciepley, Nancy**, Administrative Assistant II, SR40, 100% FTE, Torrey Pines High School, effective 01/11/22.
6. **Duehr, Jill Ann**, Student Support Facilitator, SR39, 48.75% FTE, Canyon Crest Academy, effective 12/06/21.
7. **Eels-Taylor, Samantha**, Student Support Facilitator, SR39, 48.75% FTE, Pacific Trails Middle School, effective 12/13/21.
8. **Fleming, Marina**, Student Support Facilitator, SR39, 48.75% FTE, La Costa Canyon High School, effective 12/14/21.
9. **Eberlein, Scott**, School Bus Driver, SR38, 50.00% FTE, Transportation Department, effective 12/16/21.
10. **Etherington, Glen**, Instructional Assistant-SpEd (BI), SR36, 75.00% FTE, San Dieguito High School Academy, effective 12/13/21.
11. **Li, Ling**, Nutrition Services Assistant I, SR25, 40.63% FTE, Canyon Crest Academy, effective 01/11/22.
12. **Li, Xiuchao**, Nutrition Services Assistant I, SR25, 43.75% FTE, Canyon Crest Academy, effective 01/11/22.
13. **Macedo Rubio, Jennifer**, Student Support Facilitator, SR39, 48.75% FTE, Sunset High School, effective 12/13/21.

Change in Assignment

1. **Benitez, Margarito**, from Custodian, SR32, 100% FTE, La Costa Canyon High School, to unpaid status and 39-month re-employment list, effective 11/22/21.
2. **Del Val, Alfredo**, from Custodian, SR32, 100% FTE, Diegueno Middle School to Campus Supervisor, SR 32, 75.00% FTE, Sunset High School, effective 11/05/21.
3. **Meneses, Angel**, from Custodian, SR32, 100.00% FTE, Torrey Pines High School to Custodian, SR32, 100.00% FTE, Diegueno Middle School, effective 10/11/21.
4. **Moore, Amy**, from Custodian, SR32, 100.00% FTE, Pacific Trails Middle School, to unpaid status and 39-month re-employment list, effective 11/22/21.
5. **Subramanian, Sangeethagowri**, from Nutrition Services Assistant I, SR25, 40.61% FTE, Diegueno Middle School to Nutrition Services Supervisor, SR4, 87.50% FTE, Oak Crest Middle School, effective 12/13/21.
6. **Zhou, Rong**, from Nutrition Services Assistant I, SR25, 31.25% FTE, La Costa Canyon High School to Nutrition Services Assistant I, SR25, 40.63% FTE, Diegueno Middle School, effective 12/13/21.

Resignation

1. **Amiotte, Scott**, Theater Technician, SR41, 100% FTE, La Costa Canyon High School, effective 01/13/22.
2. **Benbow, Nancy**, Registrar, SR40, 100% FTE, Canyon Crest Academy, effective 01/14/22.
3. **Correa, Teresa**, Accounting Assistant - ASB, SR40, 100% FTE, San Dieguito High School Academy, resignation for the purpose of retirement, effective 12/29/21.
5. **Deperio, Jay Braden**, Instructional Assistant-SpEd (BI), SR36, 68.75% FTE, COAST Academy, effective 01/02/22.
6. **Garcia Zavalza, Myrka**, Instructional Assistant - Bilingual, SR31, 46.88% FTE, Oak Crest Middle School, effective 12/23/21.

PERSONNEL LIST

CLASSIFIED PERSONNEL

Employment

Classified Substitutes

1. Eberlein, Scott, effective 12/8/21
2. Hernandez, Joel, effective 11/29/21

Classified Personnel Supplement January 20, 2022

Artist in Residence

1. **Gaurano, Gabriel**, Envision Cinema, Canyon Crest Academy, effective 12/09/2021
2. **Pearce, Allison**, Envision Teacher Arts, Canyon Crest Academy, effective 01/06/2021

Coaches

Canyon Crest Academy Walk-On

1. **Erica Carnahan**, Girl's Basketball, Junior Varsity Head Coach, effective 01/07/2022
2. **Disney, Philip**, Swim & Dive, Varsity Head Coach, effective 12/08/2021
3. **Gotta, Nicholas**, Baseball, Varsity Assistant Coach, effective 01/03/2022
4. **Hargraves, Tucker**, Boy's Volleyball, Varsity Head Coach, effective 01/04/2022
5. **Liu, David**, Boy's Tennis, Varsity Assistant Coach, effective 12/08/2021
6. **Pak, Samuel**, Track & Field, Junior Varsity Assistant Coach, 01/06/2022
7. **Prochnow, Robert**, Boy's Track & Field, Junior Varsity Head Coach, effective 01/03/2022
8. **Rukoff, Micah**, Softball, Varsity Head Coach, effective 01/03/2022
9. **Thompson, Theodore**, Girl's Track & Field, Varsity Head Coach, effective 12/09/2021

La Costa Canyon Walk-On

1. **Brown, Benjamin**, Boy's Lacrosse, Varsity Assistant Coach, effective 12/17/2021
2. **Fleming, Ashley**, Girl's Basketball, Junior Varsity Head Coach, effective 12/14/2021
3. **Hoban, Kameryn**, Girl's Soccer, Freshmen Head Coach, effective 12/14/2021
4. **Missailidis, Jasen**, Swim & Dive, Junior Varsity Head Coach, effective 01/03/2022
5. **Missailidis, Robin**, Girl's Track & Field, Junior Varsity Assistant Coach, effective 12/20/2021
6. **Moore Jr, Damon**, Girl's Track & Field, Varsity Head Coach, effective 12/15/2021
7. **Spears, Brandon**, Boy's Basketball, Varsity Assistant Coach, effective 12/14/2021

San Dieguito Academy Walk-On

1. **Ferguson, Morgan**, Boy's Lacrosse, Junior Varsity Head Coach, effective 12/17/2021
2. **Faramarzi, Som**, Girl's Soccer, Varsity Assistant Coach, effective 12/07/2021
3. **Germuska, Peter**, Girl's Water Polo, Freshmen Head Coach, effective 12/21/2021
4. **Noble, Randolph**, Boy's Golf, Junior Varsity Head Coach, effective 01/03/2022
5. **Tomasi, Joseph**, Boy's Tennis, Varsity Head Coach, effective 12/08/2021
6. **Wilson, Raymond**, Boy's Volleyball, Varsity Head Coach, effective 12/21/2022

Torrey Pines Walk-On

1. **Fantin, David**, Baseball, Freshmen Head Coach, effective 12/21/2021
2. **Packard Jr, Roger**, Baseball, Freshmen Assistant Coach, effective 01/03/2022
3. **Parker, Jennifer**, Gymnastics, Varsity Head Coach, effective 12/20/2021
4. **Reski, Gerald**, Track & Field, Junior Varsity Assistant Coach, effective 12/21/2021

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: January 14, 2022

BOARD MEETING DATE: January 20, 2022

PREPARED & SUBMITTED BY: Dr. Cheryl James-Ward, Superintendent

SUBJECT: CONSIDERATION OF RESOLUTION AUTHORIZING TELECONFERENCE MEETINGS OF THE SAN DIEGUITO UNION HIGH SCHOOL DISTRICT BOARD OF TRUSTEES PURSUANT TO ASSEMBLY BILL 361 GOVERNMENT CODE SECTION 54953

EXECUTIVE SUMMARY

On September 16, 2021 the Governor Signed Assembly Bill 361, which amended Government Code Section 54953 of the Brown Act, to authorize local legislative bodies to utilize teleconferencing to conduct board meetings without complying with certain provisions of the Brown Act set forth in Government Code section 54953(b)(3).

On January 11, 2022 the Board of Trustees approved a Resolution Re-Authorizing Teleconference Meetings of the Board of Trustees of the San Dieguito Union High School District pursuant to Assembly Bill 361 (Government Code 56953). Per Assembly Bill 361 a resolution re-authorizing teleconference meetings for an additional 30 days is being proposed for the Board's consideration.

RECOMMENDATION:

It is recommended that the Board consider the resolution authorizing teleconference meetings of the San Dieguito Union High School District Board of Trustees pursuant to Assembly Bill 361 Government Code section 54953.

FUNDING SOURCE:

N/A

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

**RESOLUTION CONTINUING TO AUTHORIZE TELECONFERENCE MEETINGS
OF THE SAN DIEGUITO UNION HIGH SCHOOL DISTRICT BOARD OF TRUSTEES
PURSUANT TO ASSEMBLY BILL 361 (GOVERNMENT CODE SECTION 54953)
January 20, 2022**

WHEREAS, on September 30, 2021, the Board of Trustees approved a Resolution Authorizing Teleconference Meetings of the Board of Trustees of the San Dieguito Union High School District Pursuant to Assembly Bill 361 (Government Code Section 54953);

WHEREAS, the Board is required, at least every 30 days, to make certain findings by majority vote to continue conducting its meetings pursuant to Assembly Bill 361 (Government Code Section 54953);

WHEREAS, the March 4, 2020 gubernatorial proclaimed State of Emergency due to COVID-19 remains in place;

WHEREAS, in an effort to reduce the spread of COVID-19 and protect members of the public, the Board of Trustees desires to continue to implement the provisions of Assembly Bill 361 (Government Code Section 54953) to allow for the use of teleconference (virtual) meetings as authorized under the law.

NOW, THEREFORE, BE IT RESOLVED:

The Board has reconsidered the circumstances of the State of Emergency and has determined the following:

1. As a result of the State of Emergency that exists in California due to the COVID-19 pandemic, holding meetings in person would present imminent risks to the health or safety of attendees of the District's Board meetings.
2. All meetings conducted by the Board during the operative time period of this Resolution shall be conducted via teleconference (virtual and remote) and shall be conducted in compliance with the requirements set forth in Government Code section 54953(e).
3. The Superintendent is hereby authorized and directed to take all actions necessary to carry out the intent and purpose of this Resolution, including ensuring that all meetings of the Board are conducted in compliance with Government Code section 54953(e) and other applicable provisions of the Brown Act. All meetings shall be conducted in a manner that protects the statutory and constitutional rights of the parties and the public appearing before the Board.
4. This Resolution shall be effective January 20, 2022, and shall remain in effect for thirty (30) days. The Board may extend the time period of this Resolution upon

ITEM 13a

reconsideration of the circumstances of the State of Emergency as required by Government Code section 54953(e)(3).

PASSED AND ADOPTED this 20th day of January, 2022, by the Board of Trustees of the San Dieguito Union High School District of San Diego County, California, by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

President, Board of Trustees

San Dieguito Union High School District

INFORMATION FOR BOARD OF TRUSTEES

TO: BOARD OF TRUSTEES

DATE OF REPORT: January 7, 2022

BOARD MEETING DATE: January 20, 2022

PREPARED BY: John Addleman, Executive Director of Planning Services

SUBMITTED BY: Dr. Cheryl James-Ward, Superintendent

SUBJECT: **ADOPTION OF RESOLUTION / REPORT ON
2020/2021 STATUTORY SCHOOL FEES AND
FINDINGS**

EXECUTIVE SUMMARY:

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

The following Annual and Five Year Reports for fiscal year 2020-2021 include the information the District intends to review and adopt in accordance with Government Code Section 66006. These reports were made available to the public on December 14, 2021. No comments were received during the public review period.

RECOMMENDATION:

It is recommended that the Board adopt the resolution regarding statutory school fees and report for fiscal year 2020-2021, and the findings in compliance with Government Code sections 66006 and 66001, as shown in the attached supplements.

FISCAL IMPACT:

Not applicable

FUNDING SOURCE:

Not applicable.

**RESOLUTION OF THE BOARD OF TRUSTEES OF THE
SAN DIEGUITO UNION HIGH SCHOOL DISTRICT RELATING TO
INFORMATION MADE AVAILABLE TO THE PUBLIC IN
THE FORM OF A STATUTORY SCHOOL FEES AND
MITIGATION PAYMENTS (“REPORTABLE FEES”)
REPORT FOR FISCAL YEAR 2020-2021
 (“REPORTABLE FEES REPORT”), AND FINDINGS THEREON, IN
COMPLIANCE WITH GOVERNMENT CODE SECTIONS 66006 AND 66001**

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

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

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

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

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

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

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

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

WHEREAS, Section 66006 (b)(2) of the Government Code requires the Board of Trustees (“Board”) to review the information made available to the public at a regularly scheduled public meeting and any other relevant information including, but not limited to, that certain Reportable Fees Report prepared for District entitled “SAN DIEGUITO UNION HIGH SCHOOL DISTRICT ANNUAL AND FIVE YEAR REPORTS FOR FISCAL YEAR 2020-2021 IN COMPLIANCE WITH GOVERNMENT CODE SECTIONS 66006 AND 66001” (“REPORTABLE FEES REPORT”) not less than fifteen (15) days after this Reportable Fees Report is made available to the public; and

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

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

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

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

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

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

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

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

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

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

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

ADOPTED, SIGNED AND APPROVED, this 20th day of January, 2022.

BOARD OF TRUSTEES OF THE
SAN DIEGUITO UNION HIGH
SCHOOL DISTRICT

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

ATTEST:

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

ITEM 13b

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

I, Julie Bronstein, Clerk of the Board of Trustees of the San Dieguito Union High School District, do hereby certify that the foregoing Resolution was duly adopted by the Board of Trustees of said District at a meeting of said Board held on the 20th day of January, 2022, by the following vote:

AYES: _____

NOES: _____

ABSTAIN: _____

ABSENT: _____

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

ITEM 13b

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

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

Date: January 20, 2022

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

**SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
ANNUAL AND FIVE YEAR REPORTS
FOR FISCAL YEAR 2020-2021
IN COMPLIANCE WITH
GOVERNMENT CODE SECTIONS 66006 AND 66001**

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

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

1. ANNUAL REPORT

INFORMATION MADE AVAILABLE PURSUANT TO GOVERNMENT CODE SECTION 66006 FOR FISCAL YEAR 2020-2021:

In accordance with Government Code Section 66006(b)(1) and (2), the District provides the following information for fiscal year 2020-2021:

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

The Reportable Fees of the District for fiscal year 2020-2021 consist of Statutory School Fees.

B. AMOUNT OF THE REPORTABLE FEES:

The Statutory School Fee amounts for fiscal year 2020–2021 are set forth in Schedule A which is incorporated herein. These Statutory School Fee amounts were previously adopted on behalf of the District by the Board of Trustees (“Board”) of the District. The Statutory School Fee amounts only partially mitigate the impacts to the District caused by new residential development because the Statutory School Fees do not adequately fund School Facility needs resulting from additional development within the District.

C. BEGINNING AND ENDING BALANCE OF ACCOUNT:

	Reportable Fees
Beginning Balance (7/01/20)	\$1,440,063.28
Ending Balance (6/30/21)	\$1,002,254.28

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

Amount of Reportable Fees Collected	Amount of Interest Earned
\$1,002,652.79	\$10,199.12

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

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

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

The District determined that it had sufficient funds to initiate construction of the following in fiscal year 2019-20:

Site	Description
District Office	District Office Modernization

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

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

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

No refunds of Reportable Fees were made in fiscal year 2020-2021, and no refunds are required under applicable law.

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

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SCHEDULE A.

Statutory School Fee Rates:	
Residential Development	\$1.55 per square foot of habitable living space should development reside in Rancho Santa Fe Elementary School District. \$2.14 per square foot of habitable living space all other areas.
Commercial/Industrial Development (Except Rental Self-Storage Facilities)	\$.25 per square foot of covered and enclosed space should development reside in Rancho Santa Fe Elementary School District. \$.35 per square foot of covered and enclosed space all other areas.
Commercial/Industrial Development: Rental Self-Storage Facilities Only	\$.15 per square foot of covered and enclosed space should development reside in Rancho Santa Fe Elementary School District. \$.21 per square foot of covered and enclosed space all other areas.

SCHEDULE B.

2020-2021 Improvements	Amount Expended	Percent Funded
Site Improvements	\$ 289,350.00	100%
New Construction/Building Improvements	518,174.60	100%
Consultants/Studies/Demographics	250,630.21	100%
Legal/Legal Advertising	1,318.76	100%
Furniture & Equipment	363,079.11	100%
Administrative Costs	28,108.23	100%
Total:	\$ 1,450,660.91	

II. FIVE YEAR REPORT

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

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

The purpose of the Reportable Fees imposed and collected on new residential and commercial/industrial development within the District during fiscal year 2020-2021 was to fund the additional grade 7-12 School Facilities required to serve the grade 7-12 Project Students generated by new development within the District. Specifically, the Reportable Fees will be used for the construction and/or acquisition of additional School Facilities, improvements to existing School Facilities to add additional classrooms, sustainability, and technology, as well as acquiring and installing additional portable classrooms to accommodate Project Students.

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

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

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

Exhibit A lists the proposed funding sources for all pending School Facility projects, as presently identified by the District: Exhibit A, Page 1, is a Summary Page of all pending facility projects, District wide; Pages 2 – 16 provide project funding source information by individual District sites.

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

Exhibit A lists the approximate dates on which the funding referred to is expected to be available and deposited into the appropriate account or fund for the School Facility Projects presently identified by the District: Exhibit A, Pages 2 – 16, provide fiscal year funding information by individual District sites.

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EXHIBIT A

San Dieguito Union High School District - Site Summary

Identification of All Sources and Amounts of Funding Anticipated to Complete Financing of the School Facilities the District has Identified in the District's Reports.

(Please see Individual Site Detail for Identification of the Approximate Dates on Which the Funding Referred to is Expected to be Deposited into the Appropriate Account or Fund.)
December 3, 2021

School Site	Est. Cost	State School Bldg Program	Mello Roos	NCW	Reportable Fees	Prop AA	Other	Unfunded
Carmel Valley Middle School	\$ 11,337,594.66	\$ -	\$ 2,900,655.50	\$ -	\$ -	\$ 743,756.19	\$ 6,007,792.00	\$ 1,685,390.97
Diegueno Middle School	\$ 43,068,574.72	\$ -	\$ 902,683.55	\$ -	\$ -	\$ 14,109,545.87	\$ -	\$ 28,056,345.30
Earl Warren Middle School	\$ 3,135,750.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 600,000.00	\$ 2,535,750.00
Oak Crest Middle School	\$ 12,649,946.02	\$ -	\$ 5,042,255.01	\$ -	\$ -	\$ 5,081,469.13	\$ 20,000.00	\$ 2,506,221.88
Pacific Trails Middle School	\$ 1,983,592.90	\$ -	\$ 675,000.00	\$ -	\$ -	\$ -	\$ -	\$ 1,308,592.90
Canyon Crest Academy	\$ 11,744,571.12	\$ -	\$ 1,868,189.29	\$ -	\$ -	\$ 3,685,663.91	\$ 1,531,885.00	\$ 4,658,832.92
La Costa Canyon High School	\$ 58,104,124.13	\$ -	\$ -	\$ -	\$ -	\$ 15,433,053.20	\$ 1,251,500.00	\$ 41,419,570.93
San Dieguito High School Academy	\$ 25,609,164.63	\$ -	\$ -	\$ -	\$ -	\$ 16,656,071.68	\$ -	\$ 8,953,092.95
Requeza Educational Center	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Torrey Pines High School	\$ 61,361,906.06	\$ -	\$ 15,578,452.52	\$ -	\$ -	\$ 23,147,835.03	\$ -	\$ 22,635,618.51
La Costa Valley Sports Complex	\$ 10,488,055.75	\$ -	\$ -	\$ -	\$ -	\$ 6,438,756.43	\$ -	\$ 4,049,299.32
District Office	\$ 31,045,255.88	\$ -	\$ -	\$ -	\$ 15,460.00	\$ -	\$ 7,824,300.91	\$ 23,205,494.97
Transportation Facility	\$ 9,485,422.91	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 61,104.00	\$ 9,424,318.91
Maintenance & Operations Facility (Vulcan Ave.)	\$ 2,333,880.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,333,880.00
District Wide	\$ 1,814,937.25	\$ -	\$ 622,483.02	\$ -	\$ -	\$ 1,192,454.23	\$ -	\$ -
Totals	\$ 284,162,776.02	\$ -	\$ 27,589,718.89	\$ -	\$ 15,460.00	\$ 86,488,605.67	\$ 17,296,581.91	\$ 152,772,409.55

EXHIBIT A

Carmel Valley Middle School - Site Detail
December 3, 2021

Identification of All Sources and Amounts of Funding Anticipated to Complete Financing

Project	Est. Cost	State School Bldg Program	Mello Roos	NCW	Reportable Fees	Prop AA	Other	UnFunded
(2011) New Student Entry	\$ 393,114.35	unknown	unknown	unknown	unknown	\$ 241,338.11	unknown	\$ 151,776.24
(2011) Student Quad Reconfiguration	\$ 818,386.11	unknown	unknown	unknown	unknown	\$ 502,418.08	unknown	\$ 315,968.03
(2016) New Solar Parking Structures	\$ 1,951,346.45	unknown	\$ 1,528,931.00	unknown	unknown	N/A	unknown	\$ 422,415.45
(2016) Field Renovation	\$ 1,181,576.26	unknown	\$ 1,071,724.50	unknown	unknown	N/A	unknown	\$ 109,851.76
(2019) Modernize Bldgs 300 and 400	\$ 68,517.51	unknown	unknown	unknown	unknown	N/A	unknown	\$ 68,517.51
(2019) Modernize Bldg 600	\$ 86,555.07	unknown	unknown	unknown	unknown	N/A	unknown	\$ 86,555.07
(2019) Modernize 700's	\$ 167,715.61	unknown	unknown	unknown	unknown	N/A	unknown	\$ 167,715.61
(2019) Modernize Bldgs 800 and 900	\$ 223,392.96	unknown	unknown	unknown	unknown	N/A	unknown	\$ 223,392.96
(2019) Modernize Admin Bldg	\$ 73,048.34	unknown	unknown	unknown	unknown	N/A	unknown	\$ 73,048.34
(2020) Install Ped Gates with Panic Hardware	\$ 52,500.00	unknown	unknown	unknown	unknown	N/A	unknown	\$ 52,500.00
(2020) Install Parking Lot Gates	\$ 13,650.00	unknown	unknown	unknown	unknown	N/A	unknown	\$ 13,650.00
(2020) Roof and HVAC Replacement	\$ 6,007,792.00	unknown	unknown	unknown	unknown	N/A	\$ 6,007,792.00	\$ -
(2020) Admin/Entrance Landscaping	\$ 300,000.00	unknown	\$ 300,000.00	unknown	unknown	N/A	unknown	\$ -
Totals	\$ 11,337,594.66	\$ -	\$ 2,900,655.50	\$ -	\$ -	\$ 743,756.19	\$ 6,007,792.00	\$ 1,685,390.97

Identification of the Approximate Dates on Which Funding Referred to Above is Expected to be Deposited into the Appropriate Account or Fund

Project	Est. Cost	State School Bldg Program	Mello Roos	NCW	Reportable Fees	Prop AA	Other	UnFunded
(2011) New Student Entry	\$ 393,114.35	unknown	unknown	unknown	unknown	20/21	unknown	unknown
(2011) Student Quad Reconfiguration	\$ 818,386.11	unknown	unknown	unknown	unknown	20/21	unknown	unknown
(2016) New Solar Parking Structures	\$ 1,951,346.45	unknown	16/17	unknown	unknown	N/A	unknown	unknown
(2016) Field Renovation	\$ 1,181,576.26	unknown	16/17	unknown	unknown	N/A	unknown	unknown
(2019) Modernize Bldgs 300 and 400	\$ 68,517.51	unknown	unknown	unknown	unknown	N/A	unknown	unknown
(2019) Modernize Bldg 600	\$ 86,555.07	unknown	unknown	unknown	unknown	N/A	unknown	unknown
(2019) Modernize 700's	\$ 167,715.61	unknown	unknown	unknown	unknown	N/A	unknown	unknown
(2019) Modernize Bldgs 800 and 900	\$ 223,392.96	unknown	unknown	unknown	unknown	N/A	unknown	unknown
(2019) Modernize Admin Bldg	\$ 73,048.34	unknown	unknown	unknown	unknown	N/A	unknown	unknown
(2020) Install Ped Gates with Panic Hardware	\$ 52,500.00	unknown	unknown	unknown	unknown	N/A	unknown	unknown
(2020) Install Parking Lot Gates	\$ 13,650.00	unknown	unknown	unknown	unknown	N/A	unknown	unknown
(2021) Roof and HVAC Replacement	\$ 6,007,792.00	unknown	unknown	unknown	unknown	N/A	20/21	unknown
(2020) Admin/Entrance Landscaping	\$ 300,000.00	unknown	20/21	unknown	unknown	N/A	unknown	unknown

EXHIBIT A

Diegueno Middle School - Site Detail

December 3, 2021

Identification of All Sources and Amounts of Funding Anticipated to Complete Financing

Project	Est. Cost	State School Bldg Program	Mello Roos	NCW	Reportable Fees	Prop AA	Other	UnFunded
(2011) New Athletic Multi-Purpose Bldg	\$ 14,870,985.35	unknown	unknown	N/A	unknown	N/A	unknown	\$ 14,870,985.35
(2011) Access Path and Bathrooms at Track and Field	\$ 4,888,052.97	unknown	unknown	N/A	unknown	N/A	unknown	\$ 4,888,052.97
(2012) Modernization of Math, History, English and Science Bldgs	\$ 6,535,454.78	unknown	unknown	N/A	unknown	\$ 4,212,812.42	unknown	\$ 2,322,642.36
(2012) Multi-Purpose Expansion (Music, Locker Rooms, Food Svc), Administration, and Parking Lot Improvements	\$ 15,353,081.85	unknown	unknown	N/A	unknown	\$ 9,896,733.45	unknown	\$ 5,456,348.40
(2016) Solar	\$ 1,152,078.37	unknown	\$ 902,683.55	N/A	unknown	N/A	unknown	\$ 249,394.82
(2017) Back Entrance Improvements	\$ 91,162.97	unknown	unknown	N/A	unknown	N/A	unknown	\$ 91,162.97
(2018) North Perimeter Drainage Improvements/Minor Retaining Wall	\$ 20,258.44	unknown	unknown	N/A	unknown	N/A	unknown	\$ 20,258.44
(2020) Bldgs C, D, & G Landscaping	\$ 157,500.00	unknown	unknown	N/A	unknown	N/A	unknown	\$ 157,500.00
Totals	\$ 43,068,574.72	\$ -	\$ 902,683.55	\$ -	\$ -	\$ 14,109,545.87	\$ -	\$ 28,056,345.30

Identification of the Approximate Dates on Which Funding Referred to Above is Expected to be Deposited into the Appropriate Account or Fund

Project	Est. Cost	State School Bldg Program	Mello Roos	NCW	Reportable Fees	Prop AA	Other	UnFunded
(2011) New Athletic Multi-Purpose Bldg	\$ 14,870,985.35	unknown	unknown	N/A	unknown	N/A	unknown	unknown
(2011) Access Path and Bathrooms at Track and Field	\$ 4,888,052.97	unknown	unknown	N/A	unknown	N/A	unknown	unknown
(2012) Modernization of Math, History, English and Science Bldgs	\$ 6,535,454.78	unknown	unknown	N/A	unknown	20/21	unknown	unknown
(2012) Multi-Purpose Expansion (Music, Locker Rooms, Food Svc), Administration, and Parking Lot Improvements	\$ 15,353,081.85	unknown	unknown	N/A	unknown	20/21	unknown	unknown
(2016) Solar	\$ 1,152,078.37	unknown	16/17	N/A	unknown	N/A	unknown	unknown
(2017) Back Entrance Improvements	\$ 91,162.97	unknown	unknown	N/A	unknown	N/A	unknown	unknown
(2018) North Perimeter Drainage Improvements/Minor Retaining Wall	\$ 20,258.44	unknown	unknown	N/A	unknown	N/A	unknown	unknown
(2020) Bldgs C, D, & G Landscaping	\$ 157,500.00	unknown	unknown	N/A	unknown	N/A	unknown	unknown

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EXHIBIT A

Earl Warren Middle School - Site Detail
December 3, 2021

Identification of All Sources and Amounts of Funding Anticipated to Complete Financing

Project	Est. Cost	State School Bldg Program	Mello Roos	NCW	Reportable Fees	Prop AA	Other	Unfunded
(2019) Admin Roof Improvements/Outdoor Use	\$ 55,125.00	unknown	unknown	N/A	unknown	N/A	unknown	\$ 55,125.00
(2019) All-weather Track and Field	\$ 1,984,500.00	unknown	unknown	N/A	unknown	N/A	unknown	\$ 1,984,500.00
(2019) Southwestern Slope Landscaping and Drainage	\$ 496,125.00	unknown	unknown	N/A	unknown	N/A	unknown	\$ 496,125.00
(2020) Stevens Avenue Slope Improvements	\$ 600,000.00	unknown	unknown	N/A	unknown	N/A	\$ 600,000.00	\$ -
Totals	\$ 3,135,750.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 600,000.00	\$ 2,535,750.00

Identification of the Approximate Dates on Which Funding Referred to Above is Expected to be Deposited into the Appropriate Account or Fund

Project	Est. Cost	State School Bldg Program	Mello Roos	NCW	Reportable Fees	Prop AA	Other	Unfunded
(2019) Admin Roof Improvements/Outdoor Use	\$ 55,125.00	unknown	unknown	N/A	unknown	N/A	unknown	unknown
(2019) All-weather Track and Field	\$ 1,984,500.00	unknown	unknown	N/A	unknown	N/A	unknown	unknown
(2019) Southwestern Slope Landscaping and Drainage	\$ 496,125.00	unknown	unknown	N/A	unknown	N/A	unknown	unknown
(2020) Stevens Avenue Slope Improvements	\$ 600,000.00	unknown	unknown	N/A	unknown	N/A	19/20	unknown

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EXHIBIT A

Oak Crest Middle School - Site Detail

December 3, 2021

Identification of All Sources and Amounts of Funding Anticipated to Complete Financing

Project	Est. Cost	State School Bldg Program	Mello Roos	NCW	Reportable Fees	Prop AA	Other	Unfunded
(2011) New Multi-Purpose Bldg	\$ 5,106,355.93	unknown	unknown	N/A	unknown	\$ 3,134,869.58	unknown	\$ 1,971,486.35
(2011) New Trash Enclosure	\$ 26,388.09	unknown	unknown	N/A	unknown	N/A	unknown	\$ 26,388.09
(2016) Solar	\$ 918,821.12	unknown	\$ 719,920.39	N/A	unknown	N/A	unknown	\$ 198,900.73
(2018) Balance of Campus Modernization/Bldgs C-G, I, K, M, N, Locker Rooms and Crest Hall	\$ 6,498,380.88	unknown	\$ 4,222,334.62	N/A	unknown	\$ 1,946,599.55	\$ 20,000.00	\$ 309,446.71
(2019) Irrigation Pump Improvement	\$ 100,000.00	unknown	\$ 100,000.00	N/A	unknown	unknown	unknown	\$ -
Totals	\$ 12,649,946.02	\$ -	\$ 5,042,255.01	\$ -	\$ -	\$ 5,081,469.13	\$ 20,000.00	\$ 2,506,221.88

Identification of the Approximate Dates on Which Funding Referred to Above is Expected to be Deposited into the Appropriate Account or Fund

Project	Est. Cost	State School Bldg Program	Mello Roos	NCW	Reportable Fees	Prop AA	Other	Unfunded
(2011) New Multi-Purpose Bldg	\$ 5,106,355.93	unknown	unknown	N/A	unknown	20/21	unknown	unknown
(2011) New Trash Enclosure	\$ 26,388.09	unknown	unknown	N/A	unknown	N/A	unknown	unknown
(2016) Solar	\$ 918,821.12	unknown	16/17	N/A	unknown	N/A	unknown	unknown
(2018) Balance of Campus Modernization/Bldgs C-G, I, K, M, N, Locker Rooms and Crest Hall	\$ 6,498,380.88	unknown	18/19	N/A	unknown	17/18-20/21	20/21	unknown
(2019) Irrigation Pump Improvement	\$ 100,000.00	unknown	18/19	N/A	unknown	N/A	unknown	unknown

EXHIBIT A

Pacific Trails Middle School - Site Detail
December 3, 2021

Identification of All Sources and Amounts of Funding Anticipated to Complete Financing

Project	Est. Cost	State School Bldg Program	Mello Roos	NCW	Reportable Fees	Prop AA	Other	Unfunded
(2016) Field Lights - Shared Use - City of SD	\$ 1,983,592.90	unknown	\$ 675,000.00	N/A	unknown	N/A	unknown	\$ 1,308,592.90
Totals	\$ 1,983,592.90	\$ -	\$ 675,000.00	\$ -	\$ -	\$ -	\$ -	\$ 1,308,592.90

Identification of the Approximate Dates on Which Funding Referred to Above is Expected to be Deposited into the Appropriate Account or Fund

Project	Est. Cost	State School Bldg Program	Mello Roos	NCW	Reportable Fees	Prop AA	Other	Unfunded
(2016) Field Lights - Shared Use - City of SD	\$ 1,983,592.90	unknown	16/17	N/A	unknown	N/A	unknown	unknown

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EXHIBIT A

Canyon Crest Academy - Site Detail
December 3, 2021

Identification of All Sources and Amounts of Funding Anticipated to Complete Financing

Project	Est. Cost	State School Bldg Program	Mello Roos	NCW	Reportable Fees	Prop AA	Other	Unfunded
(2011) New Drive Entry	\$ 1,888,912.42	unknown	unknown	N/A	unknown	N/A	unknown	\$ 1,888,912.42
(2012) New Black Box Theater, and Spin Room	\$ 5,717,674.42	unknown	unknown	N/A	unknown	\$ 3,685,663.91	unknown	\$ 2,032,010.51
(2016) Stadium Lights/Power at Track/Wi-fi	\$ 1,417,500.00	unknown	\$ 1,350,000.00	N/A	unknown	N/A	unknown	\$ 67,500.00
(2017) New Shade Structure	\$ 201,014.35	unknown	unknown	N/A	unknown	N/A	unknown	\$ 201,014.35
(2018) Interior Modernization of Learning Commons	\$ 252,581.38	unknown	\$ 218,189.29	N/A	unknown	N/A	unknown	\$ 34,392.09
(2019) Modernize A2 - Theater	\$ 137,106.90	unknown	unknown	N/A	unknown	N/A	unknown	\$ 137,106.90
(2019) Modernize A3 - Arts Classrooms	\$ 155,655.36	unknown	unknown	N/A	unknown	N/A	unknown	\$ 155,655.36
(2019) Modernize Gym	\$ 133,041.30	unknown	unknown	N/A	unknown	N/A	unknown	\$ 133,041.30
(2020) Robotics Room Improvements	\$ 5,000.00	unknown	unknown	N/A	unknown	N/A	unknown	\$ 5,000.00
(2020) Add Projection to Principal's Office	\$ 4,200.00	unknown	unknown	N/A	unknown	N/A	unknown	\$ 4,200.00
(2020) Irrigation Pump Improvement	\$ 300,000.00	unknown	\$ 300,000.00	N/A	unknown	N/A	unknown	\$ -
(2021) HVAC Modernization Music and PAC Bldgs.	\$ 1,531,885.00	unknown	unknown	N/A	unknown	N/A	\$ 1,531,885.00	\$ -
Totals	\$ 11,744,571.12	\$ -	\$ 1,868,189.29	\$ -	\$ -	\$ 3,685,663.91	\$ 1,531,885.00	\$ 4,658,832.92

Identification of the Approximate Dates on Which Funding Referred to Above is Expected to be Deposited into the Appropriate Account or Fund

Project	Est. Cost	State School Bldg Program	Mello Roos	NCW	Reportable Fees	Prop AA	Other	Unfunded
(2011) New Drive Entry	\$ 1,888,912.42	unknown	unknown	N/A	unknown	N/A	unknown	unknown
(2012) New Black Box Theater, and Spin Room	\$ 5,717,674.42	unknown	unknown	N/A	unknown	20/21	unknown	unknown
(2016) Stadium Lights/Power at Track/Wi-fi	\$ 1,417,500.00	unknown	16/17	N/A	unknown	N/A	unknown	unknown
(2017) New Shade Structure	\$ 201,014.35	unknown	unknown	N/A	unknown	N/A	unknown	unknown
(2018) Interior Modernization of Learning Commons	\$ 252,581.38	unknown	18/19	N/A	unknown	N/A	unknown	unknown
(2019) Modernize A2 - Theater	\$ 137,106.90	unknown	unknown	N/A	unknown	N/A	unknown	unknown
(2019) Modernize A3 - Arts Classrooms	\$ 155,655.36	unknown	unknown	N/A	unknown	N/A	unknown	unknown
(2019) Modernize Gym	\$ 133,041.30	unknown	unknown	N/A	unknown	N/A	unknown	unknown
(2020) Robotics Room Improvements	\$ 5,000.00	unknown	unknown	N/A	unknown	N/A	unknown	unknown
(2020) Add Projection to Principal's Office	\$ 4,200.00	unknown	unknown	N/A	unknown	N/A	unknown	unknown
(2020) Irrigation Pump Improvement	\$ 300,000.00	unknown	19/20	N/A	unknown	N/A	unknown	unknown
(2021) HVAC Modernization Music and PAC Bldgs.	\$ 1,531,885.00	unknown	unknown	N/A	unknown	N/A	20/21	unknown

EXHIBIT A

La Costa Canyon High School - Site Detail
December 3, 2021

Identification of All Sources and Amounts of Funding Anticipated to Complete Financing

Project	Est. Cost	State School Bldg Program	Mello Roos	NCW	Reportable Fees	Prop AA	Other	Unfunded
(2011) Modernization of 300's, 400's, 500's	\$ 3,771,287.08	unknown	unknown	N/A	unknown	N/A	unknown	\$ 3,771,287.08
(2011) Interim Housing (for Mod.s 300's, 400's, 500's)	\$ 964,305.62	unknown	unknown	N/A	unknown	N/A	unknown	\$ 964,305.62
(2011) Modernization of 600's, and 700/701	\$ 1,636,070.56	unknown	unknown	N/A	unknown	N/A	unknown	\$ 1,636,070.56
(2011) Modernization of Theater (1100's)	\$ 1,662,439.21	unknown	unknown	N/A	unknown	N/A	unknown	\$ 1,662,439.21
(2011) Modernization of 1300's	\$ 565,746.60	unknown	unknown	N/A	unknown	N/A	unknown	\$ 565,746.60
(2011) Modernization of Gym	\$ 4,007,396.20	unknown	unknown	N/A	unknown	N/A	unknown	\$ 4,007,396.20
(2011) Modernization of Concession Stands/Replacement of Stadium Bleachers	\$ 620,430.24	unknown	unknown	N/A	unknown	N/A	unknown	\$ 620,430.24
(2011) New Cart Path from Upper Campus to Lower Fields	\$ 247,388.37	unknown	unknown	N/A	unknown	N/A	unknown	\$ 247,388.37
(2011) Convert Existing Food Service and Room 600 to Main Kitchen	\$ 5,023,028.47	unknown	unknown	N/A	unknown	N/A	unknown	\$ 5,023,028.47
(2011) New M&O Facility and Restore Art Yard	\$ 1,916,435.25	unknown	unknown	N/A	unknown	N/A	unknown	\$ 1,916,435.25
(2011) Modernization of Outdoor Classroom Quads	\$ 3,470,693.93	unknown	unknown	N/A	unknown	N/A	unknown	\$ 3,470,693.93
(2011) Front Driveway Entry Improvements	\$ 923,583.25	unknown	unknown	N/A	unknown	N/A	unknown	\$ 923,583.25
(2011) Improvements to Baseball Fields	\$ 1,266,628.46	unknown	unknown	N/A	unknown	N/A	unknown	\$ 1,266,628.46
(2012) Field House	\$ 10,013,803.16	unknown	unknown	N/A	unknown	\$ 6,454,986.80	unknown	\$ 3,558,816.36
(2012) Baseball and Softball Field Improvements	\$ 6,484,735.00	unknown	unknown	N/A	unknown	N/A	unknown	\$ 6,484,735.00
(2012) New Science Bldg, New Classroom Bldg, and Administration Bldg Mod	\$ 13,746,643.07	unknown	unknown	N/A	unknown	\$ 8,861,208.69	unknown	\$ 4,885,434.38
(2012) Balance of 200 and 900 Modulares	\$ 181,284.66	unknown	unknown	N/A	unknown	\$ 116,857.71	unknown	\$ 64,426.95
(2017) Theater Lighting Improvements	\$ 67,725.00	unknown	unknown	N/A	unknown	N/A	unknown	\$ 67,725.00
(2018) Gym-A/V improvements and Scoreboard	\$ 75,000.00	unknown	unknown	N/A	unknown	N/A	unknown	\$ 75,000.00
(2019) New Storage behind Theater	\$ 81,000.00	unknown	unknown	N/A	unknown	N/A	unknown	\$ 81,000.00
(2019) Water Bottle Refill Stations (8)	\$ 64,000.00	unknown	unknown	N/A	unknown	N/A	unknown	\$ 64,000.00
(2020) Washer and Dryer Room in GYM	\$ 10,500.00	unknown	unknown	N/A	unknown	N/A	unknown	\$ 10,500.00
(2020) Modernize Upstairs Team Room in Gym	\$ 52,500.00	unknown	unknown	N/A	unknown	N/A	unknown	\$ 52,500.00
(2020) Parking lot/slope, storm drain, and storm water improvements	\$ 201,500.00	unknown	unknown	N/A	unknown	N/A	\$ 201,500.00	\$ -
(2020) Black Box Theater, Amphitheater, and Storm water	\$ 1,050,000.00	unknown	unknown	N/A	unknown	N/A	\$ 1,050,000.00	\$ -
Totals	\$ 58,104,124.13	\$ -	\$ -	\$ -	\$ -	\$ 15,433,053.20	\$ 1,251,500.00	\$ 41,419,570.93

Identification of the Approximate Dates on Which Funding Referred to Above is Expected to be Deposited into the Appropriate Account or Fund

Project	Est. Cost	State School Bldg Program	Mello Roos	NCW	Reportable Fees	Prop AA	Other	Unfunded
(2011) Modernization of 300's, 400's, 500's	\$ 3,771,287.08	unknown	unknown	N/A	unknown	N/A	unknown	unknown
(2011) Interim Housing (for Mod.s 300's, 400's, 500's)	\$ 964,305.62	unknown	unknown	N/A	unknown	N/A	unknown	unknown
(2011) Modernization of 600's, and 700/701	\$ 1,636,070.56	unknown	unknown	N/A	unknown	N/A	unknown	unknown
(2011) Modernization of Theater (1100's)	\$ 1,662,439.21	unknown	unknown	N/A	unknown	N/A	unknown	unknown
(2011) Modernization of 1300's	\$ 565,746.60	unknown	unknown	N/A	unknown	N/A	unknown	unknown
(2011) Modernization of Gym	\$ 4,007,396.20	unknown	unknown	N/A	unknown	N/A	unknown	unknown
(2011) Modernization of Concession Stands/Replacement of Stadium Bleachers	\$ 620,430.24	unknown	unknown	N/A	unknown	N/A	unknown	unknown
(2011) New Cart Path from Upper Campus to Lower Fields	\$ 247,388.37	unknown	unknown	N/A	unknown	N/A	unknown	unknown
(2011) Convert Existing Food Service and Room 600 to Main Kitchen	\$ 5,023,028.47	unknown	unknown	N/A	unknown	N/A	unknown	unknown
(2011) New M&O Facility and Restore Art Yard	\$ 1,916,435.25	unknown	unknown	N/A	unknown	N/A	unknown	unknown
(2011) Modernization of Outdoor Classroom Quads	\$ 3,470,693.93	unknown	unknown	N/A	unknown	N/A	unknown	unknown
(2011) Front Driveway Entry Improvements	\$ 923,583.25	unknown	unknown	N/A	unknown	N/A	unknown	unknown
(2011) Improvements to Baseball Fields	\$ 1,266,628.46	unknown	unknown	N/A	unknown	N/A	unknown	unknown
(2012) Field House	\$ 10,013,803.16	unknown	unknown	N/A	unknown	20/21	unknown	unknown
(2012) Baseball and Softball Field Improvements	\$ 6,484,735.00	unknown	unknown	N/A	unknown	N/A	unknown	unknown
(2012) New Science Bldg, New Classroom Bldg, and Administration Bldg Mod	\$ 13,746,643.07	unknown	unknown	N/A	unknown	20/21	unknown	unknown
(2012) Balance of 200 and 900 Modulares	\$ 181,284.66	unknown	unknown	N/A	unknown	20/21	unknown	unknown
(2017) Theater Lighting Improvements	\$ 67,725.00	unknown	unknown	N/A	unknown	N/A	unknown	unknown
(2018) Gym-A/V improvements and Scoreboard	\$ 75,000.00	unknown	unknown	N/A	unknown	N/A	unknown	unknown
(2019) New Storage behind Theater	\$ 81,000.00	unknown	unknown	N/A	unknown	N/A	unknown	unknown
(2019) Water Bottle Refill Stations (8)	\$ 64,000.00	unknown	unknown	N/A	unknown	N/A	unknown	unknown
(2020) Washer and Dryer Room in GYM	\$ 10,500.00	unknown	unknown	N/A	unknown	N/A	unknown	unknown
(2020) Modernize Upstairs Team Room in Gym	\$ 52,500.00	unknown	unknown	N/A	unknown	N/A	unknown	unknown
(2020) Parking lot/slope, storm drain, and storm water improvements	\$ 201,500.00	unknown	unknown	N/A	unknown	N/A	19/20	unknown
(2020) Black Box Theater, Amphitheater, and Storm water	\$ 1,050,000.00	unknown	unknown	N/A	unknown	N/A	20/21	unknown

EXHIBIT A

San Dieguito High School Academy - Site Detail
December 3, 2021

Identification of All Sources and Amounts of Funding Anticipated to Complete Financing

Project	Est. Cost	State School Bldg Program	Mello Roos	NCW	Reportable Fees	Prop AA	Other	Unfunded
(2012) Modernize Industrial Arts, A&B Bldgs.	\$ 9,532,937.11	unknown	unknown	N/A	unknown	\$ 6,145,016.26	unknown	\$ 3,387,920.85
(2012) Modernize Mosaic Café, Fields, Reconstruct Gym, Locker Rooms, and Weight Room	\$ 14,911,766.15	unknown	unknown	N/A	unknown	\$ 9,612,257.42	unknown	\$ 5,299,508.73
(2017) Restroom Remodel	\$ 85,085.44	unknown	unknown	N/A	unknown	N/A	unknown	\$ 85,085.44
(2018) Minor Modernization of PAC Scene Room/Floor and Sink	\$ 40,042.25	unknown	unknown	N/A	unknown	N/A	unknown	\$ 40,042.25
(2018) Minor Modernization of Weight Room/Floor	\$ 100,018.80	unknown	unknown	N/A	unknown	N/A	unknown	\$ 100,018.80
(2018) Area between Tennis Courts and Locker Room Landscaping	\$ 40,516.88	unknown	unknown	N/A	unknown	N/A	unknown	\$ 40,516.88
(2020) Parking lot and Play Courts	\$ 898,798.00	unknown	unknown	N/A	unknown	\$ 898,798.00	unknown	\$ -
Totals	\$ 25,609,164.63	\$ -	\$ -	\$ -	\$ -	\$ 16,656,071.68	\$ -	\$ 8,953,092.95

Identification of the Approximate Dates on Which Funding Referred to Above is Expected to be Deposited into the Appropriate Account or Fund

Project	Est. Cost	State School Bldg Program	Mello Roos	NCW	Reportable Fees	Prop AA	Other	Unfunded
(2012) Modernize Industrial Arts, A&B Bldgs.	\$ 9,532,937.11	unknown	unknown	N/A	unknown	17/18-20/21	unknown	unknown
(2012) Modernize Mosaic Café, Fields, Reconstruct Gym, Locker Rooms, and Weight Room	\$ 14,911,766.15	unknown	unknown	N/A	unknown	17/18-24/25	unknown	unknown
(2017) Restroom Remodel	\$ 85,085.44	unknown	unknown	N/A	unknown	N/A	unknown	unknown
(2018) Minor Modernization of PAC Scene Room/Floor and Sink	\$ 40,042.25	unknown	unknown	N/A	unknown	N/A	unknown	unknown
(2018) Minor Modernization of Weight Room/Floor	\$ 100,018.80	unknown	unknown	N/A	unknown	N/A	unknown	unknown
(2018) Area between Tennis Courts and Locker Room Landscaping	\$ 40,516.88	unknown	unknown	N/A	unknown	N/A	unknown	unknown
(2020) Parking lot and Play Courts	\$ 898,798.00	unknown	unknown	N/A	unknown	19/20	unknown	unknown

EXHIBIT A

Torrey Pines High School - Site Detail
December 3, 2021

Identification of All Sources and Amounts of Funding Anticipated to Complete Financing

Project	Est. Cost	State School Bldg Program	Mello Roos	NCW	Reportable Fees	Prop AA	Other	Unfunded
(2011) Renovate Driveway Entry and Circulation at Del Mar Heights	\$ 1,385,374.88	unknown	unknown	N/A	unknown	N/A	unknown	\$ 1,385,374.88
(2011) New Tech Pavilion	\$ 2,297,963.09	unknown	unknown	N/A	unknown	N/A	unknown	\$ 2,297,963.09
(2011) Expansion of Existing Gym	\$ 1,356,592.05	unknown	unknown	N/A	unknown	N/A	unknown	\$ 1,356,592.05
(2011) New Campus Green Area	\$ 1,404,013.67	unknown	unknown	N/A	unknown	N/A	unknown	\$ 1,404,013.67
(2011) New M&O Building	\$ 978,102.94	unknown	unknown	N/A	unknown	N/A	unknown	\$ 978,102.94
(2012) Balance of IV Bldg Modernization	\$ 10,969,068.79	unknown	unknown	N/A	unknown	\$ 8,734,725.90	unknown	\$ 2,234,342.89
(2012) Gym, Field House and Administration Bldg Remodels	\$ 22,359,462.87	unknown	unknown	N/A	unknown	\$ 14,413,109.13	unknown	\$ 7,946,353.74
(2018) New Digital Arts Classrooms (2)	\$ 1,854,667.67	unknown	\$ 1,854,667.67	N/A	unknown	N/A	unknown	\$ -
(2018) Modernization of IV Bldg - Warehouse, General Purpose Classrooms (1-2), Culinary Arts (alt.), Maker Space Classroom	\$ 7,416,360.66	unknown	\$ 7,416,360.66	N/A	unknown	N/A	unknown	\$ -
(2018) Athletic Field Improvements incl. Stadium, Boys and Girls Baseball and Softball, and General Playfield Improvements	\$ 7,301,631.93	unknown	\$ 6,307,424.19	N/A	unknown	N/A	unknown	\$ 994,207.74
(2019) Team Rooms (3)	\$ 2,411,167.50	unknown	unknown	N/A	unknown	N/A	unknown	\$ 2,411,167.50
(2020) Post Tension Tennis Courts	\$ 630,000.00	unknown	unknown	N/A	unknown	N/A	unknown	\$ 630,000.00
(2020) Artificial Practice Field	\$ 840,000.00	unknown	unknown	N/A	unknown	N/A	unknown	\$ 840,000.00
(2020) Shade Structure over Amphitheater	\$ 157,500.00	unknown	unknown	N/A	unknown	N/A	unknown	\$ 157,500.00
Totals	\$ 61,361,906.06	\$ -	\$ 15,578,452.52	\$ -	\$ -	\$ 23,147,835.03	\$ -	\$ 22,635,618.51

Identification of the Approximate Dates on Which Funding Referred to Above is Expected to be Deposited into the Appropriate Account or Fund

Project	Est. Cost	State School Bldg Program	Mello Roos	NCW	Reportable Fees	Prop AA	Other	Unfunded
(2011) Renovate Driveway Entry and Circulation at Del Mar Heights	\$ 1,385,374.88	unknown	unknown	N/A	unknown	N/A	unknown	unknown
(2011) New Tech Pavilion	\$ 2,297,963.09	unknown	unknown	N/A	unknown	N/A	unknown	unknown
(2011) Expansion of Existing Gym	\$ 1,356,592.05	unknown	unknown	N/A	unknown	N/A	unknown	unknown
(2011) New Campus Green Area	\$ 1,404,013.67	unknown	unknown	N/A	unknown	N/A	unknown	unknown
(2011) New M&O Building	\$ 978,102.94	unknown	unknown	N/A	unknown	N/A	unknown	unknown
(2012) Balance of IV Bldg Modernization	\$ 10,969,068.79	unknown	unknown	N/A	unknown	20/21	unknown	unknown
(2012) Gym, Field House and Administration Bldg Remodels	\$ 22,359,462.87	unknown	unknown	N/A	unknown	20/21	unknown	unknown
(2018) New Digital Arts Classrooms (2)	\$ 1,854,667.67	unknown	18/19	N/A	unknown	N/A	unknown	unknown
(2018) Modernization of IV Bldg - Warehouse, General Purpose Classrooms (1-2), Culinary Arts (alt.), Maker Space Classroom	\$ 7,416,360.66	unknown	18/19	N/A	unknown	N/A	unknown	unknown
(2018) Athletic Field Improvements incl. Stadium, Boys and Girls Baseball and Softball, and General Playfield Improvements	\$ 7,301,631.93	unknown	18/19	N/A	unknown	N/A	unknown	unknown
(2019) Team Rooms (3)	\$ 2,411,167.50	unknown	unknown	N/A	unknown	N/A	unknown	unknown
(2020) Post Tension Tennis Courts	\$ 630,000.00	unknown	unknown	N/A	unknown	N/A	unknown	unknown
(2020) Artificial Practice Field	\$ 840,000.00	unknown	unknown	N/A	unknown	N/A	unknown	unknown
(2020) Shade Structure over Amphitheater	\$ 157,500.00	unknown	unknown	N/A	unknown	N/A	unknown	unknown

ITEM 13b

EXHIBIT A

San Dieguito Sports Complex (La Costa Valley) - Site Detail
December 3, 2021

Identification of All Sources and Amounts of Funding Anticipated to Complete Financing

Project	Est. Cost	State School Bldg Program	Mello Roos	NCW	Reportable Fees	Prop AA	Other	Unfunded
(2011) Multi-Purpose Bldg	\$ 10,488,055.75	unknown	unknown	N/A	unknown	\$ 6,438,756.43	unknown	\$ 4,049,299.32
Totals	\$ 10,488,055.75	\$ -	\$ -	\$ -	\$ -	\$ 6,438,756.43	\$ -	\$ 4,049,299.32

Identification of the Approximate Dates on Which Funding Referred to Above is Expected to be Deposited into the Appropriate Account or Fund

Project	Est. Cost	State School Bldg Program	Mello Roos	NCW	Reportable Fees	Prop AA	Other	Unfunded
(2011) Multi-Purpose Bldg	\$ 10,488,055.75	unknown	unknown	N/A	unknown	20/21	unknown	unknown

ITEM 13b

EXHIBIT A

District Office - Site Detail

December 3, 2021

Identification of All Sources and Amounts of Funding Anticipated to Complete Financing

Project	Est. Cost	State School Bldg Program	Mello Roos	NCW	Reportable Fees	Prop AA	Other	Unfunded
(2019) District Office Modernization	\$ 7,839,760.91	unknown	unknown	N/A	\$ 15,460.00	N/A	\$ 7,824,300.91	\$ -
(2019) New District Educational Center	\$ 23,205,494.97	unknown	unknown	N/A	unknown	N/A	unknown	\$ 23,205,494.97
Totals	\$ 31,045,255.88	\$ -	\$ -	\$ -	\$ 15,460.00	\$ -	\$ 7,824,300.91	\$ 23,205,494.97

Identification of the Approximate Dates on Which Funding Referred to Above is Expected to be Deposited into the Appropriate Account or Fund

Project	Est. Cost	State School Bldg Program	Mello Roos	NCW	Reportable Fees	Prop AA	Other	Unfunded
(2019) District Office Modernization	\$ 7,839,760.91	unknown	unknown	N/A	19/20	N/A	20/21	unknown
(2019) New District Office	\$ 23,205,494.97	unknown	unknown	N/A	unknown	N/A	unknown	unknown

EXHIBIT A

Transportation Facility - Site Detail

December 3, 2021

Identification of All Sources and Amounts of Funding Anticipated to Complete Financing

Project	Est. Cost	State School Bldg Program	Mello Roos	NCW	Reportable Fees	Prop AA	Other	Unfunded
(2012) Construction and Reconfigure Transportation Center	\$ 9,424,318.91	unknown	unknown	N/A	unknown	N/A	unknown	\$ 9,424,318.91
(2020) Office Modernization	\$ 61,104.00	unknown	unknown	N/A	unknown	N/A	\$ 61,104.00	\$ -
Totals	\$ 9,485,422.91	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 61,104.00	\$ 9,424,318.91

Identification of the Approximate Dates on Which Funding Referred to Above is Expected to be Deposited into the Appropriate Account or Fund

Project	Est. Cost	State School Bldg Program	Mello Roos	NCW	Reportable Fees	Prop AA	Other	Unfunded
(2012) Construction and Reconfigure Transportation Center	\$ 9,424,318.91	unknown	unknown	N/A	unknown	N/A	unknown	unknown
(2020) Office Modernization	\$ 61,104.00	unknown	unknown	N/A	unknown	N/A	19/20	unknown

EXHIBIT A

Maintenance and Operations Facility (Vulcan Ave.) - Site Detail

December 3, 2021

Identification of All Sources and Amounts of Funding Anticipated to Complete Financing

Project	Est. Cost	State School Bldg Program	Mello Roos	NCW	Reportable Fees	Prop AA	Other	Unfunded
(2019) M&O Modernization	\$ 2,333,880.00	unknown	unknown	N/A	unknown	N/A	unknown	\$ 2,333,880.00
Totals	\$ 2,333,880.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,333,880.00

Identification of the Approximate Dates on Which Funding Referred to Above is Expected to be Deposited into the Appropriate Account or Fund

Project	Est. Cost	State School Bldg Program	Mello Roos	NCW	Reportable Fees	Prop AA	Other	Unfunded
(2019) M&O Modernization	\$ 2,333,880.00	unknown	unknown	N/A	unknown	N/A	unknown	unknown

EXHIBIT A

District Wide Projects Detail
December 3, 2021

Identification of All Sources and Amounts of Funding Anticipated to Complete Financing

Project	Est. Cost	State School Bldg Program	Mello Roos	NCW	Reportable Fees	Prop AA	Other	Unfunded
(2011) Technology Infrastructure Improvements	\$ 1,192,454.23	unknown	unknown	N/A	unknown	\$ 1,192,454.23	unknown	\$ -
(2016) Site Perimeter Enhancements	\$ 622,483.02	unknown	\$ 622,483.02	N/A	unknown	N/A	unknown	\$ -
Totals	\$ 1,814,937.25	\$ -	\$ 622,483.02	\$ -	\$ -	\$ 1,192,454.23	\$ -	\$ -

Identification of the Approximate Dates on Which Funding Referred to Above is Expected to be Deposited into the Appropriate Account or Fund

Project	Est. Cost	State School Bldg Program	Mello Roos	NCW	Reportable Fees	Prop AA	Other	Unfunded
(2011) Technology Infrastructure Improvements	\$ 1,192,454.23	unknown	unknown	N/A	unknown	17/18-20/21	unknown	unknown
(2016) Site Perimeter Enhancements	\$ 622,483.02	unknown	16/17	N/A	unknown	N/A	unknown	unknown

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: January 12, 2022

BOARD MEETING DATE: January 20, 2022

PREPARED BY: Mark Miller, Deputy Superintendent
Tina Douglas, Associate Superintendent,
Business Services

SUBMITTED BY: Dr. Cheryl James Ward, Superintendent

SUBJECT: READOPTION / ADOPTION OF NEW AND
REVISED BOARD POLICIES AND NEW
ADMINISTRATIVE REGULATION

EXECUTIVE SUMMARY

The following policies are being submitted for Board approval. The policies are shown in an editing format consistent with CSBA guidance, blue strikeouts denote deletions and red insertions denote updates and/or revisions.

1000 Series (1)	Community Relations
BP 1250	Visitors/Outsiders (revised)
3000 Series (3)	Business
BP 3515.4	Recovery for Property Loss or Damage (readoption)
AR 3515.4	Recovery for Property Loss or Damage (readoption)
BP 3515.21	Unmanned Aircraft Systems (Drones) (new)
5000 Series (2)	Students
BP 5131.5	Vandalism and Graffiti (revised)
AR 5131.5	Vandalism and Graffiti (new)

RECOMMENDATION:

It is recommended that the Board readopt/adopt the new and revised Board policies and new Administrative Regulation as noted above and shown in the attached supplements.

San Dieguito Union High School District

Visitors/Outsiders

BP 1250

Community Relations

The Governing Board believes that it is important for parents/guardians and community members to take an active interest in the issues affecting district schools and students. Therefore, the Board encourages interested parents/guardians and community members to visit the schools and participate in the educational program.

To ensure the safety of students and staff and minimize interruption of the instructional program, the Superintendent or designee shall establish procedures which facilitate visits during regular school days. Visits during school hours should be arranged with the principal or designee. When a visit involves a conference with a teacher or the principal, an appointment should be scheduled during noninstructional time.

All outsiders, as defined in law and administrative regulation, shall register immediately upon entering any school building or grounds when school is in session.

The principal or designee may provide a visible means of identification for all individuals who are not students or staff members while on school premises.

No electronic listening or recording device may be used by any person in a classroom or private office space without the teacher's and principal's permission.

The Board encourages all individuals to assist in maintaining a safe and secure school environment by behaving in an orderly manner while on school grounds and by utilizing the district's complaint processes if they have concerns with any district program or employee. In accordance with Penal Code 626.7, the principal or designee may request that any individual who is causing a disruption, including exhibiting volatile, hostile, aggressive, or offensive behavior, immediately leave school grounds.

Presence of Sex Offender on Campus

Any person who is required to register as a sex offender pursuant to Penal Code 290, including a parent/guardian of a district student, shall request written permission from the principal before entering the school campus or grounds. As necessary, the principal shall consult with local law enforcement authorities before allowing the presence of any such person at school or other school activity. The principal also shall report to the Superintendent or designee anytime he/she gives such written permission.

The principal shall indicate on the written permission the date(s) and times for which permission has been granted.

Legal Reference:

ITEM 13c

EDUCATION CODE

- 32210 Willful disturbance of public school or meeting
- 32211 Threatened disruption or interference with classes; misdemeanor
- 32212 Classroom interruptions
- 35160 Authority of governing boards
- 35292 Visits to schools (board members)
- 49091.10 Parental right to inspect instructional materials and observe school activities
- 51101 Parent Rights Act of 2002
- 51512 Prohibited use of electronic listening or recording device

EVIDENCE CODE

- 1070 Refusal to disclose news source

LABOR CODE

- 230.8 Discharge or discrimination for taking time off to participate in child's educational activities

PENAL CODE

- 290 Sex offenders
- 626-626.10 Schools
- 626.81 Misdemeanor for registered sex offender to come onto school grounds
- 627-627.10 Access to school premises, especially:
- 627.1 Definitions
- 627.2 Necessity of registration by outsider
- 627.7 Misdemeanors; punishment

COURT DECISIONS

Reeves v. Rocklin Unified School District, (2003) 109 Cal.App.4th 652

ATTORNEY GENERAL OPINIONS

95 Ops.Cal.Atty.Gen. 509 (1996)

(7/10 3/12) 12/14

Board Adopted: April 4, 2019

Board Proposed Revised: January 20, 2022

Board Policy

Recovery for Property Loss or Damage

BP 3515.4

Business and Noninstructional Operations

The Governing Board desires to create a safe and secure learning environment and to minimize acts of vandalism and damage to school property. When district property is damaged due to the willful misconduct of a student or other person, the district shall seek reimbursement of damages, within the limitations specified in law, from the parent/guardian of a minor child or from any other responsible individual.

The district may collect debt owed by a student or former student as a result of vandalism or to cover the replacement cost of district books, supplies, or property loaned to a student that the student willfully fails to return or that is willfully cut, defaced, or otherwise injured. However, this policy shall not apply to a student who is a current or former homeless or foster child or youth. (Education Code 48904, 49014)

Rewards

The Board may offer and pay a reward for information leading to the determination of the identity of, and the apprehension of, any person who willfully damages or destroys any district property. (Government Code 53069.5)

The Board authorizes the Superintendent or designee to offer a reward in any amount deemed appropriate, not exceeding \$2,500. A reward in excess of \$2,500 shall be authorized in advance by the Board.

The Superintendent or designee shall disburse the reward when the guilt of the person responsible for the act has been established by a criminal conviction or other appropriate judicial procedure. If more than one person provides information, the reward shall be divided among them as appropriate.

Legal Reference:

EDUCATION CODE

19910 Libraries, malicious cutting, tearing, defacing, breaking or injuring

19911 Libraries, willful detention of property

44810 Willful interference with classroom conduct

48904 Liability of parent/guardian for willful misconduct

49014 Public School Fair Debt Collection Act

CIVIL CODE

1714.1 Liability of parent or guardian for act of willful misconduct by a minor

GOVERNMENT CODE

53069.5 Reward for information concerning person causing death, injury, or property damage

ITEM 13c

53069.6 Actions to recover damages

54951 Local agency, definition

PENAL CODE

484 Theft defined

594 Vandalism

594.1 Aerosol paint and etching cream

640.5 Graffiti; facilities or vehicles of governmental entity

640.6 Graffiti

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

Judicial Council of California: <http://www.courts.ca.gov>

(10/97 7/09) 3/19

Board Proposed Readoption: January 20, 2022

Administrative Regulation

Recovery for Property Loss or Damage

AR 3515.4

Business and Noninstructional Operations

District employees shall report any damage to or loss of school property to the Superintendent or designee immediately after such damage or loss is discovered.

The Superintendent or designee shall conduct a complete investigation of any instance of damage to or loss of school property and shall consult law enforcement officials when appropriate.

When the individual causing the damage or loss has been identified and the costs of repair, replacement, or cleanup determined, the Superintendent or designee shall take all practical and reasonable steps to recover the district's costs and shall consult with the district's legal counsel and/or insurance carrier, as appropriate.

Such steps may include the filing of a civil complaint in a court of competent jurisdiction to recover damages from the responsible person and, if the responsible person is a minor, from the parent/guardian in accordance with law. Damages may include the cost of repair or replacement of the property, the payment of any reward, interest, court costs, and all other damages as provided by law.

If the responsible person is a minor student of the district and the student's parents/guardians are unable to pay for the damages or to return the property, the district shall offer a program of voluntary work for the student in lieu of the payment of monetary damages. The district may offer any other student or former student, with parent/guardian permission, the option to provide service, work, or other alternative, nonmonetary forms of compensation to settle the debt owed as a result of property loss or damage. Service or work exchanged for repayment of a debt shall comply with all provisions of the Labor Code related to youth employment. (Education Code 48904, 49014)

The Superintendent or designee may withhold the student's grades, diploma, and/or transcripts until the student's parents/guardians have paid for the damages or the voluntary work has been completed. Prior to withholding a student's grades, diploma, or transcripts, due process shall be afforded the student in accordance with law. (Education Code 48904)

In addition, the Superintendent or designee shall initiate appropriate disciplinary procedures against the student.

(10/97 7/09) 3/19

Board Proposed Readoption: January 20, 2022

San Dieguito Union High School District

Unmanned Aircraft Systems (Drones)

BP 3515.21

Business and Non-Instructional Operations

The Governing Board recognizes that unmanned aircraft or aerial systems (drones) may be a useful tool to enhance the instructional program and assist with District operations. In order to avoid disruption and maintain the safety, security, and privacy of students, staff, and visitors, any person or entity desiring to use a drone on or over District property shall submit a written request for permission to the Superintendent or designee.

A small, unmanned aircraft system or drone is an aircraft weighing less than 55 pounds that is operated remotely without the possibility of direct human intervention from within or on the aircraft and the associated elements, including communication links and controls, required for the pilot to operate the aircraft safely and efficiently. It does not include model aircraft or rockets, such as those which are radio controlled and used only for hobby or recreational purposes. (49 USC 40101 Note; 14 CFR 107.3)

The Superintendent or designee may grant permission to District employees and students for the use of drones, only if the planned activity supports instructional co-curricular, extracurricular, athletic, or operating purposes. Such uses may include, but are not limited to, instruction in science, technology, engineering, and math (STEM), the arts, or other subjects; and maintenance of grounds and facilities. When used for instructional purposes, there shall be a clear and articulable connection between drone technology and the course curriculum. Students shall only operate a drone on or over District property under the supervision of a District employees as part of an authorized activity.

The Superintendent or designee may grant permission to other persons or entities under terms and conditions to be specified in a memorandum of understanding (MOU).

Any person or entity requesting to operate a drone on or over District property, including a District employee, shall provide a description of the type of operations requested, flight location, date and time of the planned flight, anticipated duration, and whether photos and/or video will be taken. As applicable, the applicant shall also present a copy of his/her Certificate of Waiver or Authorization or exemption issued by the Federal Aviation Administration (FAA).

Any person or entity, other than a District employee or student, who is requesting or operating a drone on or over District property shall agree to hold the District harmless from any claims or harm to individuals or property resulting from the operation of the drone and provide proof of adequate liability insurance covering such use.

In determining whether to grant permission for the requested use of a drone, the Superintendent or designee shall consider the intended purpose of the activity and its potential impact on safety, security, and privacy. The decision of the Superintendent or designee shall be final.

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Any person authorized to use a drone on District property shall sign an acknowledgment that he/she understands and will comply with the terms and conditions of the District's policy, federal laws and regulations, state laws, and any local ordinances related to the use of drones.

When any use of drones is authorized, the Superintendent or designee shall notify the drone operator of the following conditions.

1. The operator is responsible for complying with applicable federal, state, and/or local laws and regulations, including federal safety regulations pursuant to 14 UCR 107.15-107.51 which include, but are not limited to, requirements that the drone not be flown at night, above 400 feet in altitude, or over any people unless they are in a covered structure or stationary vehicle. The operator shall maintain the visual line of sight with the drone at all times.
2. The drone shall be kept away from any area reasonably considered private, including, but not limited to, restrooms, lockers rooms, and individual homes.
3. The District reserves the right to rescind the authorization for use of drones at any time.

The Superintendent or designees may remove any person engaged in unauthorized drone use on District property and/or may confiscate the drone. He/she may also shut down the operation of any unauthorized drone use whenever the operator fails to comply with the terms of the authorization or the use interferes with District activity, creates electronic interference, or poses unacceptable risks to individuals or property.

Any student or staff member violating this policy shall be subject to disciplinary action in accordance with District policies and procedures.

Legal Reference:

UNITED STATE CODE, TITLE 49
40101 Note Unmanned aircraft systems
CODE OF FEDERAL REGULATIONS, TITLE 14
107.1-107.205 Small unmanned aircraft systems
107.12 Requirement for a remote pilot certificate with a small UAS rating
107.15-107.51 Operating rules; safety
107.53-107.79 Remote pilot certification

Management Resources:

FEDERAL AVIATION ADMINISTRATION PUBLICATIONS
Educational Use of Unmanned Aircraft Systems (UAS), Memorandum, May 4, 2016
WEB SITES
Federal Aviation Administration: <http://www.faa.gov/uas>

Board Proposed Adoption: January 20, 2022

San Dieguito Union High School District

Vandalism and Graffiti

BP 5131.5

Students

The Governing Board desires to enhance student learning by striving to provide an environment where students and staff can feel safe and secure and can take pride in their school. To that end, the Superintendent or designee shall develop strategies for preventing graffiti and vandalism on school grounds, including collaborating with local law enforcement and city and county officials, as appropriate, to help develop a coordinated response to graffiti and vandalism in the community.

Students and staff are encouraged to report any graffiti or vandalism to the principal or designee for investigation. The principal or designee shall determine whether the incident necessitates an investigation pursuant to the district's sexual harassment, hate-motivated behavior, or nondiscrimination grievance procedure.

As appropriate, the principal or designee may contact local law enforcement in instances when the graffiti is repetitive, identifies particular targets or groups, identifies the perpetrator, and/or contains incitements to violence, threats, or intimidation. Photographs or other evidence of the vandalism or graffiti shall be preserved as necessary for investigation by the district or law enforcement and as evidence in any district disciplinary proceedings.

The principal or designee shall ensure that graffiti on school grounds is removed and covered as soon as possible, and if practicable before the beginning of the school day.

~~A student who commits an act of vandalism or graffiti on school grounds shall be subject to disciplinary action, including, but not limited to, suspension or expulsion in accordance with Board policy and administrative regulation. If reparation for damages is not made, the district also may withhold the student's grades, diploma, and/or transcripts in accordance with law.~~

The Board of Education shall seek full restitution from any individual or the Parents/Guardian of minors who commit any act of vandalism in the amount of the damage, including direct and indirect costs.

Vandalism includes negligent, willful or unlawful damaging of any District-owned real or personal property. The student and the parents/guardian having custody or control of a minor who commits an act of vandalism will be held liable for that act as indicated in Education Code 48904 and Civil Code 1714.1. After affording the student their due process rights, the District may withhold the diploma and transcript of the student until full payment for the damages has been provided in accordance with Section 48904 of the Education Code. Any student who commits an act of vandalism shall also be subject to disciplinary action as indicated in Section 48900 of the Education Code.

In Addition to making every effort to recover payment for damages caused by vandalism, staff

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will provide parents/guardian with appropriate intervention strategies.

Legal Reference:

EDUCATION CODE

48900 Grounds for suspension or expulsion

48904 Willful misconduct, limit of liability of parent or guardian

48904.3 Withholding grades, diplomas, or transcripts of pupils causing property damage or injury

CIVIL CODE

51.7 Right to be free from violence

52.1 Discrimination liability

1714.1 Liability of parent or guardian for act of willful misconduct by a minor

GOVERNMENT CODE

53069.5 Reward for information

PENAL CODE

594.1 Aerosol containers of paint

594.2 Intent to commit vandalism or graffiti

594.6 Vandalism or graffiti, community service

640.5 Graffiti; facilities or vehicles of governmental entity

640.6 Graffiti

CODE OF REGULATIONS, TITLE 5

305 Student responsible for care of property

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

(6/87 12/91) 7/09

Board Adopted: August 22, 2019

Board Proposed Revised: January 20,2022

San Dieguito Union High School District

Vandalism and Graffiti

AR 5131.5

Students

Vandalism is defined as any damage to school equipment or facilities through criminal activities.

Any act of vandalism shall be reported upon discovery to the school administrator and, as appropriate, to the Superintendent's office, the local police department or other agencies if deemed necessary.

The school principal shall report the nature of the vandalism and take appropriate measures to correct the act to make the facility ready and available for its intended use.

Penalties imposed will be in accordance with existing statutes, and the rules and regulations of the school. When students are found responsible, restitution shall be required as permitted by existing statutes and the principal will work with the District Business Office to determine the costs of full restitution including both direct and indirect costs.

Education Code and Civil Code specify that a parent/guardian may be liable for damages to school property resulting from the willful misconduct of his/her minor child.

Upon failure or default to make full payment, the matter shall be reviewed by the Associate Superintendent of Business Services and a recommendation for review and future consideration will be prepared.

Board Proposed Adopted: January 20, 2022

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: January 10, 2022

BOARD MEETING DATE: January 20, 2022

PREPARED BY: Olga West, Ed. D.
Associate Superintendent, Human Resources

SUBMITTED BY: Dr. Cheryl James-Ward
Superintendent

SUBJECT: APPROVAL OF REMOVAL OF RANGES 23 AND
24 OF THE CLASSIFIED EMPLOYEES SALARY
SCHEDULE

EXECUTIVE SUMMARY

The minimum wage has increased to \$15 per hour effective January 1, 2022. The Classified Salary Schedule in Appendix B of the collective bargaining agreement with CSEA has two ranges that start below the \$15 per hour. SDUHSD does not have any positions that start at the ranges of 23 or 24.

RECOMMENDATION:

It is recommended that the Board approve the removal of ranges 23 and 24 on the Classified Employees Salary Schedule.

FUNDING SOURCE:

All funding sources

FUNDING IMPLICATIONS - None

Attachments: Classified Salary Schedule - Appendix B of the collective bargaining agreement with CSEA, #241.

**San Dieguito Union High School District
Classified Employees Salary Schedule
Effective July 1, 2019
Board Approved: January 16, 2020
Board Revised: pending 1/20/2022**

RANGE	STEP						
	1	2	3	4	5	6	7
23	30,201	31,711	33,237	34,962	36,710	38,546	40,473
	2,517	2,643	2,775	2,912	3,050	3,212	3,373
	14.52	15.25	16.04	16.81	17.65	18.53	19.46
24	30,956	32,564	34,129	35,836	37,628	39,509	41,485
	2,580	2,709	2,844	2,986	3,126	3,292	3,457
	14.88	15.63	16.44	17.23	18.09	18.99	19.94
25	31,730	33,317	34,983	36,732	38,568	40,497	42,522
	2,644	2,776	2,915	3,061	3,214	3,375	3,543
	15.25	16.02	16.82	17.66	18.54	19.47	20.44
26	32,524	34,150	35,857	37,650	39,533	41,509	43,585
	2,710	2,846	2,988	3,138	3,294	3,459	3,632
	15.64	16.42	17.24	18.10	19.01	19.96	20.95
27	33,337	35,004	36,754	38,591	40,521	42,547	44,674
	2,778	2,917	3,063	3,216	3,377	3,546	3,723
	16.03	16.83	17.67	18.55	19.48	20.46	21.48
28	34,170	35,879	37,673	39,556	41,534	43,611	45,791
	2,848	2,990	3,139	3,296	3,461	3,634	3,816
	16.43	17.25	18.11	19.02	19.97	20.97	22.02
29	35,024	36,776	38,614	40,545	42,572	44,701	46,936
	2,919	3,065	3,218	3,379	3,548	3,725	3,911
	16.84	17.68	18.56	19.49	20.47	21.49	22.57
30	35,900	37,695	39,580	41,559	43,637	45,818	48,109
	2,992	3,141	3,298	3,463	3,636	3,818	4,009
	17.26	18.12	19.03	19.98	20.98	22.03	23.13
31	36,797	38,637	40,569	42,598	44,728	46,964	49,312
	3,066	3,220	3,381	3,550	3,727	3,914	4,109
	17.69	18.58	19.50	20.48	21.50	22.58	23.71
32	37,717	39,603	41,583	43,663	45,846	48,138	50,545
	3,143	3,300	3,465	3,639	3,820	4,012	4,212
	18.13	19.04	19.99	20.99	22.04	23.14	24.30
33	38,660	40,593	42,623	44,754	46,992	49,342	51,809
	3,222	3,383	3,552	3,730	3,916	4,112	4,317
	18.59	19.52	20.49	21.52	22.59	23.72	24.91
34	39,627	41,608	43,689	45,873	48,167	50,575	53,104
	3,302	3,467	3,641	3,823	4,014	4,215	4,425
	19.05	20.00	21.00	22.05	23.16	24.31	25.53

**San Dieguito Union High School District
Classified Employees Salary Schedule
Effective July 1, 2019
Board Approved January 16, 2020
Board Revised: pending 1/20/2022**

RANGE	STEP						
	1	2	3	4	5	6	7
35	40,618	42,648	44,781	47,020	49,371	51,839	54,431
	3,385	3,554	3,732	3,918	4,114	4,320	4,536
	19.53	20.50	21.53	22.61	23.74	24.92	26.17
36	41,633	43,715	45,900	48,195	50,605	53,135	55,792
	3,469	3,643	3,825	4,016	4,217	4,428	4,649
	20.02	21.02	22.07	23.17	24.33	25.55	26.82
37	42,674	44,808	47,048	49,400	51,870	54,464	57,187
	3,556	3,734	3,921	4,117	4,323	4,539	4,766
	20.52	21.54	22.62	23.75	24.94	26.18	27.49
38	43,741	45,928	48,224	50,635	53,167	55,825	58,617
	3,645	3,827	4,019	4,220	4,431	4,652	4,885
	21.03	22.08	23.18	24.34	25.56	26.84	28.18
39	44,834	47,076	49,430	51,901	54,496	57,221	60,082
	3,736	3,923	4,119	4,325	4,541	4,768	5,007
	21.55	22.63	23.76	24.95	26.20	27.51	28.89
40	45,955	48,253	50,665	53,199	55,859	58,652	61,584
	3,830	4,021	4,222	4,433	4,655	4,888	5,132
	22.09	23.20	24.36	25.58	26.86	28.20	29.61
41	47,104	49,459	51,932	54,529	57,255	60,118	63,124
	3,925	4,122	4,328	4,544	4,771	5,010	5,260
	22.65	23.78	24.97	26.22	27.53	28.90	30.35
42	48,281	50,696	53,230	55,892	58,686	61,621	64,702
	4,023	4,225	4,436	4,658	4,891	5,135	5,392
	23.21	24.37	25.59	26.87	28.21	29.63	31.11
43	49,489	51,963	54,561	57,289	60,154	63,161	66,319
	4,124	4,330	4,547	4,774	5,013	5,263	5,527
	23.79	24.98	26.23	27.54	28.92	30.37	31.88
44	50,726	53,262	55,925	58,721	61,657	64,740	67,977
	4,227	4,439	4,660	4,893	5,138	5,395	5,665
	24.39	25.61	26.89	28.23	29.64	31.13	32.68
45	51,994	54,594	57,323	60,189	63,199	66,359	69,677
	4,333	4,549	4,777	5,016	5,267	5,530	5,806
	25.00	26.25	27.56	28.94	30.38	31.90	33.50
46	53,294	55,958	58,756	61,694	64,779	68,018	71,419
	4,441	4,663	4,896	5,141	5,398	5,668	5,952
	25.62	26.90	28.25	29.66	31.14	32.70	34.34

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Board Approved January 16, 2020
Board Revised: pending 1/20/2022**

RANGE	STEP						
	1	2	3	4	5	6	7
47	54,626	57,357	60,225	63,237	66,398	69,718	73,204
	4,552	4,780	5,019	5,270	5,533	5,810	6,100
	26.26	27.58	28.95	30.40	31.92	33.52	35.19
48	55,992	58,791	61,731	64,817	68,058	71,461	75,034
	4,666	4,899	5,144	5,401	5,672	5,955	6,253
	26.92	28.27	29.68	31.16	32.72	34.36	36.07
49	57,392	60,261	63,274	66,438	69,760	73,248	76,910
	4,783	5,022	5,273	5,536	5,813	6,104	6,409
	27.59	28.97	30.42	31.94	33.54	35.22	36.98
50	58,826	61,768	64,856	68,099	71,504	75,079	78,833
	4,902	5,147	5,405	5,675	5,959	6,257	6,569
	28.28	29.70	31.18	32.74	34.38	36.10	37.90
51	60,297	63,312	66,477	69,801	73,291	76,956	80,804
	5,025	5,276	5,540	5,817	6,108	6,413	6,734
	28.99	30.44	31.96	33.56	35.24	37.00	38.85
52	61,804	64,895	68,139	71,546	75,124	78,880	82,824
	5,150	5,408	5,678	5,962	6,260	6,573	6,902
	29.71	31.20	32.76	34.40	36.12	37.92	39.82
53	63,350	66,517	69,843	73,335	77,002	80,852	84,894
	5,279	5,543	5,820	6,111	6,417	6,738	7,075
	30.46	31.98	33.58	35.26	37.02	38.87	40.81
54	64,933	68,180	71,589	75,168	78,927	82,873	87,017
	5,411	5,682	5,966	6,264	6,577	6,906	7,251
	31.22	32.78	34.42	36.14	37.95	39.84	41.83
55	66,557	69,884	73,379	77,048	80,900	84,945	89,192
	5,546	5,824	6,115	6,421	6,742	7,079	7,433
	32.00	33.60	35.28	37.04	38.89	40.84	42.88
56	68,220	71,632	75,213	78,974	82,922	87,069	91,422
	5,685	5,969	6,268	6,581	6,910	7,256	7,618
	32.80	34.44	36.16	37.97	39.87	41.86	43.95
57	69,926	73,422	77,093	80,948	84,995	89,245	93,708
	5,827	6,119	6,424	6,746	7,083	7,437	7,809
	33.62	35.30	37.06	38.92	40.86	42.91	45.05
58	71,674	75,258	79,021	82,972	87,120	91,476	96,050
	5,973	6,271	6,585	6,914	7,260	7,623	8,004
	34.46	36.18	37.99	39.89	41.88	43.98	46.18

**San Dieguito Union High School District
Classified Employees Salary Schedule
Effective July 1, 2019
Board Approved January 16, 2020
Board Revised: pending 1/20/2022**

RANGE	STEP						
	1	2	3	4	5	6	7
59	73,466	77,139	80,996	85,046	89,298	93,763	98,451
	6,122	6,428	6,750	7,087	7,442	7,814	8,204
	35.32	37.09	38.94	40.89	42.93	45.08	47.33
60	75,303	79,068	83,021	87,172	91,531	96,107	100,913
	6,275	6,589	6,918	7,264	7,628	8,009	8,409
	36.20	38.01	39.91	41.91	44.01	46.21	48.52
61	77,185	81,044	85,097	89,352	93,819	98,510	103,436
	6,432	6,754	7,091	7,446	7,818	8,209	8,620
	37.11	38.96	40.91	42.96	45.11	47.36	49.73
62	79,115	83,071	87,224	91,585	96,165	100,973	106,021
	6,593	6,923	7,269	7,632	8,014	8,414	8,835
	38.04	39.94	41.93	44.03	46.23	48.54	50.97
63	81,093	85,147	89,405	93,875	98,569	103,497	108,672
	6,758	7,096	7,450	7,823	8,214	8,625	9,056
	38.99	40.94	42.98	45.13	47.39	49.76	52.25
64	83,120	87,276	91,640	96,222	101,033	106,085	111,389
	6,927	7,273	7,637	8,018	8,419	8,840	9,282
	39.96	41.96	44.06	46.26	48.57	51.00	53.55
65	85,198	89,458	93,931	98,627	103,559	108,737	114,174
	7,100	7,455	7,828	8,219	8,630	9,061	9,514
	40.96	43.01	45.16	47.42	49.79	52.28	54.89
66	87,328	91,694	96,279	101,093	106,148	111,455	117,028
	7,277	7,641	8,023	8,424	8,846	9,288	9,752
	41.98	44.08	46.29	48.60	51.03	53.58	56.26
67	89,511	93,987	98,686	103,620	108,801	114,241	119,954
	7,459	7,832	8,224	8,635	9,067	9,520	9,996
	43.03	45.19	47.45	49.82	52.31	54.92	57.67

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: January 14, 2022

BOARD MEETING DATE: January 20, 2022

PREPARED BY: Mo Muir, President SDUHSD Board

SUBMITTED BY: Dr. Cheryl James-Ward, Superintendent

SUBJECT: SDUHSD AMENDED RESOLUTION ON IN-PERSON EDUCATION

EXECUTIVE SUMMARY

During the Board meeting on January 11, 2022, the Board of Trustees approved a Resolution On In-Person Education. Minor revisions are recommended to the Resolution that was approved to make clear that the State of California is recommending but not requiring that students test for COVID-19 before returning to school *after Winter Break*. This amendment is intended to ensure that the Resolution is not interpreted to imply that student testing is never required, since students may be required to test for COVID-19 in order to shorten an isolation/quarantine order.

Recommendation:

It is recommended that the Board approve the Amended Resolution On In-Person Education with the changes as highlighted in the attached supplement.

**San Dieguito Union High School District Amended Resolution
On In-Person Education
January 20, 2022**

Whereas, the California Constitution provides a fundamental right to a free and in-person public school education for all children to the greatest extent practicable; and,

Whereas, the SDUHSD recognizes the value to children of an in-person education as well as the substantial costs to children of reducing the number of in-person education days; and,

Whereas, our communities may continue to deal with the transmission of COVID-19, along with its known and/or future variants, SDUHSD is committed to all mitigation strategies proven to not only protect our students and staff, but also preserve in-person instruction; and

Whereas, the State of California, recognizing the value of keeping schools open for in-person learning, is providing free at-home COVID testing kits to all students and is recommending but not requiring that students test for COVID before returning to school **after Winter Break**;

Now, Therefore Be It Resolved, that SDUHSD intends to take all appropriate actions to ensure that its schools remain safe and open for in-person education for all students while being in compliance with all legally binding laws and regulations.

Now, Therefore Be It Further Resolved, that this Amended Resolution shall supersede the Resolution On In-Person Education that was approved by the Board of Trustees on January 11, 2022.

PASSED AND ADOPTED this AYES:

NOES:

ABSTAIN:

ABSENT:

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: January 13, 2022

BOARD MEETING DATE: January 20, 2022

PREPARED BY: Tina Douglas, Associate Superintendent,
Business Services

SUBMITTED BY: Dr. Cheryl James-Ward, Superintendent

SUBJECT: CVRA PROCESS REVIEW AND APPROVAL OF
REVISED TIMELINE

EXECUTIVE SUMMARY

At its meeting on January 11, 2022, the Board approved a process and timeline to balance the current Trustee area map based on the most recent Census data as required by California Education Code 5019.5.

The adopted timeline provided for a review of the process and to revise as appropriate. The Redistricting Committee will review the process thus far and provide a revision for consideration to the adopted timeline, as per attached. Counsel will present three proposed maps developed by the demographer and will be available to answer questions at this meeting. These maps will be considered (along with others based on public input) at the February 8, 2022 Special Board meeting as specified in the adopted timeline, where the Board will select three final Trustee Area Map alternatives.

Final adoption of alternative maps will take place at the February 17, 2022 regular Board Meeting.

RECOMMENDATION:

It is recommended that the Board review the CVRA process and approve the revised timeline, as attached.

FISCAL IMPACT:

Not applicable

FUNDING SOURCE:

Not applicable

SDUHSD Trustee Area Map Adjustment REVISED Process and Timeline January 20, 2022

General Process to Adjust Trustee Area Maps

1. The Board agrees on a process for the public to submit alternative maps for consideration.
2. The Demographer ensures submitted maps are compliant with the law.
3. The Board takes public input and chooses three alternative final maps.
4. The Demographer ensures that the final three choices are fully compliant with the law.
5. The Board takes public input on the final choices and decides on a single final map.

Timeline

<u>Date</u>	<u>Description</u>
January 11	Regular Board Meeting to agree on process and timeline.
January 17	Website and system launched to allow for public input and submission of alternative maps for Board consideration.
January 20	Regular Board Meeting. Review and revise the process as appropriate. *
February 4 January 30	Submission deadline for alternative map submissions. (Must be received by midnight.)
February 8	Special Board Meeting to select final three Trustee Area Map alternatives.*
February TBD	Final Trustee Area Maps reviewed by Legal Counsel/Demographer to ensure compliance with the law.
February 17	Regular Board Meeting to adopt Final Trustee Area Map.*

*Members of the public will be provided an opportunity for public input on map adjustment.

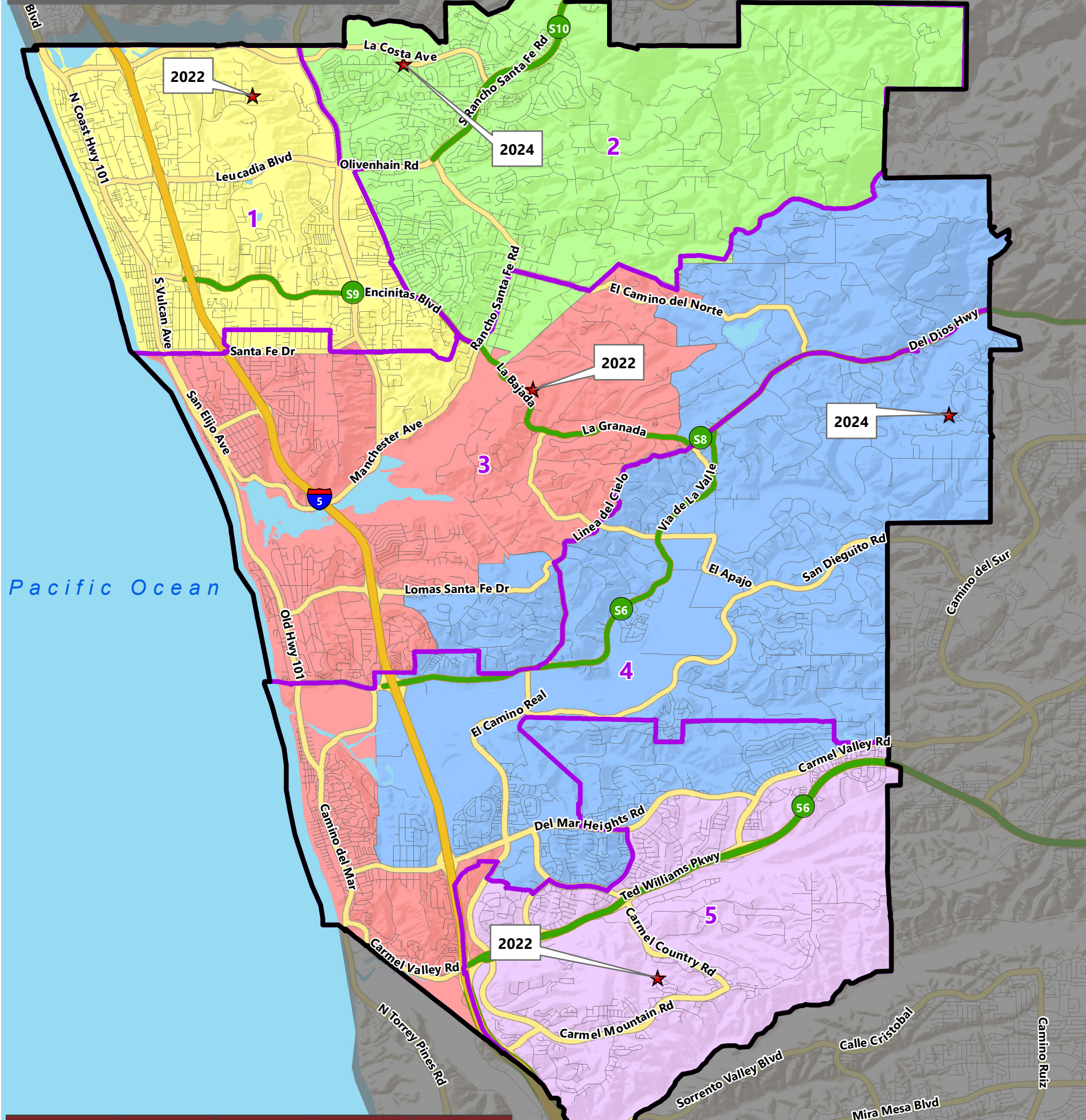
SAN DIEGUITO UNION HIGH SCHOOL DISTRICT CONCEPTUAL TRUSTEE AREAS - SCENARIO 1

San Dieguito Union High School District (SDUHSD)

- Area Outside SDUHSD
- Current Trustee Areas
- Trustees

Conceptual Trustee Areas

- Trustee Area 1
- Trustee Area 2
- Trustee Area 3
- Trustee Area 4
- Trustee Area 5



Trustee Area	Total Population (2020 Census)	Variance	Population Age 18 and Over (2020 Census)	Citizen Voting Age Population (2015-2019 Estimate)
Trustee Area 1	37,595	2.4%	30,598	29,091
Trustee Area 2	36,433	-0.8%	27,669	26,221
Trustee Area 3	36,220	-1.4%	29,886	28,751
Trustee Area 4	36,772	0.1%	28,429	21,369
Trustee Area 5	36,579	-0.4%	26,514	21,311
Total	183,599	3.7%	143,096	126,743

0 0.275 0.55 1.1 1.65 2.2 Miles
January 2022



SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

CONCEPTUAL TRUSTEE AREAS - SCENARIO 1

Total Population:	183,599	Ideal Population:	36,720	Variance:	3.7%
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Total Population (2020 Census)					
	Trustee Area 1	Trustee Area 2	Trustee Area 3	Trustee Area 4	Trustee Area 5
Population	37,595	36,433	36,220	36,772	36,579
Population Variance	875	-287	-500	52	-141
	2.4%	-0.8%	-1.4%	0.1%	-0.4%
Hispanic/Latino	16.7%	10.7%	12.0%	7.9%	9.6%
White	72.3%	75.3%	76.4%	61.4%	50.7%
Black/ African American	0.5%	0.7%	0.5%	0.7%	1.1%
American Indian/ Alaska Native	0.2%	0.1%	0.2%	0.1%	0.1%
Asian	4.2%	6.2%	4.8%	24.0%	31.2%
Native Hawaiian/ Other Pacific Islander	0.1%	0.1%	0.1%	0.1%	0.1%
Other	0.6%	0.6%	0.7%	0.7%	0.5%
Two or More Races	5.4%	6.3%	5.2%	5.1%	6.6%

Population 18 and Over (2020 Census)					
	Trustee Area 1	Trustee Area 2	Trustee Area 3	Trustee Area 4	Trustee Area 5
Population	30,598	27,669	29,886	28,429	26,514
Hispanic/Latino	15.2%	9.7%	10.5%	7.3%	8.8%
White	74.7%	77.4%	78.8%	64.9%	53.9%
Black/ African American	0.6%	0.7%	0.6%	0.8%	1.1%
American Indian/ Alaska Native	0.2%	0.1%	0.2%	0.1%	0.1%
Asian	4.6%	6.8%	5.0%	22.5%	30.9%
Native Hawaiian/ Other Pacific Islander	0.1%	0.1%	0.1%	0.1%	0.1%
Other	0.5%	0.6%	0.7%	0.6%	0.5%
Two or More Races	4.2%	4.6%	4.1%	3.8%	4.6%

Citizens by Voting Age Population Estimate (2015-2019)					
	Trustee Area 1	Trustee Area 2	Trustee Area 3	Trustee Area 4	Trustee Area 5
Population	29,091	26,221	28,751	21,369	21,311
Hispanic/Latino	11.3%	8.3%	8.8%	6.5%	8.4%
White	81.7%	83.1%	84.0%	74.2%	62.9%
Black/ African American	0.8%	0.8%	1.1%	1.2%	0.6%
American Indian/ Alaska Native	0.2%	0.3%	0.1%	0.0%	0.9%
Asian	4.4%	5.4%	3.9%	16.0%	24.9%
Native Hawaiian/ Other Pacific Islander	0.1%	0.3%	0.0%	0.0%	0.0%
Other	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	1.4%	1.8%	2.1%	2.2%	2.3%

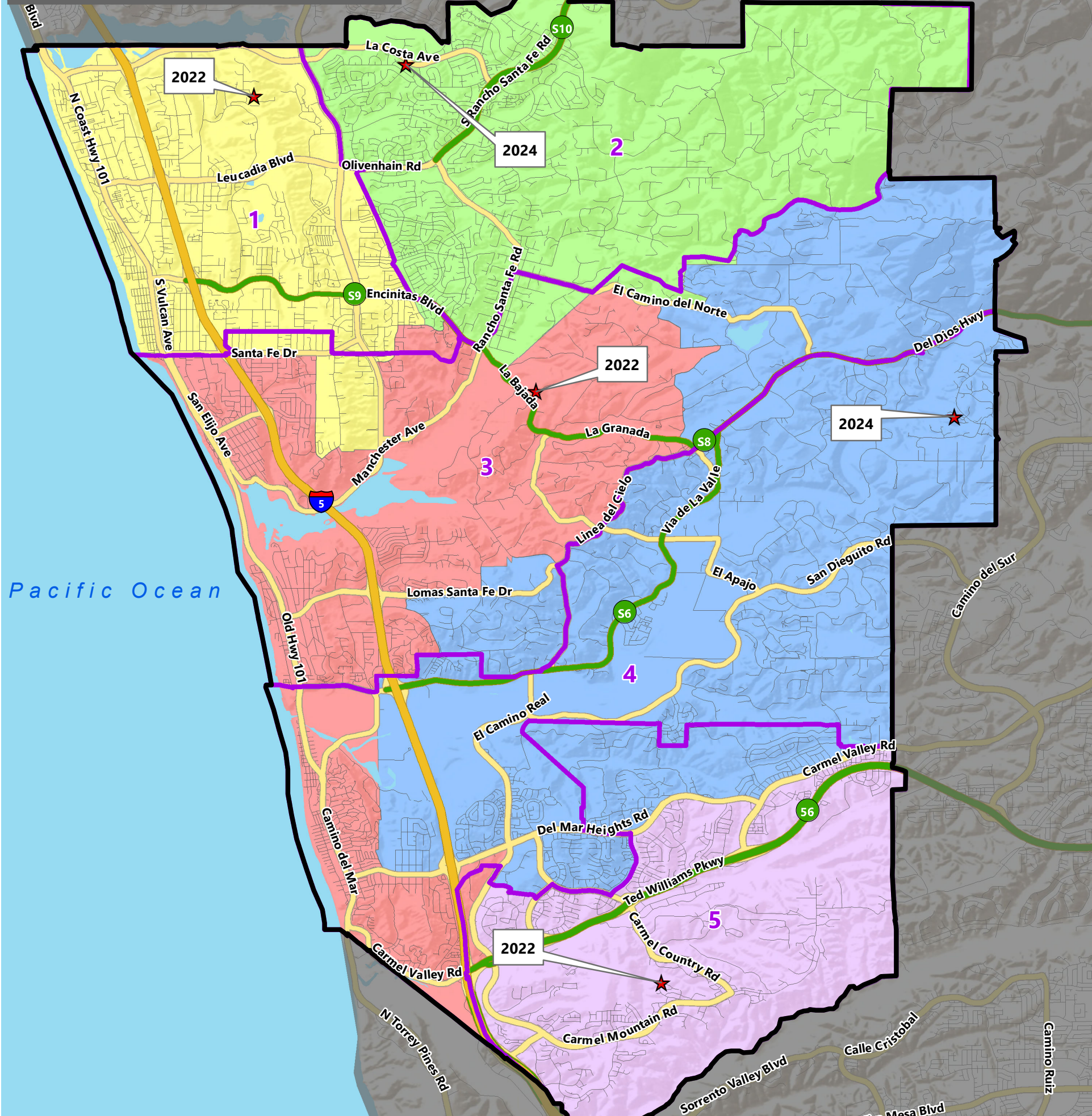
SAN DIEGUITO UNION HIGH SCHOOL DISTRICT CONCEPTUAL TRUSTEE AREAS - SCENARIO 2

San Dieguito Union High School District (SDUHSD)

- Area Outside SDUHSD
- Current Trustee Areas
- Trustees

Conceptual Trustee Areas

- Trustee Area 1
- Trustee Area 2
- Trustee Area 3
- Trustee Area 4
- Trustee Area 5



Trustee Area	Total Population (2020 Census)	Variance	Population Age 18 and Over (2020 Census)	Citizen Voting Age Population (2015-2019 Estimate)
Trustee Area 1	37,356	1.7%	30,393	29,124
Trustee Area 2	36,802	0.2%	28,002	26,583
Trustee Area 3	36,090	-1.7%	29,758	28,356
Trustee Area 4	36,772	0.1%	28,429	21,369
Trustee Area 5	36,579	-0.4%	26,514	21,311
Total	183,599	3.5%	143,096	126,743

0 0.275 0.55 1.1 1.65 2.2 Miles
January 2022



SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

CONCEPTUAL TRUSTEE AREAS - SCENARIO 2

Total Population:	183,599	Ideal Population:	36,720	Variance:	3.4%
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Total Population (2020 Census)					
	Trustee Area 1	Trustee Area 2	Trustee Area 3	Trustee Area 4	Trustee Area 5
Population	37,356	36,802	36,090	36,772	36,579
Population Variance	636	82	-630	52	-141
	1.7%	0.2%	-1.7%	0.1%	-0.4%
Hispanic/Latino	16.8%	10.7%	11.9%	7.9%	9.6%
White	72.0%	75.3%	76.7%	61.4%	50.7%
Black/ African American	0.5%	0.7%	0.5%	0.7%	1.1%
American Indian/ Alaska Native	0.2%	0.1%	0.1%	0.1%	0.1%
Asian	4.3%	6.2%	4.7%	24.0%	31.2%
Native Hawaiian/ Other Pacific Islander	0.1%	0.1%	0.1%	0.1%	0.1%
Other	0.6%	0.6%	0.7%	0.7%	0.5%
Two or More Races	5.5%	6.3%	5.2%	5.1%	6.6%

Population 18 and Over (2020 Census)					
	Trustee Area 1	Trustee Area 2	Trustee Area 3	Trustee Area 4	Trustee Area 5
Population	30,393	28,002	29,758	28,429	26,514
Hispanic/Latino	15.3%	9.7%	10.5%	7.3%	8.8%
White	74.4%	77.5%	79.0%	64.9%	53.9%
Black/ African American	0.6%	0.7%	0.5%	0.8%	1.1%
American Indian/ Alaska Native	0.2%	0.1%	0.2%	0.1%	0.1%
Asian	4.6%	6.7%	5.0%	22.5%	30.9%
Native Hawaiian/ Other Pacific Islander	0.1%	0.1%	0.1%	0.1%	0.1%
Other	0.5%	0.6%	0.6%	0.6%	0.5%
Two or More Races	4.3%	4.6%	4.0%	3.8%	4.6%

Citizens by Voting Age Population Estimate (2015-2019)					
	Trustee Area 1	Trustee Area 2	Trustee Area 3	Trustee Area 4	Trustee Area 5
Population	29,124	26,583	28,356	21,369	21,311
Hispanic/Latino	11.2%	8.8%	8.6%	6.5%	8.4%
White	81.5%	82.7%	84.5%	74.2%	62.9%
Black/ African American	1.0%	0.8%	0.9%	1.2%	0.6%
American Indian/ Alaska Native	0.2%	0.3%	0.1%	0.0%	0.9%
Asian	4.5%	5.3%	3.9%	16.0%	24.9%
Native Hawaiian/ Other Pacific Islander	0.1%	0.3%	0.0%	0.0%	0.0%
Other	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	1.5%	1.8%	2.1%	2.2%	2.3%

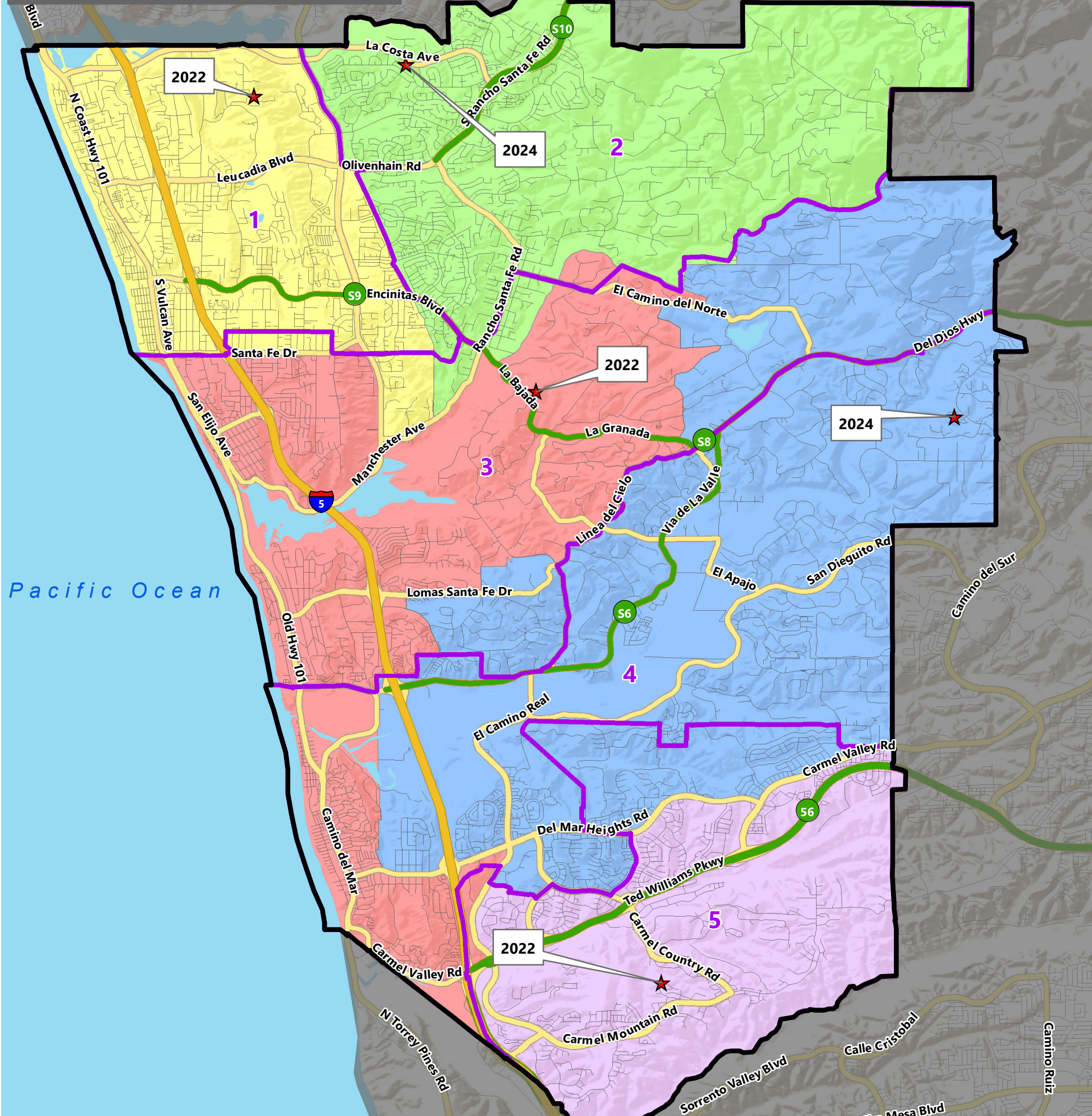
SAN DIEGUITO UNION HIGH SCHOOL DISTRICT CONCEPTUAL TRUSTEE AREAS - SCENARIO 3

San Dieguito Union High School District (SDUHSD)

- Area Outside SDUHSD
- Current Trustee Areas
- Trustees

Conceptual Trustee Areas

- Trustee Area 1
- Trustee Area 2
- Trustee Area 3
- Trustee Area 4
- Trustee Area 5



Trustee Area	Total Population (2020 Census)	Variance	Population Age 18 and Over (2020 Census)	Citizen Voting Age Population (2015-2019 Estimate)
Trustee Area 1	36,872	0.4%	29,956	28,428
Trustee Area 2	36,748	0.1%	27,959	26,564
Trustee Area 3	36,628	-0.3%	30,238	29,071
Trustee Area 4	36,772	0.1%	28,429	21,369
Trustee Area 5	36,579	-0.4%	26,514	21,311
Total	183,599	0.8%	143,096	126,743

0 0.275 0.55 1.1 1.65 2.2 Miles
January 2022



SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

CONCEPTUAL TRUSTEE AREAS - SCENARIO 3

Total Population:	183,599	Ideal Population:	36,720	Variance:	0.8%
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Total Population (2020 Census)					
	Trustee Area 1	Trustee Area 2	Trustee Area 3	Trustee Area 4	Trustee Area 5
Population	36,872	36,748	36,628	36,772	36,579
Population Variance	152	28	-92	52	-141
	0.4%	0.1%	-0.3%	0.1%	-0.4%
Hispanic/Latino	16.8%	10.7%	12.0%	7.9%	9.6%
White	72.1%	75.3%	76.5%	61.4%	50.7%
Black/ African American	0.5%	0.7%	0.5%	0.7%	1.1%
American Indian/ Alaska Native	0.2%	0.1%	0.2%	0.1%	0.1%
Asian	4.2%	6.2%	4.8%	24.0%	31.2%
Native Hawaiian/ Other Pacific Islander	0.1%	0.1%	0.1%	0.1%	0.1%
Other	0.5%	0.6%	0.7%	0.7%	0.5%
Two or More Races	5.5%	6.3%	5.2%	5.1%	6.6%

Population 18 and Over (2020 Census)					
	Trustee Area 1	Trustee Area 2	Trustee Area 3	Trustee Area 4	Trustee Area 5
Population	29,956	27,959	30,238	28,429	26,514
Hispanic/Latino	15.4%	9.7%	10.5%	7.3%	8.8%
White	74.4%	77.4%	78.9%	64.9%	53.9%
Black/ African American	0.6%	0.7%	0.5%	0.8%	1.1%
American Indian/ Alaska Native	0.2%	0.1%	0.2%	0.1%	0.1%
Asian	4.6%	6.7%	5.0%	22.5%	30.9%
Native Hawaiian/ Other Pacific Islander	0.1%	0.1%	0.1%	0.1%	0.1%
Other	0.5%	0.6%	0.6%	0.6%	0.5%
Two or More Races	4.2%	4.6%	4.1%	3.8%	4.6%

Citizens by Voting Age Population Estimate (2015-2019)					
	Trustee Area 1	Trustee Area 2	Trustee Area 3	Trustee Area 4	Trustee Area 5
Population	28,428	26,564	29,071	21,369	21,311
Hispanic/Latino	10.7%	9.1%	8.8%	6.5%	8.4%
White	82.1%	82.4%	84.1%	74.2%	62.9%
Black/ African American	0.8%	0.8%	1.1%	1.2%	0.6%
American Indian/ Alaska Native	0.2%	0.3%	0.1%	0.0%	0.9%
Asian	4.5%	5.3%	3.9%	16.0%	24.9%
Native Hawaiian/ Other Pacific Islander	0.1%	0.3%	0.0%	0.0%	0.0%
Other	0.0%	0.0%	0.0%	0.0%	0.0%
Two or More Races	1.5%	1.8%	2.0%	2.2%	2.3%