



Union High School District

**BOARD OF TRUSTEES  
REGULAR BOARD MEETING**

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

**Superintendent**  
Eric R. Dill

**THURSDAY, NOVEMBER 2, 2017  
6:30 PM**

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

*Welcome to the meeting of the San Dieguito Union High School District Board of Trustees.*

**PUBLIC COMMENTS**

If you wish to speak regarding an item on the agenda, please complete a speaker slip located at the sign-in desk and present it to the Secretary to the Board prior to the start of the meeting. When the Board President invites you to the podium, please state your name before making your presentation.

Persons wishing to address the Board on any school-related issue not elsewhere on the agenda are invited to do so under the "Public Comments" item. If you wish to speak under Public Comments, please follow the same directions (above) for speaking to agenda items.

In the interest of time and order, presentations from the public are limited to three (3) minutes per person, per topic. The total time for agenda and non-agenda items shall not exceed twenty (20) minutes. An individual speaker's allotted time may not be increased by a donation of time from others in attendance.

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

**PUBLIC INSPECTION OF DOCUMENTS**

In compliance with Government Code 54957.5, agenda-related documents that have been distributed to the Board less than 72 hours prior to the Board Meeting will be available for review on the district website, [www.sduhsd.net](http://www.sduhsd.net) and/or at the district office. Please contact the [Office of the Superintendent](#) for more information.

**CONSENT CALENDAR**

All matters listed under Consent are those on which the Board has previously deliberated or which can be classified as routine items of business. An administrative recommendation on each item is contained in the agenda supplements. There will be no separate discussion of these items prior to the time the Board of Trustees votes on the motion unless members of the Board, staff, or public request specific items to be discussed or pulled from the Consent items. To address an item on the consent calendar, please follow the procedure described under *Comments on Agenda Items*.

**CLOSED SESSION**

The Board will meet in Closed Session to consider qualified matters of litigation, employee negotiations, student discipline, employee grievances, personnel qualifications, or real estate negotiations which are timely.

**CELL PHONES / ELECTRONIC DEVICES**

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

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

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

**AGENDA**

**THURSDAY, NOVEMBER 2, 2017  
6:30 PM**

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

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

- 1. CALL TO ORDER ..... 4:30 PM
  - A. PUBLIC COMMENTS REGARDING CLOSED SESSION ITEMS (2A-B)
- 2. **CLOSED SESSION** ..... **4:31 PM**  
 Closed Session will be held in the Technology Lab located in Suite 206.
  - A. PUBLIC EMPLOYEE APPOINTMENT, EMPLOYMENT, PERFORMANCE EVALUATION, DISCIPLINE/DISMISSAL/RELEASE  
 To consider personnel issues, pursuant to Government Code sections 11126 and 54957; limited to consideration of the appointment, employment, evaluation of performance, discipline /release, dismissal of a public employee or to hear *complaints or charges brought against such employee by another person or employee unless the employee requests a public session.*
    - Superintendent Evaluation
  - B. CURRENT AND/OR POTENTIAL LITIGATION  
 To conference with legal counsel to discuss current and/or potential significant exposure to litigation, pursuant to Government Codes sections 54956.9(b)(3)(A), and (C): (1 issue).

**REGULAR MEETING / OPEN SESSION ..... 6:30 PM**

- 3. RECONVENE REGULAR BOARD MEETING / CALL TO ORDER ..... BOARD PRESIDENT
  - A. WELCOME / MEETING PROTOCOL REMARKS
  - B. PLEDGE OF ALLEGIANCE
- 4. REPORT OUT OF CLOSED SESSION
- 5. APPROVAL OF AGENDA  
 Motion by \_\_\_\_\_, second by \_\_\_\_\_, to approve the agenda of November 2, 2017, Regular Board meeting of the San Dieguito Union High School District, as presented.
- 6. APPROVAL OF MINUTES (2) / OCTOBER 12, 2017 REGULAR MEETING & OCTOBER 19, 2017 SPECIAL MEETING  
 Motion by \_\_\_\_\_, second by \_\_\_\_\_, to approve the minutes of the October 12, 2017 Regular Meeting and October 19, 2017 Special Meeting, as shown in the attached supplements.

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

- 7. STUDENT UPDATES.....STUDENT BOARD REPRESENTATIVES
- 8. REPORTS AND UPDATES
  - A. BOARD OF TRUSTEES..... BOARD OF TRUSTEES
  - B. SUPERINTENDENT ..... ERIC DILL, SUPERINTENDENT
- 9. LCAP PRIORITY UPDATES
  - A. CARMEL VALLEY MS / NEXT GENERATION SCIENCE STANDARDS..... CARA DOLNIK, PRINCIPAL
  - B. CANYON CREST ACADEMY / VALUES/CONNECTIVITY/ WELLNESS..... BRETT KILLEEN, PRINCIPAL

10. PUBLIC COMMENTS

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

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

Upon invitation by the President, anyone who wishes to discuss a Consent Item should come forward to the lectern, state his/her name, and the Consent Item number.

**11. SUPERINTENDENT**

A. GIFTS AND DONATIONS

Accept the gifts and donations, as shown in the attached supplements.

B. FIELD TRIP REQUESTS

Accept the field trips, as shown in the attached supplements.

**12. HUMAN RESOURCES**

A. PERSONNEL REPORTS

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

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

B. APPROVAL/RATIFICATION OF AGREEMENTS

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

1. Nutrition Ink, for a Dietetic Internship Program (NIDIP), to provide classroom nutrition lessons, data collection, assistance with promotions and surveys, as well as working on special projects for the District's nutrition program, during the period November 3, 2017 through June 30, 2018, at no cost to the District.

**13. EDUCATIONAL SERVICES**

A. APPROVAL/RATIFICATION OF AGREEMENTS

(None Submitted)

B. APPROVAL/RATIFICATION OF AMENDMENT TO AGREEMENTS

(None Submitted)

**14. ADMINISTRATIVE SERVICES**

A. APPROVAL/RATIFICATION OF AGREEMENTS

(None Submitted)

B. APPROVAL/RATIFICATION OF AMENDMENT TO AGREEMENTS

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

1. City of Carlsbad, for use of the Alga Norte pool facilities by the San Dieguito High School Academy water polo program, increasing the not to exceed amount by \$15,000.00 for a new total of \$35,000.00, and extending the contract period to June 30, 2018, with no other changes to the contract.

C. APPROVAL OF REVISED 2017-18 SCHOOL BELL SCHEDULES / DIEGUENO MS, CANYON CREST ACADEMY, LA COSTA CANYON HS, SAN DIEGUITO HS ACADEMY & TORREY PINES HS

Approve the revised 2017-18 school bell schedules for Diegueño Middle School, Canyon Crest Academy, La Costa Canyon High School, San Dieguito HS Academy and Torrey Pines High School, as shown in the attached supplements.

**SPECIAL EDUCATION**

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

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

1. Aces Academy (NPS), to provide an alternative education model for non-diploma bound students with moderate to severe Autism and/or intellectual disabilities, during the period July 1, 2017 through June 30, 2018, at the rates shown on the attachment, to be expended from the General Fund/Restricted 01-00.
2. Daniel & Davis Optometry, Inc. (ICA), to provide vision therapy, assessments, and IEP support in an educational setting, during the period November 3, 2017 through June 30, 2018, and continuing with annual renewals unless terminated with a 30-day written notice, at the rates shown on the attachment, to be expended from the General Fund/Restricted 01-00.
2. Alliance for African Assistance (ICA), to provide language interpreting services for students, parents, and guardians, when required, in support of an educational setting, during the period October 23, 2017 through June 30, 2018, at the rates shown on the attachment, to be expended from the General Fund/Restricted 01-00.
4. Schloyer Educational Audiology Associates (ICA), to provide audiological assessments and IEP support in evaluating binaural integration, temporal processing, auditory closure, auditory figure ground and sound blending, during the period July 1, 2017 through June 30, 2018, and continuing with annual renewals unless terminated with a 30-day written notice, at the rates shown on the attachment, to be expended from the General Fund/Restricted 01-00.

E. APPROVAL/RATIFICATION OF AMENDMENT TO AGREEMENTS

(None Submitted)

F. APPROVAL/RATIFICATION OF PARENT SETTLEMENT AND RELEASE AGREEMENTS

(None Submitted)

**PUPIL SERVICES**

G. APPROVAL/RATIFICATION OF AGREEMENTS

(None Submitted)

H. APPROVAL/RATIFICATION OF AMENDMENTS TO AGREEMENTS

(None Submitted)

**15. BUSINESS SERVICES**

**BUSINESS**

A. APPROVAL/RATIFICATION OF AGREEMENTS

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

1. BCK Programs, LLC, to provide a Storm Water Pollution Prevention Program (SWPPP) Internship program at San Dieguito High School Academy, as well as recycling programs at Oak Crest Middle School and Diegueño Middle School, during the period July 1, 2017 through June 30, 2018, at no cost to the District.
2. Boys and Girls Club of San Dieguito to provide after school intramural and competitive sports programs ("After School Program") at Carmel Valley Middle School, Diegueño Middle School, Earl Warren Middle School, Oak Crest Middle School and Pacific Trails Middle School, during the period November 3, 2017 through June 30, 2022, at no cost to the District.
3. Digital Network Group, Inc., to provide preventative maintenance, repair, and technical support service on audio visual systems and video teleconferencing systems District wide, during the period July 1, 2017 through June 30, 2018, in an amount not to exceed \$12,000.00, to be expended from the fund to which the project is charged.
4. The Howard E. Nyhart Co., Inc, dba Nyhart, to provide actuarial services, during the period November 4, 2017 through completion, in an amount not to exceed \$9,800.00, to be expended from the General Fund/Unrestricted 01-00.

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

**C. AWARD/RATIFICATION OF CONTRACTS**  
(None Submitted)

**D. APPROVAL OF CHANGE ORDERS**  
(None Submitted)

**E. ADOPTION OF RESOLUTION / COOPERATIVE BID / DESERT SANDS UNIFIED SCHOOL DISTRICT**  
Adopt the resolution authorizing purchasing, pursuant to bid and award documents from Desert Sands Unified School District, for the purchase of Technology Equipment and Supplies per the pricing structure, terms, and conditions stated in the bid documents, to be expended from the fund to which the purchases are charged, as shown in the attached supplement.

**F. APPROVAL OF BUSINESS REPORTS**  
Approve the following business reports:

1. Purchase Orders
2. Change Orders
3. Membership Listing (None Submitted)
4. Warrants
5. Revolving Cash Fund

**FACILITIES PLANNING & CONSTRUCTION**

**G. APPROVAL/RATIFICATION OF AGREEMENTS**

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

1. SVA Architects, Inc., for architectural/engineering services for the proposed Sunset High School campus reconstruction project, during the period November 3, 2017 through completion, in an amount not to exceed \$969,430.00, plus reimbursable expenses, to be expended from Building Fund Prop 39 – Fund 21-39.
2. Digital Networks Group, Inc., to provide and install multimedia and audio-visual equipment at La Costa Canyon High School Room 202, San Dieguito High School Academy Culinary Arts Room, Torrey Pines High School Media Center and Earl Warren Middle School Multi-Purpose Room/Resource Conference Room, during the period November 3, 2017 through completion, in an amount not to exceed \$85,072.12, to be expended from Building Fund Prop 39 – Fund 21-39 and Capital Facilities Fund 25-19.

3. Geocon, Inc., to provide geotechnical/engineering services at Diegueno Middle School, during the period November 3, 2017 through completion, in an amount not to exceed \$14,500.00, to be expended from Building Fund Prop 39 – Fund 21-39.
4. Geocon, Inc., to provide geotechnical/engineering services at Oak Crest Middle School, during the period November 3, 2017 through completion, in an amount not to exceed \$30,000.00, to be expended from Building Fund Prop 39 – Fund 21-39.
5. Staples Advantage, Inc., to provide furnishings for the new multi-purpose room at Earl Warren Middle School, during the period November 3, 2017 through completion, in an amount not to exceed \$60,547.54, to be expended from Building Fund Prop 39 – Fund 21-39.
6. AECOM, to provide California Environmental Quality Act (CEQA) services for Sunset High School, during the period November 3, 2017 through completion, in an amount not to exceed \$24,420.00, to be expended from Building Fund Prop 39 – Fund 21-39.

H. APPROVAL/RATIFICATION OF AMENDMENT TO AGREEMENTS

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

1. Bert's Office Trailers, to amend contract CA2017-54 extending the lease for an office trailer for planning & construction offices on a month-to-month basis through June 30, 2018, increasing the amount by \$1,425.55 for a new total of \$3,135.26, to be expended from General Fund/Unrestricted 01-00.
2. Williams Scotsman, to amend contract CB2014-23, for repairs to the leased 40x24 relocatable classroom building at Earl Warren Middle School Interim Campus, increasing the amount by \$437.51 for a new total of \$27,126.76, to be expended from Building Fund Prop 39 – Fund 21-39 to be reimbursed by Solana Beach School District.
3. McCarthy Building Companies, to amend contract CA2015-58, for reconstruction of Earl Warren Middle School, increasing the amount by \$461,718.43 for a new total of \$40,867,710.17, to be expended from Building Fund Prop 39 – Fund 21-39 to be reimbursed by Solana Beach School District.
4. JPBLA, Inc., to amend contract CA2018-10 for landscape architect services at Canyon Crest Academy's Sculpture Garden, increasing the amount by \$4,500.00 for a new total of \$12,500.00 plus reimbursable expenses, to be expended from Building Fund Prop 39 – Fund 21-39.
5. John Sergio Fisher & Associates, Inc., to amend contract CA2016-05 for architectural/engineering services at Carmel Valley Middle School Music Classroom Building Project, increasing the amount by \$1,980.00 for a new total of \$427,630.00, to be expended from Building Fund Prop 39 – Fund 21-39.

I. AWARD/RATIFICATION OF CONTRACTS

(None Submitted)

J. APPROVAL OF CHANGE ORDERS

(None Submitted)

K. ACCEPTANCE/RATIFICATION OF PURCHASE ORDERS ISSUED UNDER DEPARTMENT OF GENERAL SERVICES PROCUREMENT DIVISION LOCAL AGENCY GUIDE

Accept the California Department of General Services Procurement Division (DGS-PD) definition that incidental public works services included in purchase order will not exceed the dollar value of the products procured, for goods and services procured from California Multiple Award Schedules (CMAS) vendors.

L. AUTHORIZATION TO REDUCE RETENTION WITHHELD

Authorize the administration to reduce the retention being withheld on the following project:

1. Balfour Beatty Construction, LLC, for construction of the Canyon Crest Academy B Building, reducing the retention from 5% to 2.5%, releasing \$253,806.30, and authorizing future billing to reflect a 2.5% retention, to be expended from Building Fund Prop 39 – Fund 21-39.

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

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

- Roll Call:

Joyce Dalessandro  
 Beth Hergesheimer  
 Amy Herman  
 Maureen “Mo” Muir  
 John Salazar

Jack Hargis, Canyon Crest Academy  
 Scott Geier, La Costa Canyon High School  
 Cole Gonzales, San Dieguito High School Academy  
 Sarah Trigg, Sunset High School  
 Isaac Gelman, Torrey Pines High School

**DISCUSSION / ACTION ITEMS..... (ITEMS 16 - 21)**

16. APPROVAL OF DATE OF ORGANIZATIONAL BOARD MEETING, 2017

Motion by \_\_\_\_\_, second by \_\_\_\_\_, to approve December 14, 2017, as the date of the Organizational Board Meeting, as shown in the attached supplement.

17. ADOPTION OF PROPOSED NEW / REVISED / DELETED BOARD POLICIES (13) / ADMINISTRATIVE SERVICES

Motion by \_\_\_\_\_, second by \_\_\_\_\_, to adopt the proposed new/revised/deleted Board Policies, as shown in the attached supplements and as follows:

- A. BP #5141, HEALTH CARE AND EMERGENCIES (REVISED)
- B. AR #5141 AR-2, AUTOMATIC EXTERNAL DEFIBRILLATORS (DELETE)
- C. BP #5141.1, ACCIDENTS (DELETE)
- D. BP #5141.2, BLOODBORNE PATHOGENS (DELETE)
- E. BP #5141.21, ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS (REVISED)
- F. BP #5141.22, INFECTIONS DISEASES (REVISED)
- G. BP #5141.23, ASTHMA MANAGEMENT (NEW)
- H. BP #5141.24, SPECIALIZED HEALTH CARE (DELETE)
- I. BP #5141.26, TUBERCULOSIS TESTING (DELETE)
- J. BP #5141.33, HEAD LICE (REVISED)
- K. BP #6390, GRADUATION AND CREDIT REQUIREMENTS FOR STUDENTS ATTENDING SDUHSD ADULT SCHOOL (DELETE)
- L. BP #6391, ADMISSION OF MINORS (UNDER 18) TO SAN DIEGUITO ADULT HS PROGRAM (DELETE)
- M. BP #6392, ADULT SCHOOL TUITION (DELETE)

18. APPOINTMENT OF PERSONNEL COMMISSIONER

Motion by \_\_\_\_\_, second by \_\_\_\_\_, to appoint Dr. Justin Cunningham to serve as the Board appointed Commissioner for the San Dieguito Union High School District Personnel Commission, effective December 1, 2017, for a three-year term to end on December 1, 2020.

19. APPROVAL OF SALARY ALLOCATION PLACEMENT, BP #4541 APPENDIX A, SUPERVISORY SALARY SCHEDULE/NEW SUPERVISORY JOB CLASSIFICATION “INFORMATION SYSTEMS SUPPORT SUPERVISOR”

Motion by \_\_\_\_\_, second by \_\_\_\_\_, to approve the salary allocation placement on BP #4541 Appendix A, Supervisory Salary Schedule, for the new supervisory job classification “Information

Systems Support Supervisor”, as recommended by the Personnel Commission, and as shown in the attached supplements.

20. APPROVAL OF SINGLE PLANS FOR STUDENT ACHIEVEMENT

Motion by \_\_\_\_\_, second by \_\_\_\_\_, to approve the individual school site’s Single Plans for Student Achievement, for the period November 3, 2017 through November 2, 2018, as shown in the attached supplements.

21. APPROVAL OF AGREEMENT / CALIFORNIA SCHOOL BOARDS ASSOCIATION (CSBA) / BOARD GOVERNANCE & ORGANIZATIONAL EFFECTIVENESS WORKSHOP

Motion by \_\_\_\_\_, second by \_\_\_\_\_, to approve entering into an agreement with California School Boards Association (CSBA), to conduct a workshop on board governance and organizational effectiveness, with participation of all Governing Board Members and the Superintendent, scheduled on February 21, 2018 and completed no later than June 30, 2018, in the amount of \$2,000.00 plus reasonable travel expenses, to be expended from the General Fund/Unrestricted 01-00, and authorize Amy Herman and Eric Dill to execute the document, as shown in the attached supplement.

**INFORMATION ITEMS..... (ITEMS 22 - 32)**

22. PROPOSED BOARD MEETING SCHEDULE, 2018

This item is being submitted for Board consideration and will be resubmitted for action on December 14, 2017.

23. CSBA DELEGATE ASSEMBLY NOMINATIONS, 2018

This item is being submitted for Board consideration and will be resubmitted for action on December 14, 2017.

24. UNIFORM COMPLAINT QUARTERLY REPORT, 1<sup>ST</sup> QUARTER, 2017-18 (JULY - SEPTEMBER)

This item is being submitted as information only, for the 1st Quarter, July-September, 2017-18.

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

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

27. HUMAN RESOURCES UPDATE .....CINDY FRAZEE, ASSOCIATE SUPERINTENDENT

28. ADMINISTRATIVE SERVICES UPDATE ..... MARK MILLER, ASSOCIATE SUPERINTENDENT

29. FUTURE AGENDA ITEMS

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

A. PUBLIC EMPLOYEE APPOINTMENT, EMPLOYMENT, PERFORMANCE EVALUATION, DISCIPLINE/DISMISSAL/RELEASE

To consider personnel issues, pursuant to Government Code Sections 11126 and 54957; limited to consideration of the appointment, employment, evaluation of performance, discipline /release, dismissal of a public employee or to hear *complaints or charges brought against such employee by another person or employee unless the employee requests a public session.*

- Superintendent Evaluation

B. CURRENT AND/OR POTENTIAL LITIGATION

To conference with legal counsel to discuss current and/or potential significant exposure to litigation, pursuant to Government Codes sections 54956.9(b)(3)(A), and (C): (1 issue).

31. REPORT FROM CLOSED SESSION (AS NECESSARY)

32. ADJOURNMENT

*The next regularly scheduled Board Meeting will be held on [Thursday, December 14, 2017, at 6:30 PM](#) in the SDUHSD District Office Board Room 101. The District Office is located at 710 Encinitas Blvd., Encinitas, CA, 92024.*



ITEM 6

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

Superintendent  
Eric R. Dill



Union High School District

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

OCTOBER 12, 2017

THURSDAY, OCTOBER 12, 2017  
6:30 PM

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

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

1. CALL TO ORDER..... 5:00 PM

President Herman called the meeting to order at 5:00 PM.

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

No public comments were presented.

2. CLOSED SESSION ..... 5:01 PM

All Board Members except for Mr. Salazar convened to Closed Session at 5:01 pm in the Technology Lab in Suite 206 to discuss the following:

A. PUBLIC EMPLOYEE APPOINTMENT, EMPLOYMENT, PERFORMANCE EVALUATION, DISCIPLINE/DISMISSAL/RELEASE

To consider personnel issues, pursuant to Government Code sections 11126 and 54957; limited to consideration of the appointment, employment, evaluation of performance, discipline/release/dismissal of a public employee or to hear *complaints or charges brought against such employee by another person or employee unless the employee requests a public session.*

- Superintendent Evaluation

B. NEGOTIATIONS / EMPLOYEE ORGANIZATIONS

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

Agency Negotiators: Superintendent and Associate Superintendents (4)

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

**REGULAR MEETING / OPEN SESSION..... 6:30 PM**

ATTENDANCE

BOARD OF TRUSTEES AND STUDENT BOARD REPRESENTATIVES

Joyce Dalessandro	Jack Hargis, Canyon Crest Academy
Beth Hergesheimer	Scott Geier, La Costa Canyon High School
Amy Herman	Cole Gonzales, San Dieguito High School Academy
Maureen "Mo" Muir	Sarah Trigg, Sunset High School
John Salazar ( <i>arrived at 6:30 pm</i> )	Isaac Gelman, Torrey Pines High School

DISTRICT ADMINISTRATORS / STAFF

Eric Dill, Superintendent  
Tina Douglas, Associate Superintendent, Business Services  
Cindy Frazee, Associate Superintendent, Human Resources  
Mike Grove, Ed.D., Associate Superintendent, Educational Services  
Mark Miller, Associate Superintendent, Administrative Services

Reno Medina, Principal, Earl Warren Middle School  
Joann Schultz, Executive Assistant to the Superintendent / Recording Secretary

- 3. RECONVENE REGULAR MEETING / CALL TO ORDER ..... (ITEM 3)
  - A. The regular meeting of the Board of Trustees was called to order at 6:31 p.m. by President Amy Herman. Ms. Schultz read the meeting protocol instructions.
  - B. President Herman led the Pledge of Allegiance.
- 4. REPORT OUT OF CLOSED SESSION ..... (ITEM 4)
 

There was nothing to report.
- 5. APPROVAL OF AGENDA..... (ITEM 5)
 

Motion by Ms. Hergesheimer, seconded by Ms. Dalessandro, to approve the agenda of October 12, 2017, Regular Board meeting of the San Dieguito Union High School District, as presented. ADVISORY VOTE Ayes: Geier, Gelman, Gonzales, Hargis, Trigg; Noes: None; Abstain: None. BOARD Ayes: Dalessandro, Hergesheimer, Herman, Muir, Salazar; Noes: None; Abstain: None.

*Motion unanimously carried.*
- 6. APPROVAL OF MINUTES (4) / SEPTEMBER 14, 2017 BOARD WORKSHOP & REGULAR MEETING, SEPTEMBER 27, 2017 SPECIAL MEETING & OCTOBER 4, 2017 PROP AA PROJECTS TOUR
  - A. Motion by Ms. Hergesheimer, seconded by Ms. Muir, to approve the minutes (3) of the September 14, 2017 Board Workshop & Regular Meeting, September 27, 2017 Special Meeting, as presented. ADVISORY VOTE Ayes: Geier, Gelman, Gonzales, Hargis, Trigg; Noes: None; Abstain: None. BOARD Ayes: Dalessandro, Hergesheimer, Herman, Muir, Salazar; Noes: None; Abstain: None.

*Motion unanimously carried.*

  - B. Motion by Ms. Dalessandro, seconded by Ms. Muir, to approve the minutes (1) of the October 4, 2017 Prop AA Projects Tour, as presented. ADVISORY VOTE Ayes: None; Noes: None; Abstain: Geier, Gelman, Gonzales, Hargis, Trigg. BOARD Ayes: Dalessandro, Hergesheimer, Herman, Muir, Salazar; Noes: None.

*Motion unanimously carried.*

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

- 7. STUDENT UPDATES..... STUDENT BOARD REPRESENTATIVES
 

All students gave an update on the highlights and events at their schools.
- 8. REPORTS AND UPDATES..... BOARD OF TRUSTEES
  - A. BOARD OF TRUSTEES
 

All Board members attended the September 27<sup>th</sup> Special Board meeting and all attended the October 4<sup>th</sup> Prop AA Projects Tour except for Mr. Salazar.

Mr. Salazar had nothing to report.

Ms. Hergesheimer attended Back to School Nights at Carmel Valley MS (CVMS), Diegueno MS (DNO) and Torrey Pines HS (TPHS), the San Diego School Boards Association meeting, invited the student board members to the CSBA Annual conference in San Diego, reported on the CSBA Road Show focusing on local issues, and that the SB 571 Reserve Cap was approved.

Ms. Muir reported on a scholarship app called Scholly, toured Canyon Crest Academy with County Supervisor Kristin Gaspar, visited Earl Warren MS (EWMS), reported she is against the commercialization of marijuana in Encinitas, thanked the San Dieguito Alliance for Drug Free Youth, and is writing essays with kids.

Ms. Dalessandro attended the Back to School Nights at CVMS, DNO and EWMS, the San Dieguito Alliance networking luncheon, the EWMS Spirit Day, the San Dieguito Academy (SDA) New Math & Science building ribbon cutting & tour, and the CCA Foundation Taste of the Village.

**ITEM 6**

Ms. Herman attended the Back to School Nights at DNO, EWMS & TPHS, the SDA New Science & Math Building ribbon cutting ceremony & tour, and met with Julie Union, Solana Beach School District Board Member and Kristin Gibson, Del Mar Union School District Board Member.

B. SUPERINTENDENT’S REPORTS, BRIEFINGS, LEGISLATIVE UPDATES ..... ERIC DILL, SUPERINTENDENT  
Mr. Dill reported on a meeting with City of San Diego Council Member Barbara Bry and the Del Mar Union and Solana Beach School Districts superintendents, the first meeting of the Special Education Task Force, and met with parents this week regarding how to engage special education parents into parent organizations.

9. LCAP PRIORITY UPDATE/LOW PERFORMANCE STUDENT GROUPS ..... RENO MEDINA, EWMS PRINCIPAL  
Principal Reno Medina reported on the opening of a brand new school and gave an update on the Local Control Accountability Plan (LCAP) priorities regarding low performance student groups at Earl Warren Middle School including maintaining a small school of culture, increases in percentages of student sub-groups and an overall increase in school, reported that early targeted intervention identification is key, academic practice time (APT) is “unplugged”, Math Lab support by teachers is being offered, PTSA, Title 1 and LCAP supports after-school programs, and lunch programs. He also reported on the importance of creating a school culture to create student connectedness by reaching out to Casa di Amistad La Colonia and ELAC. They also offer celebration days, spirit day, building and maintaining culture days, red ribbon week, citizenship, dances, and parents are invited to a drug education class. Mr. Medina is honored to be principal of Earl Warren MS and to be supported by the Board, staff and the community.

**10. PUBLIC COMMENTS**

Comments were made by Jon Sevison, Encinitas Soccer Club, regarding the rental of the La Costa Valley fields, is still concerned with the possibility of the City of Carlsbad taking over the management of the fields, and is appreciative of being able to and continue to use fields; Elaine Kooima requested a district policy on bullying; Heather Dugdale commented on the drug education class being offered for parents and appreciates being involved in district issues over the last 6 weeks, that there is a huge whole with the loss of Phyllis Quan consulting services as a liaison for Foundations/PTSAs and hopes the district will find someone; Stephanie Kowack thanked the student board representatives for their representation on the board, is supportive of creating school connectedness for all students, and that parent education workshops are being offered.

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

Motion by Ms. Hergesheimer, seconded by Ms. Muir, to approve Consent Agenda Items #11-15, as presented. ADVISORY VOTE Ayes: Geier, Gelman, Gonzales, Hargis, Tripp; Noes: None; Abstain: None. BOARD Ayes: Dalessandro, Hergesheimer, Herman, Muir, Salazar; Noes: None; Abstain: None.

*Motion unanimously carried.*

**11. SUPERINTENDENT**

- A. GIFTS AND DONATIONS  
Accept the gifts and donations, as presented.
- B. FIELD TRIP REQUESTS  
Accept the field trips, as presented.

**12. HUMAN RESOURCES**

- A. PERSONNEL REPORTS  
Approve matters pertaining to employment of personnel, salaries, leaves of absence, resignations, changes in assignments, extra duty assignments, and consultant services:
  - 1. Certificated and/or Classified Personnel Reports, as presented.

**B. APPROVAL/RATIFICATION OF AGREEMENTS**

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

1. Point Loma Nazarene University for student intern services, during the period September 12, 2017 through August 31, 2022.

**13. EDUCATIONAL SERVICES**

**A. APPROVAL/RATIFICATION OF AGREEMENTS**

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

1. San Diego County Office of Education (SDCOE), for a participation agreement for operation of SDUHSD's Career Technical Education (CTE) courses, services and distribution of CTE funds from SDCOE to SDUHSD, during the period July 1, 2017 through June 30, 2018, at no cost to the District.

**B. APPROVAL/RATIFICATION OF AMENDMENT TO AGREEMENTS**

(None Submitted)

**14. ADMINISTRATIVE SERVICES**

**A. APPROVAL/RATIFICATION OF AGREEMENTS**

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

1. 22nd District Agricultural Association, to provide use of the Del Mar Fairgrounds for the San Dieguito Union High School District College Night and Fair, on April 25, 2018, in an estimated amount of \$12,995.00 plus labor and equipment rental fees at the 22<sup>nd</sup> District Agricultural Association's reimbursable rates, to be expended from the General Fund/Unrestricted 01-00 and reimbursed by Neighborhood Reinvestment Program Grant when approved.
2. City of Carlsbad, to provide use of the Alga Norte pool facilities for the San Dieguito High School Academy boys' water polo team, during the period August 1, 2017 through October 31, 2017, for an amount not to exceed \$20,000.00, to be expended from the General Fund/Unrestricted 01-00.
3. The Hanover Research Council, LLC, to provide research services on a subscription basis in support of the Special Education Department, including custom research reports; survey design, administration and analysis; interviews with industry/issue experts; secondary research; data analysis; and benchmarking (product/service comparison, key performance and efficiency metrics), and access to Hanover's Online Education Library, during the period October 13, 2017 through October 12, 2018, in an amount not to exceed \$25,000.00, to be expended from the General Fund/Unrestricted 01-00.

**B. APPROVAL/RATIFICATION OF AMENDMENT TO AGREEMENTS**

(None Submitted)

**SPECIAL EDUCATION**

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

1. Approve entering into the following non-public school / non-public agency master contracts (NPS/NPAs), independent contractor agreements (ICAs), and or memorandums of understanding (MOUs), and authorize Douglas B. Gilbert, Tina Douglas or Eric R. Dill to execute Elizabeth Christensen, O.D., (ICA), to provide vision therapy, assessments, and IEP support in an educational setting, during the period July 1, 2017 through June 30, 2018, and continuing with annual renewals unless terminated by either party with 30-day written notice,

**ITEM 6**

at the rates shown on the attachment, to be expended from the General Fund/Restricted 01-00.

2. Jennifer DiMase, (ICA), to provide bilingual psycho-educational assessments, reports, and IEP support in an educational setting, during the period October 13, 2017 through June 30, 2018, at the rates shown on the attachment, to be expended from the General Fund/Restricted 01-00.
3. Heritage Schools, Inc., (NPS), to provide twenty-four hour residential treatment for diploma bound students with severe social, emotional, and mental health issues, during the period July 1, 2017 through June 30, 2018, at the rates shown on the attachment, to be expended from the General Fund/Restricted 01-00.
4. Jeffery S. Owen, (ICA), to provide a psychoeducational assessment, to include consultation with site staff, parents and students, report writing, and presentation of final results, during the period October 13, 2017 through June 30, 2018, at the rates shown on the attachment, to be expended from the General Fund/Restricted 01-00.
5. North Coastal Consortium for Special Education (NCCSE/MOU), for San Dieguito Union High School District's proportional expenses for SDUHSD students attending to receive educational and mental health (ERMHS) services through North County Academy, during the period July 1, 2017 through June 30, 2018, in an estimated amount based on proportionality of \$442,300.00 for educational costs, and \$90,104.00 for mental health costs, to be expended from the General Fund/Restricted 01-00.
6. North Coastal Consortium for Special Education (NCCSE/MOU), to provide case management and support for six residential students, during the period July 1, 2017 through June 30, 2018, in an estimated amount based on proportionality of \$81,010.80, to be expended from the General Fund/Restricted 01-00.
7. Provo Canyon School, (NPS/RTC), to provide twenty-four hour residential treatment for diploma bound students with severe social, emotional, and mental health issues, during the period July 1, 2017 through June 30, 2018, at the rates shown on the attachment, to be expended from the General Fund/Restricted 01-00.

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

E. APPROVAL/RATIFICATION OF PARENT SETTLEMENT AND RELEASE AGREEMENTS  
(None Submitted)

**PUPIL SERVICES**

F. APPROVAL/RATIFICATION OF AGREEMENTS  
(None Submitted)

G. APPROVAL/RATIFICATION OF AMENDMENTS TO AGREEMENTS  
(None Submitted)

**15. BUSINESS / FACILITIES PLANNING & CONSTRUCTION**

**BUSINESS**

A. APPROVAL/RATIFICATION OF AGREEMENTS

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

1. Accent Electronics, Inc., dba Standard Electronics, Inc., to provide preventative maintenance, repair, and troubleshooting services on fire alarm systems, security systems, electronics and communication systems, and access control systems District wide, during the period July 1, 2017 through June 30, 2018, in an amount not to exceed \$6,000.00, to be expended from the General Fund/Unrestricted 01-00.

## ITEM 6

2. Cable Pipe and Leak Detection, Inc., to provide a complete range of location and detection services District wide, during the period October 13, 2017 through June 30, 2018, in an amount not to exceed \$1,000.00, to be expended from the General Fund/Unrestricted 01-00.
3. City of Del Mar – Community Services Department, to provide use of 15<sup>th</sup> Street Beach facilities, for Earl Warren Middle School Surf PE, during the period August 29, 2017 through June 15, 2018, at no cost to the District.
4. DCL Enterprises, dba Lee's Locksmith, to provide preventative maintenance, repair, and troubleshooting services on lock systems District wide, during the period October 13, 2017 through June 30, 2018, in an amount not to exceed \$2,000.00, to be expended from the General Fund/Unrestricted 01-00.
5. Frontier Fencing Company, Inc., to provide preventative maintenance and repairs on fencing, gates and fence posts throughout the District, during the period July 1, 2017 through June 30, 2018, at the rates shown on the attachment, to be expended from the General Fund/Unrestricted 01-00.
6. Fruth Group, Inc., to provide maintenance on a Duplo DP330le duplicator at Carmel Valley Middle School, during the period July 1, 2017 through June 30, 2018 and then automatically renewing for additional one year periods unless terminated with 30 day advance notice, at the rate of \$605.00 per year plus \$0.0040 per page for excess copies over the 125,000 monthly allowance, to be expended from the General Fund/Unrestricted 01-00.
7. Lloyd Pest Control, to provide monthly pest control services (inside and out) for kitchens at all school sites except Sunset High School, during the period September 15, 2017 through June 30, 2018, in an amount not to exceed \$4,000.00, to be expended from the General Fund/Unrestricted 01-00.
8. Playwrights Project, to provide their Write On playwriting program in one mixed grade drama class at Oak Crest Middle School, during the period October 13, 2017 through January 31, 2018, at no cost to the district.
9. Rancho Santa Fe Security Systems, Inc. to provide alarm monitoring and emergency response services throughout the District, during the period July 1, 2017 through June 30, 2018, at the rates shown on the attachment, to be expended from the General Fund/Unrestricted 01-00.
10. Reliable and Dependable, Inc., dba San Diego Refrigeration, to provide preventative maintenance, repair, and troubleshooting services on District air conditioning, refrigeration, ice making equipment, and ventilation systems District wide, during the period October 13, 2017 through June 30, 2018, in an amount not to exceed \$7,000.00, to be expended from the General Fund/Unrestricted 01-00.
11. Southcoast Mobil Wash, to provide school bus refurbishment and maintenance services, during the period September 30, 2017 through September 29, 2018, in an amount not to exceed \$16,000.00, to be expended from the General Fund/Unrestricted 01-00.

**B. APPROVAL/RATIFICATION OF AMENDMENT TO AGREEMENTS**

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

1. Ferendell Tennis Courts, Inc., increasing the rate per cleaning by \$1,980.00 for a new total of \$3,030.00 per track, for District wide runway track cleaning services on an as-needed basis, with no other changes to the contract, to be expended from the General Fund/Unrestricted 01-00.
2. PCS Revenue Control Systems, Inc., increasing the not to exceed amount by \$1,000.00 for a new total of \$6,000.00 annually, for parent/student online lunch payment system, with no other changes to the contract, to be expended from the General Fund/Unrestricted 01-00.
3. Verdugo Testing Co., Inc., increasing the not to exceed amount by \$8,000.00 for a new total of \$20,000.00 annually, to perform testing, monitoring, training, certifications, repairs, parts, and equipment for the underground fuel storage tank and dispensers located at the San Dieguito Union High School District's transportation facility, with no other changes to the contract, to be expended from the General Fund/Unrestricted 01-00.

C. AWARD/RATIFICATION OF CONTRACTS  
(None Submitted)

D. APPROVAL OF CHANGE ORDERS  
(None Submitted)

E. ACCEPTANCE OF CONSTRUCTION PROJECTS  
(None Submitted)

F. APPROVAL OF BUSINESS REPORTS  
Approve the following business reports:

1. Purchase Orders
2. Change Orders
3. Membership Listing
4. Warrants
5. Revolving Cash Fund

#### **FACILITIES PLANNING & CONSTRUCTION**

G. APPROVAL/RATIFICATION OF AGREEMENTS

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

1. JPBLA, Inc., to provide landscape architecture services at Canyon Crest Academy's Sculpture Garden project, during the period October 13, 2017 through completion, in an amount not to exceed \$8,000.00, plus reimbursable expenses, to be expended from Building Fund Prop 39 – Fund 21-39.
2. Erickson Hall Construction Co., to provide construction management services for the Carmel Valley Middle School Music Classroom Building Project, during the period September 18, 2017 through completion, in an amount not to exceed \$900,012.00, to be expended from Building Fund Prop 39 – Fund 21-39 and North City West School Facilities Financing Authority.
3. Geocon, Inc., to provide geotechnical/engineering services for the San Dieguito High School Academy Arts & Social Sciences Building project, during the period June 12, 2017 through completion, in an amount not to exceed \$2,000.00, to be expended from Building Fund Prop 39 – Fund 21-39.

H. APPROVAL/RATIFICATION OF AMENDMENT TO AGREEMENTS

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

1. Westberg & White, Inc., to amend contract CA2013-15 for architectural/engineering services at Oak Crest Middle School, increasing the amount by \$53,000.00 for a new total of \$1,360,275.00, to be expended from Building Fund Prop 39 – Fund 21-39.
2. Westberg & White, Inc., to amend contract CA2017-24 for architectural/engineering services for the Oak Crest Middle School Administration Building, increasing the amount by \$121,450.00 for a new total of \$139,050.00, to be expended from Building Fund Prop 39 – Funds 21-39, Capital Facilities Fund 25-19, General Fund 01-00 and Risk Management Joint Powers Authority.
3. Bert's Office Trailers, to amend contract CA2014-34 for month-to-month rental of an 8x20 office trailer through June 30, 2018, increasing the amount by \$1,506.12 for a new total of \$6,880.88, to be expended from the fund to which the project is charged.

## ITEM 6

4. Brady SoCal, Inc., to amend Combination Bid Package #4 General Construction and #5 Finishes, Carmel Valley Middle School Music Classroom Building and Site Improvements Project CB2017-10, increasing the amount by \$12,734.00 for new total of \$1,070,064.00, to be expended from Building Fund Prop 39 – Fund 21-39 and North City West School Facilities Financing Authority.
5. Sylvester Roofing Co., Inc., to amend Bid Package #11 Roofing, Carmel Valley Middle School Music Classroom Building and Site Improvements Project CB2017-10, increasing the amount by \$11,652.00 for a new total of \$86,652.00, to be expended from Building Fund Prop 39 – Fund 21-39 and North City West School Facilities Financing Authority.

## I. AWARD/RATIFICATION OF CONTRACTS

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

1. Sierra Pacific West, Inc., Bid Package #1 Site Construction, Earthwork, Demolition, Survey, SWPPP; Torrey Pines High School Phase 3 New Performing Arts Center CB2018-01, during the period October 13, 2017 through March 17, 2019, in the amount of \$1,014,231.00, to be expended from Building Fund Prop 39 – Fund 21-39, Mello-Roos Funds and State School Building Funds.
2. Rocky Coast Builders, Inc., Bid Package #2 Concrete, Concrete Reinforcing, Waterproofing; Torrey Pines High School Phase 3 New Performing Arts Center CB2018-01, during the period October 13, 2017 through March 17, 2019, in the amount of \$2,610,582.00, to be expended from Building Fund Prop 39 – Fund 21-39, Mello-Roos Funds and State School Building Funds.
3. Williams & Sons Masonry, Inc., Bid Package #3 Masonry; Torrey Pines High School Phase 3 New Performing Arts Center CB2018-01, during the period October 13, 2017 through March 17, 2019, in the amount of \$1,986,304.00, to be expended from Building Fund Prop 39 – Fund 21-39, Mello-Roos Funds and State School Building Funds.
4. Price Industries, Inc., dba International Iron Products, Bid Package #4 Metals; Torrey Pines High School Phase 3 New Performing Arts Center CB2018-01, during the period October 13, 2017 through March 17, 2019, in the amount of \$2,155,410.00, to be expended from Building Fund Prop 39 – Fund 21-39, Mello-Roos Funds and State School Building Funds.
5. K&Z Cabinet Co., Inc., Bid Package #5 Finish Carpentry, Architectural Wood Casework; Torrey Pines High School Phase 3 New Performing Arts Center CB2018-01, during the period October 13, 2017 through March 17, 2019, in the amount of \$115,960.00, to be expended from Building Fund Prop 39 – Fund 21-39, Mello-Roos Funds and State School Building Funds.
6. Sylvester Roofing Co., Bid Package #6 Roofing; Torrey Pines High School Phase 3 New Performing Arts Center CB2018-01, during the period October 13, 2017 through March 17, 2019, in the amount of \$315,000.00, to be expended from Building Fund Prop 39 – Fund 21-39, Mello-Roos Funds and State School Building Funds.
7. Buxcon Sheet Metal, Inc., Bid Package #7 Flashing & Sheet Metal; Torrey Pines High School Phase 3 New Performing Arts Center CB2018-01, during the period October 13, 2017 through March 17, 2019, in the amount of \$519,750.00, to be expended from Building Fund Prop 39 – Fund 21-39, Mello-Roos Funds and State School Building Funds.
8. Queen City Glass Co., Bid Package #8 Glass and Glazing; Torrey Pines High School Phase 3 New Performing Arts Center CB2018-01, during the period October 13, 2017 through March 17, 2019, in the amount of \$530,550.00, to be expended from Building Fund Prop 39 – Fund 21-39, Mello-Roos Funds and State School Building Funds.
9. Best Interiors, Inc., Bid Package #9 Metal Stud Framing, Hollow Metal Doors & Frames, Insulation, Final Clean; Torrey Pines High School Phase 3 New Performing Arts Center CB2018-01, during the period October 13, 2017 through March 17, 2019, in the amount of \$2,008,732.00, to be expended from Building Fund Prop 39 – Fund 21-39, Mello-Roos Funds and State School Building Funds.



## ITEM 6

10. Elljay Acoustics, Inc., Bid Package #10 Acoustical Panel Ceilings, Acoustical Wall Panels; Torrey Pines High School Phase 3 New Performing Arts Center CB2018-01, during the period October 13, 2017 through March 17, 2019, in the amount of \$459,657.00, to be expended from Building Fund Prop 39 – Fund 21-39, Mello-Roos Funds and State School Building Funds.
11. A&A Flooring, Inc., dba A&S Flooring, Bid Package #11 Flooring; Torrey Pines High School Phase 3 New Performing Arts Center CB2018-01, during the period October 13, 2017 through March 17, 2019, in the amount of \$457,974.00, to be expended from Building Fund Prop 39 – Fund 21-39, Mello-Roos Funds and State School Building Funds.
12. Pecoraro, Inc., Bid Package #12 Painting; Torrey Pines High School Phase 3 New Performing Arts Center CB2018-01, during the period October 13, 2017 through March 17, 2019, in the amount of \$185,000.00, to be expended from Building Fund Prop 39 – Fund 21-39, Mello-Roos Funds and State School Building Funds.
13. SWCS, Inc., Bid Package #13 Specialties, Signage, Overhead Coiling Doors, Fire Extinguishers; Torrey Pines High School Phase 3 New Performing Arts Center CB2018-01, during the period October 13, 2017 through March 17, 2019, in the amount of \$133,893.00, to be expended from Building Fund Prop 39 – Fund 21-39, Mello-Roos Funds and State School Building Funds.
14. Bradshaw Engineering, Inc., Bid Package #15 Fire Sprinklers; Torrey Pines High School Phase 3 New Performing Arts Center CB2018-01, during the period October 13, 2017 through March 17, 2019, in the amount of \$194,283.00, to be expended from Building Fund Prop 39 – Fund 21-39, Mello-Roos Funds and State School Building Funds.
15. HPS Mechanical, Bid Package #16 Plumbing; Torrey Pines High School Phase 3 New Performing Arts Center CB2018-01, during the period October 13, 2017 through March 17, 2019, in the amount of \$496,146.00, to be expended from Building Fund Prop 39 – Fund 21-39, Mello-Roos Funds and State School Building Funds.
16. Chapman Air Systems, Inc., dba W.R. Robbins Company, Bid Package #17 HVAC; Torrey Pines High School Phase 3 New Performing Arts Center CB2018-01, during the period October 13, 2017 through March 17, 2019, in the amount of \$727,560.00, to be expended from Building Fund Prop 39 – Fund 21-39, Mello-Roos Funds and State School Building Funds.
17. Ace Electric, Inc., Bid Package #18 Electrical, Communications, Electronic Safety & Security, Wheelchair Lift, Elevator; Torrey Pines High School Phase 3 New Performing Arts Center CB2018-01, during the period October 13, 2017 through March 17, 2019, in the amount of \$3,536,925.00, to be expended from Building Fund Prop 39 – Fund 21-39, Mello-Roos Funds and State School Building Funds.
18. RAP Engineering, Inc., Bid Package #19 AC Paving, Pavement Marking; Torrey Pines High School Phase 3 New Performing Arts Center CB2018-01, during the period October 13, 2017 through March 17, 2019, in the amount of \$230,586.79, to be expended from Building Fund Prop 39 – Fund 21-39, Mello-Roos Funds and State School Building Funds.
19. Bravo Concrete Construction Services, Inc., Bid Package #20 Concrete Paving; Torrey Pines High School Phase 3 New Performing Arts Center CB2018-01, during the period October 13, 2017 through March 17, 2019, in the amount of \$692,820.00, to be expended from Building Fund Prop 39 – Fund 21-39, Mello-Roos Funds and State School Building Funds.
20. Dreamscape Landscape and Maintenance, Inc., Bid Package #21 Landscape & Irrigation; Torrey Pines High School Phase 3 New Performing Arts Center CB2018-01, during the period October 13, 2017 through March 17, 2019, in the amount of \$372,123.00, to be expended from Building Fund Prop 39 – Fund 21-39, Mello-Roos Funds and State School Building Funds.
21. Peltzer Plumbing, Inc., Bid Package #22 Site Utilities; Torrey Pines High School Phase 3 New Performing Arts Center CB2018-01, during the period October 13, 2017 through March 17, 2019, in the amount of \$360,349.00, to be expended from Building Fund Prop 39 – Fund 21-39, Mello-Roos Funds and State School Building Funds.

J. APPROVAL OF CHANGE ORDERS  
(None Submitted)

**DISCUSSION / ACTION ITEMS .....(ITEM 16 - 22)**

16. ADOPTION OF RESOLUTION IN SUPPORT OF RED RIBBON WEEK & DECLARING OCTOBER 2017 AS DRUG AWARENESS MONTH

Student Board representatives read the resolution out loud.

Motion by Isaac Gelman, seconded by Scott Geier, to adopt the resolution in support of Red Ribbon Week, October 23-31, 2017, and declare October, 2017, as Drug Awareness Month, as presented. ADVISORY VOTE Ayes: Geier, Gelman, Gonzales, Hargis, Tripp; Noes: None; Abstain: None. BOARD Ayes: Dalessandro, Hergesheimer, Herman, Muir, Salazar; Noes: None; Abstain: None.

*Motion unanimously carried.*

17. ACCEPTANCE OF DONATION / EARL WARREN MS SCULPTURE

Heather Dugdale, EWMS PTSA President, made a presentation to the Board of the donation of the sculpture. (*A handout is available in the Superintendent's Office upon request.*)

Motion by Ms. Dalessandro, seconded by Ms. Hergesheimer, to accept the donation of "The Seahawk" kinetic sculpture at Earl Warren Middle School from the Earl Warren Middle School PTSA, as presented. ADVISORY VOTE Ayes: Geier, Gelman, Gonzales, Hargis, Tripp; Noes: None; Abstain: None. BOARD Ayes: Dalessandro, Hergesheimer, Herman, Muir, Salazar; Noes: None; Abstain: None.

*Motion unanimously carried.*

18. APPROVAL OF AGREEMENT / SPECIAL EDUCATION TASK FORCE FACILITATOR

PUBLIC COMMENT: Matthew Weil, CCA Foundation Vice President, urged anybody who has questions regarding special education to contact the Foundation; Laura Makings made comments regarding the proposed Special Education Task Force facilitator and whether she is qualified to facilitate the task force, and the objectives of the task force.

Mr. Miller gave a brief update on the special education parent survey of the facilitator requirements, the background and experience of the facilitator, and the process of selecting the facilitator.

The Board asked questions and held a brief discussion.

Motion by Ms. Hergesheimer, seconded by Ms. Muir, to approve entering into an agreement with Maureen O'Leary Burness, to facilitate and provide guidance to the SDUHSD Special Education Task Force, working with stakeholders to draft a Special Education strategic plan and to provide guidance to align Special Education Strategic Plan with district mission and vision statement for special education, during the period November 1, 2017 through June 30, 2018, at a rate of \$1,200.00 per day, plus expenses, in an amount not to exceed \$30,000.00, to be expended from the General Fund/Unrestricted 01-00, as presented. ADVISORY VOTE Ayes: Geier, Gelman, Gonzales, Hargis, Tripp; Noes: None; Abstain: None. BOARD Ayes: Dalessandro, Hergesheimer, Herman, Muir, Salazar; Noes: None; Abstain: None.

*Motion unanimously carried.*

19. APPROVAL TO CONDUCT BOARD WORKSHOP / BOARD GOVERNANCE & ORGANIZATIONAL EFFECTIVENESS / CALIFORNIA SCHOOL BOARDS ASSOCIATION (CSBA)

PUBLIC COMMENTS: Matthew Weil urged the Board to take steps to hold Board training on board governance and organizational effectiveness.

Ms. Herman requested the Board to conduct a workshop and shared possible dates in February of 2018. The Board held a brief discussion. Ms. Herman will follow up with dates and submit the contract for Board action at the next meeting.

Motion by Ms. Hergesheimer, seconded by Ms. Dalessandro, to approve conducting a workshop facilitated by California School Boards Association (CSBA) with participation of all Governing Board Members and the Superintendent to improve board governance and organizational effectiveness.

**ITEM 6**

ADVISORY VOTE Ayes: Geier, Gelman, Gonzales, Hargis, Tripp; Noes: None; Abstain: None.  
BOARD Ayes: Dalessandro, Hergesheimer, Herman, Muir, Salazar; Noes: None; Abstain: None.

*Motion unanimously carried.*

20. PUBLIC HEARING / CALIFORNIA VOTING RIGHTS ACT (CVRA) / REGARDING THE COMPOSITION OF POTENTIAL TRUSTEE VOTING AREAS ASSOCIATED WITH THE DISTRICT’S TRANSITION TO A BY-TRUSTEE AREA ELECTION SYSTEM IN ADVANCE OF THE PREPARATION OF DRAFT TRUSTEE VOTING AREA PLANS BY THE DISTRICT’S DEMOGRAPHER

A. PUBLIC HEARING – President Herman opened the public hearing at 8:04 p.m.

Matthew Weil, as a resident, made comments regarding gerrymandering of the area maps as it relates to board member residences.

President Herman closed at 8:06 p.m.

Mr. Jonathan Salt, Fagan Friedman Fulfroost, made a presentation regarding the composition of the potential trustee voting areas associated with the district’s transition to a by-trustee area election system in advance of the preparation of draft trustee voting area plans by the district demographer, as presented.

21. PUBLIC HEARING & ADOPTION OF THE SAN DIEGUITO UNION HIGH SCHOOL DISTRICT’S INITIAL PROPOSAL TO SAN DIEGUITO FACULTY ASSOCIATION REGARDING CERTIFICATED UNIT COLLECTIVE BARGAINING AGREEMENT NEGOTIATIONS (2017-18 SCHOOL YEAR)

A. PUBLIC HEARING – President Herman opened the public hearing at 8:24 p.m. There being no public comments, the hearing was closed at 8:25 p.m.

B. ADOPTION OF SAN DIEGUITO UNION HIGH SCHOOL DISTRICT’S INITIAL PROPOSAL TO SAN DIEGUITO FACULTY ASSOCIATION (2017-18 SCHOOL YEAR)

Motion by Ms. Dalessandro, seconded by Ms. Hergesheimer, to adopt the San Dieguito Union High School District’s initial proposal to open negotiations with the San Dieguito Faculty Association regarding certificated unit collective bargaining agreement negotiations for the 2017-18 school year, as presented. ADVISORY VOTE Ayes: Geier, Gelman, Gonzales, Hargis, Tripp; Noes: None; Abstain: None. BOARD Ayes: Dalessandro, Hergesheimer, Herman, Muir, Salazar; Noes: None; Abstain: None.

*Motion unanimously carried.*

22. PUBLIC HEARING / SAN DIEGUITO FACULTY ASSOCIATION’S INITIAL PROPOSAL TO SAN DIEGUITO UNION HIGH SCHOOL DISTRICT REGARDING CERTIFICATED UNIT COLLECTIVE BARGAINING AGREEMENT NEGOTIATIONS (2017-18 SCHOOL YEAR)

PUBLIC HEARING– President Herman opened the public hearing at 8:25 p.m.

Comments were made by Wendy Gumb regarding questions she had about the process of negotiations, requested that the contract include full-time athletic directors, and to add teachers to reduce class size.

President Herman closed the hearing at 8:28 p.m.

Ms. Frazee gave a brief update on the certificated negotiations reopener. The Board requested Ms. Gumb contact Ms. Frazee with her questions.

**INFORMATION ITEMS.....(ITEMS 20 - 31)**

23. PROPOSED NEW/REVISED/DELETION OF BOARD POLICIES (13) / ADMINISTRATIVE SERVICES

- A. BP #5141, HEALTH CARE AND EMERGENCIES (REVISED)
- B. AR #5141 AR-2, AUTOMATIC EXTERNAL DEFIBRILLATORS (DELETE)
- C. BP #5141.1, ACCIDENTS (DELETE)
- D. BP #5141.2, BLOODBORNE PATHOGENS (DELETE)
- E. BP #5141.21, ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS (REVISED)
- F. BP #5141.22, INFECTIONS DISEASES (REVISED)
- G. BP #5141.23, ASTHMA MANAGEMENT (NEW)

- H. BP #5141.24, SPECIALIZED HEALTH CARE (DELETE)
- I. BP #5141.26, TUBERCULOSIS TESTING (DELETE)
- J. BP #5141.33, HEAD LICE (REVISED)
- K. BP #6390, GRADUATION AND CREDIT REQUIREMENTS FOR STUDENTS ATTENDING SDUHSD ADULT SCHOOL (DELETE)
- L. BP #6391, ADMISSION OF MINORS (UNDER 18) TO SAN DIEGUITO ADULT HS PROGRAM (DELETE)
- M. BP #6392, ADULT SCHOOL TUITION (DELETE)

This item was submitted for first read and will be resubmitted for action on November 2, 2017.

- 24. BUSINESS SERVICES UPDATE ..... TINA DOUGLAS, ASSOCIATE SUPERINTENDENT  
Ms. Douglas reported on the Prop AA tour held on October 4<sup>th</sup>, and the next best practices workshop for foundations, PTSA parents and staff will be held on October 30<sup>th</sup>.
- 25. EDUCATIONAL SERVICES UPDATE .....MIKE GROVE, ED.D., ASSOCIATE SUPERINTENDENT  
Dr. Grove had nothing to report.
- 26. HUMAN RESOURCES UPDATE .....CINDY FRAZEE, ASSOCIATE SUPERINTENDENT  
Ms. Frazee reported on her leading a team building activity at the Special Education Task Force meeting.
- 27. ADMINISTRATIVE SERVICES UPDATE ..... MARK MILLER, ASSOCIATE SUPERINTENDENT  
Mr. Miller reported on his attendance at the San Dieguito Alliance for Drug Free Youth networking luncheon.
- 28. FUTURE AGENDA ITEMS – 1) Broadcasting Board Meetings.
- 29. ADJOURNMENT TO CLOSED SESSION – No closed session was necessary.
- 30. REPORT FROM CLOSED SESSION – Nothing further to report.
- 31. ADJOURNMENT OF MEETING – The meeting adjourned at 8:36 p.m.

\_\_\_\_\_  
Beth Hergesheimer, Board Clerk

\_\_\_\_\_  
Date

\_\_\_\_\_  
Eric R. Dill, Superintendent

\_\_\_\_\_  
Date



Union High School District

MINUTES

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

Superintendent  
Eric R. Dill

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT  
BOARD OF TRUSTEES  
SPECIAL MEETING

THURSDAY, OCTOBER 19, 2017  
6:00 PM

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

The Governing Board of the San Dieguito Union High School District held a Special Meeting on Thursday, October 19, 2017, at the above location.

Attendance / Board:

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

Attendance / District Management:

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

1. CALL TO ORDER

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

**PUBLIC HEARING .....(ITEM 2)**

2. PUBLIC HEARING / CALIFORNIA VOTING RIGHTS ACT (CVRA) / REGARDING THE COMPOSITION OF POTENTIAL TRUSTEE VOTING AREAS ASSOCIATED WITH THE DISTRICT'S TRANSITION TO A BY-TRUSTEE AREA ELECTION SYSTEM IN ADVANCE OF THE PREPARATION OF DRAFT TRUSTEE VOTING AREA PLANS BY THE DISTRICT'S DEMOGRAPHER

Mr. Jonathan Salt, Fagan Friedman Fulfroost, was available to answer questions from the Board.

The Board held a discussion. It was requested that the areas be drawn to include more than one middle school attendance area, and to keep cities whole, if possible. It was also requested that communications being sent out to include a broader notice other than the district parents, to include elementary districts and the residents of the district.

A. PUBLIC HEARING

Vice President Dalessandro opened the public hearing at 6:09 p.m. There being no public comments, the hearing was closed at 6:10 p.m.

3. ADJOURNMENT

The meeting was adjourned at 6:10 p.m.

\_\_\_\_\_  
Beth Hergesheimer, Board Clerk

\_\_\_\_\_  
Date

\_\_\_\_\_  
Eric Dill, Superintendent

\_\_\_\_\_  
Date

# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** October 25, 2017

**BOARD MEETING DATE:** November 2, 2017

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

**SUBJECT:** ACCEPTANCE OF GIFTS AND DONATIONS

\*\*\*\*\*

### EXECUTIVE SUMMARY

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

### RECOMMENDATION:

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

### FUNDING SOURCE:

Not applicable

**GIFTS AND DONATIONS  
SDUHSD BOARD MEETING  
November 02, 2017**

**ITEM 11A**

Item #	Donation	Description	Donor	Department	School Site
1	\$3,005.00	Supplemental Support Costs	San Dieguito Academy Foundation	Administration	SDHSA
2	\$210.00	Supplemental Support Costs	Oak Crest Middle School Foundation	Administration	OCMS
3	\$850.00	Art Support Costs	Oak Crest Middle School Foundation	Art	OCMS
4	\$500.00	Supplemental Support Costs	Oak Crest Middle School Foundation	Special Ed	OCMS
5	\$890.00	Science Support Costs	Various Parents	Science	DMS
6	\$14,817.30	Supplemental Support Costs	Canyon Crest Academy Foundation	Administration	CCA
7	\$2,069.61	Music Support Costs	San Dieguito Academy Music Boosters	Music	SDHSA
8	\$18.22	Supplemental Support Costs	Pacific Trails Middle School PTSA	Administration	PTMS
9	\$137.52	Supplemental Support Costs	San Dieguito Academy Foundation	Administration	SDHSA
10	\$1,650.83	Music Support Costs	La Costa Canyon High School Foundation	Music	LCCHS
11	\$1,795.00	Supplemental Support Costs	Earl Warren Middle School PTSA	Administration	EWMS
12	\$700.00	Supplemental Support Costs	Mission Federal Credit Union	Administration	DO
		<b>*Donated Items:</b>			
	\$515.00	70 Books "Animal Farm"	Julia DalPezzo	English	PTMS
	\$451.60	8 Shelving Units	AirStrip Technologies	Theatre	CCA
	<b>\$26,643.48</b>	<b>Monetary Donations</b>			
	<b>\$966.60</b>	<b>*Value of Donated Items</b>			
	<b>\$27,610.08</b>	<b>TOTAL VALUE</b>			



# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** October 13, 2017

**BOARD MEETING DATE:** November 2, 2017

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

**SUBMITTED BY:** Eric R. Dill, Superintendent

**SUBJECT:** Approval / Ratification of Field Trip  
Requests

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### EXECUTIVE SUMMARY

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

### RECOMMENDATION:

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

### FUNDING SOURCE:

As listed on the attached supplement.

**FIELD TRIP REQUESTS**  
**SDUHSD BOARD MEETING**  
**November 2, 2017**

ITEM 11B

Item #	Date	Sponsor, Last Name	First Name	School Team/Club	Total # Students	Total # Chaperones	Event Description / Name of Conference	City	State	Loss of Class Time	Funding
1	11-16-17 - 11-19-17	Boardman-Smith	Mia	TPHS Journalism and Yearbook	5	1	Fall National HS Journalism Convention	Dallas	TX	2 Days	TPHS Foundation / Parent Donations
2	05-23-18 - 05-25-18	Rall	Michael	TPHS AP Environmental Science	40	4	Catalina Island Science Trip	Two Harbors	CA	3 Days	TPHS Foundation / Parent Donations
3	11-04-17 - 11-06-17	Galace	Gherty	CCA Speech & Debate	2	1	Speech & Debate Tournament	Sherman Oaks	CA	1 Day	CCA Foundation / Parent Donations
4	11-30-17 - 12-02-17	Galace	Gherty	CCA Speech & Debate	8	1	Speech & Debate Tournament	Sandy	UT	2 Day	CCA Foundation / Parent Donations

# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** October 24, 2017

**BOARD MEETING DATE:** November 2, 2017

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

**SUBMITTED BY:** Eric R. Dill  
Superintendent

**SUBJECT:** APPROVAL OF CERTIFICATED and  
CLASSIFIED PERSONNEL

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### EXECUTIVE SUMMARY

Please find the following Personnel actions attached for Board approval:

#### Certificated

Employment  
Change in Assignment  
Leave of Absence  
Resignation

#### Classified

Employment  
Change in Assignment  
Release  
Resignation

#### RECOMMENDATION:

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

#### FUNDING SOURCE:

General Fund

## PERSONNEL LIST

### CERTIFICATED PERSONNEL

#### Employment

1. **Certificated Substitute Teachers**, request to approve employment for the 2017-18 school year, effective 10/01/2017 through 6/30/2018, per attached supplement.
2. **Andrew Primes**, 100% Temporary Teacher (mathematics), 60% assignment at Pacific Trails Middle School and 40% assignment at Diegueno Middle School, for the remainder of the 2017-18 school year, effective 10/25/2017 through 6/15/2018.

#### Change in Assignment

1. **Megan Gaddi**, Temporary Teacher (social science) at Diegueno Middle School, Change in Assignment from 60% to 100% assignment for the remainder of the 2017-18 school year, effective 10/23/2017 through 6/15/2018.

#### Leave of Absence

1. **Kellie Riese**, Permanent Teacher (social science) at Diegueno Middle School, requests a 40% Unpaid Leave of Absence (60% assignment) for the remainder of the 2017-18 school year, effective 10/23/2017 through 6/15/2018.

#### Resignation

1. **Tijtske Zitman**, Teacher (special education – mild/moderate disabilities) at La Costa Canyon High School, resignation for retirement purposes at the end of the 2017-18 school year, effective 6/15/2018.

ITEM 12A

**PERSONNEL LIST**

**Substitute Teachers**

Beckstead, Matthew, effective 10/02/2017  
Brown, Martin, effective 10/06/2017  
Bujno, Thomas, effective 10/05/2017  
Clark, Jeffrey, effective 09/27/2017  
Cowell, Brad, effective 10/10/2017  
Cutting, Patricia, effective 09/27/2017  
Fages, Michael, effective 10/02/2017  
Flinn, William, effective 10/17/2017  
Fox, Saylor, effective 10/05/2017  
Gilmore, Lauren, effective 10/02/2017  
Griswold, Shirley, effective 10/05/2017  
Hathaway, Kelly, effective 10/09/2017  
Huang, Wei-Hsiu, effective 10/09/2017  
Kempf, Lindsay, effective 10/05/2017  
Ko, Grace, effective 10/10/2017  
Martin, Gaye, effective 10/28/2017  
Pecoraro, John, effective 10/05/2017  
Porter, Ross, effective 10/16/2017  
Skelton, James, effective 10/05/2017  
Smith, Audrey, effective 09/26/2017  
Spiller, Curtis, effective 10/02/2017  
Whitmer, Keith, effective 09/29/2017

**PERSONNEL LIST****CLASSIFIED PERSONNEL****Employment**

1. **Classified Artist in Residence**, employment for the 2017-18 school year, effective 10/01/17 through 06/30/18, per attached supplement.
2. **Classified Substitutes**, employment for the 2017-18 school year, effective 10/01/17 through 06/30/18, per attached supplement.
3. **Coaches**, employment for the 2017-18 school year, effective 10/01/17 through 06/30/18, per attached supplement.
4. **Chow, Lai Lai**, Nutrition Services Assistant I, SR25, 43.75% FTE, Canyon Crest Academy, effective 10/16/17.
5. **Petrynska, Eva**, Nutrition Services Assistant I, SR25, 25.00% FTE, Diegueno Middle School, effective 11/06/17.

**Change in Assignment**

1. **Hild, Christina**, from Nutrition Services Assistant I, SR25, 31.25% FTE, Carmel Valley Middle School to 37.50% FTE, effective 10/09/17.
2. **Serrano, Marisela**, from Nutrition Services Transporter I, SR27, 34.37% FTE, Torrey Pines High School to Nutrition Services Assistant I, SR25, 31.25% FTE, Carmel Valley Middle School, effective 10/16/17.

**Release of Probationary Employee**

1. **Employee Number 606-548**, Instructional Assistant-SpEd (S), SR36, 75.00% FTE, La Costa Canyon High School-ATP, effective 10/12/17.
2. **Employee Number 611-163**, Secretary, SR36, 100.00% FTE, San Dieguito High School Academy, effective 10/25/17.

**Resignation**

1. **Pierce, Jody**, Custodian, SR32, 100.00% FTE, Torrey Pines High School, resignation for the purpose of retirement, effective 12/19/17.

ITEM 12A

**Classified Personnel Supplement, November 2, 2017**

**Classified Artist in Residence**

Burnworth, Devin, effective 10/19/2017  
Dicce, Anne-Marie, effective 10/2/2017

**Classified Substitute**

Baldwin, Sidney, effective 10/18/2017  
Higham, Andrew, effective 10/20/2017  
Kondragunta, Swarupa, effective 10/12/2017  
McGowan, Joanna, effective 10/4/2017  
Morales, Isabel, effective 10/4/2017  
Segovia, Sergio, effective 10/12/2017  
Tellez, Ruben, effective 10/4/2017

**Coaches**

**CCA – Certificated**

Aguilar, Sarah, Girls Soccer, Varsity, Canyon Crest Academy, Winter Season, effective 10/23/17  
Baum, Brian, Boys Basketball, Varsity, Canyon Crest Academy, Winter Season, effective 10/23/17  
Dickinson, Katherine, Girls Soccer, Varsity Assistant, Canyon Crest Academy, Winter Season, effective 10/23/17  
Keenan, Sean, Boys Basketball, Junior Varsity Assistant, Canyon Crest Academy, Winter Season, effective 10/23/17  
Lockhart, Tom, Boys Soccer, Varsity, Canyon Crest Academy, Winter Season, effective 10/23/17  
Mikkonen, Ryan, Boys Basketball, Freshmen, Canyon Crest Academy, Winter Season, effective 10/23/17  
Nesselor, Connor, Wrestling, Varsity, Canyon Crest Academy, Winter Season, effective 10/23/17

**CCA – Walk-on**

Altobello, Katherine, Girls Basketball, Varsity Assistant, Canyon Crest Academy, Winter Season, effective 10/23/17  
Arnesen, Carl, Girls Soccer, Junior Varsity, Canyon Crest Academy, Winter Season, effective 10/23/17  
Blackman, Larry, Boys Basketball, Varsity Assistant, Canyon Crest Academy, Winter Season, effective 10/23/17  
Dixon, LaSandra, Girls Basketball, Junior Varsity, Canyon Crest Academy, Winter Season, effective 10/23/17  
Favor, Matt, Girls Soccer, Varsity Assistant, Canyon Crest Academy, Winter Season, effective 10/23/17  
Fleming, Ryan, Boys Basketball, Varsity Assistant, Canyon Crest Academy, Winter Season, effective 10/23/17  
Lackey, Dustin, Boys Basketball, Junior Varsity, Canyon Crest Academy, Winter Season, effective 10/23/17  
Macauley, Ian, Boys Soccer, Junior Varsity, Canyon Crest Academy, Winter Season, effective 10/23/17  
Meltz, Adam, Boys Soccer, Junior Varsity Assistant, Canyon Crest Academy, Winter Season, effective 10/23/17  
Muryani, Fred, Boys Soccer, Varsity Assistant, Canyon Crest Academy, Winter Season, effective 10/23/17

ITEM 12A

Ormsby, Tyler, Girls Water Polo, Varsity, Canyon Crest Academy, Winter Season, effective 10/23/17

Portela, Alex, Boys Soccer, Freshmen, Canyon Crest Academy, Winter Season, effective 10/23/17

Ratekin, Nicholas, Girls Water Polo, Junior Varsity, Canyon Crest Academy, Winter Season, effective 10/23/17

Tucker, Scott, Girls Basketball, Varsity, Canyon Crest Academy, Winter Season, effective 10/23/17

Young, Dallin, Wrestling, Varsity Assistant, Canyon Crest Academy, Winter Season, effective 10/23/17

**LCC – Certificated**

Buth, Dwayne, Wrestling, Varsity, La Costa Canyon High School, Winter Season, effective 10/23/17

Cassaw, David, Boys Basketball, Varsity, La Costa Canyon High School, Winter Season, effective 10/23/17

Flores, Mario, Girls Basketball, Varsity, La Costa Canyon High School, Winter Season, effective 10/23/17

Eichlin, Caitlin, Girls Basketball, Varsity Assistant, La Costa Canyon High School, Winter Season, effective 10/23/17

Overman, Morgan, Girls Basketball, Junior Varsity, La Costa Canyon High School, Winter Season, effective 10/23/17

**LCC – Walk-on**

Andelin, Rebecca, Girls Water Polo, Varsity, La Costa Canyon High School, Winter Season, effective 10/23/17

Bigrigg, Mike, Wrestling, Assistant, La Costa Canyon High School, Winter Season, effective 10/23/17

Dean, Craig, Boys Soccer, Varsity, La Costa Canyon High School, Winter Season, effective 10/23/17

Elenz-Martin, Michael, Boys Soccer, Varsity Assistant, La Costa Canyon High School, Winter Season, effective 10/23/17

Elkind, Natalie, Girls Soccer, Varsity, La Costa Canyon High School, Winter Season, effective 10/23/17

Espinoza, Jonny, Girls Soccer, Freshmen, La Costa Canyon High School, Winter Season, effective 10/23/17

Frausto, Sebastian, Boys Basketball, Freshmen, La Costa Canyon High School, Winter Season, effective 10/23/17

Gurley, Trent, Boys Soccer, Junior Varsity, La Costa Canyon High School, Winter Season, effective 10/23/17

Hansen, Scott, Wrestling, Assistant, La Costa Canyon High School, Winter Season, effective 10/23/17

Meeks, Tom, Boys Basketball, Varsity Assistant, La Costa Canyon High School, Winter Season, effective 10/23/17

Murphy, Sean, Boys Soccer, Freshmen, La Costa Canyon High School, Winter Season, effective 10/23/17

Owens, Erica, Girls Soccer, Varsity Assistant, La Costa Canyon High School, Winter Season, effective 10/23/17

Perez, Tony, Wrestling, Assistant, La Costa Canyon High School, Winter Season, effective 10/23/17

Pineda-Reyes, Billy, Wrestling, Junior Varsity, La Costa Canyon High School, Winter Season, effective 10/23/17



ITEM 12A

Ramirez, Mike, Wrestling, Junior Varsity, La Costa Canyon High School, Winter Season, effective 10/23/17

Randall, Tim, Wrestling, Assistant, La Costa Canyon High School, Winter Season, effective 10/23/17

Samaniego, Corrie, Girls Soccer, Junior Varsity, La Costa Canyon High School, Winter Season, effective 10/23/17

Spears, Brandon, Boys Basketball, Junior Varsity, La Costa Canyon High School, Winter Season, effective 10/23/17

**SDA – Certificated**

Boyd, Donn, Boys Soccer, Freshmen, San Dieguito High School Academy, Winter Season, effective 10/23/17

Whitmer, Keith, Boys Soccer, Varsity, San Dieguito High School Academy, Winter Season, effective 10/23/17

**SDA – Walk-on**

Bedford, Craig, Girls Soccer, Junior Varsity, San Dieguito High School Academy, Winter Season, effective 10/23/17

Eyre, Signe, Girls Soccer, Varsity, San Dieguito High School Academy, Winter Season, effective 10/23/17

Jackson, Willie, Boys Basketball, Varsity Assistant, San Dieguito High School Academy, Winter Season, effective 10/23/17

Javey, Anthony, Boys Basketball, Junior Varsity, San Dieguito High School Academy, Winter Season, effective 10/23/17

Kling, Scott, Girls Water Polo, Varsity, San Dieguito High School Academy, Winter Season, effective 10/23/17

Lawrence, Charles, Boys Soccer, Varsity Assistant, San Dieguito High School Academy, Winter Season, effective 10/23/17

Marian, Calin, Girls Soccer, Varsity Assistant, San Dieguito High School Academy, Winter Season, effective 10/23/17

McClain, Michael, Boys Soccer, Junior Varsity, San Dieguito High School Academy, Winter Season, effective 10/23/17

Phillips, Anna, Girls Basketball, Varsity Assistant, San Dieguito High School Academy, Winter Season, effective 10/23/17

Roy, Isaiah, Boys Basketball, Freshmen, San Dieguito High School Academy, Winter Season, effective 10/23/17

Smithey, Aubree, Girls Basketball, Varsity, San Dieguito High School Academy, Winter Season, effective 10/23/17

Stewart, Jason, Boys Basketball, Varsity, San Dieguito High School Academy, Winter Season, effective 10/23/17

Sullivan, Daniel, Girls Water Polo, Junior Varsity, San Dieguito High School Academy, Winter Season, effective 10/23/17

Walton, Akilah, Girls Basketball, Junior Varsity, San Dieguito High School Academy, Winter Season, effective 10/23/17

**TP – Certificated**

Bouchard, Susan, Girls Soccer, Varsity Assistant, Torrey Pines High School, Winter Season, effective 10/23/17

Lona, Francisco, Boys Soccer, Freshmen, Torrey Pines High School, Winter Season, effective 10/23/17

Moore, Jonathan, Boys Basketball, Junior Varsity, Torrey Pines High School, Winter Season, effective 10/23/17

Olive, John, Boys Basketball, Varsity, Torrey Pines High School, Winter Season, effective 10/23/17

ITEM 12A

**TP – Walk-on**

Allard, Clark, Boys Basketball, Varsity Assistant, Torrey Pines High School, Winter Season, effective 10/23/17

Brown, Martin, Wrestling, Varsity, Torrey Pines High School, Winter Season, effective 10/23/17

Carranza, Jose Angel, Boys Soccer, Junior Varsity, Torrey Pines High School, Winter Season, effective 10/23/17

Castro, Jacob, Girls Water Polo, Junior Varsity, Torrey Pines High School, Winter Season, effective 10/23/17

Cormode, Brandon, Boys Soccer, Varsity Assistant, Torrey Pines High School, Winter Season, effective 10/23/17

Diaz, Nick, Boys Basketball, Junior Varsity Assistant, Torrey Pines High School, Winter Season, effective 10/23/17

Hansford, Martin, Girls Soccer, Varsity, Torrey Pines High School, Winter Season, effective 10/23/17

Hargreaves, Andrew, Boys Soccer, Varsity, Torrey Pines High School, Winter Season, effective 10/23/17

Jasper, Elya, Girls Soccer, Freshmen, Torrey Pines High School, Winter Season, effective 10/23/17

Kosakoff, Joel, Boys Soccer, Varsity Assistant, Torrey Pines High School, Winter Season, effective 10/23/17

Lee, Wesley, Wrestling, Varsity Assistant, Torrey Pines High School, Winter Season, effective 10/23/17

Lee, Wesley Jr., Wrestling, Junior Varsity, Torrey Pines High School, Winter Season, effective 10/23/17

McClurg, David, Girls Basketball, Varsity, Torrey Pines High School, Winter Season, effective 10/23/17

McEntee, Tanner, Boys Basketball, Freshmen, Torrey Pines High School, Winter Season, effective 10/23/17

Perry, Megan, Girls Basketball, Junior Varsity, Torrey Pines High School, Winter Season, effective 10/23/17

Praino-Miller, Jeffrey, Girls Soccer, Junior Varsity, Torrey Pines High School, Winter Season, effective 10/23/17

Speed, Mandy, Girls Soccer, Junior Varsity Assistant, Torrey Pines High School, Winter Season, effective 10/23/17

Webster, Dana, Girls Basketball, Varsity Assistant, Torrey Pines High School, Winter Season, effective 10/23/17

Williams, Alex, Girls Water Polo, Varsity, Torrey Pines High School, Winter Season, effective 10/23/17

# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** October 25, 2017

**BOARD MEETING DATE:** November 2, 2017

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

**SUBMITTED BY:** Eric R. Dill, Superintendent

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

-----

### EXECUTIVE SUMMARY

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

### RECOMMENDATION:

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

### FUNDING SOURCE:

As noted on attached list.

## ITEM 12B

## SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

**HUMAN RESOURCES - PROFESSIONAL SERVICES REPORT****Board Meeting Date: 11-02-17**

<u>Contract Effective Dates</u>	<u>Consultant/ Vendor</u>	<u>Description of Services</u>	<u>School/ Department Budget</u>	<u>Fee Not to Exceed</u>
11/03/17 – 06/30/18	Nutrition Ink	For a Dietetic Internship Program (NIDIP) to provide classroom nutrition lessons, data collection, assistance with promotions, and surveys as well as working on special projects for the District's nutrition program.	N/A	N/A

# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** October 25, 2017

**BOARD MEETING DATE:** November 2, 2017

**PREPARED BY:** Mark Miller, Associate Superintendent,  
Administrative Services

**SUBMITTED BY:** Eric R. Dill, Superintendent

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

-----

### EXECUTIVE SUMMARY

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

### RECOMMENDATION:

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

### FUNDING SOURCE:

As noted on attached list.

ITEM 14B

**SAN DIEGUITO UNION HIGH SCHOOL DISTRICT**

**ADMINISTRATIVE SERVICES - AMENDMENT TO AGREEMENT REPORT**

**Board Meeting Date: 11-02-17**

<u>Contract Effective Dates</u>	<u>Consultant/ Vendor</u>	<u>Description of Services</u>	<u>School/ Department Budget</u>	<u>Fee Not to Exceed</u>
08/01/17 – 06/30/18	City of Carlsbad	Amending the agreement for the use of Alga Norte pool facilities for the San Dieguito High School Academy boys' and girls' Water Polo teams, increasing the total not to exceed amount by \$15,000.00 and extending the term of the contract to June 30, 2018, with no other changes to the contract.	General Fund/ Unrestricted 01-00	\$35,000.00

# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** October 20, 2017

**BOARD MEETING DATE:** November 2, 2017

**PREPARED BY:** Mark Miller  
Associate Superintendent / Administrative Services

**SUBMITTED BY:** Eric R. Dill, Superintendent

**SUBJECT:** APPROVAL OF REVISED 2017-18 BELL SCHEDULES FOR DIEGUEÑO M.S., CANYON CREST ACADEMY, LA COSTA CANYON H.S., SAN DIEGUITO H.S. ACADEMY AND TORREY PINES H.S.

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### EXECUTIVE SUMMARY

The bell schedules for Diegueño Middle School, Canyon Crest Academy, La Costa Canyon High School, San Dieguito High School Academy, and Torrey Pines High School, have been revised to comply with the State of California's minimum requirement for instructional minutes per day for each student schedule.

### RECOMMENDATION:

It is recommended that the Board approve the revised 2017-18 bell schedules for Diegueño Middle School, and Canyon Crest Academy, La Costa Canyon High School, San Dieguito High School Academy, and Torrey Pines High School, as shown in the attached supplements.

### FUNDING SOURCE:

Not applicable.

Attachments

**SAN DIEGUITO UNION HIGH SCHOOL DISTRICT  
ADMINISTRATIVE SERVICES  
ANNUAL INSTRUCTIONAL MINUTES**

School	2017-18 State Minimum	2017-18
<b>Middle Schools:</b>		
Carmel Valley	54,000	62,230
Diegueno	54,000	<del>62,320</del> <b>62,384</b>
Earl Warren	54,000	60,445
Oak Crest	54,000	60,730
Pacific Trails	54,000	60,530
<b>High Schools:</b>		
Canyon Crest Academy	64,800	<del>66,974</del> <b>67,431</b>
La Costa Canyon	64,800	<del>65,561</del> <b>65,547</b>
San Dieguito HS Academy	64,800	<del>68,249</del> <b>68,304</b>
Torrey Pines	64,800	<del>65,292</del> <b>65,501</b>
Sunset Cont.	N/A*	42,300

\*Annual Instructional minutes not State required for alternative education hourly programs.



## ITEM 14C

## 2017-2018 ANNUAL INSTRUCTIONAL MINUTES SUMMARY

School: Canyon Crest Academy  
 Principal: Brett Killeen  
 School Start Date: 29-Aug-17

Date: 10/24/17  
 Grade: Gr. 9-12

<u>Type of Days</u>	<u># of Days</u>	<u>Daily Minutes</u>	<u>Annual Minutes</u>
Finals June 14& 15 (Revised)	2	276	552
Finals Day 1 (Revised)	3	318	954
Finals Day 2 (Revised)	3	318	954
Single	150	388	58,200
Wednesday (Late Start)(Revised)	19	296	5,624
Pep Rally	2	387	774
Extended Lunch	1	373	373
	0	0	0
	0	0	0
<b>TOTAL</b>	<b>180</b>		<b>67,431</b>

**180 Days**

Minimum Annual Minutes:

Grade 9-12 **65,050**

ITEM 14C

**CANYON CREST ACADEMY**

**DAILY MINUTES CALCULATION**

**150 DAYS Single**

	Start		End		Total min	Passing min	
	hr	min	hr	min			
Period 0	6	30	7	52			
Period 1	8	0	9	30	90	8	
Period 2	9	38	11	12	94		
Lunch	11	12	11	44		8	
Period 3	11	52	1	22	90	8	
Period 4	1	30	3	0	90		
	0	0	0	0		0	
						<b>388</b>	

**19 DAYS Wednesday (Late Start)(Revised)**

	Start		End		Total min	Passing min	
	hr	min	hr	min			
Period 0	6	44	7	52			
Period 1	9	30	10	37	67	8	
Period 2	10	45	11	56	71		
Lunch	11	56	12	30		8	
Period 3	12	38	1	45	67	8	
Period 4	1	53	3	0	67		
	0	0	0	0		0	
						<b>296</b>	

**2 DAYS Finals June June 14 & 15**

	Start		End		Total min	Passing min	
	hr	min	hr	min			
*Period 0	6	47	7	52			
Period 1	8	0	9	5	65	8	
Period 2	9	13	10	18	65		
Break	10	18	10	33			
Period 3	10	33	11	38	65	8	
Period 4	11	46	12	51	65		
						<b>276</b>	

**2 DAYS Pep Rally**

	Start		End		Total min	Passing min	
	hr	min	hr	min			
*Period 0	6	30	7	52			
Period 1	8	0	9	22	82	8	
Period 2	9	30	10	52	82	8	
RALLY	11	0	11	27	27		
Lunch	11	27	12	0		8	
Period 3	12	8	1	30	82	8	
Period 4	1	38	3	0	82		
						<b>387</b>	

**1 DAYS Extended Lunch**

	Start		End		Total min	Passing min	
	hr	min	hr	min			
*Period 0	6	30	7	52			
Period 1	8	0	9	27	87	8	
Period 2	9	35	11	2	87		
Lunch	11	2	11	49		8	
Period 3	11	57	1	24	87	8	
Period 4	1	32	3	0	88		
	0	0	0	0		0	
						<b>373</b>	

**3 DAYS Finals Day 1**

	Start		End		Total min	Passing min	
	hr	min	hr	min			
*Period 0	6	47	7	52			
Period 1	8	0	9	40	100	8	
Period 2	9	48	10	35	47		
Lunch	10	35	11	7		8	
Period 3	11	15	12	55	100	8	
Period 4	1	3	1	50	47		
	0	0	0	0		0	
						<b>318</b>	

October 31, P1&3,  
January 25, P1&3,  
April 5, P1&3,

**3 DAYS Finals Day 2**

	Start		End		Total min	Passing min	
	hr	min	hr	min			
*Period 0	6	47	7	52			
Period 1	8	0	8	47	47	8	
Period 2	8	55	10	35	100		
Lunch	10	35	11	7		8	
Period 3	11	15	12	2	47	8	
Period 4	12	10	1	50	100		
	0	0	0	0		0	
						<b>318</b>	

**\* The majority of students do not participate in zero period**

November 1, P2&0/4  
January 26, P2&0/4  
April 6, P2&0/4

**2017-2018 ANNUAL INSTRUCTIONAL MINUTES SUMMARY**

ITEM 14C

**School:** Diegueño Middle School  
**Principal:** Jeff Copeland  
**School Start Date:** 29-Aug-17

**Date:** 10/23/17  
**Grade:** Gr. 7-8

<u>Type of Days</u>	<u># of Days</u>	<u>Daily Minutes</u>	<u>Annual Minutes</u>
Single - Monday	15	360	5,400
Block	146	355	51,830
Minimum	2	245	490
Assembly	1	360	360
Late Start Mondays	2	265	530
Late Start Mondays Revised	13	270	3,510
Spirit Day	1	264	264
<b>TOTAL</b>	<b>180</b>		<b>62,384</b>

**180 Days**

**Minimum Annual Minutes:**

**Grade 7-8      60,000**

ITEM 14C

# DIEGUEÑO MIDDLE SCHOOL

## DAILY MINUTES CALCULATION

**15 DAYS** Single - Monday

	Start		End		Total min	Passing min	
	hr	min	hr	min			
Period 0	7	30	8	25			
Period 1	8	30	9	30	60	5	
Period 2	9	35	10	30	55	5	
Period 3	10	35	11	30	55	5	
Period 4	11	35	12	30	55		
Lunch (35)	12	30	1	5		5	
Period 5	1	10	2	5	55	5	
Period 6	2	10	3	5	55		
						<b>360</b>	

**146 DAYS** Block

	Start		End		Total min	Passing min	
	hr	min	hr	min			
Period 0	7	30	8	25			
Period 1/2	8	30	10	15	105		
Nutrition	10	15	10	20		5	
Period 3/4	10	25	12	10	105		
CAT	12	10	12	40	30		
Lunch	12	40	1	15		5	
Period 5/6	1	20	3	5	105		
						<b>355</b>	

**2 DAYS** Late Start Mondays

	Start		End		Total min	Passing min	
	hr	min	hr	min			
Staff Collaboration	8	30	9	55			
Period 1	10	5	10	45	40	5	
Period 2	10	50	11	30	40	5	
Period 3	11	35	12	15	40		
Lunch	12	15	12	50		5	
Period 4	12	55	1	35	40	5	
Period 5	1	40	2	20	40	5	
Period 6	2	25	3	5	40		
						<b>265</b>	

**2 DAYS** Minimum

	Start		End		Total min	Passing min	
	hr	min	hr	min			
Period 0	7	50	8	25			
Period 1	8	30	9	10	40	5	
Period 2	9	15	9	50	35	5	
Period 3	9	55	10	30	35		
Break	10	30	10	45		5	
Period 4	10	50	11	25	35	5	
Period 5	11	30	12	5	35	5	
Period 6	12	10	12	50	40		
						<b>245</b>	

**1 DAYS** Assembly

	Start		End		Total min	Passing min	
	hr	min	hr	min			
Period 0	7	30	8	25			
Period 1	8	30	9	20	50	5	
Period 2	9	25	10	15	50	5 (1)	
Period 2	10	20	11	10	50	5 (2)	
Period 3	11	15	12	0	45		
Lunch	12	0	12	35		5	
Period 4	12	40	1	25	45	5	
Period 5	1	30	2	15	45	5	
Period 6	2	20	3	5	45		
						<b>360</b>	

**1 DAYS** Spirit Day Revised

	Start		End		Total min	Passing min	
	hr	min	hr	min			
Staff Collaboration	8	30	10	0			
Period 6	10	5	10	24	19	5	
Period 5	10	29	10	48	19	5	
Period 4	10	53	11	12	19	4	
Period 3	11	17	11	36	19	5	
Period 1	11	41	12	0	19		
Lunch	12	0	12	35		5	
Period 2	12	40	3	5	145		
						<b>264</b>	



**2017-2018 ANNUAL INSTRUCTIONAL MINUTES SUMMARY**

**School:** La Costa Canyon High School  
**Principal:** Bryan Marcus  
**School Start Date:** 29-Aug-17

**Date:** 10/20/17  
**Grade:** Gr. 9-12

<u>Type of Days</u>	<u># of Days</u>	<u>Daily Minutes</u>	<u>Annual Minutes</u>
Block (B)	48	371	17,808
Single (F) Revised	2	370	740
ESP Block (C)	54	370	19,980
7 ESP Block (D)	33	370	12,210
MAV Nation (A)	15	297	4,455
Assembly / Drill (E)	12	370	4,440
PSAT (G)	1	380	380
Special Assembly After PSAT (H)	1	370	370
CAASPP Testing (J) Revised	4	368	1,472
7 Final, Single Period (K) Revised	2	366	732
Subject Finals (L) Revised	8	370	2,960
<b>TOTAL</b>	<b>180</b>		<b>65,547</b>

**180 Days**

Minimum Annual Minutes:

Grade 9-12

**65,050**







## ITEM 14C

## 2017-2018 ANNUAL INSTRUCTIONAL MINUTES SUMMARY

School: San Dieguito High School Academy  
 Principal: Adam Camacho  
 School Start Date: 29-Aug-17

Date: 10/25/17  
 Grade: Gr. 9-12

<u>Type of Days</u>	<u># of Days</u>	<u>Daily Minutes</u>	<u>Annual Minutes</u>
Monday, Tuesday, Thursday, Friday (Revised)	129	396	51,084
Wednesday Late Start	17	300	5,100
Minimum	2	250	500
Extended Homeroom/Assembly	8	400	3,200
Minimum Day Finals (Revised)	4	250	1,000
Wednesday Regular	20	371	7,420
<b>TOTAL</b>	<b>180</b>		<b>68,304</b>

**180 Days**

Minimum Annual Minutes:

Grade 9-12

**65,050**



**2017-2018 ANNUAL INSTRUCTIONAL MINUTES SUMMARY**

ITEM 14C

**School:** Torrey Pines High School  
**Principal:** Rob Coppo  
**School Start Date:** 29-Aug-17

**Date:** 10/20/17  
**Grade:** Gr. 9-12

<u>Type of Days</u>	<u># of Days</u>	<u>Daily Minutes</u>	<u>Annual Minutes</u>
Block	154	370	56,980
Late Start	3	310	930
Late Start Revised	13	325	4,225
Finals Days 1 & 2	4	370	1,480
Finals Day 3	2	245	490
Single	2	318	636
Assembly	2	380	760
<b>TOTAL</b>	<b>180</b>		<b>65,501</b>

**180 Days**

**Minimum Annual Minutes:**

Grade 9-12 **65,050**





ITEM 14D

# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** October 2, 2017

**BOARD MEETING DATE:** November 2, 2017

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

**SUBMITTED BY:** Eric Dill, Superintendent

**SUBJECT:** APPROVAL / RATIFICATION OF AGREEMENTS

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### EXECUTIVE SUMMARY

The attached Special Education Agreements Report summarizes four contracts.

### RECOMMENDATION:

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

### FUNDING SOURCE:

As noted on the attached report.

## SAN DIEGUITO UNION HIGH SCHOOL DISTRICT BOARD MEETING

ITEM 14D

Board Meeting Date: 11/02/17SPECIAL EDUCATION AGREEMENTS

<u>Contract Effective Dates</u>	<u>Contract/Vendor</u>	<u>Description of Services</u>	<u>Department Budget</u>	<u>Current # of Students</u>	<u>Fee Not to Exceed</u>
07/01/17 – 06/30/18	ACES Academy (NPS)	To provide an alternative education model for non-diploma bound students with moderate to severe Autism and/or intellectual disabilities.	General Fund / Restricted 01-00	1	At the rates shown on the attachment
11/03/17 – 06/30/18 and continuing with annual renewals unless terminated with 30-day written notice	Daniel & Davis Optometry (ICA)	To provide vision therapy, assessments, and IEP support in an educational setting.	General Fund / Restricted 01-00	1	At the rates shown on the attachment
10/23/17 – 06/30/18	Alliance for African Assistance (ICA)	To provide language interpreting services for students, parents, and guardians when required in support of an educational setting.	General Fund / Restricted 01-00	N/A	At the rates shown on the attachment
07/01/17 – 06/30/18 and continuing with annual renewals unless terminated with 30-day written notice	Schloyer Educational Audiology Associates (ICA)	To provide audiological assessments and IEP support in evaluating binaural integration, temporal processing, auditory closure, auditory figure ground and sound blending.	General Fund / Restricted 01-00	N/A	At the rates shown on the attachment

## ITEM 14D

## 2017-18 NCCSE APPROVED &amp; INDEPENDENT CONTRACTOR RATES FOR SPECIAL ED

Contract	Vendor	Description of Service	Amount	Quantity
NPS	ACES Academy	Educational Day	\$ 293.04	Daily
NPS	ACES Academy	1:1 Aide	\$ 20.00	Hour
NPS	ACES Academy	ABA Assessment	\$ 150.00	Hour
NPS	ACES Academy	Behavior Intervention Development Services (BID)	\$ 125.00	Hour
NPS	ACES Academy	Behavior Intervention Implementation (BII) Supervisor	\$ 125.00	Hour
NPS	ACES Academy	Behavior Intervention Implementation (BII) Behavioral Interventionist	\$ 60.00	Hour
NPS	ACES Academy	Speech-Language Pathologist (SLP)	\$ 150.00	Hour
NPS	ACES Academy	Occupational Therapist (OTR/L)	\$ 150.00	Hour
ICA	Daniel & Davis Optometry	Vision Assessment with Report	\$ 803.00	Each
ICA	Daniel & Davis Optometry	Vision Therapy Session	\$ 140.00	Each
ICA	Daniel & Davis Optometry	Vision Therapy Materials Fee	\$ 30.00	Per 12 sessions
ICA	Daniel & Davis Optometry	Vision Therapy Progress Evaluation with Report	\$ 275.00	After 12th session
ICA	Daniel & Davis Optometry	IEP Consultation (includes travel time)	\$ 280.00	Hour
ICA	Daniel & Davis Optometry	Consultation & Training of School Personnel	\$ 280.00	Hour
ICA	Daniel & Davis Optometry	Extended Chart Review	\$ 120.00	Each





ITEM 14D 5952 El Cajon Blvd.  
San Diego, CA 92115  
619.286.9052  
languages@alliance-for-africa.org  
[www.globalvillagelanguage.com](http://www.globalvillagelanguage.com)

## About Our Services

For most limited English proficient and deaf or hard of hearing individuals, an on-site interpreter is the ideal choice for effective communication. We work hard to provide the most personalized service possible to our clients, tailoring our services to your needs. When you submit appointment requests, you can request a specific gender, and give details about the nature of the appointment, so that the interpreter prepares in advance. We pair interpreters trained in the specific field required to each appointment to ensure more quality interpretations. If you or your client has a specific dialect or interpreting need, let us know!

With our decades of experience in serving limited English proficient individuals with their language and culture needs, we know what it's like to need an interpreter on short notice. Our scheduling staff is trained to efficiently assist with late requests and changes, and we pride ourselves on the ability to meet nearly every request that comes to us without 24 hours notice. Most interpreting agencies will not even attempt to fulfill a request they receive with less than 48 hours notice. We know that the reality of working with a high volume of diverse needs and schedules means you need flexibility from your language provider, and we're ready.

## Pricing

### On-site Interpretation

#### Foreign Language (any):

**\$70** for the first hour. Additional hours after the first at a rate of **\$55/hour**, billed in 30 minute increments. Minimum charge is 1-hour (= \$70), unless requested for a duration of 3 hours or more, in which case full time will be charged to account for the hours the interpreter was reserved.

#### American Sign Language:

**\$70** per hour per interpreter. Two hour minimum charge. Additional hours after the first two are charged in 30 minute increments at the same rate of \$70/hour. Assignments longer than 1 hour may require two interpreters.

#### Additional information:

If an interpreter travels more than 10 miles round trip, mileage is billed at \$.50/mile after the first 10 miles. Parking fees may also be billed if free parking or validations are not available to the interpreter. Rates may vary if interpretation is requested for a special event in which simultaneous interpretation is needed.

### Telephone Interpretation

Cost is dependent on historical volume used per month in minutes.

# of Minutes	Price	# of Minutes	Price
1-4,999	\$1.45 per minute	20,000 to 49,999	\$1.20 per minute
5,000 to 9,999	\$1.35 per minute	50,000 to 99,999	\$1.15 per minute
10,000 to 19,999	\$1.25 per minute	100,000 +	\$1.10 per minute

### Document Translation

Most jobs cost between \$0.12-\$0.30 per English word. For each job, we use a competitive quote process, in which several translators can submit their best offer, and the customer gets the lowest price. Language, technicality of vocabulary, formatting needs, and timeframe can all affect pricing.

The turnaround time of a project is dependent on the length and difficulty of vocabulary. We work with customers to meet their deadlines, and always give a time quote with the price quote before beginning a project. Single page documents typically have a one day turnaround. If you are working under a tight deadline, we can employ two translators to work together on the project. We will work around the clock to get you your translated documents on time.

# Global Village Language and Cultural Solutions

## List of Available Languages ITEM 14D

Acholi	Chin (Zophei)	Hungarian	Malay	Siyin
Afghani	Chinese (Cantonese)	Icelandic	Malayalam	Slovak
Afrikaans	Chinese (Mandarin)	Igbo	Mam	Slovene
Akan	Chinese (Taiwanese)	Ilocano	Mandinka	Somali
Akateco	Choujo	Ilonggo	Mara	Somali Bantu
Albanian	Chuukese	Indonesian	Marathi	Soninke
American Sign Lang.	Cotocoli (Tem)	Italian	Marshallese	Soninke (Sarahuli)
Amharic	Croatian	Japanese	Matu	Soninke (Sarakhole)
Anuak	Czech	Jarai	Mende	Sorani (Kurdish)
Arabic (Egyptian)	Danish	Jiangsu	Mien	Sousou
Arabic (Iraqi)	Dari	K'iche' (Quiché)	Mina	Spanish
Arabic (Lebanese)	Dinka	Kannada	Mixteco (Alto)	Swahili
Arabic (Standard)	Dioula	Karen	Mixteco (Bajo)	Swati
Arabic (Moroccan)	Dutch	Karen (Pwo)	Mongolian	Swedish
Arabic (Sudanese)	Edo	Karenni (Kayah)	Montenegrin	Sylheti
Arabic (Yemeni)	Estonian	Kazakh	More	Tagalog (Filipino)
Aramaic	Ewe	Khmer	Mushunguli	Taiwanese
Armenian	Farsi (Afghanistan)	Kikongo	Navajo	Tajik
Ashanti	Farsi (Iranian)	Kikuyu	Nepali	Tamil
Assyrian	Finnish	Kinyamulenge	Norwegian	Telugu
Azeri	Flemish	Kinyarwanda	Nuer	Teochew
Bahasa (Malaysian)	Foochow (Fuzhou)	Kirundi	Oromo/Oromifa	Thai
Bambara	French	Kituba	Pashto	Tibetan
Bashkir	French Canadian	Kizigua (Kizigula)	Patois (Jamaican)	Tigrinya
Basque	French Creole	Korean	Pidgin (Cameroonian)	Tiv
Bassa	Fukienese	Krahn	Pidgin (Nigerian)	Toisanese
Belarusian	Fulani	Krio	Polish	Tongan
Bengali	Fulde	Kunama	Ponapean/Pohnpeian	Tosk
Bosnian	Fur	Kurdish	Portuguese (Brazilian)	Trukese/Chuukese
Bulgarian	Fuzhou	Kurdish (Bahdini)	Portuguese (European)	Tshiluba
Burmese	Ga	Kurdish (Kurmanji)	Portuguese Creole	Tumbuka
Cambodian	Garre	Kurdish (Sorani)	Pulaar	Turkish
Cape Verde Creole	Georgian	Kyrgyz	Punjabi	Twi
Catalan	German	Lango	Q'anjob'al	Ukrainian
Cebuano	Greek	Lao	Quiche	Urdu
Chaldean	Guarani	Latvian	Romanian	Uzbek
Chamorro	Gujarati	Lautu	Russian	Vietnamese
Chao-Chow	Hainanese	Lingala	Samoan	Visayan
Chin	Haitian Creole	Lithuanian	Senthang	Wolof
Chin (Falam)	Hakka (Chinese)	Lorma	Serbian	Xhosa
Chin (Hakha)	Hassaniya	Luganda	Shanghainese	Yiddish
Chin (Lai)	Hausa	Luo	Shona	Yoruba
Chin (Mizo)	Hebrew	Lusoga	Sichuan	Yup'ik
Chin (Tedim)	Hindi	Maay-Maay	Sicilian	Zulu
Chin (Zo, Zomi)	Hmong	Macedonian	Sinhalese	

ITEM 14D



## SCHLOYER EDUCATIONAL AUDIOLOGY ASSOCIATES

MAILING ADDRESS: 771 JAMACHA ROAD, #235 ♦ EL CAJON, CA 92019 ♦ TEL: 619.987.7357 ♦ FAX: 619.599.8198  
Email: dschloyeraud@gmail.com

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### SCHEDULE OF FEES

- \$200.00/hour—Evaluations (average 2-3 hours)
- \$200.00/hour—Record Review
  - Consultation with educational staff
  - Report writing
  - Meetings (IEP or other meetings outside the office)
  - Clinical or classroom observations
  - Telephone Consultations
  - Travel
- \$300.00/hour—Mediation
- \$300.00/hour—Depositions
- \$200.00/hour—Auditory Therapy
- Mileage billed at California State Mandated Rate—\$0.54 (as of January, 2015)
- Copying—\$ .25/page
- Faxing—\$1.00/page local, \$1.50/page long distance
- Clerical services—\$200.00/hour
- Inservice for patient's treatment providers
  - \$200.00/hour—Preparation
  - \$200.00/hour—Training

# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** October 25, 2017

**BOARD MEETING DATE:** November 2, 2017

**PREPARED BY:** Douglas B. Gilbert, Director of Purchasing/Risk Mgt.  
Tina Douglas, Associate Superintendent of Business

**SUBMITTED BY:** Eric R. Dill, Superintendent

**SUBJECT:** APPROVAL / RATIFICATION OF  
PROFESSIONAL SERVICES CONTRACTS/  
BUSINESS

-----

### EXECUTIVE SUMMARY

The attached Professional Services Report/Business summarizes four contracts.

### RECOMMENDATION:

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

### FUNDING SOURCE:

As noted on the attached report.

## ITEM 15A

**SAN DIEGUITO UNION HIGH SCHOOL DISTRICT****BUSINESS - PROFESSIONAL SERVICES REPORT****Board Meeting Date: 11-02-17**

<b><u>Contract Effective Dates</u></b>	<b><u>Contractor/Vendor</u></b>	<b><u>Description of Services</u></b>	<b><u>School/ Department Budget</u></b>	<b><u>Fee Not to Exceed</u></b>
07/01/17 - 06/30/18	BCK Programs, LLC	To provide a Storm Water Pollution Prevention Program (SWPPP) Internship program at San Dieguito High School Academy, as well as recycling programs at Oak Crest Middle School and Diegueño Middle School.	N/A	N/A
11/03/17 - 06/30/22	Boys and Girls Club of San Dieguito	To provide after school intramural and competitive sports programs ("After School Program") at Carmel Valley Middle School, Diegueño Middle School, Earl Warren Middle School, Oak Crest Middle School, and Pacific Trails Middle School.	N/A	N/A
07/01/17 - 06/30/18	Digital Network Group, Inc.	To provide preventative maintenance, repair, and technical support service on audio visual systems and video teleconferencing systems District wide.	Fund to which the project is charged	\$12,000.00
11/04/17 – through completion	The Howard E. Nyhart Co.,Inc, dba Nyhart	To provide actuarial services.	General Fund/ Unrestricted 01-00	\$9,800.00

# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** October 25, 2017

**BOARD MEETING DATE:** November 2, 2017

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

**SUBMITTED BY:** Eric R. Dill  
Superintendent

**SUBJECT:** ADOPTION OF RESOLUTION / COOPERATIVE BID /  
DESERT SANDS UNIFIED SCHOOL DISTRICT

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### EXECUTIVE SUMMARY

Desert Sands Unified School District (DSUSD) went to bid to obtain competitive pricing for Technology Equipment and Supplies in accordance with public bidding procedures mandated by the State of California and made the bid available for use by any school district or community college district within the State of California. DSUSD's bid allows our District to purchase or contract under that bid at the same price and upon the same terms and conditions as DSUSD. Although our District has other procurement tools from which to purchase these items, District Staff wishes to have this additional tool available for use as well.

Pursuant to District Board Policies 3310 and 3311, Purchasing Procedures and Bids, respectively, and to ensure these policies are being followed, District Staff is requesting the Board to adopt the attached resolution authorizing contracting pursuant to bid and award documents from Desert Sands Unified School District, for the purchase of Technology Equipment and Supplies from Arey Jones Educational Solutions, Inc., CDW Government LLC, Troxell Communications, and Zones, Inc.

### RECOMMENDATION:

Adopt the attached resolution authorizing contracting pursuant to bid and award documents from Desert Sands Unified School District, for the purchase of Technology Equipment and Supplies per the pricing structure, terms, and conditions stated in the bid documents, and authorize Douglas B. Gilbert, Tina Douglas, or Eric R. Dill to execute any necessary documents.

### FUNDING SOURCE:

Fund to which the purchases are charged.

ITEM 15E

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

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

WHEREAS, the Desert Sands Unified School District (DSUSD) has conducted their Technology Bid No. 17/18-005 in accordance with public bidding procedures mandated by the State of California and they have made it available for use by any school district or community college district within the State of California empowered to expend public funds to purchase or contract under that bid at the same price and upon the same terms and conditions as the Desert Sands Unified School District, and

WHEREAS, said bids were opened and publicly read aloud at the time and place specified in Notice to Bidders, and it was determined that the low bidders for the procurement of Technology Equipment and Supplies were Arey Jones Educational Solutions, Inc., CDW Government LLC, Troxell Communications, and Zones, Inc., who were thereafter awarded contracts, and

WHEREAS, the San Dieguito Union High School District wishes to procure Technology Equipment and Supplies, and

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

NOW THEREFORE BE IT RESOLVED, ORDERED AND DECLARED that the contracts for the procurement of Technology Equipment and Supplies from Arey Jones Educational Solutions, Inc., CDW Government LLC, Troxell Communications, and Zones, Inc. at the listed prices on DSUSD bid 17/18-005 award price sheets, are hereby authorized and approved and are subject to all terms, conditions, and documents as specified in the Desert Sands Unified School District bid and award documents.

BE IT FURTHER RESOLVED, ORDERED AND DECLARED that Douglas B. Gilbert, Tina Douglas or Eric R. Dill are hereby authorized to execute the necessary contract documents with Arey Jones Educational Solutions, Inc., CDW Government LLC, Troxell Communications, and Zones, Inc naming the District as the contracting party.

PASSED AND ADOPTED by the Governing Board of the San Dieguito Union High School District of San Diego, California, this 2nd day of November, 2017, by the following vote:

AYES:

NOES:

ABSENT:

\_\_\_\_\_  
Eric R. Dill  
Secretary, Board of Trustees

# San Dieguito Union High School District

## **INFORMATION REGARDING BOARD AGENDA ITEM**

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** October 25, 2017

**BOARD MEETING DATE:** November 2, 2017

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

**SUBMITTED BY:** Eric R. Dill, Superintendent

**SUBJECT:** APPROVAL OF BUSINESS REPORTS

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### **EXECUTIVE SUMMARY**

Please find the following business reports submitted for your approval:

1. Purchase Orders
2. Change Orders
3. Membership Listings (None Submitted)
4. Warrants
5. Revolving Cash Fund

### **RECOMMENDATION:**

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

### **FUNDING SOURCE:**

Not applicable.



## ITEM 15F

## PO REPORT OCTOBER 3, 2017 THROUGH OCTOBER 23,2017

PO NBR	DATE	FUND	VENDOR	LOC	DESCRIPTION	AMOUNT
000008354	10/3/2017 4:00	0100	MEDCO SUPPLY CO INC	002	MATERIALS AND SUPPLIES	\$ 259.46
000008355	10/3/2017 4:00	0100	AMAZON.COM	002	MATERIALS AND SUPPLIES	\$ 24.73
000008356	10/3/2017 4:00	0100	MEDCO SUPPLY CO INC	002	MATERIALS AND SUPPLIES	\$ 64.86
000008357	10/3/2017 4:00	0100	COSTCO CARLSBAD	002	MATERIALS AND SUPPLIES	\$ 450.00
000008358	10/3/2017 4:00	0100	SSID #6162195464	002	MEDIATION SETTLEMENTS	\$ 4,000.00
000008359	10/3/2017 4:00	0100	SSID #6440786324	002	MEDIATION SETTLEMENTS	\$ 19,500.00
000008360	10/3/2017 4:00	0100	SAN DIEGO COUNTY OFFICE OF EDUCATION	001	CONFERENCE,WORKSHOP,SEM.	\$ 375.00
000008361	10/3/2017 4:00	0100	SSID #2328828748	002	MEDIATION SETTLEMENTS	\$ 39,000.00
000008362	10/3/2017 4:00	0100	LOW VOLTAGE INTG SYSTEMS INC	012	REPAIRS BY VENDORS	\$ 7,459.75
		2139	LOW VOLTAGE INTG SYSTEMS INC	007	NEW CONSTRUCTION	\$ 4,349.30
000008363	10/3/2017 4:00	0100	SOUL CHARTER SCHOOL	000	XFER CHRT SCH INLIEU PROPTX	\$ 315,000.00
000008364	10/3/2017 4:00	0100	MEDCO SUPPLY CO INC	002	MATERIALS AND SUPPLIES	\$ 42.38
000008365	10/3/2017 4:00	0100	FISHER SCIENTIFIC EMD	600	MATERIALS AND SUPPLIES	\$ 410.46
000008366	10/3/2017 4:00	0100	LAW OFFICE OF PATRICIA CROMER	002	MEDIATION SETTLEMENTS	\$ 2,500.00
000008367	10/3/2017 4:00	0100	BLICK, DICK (DICK BLICK)	500	MATERIALS AND SUPPLIES	\$ 808.30
000008368	10/3/2017 4:00	0100	FISHER SCIENTIFIC EMD	600	MATERIALS AND SUPPLIES	\$ 2,931.39
000008369	10/3/2017 4:00	0100	OFFICE DEPOT, INC	001	MATERIALS AND SUPPLIES	\$ 30.67
000008370	10/4/2017 4:00	0100	UNITED SITE SERVICES	600	MATERIALS AND SUPPLIES	\$ 975.00
000008371	10/4/2017 4:00	0100	AVID CENTER	004	FEES - ADMISSIONS, TOURN	\$ 28,954.00
000008373	10/4/2017 4:00	0100	DATA DISPOSAL INC	010	OTHER SERV.& OPER.EXP.	\$ 550.00
000008374	10/4/2017 4:00	0100	AMERICAN CHEMICAL	500	MATERIALS AND SUPPLIES	\$ 342.65
000008375	10/4/2017 4:00	0100	EXCELSIOR ACADEMY	002	SUB/OTHER CONTR-NPS	\$ 5,029.50
					OTHER CONTR-N.P.S.	\$ 25,000.00
000008376	10/5/2017 4:00	0100	CASBO	021	CONFERENCE,WORKSHOP,SEM.	\$ 770.00
000008377	10/5/2017 4:00	0100	COSD INVESTMENT SYMPOSIUM FUND	007	CONFERENCE,WORKSHOP,SEM.	\$ 100.00
				011	CONFERENCE,WORKSHOP,SEM.	\$ 50.00
				021	CONFERENCE,WORKSHOP,SEM.	\$ 50.00
000008378	10/5/2017 4:00	0100	EARL WARREN PTSA	600	MATERIALS AND SUPPLIES	\$ 625.00
000008379	10/5/2017 4:00	0100	REHABMART LLC	002	NON CAPITALIZED EQUIP	\$ 2,160.17
000008380	10/5/2017 4:00	0100	UNITED SITE SERVICES	012	RENTS & LEASES	\$ 3,000.00
000008381	10/5/2017 4:00	0100	LA PROPOINT INC	012	OTHER SERV.& OPER.EXP.	\$ 6,955.80
000008382	10/5/2017 4:00	0100	MISSION FEDERAL CREDIT UNION	500	MATERIALS AND SUPPLIES	\$ 55.98
000008383	10/5/2017 4:00	0100	SSID #7138514586	002	MEDIATION SETTLEMENTS	\$ 27,011.00
000008384	10/5/2017 4:00	0100	AMAZON.COM	004	MATERIALS AND SUPPLIES	\$ 486.72
000008385	10/5/2017 4:00	0100	AUTISM SPECTRUM	002	SUB/OTHER CONTR-NPA	\$ 51,356.25
					OTHER CONTR-N.P.A.	\$ 25,000.00
000008386	10/5/2017 4:00	0100	AUTISM SPECTRUM	002	OTHER CONTR-N.P.A.	\$ 11,509.00
000008387	10/5/2017 4:00	0100	OFFICE DEPOT, INC	002	PRINTING	\$ 92.00
000008388	10/5/2017 4:00	0100	MOONLIGHT SCREENPRINTING INC	500	MATERIALS AND SUPPLIES	\$ 651.89
000008389	10/5/2017 4:00	0100	SSID #6113119004	002	OTHER SERV.& OPER.EXP.	\$ 2,250.00
000008390	10/5/2017 4:00	0100	ELITE SHOW SERVICES INC.	500	MATERIALS AND SUPPLIES	\$ 258.74
000008391	10/6/2017 4:00	2519	CULVER-NEWLIN INC	007	NON CAPITALIZED EQUIP	\$ 437.00
000008392	10/6/2017 4:00	0100	AMAZON.COM	600	MATERIALS AND SUPPLIES	\$ 300.00
000008393	10/6/2017 4:00	2139	CULVER-NEWLIN INC	007	EQUIPMENT	\$ 27,500.13
000008394	10/6/2017 4:00	1300	AMAZON.COM	014	MATERIALS AND SUPPLIES	\$ 59.87
000008395	10/6/2017 4:00	2139	MISSION JANITORIAL SUPPLIES	007	EQUIPMENT	\$ 2,110.37
000008396	10/6/2017 4:00	1300	DOVETAIL MARKETING COMPANY INC	014	MATERIALS AND SUPPLIES	\$ 2,500.00
000008397	10/6/2017 4:00	0100	COMM USA INC	600	MATERIALS AND SUPPLIES	\$ 603.40
000008398	10/6/2017 4:00	2139	FRONTIER FENCE COMPANY INC	007	NEW CONSTRUCTION	\$ 2,400.00
000008399	10/6/2017 4:00	0100	SSID #2191761415	002	MEDIATION SETTLEMENTS	\$ 37,800.00
000008400	10/6/2017 4:00	0100	STAPLES ADVANTAGE	018	MATERIALS AND SUPPLIES	\$ 252.99
000008401	10/6/2017 4:00	2139	Lee's Lock & Safe	007	NEW CONSTRUCTION	\$ 520.54
000008402	10/6/2017 4:00	0100	OFFICE DEPOT, INC	500	MATERIALS AND SUPPLIES	\$ 153.33
000008403	10/6/2017 4:00	2139	Lee's Lock & Safe	007	EQUIPMENT	\$ 1,617.78
000008404	10/6/2017 4:00	0100	OFFICE DEPOT, INC	500	MATERIALS AND SUPPLIES	\$ 51.56
000008405	10/6/2017 4:00	0100	MATHESON TRI-GAS INC	003	REPAIRS BY VENDORS	\$ 1,533.41
000008407	10/6/2017 4:00	0100	NAPA AUTO PARTS	500	MATERIALS AND SUPPLIES	\$ 100.00
000008408	10/6/2017 4:00	0100	STAPLES ADVANTAGE	500	MATERIALS AND SUPPLIES	\$ 300.00
000008409	10/6/2017 4:00	0100	SPORTLAND TEAM SPORTS	600	MATERIALS AND SUPPLIES	\$ 316.36
000008410	10/6/2017 4:00	0100	TCR SERVICES	500	MATERIALS AND SUPPLIES	\$ 246.53
000008411	10/6/2017 4:00	2139	MITY-LITE	007	EQUIPMENT	\$ 18,016.87
000008412	10/6/2017 4:00	0100	SOUTHWEST SCHOOL/OFFICE SUPPLY	500	MATERIALS AND SUPPLIES	\$ 111.68
000008413	10/6/2017 4:00	0100	AMAZON.COM	003	MATERIALS AND SUPPLIES	\$ 80.97
000008415	10/6/2017 4:00	0100	STORED ENERGY PRODUCTS INC	003	MATERIALS AND SUPPLIES	\$ 456.17
000008417	10/6/2017 4:00	0100	BLICK, DICK (DICK BLICK)	600	MATERIALS AND SUPPLIES	\$ 51.69
000008418	10/9/2017 4:00	0100	SSID #7179122856	002	OTHER SERV.& OPER.EXP.	\$ 2,250.00
000008419	10/9/2017 4:00	0100	POSITIVE PROMOTIONS	004	MATERIALS AND SUPPLIES	\$ 266.88
000008420	10/9/2017 4:00	0100	SSID #6113119004	002	OTHER SERV.& OPER.EXP.	\$ 2,250.00
000008421	10/9/2017 4:00	0100	AMAZON.COM	002	MATERIALS AND SUPPLIES	\$ 398.46
000008422	10/9/2017 4:00	0100	SSID #5317834498	002	OTHER SERV.& OPER.EXP.	\$ 2,250.00
000008423	10/9/2017 4:00	0100	SSID #7240596603	002	OTHER SERV.& OPER.EXP.	\$ 2,250.00

## ITEM 15F

## PO REPORT OCTOBER 3, 2017 THROUGH OCTOBER 23, 2017

PO NBR	DATE	FUND	VENDOR	LOC	DESCRIPTION	AMOUNT
000008424	10/9/2017 4:00	0100	LANELAW CLIENT TRUST ACCT	002	MEDIATION SETTLEMENTS	\$ 58,679.62
000008426	10/9/2017 4:00	0100	SSID #: 8076842638	002	PAY IN LIEU OF TRANSP	\$ 3,269.06
000008427	10/9/2017 4:00	0100	OFFICE SOLUTIONS BUSINESS	500	MATERIALS AND SUPPLIES	\$ 256.44
000008428	10/9/2017 4:00	0100	SSID #: 2156968315	002	PAY IN LIEU OF TRANSP	\$ 6,291.60
000008429	10/9/2017 4:00	0100	SSID #: 8139959458	002	PAY IN LIEU OF TRANSP	\$ 1,666.79
000008430	10/9/2017 4:00	0100	ARTIANO SHINOFF	021	LEGAL EXP-BUSINESS	\$ 25,000.00
					LEGAL EXP-PERSONNEL	\$ 5,000.00
				022	LEGAL EXPENSE	\$ 40,000.00
000008431	10/9/2017 4:00	0100	MISSION FEDERAL CREDIT UNION	017	COMPUTER LICENSING	\$ 899.97
000008432	10/9/2017 4:00	0100	SSID #: 6080442434	002	PAY IN LIEU OF TRANSP	\$ 4,048.35
000008433	10/9/2017 4:00	0100	SSID# 6153915824	002	PAY IN LIEU OF TRANSP	\$ 7,705.28
000008434	10/9/2017 4:00	0100	SSID # 5018539432	002	PAY IN LIEU OF TRANSP	\$ 1,129.12
000008435	10/9/2017 4:00	0100	AMAZON.COM	500	MATERIALS AND SUPPLIES	\$ 664.84
000008436	10/9/2017 4:00	0100	Harbottle Law Group	002	LEGAL EXPENSE	\$ 70,000.00
				004	LEGAL EXPENSE	\$ 15,000.00
000008437	10/10/2017 4:00	0100	SAN DIEGO COUNTY OFFICE OF EDUCATION	001	CONFERENCE,WORKSHOP,SEM.	\$ 375.00
000008438	10/10/2017 4:00	0100	ANTI-DEFAMATION LEAGUE	600	CONFERENCE,WORKSHOP,SEM.	\$ 135.00
000008439	10/10/2017 4:00	0100	AMAZON.COM	500	MATERIALS AND SUPPLIES	\$ 35.93
000008440	10/10/2017 4:00	0100	STAPLES ADVANTAGE	500	MATERIALS AND SUPPLIES	\$ 46.88
000008441	10/10/2017 4:00	0100	AMAZON.COM	500	MATERIALS AND SUPPLIES	\$ 424.32
000008442	10/10/2017 4:00	0100	TCR SERVICES	500	MATERIALS AND SUPPLIES	\$ 236.94
000008443	10/10/2017 4:00	0100	PC & MACECHANGE	017	NON-CAPITALIZED TECH EQUIPMENT	\$ 2,022.47
000008444	10/10/2017 4:00	0100	MISSION FEDERAL CREDIT UNION	600	MATERIALS AND SUPPLIES	\$ 382.67
000008445	10/10/2017 4:00	0100	LIFELC TECHNOLOGIES INC	600	MATERIALS AND SUPPLIES	\$ 495.98
000008446	10/10/2017 4:00	0100	SAN DIEGO COUNTY OFFICE OF EDUCATION	001	CONFERENCE,WORKSHOP,SEM.	\$ 225.00
000008447	10/10/2017 4:00	0100	SCHOOL HEALTH CORPORATION	002	MATERIALS AND SUPPLIES	\$ 414.59
000008448	10/10/2017 4:00	0100	AMAZON.COM	003	MATERIALS AND SUPPLIES	\$ 809.58
000008449	10/10/2017 4:00	0100	AMAZON.COM	003	MATERIALS AND SUPPLIES	\$ 591.55
000008450	10/10/2017 4:00	0100	OGGI'S PIZZA	003	REFRESHMENTS	\$ 500.00
000008451	10/10/2017 4:00	0100	KAGAN PROFESSIONAL DEVELOPMENT	003	MATERIALS AND SUPPLIES	\$ 138.15
000008452	10/11/2017 4:00	0100	FISHER SCIENTIFIC EMD	500	MATERIALS AND SUPPLIES	\$ 19.49
000008453	10/11/2017 4:00	0100	BLICK, DICK (DICK BLICK)	500	MATERIALS AND SUPPLIES	\$ 3,100.00
000008454	10/11/2017 4:00	0100	AASA	001	CONFERENCE,WORKSHOP,SEM.	\$ 5,000.00
000008455	10/11/2017 4:00	0100	OVERDRIVE, INC.	001	E-BOOKS OTHER THAN TEXTBOOKS	\$ 10,000.00
000008456	10/11/2017 4:00	0100	RUSSELL SIGLER INC	012	BLDG.-REPAIR MATERIALS	\$ 1,524.43
000008457	10/11/2017 4:00	0100	Sun Solutions Tint, Inc.	012	REPAIRS BY VENDORS	\$ 800.00
000008458	10/11/2017 4:00	0100	RANCHO SANTA FE SEC SYSTEMS	012	REPAIRS BY VENDORS	\$ 5,000.00
000008459	10/11/2017 4:00	2139	DIGITAL NETWORKS GROUP, INC.	007	EQUIPMENT	\$ 12,852.31
000008460	10/11/2017 4:00	0100	CURRIER & HUDSON	021	LEGAL EXP-PERSONNEL	\$ 15,000.00
000008461	10/11/2017 4:00	0100	STAPLES ADVANTAGE	600	MATERIALS AND SUPPLIES	\$ 1,228.35
000008462	10/11/2017 4:00	0100	OFFICE SOLUTIONS BUSINESS	500	MATERIALS AND SUPPLIES	\$ 47.42
000008463	10/11/2017 4:00	0100	AMAZON.COM	600	BOOKS OTHER THAN TEXTBOOKS	\$ 260.07
000008464	10/11/2017 4:00	2139	MISSION JANITORIAL SUPPLIES	007	EQUIPMENT	\$ 2,110.37
000008465	10/11/2017 4:00	2139	FREDRICKS ELECTRIC INC	007	NEW CONSTRUCTION	\$ 2,000.00
000008466	10/11/2017 4:00	2139	A1 GOLF CARS, INC	007	EQUIPMENT	\$ 8,685.00
000008467	10/11/2017 4:00	0100	CLEAN ENERGY	013	REPAIRS BY VENDORS	\$ 8,000.00
000008468	10/11/2017 4:00	0100	Stein Education Center	002	SUB/OTHER CONTR-NPS	\$ 30,028.42
					OTHER CONTR-N.P.S.	\$ 25,000.00
000008469	10/11/2017 4:00	0100	LYNDA.COM INC	004	COMPUTER LICENSING	\$ 3,400.00
000008470	10/11/2017 4:00	0100	DESIGN SCIENCE INC	004	COMPUTER LICENSING	\$ 2,235.38
000008471	10/13/2017 4:00	0100	GUARDIAN ELEVATOR	012	OTHER SERV.& OPER.EXP.	\$ 37,070.00
000008472	10/13/2017 4:00	0100	AMAZON.COM	600	MATERIALS AND SUPPLIES	\$ 1,000.00
000008473	10/13/2017 4:00	0100	22ND DIST AGRICULTURAL ASSN	004	RENTS & LEASES	\$ 71,525.00
000008474	10/13/2017 4:00	0100	FREDRICKS ELECTRIC INC	017	OTHER SERV.& OPER.EXP.	\$ 8,315.00
000008475	10/13/2017 4:00	0100	SAN DIEGO COUNTY OFFICE OF EDUCATION	004	CONFERENCE,WORKSHOP,SEM.	\$ 25.00
000008476	10/16/2017 4:00	0100	JODIE K SCHULLER & ASSOCIATES	002	OTHER CONTR-N.P.A.	\$ 21,875.00
000008477	10/16/2017 4:00	0100	AMAZON.COM	500	MATERIALS AND SUPPLIES	\$ 39.29
000008478	10/16/2017 4:00	0100	SAN DIEGO FITNESS SERVICES	500	REPAIRS BY VENDORS	\$ 2,582.58
				600	REPAIRS BY VENDORS	\$ 1,721.72
000008479	10/16/2017 4:00	0100	New Haven Youth & Family Services	002	SUB/OTHER CONTR-NPA	\$ 1,400.00
					OTHER CONTR-N.P.A.	\$ 25,000.00
000008480	10/16/2017 4:00	0100	New Haven Youth & Family Services	002	OTHER CONTR-N.P.A.	\$ 23,561.29
000008481	10/16/2017 4:00	0100	Stein Education Center	002	OTHER CONTR-N.P.S.	\$ 5,952.48
000008482	10/16/2017 4:00	0100	Springall Academy	002	SUB/OTHER CONTR-NPS	\$ 13,003.16
					OTHER CONTR-N.P.S.	\$ 25,000.00
000008483	10/16/2017 4:00	0100	Springall Academy	002	SUB/OTHER CONTR-NPS	\$ 9,463.65
					OTHER CONTR-N.P.S.	\$ 25,000.00
000008484	10/16/2017 4:00	0100	OFFICE SOLUTIONS BUSINESS	500	MATERIALS AND SUPPLIES	\$ 43.10
000008485	10/16/2017 4:00	0100	FREE FORM CLAY & SUPPLY	600	MATERIALS AND SUPPLIES	\$ 54.95
000008486	10/16/2017 4:00	0100	MCNAMARA PUMP & ELECTRIC INC	012	OTHER SERV.& OPER.EXP.	\$ 900.00
000008487	10/16/2017 4:00	0100	PREVENTION PARTNERS	004	MATERIALS AND SUPPLIES	\$ 170.31

## ITEM 15F

PO REPORT OCTOBER 3, 2017 THROUGH OCTOBER 23,2017

PO NBR	DATE	FUND	VENDOR	LOC	DESCRIPTION	AMOUNT
000008488	10/16/2017 4:00	0100	POSITIVE PROMOTIONS	004	MATERIALS AND SUPPLIES	\$ 1,716.78
000008489	10/16/2017 4:00	2139	CW DRIVER LLC	007	NEW CONSTRUCTION	\$ 1,562,564.00
000008490	10/16/2017 4:00	0100	SMART AND FINAL STORES CORP	600	MATERIALS AND SUPPLIES	\$ 300.00
000008491	10/16/2017 4:00	0100	NCS PEARSON INC	002	MATERIALS AND SUPPLIES	\$ 2,694.97
000008492	10/16/2017 4:00	0100	BIO RAD LABORATORIES	500	MATERIALS AND SUPPLIES	\$ 164.39
000008493	10/16/2017 4:00	0100	KAGAN PROFESSIONAL DEVELOPMENT	500	MATERIALS AND SUPPLIES	\$ 201.72
000008494	10/16/2017 4:00	0100	GOODHEART-WILCOX	001	MATERIALS AND SUPPLIES	\$ 213.19
000008496	10/16/2017 4:00	0100	MULTI HEALTH SYSTEMS, INC(MHS)	002	MATERIALS AND SUPPLIES	\$ 616.33
000008498	10/16/2017 4:00	0100	AREY JONES ED SOLUTIONS	017	NON-CAPITALIZED TECH EQUIPMENT	\$ 11,125.93
000008499	10/16/2017 4:00	0100	AREY JONES ED SOLUTIONS	017	NON-CAPITALIZED TECH EQUIPMENT	\$ 2,866.38
000008500	10/16/2017 4:00	0100	STAPLES ADVANTAGE	500	MATERIALS AND SUPPLIES	\$ 47.41
000008501	10/16/2017 4:00	0100	MONOPRICE, INC	017	NON-CAPITALIZED TECH EQUIPMENT	\$ 1,721.80
000008503	10/17/2017 4:00	0100	AREY JONES ED SOLUTIONS	002	NON-CAPITALIZED TECH EQUIPMENT	\$ 1,449.93
000008504	10/17/2017 4:00	0100	AMAZON.COM	500	MATERIALS AND SUPPLIES	\$ 40.93
000008505	10/17/2017 4:00	0100	AMAZON.COM	500	MATERIALS AND SUPPLIES	\$ 357.13
000008506	10/17/2017 4:00	0100	NORTHSTAR AV LLC	017	MATERIALS AND SUPPLIES	\$ 2,535.36
000008507	10/17/2017 4:00	0100	LAUNDRY LADIES	600	OTHER SERV.& OPER.EXP.	\$ 1,500.00
000008508	10/17/2017 4:00	0100	SEASIDE HEATING AND AIR COND	012	REPAIRS BY VENDORS	\$ 7,335.00
000008509	10/17/2017 4:00	0100	P C S REVENUE CONTROL SYSTEMS	017	MATERIALS AND SUPPLIES	\$ 38.80
000008510	10/17/2017 4:00	0100	GUARDIAN ELEVATOR	012	REPAIRS BY VENDORS	\$ 8,000.00
000008511	10/17/2017 4:00	0100	STANDARD ELECTRONICS	012	REPAIRS BY VENDORS	\$ 3,000.00
000008512	10/17/2017 4:00	0100	HEARTLAND SERVICES INC	017	MATERIALS AND SUPPLIES	\$ 90.14
000008513	10/17/2017 4:00	0100	Child and Family EyeCare Center	002	PROF/CONSULT./OPER EXP	\$ 2,951.00
000008514	10/17/2017 4:00	0100	YOURMEMBERSHIP.COM INC	016	ADVERTISING	\$ 275.00
000008515	10/17/2017 4:00	0100	AMAZON.COM	016	MATERIALS AND SUPPLIES	\$ 323.22
000008516	10/17/2017 4:00	0100	B AND H PHOTO-VIDEO	500	MATERIALS AND SUPPLIES	\$ 1,309.02
000008518	10/18/2017 4:00	0100	Springall Academy	002	SUB/OTHER CONTR-NPS	\$ 27,283.16
					OTHER CONTR-N.P.S.	\$ 25,000.00
000008519	10/18/2017 4:00	0100	MISSION FEDERAL CREDIT UNION	003	MATERIALS AND SUPPLIES	\$ 178.59
000008521	10/18/2017 4:00	0100	MISSION FEDERAL CREDIT UNION	003	MATERIALS AND SUPPLIES	\$ 74.32
000008522	10/18/2017 4:00	2139	ENCINITAS, CITY OF	007	NEW CONSTRUCTION	\$ 20,974.64
000008523	10/18/2017 4:00	0100	PRO ACOUSTICS LLC	600	MATERIALS AND SUPPLIES	\$ 2,345.41
000008525	10/19/2017 4:00	0100	HANOVER RESEARCH COUNCIL, LLC, THE	004	PROF/CONSULT./OPER EXP	\$ 25,000.00
000008526	10/19/2017 4:00	0100	VISTA HILL	002	SUB/MENTAL HEALTH SVCS	\$ 374,000.00
					MENTAL HEALTH SVCS	\$ 75,000.00
000008527	10/19/2017 4:00	0100	EDUCATIONAL DATA SYSTEMS, INC.	004	MATERIALS AND SUPPLIES	\$ 200.00
000008529	10/19/2017 4:00	0100	AMAZON.COM	500	MATERIALS AND SUPPLIES	\$ 587.32
000008530	10/20/2017 4:00	0100	CARE YOUTH CORPORATION RED ROCK CANYON	002	SUB/ROOM & BOARD	\$ 55,300.00
					SUB/MENTAL HEALTH SVCS	\$ 2,010.00
					SUB/OTHER CONTR-NPS	\$ 6,750.00
					ROOM & BOARD	\$ 25,000.00
					MENTAL HEALTH SVCS	\$ 25,000.00
					OTHER CONTR-N.P.S.	\$ 25,000.00
000008531	10/20/2017 4:00	0100	A1 GOLF CARS, INC	500	REPAIRS BY VENDORS	\$ 128.19
000008532	10/20/2017 4:00	0100	BEACHSIDE MIRROR AND GLASS INC	012	REPAIRS BY VENDORS	\$ 782.00
000008533	10/20/2017 4:00	0100	NAPA AUTO PARTS	003	MATERIALS AND SUPPLIES	\$ 64.63
000008537	10/23/2017 4:00	0100	AMAZON.COM	500	MATERIALS AND SUPPLIES	\$ 148.25
000008538	10/23/2017 4:00	0100	HOME DEPOT CREDIT SERVICES	600	MATERIALS AND SUPPLIES	\$ 1,000.00
000008539	10/23/2017 4:00	0100	AMERICAN CHEMICAL	500	CUSTODIAL SUPPLIES	\$ 1,600.00
000008540	10/23/2017 4:00	0100	B AND H PHOTO-VIDEO	500	MATERIALS AND SUPPLIES	\$ 359.76
000008541	10/23/2017 4:00	0100	B AND H PHOTO-VIDEO	004	NON CAPITALIZED EQUIP	\$ 266.55
000008542	10/23/2017 4:00	0100	DISCOVERY EDUCATION	001	PROF/CONSULT./OPER EXP	\$ 5,000.00
000008543	10/23/2017 4:00	1300	P C S REVENUE CONTROL SYSTEMS	014	NON-CAPITALIZED TECH EQUIPMENT	\$ 96.09
00006687A	10/6/2017 4:00	2139	AZTEC TECHNOLOGY CORP	007	NEW CONSTRUCTION	\$ 872.78
00007507A	10/11/2017 4:00	0100	FISHER SCIENTIFIC EMD	500	MATERIALS AND SUPPLIES	\$ 42.15
00007630A	10/4/2017 4:00	0100	AMAZON.COM	500	MATERIALS AND SUPPLIES	\$ 27.56
00007659A	10/3/2017 4:00	0100	OFFICE DEPOT, INC	500	MATERIALS AND SUPPLIES	\$ 30.67
00007746A	10/13/2017 4:00	1300	POINT OF SALE ASAP	014	MATERIALS AND SUPPLIES	\$ 50.49
00007941A	10/4/2017 4:00	0100	HAMEL SCHOOL OUTFITTERS INC	018	MATERIALS AND SUPPLIES	\$ 305.27
00008020A	10/17/2017 4:00	0100	SIGN DESIGN	004	MATERIALS AND SUPPLIES	\$ 1,773.24
242892B	10/6/2017 4:00	2139	WILLIAMS SCOTSMAN, INC.	007	NEW CONSTRUCTION	\$ 91,888.65
780005	10/17/2017 4:00	0100	TCR SERVICES	500	REPAIRS BY VENDORS	\$ 80.00
780029	10/11/2017 4:00	2518	VERNIER SOFTWARE & TECHNOLOGY	007	TECHNOLOGY EQUIPMENT	\$ 27,102.09
780030	10/11/2017 4:00	2518	VERNIER SOFTWARE & TECHNOLOGY	007	TECHNOLOGY EQUIPMENT	\$ 12,448.78
780034	10/5/2017 4:00	0100	COMM USA INC	004	NON CAPITALIZED EQUIP	\$ 327.44
780035	10/17/2017 4:00	0100	TCR SERVICES	500	REPAIRS BY VENDORS	\$ 182.25
780036	10/5/2017 4:00	0100	JOSTENS	500	MATERIALS AND SUPPLIES	\$ 34.98

NEW PURCHASE TOTAL \$ 3,801,818.58

ITEM 15F

PO REPORT OCTOBER 3, 2017 THROUGH OCTOBER 23, 2017

PO NBR	DATE	FUND	VENDOR	LOC	DESCRIPTION	AMOUNT
[REDACTED]						

CHANGE ORDERS

PO NBR	DATE	FUND	VENDOR	LOC	DESCRIPTION	AMOUNT
000008020	10/2/2017	0100	SIGN DESIGN	004	4300000	\$ 1,648.00
000007903	10/11/2017	0100	TCR SERVICES	500	4300000	\$ 500.00
000007810	10/13/2017	0100	STAPLES	020	4300000	\$ 700.00
000008290	10/13/2017	0100	NATIONAL PETROLEUM	013	4300026	\$ 400.00
000006489	10/17/2017	0100	WESTBERG & WHITE	018	5800001	\$ 121,450.00
0000251454	10/17/2017	2139	WESTBERG & WHITE	007	6200001	\$ 53,000.00

CHANGE ORDER TOTAL	<b>\$ 177,698.00</b>
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REPORT TOTAL	<b>\$ 3,979,516.58</b>
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ITEM 15F

Individual Membership Listings  
For the Period of October 3,2017 through October 23, 2017

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

## ITEM 15F

## WARRANT REPORT FROM 10/03/17 THROUGH 10/23/17

WARRANT NBR	DATE	VENDOR	FUND	DESCRIPTION	AMOUNT
14314759	10/3/2017	Papa John's, KJ Consortium	1300	Purchases Food	\$ 2,784.60
14314760	10/3/2017	PROCURETECH	0100	Computer Supplies	\$ 927.55
				Materials And Supplies	\$ 8,835.75
14314761	10/3/2017	STAPLES ADVANTAGE	0100	Materials And Supplies	\$ 233.89
14314762	10/3/2017	TOP OF THE BAGEL	1300	Purchases Food	\$ 59.90
14314763	10/3/2017	AMERICAN EXPRESS	0100	Communications-Telephone	\$ 1,216.43
14315349	10/4/2017	Follett School Solutions	0100	Textbooks	\$ 74,919.66
14315350	10/4/2017	SITEONE LANDSCAPE SUPPLY	0100	Grounds Materials	\$ 1,948.72
14315351	10/4/2017	BECKY TICO	0100	Mileage	\$ 7.49
14315352	10/4/2017	SSID #3161783957	0100	Mediation Settlements	\$ 3,780.00
14315353	10/4/2017	Eunice Velaquez	0100	Instr.Aides-Tutors	\$ 727.24
14315354	10/4/2017	LAYNE DELORME	0100	Conference,Workshop,Sem.	\$ 118.17
14315355	10/4/2017	LISA MCLEOD	1300	Food Service Sales Dno	\$ 75.00
14315356	10/4/2017	SOUL CHARTER SCHOOL	0100	Trfr To Cht Sch In Lieu Proptx	\$ 104,017.85
14315357	10/4/2017	RICHARD AYALA	0100	Mileage	\$ 123.05
14315358	10/4/2017	BLICK ART MATERIALS	0100	Materials And Supplies	\$ 726.99
14315359	10/4/2017	CA DEPT OF EDUCATION	1300	Purchases Food	\$ 119.60
14315360	10/4/2017	CONSULTING & INSPECTION SVCS	2139	New Construction	\$ 13,095.00
14315361	10/4/2017	COX COMMUNICATIONS	0100	Communications-Telephone	\$ 415.50
14315362	10/4/2017	ECOLAB	1300	Purchases Supplies	\$ 155.38
14315363	10/4/2017	RANDA FAST-MEDLEY	0100	Conference,Workshop,Sem.	\$ 215.05
14315364	10/4/2017	FREDRICKS ELECTRIC INC	0100	Other Serv. & Oper.Exp.	\$ 2,010.00
				Repairs & Maintenance	\$ 1,985.00
14315365	10/4/2017	FREDRICKS ELECTRIC INC	2139	New Construction	\$ 14,927.10
14315366	10/4/2017	HAWTHORNE LIFT SYSTEMS	0100	Repairs & Maintenance	\$ 5,797.02
14315368	10/4/2017	INST FOR EFFECTIVE EDUCATION	0100	Other Contr-N.P.S.	\$ 5,813.56
14315369	10/4/2017	LAW OFFICES OF SCHWARTZ & STOREY	0100	Mediation Settlements	\$ 6,000.00
14315370	10/4/2017	VANESSA MAGANA	0100	Mileage	\$ 9.63
14315371	10/4/2017	MISSION FEDERAL CREDIT UNION	0100	Bldg.-Repair Materials	\$ 23,758.86
				Custodial Materials	\$ 3,060.60
				Grounds Materials	\$ 6,645.51
				Materials And Supplies	\$ 6,720.92
				Professional/Consult Svs	\$ 105.00
				Refreshments	\$ 312.87
				Rents & Leases	\$ 2,842.10
				Repairs & Maintenance	\$ 225.00
14315372	10/4/2017	LORI MUSEL	0100	Conference,Workshop,Sem.	\$ 85.00
14315373	10/4/2017	NCTD	0100	Fees - Business, Admission,Etc	\$ 828.00
14315374	10/4/2017	OGGI'S PIZZA	0100	Refreshments	\$ 377.98
14315375	10/4/2017	RANCHO SANTA FE SEC SYSTEMS	0100	Security Guard Contract	\$ 24,199.56
14315376	10/4/2017	MELISSA SAGE	0100	Conference,Workshop,Sem.	\$ 25.68
14315377	10/4/2017	SAN DIEGO CITY TREASURER	0100	Sewer Charges	\$ 2,035.50
				Water	\$ 14,270.54
14315378	10/4/2017	SCHOOL SERVICES OF CALIFORNIA, INC.	0100	Professional/Consult Svs	\$ 305.00
14315379	10/4/2017	TWINING, INC.	2139	New Construction	\$ 7,935.00
14315380	10/4/2017	22ND DIST AGRICULTURAL ASSN	0100	Rents & Leases	\$ 217.25
14315381	10/4/2017	URBAN TREE CARE, INC.	0100	Other Serv. & Oper.Exp.	\$ 2,380.00
14315382	10/4/2017	MEREDITH WADLEY AMSBAUGH	0100	Mileage	\$ 89.88
14315383	10/4/2017	WAXIE SANITARY SUPPLY	0100	Custodial Materials	\$ 235.87
14315384	10/4/2017	TONI ZURCHER	0100	Conference,Workshop,Sem.	\$ 104.58
14315875	10/5/2017	RALL, MARY	0100	Materials And Supplies	\$ 142.30
14315876	10/5/2017	ANNA WEIRATHER	0100	Mileage	\$ 137.33
14315877	10/5/2017	Follett School Solutions	0100	Computer Licensing	\$ 8,345.57
				Textbooks	\$ 11,278.08
14315878	10/5/2017	HAMEL SCHOOL OUTFITTERS INC	0100	Materials And Supplies	\$ 557.80
				Non-Capitalized Equipment	\$ 643.40
14315879	10/5/2017	US Foods, Inc.	1300	Purchases Food	\$ 21,530.81
14315880	10/5/2017	DUNK TANK MARKETING	1300	Advertising	\$ 800.00

## ITEM 15F

## WARRANT REPORT FROM 10/03/17 THROUGH 10/23/17

WARRANT NBR	DATE	VENDOR	FUND	DESCRIPTION	AMOUNT
14315881	10/5/2017	SSID #6162195464	0100	Mediation Settlements	\$ 125.00
14315882	10/5/2017	AT&T	0100	Communications-Telephone	\$ 13,094.96
14315883	10/5/2017	ADVANTAGE PAYROLL SERVICES	0100	Other Serv.& Oper.Exp.	\$ 148.81
14315884	10/5/2017	APPLE, INC	0100	Non-Capitalized Tech Equipment	\$ 8,417.62
14315885	10/5/2017	BERT'S OFFICE TRAILERS	0100	Rents & Leases	\$ 203.65
14315886	10/5/2017	BEST BUY BUSINESS ADVANTAGE ACCOUNT	2139	Equipment	\$ 3,016.98
14315887	10/5/2017	CA DEPT OF EDUCATION	1300	Purchases Food	\$ 275.60
14315888	10/5/2017	CORELOGIC SOLUTIONS, LLC	0100	Computer Licensing	\$ 250.00
14315889	10/5/2017	GRAND PACIFIC CHARTER	0100	Fld. Trips By Prv. Contr	\$ 138.20
14315890	10/5/2017	LEARNING RESOURCES	0100	Materials And Supplies	\$ 192.98
14315891	10/5/2017	LEGO EDUCATION	0100	Materials And Supplies	\$ 3,808.92
14315892	10/5/2017	SMART AND FINAL STORES CORP	0100	Materials And Supplies	\$ 1,748.84
14315893	10/5/2017	STAPLES ADVANTAGE	0100	Materials And Supplies Office Supplies	\$ 1,186.95 \$ 93.71
14315894	10/5/2017	AMERICAN EXPRESS	0100	Repairs & Maintenance	\$ 545.00
14315895	10/5/2017	WOOD, KAITLIN	0100	Refreshments	\$ 32.96
14316480	10/6/2017	MARTHA HUTCHINSON	0100	Materials And Supplies Refreshments	\$ 52.78 \$ 79.75
14316481	10/6/2017	PACIFIC PREMIER BANK INC.	2139	New Construction	\$ 832.72
14316482	10/6/2017	SALLY GERVASINI	0100	Conference,Workshop,Sem.	\$ 18.08
14316483	10/6/2017	ROSELLA ARCE	0100	Mileage	\$ 624.35
14316484	10/6/2017	RALF BERNARD	0100	Mileage	\$ 140.17
14316485	10/6/2017	SSID #2328828748	0100	Mediation Settlements	\$ 12,600.00
14316486	10/6/2017	NANCY FERACO	0100	Mileage	\$ 9.63
14316487	10/6/2017	RENEE MITCHELL	0100	Materials And Supplies	\$ 48.33
14316488	10/6/2017	CHERI BENE	0100	Mileage	\$ 44.41
14316489	10/6/2017	TIFFANY GILSON	0100	Materials And Supplies	\$ 90.41
14316490	10/6/2017	LISA CATALFAMO	0100	Abatements-Matls & Supplies Other Income-Fees	\$ 20.00 \$ 28.00
14316491	10/6/2017	ALTERNATIVE TEACHING STRATEGY CTR	0100	Mediation Settlements N.P.S. Late Fees	\$ 18,165.00 \$ 102.08
14316492	10/6/2017	BALFOUR BEATTY CONSTRUCTION,	2139	New Construction	\$ 8,000.00
14316494	10/6/2017	CONSULTING & INSPECTION SVCS	2139	New Construction	\$ 4,929.00
14316495	10/6/2017	ROB COPPO	0100	Conference,Workshop,Sem.	\$ 13.91
14316496	10/6/2017	MARIA VERONICA BURCIAGA	0100	Refreshments	\$ 47.15
14316497	10/6/2017	SAN DIEGO COUNTY SYMPOSIUM FUND	0100	Conference,Workshop,Sem.	\$ 200.00
14316498	10/6/2017	TIFFANY M. FINDELL	0100	Mileage	\$ 122.52
14316499	10/6/2017	SCOTT FROESE	0100	Mileage	\$ 78.11
14316500	10/6/2017	MARIAM, RICK	1300	Conference,Workshop,Sem.	\$ 50.97
14316501	10/6/2017	RENO MEDINA	0100	Refreshments	\$ 100.75
14316502	10/6/2017	JENNIFER MCCLUAN	0100	Materials And Supplies	\$ 65.17
14316503	10/6/2017	MOBILE MODULAR MANAGEMENT CORP	0100 2519	Rents & Leases Rents & Leases	\$ 1,501.00 \$ 2,130.00
14316504	10/6/2017	NATHAN MOLINA	0100	Mileage	\$ 19.80
14316505	10/6/2017	NCTD	0100	Fees - Business, Admission,Etc	\$ 127.00
14316506	10/6/2017	PACIFIC BACKFLOW, INC	0100	Other Serv.& Oper.Exp. Repairs & Maintenance	\$ - \$ 867.05
14316507	10/6/2017	PACWEST AIR FILTER	0100	Bldg.-Repair Materials	\$ 713.53
14316508	10/6/2017	DELORES PERLEY REVOLVING CASH	0100	Clerical And Office Salaries Counselors Sal. Instr.Aides-Classroom Materials And Supplies Professional/Consult Svs Teacher Sal-Regular	\$ 1,451.86 \$ 1,300.00 \$ 1,254.00 \$ 1,766.93 \$ 69.00 \$ 8,112.41
14316509	10/6/2017	SAN DIEGUITO WATER DISTRICT	0100	Water	\$ 3,595.34
14316510	10/6/2017	MARITZA SANTANDER	0100	Conference,Workshop,Sem.	\$ 58.85
14316511	10/6/2017	STAPLES ADVANTAGE	0100	Printing	\$ 9,945.56
14316512	10/6/2017	TCR SERVICES	0100	Duplicating Supplies	\$ 118.47

## ITEM 15F

## WARRANT REPORT FROM 10/03/17 THROUGH 10/23/17

WARRANT NBR	DATE	VENDOR	FUND	DESCRIPTION	AMOUNT
14316512	43014.1667	TCR SERVICES	0100	Materials And Supplies	\$ 925.90
14316513	10/6/2017	UC Regents	0100	Professional/Consult Svs	\$ 2,100.00
14317131	10/9/2017	John Sergio Fisher & Associates, Inc.	2139	New Construction	\$ 8,867.71
14317132	10/9/2017	ACOUSTIBLOK INC	2139	New Construction	\$ 5,930.72
14317133	10/9/2017	MOONLIGHT SCREENPRINTING INC	0100	Materials And Supplies	\$ 651.89
14317134	10/9/2017	COUNTY OF SAN DIEGO	1300	Fees - Business, Admission,Etc	\$ 397.00
14317135	10/9/2017	LLOYD PEST CONTROL	1300	Other Serv.& Oper.Exp.	\$ 785.00
14317136	10/9/2017	S&S BAKERY INC	1300	Purchases Food	\$ 1,457.51
14317137	10/9/2017	SCHOOL FACILITY CONSULTANTS	2519	Professional/Consult Svs	\$ 912.50
14317138	10/9/2017	RUSSELL SIGLER INC	0100	Non-Capitalized Equipment	\$ 3,959.81
14317139	10/9/2017	TCR SERVICES	0100	Computer Supplies	\$ 209.95
				Materials And Supplies	\$ 3,568.89
14317140	10/9/2017	TRIMARK ASSOCIATES, INC.	0100	Data Processing Contract	\$ 150.00
14317141	10/9/2017	TURNITIN, LLC	0100	Computer Licensing	\$ 44,271.14
14317142	10/9/2017	WEB ACTIVE DIRECTORY LLC	0100	Repairs & Maintenance	\$ 211.15
14317804	10/10/2017	LAW OFFICE OF PATRICIA CROMER	0100	Mediation Settlements	\$ 2,500.00
14317805	10/10/2017	M A Engineers Inc.	2139	New Construction	\$ 2,575.00
14317806	10/10/2017	COSTCO CARMEL MTN RANCH	0100	Refreshments	\$ 216.56
14317807	10/10/2017	Marley Nelms	1300	Conference,Workshop,Sem.	\$ 75.97
14317808	10/10/2017	KRISTEN FINK	0100	Mileage	\$ 127.87
14317809	10/10/2017	SSID #7179122856	0100	Other Serv.& Oper.Exp.	\$ 637.57
14317810	10/10/2017	SSID #7138514586	0100	Mediation Settlements	\$ 11,637.50
14317811	10/10/2017	FIRETECT, INC	0100	Repairs & Maintenance	\$ 7,911.45
14317812	10/10/2017	Jason Shanahan	0100	Materials And Supplies	\$ 65.33
14317813	10/10/2017	Carla Sands	0100	Professional/Consult Svs	\$ 1,200.00
14317814	10/10/2017	DIANA LI	1300	Food Service Sales Tp	\$ 64.00
14317815	10/10/2017	AUTISM SPECTRUM	0100	Other Contr-N.P.A.	\$ 1,514.08
14317816	10/10/2017	BLUE COAST CONSULTING	2139	New Construction	\$ 47,095.20
14317817	10/10/2017	CLASS LEASING LLC	2139	New Construction	\$ 2,754.39
			2519	New Construction	\$ 214,100.00
14317818	10/10/2017	CONSULTING & INSPECTION SVCS	2139	New Construction	\$ 7,480.00
14317819	10/10/2017	COUNTY OF SAN DIEGO	0100	Fees - Business, Admission,Etc	\$ 781.00
14317820	10/10/2017	COX COMMUNICATIONS	0100	Communications-Telephone	\$ 733.62
14317821	10/10/2017	MATCH POINT TENNIS COURTS, INC	0100	Other Serv.& Oper.Exp.	\$ 286.00
14317822	10/10/2017	MCCARTHY BUILDING COMPANY, INC	2139	New Construction	\$ 183,916.93
14317823	10/10/2017	MCCARTHY BUILDING COMPANY, INC	2109	New Construction	\$ -
			2139	New Construction	\$ 103,274.67
14317824	10/10/2017	JENNIFER MCCLUAN	0100	Mileage	\$ 72.76
14317825	10/10/2017	MISSION JANITORIAL & ABRASIVE SUPPLIES	0100	Repairs & Maintenance	\$ 5,634.81
14317826	10/10/2017	NINYO & MOORE	2139	New Construction	\$ 11,179.25
14317827	10/10/2017	NOVA SERVICES	2139	New Construction	\$ 6,053.60
14317828	10/10/2017	OFFICE SOLUTIONS BUSINESS	0100	Materials And Supplies	\$ 21.55
14317829	10/10/2017	OLIVENHAIN MUNICIPAL WATER DST	0100	Water	\$ 22,234.08
14317830	10/10/2017	OPTIMUM FLOORCARE	0100	Repairs & Maintenance	\$ 855.13
14317831	10/10/2017	PACIFIC BACKFLOW, INC	0100	Other Serv.& Oper.Exp.	\$ 1,180.00
				Repairs & Maintenance	\$ 750.89
14317832	10/10/2017	Tina Peterson	0100	Mileage	\$ 246.10
14317833	10/10/2017	PEARSON EDUCATION	0100	Textbooks	\$ 1,680.47
14317834	10/10/2017	ROESLING NAKAMURA	2139	New Construction	\$ 13,080.00
14317835	10/10/2017	SAN DIEGO SCENIC TOURS, INC.	0100	Fld. Trips By Prv. Contr	\$ 6,719.38
14317836	10/10/2017	SAN DIEGUITO WATER DISTRICT	0100	Water	\$ 1,831.06
14317837	10/10/2017	SHELL CAR WASH & EXPRESS LUBE	0100	Fuel	\$ 180.04
				Gasoline Supplies	\$ 663.72
14317838	10/10/2017	SMART AND FINAL STORES CORP	0100	Materials And Supplies	\$ 924.35
14317839	10/10/2017	WAXIE SANITARY SUPPLY	0100	Custodial Materials	\$ 1,921.44
14317840	10/10/2017	WESS TRANSPORTATION	0100	Fld. Trips By Prv. Contr	\$ 449.72
14318494	10/11/2017	SSID #3105273947	0100	Other Serv.& Oper.Exp.	\$ 654.72
14318495	10/11/2017	SIGNS DIRECT INC	0100	Materials And Supplies	\$ 239.35



## ITEM 15F

## WARRANT REPORT FROM 10/03/17 THROUGH 10/23/17

WARRANT NBR	DATE	VENDOR	FUND	DESCRIPTION	AMOUNT
14318496	10/11/2017	SSID #5317834498	0100	Other Serv.& Oper.Exp.	\$ 308.86
14318497	10/11/2017	AMERICAN CHEMICAL	0100	Custodial Materials	\$ 3,968.11
				Materials And Supplies	\$ 387.90
14318498	10/11/2017	ECOLAB	1300	Purchases Supplies	\$ 155.38
14318499	10/11/2017	MCGRAW HILL SCHOOL EDUC HOLDINGS LLC	0100	Textbooks	\$ 13,907.54
14318500	10/11/2017	GRAND PACIFIC CHARTER	0100	Fld. Trips By Prv. Contr	\$ 6,928.11
14318501	10/11/2017	HEARTLAND PAYMENT SYSTEMS	1300	Computer Licensing	\$ 242.50
14318502	10/11/2017	MATHESON TRI-GAS INC	0100	Materials And Supplies	\$ 194.45
14318503	10/11/2017	MCCARTHY BUILDING COMPANY, INC	2109	New Construction	\$ -
			2139	New Construction	\$ 390,064.35
14318504	10/11/2017	MISSION LINEN SUPPLY	0100	Other Serv.& Oper.Exp.	\$ 171.86
14318505	10/11/2017	MOBIL CONSTRUCTION SWEEPING	0100	Other Serv.& Oper.Exp.	\$ 460.00
14318506	10/11/2017	Neopost USA Inc.	0100	Other Serv.& Oper.Exp.	\$ -
				Rents & Leases	\$ 215.12
14318507	10/11/2017	NCTD	0100	Fees - Business, Admission,Etc	\$ 1,106.00
14318508	10/11/2017	OFFICE DEPOT, INC	0100	Materials And Supplies	\$ 903.68
				Office Supplies	\$ 92.00
14318509	10/11/2017	OFFICE SOLUTIONS BUSINESS	0100	Materials And Supplies	\$ 624.95
14318510	10/11/2017	PEARSON EDUCATION	0100	Textbooks	\$ 9,389.67
14318511	10/11/2017	PROCURETECH	0100	Computer Supplies	\$ 695.49
14318512	10/11/2017	PROJECT LEAD THE WAY, INC	0100	Materials And Supplies	\$ 68.69
14318513	10/11/2017	MELISSA SAGE	0100	Conference,Workshop,Sem.	\$ 32.53
14318514	10/11/2017	SAN DIEGO COUNTY OFFICE OF EDUCATION	0100	Conference,Workshop,Sem.	\$ 250.00
14318515	10/11/2017	SAN DIEGO SCENIC TOURS, INC.	0100	Fld. Trips By Prv. Contr	\$ 620.69
14318516	10/11/2017	SANTA FE IRRIGATION DISTRICT	0100	Water	\$ 4,681.25
14318517	10/11/2017	SAROYAN LUMBER	0100	Materials And Supplies	\$ 2,265.45
14318518	10/11/2017	SCHOOL SPECIALTY, INC.	0100	Materials And Supplies	\$ 38.57
14318519	10/11/2017	SOUTHLAND ENVELOPE CO INC	0100	Materials And Supplies	\$ 233.82
14318520	10/11/2017	Amy Springstead	0100	Mileage	\$ 44.94
14318521	10/11/2017	ARTIANO SHINOFF	0100	Legal Exp-Business	\$ 420.00
				Legal Expense	\$ 8,634.12
14318522	10/11/2017	VERNIER SOFTWARE & TECHNOLOGY	0100	Non-Capitalized Tech Equipment	\$ 9,445.03
14319284	10/12/2017	NORTHSTAR AV LLC	0100	Materials And Supplies	\$ 106.67
14319285	10/12/2017	ANTI-DEFAMATION LEAGUE	0100	Conference,Workshop,Sem.	\$ 135.00
14319286	10/12/2017	ELITE SHOW SERVICES INC.	0100	Materials And Supplies	\$ 258.74
14319287	10/12/2017	ENCINITAS UNION SCHOOL DIST	0100	Non-Capitalized Equipment	\$ 1,263.00
14319288	10/12/2017	FLINN SCIENTIFIC INC	0100	Materials And Supplies	\$ 5,368.82
14319289	10/12/2017	FREE FORM CLAY & SUPPLY	0100	Materials And Supplies	\$ 1,668.58
14319290	10/12/2017	GOPHER SPORT	0100	Materials And Supplies	\$ 2,672.29
14319291	10/12/2017	INTERPRETERS UNLIMITED	0100	Professional/Consult Svs	\$ 496.38
14319292	10/12/2017	LAWNMOWERS PLUS INC	0100	Repairs & Maintenance	\$ 442.27
14319293	10/12/2017	RALPHS CUSTOMER CHARGES	0100	Materials And Supplies	\$ 111.33
				Refreshments	\$ 17.49
14319294	10/12/2017	RANCHO SANTA FE SEC SYSTEMS	0100	Other Serv.& Oper.Exp.	\$ 1,600.00
				Security Guard Contract	\$ 1,505.00
14319295	10/12/2017	SIMPLEX GRINNELL LP	0100	Repairs & Maintenance	\$ 146.75
14319296	10/12/2017	STAPLES ADVANTAGE	0100	Materials And Supplies	\$ 2,331.28
14319297	10/12/2017	TCR SERVICES	0100	Computer Supplies	\$ 242.38
				Materials And Supplies	\$ 51.67
14319829	10/13/2017	SSID #7157231256	0100	Mediation Settlements	\$ 12,300.00
14319830	10/13/2017	SSID #3161783957	0100	Mediation Settlements	\$ 805.00
14319831	10/13/2017	AASA	0100	Conference,Workshop,Sem.	\$ 5,000.00
14319832	10/13/2017	ADVANCED CHEMICAL TRANSPORT	0100	Hazardous Waste Disposal	\$ 4,354.88
14319833	10/13/2017	AMANDA J. GRETSCH, INC.	0100	Professional/Consult Svs	\$ 2,250.00
14319834	10/13/2017	SYNCB/AMAZON	0100	Materials And Supplies	\$ 1,032.84
				Non-Capitalized Equipment	\$ 254.91
				Non-Capitalized Tech Equipment	\$ 5,243.00
14319835	10/13/2017	AREY JONES ED SOLUTIONS	0100	Non-Capitalized Tech Equipment	\$ 44,503.70

## ITEM 15F

## WARRANT REPORT FROM 10/03/17 THROUGH 10/23/17

WARRANT NBR	DATE	VENDOR	FUND	DESCRIPTION	AMOUNT
14319836	10/13/2017	AUTISM SPECTRUM	0100	Other Contr-N.P.A.	\$ 1,817.83
14319837	10/13/2017	SSID #1010419255	0100	Pay In Lieu Of Transp>	\$ 325.28
14319838	10/13/2017	COUNTY OF SAN DIEGO	1300	Fees - Business, Admission,Etc	\$ 50.00
14319839	10/13/2017	DEVEREUX CLEO WALLACE	0100	Mental Health Svcs	\$ 159.55
				Other Contr-N.P.S.	\$ 419.90
				Room & Board	\$ 213.09
14319840	10/13/2017	EXCELSIOR ACADEMY	0100	Other Contr-N.P.S.	\$ 632.20
14319841	10/13/2017	FAGEN FRIEDMAN & FULFROST, LLP	0100	Legal Exp-Business	\$ 10,613.17
				Legal Expense	\$ 158.00
				Legal Exp-Personnel	\$ 1,935.00
14319842	10/13/2017	FRONTIER FENCE COMPANY INC	0100	Repairs & Maintenance	\$ 1,423.00
14319843	10/13/2017	LANE LAW CLIENT TRUST ACCOUNT	0100	Mediation Settlements	\$ 3,660.00
14319844	10/13/2017	NCTD	0100	Fees - Business, Admission,Etc	\$ 345.00
14319845	10/13/2017	ROMAN'S TRUCK BODY & PAINT	0100	Repairs-Vehicles	\$ 15,715.23
14319846	10/13/2017	S AND R TOWING INC	0100	Other Serv.& Oper.Exp.	\$ 281.25
14319847	10/13/2017	SCHOOL HEALTH CORPORATION	0100	Materials And Supplies	\$ 89.06
14319848	10/13/2017	STAPLES ADVANTAGE	0100	Duplicating Supplies	\$ 1,789.09
				Materials And Supplies	\$ 2,931.14
				Office Supplies	\$ 52.96
14319849	10/13/2017	WAXIE SANITARY SUPPLY	0100	Materials And Supplies	\$ 193.79
14320229	10/16/2017	NATIONAL PETROLEUM INC.	0100	Materials-Vehicle Parts	\$ 754.25
14320230	10/16/2017	AZTEC TECHNOLOGY CORP	2139	New Construction	\$ 436.39
14320231	10/16/2017	CALIFORNIA CONSTRUCTION MGMT	2519	Professional/Consult Svcs	\$ 220.00
14320232	10/16/2017	NIKKO ENTERPRISE	1300	Purchases Food	\$ 2,787.00
14320233	10/16/2017	P AND R PAPER SUPPLY CO.	1300	Purchases Supplies	\$ 3,972.46
14320234	10/16/2017	SAN DIEGO COUNTY OFFICE OF EDUCATION	0100	Conference,Workshop,Sem.	\$ 85.00
14320235	10/16/2017	SOCO GROUP, INC.	0100	Fuel	\$ 17,812.49
14320236	10/16/2017	STAPLES ADVANTAGE	0100	Materials And Supplies	\$ 2,771.28
14320237	10/16/2017	TOP OF THE BAGEL	1300	Purchases Food	\$ 343.75
14320238	10/16/2017	ALBERTSONS SAFEWAY	0100	Materials And Supplies	\$ 111.33
14320692	10/17/2017	Little Diversified Architectural Cons.	2519	Professional/Consult Svcs	\$ 464.19
14320693	10/17/2017	Sun Solutions Tint, Inc.	0100	Repairs & Maintenance	\$ 800.00
14320694	10/17/2017	ADVANTAGE PAYROLL SERVICES	0100	Other Serv.& Oper.Exp.	\$ 156.15
14320695	10/17/2017	AMERICAN CHEMICAL	0100	Custodial Materials	\$ 270.67
14320696	10/17/2017	AZTEC TECHNOLOGY CORP	2139	New Construction	\$ 317.86
14320697	10/17/2017	BERT'S OFFICE TRAILERS	2139	New Construction	\$ 300.62
			2518	Improvements	\$ 242.44
14320698	10/17/2017	TCG ADMINISTRATORS/CALSTRS	0100	Professional/Consult Svcs	\$ 304.00
14320699	10/17/2017	CART MART INC	0100	Materials-Vehicle Parts	\$ 19.72
14320700	10/17/2017	ECONOMY RESTAURANT SUPPLY	1300	Non-Capitalized Equipment	\$ 2,059.01
				Purchases Supplies	\$ 96.59
14320701	10/17/2017	INTERSTATE BATTERY	0100	Materials-Vehicle Parts	\$ 284.97
14320702	10/17/2017	LAW OFFICE OF PERRY ISRAEL	0100	Legal Exp-Business	\$ 250.00
14320703	10/17/2017	MATCH POINT TENNIS COURTS, INC	0100	Other Serv.& Oper.Exp.	\$ 231.00
14320704	10/17/2017	PROCURETECH	0100	Computer Supplies	\$ 1,131.73
14320705	10/17/2017	SAN DIEGO FITNESS SERVICES	0100	Repairs & Maintenance	\$ 390.00
14320706	10/17/2017	SOCO GROUP, INC.	0100	Fuel	\$ 17,208.75
14320707	10/17/2017	STAPLES ADVANTAGE	0100	Duplicating Supplies	\$ 2,515.07
				Materials And Supplies	\$ 1,609.33
14320708	10/17/2017	URS CORPORATION	2139	New Construction	\$ 600.00
14320709	10/17/2017	WILLIAMS SCOTSMAN, INC.	2139	New Construction	\$ 1,812.00
14321244	10/18/2017	Sun Solutions Tint, Inc.	0100	Repairs & Maintenance	\$ 400.00
14321245	10/18/2017	Harbottle Law Group	0100	Legal Expense	\$ 24,597.92
14321246	10/18/2017	Stein Education Center	0100	Other Contr-N.P.S.	\$ 10,452.84
14321247	10/18/2017	Blue Pacific Engineering & Construction	2139	Land Improvements	\$ 1,539.00
14321248	10/18/2017	ACTIVE AUTO COLLISION INC	0100	Repairs & Maintenance	\$ 4,674.59
14321249	10/18/2017	YOURMEMBERSHIP.COM INC	0100	Advertising	\$ 275.00
14321250	10/18/2017	AUTISM SPECTRUM	0100	Other Contr-N.P.A.	\$ 7,584.02

## ITEM 15F

## WARRANT REPORT FROM 10/03/17 THROUGH 10/23/17

WARRANT NBR	DATE	VENDOR	FUND	DESCRIPTION	AMOUNT
14321251	10/18/2017	BLUE COAST CONSULTING	2139	New Construction	\$ 31,644.80
14321252	10/18/2017	CART MART INC	0100	Repairs & Maintenance	\$ 218.45
14321253	10/18/2017	CONSULTING & INSPECTION SVCS	2139	New Construction	\$ 27,662.00
14321254	10/18/2017	CULVER-NEUWLIN INC	2139	Equipment	\$ 2,700.99
14321255	10/18/2017	DIGITAL SCHOOLS OF CA, LLC	0100	Professional/Consult Svcs	\$ 13,169.52
14321256	10/18/2017	EDGENUITY INC	0100	Computer Licensing	\$ 140,000.00
14321257	10/18/2017	LIONAKIS	2139	New Construction	\$ 5,780.00
14321258	10/18/2017	M P S	0100	E-Textbooks Textbooks	\$ 13,931.13 \$ 10,752.43
14321259	10/18/2017	M T G L, INC	2139	New Construction	\$ 9,845.00
14321260	10/18/2017	MAXIM HEALTHCARE SERVICES INC	0100	Other Contr-N.P.A.	\$ 1,567.50
14321261	10/18/2017	MRC360 AKA MR COPY	0100	Duplicating Supplies	\$ 1,487.26
14321262	10/18/2017	NAPA AUTO PARTS	0100	Materials-Vehicle Parts	\$ 2,367.96
14321263	10/18/2017	RANCHO SANTA FE SEC SYSTEMS	0100	Other Serv. & Oper. Exp. Repairs & Maintenance	\$ 400.00 \$ 549.00
14321264	10/18/2017	SAFARI MONTAGE	0100	Computer Licensing	\$ 27,196.38
14321265	10/18/2017	SAN DIEGO COUNTY OFFICE OF EDUCATION	0100	Conference, Workshop, Sem.	\$ 155.00
14321266	10/18/2017	SAN DIEGO GAS & ELECTRIC CO	0100	Compressed Natrl Gas (Cng) Gas & Electric	\$ 214.08 \$ 217,786.73
14321267	10/18/2017	SEASIDE HEATING AND AIR COND	0100	Repairs & Maintenance	\$ 7,335.00
14321268	10/18/2017	SIEMENS INDUSTRY, INC.	0100	Other Serv. & Oper. Exp.	\$ 15,681.25
14321269	10/18/2017	RUSSELL SIGLER INC	0100	Non-Capitalized Equipment	\$ 743.81
14321270	10/18/2017	SOL TRANSPORTATION, INC.	0100	Spec.Ed. Transportation	\$ 33,598.00
14321271	10/18/2017	SUNRISE PRODUCE	1300	Purchases Food	\$ 5,354.78
14321272	10/18/2017	PERSEUS ASSOCIATES, LLC	0100	Computer Licensing	\$ 800.00
14321273	10/18/2017	WESTBERG & WHITE, INC.	2139	New Construction	\$ 69,213.50
14322025	10/19/2017	HOFMAN PLANNING & ENGINEERING	2139	New Construction	\$ 595.00
14322026	10/19/2017	BEACHSIDE MIRROR AND GLASS INC	0100	Repairs & Maintenance	\$ 950.00
14322027	10/19/2017	Papa John's, KJ Consortium	1300	Purchases Food	\$ 14,788.80
14322028	10/19/2017	SSID #7112709066	0100	Mediation Settlements	\$ 11,220.00
14322029	10/19/2017	APPERSON	0100	Materials And Supplies	\$ 588.02
14322030	10/19/2017	AREY JONES ED SOLUTIONS	0100	Non-Capitalized Tech Equipment	\$ 2,899.86
14322031	10/19/2017	BLICK ART MATERIALS	0100	Materials And Supplies	\$ 2,992.74
14322032	10/19/2017	C I F	0100	Dues - CIF	\$ 4,558.65
14322033	10/19/2017	CAROLINA BIOLOGICAL SUPPLY CO	0100	Materials And Supplies	\$ 1,650.70
14322034	10/19/2017	CENGAGE LEARNING	0100	E-Textbooks	\$ 1,046.33
14322035	10/19/2017	SO-CAL DOMINONDS	1300	Purchases Food	\$ 7,125.30
14322036	10/19/2017	STAPLES ADVANTAGE	0100	Printing	\$ 16,540.05
14322037	10/19/2017	WESELOH CHEVROLET CO	0100	Materials-Vehicle Parts	\$ 698.15
14322038	10/19/2017	SAN DIEGO FRICTION PRODUCTS	0100	Materials-Vehicle Parts	\$ 1,705.71
14322039	10/19/2017	WILLIAMS SCOTSMAN, INC.	2139	New Construction	\$ 437.51
14322040	10/19/2017	XEROX CORPORATION	0100	Copy Charges Rents & Leases	\$ (97.41) \$ 235.79
14322804	10/20/2017	HANOVER RESEARCH COUNCIL	0100	Professional/Consult Svcs	\$ 25,000.00
14322805	10/20/2017	COSTCO CARMEL MTN RANCH	0100	Refreshments	\$ 229.55
14322806	10/20/2017	US BANK NATIONAL ASSOC.	2139	New Construction	\$ 60,747.38
14322807	10/20/2017	Stein Education Center	0100	Other Contr-N.P.S.	\$ 3,224.26
14322808	10/20/2017	BISSIRI STUDIO	2519	New Construction	\$ 2,050.00
14322809	10/20/2017	Specialized Education of CA	0100	Other Contr-N.P.S.	\$ 18,144.65
14322810	10/20/2017	LEVEL 10 CONSTRUCTION LP	2139	New Construction	\$ 20,728.00
14322811	10/20/2017	LEVEL 10 CONSTRUCTION LP	2139	New Construction	\$ 7,577.17
14322812	10/20/2017	Verbal Behavior Associates	0100	Other Contr-N.P.A.	\$ 7,537.50
14322813	10/20/2017	ATKINSON, ANDELSON, LOYA, RUUD & ROMO	0100	Legal Expense Legal Exp-Personnel	\$ 47,229.39 \$ 3,862.70
14322814	10/20/2017	BLICK ART MATERIALS	0100	Materials And Supplies	\$ 5,588.36
14322815	10/20/2017	COMM USA INC	0100	Non-Capitalized Equipment	\$ 1,534.23
14322816	10/20/2017	EDCO DISPOSAL CORPORATION	0100	Rubbish Disposal	\$ 7,492.04
14322817	10/20/2017	ENCINITAS, CITY OF	2139	New Construction	\$ 20,974.64

## ITEM 15F

## WARRANT REPORT FROM 10/03/17 THROUGH 10/23/17

WARRANT NBR	DATE	VENDOR	FUND	DESCRIPTION	AMOUNT
14322818	10/20/2017	ENCINITAS FORD	0100	Materials-Vehicle Parts	\$ 49.13
14322819	10/20/2017	ERICKSON-HALL CONSTRUCTION CO	2139	New Construction	\$ 86,425.60
14322820	10/20/2017	ERICKSON-HALL CONSTRUCTION CO	2139	New Construction	\$ 70,216.66
14322821	10/20/2017	FREDRICKS ELECTRIC INC	2139	New Construction	\$ 6,963.65
14322822	10/20/2017	HERITAGE SCHOOLS	0100	Mental Health Svcs	\$ 7,680.00
				Other Contr-N.P.S.	\$ 7,360.00
				Room & Board	\$ 22,560.00
14322823	10/20/2017	DCL ENTERPRISES INC. dba	2139	New Construction	\$ 520.54
14322824	10/20/2017	LIONAKIS	2139	New Construction	\$ 18,600.00
14322825	10/20/2017	MOBILE MODULAR MANAGEMENT CORP	2139	New Construction	\$ 10,540.76
14322826	10/20/2017	New Haven Youth & Family Services	0100	Other Contr-N.P.A.	\$ 16,961.29
14322827	10/20/2017	PICK UP STIX CATERING	1300	Purchases Food	\$ 8,261.00
14322828	10/20/2017	RANCHO SANTA FE SEC SYSTEMS	0100	Security Guard Contract	\$ 560.00
14322829	10/20/2017	SHELL CAR WASH & EXPRESS LUBE	0100	Fuel	\$ 90.05
				Gasoline Supplies	\$ 138.83
14322830	10/20/2017	SIMPLEX GRINNELL LP	0100	Other Serv.& Oper.Exp.	\$ 21,555.75
14322831	10/20/2017	STATE BOARD OF EQUALIZATION	0100	Fees - Business, Admission,Etc	\$ 74.26
14322832	10/20/2017	AMERICAN EXPRESS	0100	Other Serv.& Oper.Exp.	\$ 1,577.13
				Rents & Leases	\$ 426.69
14322833	10/20/2017	VISTA HILL	0100	Mental Health Svcs	\$ 73,498.00
				Sub/Mental Health Svcs	\$ 38,747.00
14323391	10/23/2017	BEACHSIDE MIRROR AND GLASS INC	0100	Repairs & Maintenance	\$ 782.00
14323392	10/23/2017	APPLIANCE REPAIR PROS INC	1300	Repairs & Maintenance	\$ 147.00
14323393	10/23/2017	A1 GOLF CARS, INC	0100	Repairs & Maintenance	\$ 5,566.76
14323394	10/23/2017	CLEAN ENERGY	0100	Repairs & Maintenance	\$ 3,000.00
14323395	10/23/2017	CREATIVE BUS SALES	0100	Materials-Vehicle Parts	\$ 6,150.71
14323396	10/23/2017	SSID #2156968315	0100	Pay In Lieu Of Transp>	\$ 539.28
14323397	10/23/2017	INDUSTRIAL METAL SUPPLY	0100	Materials And Supplies	\$ 367.18
14323398	10/23/2017	JOSTENS	0100	Materials And Supplies	\$ 31.07

Report Total

\$ 3,296,733.10

## ITEM 15F

## RCF REPORT FROM 10/03/17 THROUGH 10/23/17

CK NBR	DATE	NAME/VENDOR	DESCRIPTION	AMOUNT
11546	10/03/2017	DVORA CELNIKER	PAYROLL: September 2017	5,173.68
11548	10/03/2017	MEREDITH W. AMSBAUGH	Reimbursement: Adult Transition Program	866.93
11549	10/03/2017	KAREN BURROWS	PAYROLL: September 2017	1,451.86
11550	10/06/2017	SAN DIEGUITO UHSD	TPP, BANK FEE: September 2017	1,697.58

Report Total

9,190.05

# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** October 20, 2017

**BOARD MEETING DATE:** November 2, 2017

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

**SUBMITTED BY:** Eric R. Dill, Superintendent

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

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### EXECUTIVE SUMMARY

The attached report summarizes 6 agreements:

An agreement with SVA Architects, Inc., to provide architectural/engineering services for the proposed Sunset High School campus reconstruction project.

An agreement with Digital Networks Group, Inc., to provide and install a variety of multi-media equipment across the 4 sites noted on the agenda. The proposal is priced based on CMAS contract numbers 3-14-58-0125F, 3-14-58-0215E and 3-16-70-2382B, and carries a labor burden of 46% of the total cost of the products being installed.

The services and products will be procured pursuant to District Board Policies 3310 and 3311/AR-1, Purchasing Procedures and Bids, respectively, and to ensure these policies are being followed, the Board has adopted a Resolution on May 19, 2011 authorizing contracting pursuant to cooperative bid and award documents from California Multiple Award Schedules (CMAS). CMAS offers a wide variety of commodities, non-IT services and information technology products and services at prices which have been assessed to be fair, reasonable and competitive based on best value criteria pursuant to Public Contract Code 12100.7.

The courts specified in (Steelgard v. Janssen (1985) 171 Cal.App.3d 79 2(b)) that where public works installation work comprises more than 10 percent but less than 50 percent of the contract price, those transactions should be evaluated on an individual basis to determine the most appropriate means of procurement. To aid in making those determinations, the DGS-PD produces guidelines for local government agencies wishing to use CMAS contracts called the Local Government Agency Guide (the "Guide"). The Guide states "the total dollar value of all public works services included in the purchase order must not exceed the dollar value of the products".

District staff has evaluated the proposals provided by Digital Networks Group and has determined the fundamental purchasing principals to buy the proper product for the

ITEM 15G

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 these proposals adhere to the Guide definitions.

Two agreements with Geocon, Inc., to provide geotechnical/engineering services for Oak Crest Middle School's Science Classroom Quad, and at Diegueno Middle School to prepare the updated soils reports in readiness for future phases of construction.

An agreement with Staples Advantage, to purchase furnishings for the Earl Warren Middle School multi-purpose room. The Board adopted a Resolution on November 17, 2011 authorizing contracting pursuant to bid and award documents from the National Joint Powers Alliance (NJPA), of which the District is a member. NJPA is a cooperative purchasing organization established to help other public agencies operate efficiently and economically. All master agreements are publicly solicited and competitively bid. Pricing for these furnishing is based on Staples master contract 031715.

An agreement with AECOM to provide California Environmental Quality Act (CEQA) services for the proposed Sunset High School campus reconstruction project.

**RECOMMENDATION:**

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

**FUNDING SOURCE:**

As noted on the attached chart.

## ITEM 15G

## SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

FACILITIES PLANNING & CONSTRUCTION – AGREEMENTSBoard Meeting Date: 11-02-17

<u>Contract Effective Dates</u>	<u>Consultant/ Vendor</u>	<u>Description of Services</u>	<u>School/ Department Budget</u>	<u>Fee Not to Exceed</u>
11/03/17 – Completion	SVA Architects, Inc.	For architectural/engineering services for the proposed Sunset High School campus reconstruction project.	Building Fund Prop 39 – Fund 21-39	\$969,430.00 plus reimbursable expenses
11/03/17 – Completion	Digital Networks Group, Inc.	To provide and install multimedia and audio-visual equipment at La Costa Canyon High School Room 202, San Dieguito High School Academy Culinary Arts Room, Torrey Pines High School Media Center and Earl Warren Middle School Multi-Purpose Room/Resource Conference Room.	Building Fund Prop 39 – Fund 21-39 and Capital Facilities Fund 25-19	\$85,072.12
11/03/17 – Completion	Geocon, Inc.	To provide geotechnical/engineering services at Diegueno Middle School.	Building Fund Prop 39 – Fund 21-39	\$14,500.00
11/03/17 – Completion	Geocon, Inc.	To provide geotechnical/engineering services at Oak Crest Middle School.	Building Fund Prop 39 – Fund 21-39	\$30,000.00
11/03/17 – Completion	Staples Advantage, Inc.	To provide furnishings for the new multi-purpose room at Earl Warren Middle School.	Building Fund Prop 39 – Fund 21-39	\$60,547.54
11/03/17 – Completion	AECOM	To provide California Environmental Quality Act (CEQA) services for Sunset High School.	Building Fund Prop 39 – Fund 21-39	\$24,420.00



# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** October 24, 2017

**BOARD MEETING DATE:** November 2, 2017

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

**SUBMITTED BY:** Eric R. Dill, Superintendent

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

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### EXECUTIVE SUMMARY

The attached Professional Services Report summarizes amendments to (5) agreements:

An agreement with Bert's Office Trailer's for the month-to-month rental of an office trailer for use by the District's Facilities Planning & Construction staff, extending the rental period through June 30, 2018.

An agreement with Williams Scotsman for lease of a relocatable classroom building at Earl Warren Middle School Interim Campus. Repairs to the building's air conditioning system resulted in unanticipated charges. These charges will be reimbursed by Solana Beach School District, as the requesting party currently occupying the building.

An agreement with McCarthy Building Companies ("McCarthy"), for reconstruction of the Earl Warren Middle School Campus. As you are aware, the board approved a Lease/Leaseback Agreement with McCarthy on June 18, 2015. This amendment encompasses the changes necessary to accommodate occupancy by Skyline Elementary School of the Interim Campus; including but not limited to, Summer 2017 modifications, Summer 2018 remobilization charges, enlarged retention basin, irrigation and planting changes. These charges will be reimbursed by Solana Beach School District.

An agreement with JPBLA, Inc., landscape architects was board approved on October 12, 2017, for the sculpture garden at Canyon Crest Academy. The amount presented for approval was mistakenly reported as \$8,000.00 plus reimbursable expenses, and should have been presented as \$12,500.00 plus reimbursable expense, this amendment corrects that action and brings the contract value in line with the proposal.

ITEM 15H

An agreement with John Sergio Fisher & Associates, for additional architectural/engineering services for replacement of the main fire alarm panel at the Carmel Valley Middle School site.

**RECOMMENDATION:**

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

**FUNDING SOURCE:**

As noted on the attached chart.

## SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

ITEM 15H

FACILITIES PLANNING & CONSTRUCTION – AMENDMENTSBoard Meeting Date: 11-02-17

<u>Contract Effective Dates</u>	<u>Consultant/ Vendor</u>	<u>Description of Services</u>	<u>School/ Department Budget</u>	<u>Fee Not to Exceed</u>
06/14/17 – 06/30/18	Bert's Office Trailers	To amend contract CA2017-54 extending the lease for an office trailer for planning & construction offices on a month-to-month basis through June 30, 2018.	General Fund / Unrestricted 01-00	Additional \$1,425.55 for a new total of \$3,135.26
05/01/14 – 06/30/18	Williams Scotsman	To amend contract CB 2014-23 for repairs to leased 40x24 relocatable classroom building at Earl Warren Middle School Interim Campus.	Building Fund Prop 39 – Fund 21-39 to be reimbursed by Solana Beach School District	Additional \$437.51 for a new total of \$27,126.76
06/19/15 – Completion	McCarthy Building Companies, Inc.	To amend contract CA2015-58 for reconstruction of the Earl Warren Middle School.	Building Fund Prop 39 – Fund 21-39 to be reimbursed by Solana Beach School District	Additional \$461,718.43 for a new total of \$40,867,710.17
10/13/17 – Completion	JPBLA, Inc.	To amend contract CA2018-10 for landscape architect services at Canyon Crest Academy.	Building Fund Prop 39 – Fund 21-39	Additional \$4,500.00 for a new total of \$12,500.00 plus reimbursable expenses
03/11/16 – Completion	John Sergio Fisher & Associates, Inc.	To amend contract CA2016-05 for architectural/engineering services at Carmel Valley Middle School Music Classroom Building Project.	Building Fund Prop 39 – Fund 21-39	Additional \$1,980.00 for a new total of \$427,630.00

# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** October 20, 2017

**BOARD MEETING DATE:** November 2, 2017

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

**SUBMITTED BY:** Eric R. Dill, Superintendent

**SUBJECT:** **ACCEPTANCE / RATIFICATION OF PURCHASE  
ORDERS ISSUED UNDER DEPARTMENT OF  
GENERAL SERVICES PROCUREMENT DIVISION  
LOCAL AGENCY GUIDE/ FACILITIES PLANNING &  
CONSTRUCTION**

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### 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).

Public Contract Code 10299 stipulates that the DGS-PD may make CMAS available to any school district empowered to expend public funds. Local government agencies may, without further competitive bidding, utilize contracts, master agreements, multiple award schedules, cooperative agreements, or other types of agreements established by the department for use.

The courts specified in (Steelgard v. Janssen (1985) 171 Cal.App.3d 79 2(b)) that where public works installation work comprises more than 10 percent but less than 50 percent of the contract price, those transactions should be evaluated on an individual basis to determine the most appropriate means of procurement. To aid in making those determinations, the DGS-PD produces guidelines for local government agencies wishing to use CMAS contracts called the Local Government Agency Guide (the "Guide"). The Guide states "the total dollar value of all public works services included in the purchase order must not exceed the dollar value of the products".

Pursuant to District Board Policies 3310 and 3311/AR-1, 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 asking the board to formally accept the Guide definition that incidental public works services included in a purchase order will not exceed the dollar value of

## ITEM 15K

the products, for goods and services procured since adoption of the May 19, 2011 resolution, as well as for goods and services procured at a future date.

District staff is also asking the board to acknowledge the following purchase orders previously approved via consent or the purchase order report, adhered to the Guide. Those orders and their corresponding CMAS contracts are:

PO#6308	CMAS No: 3-16-70-2382B, 3-14-58-0215F, 3-14-58-0215E
PO#6309	CMAS No: 3-16-70-2382B
PO#6310	CMAS No: 3-16-70-2382B
PO#7963	CMAS No: 3-16-70-2382B
PO#8103	CMAS No: 3-16-70-2382B, 3-14-58-0215E
PO#8241	CMAS No: 3-14-58-0215F, 3-14-58-0215E, 3-16-70-2382B
PO#8459	CMAS No: 3-16-70-2382B, 3-12-70-2070F, 3-14-58-0215F

District staff evaluates the proposals submitted by CMAS vendors on a case-by-case basis to determine if the fundamental purchasing principals 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 adhere to the Guide definitions.

For future purchases under CMAS contracts, in the event whereby labor exceeds 10% of the overall contract value but less than 50% of the total contract value, staff will bring those proposals to the Board with a confirming action under the local agency guidelines.

**RECOMMENDATION:**

It is recommended that the Board accept the DGS-PD Guide definition that incidental public works services included in purchase orders will not exceed the dollar value of the products procured, for goods and services procured from CMAS vendors.

**FUNDING SOURCE:**

N/A

# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** October 24, 2017

**BOARD MEETING DATE:** November 2, 2017

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

**SUBMITTED BY:** Eric Dill, Superintendent

**SUBJECT:** AUTHORIZATION TO REDUCE RETAINAGE  
PERCENTAGE / FACILITIES PLANNING &  
CONSTRUCTION

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### EXECUTIVE SUMMARY

On December 10, 2015, the board approved entering into a lease-leaseback contractual arrangement with Balfour Beatty Construction Company (“Balfour Beatty”) for construction of the B Building classroom building at Canyon Crest Academy.

The project is substantially complete, and the site enjoys full occupancy of the building. District staff anticipates bringing the project to the December board meeting for acceptance. Balfour Beatty is requesting a reduction in the retention withheld from 5% to 2.5%. A reduction in the current retained amount would result in a retention release of \$253,806.30 and would allow the remaining billings to be billed with 2.5% retention.

### RECOMMENDATION:

It is recommended that the Board authorize the reduction of the retention being withheld for the Balfour Beatty’s construction of the B Building classroom building at Canyon Crest Academy, reducing the retention from 5% to 2.5%, releasing \$253,806.30, and authorizing future billing to reflect a 2.5% retention.

### FUNDING SOURCE:

Building Fund Prop 39 – Fund 21-39

# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** October 23, 2017

**BOARD MEETING DATE:** November 2, 2017

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

**SUBJECT:** ESTABLISHMENT OF DATE OF ORGANIZATIONAL MEETING, DECEMBER 14, 2017

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### EXECUTIVE SUMMARY

According to Education Code sections 35143 and 72000(c)(2), all Governing Boards shall hold an annual organizational meeting for the purpose of establishing future meeting dates and electing officers. This meeting must be held on a date between December 1 and December 15, 2017. The outcome of said meeting is then reported to the County Office of Education within a specific window of time.

### RECOMMENDATION:

It is recommended that the Board establish December 14, 2017 as the date for the Organizational Board Meeting, as shown in the attached supplement.

### FUNDING SOURCE:

Not applicable

ITEM 16

Organizational Meetings of Governing Boards -4-

**NOTICE OF DECEMBER 2017  
ORGANIZATIONAL MEETING OF THE GOVERNING BOARD**

Complete and submit no later than **November 17, 2017**, to:

Vandee Shelton  
Legal Services, Room 609  
**San Diego County Office of Education**  
Email: [vandee.shelton@sdcoe.net](mailto:vandee.shelton@sdcoe.net)  
Fax: (858) 541-0697

School/Community College District: San Dieguito Union High

Date of Organizational Meeting: December 14, 2017  
*(Date between December 1 and December 15 inclusive)*

Time of Meeting: 6:30 p.m.

\_\_\_\_\_  
Clerk/Secretary to the Governing Board

\_\_\_\_\_  
Date



# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** October 13, 2017

**BOARD MEETING DATE:** November 2, 2017

**PREPARED BY:** Mark G. Miller, Associate Superintendent of Administrative Services

**SUBMITTED BY:** Eric R. Dill, Superintendent

**SUBJECT:** **ADOPTION OF PROPOSED NEW / REVISED / DELETED BOARD POLICIES / ADMINISTRATIVE SERVICES**

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### EXECUTIVE SUMMARY

As new and/or revised federal regulations and California Education Code become law and when legal cases affect board policies, the California School Boards Association (CSBA) provides school districts with samples of new or replacement policies to assist in maintaining updated policies.

The following Board Policies have been created or revised to align with the CSBA recommendations:

Current Policy Number	New Policy Number	Title	Comments
5141		Health Care and Emergencies	Revised to align with CSBA recommendations
5141/ AR-2		Automatic External Defibrillators	Delete administrative regulation
5141.1		Accidents	Delete policy
5141.2		Bloodborne Pathogens	Delete policy
5141.21		Administering Medication and Monitoring Health Conditions	Revised to align with CSBA recommendations
5141.22		Infectious Diseases	Revised to align with CSBA recommendations
	5141.23	Asthma Management	New policy to align with CSBA recommendations
5141.24		Specialized Health Care	Delete policy

5141.26		Tuberculosis Testing	Delete policy
<b>Current Policy Number</b>	<b>New Policy Number</b>	<b>Title</b>	<b>Comments</b>
5141.33		Head Lice	Revised to align with CSBA recommendations
6390		Graduation and Credit Requirements for Students Attending SDUHSD Adult School	Delete policy
6391		Admission of Minors (under 18) to San Dieguito Adult HS Program	Delete policy
6392		Adult School Tuition	Delete policy

**RECOMMENDATION:**

It is recommended that the Board adopt the following proposed new/revised/deleted Board Policies, as shown in the attached supplements:

- A. BP # 5141, HEALTH CARE AND EMERGENCIES (REVISED)
- B. AR-2 #5141, AUTOMATIC EXTERNAL DEFIBRILLATORS (DELETE)
- C. BP #5141.1, ACCIDENTS (DELETE)
- D. BP #5141.2, BLOODBORNE PATHOGENS (DELETE)
- E. BP # 5141.21, ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS (REVISED)
- F. BP # 5141.22, INFECTIONS DISEASES (REVISED)
- G. BP # 5141.23, ASTHMA MANAGEMENT (NEW)
- H. BP #5141.24, SPECIALIZED HEALTH CARE (DELETE)
- I. BP #5141.26, TUBERCULOSIS TESTING (DELETE)
- J. BP # 5141.33, HEAD LICE (REVISED)
- K. BP #6390, GRADUATION AND CREDIT REQUIREMENTS FOR STUDENTS ATTENDING SDUHSD ADULT HS PROGRAM (DELETE)
- L. BP #6391, ADMISSION OF MINORS (UNDER 18) TO SAN DIEGUITO ADULT HS PROGRAM (DELETE)
- M. BP #6392, ADULT SCHOOL TUITION (DELETE)

**FUNDING SOURCE:**

Not applicable

**STUDENTS****5141****HEALTH CARE AND EMERGENCIES**

The Governing Board recognizes the importance of taking appropriate action whenever an emergency threatens the safety, health, or welfare of a student at school or during school-sponsored activities.

The Superintendent or designee shall develop procedures to ensure that first aid and/or medical attention is provided as quickly as possible when accidents and injuries to students occur and that parents/guardians are notified as appropriate.

The Superintendent or designee shall ask parents/guardians to provide emergency contact information in order to facilitate communication in the event of an accident or illness.

District staff shall appropriately report and document student accidents.

**“DO NOT RESUSCITATE” ORDERS**

The Board believes that staff members should not be placed in the position of determining whether or not to follow any parental or medical "do not resuscitate" orders. Staff shall not accept or follow any such orders except under the specific written direction of the Superintendent or designee. The Superintendent or designee may only direct a staff member to follow a "do not resuscitate" order if he/she has received a written parent/guardian authorization, with an authorized health care provider statement, and an order of an appropriate court.

The Superintendent or designee shall ensure that parents/guardians who have submitted a "do not resuscitate" order are informed of this policy.

**AUTOMATED EXTERNAL DEFIBRILLATORS**

The Board authorizes the Superintendent or designee to place automated external defibrillators (AEDs) at designated school sites for use by school employees in an emergency.

The Superintendent or designee shall develop guidelines for employees regarding these devices and shall ensure that employees receive information that describes sudden cardiac arrest, the school's emergency response plan, and the proper use of an AED. The guidelines shall also specify the placement, security, and maintenance of the AED.

The authorization of AEDs in district schools shall not be deemed to create a guarantee that an AED will be present or will be used in the case of an emergency, or that a trained employee will be present and/or able to use an AED in an emergency, or that the AED will operate properly.

**LEGAL REFERENCE:****EDUCATION CODE**

32040-32044	First aid equipment
49300-49307	School safety patrols
49407	Liability for treatment
49408	Emergency information

## STUDENTS

5141

49409 Athletic events; physicians and surgeons; emergency medical care; immunity  
49417 Automated external defibrillators

49470 Medical and hospital services for athletic program  
49471 Medical and hospital services not provided or available  
49472 Medical and hospital services for pupils  
49474 Ambulance services  
51202 Instruction in personal and public health and safety

### CIVIL CODE

1714.21 Defibrillators; CPR; immunity from civil liability

### FAMILY CODE

6550-6552 Caregivers

### HEALTH AND SAFETY CODE

1797.196 Automated external defibrillators, immunity from civil liability  
1797.200 Emergency medical services agency  
1799.102 Personal liability immunity

### CODE OF REGULATIONS, TITLE 8

5193 California Bloodborne Pathogens Standard

### CODE OF REGULATIONS, TITLE 22

100031-100042 Automated external defibrillators

### MANAGEMENT RESOURCES:

#### WEB SITES

American Heart Association: <http://www.americanheart.org>

American Red Cross: <http://www.redcross.org>

California Department of Health Care Services: <http://www.dhcs.ca.gov>

**STUDENTS****~~AUTOMATIC EXTERNAL DEFIBRILLATORS~~**

~~Any school with an automatic external defibrillator is subject to this regulation.~~

~~As part of their crisis response planning and athletic programs, schools may wish to acquire automatic external defibrillators (AEDs) for use in assisting with cardiopulmonary resuscitation (CPR). Acquisition of an AED requires an ongoing commitment to the AED program. The principal of any school that acquires an AED must ensure that a sufficient number of staff members are trained to use the device, that the AED is readily available during operating hours and extra-curricular activities, and that the AED is fully functional at all times.~~

**~~PRE-PLACEMENT REQUIREMENTS~~**

- ~~1. San Diego Medical Services Enterprise (SDMSE) shall coordinate the District's AED program and perform the following tasks prior to placement of any AED at a school site:
  - ~~a. Designate a physician and surgeon, licensed in California, to serve as Medical Director of the school's AED program, and specifically to:
    - ~~i. Write a prescription, authorizing individuals to use the AED and indicating the circumstances under which the device may be used.~~
    - ~~ii. Determine and inform the principal or designee of the necessary training requirements for use of the AED.~~
    - ~~iii. Approve a process to ensure AED instructors are properly certified to the AED instructor standards established by the American Heart Association or the American Red Cross and ensure instructors are trained to the course content.~~
    - ~~iv. Provide to the principal or designee all information governing the use, installation, operation, and maintenance of the AED.~~~~
  - ~~b. Notify the local EMS agency in writing of the existence, location, and type of AED acquired.~~
  - ~~c. Principal or designee shall determine if the local EMS agency has any policies or procedures governing the use of AEDs beyond the requirements of this regulation and set forth procedures to ensure such requirements are met.~~~~
- ~~2. The vendor providing the AED to the school is required by law to notify the principal or designee at the time of acquisition, both orally and in writing, of the school's responsibility to comply with state regulations governing the use, training, placement, and maintenance of the AED.~~

**~~TRAINING~~**

- ~~1. Training shall be performed by a person certified by the American Heart Association or American Red Cross to instruct CPR and AED use.~~
- ~~2. The principal or designee will ensure that the school's health technician or nurse is trained in the use of the AED.~~
- ~~3. Any coach or trainer who is required to keep a current certification in CPR as a condition of employment in a coaching assignment must also attend a course in AED use.~~
- ~~4. Health technicians, nurses, coaches, and trainers shall keep their CPR and AED certification cards current and immediately notify the principal or his/her designee upon expiration.~~
- ~~5. Principal or designee shall ensure employees attend training courses to renew their CPR and AED certifications, if necessary, and that new users are trained as existing users are lost to~~

**STUDENTS**

~~normal attrition.~~

- ~~6.—Any District-sponsored CPR training will include an AED training session.~~
- ~~7.—All other employees will be encouraged to attend CPR and AED training courses.~~

**AVAILABILITY**

- ~~1.—AEDs shall be readily available for use at all times.~~
- ~~2.—AEDs shall not be locked in offices or cabinets requiring keys for entry.~~
- ~~3.—AEDs should be located in conspicuous locations.~~
- ~~4.—AED cabinets should be fitted with an audible alarm to alert staff that the AED has been removed.~~
- ~~5.—The AED cabinet alarm should be capable of being bypassed so that the AED can be removed for legitimate reasons, such as moving it to an athletic field during an event, or for inspection and maintenance purposes.~~
  - ~~a.—During athletic or extra-curricular events on campus, the event organizer may request of the principal or designee that the AED be taken from its assigned location and taken to the gym, field, or auditorium before an emergency occurs as a precautionary measure.~~
  - ~~a.—Whenever the AED is taken from its assigned location, one person shall agree to be responsible for and remain with the unit until it is returned.~~
  - ~~b.—Whenever the AED is taken from its assigned location, a conspicuous notice shall be placed on the AED cabinet indicating who has the AED, where it is being used, and when it will be returned.~~
  - ~~c.—The AED may not be taken off campus for any reason.~~
- ~~6.—The AED cabinet alarm shall be re-armed when the AED is returned to its location.~~

**AED MAINTENANCE**

- ~~1.—The principal or his/her designee shall ensure that the AED remains fully functional at all times.~~
- ~~2.—The principal or his/her designee shall ensure that the AED is regularly tested according to the operation and maintenance guidelines set forth by the manufacturer, the American Heart Association, and the American Red Cross, and according to any applicable rules and regulations set forth by the Food and Drug Administration or any other applicable state and federal authority.~~
- ~~3.—The AED shall be checked for readiness after each use and at least once every 7 days if the AED has not been used in the previous 7 days and in accordance with manufacturers specifications.~~
- ~~4.—SDMSE shall be notified if any problems are noted with the AED during the inspection.~~
- ~~5.—Records of the inspections performed above shall be completed and maintained in the school's Health Office for not less than 4 years.~~

**USE**

- ~~1.—In the event of a possible sudden cardiac arrest on campus, employees shall immediately call 9-1-1 to activate the emergency medical services system.~~
- ~~2.—The AED will be brought to the victim for use by available personnel or volunteers.~~
- ~~3.—Employees or volunteers should attempt CPR on the victim until the AED arrives or as needed to supplement defibrillation.~~

**POST INCIDENT**

1. ~~The following steps shall be taken as soon as possible after use of an AED:
  - a. ~~The user shall contact SDMSE.~~
  - b. ~~SDMSE will respond to perform the following functions:
    - i. ~~Notify the local EMS agency of the event.~~
    - ii. ~~Download data off the AED.~~
    - iii. ~~Forward AED data to the Medical Director and the local EMS agency.~~
    - iv. ~~Clean and disinfect the AED and replace any disposable components.~~
    - v. ~~Perform a critical incident stress debriefing with the AED user and any other first aid providers. Additional follow up sessions will be arranged through the Employee Assistance Plan, if necessary.~~~~~~
2. All forms related to the use of the AED Event shall be maintained for not less than 4 years.

## **STUDENTS**

**5141.1**

### **ACCIDENTS**

~~Although the district makes every reasonable effort to prevent student accidents and injuries, accidents occur. The Superintendent or designee shall develop procedures to ensure that first aid and/or medical attention is provided as quickly as possible and that parents/guardians are notified of accidents.~~

~~Universal precautions shall be observed whenever it is possible that students, employees or others may have contact with blood or body fluids as a result of the accident.~~

~~Mouthpieces, resuscitation bags or other ventilation devices shall be available at each school and during athletic competitions in the event that resuscitation is necessary.~~

~~District staff shall appropriately report and document student accidents.~~

### **LEGAL REFERENCE**

#### **EDUCATION CODE**

~~32040-32044 — First aid equipment~~

~~49300-49307 — School safety patrols~~

~~49408 — Emergency information~~

~~49409 — Athletic events; physicians and surgeons; emergency medical care; immunity~~

~~49470 — Medical and hospital services for athletic program~~

~~49471 — Medical and hospital services not provided or available~~

~~49472 — Medical and hospital services for pupils~~

~~49474 — Ambulance services~~

~~51202 — Instruction in personal and public health and safety~~

#### **CODE OF REGULATIONS, TITLE 8**

~~5193 — California Bloodborne Pathogens Standard~~



~~CLASSIFIED~~ ~~4114.1; 4214.1; 5141.2~~

**BLOODBORNE PATHOGENS**

**INTRODUCTION**

**A. Purpose**

~~The purpose of this document is to serve as San Dieguito Union High School District's written Exposure Control Plan in compliance with Cal-OSHA GISO 5193 "Bloodborne Pathogens." This plan ensures that designated employees (as defined herein) are:~~

- ~~1. aware of potential hazards from exposure to bloodborne pathogens~~
- ~~2. advised of the appropriate procedures to avoid exposure.~~

**B. Background**

~~Certain pathogenic microorganisms can be found in the blood of infected individuals. These "bloodborne pathogens" may be transmitted from the infected individual to other individuals by blood or certain body fluids. Because it is the exposure to the blood or other body fluids that carries the risk of infection, individuals whose occupational duties place them at risk of exposure to blood and other potentially infectious materials are also at risk of becoming infected with these bloodborne pathogens and developing disease. Infected individuals are also capable of transmitting the pathogens to others. The two most significant bloodborne pathogens are hepatitis B virus (HBV) and human immunodeficiency virus (HIV).~~

**C. Scope**

~~This OSHA Standard applies to San Dieguito Union High School District designated employees with occupational exposure to blood, body fluids or other potentially infectious materials:~~

- ~~Special Education Teachers~~ \_\_\_\_\_ ~~Nurses~~
- ~~Special Education Bus Drivers~~ \_\_\_\_\_ ~~Health~~
- ~~Clerk Special Education Instructional Asst.~~ \_\_\_\_\_ ~~Coaches~~
- ~~Special Education Bus Attendants~~ \_\_\_\_\_ ~~Trainers~~
- ~~Administrators~~ \_\_\_\_\_ ~~Custodians~~
- ~~School Plant Supervisors~~ \_\_\_\_\_ ~~Maintenance Workers~~

~~Occupational Exposure means reasonably anticipated skin, eye, mucous membrane, or~~

~~CLASSIFIED~~ ~~4114.1; 4214.1; 5141.2~~

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~~parenteral contact with blood or other potentially infectious materials that may result from the performance of an employee's duties. (parenteral means piercing mucous membranes or the skin barrier through such events as needle sticks, human bites, cuts and abrasions).~~

~~MANAGEMENT COMMITMENT~~

~~The development and implementation of an exposure control plan requires the commitment of management and full participation of all employees at every level within the district.~~

~~A. Policy Statement~~

~~It is the policy of San Dieguito Union High School District to provide a safe and healthful work environment for all of its employees by minimizing exposure to bloodborne pathogens.~~

~~B. Responsibility~~

~~The responsibilities described below are intended to encompass and limit involvement for this program, first, to those individuals whose primary job activities include day-to-day exposure to blood and body fluids; and secondly, to those individuals whose additional job activities include the potential for exposure. District Nurses, as healthcare professionals, are charged with contributing their utmost to establish and maintain the safest and most healthful practices while providing care for district students and staff.~~

~~1. The Superintendent of the San Dieguito Union High School District is responsible for the district's Occupational Safety and Health (OSH) Policy and the Bloodborne Pathogens Exposure Control Plan. The Superintendent has appointed the District Safety Officer with the responsibility for the implementation and administration of the Bloodborne Pathogens Exposure Control Plan.~~

~~2. The School Board, Superintendent, School Principals and Managers shall promote the desired attitude toward this safety and health regulation by insisting that their staff comply with rules and practices, and themselves promote positive attitudes toward OSHA compliance.~~

~~3. Employees who may have occupational exposure as healthcare professionals and employees whose job duties include potential for exposure to blood and body fluids, shall be knowledgeable about the contents of this document and~~

~~CLASSIFIED~~

~~4114.1; 4214.1; 5141.2~~

~~the appropriate safe work practices necessary to avoid exposure. Questions regarding~~

~~bloodborne pathogens or the contents of this plan should be directed to the District Safety Officer, District Safety Committee members or School/Worksite Safety Committee Member.~~

- ~~4. It shall be the responsibility of the Safety Officer to:
  - ~~a) determine, maintain and update the CPR and First Aid Certification for all designated employees;~~
  - ~~b) review the district's bloodborne pathogen exposure control efforts and practices and report the effectiveness of each effort to the Safety Council annually;~~
  - ~~c) coordinate and act as the key representative for outside inspection of district site(s) by insurance carriers, federal, state and local agencies.~~~~
- ~~5. It shall be the responsibility of school and work site safety committees to conduct facility audits to assess exposure control compliance.~~
- ~~6. The District Safety Officer and District Nurses shall coordinate, implement and monitor the training, medical testing, vaccinations, post exposure evaluation and follow up, post exposure prophylaxis, and recordkeeping required annually to ensure San Dieguito Union High School District compliance in accordance with bloodborne pathogens exposure control standards.~~

~~This Exposure Control Plan will be reviewed and updated as necessary by the District Safety Council and, will reflect new or modified tasks and procedures which affect occupational exposure.~~

~~District Safety Council will review this plan annually to revise employee positions with assignments which include potential occupational exposure to bloodborne pathogens.~~

#### ~~EXPOSURE DETERMINATION (SCOPE & APPLICATION)~~

~~The job classifications for those who may have occupational exposure and their associated tasks and procedures during which exposure may occur are listed below.~~

~~CLASSIFIED~~ ~~4114.1; 4214.1; 5141.2~~

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- ~~a) District Nurses in the treatment of injured or ill students/staff; Health Clerk and other clerical staff;~~
- ~~b) Custodial staff in cleanup of classrooms, hallways and restrooms and responding to spills and disposal of waste;~~
- ~~c) Physical Education Teachers, Coaches and Trainers in treatment of cuts, bruises and exposure to body fluids;~~
- ~~d) Special Education Teachers, Instructional Assistants, Bus Drivers and Bus Attendants in clean up of spills, changing diapers and disposal of waste;~~
- ~~e) Science and Technology Teachers and Maintenance and Grounds staff in use of equipment/materials, and sharp objects which may cause cuts, abrasions and exposure to body fluids.~~
- ~~f) All staff with first aid/CPR skills who may be called on to assist injured or ill students/staff; and~~
- ~~g) All district staff who in performing the duties, participate in emergency planning efforts or in providing assistance to ill or injured students, staff or the public may be exposed to body fluids.~~

#### ~~METHODS OF COMPLIANCE~~

##### ~~A. Universal Precautions~~

~~Universal precautions is an approach to infection control. According to the concept of Universal precautions, all human blood and certain human body fluids are treated as if known to be infectious for HIV, HBV and other bloodborne pathogens.~~

~~Universal precautions shall be used to prevent contact with blood or other potentially infectious materials. Under circumstances in which differentiation between body fluids types is difficult or impossible, all body fluids shall be considered infectious materials.~~

~~All procedures involving blood or other body fluids shall be performed in such a manner as to minimize splashing, splattering and generation of droplets of these substances.~~

~~CLASSIFIED~~ ~~4114.1; 4214.1; 5141.2~~

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~~1. Handwashing~~

~~Handwashing is the single most effective means of preventing the spread of infections.~~

- ~~a) Handwashing facilities shall be available.~~
- ~~b) Hands and other skin surfaces shall be washed with soap and water.~~
- ~~c) Mucous membranes shall be flushed with water immediately.~~
- ~~d) When handwashing facilities are not immediately available, appropriate antiseptic hand cleanser, in conjunction with clean cloth/paper towels or antiseptic towelettes, shall be used. Hands shall be washed with soap and running water as soon as possible.~~

~~2. Barrier Precautions~~

~~Appropriate barrier precautions shall be routinely used to prevent skin and mucous membrane exposure when contact with blood or other body fluids of any patient is anticipated.~~

- ~~a) Latex gloves shall be worn when:
  - ~~— touching blood and body fluids, mucous membranes, or non-intact skin of all patients~~
  - ~~— handling items or surfaces soiled with blood or body fluids~~
  - ~~— performing venipuncture and other vascular access procedures.~~~~

~~Disposable gloves must be of appropriate materials using intact latex or intact vinyl, of appropriate quality for the procedure performed and of the appropriate size for each employee rendering care.~~

- ~~b) Gloves shall be changed after each patient.~~
- ~~c) Disposal (single use) gloves, shall be replaced as soon as practicable if~~

**CLASSIFIED**

~~4114.1; 4214.1; 5141.2~~

~~they are torn, punctured, or when their ability to function as a barrier is compromised.~~

~~d) Disposable (single use) gloves shall not be washed or decontaminated for re-use.~~

~~e) Utility gloves may be decontaminated for reuse if the integrity of the glove is not compromised. However, they must be discarded if they are cracked, peeling, torn, punctured or exhibit other signs of deterioration or when their ability to function as a barrier is compromised.~~

~~f) Masks, in combination with eye protection devices, such as goggles or glasses with side shields or chin-length faceshields, shall be worn whenever splashes, spray, splatter or droplets of blood or other body fluids may be generated, and eye, nose or mouth contamination can be reasonably anticipated.~~

~~3. Personal Protective Equipment Personal protective equipment will be considered "appropriate" only if it does not permit blood or other potentially infectious materials to pass through to or touch the employee's work clothes, street clothes, undergarments, skin, eyes, mouth or other mucous membranes under normal conditions of use and for the duration of time which the protective equipment will be used.~~

~~Required personal protective equipment (PPE):~~

~~a) must be readily accessible to employees in the appropriate sizes and provided at no cost to the employee;~~

~~b) hypo-allergenic gloves, glove liners, powderless gloves, or other similar alternatives shall be readily accessible to those employees who are allergic to the gloves normally provided;~~

~~c) shall be cleaned and laundered at no cost to the employee;~~

~~d) shall be repaired or replaced as needed to maintain its effectiveness, at no cost to the employee. If a garment is penetrated by blood or other body fluids, the garment shall be removed as soon as possible.~~

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~~4114.1; 4214.1; 5141.2~~

~~e) — standard PPE for nursing staff and First Aid Providers shall be provided for their use;~~

~~f) — shall be removed prior to leaving the work area.~~

~~4. — Sharp Precautions (for qualified staff only)~~

~~Precautions shall be taken to prevent injuries caused by needles and other sharp instruments or devices used during nursing procedures; when cleaning used instruments; during disposal of used needles; and when handling sharp instruments after procedures. First Aid practices for all others shall not involve the use of needles or other sharp instruments. Precautions are as listed below.~~

~~a) — To prevent needle stick injuries, needles shall not be recapped, purposely bent or broken by hand, removed from disposable syringes, or otherwise manipulated by hand. If recapping or needle removal is an absolute necessity due to a specific medical procedure, it shall be accomplished through the use of a mechanical device or a one-handed technique.~~

~~b) — Shearing or breaking of contaminated needles is prohibited.~~

~~c) — After use, disposable syringes and other sharp items shall immediately be placed in puncture resistant containers for disposal. The containers shall be located as closely as practical to the use area, kept upright throughout use, replaced at least every six months, and not be allowed to overfill.~~

~~d) — Immediately, or as soon as possible after use, contaminated reusable sharps shall be placed in appropriate containers until properly reprocessed. These containers shall be:~~

~~— puncture resistant;~~

~~— labeled;~~

~~— leakproof on the sides and bottom;~~

~~— so constructed as to not allow employees to reach by hand into~~

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~~4114.1; 4214.1; 5141.2~~

~~them.~~

~~e) When moving containers of contaminated sharps from the area of use, the containers shall be:~~

- ~~— closed immediately prior to removal or replacement to prevent spillage or protrusion of contents during handling, storage, transport or shipping;~~
- ~~— placed in a secondary container if leakage is possible.~~

~~The second container shall be:~~

- ~~— closable;~~
- ~~— constructed to contain all contents and prevent leakage during handling, storage, transport or shipping; and~~
- ~~— appropriate labeled and color coded.~~

~~f) Reusable containers shall not be opened, emptied, or cleaned manually or in any other manner which would expose employees to the risk of percutaneous injury.~~

~~5. CPR Precautions~~

~~Although saliva has not been implicated in HIV transmission, to minimize the need for emergency mouth to mouth resuscitation, mouthpieces, resuscitation bags, pocket masks or other ventilation devices shall be used. Such equipment shall be stored in the nurses/school office.~~

~~6. Qualified Staff/First Aid Providers Precautions~~

~~Qualified Staff/First Aid Providers who have exudative lesions or weeping dermatitis shall be examined as soon as possible. These employees shall refrain from all direct patient care and from handling patient care equipment until such examination occurs.~~

~~7. Work Area Precautions~~

~~a) Eating, drinking, applying cosmetics or lip balm, and handling contact~~



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~~4114.1; 4214.1; 5141.2~~

~~lenses are prohibited in areas where occupational exposure may be expected.~~

- ~~b) Food and drink shall not be kept in refrigerators, freezers, shelves, cabinets; or on counter tops or bench tops where blood or other body fluids are present.~~
- ~~c) Mouth pipetting/suctioning of blood or other potentially infectious materials is prohibited.~~

~~B. Cleaning and Decontamination of Blood or other Body Fluids~~

~~Blood and other body fluids which are spilled will be cleaned up by trained district custodial staff.~~

~~C. Housekeeping~~

~~All equipment and working surfaces shall be cleaned and decontaminated after contact with blood or other potentially infectious materials. Contaminated work surfaces shall be decontaminated with an appropriate disinfectant after completion of procedures;~~

~~immediately or as soon as feasible when surfaces are overtly contaminated or after any spill of blood or other potentially infectious materials; and at the end of the work shift if the surface may have become contaminated since the last cleaning.~~

~~All bins, pails, cans and similar receptacles intended for reuse which have a reasonable likelihood for becoming contaminated with blood or other potentially infectious materials shall be inspected and decontaminated at the end of each work shift.~~

~~Cleaning and decontamination shall be done immediately, or as soon as feasible upon visible contamination, but no later than the end of the work shift.~~

~~Broken glassware which may be contaminated shall not be picked up directly with the hands. Mechanical means shall be used, such as a brush and dust pan, tongs or forceps.~~

~~Environmental surfaces such as walls, floors and other surfaces are not associated with transmission of infections to patients or healthcare workers. Therefore, extraordinary attempts to disinfect or sterilize these environmental surfaces are not~~

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~~4114.1; 4214.1; 5141.2~~

~~necessary, unless directly contaminated with blood or body fluids. General housekeeping support for environmental surfaces, including cabinets and shelves, and non-infectious trash containers within nursing and first aid areas shall continue to be provided by district custodial staff.~~

~~D. Waste~~

~~Contaminated items should be separated into regulated or non-regulated waste containers and handled as described below.~~

~~1. Regulated Waste, Medical Waste and Biohazardous Waste~~

- ~~a) If an outside vendor is used to pick up the regulated waste the individual plastic red bags should be prepared for pick up according to the vendor's instructions.~~
- ~~b) If an outside vendor is not used, regulated waste shall be placed in containers which are:
  - ~~— closable;~~
  - ~~— constructed to contain all contents and prevent leakage of fluids during handling, storage, transport or shipping;~~
  - ~~— appropriately labeled and color-coded;~~
  - ~~— closed prior to removal to prevent spillage or protrusion of contents during handling, storage, transport or shipping.~~~~

~~If outside contamination of the regulated waste container occurs, it shall be placed in a second regulated waste container.~~

~~2. Non-regulated Waste~~

- ~~a) If the contaminated item contains dried blood or has been rinsed into a drain connected to a sanitary sewer and followed with a small amount of bleach, it may be disposed of as regular trash. The trash should be kept in a closed container in a locked area until it is collected and transported for disposal in a sanitary landfill.~~
- ~~b) Bulk blood, suctioned fluids, excretions and secretions may be carefully poured down a drain connected to a sanitary sewer followed with a small amount of bleach.~~

**CLASSIFIED**

~~4114.1; 4214.1; 5141.2~~

~~E. Laundry~~

- ~~1. Universal precautions shall be observed with all used laundry. Each laundry hamper shall be labeled with a red "Biohazard" sticker or a laundry bag labeled as "Biohazard". Used laundry shall be stored in a "leak resistant" container such as a plastic bag, and the bag shall be labeled with a red "Biohazard" sticker. Contaminated laundry shall be handled as little as possible with a minimum of agitation. Contaminated laundry shall not be sorted or rinsed in the use location.~~
- ~~2. Laundry support shall be provided by outside vendors utilizing bloodborne pathogen exposure control guidelines as outlined by Cal-OSHA.~~

~~F. Sterilization and Disinfection~~

- ~~1. Standard sterilization and disinfection procedures for patient care and laboratory equipment currently recommended for use in a variety of health care settings are adequate to sterilize or disinfect instruments, devices or other items contaminated with blood or other body fluids from persons infected with bloodborne pathogens including HBV and HIV.~~
- ~~2. Medical devices or instruments that require sterilization or disinfection shall be thoroughly cleaned before being exposed to germicide, and the manufacturer's instructions for use of the germicide shall be followed.~~

~~G. Designated Emergency First Aid Responders~~

~~Universal precautions shall be followed as discussed (section IV.A). Latex gloves shall be worn when touching blood and body fluids, mucous membranes, or non intact skin of all patients, and for handling items or surfaces soiled with blood or body fluids. Designated employees shall wear gloves on all emergencies. Masks in combination with eye protection devices, such as goggles or glasses with side shields, or chin length face shields, shall be worn whenever splashes, spray, splatter, or droplets of blood or other body fluids may be reasonably anticipated.~~

~~During the cleanup of an accident site, PPE, such as gloves, coveralls and boots, must be used. All blood and body fluids/materials shall be disposed of as "medical waste."~~

**VACCINATION AGAINST BLOODBORNE PATHOGENS**

- ~~A. All employees covered in this plan shall be offered at no cost to themselves after~~

**CLASSIFIED** ~~4114.1; 4214.1; 5141.2~~

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~~the employee has received the training outlined in Section VII and within 30 working days of initial assignment vaccination against the Hepatitis B virus (HBV) in accordance with current recommendations of the U.S. Public Health Service.~~

~~B. Employees accepting or declining the vaccine must complete a Hepatitis B Vaccination Form.~~

~~C. If vaccines against other bloodborne pathogens (e.g., Human Immunodeficiency Virus, etc.) become approved and recommended by the U.S. Public Health Service, immunization will be offered to all covered employees in accordance with those recommendations.~~

**POST-EXPOSURE EVALUATION AND FOLLOW-UP**

**A. Medical Evaluation**

~~If an employee reports an exposure incident to blood or other potentially infectious material, a confidential medical evaluation shall be made immediately available to the exposed employee, including at least the following items.~~

- ~~1. Documentation of the route(s) and circumstances of exposure.~~
- ~~2. Identification of the source individual, unless impossible.~~
- ~~3. Prompt testing of the source individual's blood for HBV and HIV as soon as consent is obtained. If consent cannot be obtained, this shall be documented.
  - ~~a) If the source individual's HBV or HIV status is known to be positive, repeat testing need not be done.~~
  - ~~b) Results of the source individual's testing shall be made available to the exposed employee, along with information about the applicable laws and regulations regarding disclosure of identity and infectious status of the source individual.~~~~
- ~~4. Prompt testing of the exposed employee's blood for HBV and HIV shall be done as soon as the Medical Evaluation Consent Form (Appendix C) is signed and received.~~

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- ~~a) If the employee does not consent to serological testing, consent to a baseline blood collection may be given. The sample shall be preserved untested for at least 90 days.~~
- ~~b) If within 90 days of the exposure incident the employee chooses to have the sample tested, this shall be done promptly using the stored sample as baseline and a current sample to document seroconversion. Without a preserved sample, baseline seroconversion to a specific incident cannot be proven.~~

~~5. The district shall provide to the healthcare professional responsible for the employee's hepatitis B vaccination:~~

- ~~a) a copy of this regulation (refer to Appendix A);~~
- ~~b) a description of the exposed employee's duties as they relate to the exposure incident;~~
- ~~c) documentation of the route(s) of exposure and circumstances under which exposure occurred;~~
- ~~d) results of the source individual's blood testing, if available; and~~
- ~~e) all medical records relevant to the appropriate treatment of the employee including vaccination status which are the employer's responsibility to maintain.~~

~~B. Exposed Employees~~

~~Exposed employees shall be counseled by a knowledgeable healthcare professional regarding their exposure and any medical and/or legal implications.~~

~~C. Post-Exposure Prophylaxis~~

~~If medically indicated and requested by the employee after appropriate counseling any prophylactic procedures recommended by the U.S. Public Health Service shall be made available.~~

~~D. Employee Contracting Illness~~

**CLASSIFIED** ~~4114.1; 4214.1; 5141.2~~

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~~Employees contracting illness as a result of occupational exposure shall be evaluated and followed with appropriate medical care. Appropriate reports of occupational illness shall be made.~~

~~E. Written Opinion~~

~~Within 15 days of an exposure evaluation the employee shall be provided with a copy of the physician's written opinion which shall be limited to the following:~~

- ~~1. whether HBV vaccination is indicated and if the employee has received it;~~
- ~~2. that the employee has been informed of the results of the evaluation;~~
- ~~3. that the employee has been informed about any medical condition resulting from exposure which requires further evaluation or treatment.~~

~~All other findings of diagnoses shall remain confidential and shall not be included in the written report.~~

**COMMUNICATION OF HAZARDS TO EMPLOYEES (TRAINING)**

~~All employees covered under this standard shall be trained. All reassigned or new employees covered under this plan shall attend a training class within the first 10 days of their new job duties. Training shall be repeated at least once per year. Training shall include the following items:~~

- ~~A. a general explanation of the epidemiology and symptoms of bloodborne diseases;~~
- ~~B. an explanation of the modes of transmission of bloodborne pathogens;~~
- ~~C. an explanation of the exposure control plan and the means by which the employee can obtain a copy of the written plan;~~
- ~~D. an explanation of the appropriate methods of recognizing tasks and other activities that  
  
may involve exposure;~~
- ~~E. an explanation of regulated and non-regulated waste, appropriate waste disposal methods and required signs and labels;~~

**CLASSIFIED**

**4114.1; 4214.1; 5141.2**

- ~~F. an explanation of the use and limitations of methods that will prevent or reduce exposure including appropriate engineering controls, work practices and personal protective equipment.~~
- ~~G. information on the types, proper use, location, removal, handling, decontamination and disposal of personal protective equipment;~~
- ~~H. an explanation of the basis for selection of personal protective equipment;~~
- ~~I. information on the hepatitis B vaccine, including information on its efficacy, safety, method of administration, the benefits of being vaccinated and that the vaccine and vaccination will be offered free of charge;~~
- ~~J. information on the appropriate actions to take and persons to contact in an emergency involving exposure;~~
- ~~K. an explanation of the procedure to follow if an exposure incident occurs, including the methods of reporting the incident and the medical follow up that will be made available; and~~
- ~~L. information on the post exposure evaluation and follow up;~~

~~The majority of the items listed above will be covered on a videotape. Each training session shall allow an opportunity for interactive questions and answers. Attendance shall be recorded.~~

**RECORDKEEPING**

~~The medical record for each employee covered under this plan will include the following items:~~

- ~~A. the employee's name and social security number;~~
- ~~B. a copy of the employee's hepatitis B vaccination status including the dates of all the hepatitis B vaccinations and any medical records relative to the employee's ability to receive the vaccine;~~
- ~~C. a copy of all results of examinations, medical testing and follow up procedures regarding this plan;~~

~~CLASSIFIED~~ ~~4114.1; 4214.1; 5141.2~~

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~~D. copies of any healthcare professional's written opinion; and~~

~~E. a copy of the information provided to the healthcare professional.~~

~~These medical records shall be retained for at least the duration of employment plus 30 years in accordance with Cal OSHA GISO 3204 "Access to Employee Exposure and Medical Records."~~

~~The district shall ensure that employee medical records are:~~

- ~~1. kept confidential; and~~
- ~~2. not disclosed or reported without the employee's express written consent to any person within or outside the workplace except as required by this section or as may be required by law.~~

~~Training records shall include the following information:~~

- ~~1. the dates of the training sessions;~~
- ~~2. the contents or a summary of the training sessions;~~
- ~~3. the names and qualifications of persons conducting the training; and~~
- ~~4. the names and job titles of all persons attending the training sessions.~~

~~Training records shall be maintained for 3 years from the date on which the training occurred. The district shall ensure that all records required to be maintained by this section shall be made available upon request to the Chief of Cal OSHA and NIOSH for examination and copying.~~

~~Employee training records shall be provided upon request for examination and copying to employees and employee representatives.~~

~~Employee medical records shall be provided upon request for examination and copying to the subject employee and to anyone having written consent of the subject employee.~~

#### **REFERENCE**

~~1991 FED OSHA Standards for Occupational Exposure to Bloodborne Pathogens 12/06/91—  
effective 03/06/92~~



**ADMINISTERING MEDICATION AND MONITORING HEALTH CONDITIONS**

The Governing Board believes that regular school attendance is critical to student learning and that students who need to take medication prescribed or ordered for them by their authorized health care providers should have an opportunity to participate in the educational program

Any medication prescribed for a student with a disability who is qualified to receive services under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973 shall be administered in accordance with the student's individualized education program or Section 504 services plan, as applicable.

For the administration of medication to other students during school or school-related activities, the Superintendent or designee shall develop protocols which shall include options for allowing a parent/guardian to administer medication to his/her child at school, designate other individuals to do so on his/her behalf, and, with the child's authorized health care provider's approval, request the district's permission for his/her child to self-administer a medication or self-monitor and/or self-test for a medical condition. Such processes shall be implemented in a manner that preserves campus security, minimizes instructional interruptions, and promotes student safety and privacy.

The Superintendent or designee shall make available epinephrine auto-injectors at each school for providing emergency medical aid to any person suffering, or reasonably believed to be suffering, from an anaphylactic reaction.

The Superintendent or designee shall collaborate with city and county emergency responders, including local public health administrators, to design procedures or measures for addressing an emergency such as a public disaster or epidemic.

**ADMINISTRATION OF MEDICATION BY SCHOOL PERSONNEL**

When allowed by law, medication prescribed to a student by an authorized health care provider may be administered by a school nurse or, when a school nurse or other medically licensed person is unavailable and the physician has authorized administration of medication by unlicensed personnel for a particular student, by other designated school personnel with appropriate training.

School nurses and other designated school personnel shall administer medications to students in accordance with law, Board policy, administrative regulation, and, as applicable, the written statement provided by the student's parent/guardian and authorized health care provider. Such personnel shall be afforded appropriate liability protection.

The Superintendent or designee shall ensure that school personnel designated to administer any medication receive appropriate training and, as necessary, retraining from qualified medical personnel before any medication is administered. At a minimum, the training shall cover how and when such medication should be administered, the recognition of symptoms and treatment, emergency follow-up procedures, and the proper documentation and storage of medication. Such trained, unlicensed

**STUDENTS**

designated school personnel shall be supervised by, and provided with **immediate** communication access to, a school nurse, physician, or other appropriate individual.

The Superintendent or designee shall maintain documentation of the training **and**, ongoing supervision, as well as annual written verification of competency of other designated school personnel.

**Legal Reference:****EDUCATION CODE**

- 48980 Notification at beginning of term
- 49407 Liability for treatment
- 49408 Emergency information
- 49414 Emergency epinephrine auto-injectors
- 49414.3 **Emergency medical assistance; administration of medication for opioid overdose**
- 49414.5 Providing school personnel with voluntary emergency training
- 49422-49427 Employment of medical personnel, especially:
- 49423 Administration of prescribed medication for student
- 49423.1 **Inhaled asthma medication**
- 49480 Continuing medication regimen; notice

**BUSINESS AND PROFESSIONS CODE**

- 2700-2837 Nursing, especially:
- 2726 Authority not conferred
- 2727 Exceptions in general
- 3501 **Definitions**
- 4119.2 **Acquisition of epinephrine auto-injectors**

**CODE OF REGULATIONS, TITLE 5**

- 600-611 Administering medication to students
- UNITED STATES CODE, TITLE 20**
- 1232g **Family Educational Rights and Privacy Act of 1974**
- 1400-1482 **Individuals with Disabilities Education Act**
- UNITED STATES CODE, TITLE 29**
- 794 **Rehabilitation Act of 1973, Section 504**
- COURT DECISIONS**
- American Nurses Association v. Torlakson, (2013) 57 Cal.4th 570**

**MANAGEMENT RESOURCES****AMERICAN DIABETES ASSOCIATION PUBLICATIONS**

- Glucagon Training Standards for School Personnel: Providing Emergency Medical Assistance to Pupils with Diabetes, May 2006**
- Training Standards for the Administration of Epinephrine Auto-Injectors, rev. 2015**
- Legal Advisory on Rights of Students with Diabetes in California's K-12 Public Schools, August 2007**

**STUDENTS**ITEM 17  
5141.21

Program Advisory on Medication Administration, 2005

**NATIONAL DIABETES EDUCATION PROGRAM PUBLICATIONS**

Helping the Student with Diabetes Succeed: A Guide for School Personnel, June, 2003

**WEB SITES**

CSBA: <http://www.csba.org>

American Diabetes Association: <http://www.diabetes.org>

California Department of Education: <http://www.cde.ca.gov/ls/he/hn/>

Health Services and School Nursing: <http://www.cde.ca.gov/ls/he/hn>

National Diabetes Education Program: <http://www.ndep.nih.gov>

U.S. Department of Health and Human Services, National Institutes of Health,

National Heart, Lung and Blood Institute, asthma information:

<http://www.nhlbi.nih.gov/health/public/lung/index.htm#asthma>

<http://www.nhlbi.nih.gov/health/public/lung/index.htm#asthma>

~~District may medication during the school day in order to be able to attend school without jeopardizing health. The Superintendent or designee shall develop processes for the administration of medication to these students. For any, as defined, necessary medication accommodation. When the district has received written statements from the student's physician and parent/guardian, designated personnel shall assist the student in taking the medication. In addition, upon written request from the physician and parent/guardian, designated personnel may assist the student in monitoring, testing or other treatment of an existing medical condition, if trained in those duties.~~

~~Prescribed medication may be administered by the school nurse or other designated school personnel only when the Superintendent or designee has received written statements from both a student's physician and parent/guardian.~~

~~Upon written request by the parent/guardian and with the written order from the student's physician, a student with an existing medical condition that requires frequent monitoring, testing or treatment may be allowed to self administer this service under the supervision of designated personnel. The student shall observe universal precautions in the handling of blood and bodily fluids.~~

~~If a parent/guardian chooses, he/she may administer the medication to his/her child at school or designate another individual who is not a school employee to do so on his/her behalf.~~

~~In addition, upon written request by the parent/guardian and with the approval of the student's physician, a student with a medical condition that requires frequent treatment, monitoring, or testing may be allowed to self administer, self monitor, and/or self test. The student shall observe universal precautions in the handling of blood and other bodily fluids.~~

~~Prescribed medication may be administered by the school nurse or other designated school personnel only when the Superintendent or designee has received written statements from both the student's physician and parent/guardian. and Only a school nurse or other school employee with an appropriate~~

San Dieguito Union High School District

Policy Adopted: January 16, 1997

Policy Revised: October 7, 2010

Policy Revised: November 2, 2017

Page 3 of 4

**STUDENTS**ITEM 17  
5141.21

~~medical license may administer an insulin injection to a student. In the event such licensed school personnel are unavailable, the district may contract with a licensed nurse from a public or private agency to administer insulin to the student. However, in an emergency situation such as a public disaster or epidemic, a trained, unlicensed district employee may administer an insulin injection to a student. To the extent that the administration of a medication, such as epinephrine auto-injector or glucagon, is authorized by law, the unlicensed it to students emergency such~~

**ANAPHYLACTIC INJECTIONS**

~~The Board recognizes that some students have allergies of such severity that they may require an emergency anaphylactic injection during the course of the school day. Parents/guardians who are aware of this foreseeable need may ask the district to administer such injections in accordance with administrative regulations.~~

~~School staff who may be required to administer anaphylactic injections shall receive training from qualified medical personnel. They will be authorized to administer the injections in accordance with administrative regulations and will be afforded appropriate liability protection.~~

~~School staff who administers medication, including epinephrine auto-injections, to students shall receive training from qualified medical personnel on how such medication should be administered as well as training in the proper documentation and storage of the medication.~~

~~Staff authorized to administer the medication shall do so in accordance with administrative regulations and shall be afforded appropriate liability protection.~~

~~If the parent/guardian so chooses, he/she may administer the medication to his/her child. In addition, the parent/guardian may designate another individual who is not a school employee to administer the medication to the student.~~

**SELF-ADMINISTRATION AND MONITORING**

~~Upon written request by the parent/guardian and with the approval of the student's physician, a student with a medical condition that requires frequent treatment, monitoring, or testing may be allowed to self-administer, self-monitor, and/or self-test. The student shall observe universal precautions in the handling of blood and other bodily fluids.~~

~~49423.1 Inhaled asthma medication, conditions upon which pupil may carry and self-administer medication~~

~~49423.5 Specialized health care services~~

~~49426 School nurses~~

~~49480~~

~~CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS~~

~~December, 2004~~

**WEBSITES**

**San Dieguito Union High School District**

*Policy Adopted: January 16, 1997*

*Policy Revised: October 7, 2010*

*Policy Revised: November 2, 2017*

*Page 4 of 4*

## **COMMUNICABLE, CONTAGIOUS, OR INFECTIOUS DISEASE CONTROL**

### **INFECTIOUS DISEASES**

The Governing Board desires to protect students from risks posed by exposure to infectious diseases while providing an appropriate education for all students. The Board recognizes that prevention and education are the most effective means of limiting the spread of infectious diseases.

### **INFECTIOUS DISEASE PREVENTION**

The Superintendent or designee shall collaborate with parents/guardians and local health agencies and organizations to develop a comprehensive approach to disease prevention that promotes preventative measures and education of students and staff.

The Superintendent or designee shall regularly review resources available from health experts to ensure that district programs are based on the most up-to-date information.

The Superintendent or designee shall ensure that the district's comprehensive health education program provides information about the prevention of infectious diseases, including the nature of bloodborne pathogens and their transmission, as well as information to help prevent the spread of contagious diseases, such as a pandemic influenza. He/she shall also ensure that each school has sufficient infection prevention supplies that are easily accessible to staff.

### **UNIVERSAL PRECAUTIONS**

Students and staff shall, observe universal precautions in order to prevent exposure to bloodborne pathogens and to prevent the spread of infectious diseases.

The Superintendent or designee shall inform students of the precautions to be used in cases of exposure to blood or other body fluids through injury, accident, or classroom instruction.

### **STUDENTS WITH INFECTIOUS DISEASES**

The Superintendent or designee shall exclude students only in accordance with law, Board policy, and administrative regulation. Because bloodborne pathogens such as hepatitis B virus, hepatitis C virus, and human immunodeficiency virus (HIV) are not casually transmitted, the presence of infectious conditions of this type is not, by itself, sufficient reason to exclude students from attending school.

Parents/guardians are encouraged to inform the Superintendent or designee if their child has an infectious disease so that school staff may work cooperatively with the student's parents/guardians to minimize the child's exposure to other diseases in the school setting. The Superintendent or designee shall ensure that student confidentiality rights are strictly observed in accordance with law.

# STUDENTS

ITEM 17  
5141.22

## LEGAL REFERENCE

### EDUCATION CODE

48210-48216 Persons excluded  
49073-49079 Privacy of pupil records  
49403 Cooperation in control of communicable disease and immunization of pupils  
49405 Smallpox control  
49406 Examination for tuberculosis (employees)  
49408 Information of use in emergencies  
49602 Confidentiality of student information  
51202 Instruction in personal and public health and safety

### CALIFORNIA CONSTITUTION

Article 1, Section 1 Right to Privacy

### CIVIL CODE

56-56.37 Confidentiality of Medical Information Act  
1798-1798.76 Information Practices Act

### HEALTH AND SAFETY CODE

120230 Exclusion for communicable disease  
120325-120380 Immunization against communicable diseases  
120875-120895 AIDS information  
120975-121022 Mandated blood testing and confidentiality to protect public health  
121475-121520 Tuberculosis tests for pupils

### CODE OF REGULATIONS, TITLE 8

5193 California bloodborne pathogens standard

### CODE OF REGULATIONS, TITLE 17

2500-2511 Communicable disease reporting requirements

### UNITED STATES CODE, TITLE 20

1232g Family Educational and Privacy Rights Act  
1400-1482 Individuals with Disabilities -Education Act

### UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act of 1973

### CODE OF FEDERAL REGULATIONS, TITLE 45

164.500-164.534 Health Insurance Portability and Accountability Act (HIPAA)

### COURT DECISIONS

Thomas v. Atascadero Unified School District, (1987) 662 F. Supp. 376

San Dieguito Union High School District

Policy Adopted: February 20, 1986

Policy Revised: January 16, 1997

Policy Revised: November 2, 2017

**STUDENTS**ITEM 17  
5141.22**MANAGEMENT RESOURCES:****CSBA PUBLICATIONS**

Saving Lives: AIDS Issues for California Schools 1994, rev. 2006

Avian Influenza, Governance and Policy Services Fact Sheet, April 2006

**WEB SITES**CSBA: <http://www.csba.org>California Department of Education: <http://www.cde.ca.gov>California Department of Public Health: <http://www.cdph.ca.gov>Centers for Disease Control and Prevention: <http://www.cdc.gov>

Contra Costa County Office of Education, Pandemic Flu Resources:

[http://www.cccoe.k12.ca.us/about/flu/resources\\_flu\\_action\\_kit](http://www.cccoe.k12.ca.us/about/flu/resources_flu_action_kit)U.S. Government Pandemic Flu Information: <http://www.pandemicflu.gov>

(3/93 7/99) 7/06

~~Infectious Diseases, including Hepatitis B and AIDS/HIV Infections and Policies for Dealing with HIV-Infected Persons in School Settings~~

~~of Trustees fully recognizes that is a fundamental right guaranteed and protected by various constitutional and statutory provisions. is a fundamental right guaranteed and protected by various constitutional and statutory provisions. of Trustees also fully and visitors in schools and programs operated by the school district. The district requires all staff to routinely all disease Actions taken regarding the placement of students infected with a severe communicable, contagious, or infectious disease shall be made on a case-by-case basis after factual inquiry. No pupil infected with a severe communicable, contagious, or infectious disease shall be excluded from attendance at regular schools and programs unless the results of the individual review and evaluation are that the presence of the pupil will be inimical to the welfare of themselves, other pupils, or there are compelling reason(s) to exclude the pupil. A decision to exclude a pupil on the basis of a severe communicable, contagious, or infectious disease will be reviewed periodically to ensure placement in an appropriate educational program which will serve the interests of the pupil. The district shall exclude students only in accordance with law.~~

~~The Superintendent shall investigate and make recommendations regarding:~~

- ~~1. The legal rights of students and district employees.~~
- ~~2. Confidentiality of student medical information, as required by law.~~
- ~~3. Right to privacy for the individual, as required by law.~~
- ~~4. Due process for the individual, as required by law.~~
- ~~5. Dissemination of preventative disease control information and resources.~~
- ~~6. Appropriate training in disease prevention and control techniques.~~

San Dieguito Union High School District

Page 3 of 4

Policy Adopted: February 20, 1986

Policy Revised: January 16, 1997

Policy Revised: November 2, 2017

# STUDENTS

- 7. ~~Implementation of precautionary procedures for the cleaning of soiled surfaces and the protocols of handling blood and body fluids.~~
- 8. ~~a designee shall periodically review this policy and related administrative regulations to ensure compliance with governmental regulations for the prevention of severe health risks to students posed by communicable, contagious, and infectious disease.~~
- 9.
- 10. ~~**STUDENTS WITH BLOODBORNE PATHOGEN INFECTIONS**~~

~~The Board recognizes that and hepatitis B virus (HBV) are bloodborne pathogens and Children with bloodborne pathogen infections are entitled to attend school and receive a free and appropriate public education. The sole presence of bloodborne pathogens~~

## ~~LEGAL REFERENCE~~

### ~~CALIFORNIA CONSTITUTION~~

#### ~~Article 1, section 1 Right to Privacy~~

- ~~48214 49075 49076 Access to records by persons without written consent or under judicial order~~
- ~~199.20 Prohibition against compelling identification of AIDS test subjects~~
- ~~199.21 Unauthorized disclosures~~
- ~~199.24 Disclosure to certain persons without written consent~~
- ~~199.30 199.40 Acquired Immune Deficiency Syndrome Research Confidentiality Act 3118 re: exclusion students~~
- ~~49450 Rules to insure proper care and secrecy 49451 Parent's refusal to consent to medical exam~~
- ~~3380 3390~~
- ~~3400 3409~~
- ~~et seq. for All Handicapped Children~~
- ~~Doe v. Belleville Public School District, (1987) 662 F. Supp. 42~~

~~Phipps v. Saddleback Valley Unified School District, (1988), 204 Cal. App. 3d 1110~~

## ~~MANAGEMENT RESOURCES CDE PROGRAM ADVISORIES~~

### ~~0509.86 Guidelines~~

### ~~1016.89 Guidelines~~

~~Informing School Employees about Preventing the Spread of~~



**STUDENTS****5141.23****ASTHMA MANAGEMENT**

The Governing Board desires to provide support systems for students with asthma in order to reduce school absences, help ensure that such students receive appropriate intervention if symptoms occur at school, and enable them to participate in the educational program and school activities to the extent possible.

The Superintendent or designee shall involve school nurses, other health professionals, school administrators, and health educators in the development of strategies to help provide a healthy and safe school environment for students with asthma. He/she may also involve school health councils or committees and other interested persons to ensure that the district's strategies are coordinated with other school health programs and practices.

District strategies shall include, but not be limited to, procedures for identifying and addressing individual student needs, providing effective professional development on asthma symptoms and staff responsibilities, and identifying and reducing environmental factors at schools that may trigger and/or worsen asthma symptoms.

**Legal Reference:****EDUCATION CODE**

49407	Liability for treatment
49408	Emergency information
49414.5	Providing school personnel with voluntary emergency training
49423-49423.1	Administration of prescribed medication for student
49423.5	Specialized health care services
49426	School nurses
49480	Continuing medication regimen; notice
51880-51921	Comprehensive health education

**CODE OF REGULATIONS, TITLE 5**

600-611	Administering medication to students
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**UNITED STATES CODE, TITLE 20**

1232g	Family Educational Rights and Privacy Act of 1974
1400-1482	Individuals with Disabilities Education Act

**UNITED STATES CODE, TITLE 29**

794	Rehabilitation Act of 1973, Section 504
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**UNITED STATES CODE, TITLE 42**

280g	Children's asthma treatment grant program
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**Management Resources:****CSBA PUBLICATIONS**

Indoor Air Quality: Governing

## STUDENTS

5141.23

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Board Actions for Creating Healthy School Environments, Policy Brief, July 2008

Asthma Management in the Schools, Policy Brief, March 2008

Indoor Air Quality: Governing Board Actions for Creating Healthy School Environments, Policy Brief, July 2008

### **CALIFORNIA DEPARTMENT OF PUBLIC HEALTH PUBLICATIONS**

Asthma Action Plan for Schools and Families, January 2007

Guidelines for the Management of Asthma in California Schools, April 2004

### **CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS**

Managing Asthma in Schools? What Have We Learned?, August 2006

### **U.S. DEPARTMENT OF EDUCATION PUBLICATIONS**

Joint Guidance on the Application of FERPA and HIPAA to Student Health Records, November 2008

### **U.S. ENVIRONMENTAL PROTECTION AGENCY PUBLICATIONS**

Indoor Air Quality Tools for Schools

### **WEB SITES**

CSBA: <http://www.csba.org>

American Lung Association: <http://www.lungusa.org>

American School Health Association: <http://www.ashaweb.org>

California Asthma Public Health Initiative: <http://caasthma.org>

California Department of Public Health: <http://www.cdph.ca.gov>

California School Nurses Organization: <http://www.csno.org>

Centers for Disease Control and Prevention: <http://www.cdc.gov/asthma>

National Heart, Lung, and Blood Institute: <http://www.nhlbi.nih.gov/health/public/lung/index.htm#asthma>

U.S. Environmental Protection Agency (EPA): <http://www.epa.gov/asthma>

## **STUDENTS**

**5141.24**

### **SPECIALIZED HEALTH CARE SERVICES**

The Board of Trustees of the San Dieguito Union High School District is aware that some district students may require specialized physical health care services during the school day in order to attend school. In accordance with the student's individualized education program or written accommodation plan, trained and qualified personnel shall perform these services under the supervision of a school nurse, public health nurse or licensed physician.

#### **LEGAL REFERENCE**

#### **EDUCATION CODE**

49423.5 — Specialized physical health care services  
56000-56606 — Special Education Programs

#### **CODE OF REGULATIONS, TITLE 5**

3051.12 — Health and Nursing Services

#### **UNITED STATES CODE, TITLE 20**

1400 et seq. — Individuals with Disabilities Education Act

#### **UNITED STATES CODE, TITLE 29**

701 et seq. — Rehabilitation Act of 1973  
794 — Rehabilitation Act of 1973, Section 504

#### **CODE OF FEDERAL REGULATIONS, TITLE 34**

300.16 — Related services

#### **MANAGEMENT RESOURCES**

#### **CDE PUBLICATIONS**

Guidelines and Procedures for Meeting the Specialized Physical Health Care Needs of Pupils (The Green Book)

## STUDENTS

5141.26

### TUBERCULOSIS TESTING

~~The Board of Trustees of the San Dieguito Union High School District recognizes that tuberculosis poses a public health threat. Treatment of active cases of this disease is the most effective means of controlling its spread.~~

~~The Superintendent or designee may require a tuberculosis skin test when qualified medical personnel reasonably suspect that a student has active tuberculosis. If there is an outbreak of tuberculosis at any school, the Superintendent or designee may require all students at the school to undergo tuberculosis skin tests.~~

~~Students known to have had a positive tuberculosis skin test shall be excluded from school until they provide evidence of a follow-up x-ray and appropriate medical care or are no longer suspected of having active tuberculosis.~~

~~All district staff shall receive information on how tuberculosis is spread and how it can be prevented and treated.~~

~~Any student with active tuberculosis shall be excluded from attendance at a district school in accordance with AR 5112.2 – Exclusions from Attendance.~~

~~Whenever ordered by the local health officer, students seeking admission for the first time to a district school at any grade level shall submit to tuberculosis testing. Any student subject to the order shall be admitted to school as follows:~~

~~a. The Superintendent or designee shall unconditionally admit the student if he/she, prior to admission, submits a certificate, signed by any public or private medical provider, indicating that he/she has completed an approved tuberculosis examination and is free from active tuberculosis.~~

~~A student shall not be required to obtain the certificate if his/her parent/guardian or custodian provides the Superintendent or designee with an affidavit stating that the required examination is contrary to his/her beliefs. If there is probable cause to believe that such a student has active tuberculosis, he/she may be excluded from school until the Superintendent or designee is satisfied that he/she is not afflicted.~~

~~b. A student who has not submitted the certificate may be conditionally admitted provided that he/she receives an approved tuberculin skin test within 10 school days after admission. A student who had a positive skin test and has not subsequently obtained a chest x-ray may be conditionally admitted if he/she receives a chest x-ray within 20 school days after admission. Any student who fails to provide the certificate within those time periods shall be prohibited from further attendance until he/she provides the certificate.~~

~~c. Whenever the local health officer so orders, a student may be required to complete an additional examination and provide another certificate indicating that he/she is free of communicable~~

**STUDENTS****5141.26**

tuberculosis.

~~d.—At the discretion of the local health officer, the district may admit a student without a certificate if he/she is undergoing or has already undergone preventive treatment for tuberculosis infection or treatment for tuberculosis disease.~~

~~Whenever the Superintendent or designee suspects that a student who has not been examined for tuberculosis either has the disease or has been exposed, he/she shall immediately report by telephone to the local health officer. When required by the local health officer, the district shall exclude the student from school until he/she is certified to be free of communicable tuberculosis.~~

~~The Superintendent or designee shall maintain a record of any student's tuberculosis examination as part of the student's mandatory permanent student record.~~

~~The Superintendent or designee shall annually file a report with the local health department on the results of tuberculosis examinations for all individuals required to complete such examinations in accordance with item #2 above, including, but not necessarily limited to, the number of individuals unconditionally and conditionally admitted and the number of individuals exempted on the basis of their personal beliefs~~

**LEGAL REFERENCE****EDUCATION CODE**

~~48213—Prior parent notification of exclusion; exemption  
49451—Parent's refusal to consent to health examination~~

**HEALTH AND SAFETY CODE**

~~120230—Exclusion of persons from school when residence is in isolation or quarantine  
121365—Duties of local health officer re: tuberculosis control  
121475–121520—Tuberculosis tests for students  
124025–124110—Child Health and Disability Prevention Program~~

**CODE OF REGULATIONS, TITLE 5**

~~202—Exclusion of students with contagious disease  
432—Student records  
3030—Eligibility for special education; tuberculosis that adversely affects educational performance~~

**CODE OF REGULATIONS, TITLE 22**

~~41301–41329—Tuberculosis tests for students~~

**MANAGEMENT RESOURCES****WEB SITES**

~~American Lung Association: <http://www.lungusa.org>~~

ITEM 17

**STUDENTS**

**5141.26**

~~California Department of Public Health, Tuberculosis Control: <http://www.cdph.ca.gov/programs/tb>  
Centers for Disease Control and Prevention, Tuberculosis: <http://www.cdc.gov/tb>  
Health Officers Association of California: <http://www.calhealthofficers.org>~~

## STUDENTS

5141.33

### HEAD LICE

The Governing Board recognizes that head lice infestations among students require treatment but do not pose a risk of transmitting disease. The Superintendent or designee shall encourage early detection and treatment in a manner that minimizes disruption to the educational program and reduces student absences.

The Superintendent or designee may distribute information to parents/guardians of preschool and elementary students regarding routine screening, symptoms, accurate diagnosis, and proper treatment of head lice infestations. The Superintendent or designee also may provide related information to school staff.

School employees shall report all suspected cases of head lice to the school nurse or designee as soon as possible.

If a student is found with active, adult head lice, he/she shall be sent home from school. The parent/guardian of any such student shall be given information about the treatment of head lice and encouraged to begin treatment of the student immediately and to check all members of the family. The parent/guardian also shall be informed that the student shall be checked upon return to school the next day and allowed to remain in school if no active head lice are detected.

Upon the student's return to school, the school nurse or designee shall check the student for active head lice. If it is determined that the student remains infected with head lice, the school nurse or designee shall contact the student's parent/guardian to discuss treatment and send student home. As needed, he/she may provide additional resources and/or referral to the local health department, health care providers, or other agencies. If a student is found consistently infested with head lice, he/she may be referred to a multidisciplinary team, which may consist of the school nurse, representatives from the local health department and social services, and other appropriate individuals, to determine the best approach for identifying and resolving problems contributing to the student's head lice infestations.

Staff shall maintain the privacy of students identified as having head lice.

### LEGAL REFERENCES

#### EDUCATION CODE

48320-48325 School attendance review boards

49451 Physical examinations: parent's refusal to consent

### MANAGEMENT RESOURCES

#### CALIFORNIA DEPARTMENT OF PUBLIC HEALTH PUBLICATIONS

Guidelines on Head Lice Prevention and Control for School Districts and Child Care Facilities, rev. March 2012

A Parent's Guide to Head Lice, 2008

#### CALIFORNIA SCHOOL NURSES ORGANIZATION

San Dieguito Union High School District

Policy Adopted: September 2, 2010

Policy Revised: November 2, 2017

Page 1 of 2

**STUDENTS****5141.33**Pediculosis Management, **Position Statement, rev. 2011**~~2005~~**WEBSITES**American Academy of Pediatrics: <http://www.aap.org>California Department of Public Health: <http://www.cdph.ca.gov>California School Nurses Organization: <http://www.csno.org>

Centers for Disease Control and Prevention, Parasitic Disease Information, Head Lice:

<http://www.cdc.gov/parasites/lice/head>

~~believes the district's management emphasize the correct in order minimize disruption of the education process and to reduce the number of student absences resulting from infestation. The nurse or designee shall examine the student and other students who are siblings of the affected student or members of the same household. excluded from attendance. recommended an excluded receive proceduressources further information. The allowed to shall be checked by the before returning to class. Once is determined to be free of lice, the student shall be rechecked between 7 to 14 days once it has been determined that they are free of lice. sites refer who have chronic incidents of to School Attendance Review Board (SARB). The and school nurse shall work with the any student who has been deemed to be a chronic case in order to help minimize the student's absences from school.~~

~~Note: The following optional paragraph should be modified to reflect district practice. and excluded from attendance.~~

cf. 5141.3 ~~Health Examinations~~cf. ~~(5141.6 School Health Services~~48213 ~~The Superintendent or designee shall send home the notification required by law for excluded students.~~cf. 5112.2 ~~Exclusions from Attendance~~cf. 5145.6 ~~Parental Notifications~~cf. 5113 ~~Absences and Excuses~~cf. 5113.1 ~~Truancy~~cf. 5125 ~~Student Records~~cf. 4119.23/4219.23/4319.23 ~~Unauthorized Release of Confidential/Privileged Information)~~48210-48216 ~~Persons excluded~~49451 ~~American Academy of Pediatrics~~

lice, Nits, and School Policy, Official Journal of the American Academy of Pediatrics, May 2001

<http://www.cdph.ca.gov>Position Statement: ~~\_\_\_\_\_~~<http://www.scno.org><http://www.cdc.gov/ncidod/dpd/parasites/lice>



**STUDENTS**

**6390**

**GRADUATION AND CREDIT REQUIREMENTS  
FOR STUDENTS ATTENDING ADULT SCHOOL**

**A.—Requirements for Admission**

Persons 18 years of age or over not attending a public school may enroll. Younger students may be admitted only upon administrative approval.

**B.—Tuition**

A tuition fee will be charged to all persons who enroll in an adult education class. A fee may be charged for materials, books, copying or supplies. Tuition and fees may be exempted for the following:

- a.—No tuition shall be charged to high school students enrolled in a class for credit.
- b.—No tuition shall be charged for students working toward a high school diploma, or those enrolled in citizenship classes, English as a Second Language classes and/or any program defined as “protected” by the State Department of Education guidelines.

It shall be the policy of the Board for the Adult School to be “self supporting” with no encroachment of the general fund. It shall be the responsibility of the principal to establish a tuition schedule for approval by the Superintendent and the Board of Trustees that meets the provisions of the law and the intent of the Board of Trustees.

**C.—High School Diploma Requirement**

Diplomas for high school graduation are awarded by the San Dieguito Union High School District Adult School upon completion of the requirements listed below. At least 5 credits must be taken through the Adult Education Division.

**GRADUATION REQUIREMENTS**

(165 credits) and successful completion of the California High School Exit Exam

<u>SUBJECT</u>	<u>CREDITS</u>
English	40 Credits
Social Studies	30 Credits
Science	20 Credits
Mathematics	20 Credits (to include Algebra 1)
Fine Arts or Foreign Language	10 Credits
Health	5 Credits
Electives	40 Credits

\*The GED test (General Education Development), may be used to satisfy up to 100 graduation credit requirements in the following way:

A score of 410-490 in any of the sub-test groups of the GED can earn 10 elective credits for

**STUDENTS****6390**

each test passed. Scores of 500 and above in those same sub-test groups can fulfill specific core requirements up to 10 credits per test (i.e., A Science score of 510 would therefore earn a student 10 elective and 10 science core requirements credits). Note: No score on the Math sub-group test can eliminate the state requirement to pass a full year of Algebra I.

<u>SUBJECT</u>	<u>CREDITS</u>
Science	10 elective credits with scores of 410-490
History	10 credits for World History requirement with a score of 500 and above 10 elective credits with scores of 410-490
Writing	10 credits for English requirement with a score of 500 and above 10 elective credits with scores of 410-490
Reading	10 credits for English requirement with a score of 500 and above 10 elective credits with score of 410-490

\*No credit of any kind will be granted unless the student has passed the entire GED exam.

#### D. Sources of Credit

Credit shall be granted for any combination of the following:

1. **Secondary School**

Credits earned in any accredited secondary school will be accepted.

2. **Correspondence Courses**

Credits may be granted for correspondence courses from accredited correspondence schools.

3. **United States Armed Forces Experience**

Credit shall be granted for the completion of training programs and other valid education experience in the United States Armed Forces. Credits shall be granted upon receipt of written verification of successful completion of the following:

a. USAFI courses

b. USAFI subject examinations

c. High school courses offered through USAFI by cooperating college and universities

d. Service school training (Credit limited to 20 semester periods)

e. Basic or recruit training: Must have served in the Armed Forces for at least 90 days (Maximum of 30 semester periods)

4. **Work Experience**

Credit for salaried work achievement of 40 semester hours of credit for work experience may be granted as follows:

a. No credit will be granted for work experience gained before the age of 18.

b. Credit may be granted only for work for which wages or salary was received. (A person who is self-employed and thereby making a livelihood for himself and family shall be

**STUDENTS**

**6390**

~~regarded as employed with pay.)~~

~~c. Employment for less than 6 months on the same job will not be considered for credit.~~

~~d. Credit may be granted on the basis of 10 credits per year or 5 credits per 6 months. No other division shall be made to account for odd months.~~

~~e. A student wishing to obtain work experience credit must submit written verification of the length, type, and quality of work.~~

~~f. No credit for work experience shall be granted until the residence requirement has been met.~~

~~g.a. Work achievement credit shall not exceed 40 semester hours of credit.~~

## INSTRUCTION

6391

### ~~ADMISSION OF MINORS UNDER \*18 YEARS OF AGE TO THE SAN DIEGUITO ADULT HIGH SCHOOL PROGRAM~~

#### ~~I. Basis for Admission~~

~~A. The following minor under 18 years of age may be admitted through the regular enrollment procedures:~~

- ~~1. A high school graduate~~
- ~~2. A married minor not enrolled in the regular day program~~
- ~~3. A member of the Armed Forces on active duty~~

~~B. Day school students between 16 and 18 years of age who have the written consent of both the regular school and the adult school principals may attend one adult education class per quarter (2 classes per semester).~~

- ~~1. A maximum of 10 semester credits may be earned toward day school graduation requirements in adult education.~~
- ~~2. Adult education classes may not be used to meet subject requirements of the day school, unless approved by the Superintendent or his designee.~~

#### ~~II. Procedures for Admitting Minors Under 18 Years of Age Who Need Special Permission for Enrollment~~

##### ~~A. Forms~~

- ~~1. Minors requesting permission for enrollment in the adult high school program must present their request on forms prescribed by the district.~~
- ~~2. Admission forms will be made available in the high school counseling office.~~

##### ~~B. Procedure~~

- ~~1. Minor obtains permission form from high school counseling office, completes section of form relating to him and secures parents' approval.~~
- ~~2. The minor will review his request with his day school counselor before submitting the request to the day school principal.~~
- ~~3. The day school principal will act upon the request and then submit the request to the adult school principal for his action.~~

**INSTRUCTION**

**6391**

4. If the student is accepted in the adult school program, the adult school principal will proceed to enroll him in the regular manner.

5. Permission must be obtained for each quarter's attendance.

\* Minors under the age of 21 and enrolled in the day school must meet the criteria of Section B.

## **INSTRUCTION**

**6392**

### **ADULT SCHOOL**

#### **TUITION**

~~A tuition will be charged to all persons who enroll in an adult education class. A fee may be charged for materials, books, xeroxing or supplies. Tuition and fees may be exempted for the following:~~

- ~~1. No tuition shall be charged to high school students enrolled in a class for credit.~~
- ~~2. No tuition shall be charged for students working toward a high school diploma, or those enrolled in citizenship classes. English As A Second Language classes and/or any program defined as "protected" by the State Department of Education guidelines.~~

~~It shall be the policy of the Board for the Adult School to be "self-supporting" with no encroachment of the general fund. It shall be the responsibility of the principal to establish a tuition schedule for approval by the superintendent and the Board of Trustees that meets the provisions of the law and the intent of the Board of Trustees.~~

#### **LEGAL REFERENCE**

#### **EDUCATION CODE**

- ~~52612 Tuition for adult classes; exceptions~~
- ~~52613 Fee for cost of instruction~~
- ~~52615 Sale to pupils of materials~~

# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** September 30, 2017

**BOARD MEETING DATE:** November 2, 2017

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

**SUBMITTED BY:** Eric R. Dill  
Superintendent

**SUBJECT:** PERSONNEL COMMISSION APPOINTMENT

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### EXECUTIVE SUMMARY

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

Mrs. Terry King has served on the Personnel Commission as the Board's appointee for the last three years. Previous to her term on the Commission, Mrs. King served as the District's Associate Superintendent of Human Resources from 1986 until her retirement in 2013. Mrs. King has informed the District that she will be unable to continue serving as a Commissioner once her term expires on December 1, 2017.

Dr. Justin Cunningham is a long-time resident of the San Dieguito Union High School District. He recently retired as the Superintendent of the Bonsall Unified School District having served in that role for nine years. He has a lengthy career in education including service with the San Diego County Office of Education, a merit-system employer. He understands the role and responsibility of the Personnel Commission and is a supporter and adherent of the Merit System.

### RECOMMENDATION:

It is recommended that the Board of Trustees appoint Dr. Justin Cunningham for service on the Personnel Commission effective December 1, 2017, for a three-year term to end on December 1, 2020.

### FUNDING SOURCE:

General Fund

# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** October 12, 2017

**BOARD MEETING DATE:** November 2, 2017

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

**SUBMITTED BY:** Eric R. Dill  
Superintendent

**SUBJECT:** Personnel Commission – New Supervisory Job Salary Allocation “Information Systems Support Supervisor”, Proposed Revised Board Policy #4541 Attachment A, “Supervisory Salary Schedule”

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### EXECUTIVE SUMMARY

In response to management staffing changes related to student services, the Personnel Commission established the classification of Information Systems Support Supervisor at its meeting on October 10, 2017. Furthermore, the Personnel Commission has recommended a salary allocation of Range 7 on the Supervisory Salary Schedule. The salary allocation is recommended based on a comparison of comparable classifications in other school districts as well as consideration of the salary differential between this assignment and bargaining unit positions within the unit.

In addition, at a previous meeting the Personnel Commission retitled Nutrition Specialist Supervisor to Nutrition Program Supervisor/Registered Dietitian to better reflect the duties of the assignment. This title change was part of a job description update and did not impact the salary allocation.

### RECOMMENDATION:

It is recommended that the Board of Trustees approve the revised Board Policy #4541 Attachment A, “Supervisory Salary Schedule,” as shown in the attached supplement.

### FUNDING SOURCE:

District General Fund

Attachment



**SUPERVISORY SALARY SCHEDULE**  
Effective July 1, 2016

Title	1	2	3	4	5	Annual Work Days
	Annual	Annual	Annual	Annual	Annual	
	Monthly	Monthly	Monthly	Monthly	Monthly	
	Hourly	Hourly	Hourly	Hourly	Hourly	
<b>RANGE 4</b> Nutrition Services Supervisor	\$44,190	\$46,564	\$48,797	\$51,389	\$53,926	192
	\$3,682	\$3,880	\$4,066	\$4,282	\$4,494	
	\$21.25	\$22.39	\$23.46	\$24.71	\$25.93	
<b>RANGE 5</b> Custodial Supervisor I	\$63,812	\$66,659	\$69,456	\$72,098	\$75,467	246
	\$5,318	\$5,555	\$5,788	\$6,008	\$6,289	
	\$30.68	\$32.05	\$33.39	\$34.66	\$36.28	
<b>RANGE 6</b> <del>Nutrition Specialist Supv.</del> Nutrition Program Supv./Registered Dietitian Transportation Supv.	\$78,568	\$81,930	\$85,600	\$89,423	\$93,454	246
	\$6,547	\$6,827	\$7,133	\$7,452	\$7,788	
	\$37.77	\$39.39	\$41.15	\$42.99	\$44.93	
<b>RANGE 7</b> Grounds and Custodial Supervisor Information Systems Support Supervisor	\$84,043	\$87,673	\$91,637	\$95,766	\$100,120	246
	\$7,004	\$7,306	\$7,636	\$7,981	\$8,343	
	\$40.41	\$42.15	\$44.06	\$46.04	\$48.13	
<b>RANGE 8</b> <i>No classifications currently are allocated at this range.</i>	\$84,359	\$87,995	\$91,978	\$96,126	\$100,501	246
	\$7,030	\$7,333	\$7,665	\$8,011	\$8,375	
	\$40.56	\$42.31	\$44.22	\$46.21	\$48.32	
<b>RANGE 9</b> Maintenance Supervisor Technology Supervisor	\$90,058	\$94,053	\$98,249	\$102,744	\$107,451	246
	\$7,505	\$7,838	\$8,187	\$8,562	\$8,954	
	\$43.30	\$45.22	\$47.23	\$49.40	\$51.66	
<b>RANGE 10</b> Nutrition Services Coordinator	\$50,818	\$53,549	\$56,116	\$59,097	\$62,015	192
	\$4,235	\$4,462	\$4,676	\$4,925	\$5,168	
	\$24.43	\$25.74	\$26.98	\$28.41	\$29.82	

## SUPERVISORY

## ITEM 19 4541 ATTACHMENT A

All employees on the Supervisory Schedule are governed by the Personnel Commission's Rules and Regulations for the Classified Service (merit system).

Nutrition Services supervisory employees working less than 246 days per year shall receive a full district health care credit and/or flexible spending account in order to participate in the classified management / supervisory health insurance program. The amount of the health care credit and / or flexible spending account shall increase annually using the same method health benefits are increased in the collective bargaining agreement with CSEA.

### **LONGEVITY BENEFITS**

An increment of 2.5% salary for a 12-month, eight hours per-day, full-time employee at the end of 10, 15, 20, 25 and 30 years respectively, of satisfactory service shall be added to the employee's annual salary. The longevity increment for those employees employed less than 12 months or less than eight hours per day will be prorated in accordance with the number of months and hours of regular employment.

## CLASSIFIED

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### INFORMATION SYSTEMS SUPPORT SUPERVISOR

#### OVERALL JOB PURPOSE STATEMENT

Under the direction of the Associate Superintendent of Administrative Services, the Information Systems Support Supervisor oversees the flow of work within the SIS unit and provides direction to staff in the unit in the support of SIS duties; in conjunction with the Associate Superintendent, supervises and evaluates assigned staff within the SIS unit; provides guidance, direction and indirect supervision to designated school site SIS users; serves as a primary point of contact for information regarding the Student Information System (SIS); plans and manages projects related to SIS data gathering and reporting; and provides recommendations to administration for SIS system improvements, standardized practices and policies. As the SIS user expert, the Supervisor assists administration by generating data and analytics from the SIS so that administration can analyze the quality of classroom instruction and District-wide instructional programs, student assessment, and student achievement data in order to make improvements. The Supervisor implements measures to ensure the accuracy and standardization of the data within the SIS as it relates to attendance, transcripts, grading, residency, standardized testing, college entrance testing, and federal and state reporting.

#### DISTINGUISHING CHARACTERISTICS

This single position classification is distinguished from similar jobs by the following characteristics: the Information Systems Support Supervisor provides direct supervision to staff within the SIS Unit as well as indirect supervision to designated positions at school sites; is the primary point-of-contact for Student Information System users, processes, reports, and training. The Supervisor is responsible for developing processes to ensure the data is accurate, for resolving user issues, and for making policy recommendations about the processing and use of the SIS data. The Supervisor keeps administration informed of SIS issues and recommends improvements to the SIS and work processes associated with the SIS. The Supervisor is the designated representative of the District for all matters related to SIS data entry, accuracy, reporting, and management.

#### ESSENTIAL FUNCTIONS

- Coordinates the work of staff assigned to the Student Information Systems Unit to ensure accurate and timely submission of state and federal reporting and to generate necessary data reports in support of District programs; supervises, trains and participates in the evaluation of Student Information Systems staff.
- Oversees the application and adherence to District-wide standards for data management by registrars and other site personnel who process student information to ensure consistency, accuracy and equity in the collection, retention, use and interpretation of information for academic records. Provides input in the coaching and evaluation of designated school site SIS users.
- Prepares, verifies and submits reports to federal and state agencies and other entities to comply with applicable laws, rules and procedures and to ensure general and special funding for District programs.
- Collaborates with Educational Services staff to ensure accurate reporting and analysis of data related to the District's Local Control Accountability Plan.
- Develops and implements training to District and site level staff on all elements of SIS data query and reporting to ensure accuracy and efficiency in matters related to student data.
- Recommends, plans and oversees the implementation of data analysis and interpretation of standardized testing and assessments in order to communicate performance data to site

## CLASSIFIED

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### INFORMATION SYSTEMS SUPPORT SUPERVISOR

administrators and teachers for their use in analyzing student achievement and the effectiveness of instructional programs.

- Collaborates with Educational Services staff on the SIS data needed to plan and implement the annual High School Selection Process.
- Regularly monitors and reports on school enrollment to inform District-wide staffing and budget decisions.
- Establishes and maintains relationships with District demographic contractors, housing developers, city entities, and feeder districts in order to gather and analyze data in order to prepare District and school enrollment projections in support of staffing, budgeting, and facility planning.
- Facilitates and coordinates the exchange of SIS data between the District and feeder districts in support of enrollment transition and inter-district program evaluation efforts.
- Develops the Annual Notification to ensure compliance with the Education Code; directs the distribution and oversees the collection of the Annual Notification to all parents/guardians of students enrolled in District schools.
- Plans and oversees the District's annual residency verification process to ensure the accurate residency status for all students enrolled in the District.
- Reviews, analyzes, and monitors the District and site instructional calendars and daily bell schedules to ensure compliance with applicable education code requirements and to maximize attendance apportionment and state funding.
- Reviews, analyzes and monitors school site attendance reporting for accuracy and submits periodic and annual apportionment reports to the state and county in order to maximize apportionment and state funding.
- Provides recommendations on policies and procedures related to the use of the SIS. Implements policies and procedures as directed to ensure efficient and effective use of the SIS in daily operations, testing of students and compliance with state and federal codes and guidelines.
- Monitors linkage between Aeries and other systems to ensure reliable interaction and data exchange within these systems and among components of the SIS (e.g., grading, attendance, transfers, parent portal).
- Attends meetings related to student information systems as required.
- Performs other job-related duties as assigned.

#### **JOB REQUIREMENTS: MINIMUM QUALIFICATIONS**

##### **KNOWLEDGE AND ABILITIES**

The following are representative of the knowledge and abilities required of the classification. These may be modified in order to meet changing job conditions.

##### **KNOWLEDGE OF:**

- Principles of training and supervision
- SIS assessment tools and analytics used to analyze data
- Statistics used in data analysis
- Laws, policies, regulations, and procedures for the collection, maintenance, processing, and reporting of student information
- Industry standards and procedures of SIS data management

## CLASSIFIED

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### INFORMATION SYSTEMS SUPPORT SUPERVISOR

- Student attendance, grading, registration, and class scheduling standards, practices, and procedures
- Design and format of reports extracted from database systems
- Troubleshooting and diagnostic techniques for identifying and resolving database and reporting errors
- Use of Standard Query Language (SQL) to access data and generate reports
- SIS user training needs
- Interpersonal skills using tact, patience and courtesy

#### ABILITY TO:

- Supervise, train, and evaluate assigned staff
- Review and interpret highly technical information and guidelines; write technical materials including policies and procedures
- Review, analyze and interpret laws and regulations and apply information accurately
- Speak persuasively to implement approved plans, policies and procedures
- Schedule a number of activities, meetings, and events
- Manage projects and adhere to deadlines
- Use a variety of job-related equipment including complex software applications
- Troubleshoot and resolve moderate to significant SIS user issues
- Find and identify data errors
- Use queries and SIS assessment and analytic tools to develop reports so that data can be analyzed by administration
- Understand administrators' student information needs in order to design reports that enable administrators' to analyze data and make decisions.
- Serve as a SIS subject matter expert to support administrators when they make presentations that include SIS data
- Independently analyze problems and create action plans to resolve problems
- Effectively train others in the use of student information systems
- Work with a significant diversity of individuals and groups in a wide variety of circumstances
- Establish and maintain cooperative and effective working relationships with others
- Set priorities, meet deadlines and schedules
- Communicate effectively orally and in writing
- Work independently with minimal direction
- Maintain confidentiality

#### WORKING ENVIRONMENT

The usual and customary methods of performing the job functions require the physical demands outlined below. All requirements are subject to possible modification to reasonably accommodate individuals with a disability.

Physical Demands Frequency Definitions Based on an 8-Hour Day:

Never = 0%

Seldom = 1-10% (<45 minutes)

Occasionally = 11-33% (up to 3 hours)

**CLASSIFIED**

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**INFORMATION SYSTEMS SUPPORT SUPERVISOR**

Frequently = 34-66% (up to 6 hours)

Continuously = 67-100% (more than 6 hours)

Seldom	stooping/bending, climbing/balancing, kneeling, twisting back, squatting/crouching, reach above or below shoulder, power/firm grasping, handling/simple grasping, lifting up to 10 lbs. at waist height, carrying up to 10 lbs. up to 25 feet
Occasionally	walking, standing
Frequently	sitting, neck flexation/rotation, fingering/fine manipulation (computer, keyboard, telephone, writing)

**AUDITORY OR VISUAL REQUIREMENTS**

Auditory ability to communicate with coworkers and staff, operate vehicles safely. Vision ability to see near, distant, color, depth and peripherally.

**ENVIRONMENTAL CONDITIONS**

This job is performed under minimal temperature variations and in a generally hazard-free environment. Regular travel to and from school sites and meeting locations is a regular part of this assignment. The ability to operate a motor vehicle requiring a California Class C driver's license to conduct work is required.

**EXPERIENCE**

A minimum of three years of full-time experience working directly with student information systems, including state and federal reporting and database management is required. Supervisory or lead experience is preferred.

**EDUCATION**

High School diploma or equivalent. College-level coursework in information systems, business, public or educational administration, or related field is preferred.

**REQUIRED TESTING**

Pre-employment testing and assessment to demonstrate minimum qualifications required for the position.

**CERTIFICATES**

Valid California Class C driver's license.

**CONTINUING EDUCATION/TRAINING**

Participation in ongoing job-related training as assigned.

**CLEARANCES**

California Department of Justice (DOJ) and Federal Bureau of Investigation (FBI) background (fingerprint) clearance; pre-employment physical examination including tuberculosis (TB) and drug screen clearances.

# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** October 25, 2017

**BOARD MEETING DATE:** November 2, 2017

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

**SUBMITTED BY:** Eric R. Dill  
Superintendent

**SUBJECT:** **Approval of Single Plans for Student  
Achievement (SPSA)**

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### EXECUTIVE SUMMARY

#### **Single Plan for Student Achievement**

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

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

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

SPSA plans have two or more targets, each of which focuses on the goal to improve learning for each individual student. SPSA targets focus on areas of academic need

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

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

Currently, our Title I schools operate as Title I targeted assistance programs which allows us to provide educational services only to identified individual students who are performing below grade level in English and Math. The School Site Council at each Title I school completed a comprehensive needs assessment that identified each school strengths and challenges in key areas that affect student achievement. As a result of this needs assessment at each site, each School Site Council recommended that a Title I schoolwide program is the best way to serve the student population at each Title I school.

A schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school; its primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards. Whereas Title I targeted assistance programs only provide educational services to identified individual students, schoolwide programs allow staff in schools with high concentrations of students from low-income families to redesign their entire educational program to serve all students. The emphasis in schoolwide program schools is on serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve a common goal. Schoolwide programs maximize the impact of Title I funds. Adopting this strategy should result in an ongoing, comprehensive plan for school improvement that is owned by the entire school community and tailored to its unique needs.

SPSA Plans will be implemented from November 2017 through November, 2018. In many cases, certain targets are implemented over multiple years.



**RECOMMENDATION**

It is recommended that the Board approve the individual school site's Single Plan for Student Achievement for the period of November 3, 2017 through November 2, 2018, as shown in the attached supplements.

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



## The Single Plan for Student Achievement

School: Canyon Crest Academy  
District: San Dieguito Union High  
School District  
County-District School  
(CDS) Code): 37-68346-0106328  
Principal: Brett Killeen  
Date of this revision: October 2017

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

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

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

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

## A. School Site Information Canyon Crest Academy

### Vision Statement:

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

### Mission Statement:

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

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

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

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

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

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

## ITEM 20

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

### Career Preparation

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

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

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

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

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

## B. School and Student Performance Data

See Appendix A for multi-year student performance data tables

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

Overall our students scored well on state assessments and AP tests. The CAASPP scores for our juniors dipped slightly in comparison with the previous cohort. AP test results improved even with more students taking AP exams.

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

## ITEM 20

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

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

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

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

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

This past spring, our students did take the Healthy Kids Survey, and we are analyzing this new data now to establish baseline goals.

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

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

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

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

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

### C. Involvement Process

#### Involvement Process:

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

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

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

**School Goal 1** (Description of 2016-17 School Goal)

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

**LCAP Priority Area:**

State Priority:

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

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

All students

**A. Measurable Outcomes:** List Specific data that was reviewed toward meeting this goal. Show growth/decline using data.

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

**B. Summary of Progress:** Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data)

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

**C. Relevance:** Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D.

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

**D. What changes, if any, will be made as a result of reviewing measurable outcomes?** Based on the summary of progress, how will the actions/services

ITEM 20

change moving forward?

More support classes were added to the master schedule. We will be working to strengthen the curriculum in the support classes.

ITEM 20

**School Goal 2** (Description of 2016-17 School Goal)

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

**LCAP Priority Area:**

State Priority:

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

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

All students

**A. Measurable Outcomes:** List Specific data that was reviewed toward meeting this goal. Show growth/decline using data.

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

**B. Summary of Progress:** Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data)

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

**C. Relevance:** Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D.

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

**D. What changes, if any, will be made as a result of reviewing measurable outcomes?** Based on the summary of progress, how will the actions/services change moving forward?

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



ITEM 20

**School Goal 3** (Description of 2016-17 School Goal)

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

**LCAP Priority Area:**

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

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

All students

**A. Measurable Outcomes:** List Specific data that was reviewed toward meeting this goal. Show growth/decline using data.  
9 PLC meetings were provided to teachers for time to develop their instructional practices. Teachers were also provided professional development days to work with their department and/or course alike teachers within the district. Most departments were given two to five PD days over the course of the year. Ten extra chromebook carts were added prior to the 2017-2018 school year.

**B. Summary of Progress:** Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data)  
Implementing the new PLC process supported the transition to California State Standards, Next Generation Science Standards and 21st Century Learning skills. More work is needed in this area.

**C. Relevance:** Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D.  
This goal has not been fully met. Will continue into 2017-18.

**D. What changes, if any, will be made as a result of reviewing measurable outcomes?** Based on the summary of progress, how will the actions/services change moving forward?  
More time was added for PLC meetings in 2016-17, which will continue into the 2017-18 school year. For 2017 - 2018, science departments districtwide are determining course pathways to align with NGSS, which may also have an impact on graduation requirements.

### E. Planned Improvements in Student Performance

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

**LCAP Goal:** (paste aligned SDUHSD LCAP goal from SDUHSD 17-20 Board approved LCAP)

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

**School Goal 1** (Description of 2017-18 measurable School Goal, aligned to WASC Action Plan goals)

Improve student achievement, based upon grades and assessments, including CAASPP English/Language Arts and Math standardized tests, Advanced Placement exams, and course-alike formative assessments to determine which students may benefit from academic intervention strategies to improve proficiency.

**LCAP Priority Area:**

State Priority:

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

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

All students

**Rationale:** What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.

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

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

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

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

**Growth Targets:** Expected annual measurable outcomes.

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

ITEM 20

**School-wide critical area/s for follow up addressed:** How does this goal align to one of the identified “critical areas for follow up” from the most recent WASC visiting committee report?

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

**Strategy:** (briefly describe the overall plan to address the identified need)

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

<p><b>Actions/Tasks</b> (describe specifically what will occur at the site to meet this goal)</p>	<p><b>Person(s) Responsible</b></p>	<p><b>Cost and Funding Source</b></p>	<p><b>Means to assess improvement</b></p>	<p><b>Timeline</b></p>
<p>1. Identify students not realizing academic potential based upon test scores. Identify students not realizing academic potential based upon grades. Utilizing the SST process, and the CCA Intervention Sequence, identify academic and non-academic interventions to support these students.</p> <p>CCA Intervention Sequence:</p> <p>Level 1 (Classroom Support) Check if the student has IEP/504 Plan in in Aeries and ensure that you are providing the accommodations on the document. If you have questions about the accommodations, contact counselor (504) or case manager (IEP). Review student testing results/records (i.e. SBAC, CELDT, CST available from prior years) Check the Intervention Screen in Aeries to see any previous strategies implemented Review criteria on Student Profile Chart (below) to determine potential level of intervention Student-Teacher Individual Conference Teacher provides classroom intervention(s). Some examples: Provide support materials to student – templates, skeleton notes, copies of notes, etc. Seating change Pair with peer Check for understanding and prompt student Suggest/provide before or after school help/tutoring Allow for short breaks Progressive discipline/referrals Parent-Teacher contact (phone/email)</p>	<p>Admin., Counseling</p>	<p>Academic Intervention Sections, two per term, one for math (Math Support), and one for English (Academic Lit). Approximately \$60,000 in teacher salary (LCAP is the funding source).</p> <p>Extra hours for teachers to supervise tutoring for any student who needs it after school and other support for students = \$4,832 Total of 125 hours (District Achievement Funds).</p>	<p>For students who are supported by the CCA Intervention Sequence, we will look at their grades and test scores to see if the intervention support was helpful.</p>	<p>Fall/Spring 2017-18 quarterly progress checks</p>

ITEM 20

	<p>Document classroom interventions in Aeries</p> <p>Level 2 (Collaboration) Teacher consults with alpha-counselor, case manager (if student has IEP), and alpha-Assistant Principal Level changes implemented as needed Consult with Dept. Chair and collaborate with fellow teachers (SPED Dept. also has resources) Share and implement best practices and additional strategies Refer to school-sponsored tutoring, teacher office hours and/or Peer Advisory Club Suggest weekly progress report Parent-Student-Teacher conference Teacher assigns necessary discipline consequences (i.e. referral to AP, detention, Saturday School)</p> <p>Level 3 (Intervention- Meets Criteria of "Struggling Student") Multi/Inter-disciplinary teacher collaboration Implement strategies across all subjects Teacher continues to assign discipline consequences, as necessary Suggest remedial classes if necessary Parent-Counselor-Teacher-Student-Admin conference Place on Academic/Behavior/Attendance (SART) Contract</p> <p>Level 4 (Intensive Intervention- Meets Criteria of "At Risk Student"; prior strategies unsuccessful) Parent-Counselor-Teacher-Student-Admin conference SARB (Student Attendance Review Board) Refer to READI Assign contract violation consequences Post-suspension conference and/or Post-suspension IEP meeting (for SPED students) Refer student to Sunset/North Coast (process handled by the students alpha-counselor and AP) Consider referral to Student Study Team (SST) A 504 plan may be developed as a result of the SST team decision Assessment may be recommended, and if the student qualifies for special education, an IEP will be developed.</p>				
2.	<p>Identify and address the needs of the "middle learner," including placing some students in more challenging courses, such as honors or advanced placement. Middle Learners at CCA are students who are in the 2.0 - 2.75 GPA range.</p>	<p>Admin., Counseling, Teachers</p>	<p>no cost</p>	<p>Test Data, Grades, Course enrollment data, AP exam results</p>	<p>Spring 2017-18 quarterly progress checks</p>
3.	<p>Implement appropriate academic strategies to identify and encourage all students to meet A-G requirements for college eligibility and career readiness. Counselors meet with students to develop 4 year plans.</p>	<p>Admin., Counseling, College &amp; Career Counseling Staff,</p>	<p>\$2000.00 for Field Trips (Foundation funded) to local</p>	<p>A-G CSU/UC Eligibility Data</p>	<p>Ongoing</p>

## ITEM 20

	Counselors give presentations to students on A-G requirements and hold evening events for parents. College visits are coordinated. Counselors conduct transcript audits.	Teachers	campuses		
4.	Assess and evaluate the effectiveness of the academic intervention strategies being used.	Admin.	no cost	Student grades and test scores	Fall/Spring 2017-18 quarterly progress checks
5.	Provide professional development for staff to successfully implement uniform intervention strategies and California state curriculum through PLCs, Late Start Collaboration, conference training, and/or districtwide professional development.	Admin.	Dept., Site, District \$24,160 for PLC support	Struggling student grades and test scores improvement	monthly through regular Late Start meetings

ITEM 20

**LCAP Goal:** (paste aligned SDUHSD LCAP goal from SDUHSD 17-20 Board approved LCAP)

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

**School Goal 2** (Description of 2017-18 measurable School Goal, aligned to WASC Action Plan goals)

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

**LCAP Priority Area:**

State Priority:

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

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

All students

**Rationale:** What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.

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

**Growth Targets:** Expected annual measurable outcomes.

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

**School-wide critical area/s for follow up addressed:** How does this goal align to one of the identified “critical areas for follow up” from the most recent WASC visiting committee report?

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

**Strategy:** (briefly describe the overall plan to address the identified need)

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

ITEM 20

	<b>Actions/Tasks</b> (describe specifically what will occur at the site to meet this goal)	<b>Person(s) Responsible</b>	<b>Cost and Funding Source</b>	<b>Means to assess improvement</b>	<b>Timeline</b>
1.	<p>Continue to implement and develop programs and/or resources that promote student connectedness to the school community, including tours, principal coffees, and wellness programs.</p> <p>Use other funds, such as TUPE funds to support this goal, including: Use 4300 Materials and supplies Supplies for tobacco-focused items for Red Ribbon Week events and other tobacco-focused school projects such as art-related projects, building websites and tobacco education visuals (videos, black lung) etc. Incentives and promotional materials including; Tobacco free pencils, stickers, posters, t-shirts, art materials for club activities and tobacco prevention educational youth brochures to support programs and tobacco free activities. \$1,395.00 Materials, incentives and supplies for students and teachers participating in TND \$200.00 Materials and supplies for Wellness Events &amp; Programs at 5 high school sites \$447.50 [4400 Noncapitalized Equipment Equipment: Example Video Production equipment for youth development groups to develop digital projects and site broadcasts to deliver tobacco-focused messages to students, Two-way radios for security and administration to communicate tobacco use violations on and around campus. not requested in grant] 4200 Travel and conferences Miscellaneous staff training for tobacco-related topics to allow funds for staff, students or parents to participation in various trainings held by SDCOE and other organizations to continue to promote tobacco prevention within our youth. \$276.00 5800-000 Noninstructional Consultant Services Speakers for Red Ribbon Week and Body Image presentations, Wellness Days and Tobacco, Alcohol and Drug Prevention Activities \$1,326.00</p>	Admin., PALs Coordinator, ASB Director, Wellness Committee	District allocation for teaching sections for PALs and ASB. Site funds	Surveys; Healthy Kids Survey	ongoing
2.	Continue to provide a multi-tiered system of support targeted programs designed to meet the specific needs of CCA students (ex: Attendance,	Admin., Teachers, Social Worker,	District funded position for Social Worker	Healthy Kids Survey Attendance data	ongoing

## ITEM 20

	students facing academic pressure, mental health awareness, student transitions, etc.). Utilize addition of a social worker on campus to support these students.	Counseling			
3.	Develop, implement, and review site safety plan to ensure a secure learning environment for all students and staff. Utilize new staff resources, such as 2nd Campus Supervisor. Continue training and drills related to ensuring for a safe campus.	Admin.	District funded position for campus supervisor	Surveys	Ongoing, quarterly evacuation drills, annual review of CCA emergency plan
4.	Participate in Training for Restorative Practices Model. Restorative Practice is a means by which student behaviors are improved in a non-punitive manner.	Admin.	no cost	Reduction in suspension and expulsions	ongoing
5.	Implement strategies to encourage staff connectivity, such as weekly communications, Raven Roundtable, New Raven (Teachers) Lunches, and other networking opportunities.	Admin.	no cost	Staff Surveys	ongoing



ITEM 20

**LCAP Goal:** (paste aligned SDUHSD LCAP goal from SDUHSD 17-20 Board approved LCAP)

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

**School Goal 3** (Description of 2017-18 measurable School Goal, aligned to WASC Action Plan goals)

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

Make Chromebook carts more available to all teachers.

**LCAP Priority Area:**

LCAP state priorities

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

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

All students

**Rationale:** What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.

The transition to Common Core and the assessments is still in progress. Additionally, the NGSS is new, and we are just beginning to transition to these science standards. In addition to a college-readiness culture, our students need to have a better understanding and awareness of career readiness. Early Assessment Program data shows that 63.88% are College Ready in English/Language Arts and 49.75% are College Ready in Math. EAP data is based upon students who "exceed the standard." Meeting the standard is "conditional" readiness.

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

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

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

The Single Plan for Student Achievement

**Growth Targets:** Expected annual measurable outcomes.

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

ITEM 20

Updated for 2016-17: Focus on Special Education students. 76% met or exceeded standards on the CAASPP ELA test, and 53% met or exceeded standards on the CAASPP Math test. 2017 results show 70.83% Special Education met or exceeded (slight reduction) and 58.33% met or exceeded standards (slight increase).

**School-wide critical area/s for follow up addressed:** How does this goal align to one of the identified “critical areas for follow up” from the most recent WASC visiting committee report?

Need additional training and resources to maintain a technologically rich learning environment - both instruction and facilities. Lack of funding inhibits the progression of technology in the classroom - how can we share resources more efficiently? Courses are in need of updated materials and texts that support our shift to common core standards. Improve connections / articulation with middle schools, especially in the areas of math, world language, and the arts.

**Strategy:** (briefly describe the overall plan to address the identified need)

Teachers will have time and resources to collaborate to ensure that students are proficient and college and career ready. Subject area teams, through PLCs, will evaluate and revise Essential Learning Outcomes and common assessments aligned with Common Core and 21st century Learning Skills.

	<b>Actions/Tasks</b> (describe specifically what will occur at the site to meet this goal)	<b>Person(s) Responsible</b>	<b>Cost and Funding Source</b>	<b>Means to assess improvement</b>	<b>Timeline</b>
1.	Provide release time and utilize Late Start PLC time to enable teachers to engage in professional development in all subject areas around: 1. Transition to Standards and appropriate instructional strategies 2. 21st century skills (collaboration, critical thinking, creativity, and communication) and appropriate instructional strategies 3. NGSS 4. College and Career Readiness (CCR) ‘Anchor’ Standards 5. Formative Assessments to Identify Students' Needs and Inform Instructional Practice	District & Site Admin.	District funded Achievement Funds	Student achievement will improve as per goal #1 in the SPSA.	Ongoing
2.	Continue to work closely with Prop AA Bond Committee to ensure adequate technological infrastructure to support instructional resource, in addition to updating replacement equipment using non-capitalized tech. equipment funds.	District and site admin.	\$34,800 in non-capitalized tech. equipment budget.  Foundation budget to be determined for chromebooks and carts.	Number of devices	Ongoing
3.	Increase student access to Career Technical Education (CTE) courses, work/internship placements, and pathway opportunities. We hold elective fairs to promote our offerings, and new courses are sometimes	Admin. / District CTE Leadership, Counseling	District/site resources.	Enrollment data in CTE	Ongoing

ITEM 20

	<p>part of a pilot. If there is sufficient interest, based upon student tallies, we may be able to offer the course in the master schedule. Perkins funds were used to support the investment and launching of Principles of Engineering.</p>				
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## ITEM 20






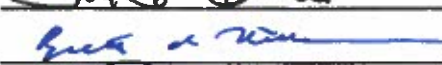





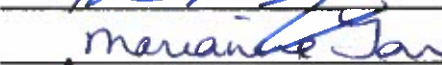
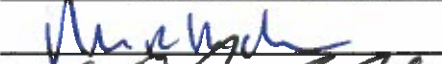



### D. School Site Council Membership Canyon Crest Academy

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

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

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

**CANYON CREST ACADEMY - SCHOOL SITE COUNCIL**  
**Approval of 2017/18**  
**Single Plan for Student Achievement**

<u>Printed Name</u>	<u>Signature</u>
• Jessica Adams	
• Rajit Agarwal	
• Karen Burrows	
• Mark Choudhari	
• Mary Christensen	
• Jill Duoto	
• Brett Killeen	
• Dustin Lackey	
• Melody Li	
• Chiara Luna	
• Samiya Rana	
• Shawdi Sani	
• Bernard Steinberger	
• Marianne Tan	
• Mark Van Over	
• Ying Yang	

Dated: October 17, 2017

## ITEM 20

**Form F. Budget 2016-17  
Canyon Crest Academy**

<b>State/Federal Categorical Program</b>	<b>Allocation</b>
Site LCFF Supplemental Funding - Site Formative/Achievement Funds	<b>\$24,160.00</b>
Site LCFF Supplemental Funding - Site Tutoring Funds	<b>\$4,832.00</b>
Site LCFF Supplemental Funding – District Funded Sections (non-formula)	<b>\$\$72,600.00</b>
Title I Funds	<b>\$0.00</b>
<b>Total</b>	<b>\$115,692.00</b>

## Appendix A. Student Performance Data

## Section 1: Enrollment

Table 1.1 Site enrollment trends with Student Group breakdown

	2016-17		2015-16		2014-15		2013-14	
	#	%	#	%	#	%	#	%
<b>Total enrollment</b>	2,406		2,255	-	1,987	-	1,867	-
<b>Number &amp; Percent of English Learners</b>	26	1.1%	15	0.7%	22	1.1%	13	0.7%
<b>Number &amp; Percent of Long Term English Learners</b>	*	*%	*	*%	*	*%	*	*%
<b>Number &amp; Percent of Redesignated Fluent English Proficient students</b>	263	10.9%	208	9.2%	142	7.1%	91	4.9%
<b>Number &amp; Percent of students who are Socio-Economically Disadvantaged</b>	67	2.8%	70	3.1%	72	3.6%	59	3.2%
<b>Number &amp; Percent of Special Education students</b>	110	4.6%	160	7.1%	164	8.2%	166	8.9%

## Source:

Total enrollment, English Learner enrollment, Socio-Economically Disadvantaged enrollment, Special Education enrollment:  
California Longitudinal Pupil Achievement Data System. Report. 1.1 Enrollment - Primary Status by Subgroup. (Fall 1)

Long Term English Lerner Enrollment, Redesignated Fluent English Proficient enrollment:  
Aeries Student Information System data. Analytics dashboards: LTEL, RFEP (retrieved 8/23/16)

\*In order to protect student privacy, an asterisk (\*) will be displayed instead of a number where 10 or fewer students are represented.

## Section 2: Student Achievement Indicators

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

11 <sup>th</sup> grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
<b>16-17</b>	587	86.88	85.22	85.19	*	70.83	73.33
<b>15-16</b>	463	92	92	90	*	76	95
<b>14-15</b>	406	85	85	88	*	53	65

Source:

California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from <http://caaspp.cde.ca.gov/>



**CAASPP Results (All Students)****English Language Arts/Literacy**

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

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

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

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

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

ITEM 20

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

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

Data Source  
California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from <http://caaspp.cde.ca.gov/>

**III School and Student Performance Data****Table 2.2 Percent of students tested who scored in the Standard Met and Exceeded range in Math**

11 <sup>th</sup> grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
<b>16-17</b>	589	75.73	71.83	81.48	*	58.33	66.7
<b>15-16</b>	463	80	79	78	*	53	75
<b>14-15</b>	401	75	72	88	*	25	41

Source:

California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from <http://caaspp.cde.ca.gov/>

**CAASPP Results (All Students)****Mathematics**

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

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

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

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

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

## ITEM 20

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

## Data Source

California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from <http://caaspp.cde.ca.gov/>

## Section 3: School Climate Indicators

Table 3.1 Truancy rates

	2015-16	2014-15	2013-14	2012-13
Truancy rate		52.47%	54.55%	11.9%

Source:

California Department of Education Data Reporting Office. Truancy Report. Retrieved from <http://dq.cde.ca.gov/dataquest/>

Table 3.2 Chronic absenteeism rates by Student Group

	All Students	English Learners	Socioeconomically disadvantaged	Special Education
15-16	4.1	*	*	10.6
14-15	4.9	0	*	12.2

Source:

Aeries Student Information System data. Analytics dashboards: Attendance% (retrieved 9/28/16)

\*In order to protect student privacy, an asterisk (\*) will be displayed instead of a number where 10 or fewer students are represented.

Table 3.3 Discipline data

	2014-15	2013-14	2012-13
Number of students suspended	20	15	15
Suspension rate		0.8%	0.8%
Number of students expelled	1	2	2
Expulsion rate		0.1%	0.1%

Source:

California Department of Education Data Reporting Office. Suspension and Expulsion Report. Retrieved from <http://dq.cde.ca.gov/dataquest/>

Table 3.4 Cohort dropout rate by Student Group

	2015-16	2014-15	2013-14	2012-13
All Students		0.0%	0.2%	0.4%

Source:

CALPADS report 1.9 Completers and Dropouts - Count

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

**Table 4. 1 CELDT (Annual Assessment) Results**

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

**Data Source**

California Department of Education Data Reporting Office. California English Language Development Test (CELDT) Reports. Retrieved from <http://www.cde.ca.gov/ta/ac/t3/t3reports.asp>

\*data not available from California Department of Education Data Reporting Office

**Table 4.2 Reclassification Rate**

	2016-17	2015-16	2014-15	2013-14
<b>Number and percentage of students Redesignated Fluent English Proficient</b>	15 (68.2%)	0 (0.0%)	8 (47.1%)	2 (33.3%)

**Source:**

California Department of Education Data Reporting Office Data as of: 3/13/2015. Number and Percent of Students Redesignated to FEP. Retrieved from <http://dq.cde.ca.gov/dataquest/>

## Section 5: College and Career Readiness Indicators

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

	All Students			English Learners			Socioeconomically disadvantaged			Special Education		
	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready
<b>16-17</b>	63.88	23	13.12	*	*	*	53.33	20	26.67	37.5	33.33	29.17
<b>15-16</b>	69	23	8	*	*	*	65	30	5	52	24	24

Source:

California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from <http://caaspp.cde.ca.gov/>

\*In order to protect student privacy, an asterisk (\*) will be displayed instead of a number where 10 or fewer students are represented.

**Table 5.2 Early Assessment Program (EAP) math results by Student Group**

	All Students			English Learners			Socioeconomically disadvantaged			Special Education		
	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready
<b>16-17</b>	49.75	25.98	24.22	*	*	*	53.33	13.33	33.33	20.83	37.5	41.67
<b>15-16</b>	53	27	20	*	*	*	50	25	25	24	29	47

Source:

California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from <http://caaspp.cde.ca.gov/>

\*In order to protect student privacy, an asterisk (\*) will be displayed instead of a number where 10 or fewer students are represented.

**Table 5.3 Advanced Placement Exam results**

	2016-17	2015-16	2014-15	2013-14
<b>Percent of exams with a score of 3+ (passing)</b>	94.2	91%	87%	88%
<b>Number of tests taken</b>	2,957	2,494	1,955	1,942
<b>Number of testers</b>	1050	958	705	748
<b>Average number of tests per student</b>	2.82	2.6	2.8	2.6

Source:

2016 College Board District Summary Report. Retrieved from <https://scores.collegeboard.org>



## ITEM 20

Table 5.4 College Entrance Exam results

		2017-16	2015-16	2014-15	2013-14
SAT	Number and Percent of Seniors tested	*	*	328/75%	384/81%
	Mean Score : Critical Reading	672	624	611	627
	Mean Score : Math	683	640	626	647
	Mean Score: Writing	6	628	611	630
ACT	Number and Percent of Seniors tested	*	*	265/61%	276/58%
	Average Score : English	28.8	28.8	28.3	29.2
	Average Score : Math	28.1	28.6	27.9	28.8
	Average Score: Reading	28.4	28.5	27.9	28.4
	Average Score: Science	27.2	27.7	26.9	27.5
	Average Score: Composite	28.2	28.5	27.9	28.6

Source:

SAT data provided by College Bound Senior Level Reports, ACT College Bound School Level Senior Reports \*2015-16 data not available from the ACT and SAT College Bound Senior School Level Reports at the time of this report

Table 5.5 UC/CSU eligibility rates by Student Group

	All students	English Learner	Socioeconomically disadvantaged	Special Education
15-16	86.1%	*	80.0%	*
14-15	88.5 %	*	80.0 %	*
13-14	92.4%	*	77.8%	*

Source:

California Department of Education Data Reporting Office. 12th Grade Graduates Completing all Courses Required for U.C. and/or C.S.U. Entrance. Retrieved from <http://www.cde.ca.gov/ta/ac/t3/t3reports.asp>

\*data not available from California Department of Education Data Reporting Office

## ITEM 20

**Table 5.6 Cohort graduation rates by Student Group**

	All students	English Learner	Socioeconomically disadvantaged	Special Education
<b>15-16</b>	99.8%	100%	100%	97.8%
<b>14-15</b>	99.3%	100%	100%	97.7%
<b>13-14</b>	99.3%	100%	100%	97.7%

## Source:

California Department of Education Data Reporting Office. Cohort Outcome Data for the Class of 2014-15, 13-14, 12-13. Retrieved from <http://www.cde.ca.gov/ta/ac/t3/t3reports.asp>



## The Single Plan for Student Achievement

School: Carmel Valley Middle School  
District: San Dieguito Union High  
School District  
County-District School  
(CDS) Code): 37-68346-6117352  
Principal: Cara Dolnik  
Date of this revision: 10/06/2017

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

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

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

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

## A. School Site Information Carmel Valley Middle School

### Vision Statement:

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

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

### FOCUS AREAS DETERMINED THROUGH FEEDBACK FROM CARMEL VALLEY COMMUNITY:

- Rigorous Academics
- Visual and Performing Arts
- State-of-the-Art Technology
- Academic Support Programs
- Personal Attention
- Parent and Community Involvement

### Mission Statement:

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

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

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

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

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

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

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

Principal's Message: Carmel Valley Middle School (CVMS) opened in 1999 and celebrates its 18th year of excellence in education. CVMS currently serves approximately 1,375 students in a dynamic and highly involved community. Our mission is to educate our students to become lifelong learners who will be resourceful, responsible, and compassionate community members. Our schoolwide theme, "Carmel Valley Connects", focuses on making middle school a supportive and enjoyable transition while encouraging high academic achievement. Over 30 student clubs and activities help students feel connected on campus. Outstanding teachers and an involved and supportive parent community create a learning environment that is safe and respectful, offering each student a variety of opportunities to succeed. Staff collaborate on a regular basis using the formative process to inform instruction, reteach and individualized student needs. In 2003, 2009 and 2013 CVMS was named a California Distinguished School.

## ITEM 20

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

Carmel Valley Middle School implements a Single Plan for Student Achievement (SPSA) to set goals to increase student achievement and success overall. CVMS has a diverse population of learners with 44.9% White, 35.3% Asian, 11.2% Hispanic or Latino, 0.6% Black or African American, and 7.9% Two or More Races.

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

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

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

English Learners have access to standards-based curriculum in ELD, sheltered science class, sheltered history class, and non-sheltered math courses. All teachers have CLAD/EL certification and some have received SDAIE training. Students are recruited for enrollment in our College Readiness class (formerly AVID class) or Study Skills class based on a variety of factors. Many teachers are trained in "AVID" instructional strategies, which are infused throughout the curriculum. Additionally, these students are targeted for enrollment in a variety of academic support programs (before and after school tutoring, Math Skills support elective, Study Skills support elective, Math A and B Essentials classes, Bobcat Connections, Academic Power Hour, reteach opportunities through PAW and HIRE time, and online reteach using teacher developed lessons or videos or other teaching tools.

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

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

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

## ITEM 20

on functional academics and life skills.

Instructional practices which accelerate as well as remediate learning are employed in all classrooms. Instructional settings and practices are rich in experiences, technology, and materials that enhance the standards-based core curriculum. Educationally-disadvantaged students are provided with opportunities that allow learning time to be extended. CVMS has extensive before, during and after school programs that are tailored to address individual learning needs as determined by a variety of both formative and summative assessment results. These opportunities include: a) Productive Academic Work (PAW) time - 30 minutes three days a week within 3rd or 4th period class b) Homework Intervention Reteach Enrichment (HIRE) time - 15 minutes attached to classes on Thursday and Friday c) Academic Power Hour - after school tutoring offered two days a week d) peer tutoring, e) counseling programs to facilitate readiness to learn, and f) Math and general academic support electives.

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

Differentiated curriculum is implemented to support heterogeneous grouping. This is accomplished by adjusting the standards-based core curriculum and instruction by using one or more of the following five dimensions: depth, compacting, complexity, novelty, or acceleration. HIRE (Homework, Intervention, Reteach and Enrichment) time is built into block periods on Thursday and Friday to provide for individualized, differentiated instruction. This is a key component of the long term goal for full implementation of California State Standards and Next Generation Science Standards.

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

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

### B. School and Student Performance Data

See Appendix A for multi-year student performance data tables

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

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

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

The percent of English Learners who Met/Exceeded standards decreased by 7.38% in ELA and increased

## ITEM 20

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

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

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

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

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

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

### C. Involvement Process

#### **Involvement Process:**

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

During the 2016-17 school year, the SSC worked with the Principal to analyze current goals and to develop goals for the school based on perceived student needs for 2017-18 at meetings on February 27, 2017, March 27, 2017 and June 5, 2017. Input was also taken from the Department Chair leaders as to the overall goals as well as the action plan for each goal at meetings on April 21 and May 8, 2017. The 2017-18 School Site Council met on October 9, 2017 to give feedback and approve the 2017-18 CVMS Single Plan for Student Achievement.

**D. Summary of Progress Made on 2016-17 Goals  
Carmel Valley Middle School**

**School Goal 1** (Description of 2016-17 School Goal)

Increase teacher collaboration to continue implementation of state content standards, and increase 21st Century Learning Skills and student achievement.

**LCAP Priority Area:**

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

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

All Students

**A. Measurable Outcomes:** List Specific data that was reviewed toward meeting this goal. Show growth/decline using data.

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

2017 CAASPP results show  
86.09% of all students scored in the Met or Exceeded in ELA and 84.29% in Math which is similar to the previous year's results.  
87.37% (similar to prior year) of 7th grade students Met or Exceeded Standards in ELA and 85.41% (-2% from prior year) Met or Exceeded Standards in Math. Results for 8th grade students show, 84.91% (-2%) Met or Exceeded Standards in ELA and 83.25% (+3.3%) Met or Exceeded Standards in Math.

District administered PLC Progress Survey results for the 2016-17 school year show at CVMS  
100% of teachers understand the PLC and its purpose,  
95% of teachers agree ELOs are defined for their subject area and 90% say they are aligned to current standards for the subject area.  
90% of teachers have administered and discussed the results of a CFA for their PLC, and about  
85% identify students in need of intervention and have a process in place for remediation/reteaching for students.  
95% indicate they are able to use data in their PLC to improve teaching and learning.

**B. Summary of Progress:** Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data)

Teachers increased collaboration time with use of the Late Start Days implemented in 2016-17 which allowed for 1.5 hours of collaboration time, 16 times a year for 24 total hours of collaboration time. PLC groups also took Release Days for collaborative work throughout the year. Groups attended district-wide professional development days throughout the year. PLC groups are now established on campus and they have created ELO's, common formative assessments, a timeline for implementation for the current school year, and methods to analyze student data.

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

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

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

**C. Relevance:** Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D.



ITEM 20

This goal has been partially met. Teacher collaboration increased and designated time was used to address implementation of state content standards and increase innovative learning skills and student achievement.

**D. What changes, if any, will be made as a result of reviewing measurable outcomes?** Based on the summary of progress, how will the actions/services change moving forward?

Teachers now have established PLC groups in each content area. For 2017-18, PLC groups will continue using the formative process to implement state content standards and assess student achievement. There will be additional technological resources on campus for student access which allows teachers to implement more use of technology in lessons.

**School Goal 2** (Description of 2016-17 School Goal)

All students will achieve at or above grade level in ELA and math.

**LCAP Priority Area:**

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

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

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

**A. Measurable Outcomes:** List Specific data that was reviewed toward meeting this goal. Show growth/decline using data.

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

2017 CAASPP Results  
All Students:  
86.09% of all students scored in the Met or Exceeded range in ELA and 84.29% in Math which is similar to the previous year's results

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

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

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

Reclassified Fluent English Proficient (RFEP)  
RFEP students continue to score similarly to their English Only peers on CAASPP assessments in both ELA and Math.

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

**B. Summary of Progress:** Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data)

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

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

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

ITEM 20

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

Reclassification rate

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

**C. Relevance:** Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D.

Based on the evidence, the goal has not been met as "All students" did not achieve at or above grade level in ELA and mathematics.

**D. What changes, if any, will be made as a result of reviewing measurable outcomes?** Based on the summary of progress, how will the actions/services change moving forward?

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

**School Goal 3** (Description of 2016-17 School Goal)

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

**LCAP Priority Area:**

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

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

All students

**A. Measurable Outcomes:** List Specific data that was reviewed toward meeting this goal. Show growth/decline using data.

**Attendance Data**

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

**CA Healthy Kids Survey**

2017 Healthy Kids Survey results indicated

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

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

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

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

**Discipline Data**

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

**B. Summary of Progress:** Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data)

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

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

The CVMS bell schedule was changed in a previous year to incorporate time each week for students to receive more academic support as well as to allow for time for students to participate in activities during the school day. This time, called PAW, allowed for students to participate in ASB activities such as Welcome Week, Red Ribbon Week, Act of Kindness Week, Spirit Week and the Talent Show without missing class time. There are 30 clubs on campus that met during lunch as well as Math League and Science Olympiad that offered opportunities for students to participate in extra-curricular activities. Through the local Boys & Girls Club, students also had an opportunity to participate in athletics with other students from CVMS. The number of Assembly Days decreased from 14 to 6 from 2013-14 to 2014-15, which allowed for strategic planning of each Assembly for students to make it more relevant. Academic Power Hour averaged 25 students per session with two teachers and multiple high school volunteer tutors. Counselors pushed in to classes to directly address students about topics such as career interest and inventory, high school preparedness, and planning for your future. The Safety committee which had representatives from the school community including an administrator, classified staff, certificated staff, and parents met bi-monthly to develop a comprehensive safety plan for the school. Teachers also used PAW time to review safety procedures with students and there were all school drills conducted for student safety. Working with the PTSA, there were monthly Parent Information Nights covering various topics including CyberSafety, Raising a Teenager in a Digital World, Book Club discussion, E-Cigarette Information, High School and Beyond, Screenagers movie, and Parent Information for incoming 7th graders. Some were well attended with 150-200 parents some were not with only 20-30 parents. There were multiple opportunities for parent volunteers from weekly opportunities in the office and at lunch to other school events

ITEM 20

such as Spirit Week, school dances, and promotion.

**C. Relevance:** Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D.

This goal was partially met.

**D. What changes, if any, will be made as a result of reviewing measurable outcomes?** Based on the summary of progress, how will the actions/services change moving forward?

CVMS will continue this goal in 17-18 to maintain the positive school climate and address areas of concern evident from the HKS results.

### E. Planned Improvements in Student Performance

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

<p><b>LCAP Goal:</b> (paste aligned SDUHSD LCAP goal from SDUHSD 17-20 Board approved LCAP)</p> <p>Goal #1 Annual increase in student achievement for all students in English Language Arts and Math with focus on accelerating student learning outcomes for target subgroups including English Learners, low income pupils and pupils performing below grade level.</p> <p><b>School Goal 1</b> (Description of 2017-18 measurable School Goal, aligned to Action Plan goals)</p> <p>Sustain productive teacher collaboration to implement state content standards, increase innovative learning skills and student achievement.</p> <p><b>LCAP Priority Area:</b></p> <p>1, 2, 4, 7</p> <p><b>Targeted Pupil Student Group(s):</b></p> <p>All students</p>	
<p><b>Rationale:</b> What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.</p> <p>Teachers now have established PLC groups in each content area. For 2017-18, PLC groups will use the formative process in its complete cycle to implement state content standards and assess student achievement. There are now ample technological resources on campus for student access which allows teachers to implement more use of technology in lessons. District administered PLC Progress Survey results at CVMS for the 2016-17 school year show 100% of teachers understand the PLC and its purpose, 95% of teachers agree ELOs are defined for their subject area and 90% say they are aligned to current standards for the subject area. 90% of teachers have administered and discussed the results of a CFA for their PLC, and about 85% identify students in need of intervention and have a process in place for remediation/reteaching for students. 95% indicate they are able to use data in their PLC to improve teaching and learning. Survey results show the PLC groups are not consistent in the number of CFA administered as it ranges from 0 to more than 4. Teachers indicated the support they need is in Data Analysis of CFAs and in determining the procedure for providing interventions.</p>	<p><b>Growth Targets:</b> Expected annual measurable outcomes.</p> <p>On PLC Teacher Survey (excluding Science teachers who are implementing new curriculum):</p> <ul style="list-style-type: none"> <li>• 100% of PLCs develop at least four common formative assessments</li> <li>• 100% of PLCs administer at least four common formative assessments</li> <li>• 100% of PLCs analyze and discuss student learning based on the common formative assessments</li> <li>• 100% of teachers determine reteach/intervention strategies</li> <li>• 75% of teachers take at least one Release Day for collaboration</li> <li>• 100% of teachers report their PLC group make progress in 2017-18</li> </ul>
<p><b>Strategy:</b> (briefly describe the overall plan to address the identified need)</p> <p>Administration will provide allotted time and supports for teachers to complete formative process cycle for all ELO's in the PLC groups. Teachers will be given</p>	

ITEM 20

release days as needed to collaborate as well, and support from PD opportunities and district support personnel will be used.

	<b>Actions/Tasks</b> (describe specifically what will occur at the site to meet this goal)	<b>Person(s) Responsible</b>	<b>Cost and Funding Source</b>	<b>Means to assess improvement</b>	<b>Timeline</b>
1.	<p>Utilize the Professional Learning Community process with course alike groups. PLC groups will fully use the formative process cycle in the 2017-18 school year. PLC groups meet during Late Start Collaboration Days and release days as needed to:</p> <p>a. Evaluate alignment to state content standards, review and revise Essential Learning Outcomes.                      b. Discuss how they will address the ELO's through lessons and instruction.                      c. Create at least four common formative assessments that address specific ELO's and create a timeline for administering assessments to students.                      d. Administer common formative assessments to students on agreed upon timeline.                      e. Analyze and discuss student learning based on the common formative assessments. Groups use release days as needed to analyze student learning.                      f. Through analysis of data, identify students who need intervention or re-teach of subject matter.                      g. Determine intervention, re-teach, and enrichment opportunities for students and discuss instructional best practices for continued student achievement.                      h. Teachers take reflective survey to analyze PLC group progress through the process and achievement of group goals for the year.</p>	<p>a-f. Teachers, PLC groups                      g. Principal, teachers</p>	<p>\$8,000.00 for teacher release days as needed                      Source: Site Formative/Achievement funds</p>	<ul style="list-style-type: none"> <li>• District PLC teacher survey results</li> <li>• Development of ELO's, CFA's and timelines</li> <li>• Participation documentation from on-going PLC meetings</li> <li>• PLC groups descriptions of intervention and re-teach methods.</li> </ul>	<p>a-g. Ongoing                      h. May 2018</p>
2.	<p>Provide Professional Development opportunities on collaboration and implementation of state content standards and research based instructional practices.</p> <p>a. During staff meetings and Late Start days, provide Professional Development and support for PLC groups                      b. Utilize district TOSAs for on site PD related to state content standards implementation and assessment.</p>	<p>a. Administrators, teachers                      b. Administrators, district TOSAs</p>	<p>\$3,300.00 for teacher release days and extra work hours as needed                      Source: Site Formative/Achievement funds</p>	<ul style="list-style-type: none"> <li>• Evidence of Professional Development implemented</li> <li>• Survey from PLC groups on needs for PD</li> <li>• Participation documentation from on-going PLC groups</li> </ul>	<p>Ongoing</p>

ITEM 20

**LCAP Goal:** (paste aligned SDUHSD LCAP goal from SDUHSD 17-20 Board approved LCAP)

Goal #1 Annual increase in student achievement for all students in English Language Arts and Math with focus on accelerating student learning outcomes for target subgroups including English Learners, low income pupils and pupils performing below grade level.  
 Goal #2 All English Learner (EL) pupils will receive instruction and curriculum that includes designated and integrated English language development across all core content areas. Within five (5) years of instruction in SDUHSD, all English learner pupils will meet the criteria to be reclassified as Redesignated Fluent English Proficient (RFEP).

**School Goal 2** (Description of 2017-18 measurable School Goal, aligned to Action Plan goals)

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

**LCAP Priority Area:**

1, 2, 4, 7, 8

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

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

**Rationale:** What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.

2017 CAASPP Results

All Students:

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

Students with Disabilities

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

English Learners:

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

Economically Disadvantaged Students:

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

Reclassified Fluent English Proficient (RFEP)

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

87.37% (similar to prior year) of 7th grade students Met or Exceeded

**Growth Targets:** Expected annual measurable outcomes.

CAASPP data:

All students:

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

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

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

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



ITEM 20

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

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

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

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

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

**Strategy:** (briefly describe the overall plan to address the identified need)

	<b>Actions/Tasks</b> (describe specifically what will occur at the site to meet this goal)	<b>Person(s) Responsible</b>	<b>Cost and Funding Source</b>	<b>Means to assess improvement</b>	<b>Timeline</b>
1.	Use SBAC assessment results in ELA and math to identify areas to revise or supplement curriculum. a. Utilize late start collaboration time and provide release days for teacher to meet as department/grade level teams to analyze pupil performance data from SBAC results. b. Identify common standards that were not met and add/revise	Administrators, Teachers	none	CAASPP results	a. November 2017 b. Identify by November 2017, add/revise ongoing

ITEM 20

	curriculum and instruction.				
2.	<p>Continue to maintain a system to track effectiveness of interventions for students performing below grade level.</p> <p>a. iTeam (Counselors, Administrator, School Psychologist, Special Ed Dept Chair, Social Worker) meet weekly to review student data including grades, assessment results, teacher reports, attendance, and parent input to determine general education interventions and level of support needed.</p> <p>b. Use established criteria with counselors to identify students who could benefit from Study Skills or Math Skills (general education) classes - grade in Math and/or English, MDTP entrance test, SBAC score from 6th grade, parent or teacher reports, SRI lexile scores, I-Team recommendation.</p> <p>c. Counselors meet with each student on D/F list quarterly to identify issue(s) and communicate areas of need to parents and teachers.</p> <p>d. Counselor and/or support teacher will work with student to develop an action plan to address issues.</p> <p>e. Counselors and teachers will track meetings and team agreed upon interventions through the Intervention screen on Aeries.</p> <p>f. iTeam will communicate with families and support teachers related to effectiveness of identified interventions.</p>	<p>a. iTeam members, Assistant Principal</p> <p>b. Counselors</p> <p>c. Counselors</p> <p>d. Counselors, teachers</p> <p>e. Counselors, teachers</p> <p>f. iTeam members, Assistant Principal, counselors</p>	<p>\$72,000</p> <p>Source: LCAP funded non-formula section</p>	<ul style="list-style-type: none"> <li>D/F list comparisons throughout year</li> <li>SBAC</li> <li>MDTP entrance tests</li> <li>Progress of students in Math Skills and Study Skills, grades &amp; assessments</li> <li>Intervention records</li> </ul>	Ongoing
3.	<p>Support implementation of ELD standards to support EL students in ELA and math classes.</p> <p>a. EL Lead will collaborate with specific teachers of EL students to support implementation of standards in ELA and math curriculum.</p> <p>b. EL Lead will meet with administrators and counselors twice a year to review student progress on district EL monitoring documents. Progress will be shared with department chairs or teacher leaders.</p> <p>c. EL Lead meets quarterly with site EL team to support EL students in Sheltered classes and across other core areas.</p> <p>d. EL Lead meets with students to review Reclassification criteria and academic progress.</p>	<p>a. EL Coordinator, teachers</p> <p>b. EL Coordinator, administrators</p> <p>c. EL Coordinator, Sheltered subject area teachers</p>	<p>\$24,000</p> <p>Source: LCAP funded non-formula section</p>	<ul style="list-style-type: none"> <li>Student CELDT scores</li> <li>Assessments given within EL classes</li> <li>Student performance data including grades, assessments, and SBAC scores</li> <li>District EL monitoring documents</li> </ul>	<p>a. September 2017</p> <p>b. September 2017, May 2018</p> <p>c. Ongoing</p>
4.	<p>For students with disabilities, increase access to general education curriculum while implementing targeted specific support for students.</p> <p>a. Continue Reading Intervention programs for students scoring below grade level lexile with Read 180, System 44 and Read Naturally in Academic Support classes, English Fundamental classes, and TAP Reading Intervention class. Special Education teachers will continue training and support for these programs to implement in their classes.</p> <p>b. All Special Education teachers work with designated core subject</p>	<p>a. Special Education teachers, District Reading Intervention Coordinator</p> <p>b. Special Education teacher and support staff</p> <p>c. Special Education</p>	<p>none</p>	<ul style="list-style-type: none"> <li>SRI scores</li> <li>Student progress in Essentials classes including assessments on ALEKS program</li> </ul>	Ongoing

ITEM 20

	<p>teacher to provide support while collaborating and communicating expectations for students with a disability. c. Continue Math Fundamentals class, Team Taught Int Math A Essentials and Int Math B Essentials courses to support students below grade level in math.</p>	<p>teacher, administration</p>			
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ITEM 20

**LCAP Goal:** (paste aligned SDUHSD LCAP goal from SDUHSD 17-20 Board approved LCAP)

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

**School Goal 3** (Description of 2017-18 measurable School Goal, aligned to Action Plan goals)

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

**LCAP Priority Area:**

3, 4, 5, 7, 8

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

All students

**Rationale:** What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.

Attendance Data

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

CA Healthy Kids Survey

2017 Healthy Kids Survey results indicated

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

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

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

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

Discipline Data

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

**Growth Targets:** Expected annual measurable outcomes.

Attendance Data

Reduce chronic absenteeism rate by 0.5%

Local climate survey results:

Increase students' sense of safety by 3%.

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

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

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

Discipline Data

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

**Strategy:** (briefly describe the overall plan to address the identified need)

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

Actions/Tasks	Person(s)	Cost and Funding	Means to assess	Timeline
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ITEM 20

	(describe specifically what will occur at the site to meet this goal)	Responsible	Source	improvement	
1.	<p>Continue programs and implement more programs to increase student connectedness with one another and staff.</p> <p>a. Administrators and counselors work with ASB to plan student activities throughout the year during PAW time, lunch and after school including Welcome Week, Red Ribbon Week, Act of Kindness Week, Spirit Week, Wellness Week dances, and movie nights.</p> <p>b. Utilize PAW time to allow for teachers and staff to check in on students, especially those who need support academically or social/emotionally. Encourage teachers to make personal connections with students during PAW time and other school related activities.</p> <p>c. Offer a variety of student-led clubs including academic, social, student-interest, and creative type clubs, and hold Club Day to encourage students to get involved in at least one activity on campus.</p> <p>d. Administrators collaborate with counselors and ASB advisor to conduct assemblies based on student needs and safety such as Bully Prevention, Anti-drug &amp; alcohol, Cybersafety, Career Fair and planning for the future.</p> <p>e. Provide voluntary Academic Power Hour tutoring twice a week for students after school to support student success in classes with support from teachers and high school peer volunteers.</p> <p>f. Counselors meet individually with students who are at risk for feeling less connected to school such as students on the D/F list, students whose parents do not have a college degree, and others who have generated concerns from teachers or parents.</p> <p>g. Create a Wellness Committee who will discuss and implement activities to increase student and staff wellness, including student-student, student-staff, and staff-staff connectedness.</p> <p>h. Pilot CHARACTER COUNTS! resources as a means to connect activities across campus for student connectedness including in classrooms, ASB student activities, and other student related areas.</p> <p>i. Communicate with Boys &amp; Girls Club on student activities after school which our students are involved in to foster a collaborative environment for student participation.</p> <p>j. Develop a Student Stand Out recognition system which recognizes and rewards students for going above and beyond in areas such as academically, emotional support, community service, extra-curricular activities, etc. Use ASB Bobcat Brag Cards and monthly recognition party as one means of recognition.</p>	<p>a. Administrators, counselors, ASB advisor</p> <p>b. Teachers, Administrators</p> <p>c. Teachers as Club Advisers, ASB advisor, students</p> <p>d. Administrators, counselors, ASB advisor</p> <p>e. Administrators, teachers</p> <p>f. Counselors</p> <p>g. Administrators, school staff</p> <p>h. Administrators, counselors, ASB advisor, teachers, school staff</p> <p>i. Administrators, school staff</p> <p>j. Administrators, ASB Adviser, teachers, school staff</p>	<p>a-d. None</p> <p>e. \$2,285 LCAP funded Site Tutoring Funds; \$3,500 Site Budget Tutoring Funds</p> <p>f - j. none</p>	<ul style="list-style-type: none"> <li>• Participation in student activities, number of activities</li> <li>• Data on number of clubs and extra curricular activities offered for students</li> <li>• Survey on student participation in clubs</li> <li>• Participation in Academic Power Hour</li> <li>• Student climate survey in Spring 2018</li> <li>• Staff climate survey in Spring 2018</li> <li>• Parent climate survey in Spring 2018</li> <li>• D/F lists</li> </ul>	Ongoing
2.	<p>Provide a comprehensive safety plan for students and staff.</p> <p>a. Develop school safety plan with safety committee comprised of administrators, classified and certificated staff, and parents.</p> <p>b. Safety committee will review safety plan and will meet quarterly for updates, school safety walk and feedback on comprehensive safety plan.</p> <p>c. Provide appropriate communication and support regarding school safety procedures for students and staff, and send updates during year to all staff through email and staff meetings.</p>	<p>a - b. Administrators, Safety Committee</p> <p>c - e. Administrators, School Community</p> <p>f. Administrators, teachers</p>	None	<ul style="list-style-type: none"> <li>• Participation in Safety Drills throughout year</li> <li>• Feedback from Safety Committee</li> <li>• Student climate survey in Spring</li> </ul>	Ongoing

ITEM 20

	<p>c. Use PAW time to review safety plan with students.</p> <p>d. Share safety plan with parents through website and discuss plan as part of Coffee with the Principal series.</p> <p>e. Use email and voice notification system to communicate with school community any safety concerns, and use text message alert system with staff to communicate in emergency situations.</p> <p>f. Develop and implement a Digital Citizenship curriculum plan school-wide to educate students regarding online safety and appropriate use of digital media. Include presentation to students and parents regarding CyberSafety annually.</p>			<p>2018</p> <ul style="list-style-type: none"> <li>• Staff climate survey in Spring 2018</li> <li>• Digital Citizenship plan developed and implemented</li> </ul>	
3.	<p>Increase Parent Participation through support programs and volunteer opportunities.</p> <p>a. Incorporate Parent Information nights throughout year for student safety and information on such topics as bullying prevention, drug and alcohol awareness, cybersafety and supporting an independent teenager.</p> <p>b. Encourage parents to volunteer for school activities including Parent Orientation, dances, movie nights, Spirit Week activities, Science Olympiad and Math League, and other opportunities throughout the year.</p>	Administrators	None	<ul style="list-style-type: none"> <li>• Number of Parent Information Nights</li> <li>• Attendance at Parent Information Nights</li> <li>• Number of Parent Volunteers</li> <li>• Parent climate survey in Spring 2018</li> </ul>	Ongoing
4.	<p>Communicate with School Community stakeholders on an ongoing basis to support positive atmosphere with students, teachers, staff, parents, and community.</p> <p>a. Send a weekly email (eblast) through communication system to parents highlighting events and giving information about CVMS. Include a message from Principal or other staff members relevant to school connectedness or support of students each week.</p> <p>b. Include updates on school events and information on school website and social media pages.</p>	Administrators and support staff	None	<ul style="list-style-type: none"> <li>• Weekly Eblasts sent</li> <li>• Website updates</li> </ul>	Ongoing
5.	<p>Increase student connectedness with school as a means for building capacity of students' college and career readiness.</p> <p>a. Begin to connect students to school through early college and career readiness inventories through online career exploration programs and six year school plans.</p> <p>b. Hold annual Career Fair supported by counselors and parents for students to begin exploration of careers in our community.</p> <p>c. High School students present to students at an assembly on how to be successful in high school, opportunities to explore in high school both college prep and career technical prep, and how to prepare for the college admission process.</p> <p>d. Principals from high schools present to parents on programs at high</p>	<p>a. Counselors</p> <p>b - d. Counselors and Administrators</p>	None	<ul style="list-style-type: none"> <li>• College and Career Inventory data</li> <li>• Six year plans developed</li> <li>• Student Climate Surveys Spring 2018</li> </ul>	<p>a. By January 2018</p> <p>b. March 2018</p> <p>c. February 2018</p> <p>d. January 2018</p>

ITEM 20

	school that lead to college and career readiness for students.				
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### D. School Site Council Membership Carmel Valley Middle School

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

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

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



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

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

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

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

Voted on Approval of SPSA by SSC  
on October 9, 2017

YAY: 13      NAY: 0      ABSENT: 1

Parent Alternate: Susan Polizzotto *Susan Polizzotto*

## ITEM 20

**Form F. Budget 2017-18  
Carmel Valley Middle School**

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

State/Federal Categorical Program	Allocation
Site LCFF Supplemental Funding - Site Formative/Achievement Funds	<b>\$11,300.00</b>
Site LCFF Supplemental Funding - Site Tutoring Funds	<b>\$2,825.00</b>
Site LCFF Supplemental Funding – District Funded Sections (non-formula)	<b>\$96,000.00</b>
Title I Funds	<b>\$0.00</b>
<b>Total</b>	<b>\$110,125.00</b>

## Appendix A. Student Performance Data

## Section 1: Enrollment

Table 1.1 Site enrollment trends with Student Group breakdown

	2016-17		2015-16		2014-15		2013-14	
	#	%	#	%	#	%	#	%
<b>Total enrollment</b>	1,176	-	1,361	-	1,535	-	1,520	-
<b>Number &amp; Percent of English Learners</b>	71	6.0%	71	5.2%	78	5.1%	59	3.9%
<b>Number &amp; Percent of Long Term English Learners</b>	7	0.06%	*	*%	16	1.0%	11	0.7%
<b>Number &amp; Percent of Redesignated Fluent English Proficient students</b>	156	13.2%	196	14.4%	229	15.0%	188	12.4%
<b>Number &amp; Percent of students who are Socio-Economically Disadvantaged</b>	52	4.6%	70	5.1%	76	4.9%	50	3.3%
<b>Number &amp; Percent of Special Education students</b>	80	7.1%	112	8.2%	118	7.7%	112	7.4%

## Source:

Total enrollment, English Learner enrollment, Socio-Economically Disadvantaged enrollment, Special Education enrollment:  
California Longitudinal Pupil Achievement Data System. Report. 1.1 Enrollment - Primary Status by Subgroup. (Fall 1)

Long Term English Lerner Enrollment, Redesignated Fluent English Proficient enrollment:  
Aeries Student Information System data. Analytics dashboards: LTEL, RFEP (retrieved 8/23/16)

\*In order to protect student privacy, an asterisk (\*) will be displayed instead of a number where 10 or fewer students are represented.

## Section 2: Student Achievement Indicators

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

8 <sup>th</sup> grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
<b>16-17</b>	603	85%	88%	89%	14%	46%	47%
<b>15-16</b>	781	84%	84%	88%	32%	39%	61%
<b>14-15</b>	783	83%	83%	89%	50%	50%	57%
7 <sup>th</sup> grade							
<b>16-17</b>	562	87%	92%	89%	28%	41%	89%
<b>15-16</b>	580	88%	91%	92%	25%	47%	51%
<b>14-15</b>	731	83%	81%	88%	44%	37%	60%
Source:							
California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from <a href="http://caaspp.cde.ca.gov/">http://caaspp.cde.ca.gov/</a>							

**CAASPP Results (All Students)****English Language Arts/Literacy**

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

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

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

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

## ITEM 20

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

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

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

## Data Source

California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from <http://caaspp.cde.ca.gov/>

### III School and Student Performance Data

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

8 <sup>th</sup> grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
<b>16-17</b>	603	83%	83%	82%	69%	37%	53%
<b>15-16</b>	779	80%	78%	84%	59%	30%	56%
<b>14-15</b>	782	80%	75%	90%	70%	38%	56%
7 <sup>th</sup> grade							
<b>16-17</b>	562	85%	86%	86%	59%	46%	84%
<b>15-16</b>	579	87%	85%	88%	67%	41%	50%
<b>14-15</b>	734	80%	78%	87%	64%	30%	51%
Source: California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from <a href="http://caaspp.cde.ca.gov/">http://caaspp.cde.ca.gov/</a>							

**CAASPP Results (All Students)****Mathematics**

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	748	590	575	734	579	562	727	575	562	98.1	98.1	97.7
Grade 8	805	793	614	782	776	603	777	774	603	97.1	97.5	98.2
All Grades	1553	1383	1189	1516	1355	1165	1504	1349	1165	97.6	97.8	98

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	2641.9	2664.3	2669.9	58	67	69.04	22	20	16.37	12	9	10.68	7	4	3.91
Grade 8	2667.8	2674.8	2682.8	58	64	67.16	22	16	16.09	13	11	8.96	7	9	7.79
All Grades	N/A	N/A	N/A	58	65	68.07	22	18	16.22	13	10	9.79	7	7	5.92

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	69	75	77.40	20	18	16.37	10	7	6.23
Grade 8	67	69	71.14	23	20	19.57	10	11	9.29
All Grades	68	72	74.16	22	19	18.03	10	9	7.81



## ITEM 20

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>
<b>Grade 7</b>	58	69	69.22	33	25	25.80	9	6	4.98
<b>Grade 8</b>	59	61	66.67	34	32	24.21	6	7	9.12
<b>All Grades</b>	59	65	67.90	33	29	24.98	8	7	7.12

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>
<b>Grade 7</b>	57	70	66.90	39	27	29.18	4	3	3.91
<b>Grade 8</b>	52	61	64.51	41	32	28.69	7	7	6.80
<b>All Grades</b>	55	65	65.67	40	30	28.93	6	5	5.41

## Data Source

California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from <http://caaspp.cde.ca.gov/>

## Section 3: School Climate Indicators

Table 3.1 Truancy rates

	2015-16	2014-15	2013-14	2012-13
Truancy rate	28.84%	28.88%	24.86%	0.26%

Source:

California Department of Education Data Reporting Office. Truancy Report. Retrieved from <http://dq.cde.ca.gov/dataquest/>

Table 3.2 Chronic absenteeism rates by Student Group

	All Students	English Learners	Socioeconomically disadvantaged	Special Education
16-17	2.2%	8.2%	3.8%	6.3%
15-16	3.0%	11.0%	7.8%	5.3%
14-15	2.6%	13.7%	8.9%	3.6%

Source:

Aeries Student Information System data. Analytics dashboards: Attendance% (retrieved 10/11/2016)

Table 3.3 Discipline data

	2014-15	2013-14	2012-13
Number of students suspended	23	29	29
Suspension rate	1.5%	1.8%	1.9%
Number of students expelled	0	0	0
Expulsion rate	0.0%	0.0%	0.0%

Source:

California Department of Education Data Reporting Office. Suspension and Expulsion Report. Retrieved from <http://dq.cde.ca.gov/dataquest/>

Table 3.4 Cohort dropout rate by Student Group

	2015-16	2014-15	2013-14	2012-13
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ITEM 20

All Students	0%	0%	0%	0%
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Source:  
CALPADS report 1.9 Completers and Dropouts - Count

## Section 4: Progress Monitoring of English Learners

## California English Language Development (CELDT) Data

Table 4. 1 2014-15 CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
<b>7</b>	19	36	29	44	21	41	31	29	12	0	7	1	6	7	18
<b>8</b>	31	33	21	62	43	58	0	7	11	7	13	11	0	3	2
<b>Total</b>	27	34	25	56	36	50	11	14	11	4	11	6	2	5	8

## Data Source

California Department of Education Data Reporting Office. California English Language Development Test (CELDT). Retrieved from <http://dq.cde.ca.gov/dataquest/>

## ITEM 20

**Table 4.2 Reclassification Rate**

	<b>2016-17</b>	<b>2015-16</b>	<b>2014-15</b>	<b>2013-14</b>
<b>Number and percentage of students Redesignated Fluent English Proficient</b>	31.2%	21 (26.9%)	6 (10.0%)	10 (17.2%)

## Source:

California Department of Education Data Reporting Office. Number and Percent of Students Redesignated to FEP.  
Retrieved from <http://dq.cde.ca.gov/dataquest/>



## The Single Plan for Student Achievement

School: Diegueño Middle School  
District: San Dieguito Union High School District  
County-District School (CDS) Code): 37-68346-610479  
Principal: Jeff Copeland  
Date of this revision: 9/27/17

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

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

Contact Person: Jeff Copeland  
Position: Principal  
Telephone Number: (760) 944-1892, ext. 6641  
Address: 2150 Village Park Way  
Encinitas, CA 92024  
E-mail Address: jeffrey.copeland@sduhsd.net

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

## A. School Site Information Diegueño Middle School

### Vision Statement:

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

### Mission Statement:

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

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

Currently, DMS operates Title I targeted assistance programs which allows us to provide educational services only to identified individual students who are performing below grade level in English and Math. The School Site Council completed a comprehensive needs assessment that identified DMS's strengths and challenges in key areas that affect student achievement. As a result this needs assessment, the School Site Council recommends that a Title I schoolwide program is the best way to serve the student population at DMS.

A schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school; its primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards.

Whereas Title I targeted assistance programs only provide educational services to identified individual students, schoolwide programs allow staff in schools with high concentrations of students from low-income families to redesign their entire educational program to serve all students. The emphasis in schoolwide program schools is on serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve a common goal. Schoolwide programs maximize the impact of Title I. Adopting this strategy should result in an ongoing, comprehensive plan for school improvement that is owned by the entire school community and tailored to its unique needs.

The San Dieguito Union High School District (SDUHSD) strives to attract highly qualified employees to provide all of our students with an outstanding education. When the District posts open positions for both certificated and classified employees we still require that they meet the previous NCLB standard. This will be our practice until California defines our new standards for highly qualified educators. The District pays for the State required two year Induction (Beginning Teacher Support Program) for teachers, which provides teachers with subject specific training and coaching. In addition, the District has a rich professional development program for all of our staff, both certificated and classified. All of our schools have Professional Learning Communities which allow teachers to collaborate around student learning.

SDUHSD's demographics are such that we do not have significant difficulty attracting highly qualified teachers. We do experience intermittent challenges with hiring in the areas of special education, science and math. In order to fill those vacancies we attend recruiting fairs; advertise that we pay for Induction; post positions on a popular Job Board, Edjoin; develop relationships with local universities to host student teachers and Interns; and provide incentives for employees to provide early notice of their retirement in order for the District to hire early for the next school year.

Since opening in 1985, Diegueño has been honored, on three different occasions, as a prestigious California Distinguished School as well as a nationally-recognized Blue Ribbon School. Our focus is to meet the needs of each

## ITEM 20

student by providing a safe, structured, and academically-focused educational environment. Each student is provided with challenging curriculum, a collaborative and student-centered learning environment, as well as exposure to 21st Century technological skills. At Diegueño Middle School, we inspire, engage and provide students choice and flexibility through servicing nearly 400 students during zero period.

Our English Language Arts teachers work collaboratively as our curriculum transitions to meet the requirements of the California State Standards. While maintaining an emphasis on student well-being and confidence, teachers continue to find new ways to engage students through technology and high-interest and relevant literature. In addition, there is an increase in the amount of expository works students will be analyzing. The curriculum at both grade levels includes study of short stories, novels, drama, poetry, expository texts, and grammar. Students participate in meaningful class discussions, creative projects, speeches and theater arts. Seventh and eighth graders write multi-paragraph papers in a variety of genres, including argumentative essays, personal and fictional narratives, informative papers, summaries of fictional and expository works, and responses to literature (analysis of character, theme, and author's style). Students also participate in an array of group-work assignments, which often include a student-directed culminating task that utilizes technology and requires creativity and cooperation. Teachers also include regular formative assessments to determine student understanding and to determine which students may need additional instruction in order to master the standard(s) being taught.

Our Math department continues its multi-year transition to the California State Standards, having fully implemented them last school year. The standards are designed to be rigorous and relevant to the real world, reflecting the knowledge and skills each student needs for success in college and careers. Our math classes are collaborative and student-centered with an expectation towards high-quality work. Emphasis is on critical thinking so each student develops a deeper understanding of topics, how they interrelate, and incorporate technology for the 21st century. Professional development will continue throughout this current school year (2017-18) for each of our math teachers.

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

As our Science Department continues its transition to the Next Generation Science Standards (NGSS), our teachers regularly incorporate critical-thinking opportunities into the topics, activities, readings, labs and experiments in which students engage. Students are being taught to read informational text critically, draw conclusions and give evidence to support their hypothesis. Science students are exposed to graphs, charts, images and asked to identify the patterns found in the data. Our science teachers continue to design lesson plans around the 5-E Model (engage, explore, explain, elaborate & evaluate).

The science department attended district in-service sessions on California State Standards in 2014-15, 2015-16, 2016-17, and this school year, they will continue to work collaboratively on creating California State Standard lessons and curriculum while preparing for the Next Generation Science Standards (NGSS). This includes attending district training on the implementation of NGSS. Science currently has many common-formative assessments in place, and technology is used to administer and gather results of these assessments and then determine which students may need to be re-taught certain concepts.

Our school site continues to work to improve in ensuring that we are providing our special-education students with the appropriate services and accommodations. Two years ago, the Special Education department created a survey in which our general-education teachers had an opportunity to share their concerns, comments and ideas about how our special-education students are being served in the general-education environment. Last year, our Special Education teachers reviewed the results with the staff and communicated a plan as to how best address their concerns and to most appropriately serve our students. Since then, our Special Education teachers have assisted our teachers in implementing strategies and ideas within the classroom that best serve our special-education students.

Each student in special education has a unique and individualized-education program which includes goals based on their areas of need. These are determined by establishing a baseline for the student and setting a goal that they can make progress toward in one year. Special education teachers regularly attend Common Core Professional Development Opportunities in their subject area of expertise. The Special Education department also regularly reaches out to general education staff to collaborate as well as be a resource for information about working with students with disabilities. Special



## ITEM 20

education teachers use technology like projectors, document cameras, and software to help provide necessary accommodations for students with special needs. Students within special education also have access to computers, laptops, and - on some occasions - assistive technology is used in order to help them progress.

There are a variety of support and intervention classes available for Diegueno students, including College Readiness, several sections of Read 180, Study Skills, Extended Day opportunities in Math and English, and Cougar Academic Time (CAT). Cougar Academic Time allows teachers an opportunity (four days/week) to regularly connect with students and assist students who are missing classwork, who need to make up an assessment, or who are scoring below proficient on assessments or who are not demonstrating mastery of the standards. Staff members continually discuss ideas as to how to most efficiently and appropriately serve students during CAT as well as how to make stronger connections and inspire students, in general. We provide and strive to offer mentor opportunities between students and teachers, on-going development of character counts on campus and various student activities facilitated by counseling office and the Associated Student Body (ASB).

During this school year, we will again be focusing on creating student autonomy in and outside of the classroom as well as creating a sense of belonging in each of our students. The ultimate goal is for each of our students to become a more engaged member of our student body; this includes both academic and social-emotional engagement. Of course, a more engaged student is likely a more successful, content and positive student. We will be using data recently received from our 2016-17 "Healthy Kids Survey" to address areas of concern, particularly as it relates to student-student and student-staff connectedness. Our plan this year includes implementing a "School Climate" survey in the spring which should offer us specific data as to what areas our students may need assistance in feeling more secure, welcome and a viable and integral part of our school community.

School accountability and student resources are available on Diegueño's homepage. In addition, through the Aeries portal, students and parents can access up-to-date grades and missing assignments. Pertinent information is posted on Diegueno's homepage as well as sent to the external families through "Blackboard Connect" in both English and Spanish. Students, parents and community can sign up for our weekly "E-Option." Additionally, important information and reminders about Diegueño and our upcoming events can be found on our Facebook and Twitter pages. During the 2016-17 school year, we will be focusing on regularly communicating information/reminders to our school community through our Remind 101 accounts; we will be actively working to encourage all staff, students and parents to join.

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

Training for parents includes how to help their children and how to support the goals of the school. Parents have a variety of ways to receive training and to be meaningfully involved in the school. These include Parent Forums, PTSA parent organization, School Site Council, the English Learner Advisory Committee, our Wellness Committee, and a variety of other volunteering opportunities. This current school year, we will be focusing on increasing educational opportunities for our parents to receive information regarding how to best meet the social-emotional, intellectual and physical needs of their middle-school child. We will be partnering with Oakcrest Middle School in order to reach as many of our parents as possible.

Diegueño's staff understands that in order to learn, students must feel comfortable and safe. In order to create a safe learning environment, our students, staff, and community commits to instilling positive character into the students' lives as well as a rigorous curriculum. Because our community entrusts Diegueño with their children every day, our staff works together as a team to ensure that students are safe while in our care. Last school year, we updated our "Child Find" process so that we can more efficiently and effectively "catch" students who need additional academic and/or social-emotional support. We also use the main tentacles of a program called "Character Counts," which allows us to recognize students doing the right thing, and reward them for appropriate choices.

Our vision is driven by the importance of student and staff connectedness, continual improvement, and celebrating diversity. We gather information from multiple sources, such as the Healthy Kids Survey (every-other school year) to help us make educated, data-driven decisions on policy and procedures. Last year, we also developed a campus-wide Wellness Committee, comprised of certificated and classified staff, students and parents. This committee has been assigned the task of creating continuous school-wide wellness opportunities and activities for students and staff that will increase student/staff connectedness and school spirit, while also addressing a variety of wellness issues/concerns that are specific towards the needs of our site. This committee will work closely with our staff, students and parents in order to create an even higher level of engagement and acceptance on our campus.

**B. School and Student Performance Data**

See Appendix A for multi-year student performance data tables

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

**Student Achievement**

We considered multiple measures when looking at student achievement, in particular: SBAC results, the D/F list, and work done in our site's Professional Learning Communities (PLCs).

Diegueno students showed improved performance on the SBAC assessments from spring 2016 to spring 2017.

Spring 2017 results indicate:

79.4% (+3.4% from previous year, +7.4% when compared to 2015 baseline) of all students scored in the standard met/exceeded range in ELA and 73.7% (+3.7% from previous year, +9.7% when compared to 2015 baseline) in math.

There is still room for improvement on this assessment but the overall trends are heading upward. As we aim to improve learning for all students, we are also focusing on narrowing the achievement gap between the performance of all students, and the performance of targeted student groups.

In English Language Arts, all students showed growth, and three of our student groups, RFEP, SWD and EDS also showed improvement, with our RFEP students demonstrating a considerable increase in scores.

Spring 2017 results indicate:

**English Learners (EL)**

18.2% (-3.8% from previous year, +18.2% when compared to 2015 baseline) of all students scored in the standard met/exceeded range in ELA

**Redesignated English Proficient (RFEP) Students**

75% (+16% from previous year, +26% when compared to 2015 baseline) of all students scored in the standard met/exceeded range in ELA

**Students with Disabilities (SWD)**

42.4% (+10.4% from previous year, +18.4% when compared to 2015 baseline) of all students scored in the standard met/exceeded range in ELA

**Economically Disadvantaged Students (EDS)**

55.3% (+5.3% from previous year, +23.3% when compared to 2015 baseline) of all students scored in the standard met/exceeded range in ELA

In math, English Learners (EL), students who have been Redesignated English Proficient (RFEP) Students with Disabilities (SWD) and Economically Disadvantaged Students (EDS) all made significant improvements.

Spring 2017 results indicate:

**English Learners (EL)**

13% (+9% from previous year, +13% when compared to 2015 baseline) of all students scored in the standard

## ITEM 20

met/exceeded range in math.

#### Redesignated English Proficient (RFEP) Students

71.7% (+17.7% from previous year, +28.7% when compared to 2015 baseline) of all students scored in the standard met/exceeded range in math.

#### Students with Disabilities (SWD)

35.1% (+2.1% from previous year, +13.1% when compared to 2015 baseline) of all students scored in the standard met/exceeded range in math.

#### Economically Disadvantaged Students (EDS)

47.4% (+5.4% from previous year, +18.4% when compared to 2015 baseline) of all students scored in the standard met/exceeded range in math.

Despite the gains in achievement on standardized assessments, not all students are earning passing grades in all of their classes. Approximately 14% of our students were earning a D or F in at least one of their classes as of October 2017, which is similar to the previous year. Teachers at Diegueno work in course-alike groups that have determined common Essential Learning Outcomes and have developed Common Formative Assessments aligned to these. We continue to provide coaching, training and support to increase teachers ability to analyze assessment data, and make adjustments to instruction to identify targeted gaps in learning.

#### School Climate

Diegueno's second goal for the 2017-18 school year is to increase the level of "school connectedness" and "sense of safety" of pupils, staff and parents. Examination of data from the CA Healthy Kids Survey, truancy rates, expulsion rates, and chronic absenteeism rates highlighted the need for this goal.

#### 2017 CA Healthy Kids Survey,

8% of student respondents stated that they did not feel as if they are a "part of the school." Although this is a 2% improvement from the 2015 survey, it still represents approximately 75 students on our campus who are not feeling as if they are a "part of the school."

32% of students reported that it is "not at all true" or "a little true" when asked whether they believe a "teacher or other adult cares about me." This represents a 4% decrease when compared to the 2015 survey results.

The percentage of students who reported that they feel "very safe" or "safe" at school decreased from 79% in 2015 to 75% in 2017

Although our spring 2017 California Healthy Kids survey results are demonstrating that our students are overwhelmingly feeling connected to our campus, are feeling safe and are communicating that they believe that a teacher/adult cares about them as individuals, we are noticing that we are lower than some of the other district middle schools in a few categories. For instance, there was a 5% gap between our site and the highest middle school when students were asked if they feel as if they are "part of the school." When asked if they "feel safe, there was a 6% gap between our site and the highest middle school. When asked if "a teacher or other adult cares about me," there was a 10% gap between our school and the highest middle school. These results are showing us that we do have room for improvement in how students are perceiving their overall safety and connectedness to their school and our staff.

#### Truancy rates,

The 2013-14 truancy rate for all students was 26.7% and in 2014-15 it was 24.3% (2.7% reduction). In 2015-16, however, the rate increased to 31.58%, a 7.27% increase from the previous year. The rate from 2016-17 was not published at the time of this report.

#### Suspension rates

The number of students suspended increased from 12 during the 2013-14 school year to 19 during the 2014-15 year; the suspension rate also increased from 1.4% to 1.9% during the same time frame. The number of

ITEM 20

students suspended in 2015-16 and 2016-17 was not published at the time of this report. However, multiyear data shows that Diegueno has maintained a less than 2% suspension rate since 2011.

**Expulsion rates**

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

**Chronic absenteeism rates**

2016-17, All Students: 5.1%, which represents an increase of approximately 1% when compared to the previous year and an increase of 2% over the last two years.

2016-17, Socioeconomically Disadvantaged students: 10.2%, which represents an increase of 2% when compared to the previous year and an increase of approximately 5% over the last two years.

2016-17, Students Education students: 8.8%, which represents an decrease of approximately 1% over the last two years.

2016-17, English Learners: 10.4%, which represents an increase of 0.7% when compared to the previous year and an increase of approximately 4% over the last two years.

**C. Involvement Process**

**Involvement Process:**

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

The Diegueno Leadership team and School Site Council (SSC) involved with reviewing multi-year data, and contributed to the development of our school's plan. A draft of the plan was discussed with the School Site Council (SSC) on 10/17/17 and SSC members as well as an ELAC representative provided feedback. The final draft was reviewed and approved on 10/25/17.

**D. Summary of Progress Made on 2016-17 Goals  
Diegueño Middle School**

<p><b>School Goal 1</b> (Description of 2016-17 School Goal) All students will achieve at or above grade level in ELA and Math.</p> <p><b>LCAP Priority Area:</b> 1: Basics 2: Implementation of State Standards 4: Pupil achievement 7: Course Access</p> <p><b>Targeted Pupil Student Group(s):</b> All students performing below grade level in ELA and Math, focus on low socio-economic, special education and EL students.</p>	
<p><b>A. Measurable Outcomes:</b> List Specific data that was reviewed toward meeting this goal. Show growth/decline using data. Diegueno students showed improved performance on the SBAC assessments from spring 2016 to spring 2017. Spring 2017 results indicate: 79.4% (+3.4% from previous year, +7.4% when compared to 2015 baseline) of all students scored in the standard met/exceeded range in ELA and 73.7% (+3.7% from previous year, +9.7% when compared to 2015 baseline) in math.</p> <p>There is still room for improvement on this assessment but the overall trends are heading upward. As we aim to improve learning for all students, we are also focusing on narrowing the achievement gap between the performance of all students, and the performance of targeted student groups.</p> <p>In English Language Arts, all students showed growth, and three of our student groups, RFEP, SWD and EDS also showed improvement, with our RFEP students demonstrating a considerable increase in scores.</p> <p>Spring 2017 results indicate: English Learners (EL) 18.2% (-3.8% from previous year, +18.2% when compared to 2015 baseline) of all students scored in the standard met/exceeded range in ELA</p>	<p><b>B. Summary of Progress:</b> Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data)</p> <p>After reviewing the 2016-17 SBAC data, we are noticing a mostly upward trend. The scores demonstrated an increase in math and ELA for “all students” as well as for four of our five student groups. We are seeing a steady increase in math and ELA since the 2015 baseline assessment. The number of students earning a D/F at the end of the 2016-17 school year was similar to the number midway through the school year. Not all of our PLC teams developed a measurable SMART goal during the 2016-17 school year.</p>

ITEM 20

Redesignated English Proficient (RFEP) Students

75% (+16% from previous year, +26% when compared to 2015 baseline) of all students scored in the standard met/exceeded range in ELA

Students with Disabilities (SWD)

42.4% (+10.4% from previous year, +18.4% when compared to 2015 baseline) of all students scored in the standard met/exceeded range in ELA

Economically Disadvantaged Students (EDS)

55.3% (+5.3% from previous year, +23.3% when compared to 2015 baseline) of all students scored in the standard met/exceeded range in ELA

In math, English Learners (EL), students who have been Redesignated English Proficient (RFEP) Students with Disabilities (SWD) and Economically Disadvantaged Students (EDS) all made significant improvements.

Spring 2017 results indicate:

English Learners (EL)

13% (+9% from previous year, +13% when compared to 2015 baseline) of all students scored in the standard met/exceeded range in math.

Redesignated English Proficient (RFEP) Students

71.7% (+17.7% from previous year, +28.7% when compared to 2015 baseline) of all students scored in the standard met/exceeded range in math.

Students with Disabilities (SWD)

35.1% (+2.1% from previous year, +13.1% when compared to 2015 baseline) of all students scored in the standard met/exceeded range in math.

Economically Disadvantaged Students (EDS)

47.4% (+5.4% from previous year, +18.4% when compared to 2015 baseline) of all students scored in the standard met/exceeded range in math.

D/F Data

143 students were earning a D/F grade at the end of 2nd semester (June 2017)

ITEM 20

PLC Progress

Of our eight PLC teams on campus (not including science, which is currently not being accountable to PLC standards due to its transition to NGSS), three teams did not develop or provide measurable evidence that demonstrated the success of a SMART goal during the 2016-17 school year

**C. Relevance:** Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D.

We have not met this goal as targeted student groups are performing below grade level.

**D. What changes, if any, will be made as a result of reviewing measurable outcomes?** Based on the summary of progress, how will the actions/services change moving forward?

We will continue to implement planned intervention as we have seen progress in student achievement outcomes.

ITEM 20

**School Goal 2** (Description of 2016-17 School Goal)

All students will feel safe, valued, and connected to Diegueno.

**LCAP Priority Area:**

State Priority:

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

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

All students: focus on students with discipline records.

**A. Measurable Outcomes:** List Specific data that was reviewed toward meeting this goal. Show growth/decline using data.

School Climate  
2017 CA Healthy Kids Survey,  
8% of student respondents stated that they did not feel as if they are a "part of the school." Although this is a 2% improvement from the 2015 survey, it still represents approximately 75 students on our campus who are not feeling as if they are a "part of the school."

32% of students reported that it is "not at all true" or "a little true" when asked whether they believe a "teacher or other adult cares about me." This represents a 4% decrease when compared to the 2015 survey results.

The percentage of students who reported that they feel "very safe" or "safe" at school decreased from 79% in 2015 to 75% in 2017

Suspension rates  
The number of students suspended increased from 12 during the 2013-14 school year to 19 during the 2014-15 year; the suspension rate also increased from 1.4% to 1.9% during the same time frame. The number of students suspended in 2015-16 and 2016-17 was not published at the time of this report.

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

**B. Summary of Progress:** Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data)

Although our spring 2017 California Healthy Kids survey results are demonstrating that our students are overwhelmingly feeling connected to our campus, are feeling safe and are communicating that they believe that a teacher/adult cares about them as individuals, we are noticing that we are lower than some of the other district middle schools in a few categories. For instance, there was a 5% gap between our site and the highest middle school when students were asked if they feel as if they are "part of the school." When asked if they "feel safe, there was a 6% gap between our site and the highest middle school. When asked if "a teacher or other adult cares about me," there was a 10% gap between our school and the highest middle school. These results are showing us that we do have room for improvement in how students are perceiving their overall safety and connectedness to their school and our staff.

Other school climate indicators indicate a positive school culture and increased student connectedness. Multiyear data shows that Diegueno has maintained a less than 2% suspension rate and a 0-0.1% expulsion rate since 2011.

Attendance continues to be an area of focus as chronic absenteeism and truancy rates have increased over the last 3 years.



## ITEM 20

## Truancy rates,

The 2013-14 truancy rate for all students was 26.7% and in 2014-15 it was 24.3% (2.7% reduction). In 2015-16, however, the rate increased to 31.58%, a 7.27% increase from the previous year. The rate from 2016-17 was not published at the time of this report.

## Chronic absenteeism rates

2016-17, All Students: 5.1%, which represents an increase of approximately 1% when compared to the previous year and an increase of 2% over the last two years.

2016-17, Socioeconomically Disadvantaged students: 10.2%, which represents an increase of 2% when compared to the previous year and an increase of approximately 5% over the last two years.

2016-17, Students Education students: 8.8%, which represents an decrease of approximately 1% over the last two years.

2016-17, English Learners: 10.4%, which represents an increase of 0.7% when compared to the previous year and an increase of approximately 4% over the last two years.

**C. Relevance:** Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D.

We are continuing this goal for 2017-18. There was not a CA Healthy Kids survey administered since the 2015-16 SPSA, so we are carrying over this goal to use the CHKS to track progress here. To date in the 16-17 school year, no students have been expelled and 3 have been suspended.

**D. What changes, if any, will be made as a result of reviewing measurable outcomes?** Based on the summary of progress, how will the actions/services change moving forward?

Diegueno is making improvements to our attendance procedures. We have implemented a clearer tardy policy with consequences for students who are consistently late.

ITEM 20

**School Goal 3** (Description of 2016-17 School Goal)

Implement strategies to increase reclassification of all ELs.

**LCAP Priority Area:**

LCAP state priorities

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

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

All students, and English Learners, in particular.

**A. Measurable Outcomes:** List Specific data that was reviewed toward meeting this goal. Show growth/decline using data.

2016-17 reclassification data  
6 students were reclassified Fluent English Proficient (RFEP) in the spring of 2017 resulting in a reclassification rate of 28.6% (6 less students, -19.4% from previous year).

Spring 2017 results indicate:  
English Learners (EL)  
18.2% (-3.8% from previous year, +18.2% when compared to 2015 baseline) of all students scored in the standard met/exceeded range in ELA  
13% (+9% from previous year, +13% when compared to 2015 baseline) of all students scored in the standard met/exceeded range in math.

Reduce the number of EL students on the D/F list by 5%  
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**B. Summary of Progress:** Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data)

Diegueno has a small number of English Learner students, therefore reclassification rates will vary greatly each year. Multiyear data shows that approximately 6-15 English Learner students meet the criteria to be reclassified each year at Diegueno.

Although SBAC scores indicate significant progress for our English Learners in both ELA and math, the percentage of student not meeting academic standards remains high and there is a significant achievement gap when compared to their English Only peers.

**C. Relevance:** Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D.

This goal has been partially met

**D. What changes, if any, will be made as a result of reviewing measurable outcomes?** Based on the summary of progress, how will the actions/services change moving forward?

English Learner enrollment has declined over the last 4 years. Diegueno currently has a small number of English Learner students which makes it difficult to disaggregate achievement data for this student group on certain metrics. This goal will be collapsed in the 17-18 plan. Increasing outcomes for English Learners

ITEM 20

will be addressed within Goal 1, to increase student achievement for all students.

ITEM 20

**School Goal 4** (Description of 2016-17 School Goal)

All students will be prepared to enroll in college and career ready courses in high school.

**LCAP Priority Area:**

State Priority:

- 4- Pupil Achievement
- 5- Pupil Engagement
- 7- Course Access
- 8- Other Pupil Outcomes

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

All students

**A. Measurable Outcomes:** List Specific data that was reviewed toward meeting this goal. Show growth/decline using data.

a. No more than 10% of the student boy will be on the final D/F list in June 2017.

b. No more than 20% of the total number of students on the D/F list in June 2017 will be Special Education students.

College and Career exploration activities  
During the 2016-17 school year, 951 students participated in the Career Key program.

Student Information System data  
During the 2016-17 school year, counselors held over 1,000 student meetings which focused on topics related to college and career readiness. Additionally, counselors met with over 100 students to create 6 year plans which focused on high school readiness and graduation requirements.

**B. Summary of Progress:** Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data)

The number of students on the D/F list in June 2017 exceeded 10% of our student body (approximately 14%), which did not meet our goal. Of that number, 36 were Special Education students. This number exceeded our goal of 20%, which means we did not meet our goal. These are both areas in which we must continue to address. We did meet our goal with the number of students participating in the career exploration program (approximately 95% of our student body). We also met our goal of holding college & career readiness meetings that included all students as well as having counselors meet with struggling students to create six-year plans, focusing on HS readiness and graduation requirements.

**C. Relevance:** Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D.

This goal was partially met

**D. What changes, if any, will be made as a result of reviewing measurable outcomes?** Based on the summary of progress, how will the actions/services change moving forward?

This goal will be collapsed in the 17-18 plan.

### E. Planned Improvements in Student Performance

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

<p><b>LCAP Goal:</b> (paste aligned SDUHSD LCAP goal from SDUHSD 17-20 Board approved LCAP) Annual increase in student achievement for all students in English language arts and math with focus on accelerating student learning outcomes for students performing below grade level.</p> <p><b>School Goal 1</b> (Description of 2017-18 measurable School Goal, aligned to Action Plan goals) All students will achieve at or above grade level in ELA and Math</p> <p><b>LCAP Priority Area:</b> Improving Student Achievement and Outcomes</p> <p><b>Targeted Pupil Student Group(s):</b> English Language Learners, Economically Disadvantaged Students and SpEd Students</p>	
<p><b>Rationale:</b> What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.</p> <p>2017 SBAC results All students 21.6% of all students scored in the standard nearly met or not met range in ELA</p> <p>26.3% of all students scored in the standard nearly met or not met range in math</p> <p>English Language Learners 81.8% of all students scored in the standard nearly met or not met range in ELA</p> <p>87% of all students scored in the standard nearly met or not met range in math</p> <p>SpEd Students 57.6% of all students scored in the standard nearly met or not met range in ELA</p> <p>64.9% of all students scored in the standard nearly met or not met range in math</p>	<p><b>Growth Targets:</b> Expected annual measurable outcomes.</p> <p>2018 SBAC Results: Our goal is to see a decrease in the percentage of students who score in the standard nearly met to not met range for all students and targeted student groups (English Language Learners, Economically Disadvantaged Students and SpEd Students).</p> <p>Grade Data: Our goal is to see a decrease in the number of students earning a D or F grade at the end of our second semester when compared to the end of our first semester.</p> <p>PLC Progress: All PLC teams will have developed at least one SMART goal related to increasing student achievement and report progress in June 2018.</p>

ITEM 20

**Economically Disadvantaged Students**  
44.7% of all students scored in the standard nearly met or not met range in ELA

52.6% of all students scored in the standard nearly met or not met range in math

**Grade data**  
138 students (approximately 14.5% of our total student body) were included on the D/F list that was generated in October 2017

**PLC Progress**  
Of our eight PLC teams on campus (not including science, which is currently not being accountable to PLC standards due to its transition to NGSS), three teams did not develop or report progress on a measurable, agreed-upon SMART goal during the 2016-17 school year

Although we have made steady and significant gains during the past three years, there is a significant gap in all student groups from the overall student population. Supports for each of these groups needs to continue to increase student achievement and decrease the achievement gap.

**Strategy:** (briefly describe the overall plan to address the identified need)  
To identify students in need early, and then offer a system of intervention (both during the school day and outside of it) to increase student achievement

	<b>Actions/Tasks</b> (describe specifically what will occur at the site to meet this goal)	<b>Person(s) Responsible</b>	<b>Cost and Funding Source</b>	<b>Means to assess improvement</b>	<b>Timeline</b>
1.	<p>Provide intervention courses for students performing below grade level in English and math.</p> <p>1.) Provide Reading intervention courses. a. Entry Criteria: below grade level SRI scores</p> <p>b. Instructional targets: Students will receive one-on-one support from teacher; Students will work in small groups with teacher on reading comprehension; Students will work as whole group reading stories aloud, Close Reads, and choral reading ; Student will access through the Read 180 online curriculum.</p> <p>c. Exit Criteria: Proficient Reading Inventory Test score; Increased number of books read; Growth in spelling, vocabulary, writing and speaking skill.</p>	Teachers; Principal; Title 1 Coordinator	<p>\$72,000 Source: LCAP non-formula sections</p> <p>\$72,000 Source: Title I</p>	<ul style="list-style-type: none"> <li>• SBAC scores</li> <li>• Grade Data</li> <li>• Course Enrollment Data</li> <li>• Post-Assessment Data</li> <li>• Classroom Assessment Data</li> <li>• SRI Data</li> </ul>	Ongoing

ITEM 20

<p>2.) Provide math intervention courses as well as Math A and Math B Essentials, a remediation-focused course which will cover essential Math A &amp; Math B standards.</p> <p>a. Entry Criteria: SBAC math scores Standard Not Met; SBAC math score Standard Nearly Met (with additional review); Performance in current math course (D/F); Some EL/Sped students eligible by committee placement</p> <p>b. Instructional targets: Identify &amp; remediate each student’s weaknesses in math based on reviewing assessments; Develop students’ test-taking and organizational skills. Scaffold, remediate, and adapt lessons for students to access grade level math material. Students will become more of a self-advocate by initiating conversations with their teachers about their progress.</p> <p>c. Exit Criteria: Exit Criteria: Growth on post assessment; Performance on Interim Assessment (if applicable); Course assessment grade of C or higher; SBAC: 7th grade Math: Standards Met</p> <p>3.) Provide Academic Lab section designed to support at-risk students and that focuses on developing organization skills, teaching test preparation strategies, helping students understand how they learn, and working on individual goals as determined by the intervention coordinator and the students’ teachers.</p> <p>a. Entry Criteria: SBAC math scores Standard Not Met; SBAC English scores Standard Not Met; Multiple D/F’s on progress reports or semester report; Some EL/Sped students eligible by committee placement; Teacher/ I-Team recommendation</p> <p>b. Instructional targets: Identify &amp; remediate each student’s weaknesses in Math based on reviewing assessments; Identify &amp; remediate each student’s weaknesses in English based on reviewing assessments; Develop student test taking strategies; Develop student organizational skills; Promote student self-advocacy by encouraging consistent contact with teachers</p> <p>c. Exit Criteria: Passing all classes with a C or better; SBAC Math scores Standards met; SBAC English scores Standards met; Proficient SRI score (add score needed)</p> <p>Title I Intervention:</p> <p>a) Title I Coordinator, Counselor and Principal/Assistant Principal will meet and review SBAC results, current D/F list and first-quarter grades in ELA and math for current 7th and 8th grade students.</p>				
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ITEM 20

	<p>b) Principal will collaborate with feeder elementary schools to evaluate incoming 7th grade students to identify potential students who could benefit from School-Day Intervention and Summer Intervention Programs.</p> <p>c) Title I Coordinator will inform teachers, parents and identified students about the Title I School-Day Interventions and encourage enrollment to identified students.</p> <p>d) Title I Coordinator will record data on the students offered participation in School-Day intervention and evaluate the percentage of those who enrolled in either program.</p>				
2.	<p>Provide additional supports for students in need of intervention and enrichment.</p> <p>1) Extended-School Day/Academic Tutoring:</p> <p>a. Entry Criteria: Multiple D's/F's; Classroom Assessment Data; Teacher Recommendations</p> <p>b. Instructional targets: Identify &amp; remediate each student's area(s) of needed growth; Include Pre-Assessment; provide one-on-one and small-group tutoring</p> <p>c. Exit Criteria: Post-Assessment Results; Classroom Performance Data; Student Grades; Student Work Samples</p> <p>2) Provide a Title I Coordinator to monitor student progress throughout the year and communicate with staff and families.</p>	Title I Coordinator; Teachers	\$28,000 Source: Title I	<ul style="list-style-type: none"> <li>Attendance at tutoring</li> <li>Number of students meeting with Title I Coordinator</li> <li>Post-Assessment Results</li> <li>Classroom Assessment Data</li> <li>Grades</li> </ul>	Ongoing
3.	<p>Provide opportunities for teachers to attend professional development sessions on ways to increase student achievement.</p>	Principal; Teachers	\$14,000 Source: Title I	<ul style="list-style-type: none"> <li>Attendance at PD</li> <li>SBAC scores</li> </ul>	Ongoing
4.	<p>Each English, history, math and World Language PLC team will create one measurable SMART goal that will support the school-wide goal of improving student achievement; also, continue to train all staff on development and enhancement of PLCs</p> <p>a) Instructional Leadership Team; each team to consist of one member of each PLC team, in addition to other instructional leaders on campus</p> <p>b) Instructional Leadership Team to meet monthly for remainder of the school year; will examine steps needed to be taken to enhance PLC model</p> <p>c) Regular PLC training at late starts, including having each PLC team develop a measurable SMART goal at October 2017 late-start PD session</p> <p>d) Each PLC team will reflect upon and then - if necessary - revise its SMART Goal in February 2018</p>	Principal; Teachers	\$9,480.00 Source: Site Formative/Achievement Funds \$12,196.00 Source: Title I (supplemental materials and supplies)	<ul style="list-style-type: none"> <li>2018 SBAC results</li> <li>CFA performance</li> <li>D/F lists</li> </ul>	Ongoing



ITEM 20

	<p>e) Regular administrative check-ins with each PLC team during the 11 late-start sessions that will be devoted strictly to PLC team work  f) Each PLC team to complete minutes from each PLC team meeting and then submit them to administration within five school days  g) Direction to Department Chairs and PLC leads on PLC process.  h) Examples of progress within the PLC groups to be shared with staff</p>				
5.	<p>Support implementation of ELD standards to support EL students in ELA and math classes.  a. EL Lead will collaborate with specific teachers of EL students to support implementation of standards in ELA and math curriculum.  b. EL Lead will meet with administrators and counselors twice a year to review student progress on district EL monitoring documents. Progress will be shared with department chairs or teacher leaders.  c. EL Lead meets quarterly with site EL team to support EL students in Sheltered classes and across other core areas.  d. EL Lead meets with students to review Reclassification criteria and academic progress.</p>	EL Lead; Teachers	\$24,000 Source: LCAP funded non-formula section	<ul style="list-style-type: none"> <li>• Student CELDT scores</li> </ul> <p>Assessments given within EL classes</p> <ul style="list-style-type: none"> <li>• Student performance data including grades, assessments, and SBAC scores</li> <li>• District EL monitoring documents</li> </ul>	Ongoing

ITEM 20

**LCAP Goal:** (paste aligned SDUHSD LCAP goal from SDUHSD 17-20 Board approved LCAP)

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

**School Goal 2** (Description of 2017-18 measurable School Goal, aligned to Action Plan goals)

Increase the percentage of our students feeling connected and safe on campus

**LCAP Priority Area:**

School Climate

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

English Language Learners, Low Income Students and SPED Students

**Rationale:** What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.

School Climate

Diegueno's second goal for the 2017-18 school year is to increase the level of “school connectedness” and "sense of safety" of pupils, staff and parents. Examination of data from the CA Healthy Kids Survey, truancy rates, expulsion rates, and chronic absenteeism rates highlighted the need for this goal.

2017 CA Healthy Kids Survey:

- 8% of student respondents stated that they did not feel as if they are a "part of the school." Although this is a 2% improvement from the 2015 survey, it still represents approximately 75 students on our campus who are not feeling as if they are a "part of the school."
- 32% of students reported that it is "not at all true" or "a little true" when asked whether they believe a "teacher or other adult cares about me." This represents a 4% decrease when compared to the 2015 survey results.
- The percentage of students who reported that they feel "very safe" or "safe" at school decreased from 79% in 2015 to 75% in 2017

Truancy rates:

- The 2013-14 truancy rate for all students was 26.7% and in 2014-15 it was 24.3% (2.7% reduction). In 2015-16, however, the rate increased to 31.58%, a 7.27% increase from the previous year. The rate from 2016-

**Growth Targets:** Expected annual measurable outcomes.

2018 School Climate Survey:

- Our goal is to see a decrease in the percentage of students who state that they do not feel as if they are a "part of the school"
- Our goal is to see a decrease in the percentage of students who state "not at all true" or "a little true" when asked whether they believe a "teacher or other adult cares about me"
- Our goal is to see a decrease in the percentage of students who state that they do not feel "very safe" or "safe" at school

Truancy Rate:

- Our goal is to see a decrease in our truancy rate to no more than 24% during the 2017-18 school year

Suspension Rate:

- Our goal is to see a decrease in our suspension rate during the 2017-18 school year

Chronic Absenteeism Rate:

- Our goal is to see a decrease in our absenteeism rate during the 2017-18 school year for Limited English Proficient students, Socioeconomically Disadvantaged students, and Special Education students

Expulsion Rate:

- Our goal is to see maintain our low expulsion rate during the 2017-18 school

17 was not published at the time of this report.

Suspension rates:

- The number of students suspended increased from 12 during the 2013-14 school year to 19 during the 2014-15 year; the suspension rate also increased from 1.4% to 1.9% during the same time frame. The number of students suspended in 2015-16 and 2016-17 was not published at the time of this report. However, multiyear data shows that Diegueno has maintained a less than 2% suspension rate since 2011.

Expulsion rates:

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

Chronic absenteeism rates:

- 2016-17: All Students = 5.1%, which represents an increase of approximately 1% when compared to the previous year and an increase of 2% over the last two years.
- 2016-17: Socioeconomically Disadvantaged students = 10.2%, which represents an increase of 2% when compared to the previous year and an increase of approximately 5% over the last two years.
- 2016-17: Students Education students = 8.8%, which represents an decrease of approximately 1% over the last two years.
- 2016-17, English Learners = 10.4%, which represents an increase of 0.7% when compared to the previous year and an increase of approximately 4% over the last two years.

Although our spring 2017 California Healthy Kids survey results are demonstrating that our students are overwhelmingly feeling connected to our campus, are feeling safe and are communicating that they believe that a teacher/adult cares about them as individuals, we are noticing that we are lower than some of the other district middle schools in a few categories. For instance, there was a 5% gap between our site and the highest middle school when students were asked if they feel as if they are "part of the school." When asked if they "feel safe, there was a 6% gap between our site and the highest middle school. When asked if "a teacher or other adult cares about me," there was a 10% gap between our school and the highest middle school. These results are showing us that we do have room for improvement in how students are perceiving their overall safety and connectedness to their school and our staff.

year

ITEM 20

Other school climate indicators indicate a positive school culture and increased student connectedness. Multiyear data shows that Diegueno has maintained a less than 2% suspension rate and a 0-0.1% expulsion rate since 2011.

Attendance continues to be an area of focus as chronic absenteeism and truancy rates have increased over the last 3 years.

With the inclusion of the various alternates to suspension (such as In-School Suspension, Friday Night School, completing the district's "Making Decisions Unit," etc.), it is our goal to begin to see a decrease in our suspension rate moving forward.

**Strategy:** (briefly describe the overall plan to address the identified need)

Will use results from California Healthy Kids Survey to discover specific areas of concern (as it relates to school culture, absenteeism, and discipline) and then to address these areas through a variety of student, staff and parent Wellness opportunities

Actions/Tasks (describe specifically what will occur at the site to meet this goal)		Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Site administration will analyze 2017 Healthy Kids Survey data to determine next steps to promote positive school culture and feelings of connectedness, in particular between students and staff	Assistant Principal	No cost	2018 School Climate Survey	Data to be shared with site Leadership Team in Spring 2017; Leadership Team will then analyze results
2.	Use 2017 Healthy Kids Survey data to create a School Climate Survey for all students that measures student perspective on safety and connection to Diegueno, to determine success of 2016-17 site Wellness strategy, and to create next steps to support goal of safe, valued, and connected students. The School Climate Survey will be completed by May 2018	Assistant Principal	No cost	2018 School Climate Survey	Principal and AP will work alongside site Leadership Team during Spring 2017 to develop internal survey; survey to be administered to 8th grade students in Fall 2017
3.	Develop programs dedicated to supporting student safety, wellness and connections: <ul style="list-style-type: none"> <li>• Week of Welcome</li> <li>• Revolution's anti-bullying assembly</li> <li>• Family Nights, including on-campus activities for families</li> </ul>	Principal	No cost	2018 School Climate Survey	ongoing

ITEM 20

	<p>once/semester</p> <ul style="list-style-type: none"> <li>• Cyberspace Education for students</li> <li>• Parent Forums (cyber education &amp; READI information) combined with Oakcrest</li> <li>• Spirit Day</li> <li>• Safety Committee</li> <li>• We-Tip and other targeted safety and reporting outreach to students</li> <li>• Continued development of DNO student clubs (with staff advisors)</li> <li>• Red Ribbon Week</li> <li>• ASB Step it UP! Fundraiser</li> <li>• Kindness Week</li> <li>• "PAWS" before u post.</li> <li>• Continuation of site Wellness Committee</li> <li>• Weekly Pragmatics Group for students with disabilities</li> <li>• Counseling Groups for students struggling with grief</li> <li>• Training for counseling student aides to assist those who are struggling with student connections</li> <li>• DLI Parent Potluck</li> </ul>				
4.	<p>Continuing to Introduce Restorative Practices:</p> <ul style="list-style-type: none"> <li>• Additional training for teachers: Two site members to attend the San Diego County Office of Education training in September, in addition to the 12 site staff members who have already attended this same training</li> <li>• Implementation with students: Teachers who attend this year's training will implement at least one RP session either during instructional time or during CAT time during the 2017-18 school year, in addition to the teachers who are currently implementing RP session in their classroom</li> <li>• Training for staff: Utilize a December 2017 late-start Professional Development day to review main purpose of RP as well as to demonstrate fundamentals of RP "circles" and how they lead to enhanced student/student connectedness as well as improved student/staff connectedness</li> <li>• Communication with families: Site administration to communicate purpose of Restorative Practices and site plan for implementation with our parents during "Coffee with the Principal" sessions and PTSA meetings during this school year</li> </ul>	Principal	No cost	2018 School Climate Survey	Ongoing

ITEM 20

5.	<p>Accountability for Attendance:</p> <ul style="list-style-type: none"> <li>• Site Administration assigning immediate student consequences for each tardy</li> <li>• Site Administration meeting with students and parents who are demonstrating attendance/punctuality concerns</li> <li>• Site Social Worker meeting with students who are demonstrating a high rate of absenteeism and/or punctuality concerns</li> <li>• Site Administration ensuring that students demonstrating attendance/punctuality concerns are being placed on a site Behavior Contract as an initial intervention before proceeding to SART Contract</li> <li>• Site Administration - in conjunction with Attendance Secretary - examining absenteeism/truancy data twice/month</li> </ul>	Assistant Principal	No cost		Ongoing

## ITEM 20

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

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jeffrey Copeland	X				
Guen Butler			X		
Rebecca Vincent		X			
Emily Coulter		X			
Liz Kenny				X	
Kathy Raymond				X	
Lauren Lakin					X
Landon Block					X
Brandon Feffer					X
Alexis Hillenbrand		X			
Anthony Valencia			X		
Jane Boal				X	
<b>Numbers of members of each category</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>

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

Diegueno MS SCHOOL SITE COUNCIL SIGN IN SHEET

October 17, 2017

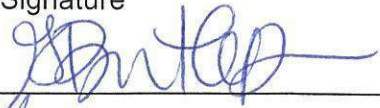
3:15 p.m.- 4:15 p.m.

Diegueno MS Learning Commons

Print Name

Signature

Gwen Butler



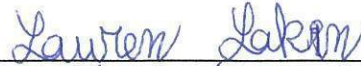
Landon Block



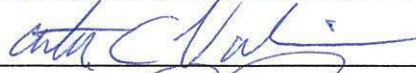
Gavin Diehl



Lauren Lakin



Anthony Valencia



Jane Boal Walther



Emily Carter



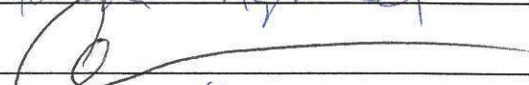
Liz Kenny



Kathryn Raymond



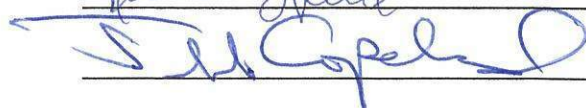
Alexis Hillenbrand



Rebecca Vincent



Jeff Copeland





## ITEM 20

**Form F. Budget 2017-18  
Diegueño Middle School**

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

State/Federal Categorical Program	Allocation
Site LCFF Supplemental Funding - Site Formative/Achievement Funds	<b>\$9,480.00</b>
Site LCFF Supplemental Funding - Site Tutoring Funds	<b>\$0.00</b>
Site LCFF Supplemental Funding – District Funded Sections (non-formula)	<b>\$96,000.00</b>
Title I Funds	<b>\$140,409.00</b>
<b>Total</b>	<b>\$245,889.00</b>

## Appendix A. Student Performance Data

## Section 1: Enrollment

Table 1.1 Site enrollment trends with Student Group breakdown

	2016-17		2015-16		2014-15		2013-14	
	#	%	#	%	#	%	#	%
<b>Total enrollment</b>	1,002		993	-	949	-	859	-
<b>Number &amp; Percent of English Learners</b>	26	2.6%	21	2.1%	25	2.6%	49	5.7%
<b>Number &amp; Percent of Long Term English Learners</b>	*	*%	*	*%	*	*%	24	2.8%
<b>Number &amp; Percent of Redesignated Fluent English Proficient students</b>	62	6.2%	60	6.0%	77	8.1%	72	8.4%
<b>Number &amp; Percent of students who are Socio-Economically Disadvantaged</b>	96	.96%	81	8.2%	73	7.7%	95	11.1%
<b>Number &amp; Percent of Special Education students</b>	128	1%	124	12.5%	116	12.2%	95	11.1%

## Source:

Total enrollment, English Learner enrollment, Socio-Economically Disadvantaged enrollment, Special Education enrollment:  
California Longitudinal Pupil Achievement Data System. Report. 1.1 Enrollment - Primary Status by Subgroup. (Fall 1)

Long Term English Lerner Enrollment, Redesignated Fluent English Proficient enrollment:  
Aeries Student Information System data. Analytics dashboards: LTEL, RFEP (retrieved 8/23/16)

\*In order to protect student privacy, an asterisk (\*) will be displayed instead of a number where 10 or fewer students are represented.

## Section 2: Student Achievement Indicators

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

8 <sup>th</sup> grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
<b>16-17</b>	500	78.43%	80.49	56.25	0%	40.35	60%
<b>15-16</b>	454	73%	76%	45%	*	29%	43%
<b>14-15</b>	471	75%	78%	55%	0%	19%	26%
7 <sup>th</sup> grade							
<b>16-17</b>	466	80.47%	82.24	89.28	8.33%	44.44%	51.85%
<b>15-16</b>	515	81%	81%	72%	53%	37%	56%
<b>14-15</b>	462	72%	76%	41%	*	27%	39%
Source:							
California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from <a href="http://caaspp.cde.ca.gov/">http://caaspp.cde.ca.gov/</a>							

**CAASPP Results (All Students)****English Language Arts/Literacy**

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	473	524	479	462	515	466	451	512	466	97.7	98.3	97.3
Grade 8	483	467	523	471	454	510	464	454	510	97.5	97.2	97.5
All Grades	956	991	1002	933	969	976	915	966	976	97.6	97.8	97.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	2593.6	2614.5	2616.0	27	37	35.19	44	43	45.28	18	13	13.73	9	7	5.79
Grade 8	2608.9	2615.1	2624.3	27	29	31.37	45	44	47.06	16	19	15.29	10	8	6.27
All Grades	N/A	N/A	N/A	27	33	33.20	45	43	46.21	17	16	14.55	10	7	6.05

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	35	48	44.42	51	44	45.49	14	8	10.09
Grade 8	39	45	47.06	45	43	43.53	16	12	9.41
All Grades	37	46	45.80	48	44	44.47	15	10	9.73

## ITEM 20

<b>Writing</b> Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	47	51	56.22	44	42	37.55	9	7	6.22
Grade 8	46	43	46.86	42	46	45.88	11	10	7.25
All Grades	46	47	51.33	43	44	41.91	10	9	6.76

<b>Listening</b> Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	25	28	28.33	64	66	65.02	10	6	6.65
Grade 8	22	26	31.96	66	67	63.14	12	7	4.90
All Grades	24	27	30.23	65	66	64.04	11	6	5.74

<b>Research/Inquiry</b> Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	39	51	50.21	54	43	44.21	7	6	5.58
Grade 8	39	39	45.29	49	49	45.88	12	12	8.82
All Grades	39	45	47.64	51	46	45.08	9	9	7.27

## Data Source

California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from <http://caaspp.cde.ca.gov/>

### III School and Student Performance Data

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

8 <sup>th</sup> grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
<b>16-17</b>	510	69.35	72.16	56.25	0	26.32	41.46
<b>15-16</b>	455	73%	70%	46%	*	26%	33%
<b>14-15</b>	467	62%	66%	41%	0%	18%	16%
7 <sup>th</sup> grade							
<b>16-17</b>	461	78.52	79.61	89.29	25	44.45	51.85
<b>15-16</b>	514	80%	84%	62%	0%	37%	49%
<b>14-15</b>	458	68%	76%	49%	*	25%	43%
Source:							
California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from <a href="http://caaspp.cde.ca.gov/">http://caaspp.cde.ca.gov/</a>							

**CAASPP Results (All Students)****Mathematics**

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	473	523	479	458	514	461	454	513	461	96.8	98.3	96.2
Grade 8	483	467	523	467	455	510	462	454	509	96.7	97.4	97.5
All Grades	956	990	1002	925	969	971	916	967	970	96.8	97.9	96.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	2611.6	2633.4	2633.8	42	53	51.84	25	27	26.68	22	14	14.53	10	6	6.94
Grade 8	2609.4	2631.4	2639.2	37	45	46.56	24	22	22.79	20	20	19.45	18	13	11.20
All Grades	N/A	N/A	N/A	40	49	49.07	24	25	24.64	21	17	17.11	14	9	9.18

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	52	64	64.21	33	26	22.99	15	11	12.80
Grade 8	42	51	49.90	36	32	33.20	21	17	16.90
All Grades	47	58	56.70	35	29	28.35	18	14	14.95

## ITEM 20

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>
<b>Grade 7</b>	46	57	51.63	40	37	40.56	14	7	7.81
<b>Grade 8</b>	45	47	51.87	43	42	35.76	12	11	12.38
<b>All Grades</b>	46	52	51.75	41	39	38.04	13	9	10.21

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>
<b>Grade 7</b>	46	61	52.06	48	34	42.08	6	5	5.86
<b>Grade 8</b>	32	44	50.29	48	45	39.10	19	11	10.61
<b>All Grades</b>	39	53	51.13	48	39	40.52	13	8	8.35

## Data Source

California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from <http://caaspp.cde.ca.gov/>



## Section 3: School Climate Indicators

Table 3.1 Truancy rates

	2015-16	2014-15	2013-14	2012-13
Truancy rate	31.58%	24.31%	26.73%	0.59%

Source:

California Department of Education Data Reporting Office. Truancy Report. Retrieved from <http://dq.cde.ca.gov/dataquest/>

Table 3.2 Chronic absenteeism rates by Student Group

	All Students	English Learners	Socioeconomically disadvantaged	Special Education
16-17	5.1%	0.0%	10.2%	8.8%
15-16	4.7%	5.0%	8.8%	9.3%
14-15	3.9%	0.0%	5.1%	10.2%

Source:

Aeries Student Information System data. Analytics dashboards: Attendance% (retrieved 10/25/16)

Table 3.3 Discipline data

	2014-15	2013-14	2012-13
Number of students suspended	19	12	15
Suspension rate	1.9%	1.4%	1.8%
Number of students expelled	1	0	1
Expulsion rate	0.1%	0.0%	0.1%

Source:

California Department of Education Data Reporting Office. Suspension and Expulsion Report. Retrieved from <http://dq.cde.ca.gov/dataquest/>

Table 3.4 Cohort dropout rate by Student Group

	2015-16	2014-15	2013-14	2012-13
--	---------	---------	---------	---------

ITEM 20

All Students	0%	0%	0%	0%
--------------	----	----	----	----

Source:  
CALPADS report 1.9 Completers and Dropouts - Count

## Section 4: Progress Monitoring of English Learners

## California English Language Development (CELDT) Data

Table 4. 1 2014-15 CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
<b>7</b>	0	7	36	63	60	55	25	27	9	0	7		13		
<b>8</b>	31	25	30	46	13	40	23	25	30	0			0	38	
<b>Total</b>	19	13	33	52	43	48	24	26	19	0	4		5	13	

## Data Source

California Department of Education Data Reporting Office. California English Language Development Test (CELDT) Reports. Retrieved from <http://www.cde.ca.gov/ta/ac/t3/t3reports.asp>

\*data not available from California Department of Education Data Reporting Office

## ITEM 20

**Table 4.2 Reclassification Rate**

	<b>2016-17</b>	<b>2015-16</b>	<b>2014-15</b>	<b>2013-14</b>
<b>Number and percentage of students Redesignated Fluent English Proficient</b>	6 ( 28.6 %)	12 (48.0%)	15 (30.6%)	6 (10.7%)

## Source:

California Department of Education Data Reporting Office. Number and Percent of Students Redesignated to FEP.  
Retrieved from <http://dq.cde.ca.gov/dataquest/>



## The Single Plan for Student Achievement

School: Earl Warren Middle School  
District: San Dieguito Union High School District  
County-District School (CDS) Code): 37-68346-6061998  
Principal: Reno Medina  
Date of this revision: October 2017

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

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

Contact Person: Reno Medina  
Position: Principal  
Telephone Number: (858) 755-1558  
Address: 155 Stevens Avenue  
Solana Beach, CA 92075  
E-mail Address: reno.medina@sduhsd.net

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

## A. School Site Information Earl Warren Middle School

### Vision Statement:

Earl Warren Middle School will continue to be a leading institution in the State of California by providing a rigorous and challenging curriculum that prepares all students to be academically successful throughout their educational career.

### Mission Statement:

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

#### Principal's Message:

Earl Warren Middle School (EWMS) is committed to individual student achievement and success. This year's focus is on culture, connections, and refining/reflecting on our professional practices to support all students. We continuously work to develop curriculum strategies that enhance the development of each child's potential. Our school enjoys a small, but diverse student population, in which students benefit from being a part of a true community of learners. EWMS offers numerous support programs to help students' academic and social/emotional growth. Daily Academic Practice Time (APT) is an important part of our learning environment. With guidance, students explore decision-making and coping skills, learn study skills, and develop personal and academic goals. The EWMS learning community is dedicated to the success of each student.

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

Currently, EWMS operates Title I targeted assistance programs which allows us to provide educational services only to identified individual students who are performing below grade level in English and Math. The School Site Council completed a comprehensive needs assessment that identified EWMS's strengths and challenges in key areas that affect student achievement. As a result this needs assessment, the School Site Council recommends that a Title I schoolwide program is the best way to serve the student population at EWMS.

A schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school; its primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards.

Whereas Title I targeted assistance programs only provide educational services to identified individual students, schoolwide programs allow staff in schools with high concentrations of students from low-income families to redesign their entire educational program to serve all students. The emphasis in schoolwide program schools is on serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve a common goal. Schoolwide programs maximize the impact of Title I. Adopting this strategy should result in an ongoing, comprehensive plan for school improvement that is owned by the entire school community and tailored to its unique needs.

The San Dieguito Union High School District (SDUHSD) strives to attract highly qualified employees to provide all of our students with an outstanding education. When the District posts open positions for both certificated and classified employees we still require that they meet the previous NCLB standard. This will be our practice until California defines our new standards for highly qualified educators. The District pays for the State required two year Induction (Beginning Teacher Support Program) for teachers, which provides teachers with subject specific training and coaching. In addition, the District has a rich professional development program for all of our staff, both certificated and classified. All of our schools have Professional Learning Communities which allow teachers to collaborate around student learning.

SDUHSD's demographics are such that we do not have significant difficulty attracting highly qualified teachers. We do experience intermittent challenges with hiring in the areas of special education, science and math. In order to fill those vacancies we attend recruiting fairs; advertise that we pay for Induction; post positions on a popular Job Board, Edjoin; develop relationships with local universities to host student teachers and Interns; and provide incentives for employees to provide early notice of their retirement in order for the District to hire early for the next school year.

## ITEM 20

Earl Warren Middle School is located in Solana Beach, California and is part of the San Dieguito Union High School District. EWMS hosts grades 7th and 8th with a current enrollment of 601 students. The ethnic distribution of students is as follows: 74% White, 15% Hispanic, 5% Asian, 5-6% multi-ethnic. All Earl Warren students experience a challenging core curriculum that sets high standards for all students. Earl Warren provides additional support for those students who have been identified as below proficient on the California Standards Assessment. We coach them to self-advocate as well as motivate themselves in setting and accomplishing realistic goals. We assist them in the development of sound thinking and problem-solving skills as well as expect them to learn to be responsible citizens who pursue a quality lifestyle marked by wellness and balance.

English classes are focused on teaching the California Content Standards in English Language Arts in the areas of reading, writing, speaking, and listening. The courses in this department include English 7, English 7 Honors, English 8, English 8 Honors, plus a targeted intervention course, English Enrichment. The curriculum includes study of both fictional and expository reading and writing. Texts in 7th grade may include: *The Giver*, *Animal Farm*, *The Outsiders*, *A Midsummer Night's Dream* and "The Pearl". Texts in 8th grade may include: "Flowers for Algernon," *The Martian Chronicles*, *The Diary of Anne Frank*, *To Kill a Mockingbird*, *Twelfth Night*, and a war memoir focusing on courage and humanity. Both 7th and 8th will also read a selection of short stories, poetry, plays, and non-fiction texts.

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

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

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

English Language Learners are provided support in the general education core academic courses. Materials such as Read 180 Next Generation (reading fiction and non-fiction leveled books, improve writing skills, build vocabulary, practice spelling, practice speaking, oral fluency and reading aloud) and other supplemental materials are used. Teachers use SDAIE strategies to support English Learners in their content area classes.

Exciting and challenging elective classes complement the core subjects of language arts, math, science, social studies and physical education (PE). The electives include art, ASB, leadership, band, guitar, digital arts, art for new media, video film, Spanish I and II, and yearbook. In addition, two of our stand out and growing elective courses are our STEM and Advanced STEM. Students may also participate in Independent Study Physical Education and surf PE to fulfill their PE requirements.

The EWMS counseling department welcomes the opportunity to work with all students. At the beginning of each school year, the counseling department coordinates activities to foster student connectedness on campus. This includes the New Student Social and Welcome Committee. The EWMS counselor also runs a weekly organizational group that relies on peer mentoring to help struggling students organize their work and study materials. Throughout the year, the EWMS counselor will present guidance lessons to students ranging from topics such as organization, time management, and self advocacy to career exploration and preparing for high school and beyond.

## ITEM 20

The EWMS counselor is also a member of the student study team whose function is to identify students who are dealing with issues that may be interfering with learning. The team meets once a week to discuss interventions that will assist students who are struggling academically, socially, or emotionally. The counseling department also works in collaboration with the administrators to use restorative practices with students alongside the EWMS progressive discipline model.

Modifications and accommodations are made for special education and 504 students in the core curriculum program, based on individual need outlined in their IEP or 504. Special education offers a continuum of options of specialized academic instruction to included Fundamental courses, support classes, Learning Center, and related services. Academic support electives, before school and lunchtime Homework Hours, and Academic Support After School provide students with additional means of achieving academic success and access to standards-based curriculum.

A variety of state and local assessments are used to guide instruction, improve student achievement, and provide students with increased opportunities to participate in mainstream classes. All teachers of special education students and 504 students are provided with each student's IEP or 504 plan. California Standards Test in science and California Assessment for Student Performance and Progress (CAASPP) in math and English measure student achievement in standards-based education. The results of these tests are also used for placement in programs and to measure overall student academic success.

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

Providing a safe campus for students is a priority for the entire staff. Our approach focuses on equity and excellence for everyone, where respect and compassion are the norm. Everyone is provided equal opportunity to achieve their potential as both learners and ethical adults. Staff development focuses on professional development opportunities that build relationships/connection between staff and all student populations. The Healthy Kids survey is administered every two years and the results are used to develop a focus for all staff throughout the years.

### B. School and Student Performance Data

See Appendix A for multi-year student performance data tables

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

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

#### ACADEMICS-

EWMS students demonstrated progress in both ELA and math on 2017 CAASPP tests. Students with disabilities and Economically Disadvantaged students showed significant growth in ELA and math compared to 2016 results. English Learners showed improvement in math scores, but had a decline in ELA scores when compared to 2016 results.

\*ELA: 2017 Percent of students scoring the standard met/exceeded range, growth from 2016 baseline

All students: 78.26%, increase of 2.26%

English Learners: 19.23%, decrease of 6.77%

Economically Disadvantaged: 38.98%, increase of 7.98%

Special Education: 43.94%, increase of 5.94%

\*Math: 2017 Percent of students scoring the standard met/exceeded range, growth from 2016 baseline

All students: 72.52%, increase of 1.52%



## ITEM 20

English Learners: 19.23%, increase of 5.23%  
 Economically Disadvantaged: 37.28%, increase of 8.28%  
 Special Education: 31.74%, increase of 5.74%

In addition, as a result of targeted intervention for students who were struggling in content area courses, EWMS yielded a significant decrease of students on the D/F list compared to 2015-16:

2015-16 % of students on the D/F list: 26%

2016-17 % of students on the D/F list: 19%, decrease of 7%

#### COLLEGE READINESS-

Overall, the number of students enrolled in college readiness courses increased compared to the 2016 data. In particular, more students enrolled in CTE Pathway courses as well displayed an increase in enrollment in Honors English/Math courses.

2017 # of students enrolled in CTE Pathway elective (STEM Exploration)-73 students

Baseline from 2016: 35 students

Increase of 38 students from 2016 to 2017 participating in college and career ready courses.

2016-17 % of students enrolled in Honors English

Baseline: English 56%

2017-18 data reflects 59%

2016-17 % of students enrolled in Honors Math

Baseline: Math 38%

2017-18 data reflects 43%

2016-17 % of students enrolled in below grade level Math courses

Baseline: 12.5%

2017-18 data reflects 11%

Decrease of 1.5% of students enrolled in below grade level math courses.

#### STUDENT SAFETY/CONNECTEDNESS

Based on the 2016-17 California Healthy Kids Survey (CAHKS), the majority of students at EWMS reported they feel safe (84%) and/or connected to school(77%). However, there are a significant percentage of students who are EL and/or Socio-Economically disadvantaged who do not feel like they are a part of school.

English Learners: 14% do not feel like they are part of the school

Socio-Economically Disadvantaged: 13.2% do not feel like they are part of the school.

### C. Involvement Process

#### Involvement Process:

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

The EWMS Leadership team collaborated and/or met with department chairs (8/25/17, 9/12/17 and 9/22/17), non-formula teaching staff (8/25/17, 9/8/17, 9/17/17, 9/26/17), counseling staff (8/25/17, 9/22/17 & 9/27/17), Title I Coordinator (8/25/17, 9/8/17, 9/20/17, and 9/26/17), ELAC(8/25/17, 9/8/17, 9/20/17, and 9/26/17); District Office staff (6/6/17, 9/8/17, 9/13/17, 9/21/17, and 9/28/17), UCSD staff (Healthy Kids Survey 6/13/17), and parent representatives (9/19/17, 9/26/17, and 10/5/17) to acquire data, analyze, conduct a needs assessment to develop student performance summary, develop goals, and action steps to address the specific goal areas.

ITEM 20

The EWMS SSC is comprised of parents, students, teachers, administrators, and other school personnel, team who read, edited, and commented on the goals and action steps in the Single Plan for Student Achievement. The SSC meeting was held on 10/5/17.

**D. Summary of Progress Made on 2016-2017 Goals  
Earl Warren Middle School**

<p><b>School Goal 1</b> (Description of 2016-17 School Goal) EWMS will increase the percentage of students scoring "Standard Met" and "Standard Exceeded" by 5% across all subgroups as measured by the CAASPP ELA and math</p> <p><b>LCAP Priority Area:</b> 1,2,4,7</p> <p><b>Targeted Pupil Student Group(s):</b> ALL (SES, ELL, SPED)</p>	
<p><b>A. Measurable Outcomes:</b> List Specific data that was reviewed toward meeting this goal. Show growth/decline using data. *ELA: 2017 Percent of students scoring the standard met/exceeded range, growth from 2016 baseline All students: 78.26%, increase of 2.26% English Learners: 19.23%, decrease of 6.77% Economically Disadvantaged: 38.98%, increase of 7.98% Special Education: 43.94%, increase of 5.94%</p> <p>*Math: 2017 Percent of students scoring the standard met/exceeded range, growth from 2016 baseline All students: 72.52%, increase of 1.52% English Learners: 19.23%, increase of 5.23% Economically Disadvantaged: 37.28%, increase of 8.28% Special Education: 31.74%, increase of 5.74%</p>	<p><b>B. Summary of Progress:</b> Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data)</p> <p>EWMS students demonstrated progress in both ELA and math on CAASPP tests. Students with disabilities and Economically Disadvantaged students showed significant growth in ELA and math compared to 2016 results. English Learners showed improvement in math scores but had a decline in ELA scores when compared to 2016 results.</p>
<p><b>C. Relevance:</b> Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D. This goal has been partially met. EWMS student groups of students with disabilities, Economically Disadvantaged students and English Learners demonstrated an increase of over 5% in math. Students with disabilities and Economically Disadvantaged student showed over 5% improvement in ELA scores. English Learners showed a decline of over 5% in ELA of students scoring in the Standard Met or Exceeded.</p>	
<p><b>D. What changes, if any, will be made as a result of reviewing measurable outcomes?</b> Based on the summary of progress, how will the actions/services change moving forward? This goal will be redeveloped in the 2017-18 plan to reflected multiple measures of student achievement.</p>	



ITEM 20

**School Goal 3** (Description of 2016-17 School Goal)

Increase student connectedness and sense of safety for all EWMS students.

**LCAP Priority Area:**

1,3,5,6

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

ALL (SES, ELL)

**A. Measurable Outcomes:** List Specific data that was reviewed toward meeting this goal. Show growth/decline using data.  
 CHKS Results 2016-17 overall baselines:  
 All Students who feel safe 84.8%  
 All Students who feel like they are part of their school 77.3%  
  
 English Learners: 14% do not feel like they are part of the school  
 Socio-Economically Disadvantaged: 13.2% do not feel like they are part of the school

**B. Summary of Progress:** Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data)  
  
 Although the majority of students at EWMS reported they feel safe (84%) and/or connected to school(77%), there are a significant percentage of students who are EL and/or Socio-Economically disadvantaged who do not feel like they are a part of school. The actions need to be more targeted for these subgroups to assist with capturing all students.

**C. Relevance:** Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D.

The goal has not been met.

**D. What changes, if any, will be made as a result of reviewing measurable outcomes?** Based on the summary of progress, how will the actions/services change moving forward?

The goal will be redeveloped to include baselines of specific subgroups (EL and Socio-Economic) to help support and monitor progress. In addition, since CAHKS in given every two years, we will develop a climate survey specific to this goal to obtain comparable data to be analyzed to address this goal.

### E. Planned Improvements in Student Performance

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

<p><b>LCAP Goal:</b> (paste aligned SDUHSD LCAP goal from SDUHSD 17-20 Board approved LCAP)</p> <p>Goal #1 Annual increase in student achievement for all students in English Language Arts and Math with focus on accelerating student learning outcomes for target subgroups including English Learners, low income and pupils performing below grade level.                  Goal #2 All English Learner (EL) pupils will receive instruction and curriculum that includes designated and integrated English language development across all core content areas.                  Within five (5) years of instruction in SDUHSD, all English learner pupils will meet the criteria to be reclassified as Redesignated Fluent English Proficient (RFEP).</p> <p><b>School Goal 1</b> (Description of 2017-18 measurable School Goal, aligned to Action Plan goals)</p> <p>Annual increase in student achievement for all students in English Language Arts and Math with focus on accelerating student learning outcomes for targeted student groups including English Learners, socio-economical disadvantaged students and pupils performing below grade level.</p> <p><b>LCAP Priority Area:</b></p> <p>1, 2, 4, 7, 8</p> <p><b>Targeted Pupil Student Group(s):</b></p> <p>ALL (SES, ELL, SPED)</p>	
<p><b>Rationale:</b> What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.</p> <p>Based on the reviewed data (ref specific data sources), there is still a need to increase overall student achievement with focus improvements for targeted subgroups: EL, Economically Disadvantaged, and students in special education:</p> <p>*ELA: 2017 Percent of students scoring the standard met/exceeded range, growth from 2016 baseline                  All students: 78.26%, increase of 2.26%                  English Learners: 19.23%, decrease of 6.77%                  Economically Disadvantaged: 38.98%, increase of 7.98%                  Special Education: 43.94%, increase of 5.94%</p> <p>*Math: 2017 Percent of students scoring the standard met/exceeded range, growth from 2016 baseline                  All students: 72.52%, increase of 1.52%                  English Learners: 19.23%, increase of 5.23%                  Economically Disadvantaged: 37.28%, increase of 8.28%</p>	<p><b>Growth Targets:</b> Expected annual measurable outcomes.</p> <p>*ELA: 2017 Percent of students scoring the standard met/exceeded range, growth from 2016 baseline                  All students: 78.26%, increase of 2.26%                  Growth Target: Increase of 2% for all students.</p> <p>English Learners: 19.23%, decrease of 6.77%                  Growth Target: Increase of 3% for EL students</p> <p>Economically Disadvantaged: 38.98%, increase of 7.98%                  Growth Target: Increase of 3% for Economically Disadvantaged</p> <p>Special Education: 43.94%, increase of 5.94%                  Growth Target: Increase of 3% for students in special education</p> <p>*Math: 2017 Percent of students scoring the standard met/exceeded range, growth from 2016 baseline</p>

ITEM 20

Special Education: 31.74%, increase of 5.74%

2016-17 # of students enrolled in Honors for English  
Baseline: English 56%  
2017-18 data reflects 59%

2016-17 # of students enrolled in Honors for Math  
Baseline: Math 38%  
2017-18 data reflects 43%

2016-17 # of students enrolled in below grade level Math courses  
Baseline: 12.5%  
2017-18 data reflects 11%  
Decrease of 1.5% of students enrolled in below grade level math courses.

2015-16 % of students on the D/F list: 26%  
2016-17 % of students on the D/F list: 19%, decrease of 7%

All students: 72.52%, increase of 1.52%

English Learners: 19.23%, increase of 5.23%  
Growth Target: Increase of 3% for EL students

Economically Disadvantaged: 37.28%, increase of 8.28%  
Growth Target: Increase of 3% for Economically Disadvantaged

Special Education: 31.74%, increase of 5.74%  
Growth Target: Increase of 3% for students in special education

2016-17 # of students enrolled in Honors English  
Baseline: English 56%  
2017-18 data reflects 59%  
Growth Target: maintain at least 59%

2016-17 # of students enrolled in Honors Math  
Baseline: Math 38%  
2017-18 data reflects 43%  
Growth Target: 45%

2016-17 # of students enrolled in below grade level Math courses  
Baseline: 12.5%  
2017-18 data reflects 11%  
Decrease of 1.5% of students enrolled in below grade level math courses.  
Growth Target: Decrease by 2%

2015-16 % of students on the D/F list: 26%  
2016-17 % of students on the D/F list: 19%  
7% decrease for 16-17  
Growth Target: 16%

**Strategy:** (briefly describe the overall plan to address the identified need)  
Implement during the school day interventions which includes ELA and Math intervention courses, tutoring programs, and before/after school programs as needed.

Actions/Tasks (describe specifically what will occur at the site to meet this goal)		Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Provide intervention and support classes for students struggling in math:	Administration, Leadership Team, Title	\$48,000: (0.4FTE) source: Title I	Common formative assessments, SRI,	Staffing: 2017-18 School year 8/2017-

ITEM 20

	<p>1. Administrators, English and math department chairs and teachers, intervention team and counselor review SBAC results, MDTP results, SRI results, CELDT data, LAS Links results, grade reports to identify at-risk students.</p> <p>2. Counselor and Intervention Coordinator communicate with students and families regarding recommended support courses and programs in ELA and math based on student assessment results.</p> <p>3. Identified students are enrolled in targeted support courses or programs including: English Enrichment, Study Skills, Math Essentials, and College Readiness.</p> <p>4. Intervention team reviews student progress during weekly SST consult meetings.</p> <p>5. Teachers review student progress quarterly: SRI results, grade reports, teacher feedback, attendance data, individual meetings with students and parents.</p> <p>6. Based on review of student data, counseling staff will make necessary changes in intervention placement and class schedule.</p>	<p>I Coordinator, Title I Intervention/Support teacher, Math teacher, Interventions Team, and Dept. PLC Teams.</p>	<p>\$48,000: LCAP (0.4 FTE) Source: LCAP non-formula sections</p>	<p>MDTP, SBAC</p>	<p>6/2018</p> <p>Progress Checks: Quarterly 11/2017, 1/2018, 4/2018, 6/2018</p> <p>Intervention Team: Weekly meetings</p>
<p>2.</p>	<p>Provide intervention and support classes for students struggling in English and Math</p> <p>1. Develop and offer after school academic support programs and Academic Practice Time (APT) support programs during the school day.</p> <p>2. After School Academic Support- reading specialist and math teacher provide tutoring, study skills and organizational support.</p> <p>3. APT- identify and develop targeted short term interventions</p> <p>4. Administrators and teachers will develop student and parent survey to assess perception of after school and APT support programs.</p> <p>5. Administrators, counselor and leadership team will evaluate effectiveness of academic support programs by reviewing survey results on student and parent perception data and student participation data.</p> <p>6. Offer a Home Work Hour program before school, at lunch and after school for students who need additional support with assignments or re-teaching course concepts and skills.</p>	<p>Administration, Leadership Team, and Interventions Team</p>	<p>\$16,918.00 source: Title I</p>	<p>Common formative assessments, SRI, MDTP, SBAC</p>	<p>Staffing: 2017-18 School year 8/2017-6/2018 with quarterly checks.</p>
<p>3.</p>	<p>Provide intervention and support classes for students struggling in English:</p> <p>1. Administrators will work with English Enrichment teacher to establish a protocol and process for using the interim assessments.</p> <p>2. Administrators and English Enrichment teacher will review student overall and claim level SBAC results in ELA, grade reports and SRI data to identify areas of need.</p> <p>3. Teacher will administer target interim assessment to students, analyze assessment results and re-teach skills as needed.</p>	<p>Administration, Leadership Team, Interventions Team, and Dept. PLC Teams.</p>	<p>No Cost</p>	<p>Common formative assessments, SRI, MDTP, SBAC</p>	<p>Staffing: 2017-18 School year 8/2017-6/2018</p>



ITEM 20

4.	<p>Utilize the Professional Learning Community process to increase teacher collaboration and implementation of data-driven instructional strategies in the classroom:</p> <ol style="list-style-type: none"> <li>1. Utilizing late start days, Teachers will collaborate to identify and address essential learning outcomes, build common assessments, analyze data, and offer and develop opportunities for remediation and enrichment to ensure student learning in their classrooms.</li> <li>2. Administrators will work with teachers and PLC groups to identify and purchase necessary resources to meet instructional goals.</li> <li>3. Provide release time and sub days for teachers to attend professional development on 21st Century Instructional Practices in their core content area.</li> </ol>	<p>Administration, Leadership Team, Interventions Team, and Dept. PLC Teams.</p>	<p>\$6,190.00 Source: LCAP formative achievement \$19,808.00 Source: Title 1</p>	<ul style="list-style-type: none"> <li>• Staff surveys</li> <li>• Common formative assessments, SRI, MDTP, SBAC</li> </ul>	<p>2017-18 School year</p>
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ITEM 20

**LCAP Goal:** (paste aligned SDUHSD LCAP goal from SDUHSD 17-20 Board approved LCAP)

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

**School Goal 2** (Description of 2017-18 measurable School Goal, aligned to Action Plan goals)

By 6/2018, EWMS students designated as EL and Economically Disadvantaged will increase their level of school connectedness and sense of safety by at least 3%, as measured by climate surveys.

**LCAP Priority Area:**

3, 4, 5, 7, 8

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

Students Designated EL and/or Economically Disadvantaged

**Rationale:** What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.  
Based on the 2016-17 California Healthy Kids Survey (CAHKS), the majority of students at EWMS reported they feel safe (84%) and/or connected to school(77%). However, there are a significant percentage of students who are EL and/or Socio-Economically disadvantaged who do not feel like they are a part of school.  
  
English Learners: 14% do not feel like they are part of the school  
Socio-Economically Disadvantaged: 13.2% do not feel like they are part of the school.

**Growth Targets:** Expected annual measurable outcomes.  
  
English Learners: 3% decrease in the % of students who do not feel like they are part of the school as reported in a local climate survey  
Socio-Economically Disadvantaged: 3% decrease in the % of students who do not feel like they are part of the school as reported in a local climate survey

**Strategy:** (briefly describe the overall plan to address the identified need)

EWMS will continue to provide parent and community outreach, input and education opportunities as well as provide programs and events focused on increasing a positive school climate.

	<b>Actions/Tasks</b> (describe specifically what will occur at the site to meet this goal)	<b>Person(s) Responsible</b>	<b>Cost and Funding Source</b>	<b>Means to assess improvement</b>	<b>Timeline</b>
1.	Administrators and staff will develop a climate survey to collect community perception data from EWMS stakeholders (parents, community, students, staff) related to culture and student/parent connectedness for EL and/or Economically Disadvantaged.	Administration, Wellness Committee	No Cost	Local Climate Survey	Develop Climate Survey by 1/2018 Administer Climate Survey 5/2018
2.	EWMS will develop a wellness committee, consisting of administrators and staff to develop opportunities for all students and staff to participate in wellness activities throughout the year to include multi cultural activities	Administration and Staff	<ul style="list-style-type: none"> <li>No Cost to develop committee</li> <li>Wellness</li> </ul>	Number of wellness activities, number of committee meetings	<ul style="list-style-type: none"> <li>Develop Wellness Committee by 11/2017</li> </ul>

## ITEM 20

			Activities- appx. \$5000 funded by TUPE, PTSA, and Site Budget		<ul style="list-style-type: none"> <li>Schedule activities throughout the school year.</li> </ul>
3.	Administrators will host at least two formal Parent Information sessions throughout year for student safety and information on topics such as cyber safety/digital identity and drug and alcohol awareness..	Administration and Staff	\$500/ PTSA TUPE Funds	Attendance at parent sessions	By 12/2017
4.	EWMS will hold at least one parent meeting at La Colonia to provide an opportunity for EL and/or Economically Disadvantage with a close to proximity opportunity to increase connectedness to the school.	Administration and Staff	\$200/Title I	Attendance and date of meeting	By 3//2018
5.	EWMS will meet with representatives from La Colonia and Casa De Amistad at least twice this school year to increase community connections with our EL and/or Economic Disadvantaged community members	Administration and Staff	\$100/Title I	Dates of meetings, minutes from meetings (if needed)	By 4/2018

## ITEM 20

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

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Kaitlin Wood			X		
Erica Williams		X			
Connor Nesseler		X			
Diane Dekker		X			
Reno Medina	X				
Martha Hutchinson			X		
Dana Sisitsky				X	
Gaylin Allbaugh				X	
Sandra Brook				X	
Logan Levy					X
Halle Devine					X
Lorelei Meunier					X
<b>Numbers of members of each category</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>

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



## ITEM 20

**Form F. Budget 2017-2018  
Earl Warren Middle School**

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

State/Federal Categorical Program	Allocation
Site LCFF Supplemental Funding - Site Formative/Achievement Funds	<b>\$6,190.00</b>
Site LCFF Supplemental Funding - Site Tutoring Funds	<b>\$0.00</b>
Site LCFF Supplemental Funding – District Funded Sections (non-formula)	<b>\$48,000.00</b>
Title I Funds	<b>\$95,808.00</b>
<b>Total</b>	<b>\$149,998.00</b>

## Appendix A. Student Performance Data

## Section 1: Enrollment

Table 1.1 Site enrollment trends with Student Group breakdown

	2016-17		2015-16		2014-15		2013-14	
	#	%	#	%	#	%	#	%
<b>Total enrollment</b>	519	100	595	-	720	-	703	-
<b>Number &amp; Percent of English Learners</b>	21	4%	26	4.4%	23	3.5%	31	4.4%
<b>Number &amp; Percent of Long Term English Learners</b>	16	3%	13	2.2%	12	1.7%	22	3.1%
<b>Number &amp; Percent of Redesignated Fluent English Proficient students</b>	61	11.7%	48	8.1%	46	6.4%	30	4.2%
<b>Number &amp; Percent of students who are Socio-Economically Disadvantaged</b>	60	11.6%	74	12.4%	61	8.5%	61	8.7%
<b>Number &amp; Percent of Special Education students</b>	63	12.1%	83	14.0%	79	11.0%	92	13.1%

## Source:

Total enrollment, English Learner enrollment, Socio-Economically Disadvantaged enrollment, Special Education enrollment:  
California Longitudinal Pupil Achievement Data System. Report. 1.1 Enrollment - Primary Status by Subgroup. (Fall 1)

Long Term English Lerner Enrollment, Redesignated Fluent English Proficient enrollment:  
Aeries Student Information System data. Analytics dashboards: LTEL, RFEP (retrieved 8/23/16)

## Section 2: Student Achievement Indicators

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

8 <sup>th</sup> grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
<b>16-17</b>	259	74%	81.5%	42.1%	16.6%	39.3%	28.9
<b>15-16</b>	338	74%	77%	55%	*	38%	54%
<b>14-15</b>	350	85%	89%	71%	13%	41%	36%
7 <sup>th</sup> grade							
<b>16-17</b>	270	82%	85.1%	70%	*	48.4%	56.1%
<b>15-16</b>	258	76%	84%	65%	10%	37%	41%
<b>14-15</b>	351	78%	81%	56%	*	44%	26%
Source:							
California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from <a href="http://caaspp.cde.ca.gov/">http://caaspp.cde.ca.gov/</a>							
*In order to protect student privacy, an asterisk (*) will be displayed instead of a number where 10 or fewer students are represented							



**CAASPP Results (All Students)****English Language Arts/Literacy**

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	364	263	274	351	258	270	350	258	270	96.4	98.1	98.5
Grade 8	356	341	266	350	338	259	349	338	259	98.3	99.1	97.4
All Grades	720	604	540	701	596	529	699	596	529	97.4	98.7	98

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	2609.2	2609.8	2617.9	33	35	38.52	45	41	43.70	16	16	10.37	5	8	7.41
Grade 8	2631.3	2618.6	2623.1	30	29	36.29	55	45	37.84	9	20	16.99	5	7	8.88
All Grades	N/A	N/A	N/A	32	32	37.43	50	44	40.83	13	18	13.61	5	7	8.13

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	41	42	45.19	49	47	43.70	9	10	11.11
Grade 8	51	43	45.95	42	42	42.47	7	14	11.58
All Grades	46	43	45.56	46	44	43.10	8	13	11.34

## ITEM 20

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	52	52	56.67	41	40	35.93	7	9	7.41
Grade 8	47	45	44.40	48	46	42.08	5	9	13.51
All Grades	50	48	50.66	44	43	38.94	6	9	10.40

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	24	34	29.63	70	58	61.85	6	7	8.52
Grade 8	34	32	34.36	61	62	61.00	5	6	4.63
All Grades	29	33	31.95	66	61	61.44	5	6	6.62

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	45	47	54.07	49	44	38.15	6	9	7.78
Grade 8	40	45	45.95	53	46	45.17	7	9	8.88
All Grades	43	46	50.09	51	45	41.59	6	9	8.32

## Data Source

California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from <http://caaspp.cde.ca.gov/>

### III School and Student Performance Data

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

8 <sup>th</sup> grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
<b>16-17</b>	255	70.5%	75.8%	52.5%	16.6%	22.5%	28.9%
<b>15-16</b>	336	72%	74%	55%	*	23%	28%
<b>14-15</b>	351	67%	71%	50%	20%	24%	20%
7 <sup>th</sup> grade							
<b>16-17</b>	269	74%	76.2%	65%	*	39.6%	52.3%
<b>15-16</b>	256	71%	75%	65%	10%	31%	30%
<b>14-15</b>	352	72%	73%	57%	*	28%	32%

Source:

California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from <http://caaspp.cde.ca.gov/>

\*In order to protect student privacy, an asterisk (\*) will be displayed instead of a number where 10 or fewer students are represented

**CAASPP Results (All Students)****Mathematics**

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	364	263	274	352	256	269	351	256	269	96.7	97.3	98.2
Grade 8	356	341	266	351	336	255	351	336	255	98.6	98.5	95.9
All Grades	720	604	540	703	592	524	702	592	524	97.6	98	97

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	2607.2	2614.6	2624.7	38	50	47.96	34	21	26.39	19	16	18.59	9	13	7.06
Grade 8	2629.7	2635.9	2639.2	42	46	48.63	25	26	21.96	25	18	11.76	9	11	17.65
All Grades	N/A	N/A	N/A	40	47	48.28	29	24	24.24	22	17	15.27	9	12	12.21

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	52	58	57.99	34	24	30.48	15	18	11.52
Grade 8	50	52	55.69	36	32	25.10	14	15	19.22
All Grades	51	55	56.87	35	29	27.86	15	16	15.27

## ITEM 20

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>
<b>Grade 7</b>	44	49	51.67	46	38	37.55	9	14	10.78
<b>Grade 8</b>	44	45	48.63	47	46	33.33	9	9	18.04
<b>All Grades</b>	44	47	50.19	47	42	35.50	9	11	14.31

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>
<b>Grade 7</b>	40	57	48.33	57	32	45.35	3	11	6.32
<b>Grade 8</b>	40	43	50.98	50	47	35.69	10	10	13.33
<b>All Grades</b>	40	49	49.62	53	41	40.65	7	10	9.73

## Data Source

California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from <http://caaspp.cde.ca.gov/>

## Section 3: School Climate Indicators

Table 3.1 Truancy rates

	2015-16	2014-15	2013-14	2012-13
Truancy rate	43.44%	41.99%	34.76%	5.85%

Source:  
California Department of Education Data Reporting Office. Truancy Report. Retrieved from <http://dq.cde.ca.gov/dataquest/>

Table 3.2 Chronic absenteeism rates by Student Group

	All Students	English Learners	Socioeconomically disadvantaged	Special Education
16-17	6.0%	4.8%	13.3%	11.1%
15-16	6.3%	0.0%	9.5%	13.9%
14-15	4.3%	0.0%	3.4%	8.9%

Source:  
Aeries Student Information System data. Analytics dashboards: Attendance% (retrieved 10/13/2016)

Table 3.3 Discipline data

	2014-15	2013-14	2012-13
Number of students suspended	16	26	19
Suspension rate	2.2%	3.5%	2.6%
Number of students expelled	1	0	0
Expulsion rate	0.1%	0%	0%

Source:  
California Department of Education Data Reporting Office. Suspension and Expulsion Report. Retrieved from <http://dq.cde.ca.gov/dataquest/>

Table 3.4 Cohort dropout rate by Student Group

	2015-16	2014-15	2013-14	2012-13
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ITEM 20

All Students	0%	0%	0%	0%
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Source:  
CALPADS report 1.9 Completers and Dropouts - Count

## Section 4: Progress Monitoring of English Learners

## California English Language Development (CELDT) Data

Table 4. 1 2014-15 CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
<b>7</b>	17	53	40	17	26	60	67	16		0	5		0		
<b>8</b>	19	17	39	31	67	39	31	17	11	6		6	13		6
<b>Total</b>	18	44	39	27	36	43	41	16	9	5	4	4	9		4

## Data Source

California Department of Education Data Reporting Office. California English Language Development Test (CELDT) Reports. Retrieved from <http://www.cde.ca.gov/ta/ac/t3/t3reports.asp>



## ITEM 20

**Table 4.2 Reclassification Rate**

	<b>2016-17</b>	<b>2015-16</b>	<b>2014-15</b>	<b>2013-14</b>
<b>Number and percentage of students Redesignated Fluent English Proficient</b>	31 (10.4%)	5 (20.8%)	2 (6.5%)	2 (7.7%)

## Source:

California Department of Education Data Reporting Office. Number and Percent of Students Redesignated to FEP.  
Retrieved from <http://dq.cde.ca.gov/dataquest/>



## The Single Plan for Student Achievement

School: La Costa Canyon High School  
District: San Dieguito Union High School District  
County-District School (CDS) Code): 37-68346-3731007  
Principal: Bryan Marcus  
Date of this revision: October 2017

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

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

Contact Person: Bryan Marcus  
Position: Principal  
Telephone Number: (760) 436-6136 x6000  
Address: 1 Maverick Way  
Carlsbad, CA 92009  
E-mail Address: bryan.marcus@sduhsd.net

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

**A. School Site Information  
La Costa Canyon High School****Vision Statement:**

At La Costa Canyon High School, we believe in building a school community of life-long learners, creative thinkers, and responsible individuals through innovative course and career pathways that include an international understanding of global communities and cultures.

**Mission Statement:****Mission:**

La Costa Canyon High School's mission is to be an inclusive, collaborative, and energetic learning community dedicated to preparing students to be creative innovators, exemplary citizens, compassionate leaders, and inquisitive life-long learners.

**LCCHS Expected School-wide Learning Results (ESLRs)**

La Costa Canyon High School graduates will be:

I. Students who will acquire knowledge consistent with state standards.

**II. Capable and Responsible Citizens Who:**

- understand and appreciate their roles and responsibilities in our democratic society
- are responsible and accountable for their actions and choices
- demonstrate concern, tolerance, compassion, and respect
- understand the impact of human activities on the environment
- actively provide service to both the school and local communities
- understand the choices necessary to develop a healthy lifestyle

**III. Self-Directed Lifelong Learners Who:**

- are able to analyze and evaluate their own learning
- ask questions in order to solve problems
- are committed to excellence in their work
- understand the importance of new experiences and continual education
- demonstrate creative thought in problem solving
- possess the skills necessary to succeed in the global community
- effectively collaborate in a variety of learning environments

**IV. Effective Communicators Who:**

- are able to listen and communicate well in written, verbal, and nonverbal modes
- understand and use technology in communication
- show respect for diverse perspectives
- research, create, and evaluate in written, verbal, and artistic modes
- use communication skills to resolve conflicts through positive, non-violent alternatives

**V. Creative and Critical Thinkers Who:**

- successfully acquire, analyze, organize and apply information
- develop and express creative ideas and solutions
- examine moral, ethical, and cultural issues from multiple perspectives
- integrate and synthesize information across disciplines
- demonstrate growth in higher-level thinking skills

## ITEM 20

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

La Costa Canyon High School (LCC) is a student-centered educational community located in south Carlsbad. Current enrollment is approximately 1900 students in grades 9-12, educationally servicing students who live within the San Dieguito Union High School District coastal communities of Cardiff, Encinitas, Leucadia, Olivenhain, and south Carlsbad.

Established in 1996, LCC is a stunning campus with state-of-the-art facilities which include 120 classrooms equipped with short throw projectors, 5 computer labs, a 470-seat Performing Arts Center, a newly remodeled 13,000 sq. ft. media center, audio-visual technology facilities, music performance classrooms, architecture/engineering lab, a two-story gymnasium with capacity to seat 2,200, and a newly renovated all-weather track and field with a stadium seating 5,000 people.

Our commitment to academic excellence has resulted in being recognized as a California Distinguished school as well as National Blue Ribbon School. LCC is dedicated to providing each student a well-rounded education through exposures to creative and innovative curriculum through college-bound courses as well as opportunities in career-based courses. LCC is committed to addressing the California Core Standards, as well as Expected Schoolwide Learning Results (ESLRs). In addition, teachers campus-wide participate in Professional Learning Communities to establish common assessments that are consistent in academic departments. A bell schedule change in the 2016-17 school year allows for departments to collaborate every other Monday during an early release of students. LCC also offers a Work Experience program that encourages students to develop career-related experience and skills by completing internships or working while receiving high school credit. In the past couple of years, the school has worked to provide additional supports for students new to United States, or with limited English proficiency. Our "Newcomer Academy" allows additional Math and ELA support courses for students new to U.S. schools. The LCC community also includes a broad and diverse grouping of special education programs that is able to support students with a wide variety of special needs. 21 different AP courses are offered, and over 700 students took an AP exam last year. In addition to a robust AP program, LCC is currently in the Candidacy phase of the International Baccalaureate program, with the plan of beginning a Diploma Programme during the '18-'19 school year. The school is preparing for a WASC accreditation visit in October, and an IB authorization visit in December.

LCC provides a comprehensive interscholastic athletics program with 26 different varsity-level sports, earning numerous League, CIF, and Open Division Titles. LCC offers more than 80 extracurricular student clubs and an Associated Student Body (ASB) to ensure each student remains connected and engaged on a daily basis. In addition, students can participate in nationally recognized programs to include speech and debate, theatrical/performing arts and the only marching band in the district, The Maverick Brigade. LCC recognizes the increasingly important role community service plays in education and personal growth. Large numbers of students are involved in service projects that are curriculum and community-oriented, and student-based.

**B. School and Student Performance Data**

See Appendix A for multi-year student performance data tables

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

The primary sources of data that have instructed the work of the School Site Council and site leadership decisions pertaining to SPSA have been the California Assessment of Student Performance and Progress (CAASPP) - including Early Assessment Program (EAP), California English Language Development Test (CELDT), California Healthy Kids Survey (CHKS), D/F lists, tardy/truancy statistics, and UC/CSU eligibility rates. As a result of extensive data analysis, specific areas of need have been identified pertaining to improvement in closing the achievement gap in English/Language Arts (ELA) and Math, increasing College and Career Readiness for all students, and continuing work to expand student connectedness campus-wide.

## ITEM 20

These goals align with district LCAP goals, and remain consistent from the previous school SPSA.

According to the most recent CAASPP data, LCC demonstrated significant growth in ELA/Literacy success for all students. Over the course of two years, LCC has gone from 61% of students reaching the "Standard Met"(SM) or "Standard Exceeded"(SE) bands to 78%. 17% improvement over the course of two years is unprecedented in the San Dieguito Union High School District. This accomplishment can be attributed to a number of different factors, but primarily the work of teachers to address literacy across the curriculum and ensure that the California Core Standards are being addressed in the classroom. While this growth should be commended, there is still significant room for improvement for the overall population and, particularly, our English Learner (EL) and Students with Disabilities (SWD) student groups. Students who were previously EL and have been reclassified as Fluent English proficient (RFEP) have stood out for tremendous growth over the past two years. These students have gone from 40% SE and SM in 2015 to 72% in 2017. Students categorized as EL went from 0% SE and SM in 2016 to 12.5% in 2017. While this is a welcomed improvement, there is significant need to work to close that achievement gap. Students with Disabilities (SWD) and Economically-Disadvantaged Students (EDS) both had modest growth in ELA scores.

In regards to math, the growth has been much more modest for the overall population and there have been dips in scores for some key student groups. The overall student population demonstrated less than a 1% improvement over the students tested the previous year. It is important to note that since the CAASPP is only given to 11th grade students in high school, the comparison is between different student populations from one year to the next. RFEP, SWD, and EDS student groups all saw small dips in success on the math portion of the CAASPP. While ELA/literacy continues to be an area of need for growth as LCC continues to work to shrink the achievement gap with student groups, Math has become more of an area of focus due to somewhat stagnant growth for the overall school population.

Based on the 2017 California Healthy Kids Survey, 2% of student either feel "unsafe" or "very unsafe" on campus. CHKS results show that 18% of students do not feel like they are a part of LCC, and 27% of students feel as though they do not do things that make a difference at their school. LCC's truancy rate is 68% and chronic absenteeism stands at 12%. Student safety will always be a priority at LCC, but there continues to be very little data to suggest that students and staff do not currently feel safe at school. As a result, Goal #2 has been redeveloped from previous years to focus explicitly on student connections and attendance: Goal #2: Increase the level of "school connectedness" and improve overall attendance.

Based on 2017 Early Assessment Program (EAP) data for ELA, 34% of all students are considered college ready, while 0% of EL and SWD students are considered college ready. In Math, 27.4% of all students are college ready, while 0% of EL and SWD students are college ready. In addition, our overall UC/CSU eligibility rate for students was 66.9% and 0% for EL students. The cohort graduation rate is 95.6% for all students, 71.9% for EL students, and 79.4% for SPED students. While the graduation rate stays strong year-over-year, EAP and college eligibility data continues to be an area of need for improvement from the overall population (74%), and specific student groups of Students with Disabilities (11.5%) and EL students (0%). This data supports goal #3: All LCCHS graduates will be college and career ready.

### C. Involvement Process

#### Involvement Process:

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

Goals and action items were discussed over the course of school site council meetings in the Spring of 2017. In addition, LCC Executive Cabinet reviews data (D/F lists, CHKS, and standardized assessments) throughout the year and provides mid-year updates to SPSA to ensure focus on goals. A draft of the SPSA was submitted to the SSC council in October, once CAASPP data became publicly available, for review and feedback. The

ITEM 20

SSC approved the draft at that meeting, and a final draft was submitted for SDUHSD board approval.

**D. Summary of Progress Made on 2016-17 Goals  
La Costa Canyon High School**

<p><b>School Goal 1</b> (Description of 2016-17 School Goal) Annual increase in student achievement in ELA and Math for all students, with a focus on English Language learners.</p> <p><b>LCAP Priority Area:</b> Annual increase in student achievement for all students in English Language Arts and Math with focus on outcomes for target student groups including English Learners and Students with Disabilities.</p> <p><b>Targeted Pupil Student Group(s):</b> English Learners; Students with Disabilities</p>	
<p><b>A. Measurable Outcomes:</b> List Specific data that was reviewed toward meeting this goal. Show growth/decline using data. Initial 2017 CAASPP data reflects growth in both English Language Arts / Literacy (ELA) (8%) and Math (1%) for the overall student population. LCC is the only high school in the SDUHSD that demonstrated growth in both ELA/literacy and Math. Growth within targeted student groups was somewhat mixed - primarily showing some growth in ELA, but slight decreases in Math.</p>	<p><b>B. Summary of Progress:</b> Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data) District funded sections seem to have a significant impact on overall achievement in ELA. While Math scores were somewhat higher than previous years, the numbers suggest that additional district funded sections may be necessary this year for math support, as well as focused funds on math tutoring. LCC will continue to offer targeted math tutoring after school three days every week.</p>
<p><b>C. Relevance:</b> Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D. Yes. While there is certainly continued need for growth, LCC has demonstrated marked improvement, particularly in ELA. Resources are shifting somewhat toward math support this year as the growth in that area is happening at a slower rate.</p>	
<p><b>D. What changes, if any, will be made as a result of reviewing measurable outcomes?</b> Based on the summary of progress, how will the actions/services change moving forward? Site tutoring funds are going to be allocated more directly to math interventions moving forward. Math tutoring has shifted from a focus on one night/week early in the 2016-17 school year to three afternoons every week. This change came from feedback from students in math classes and from parents. Students needed more regular access to tutoring. While some students are not able to attend tutoring immediately after school due to other obligations, making it three days/week opens up more opportunities for more students and data from sign-in sheets this year shows that there has been an overall improvement in math tutoring participation by students so far this year compared to previous years.</p>	

ITEM 20

**School Goal 2** (Description of 2016-17 School Goal)

Increase the level of school connectedness and sense of safety of pupils, staff, and parents at LCCHS.

**LCAP Priority Area:**

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

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

All students

**A. Measurable Outcomes:** List Specific data that was reviewed toward meeting this goal. Show growth/decline using data.  
2017 California Healthy Kids Survey data showed a concern rate of 2% when it comes to student safety. This is similar to recent years. Student safety will always be a priority at LCC, but it is not currently an area of focus for the SPSA due to such low levels of concerned students. 18% (3%increase) of students reported that they do not feel like they are a part of the school, which continues to be an area of concern school-wide. The proportion of concern for students answering, "I do things that make a difference at school" is 27% overall.

**B. Summary of Progress:** Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data)  
CHKS data was somewhat disappointing overall because of the campus-wide focus on school connectedness over the past two years. The addition of the Extended Study Period to the bell schedule, an additional period added in to school, assemblies, and some targeted classes were all intended to provide more opportunities for students to connect. This data suggests there is more work to do in this area.

**C. Relevance:** Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D.

School safety goals have been met, but school connectedness continues to be an area of need.

**D. What changes, if any, will be made as a result of reviewing measurable outcomes?** Based on the summary of progress, how will the actions/services change moving forward?

1. A more targeted focus on attendance interventions has already begun. Friday Night and Saturday Schools are occurring more regularly as a deterrent for tardies and trancies. 2. Assemblies are more topical this year, as opposed to "pep rally" style. Guest speakers have been selected to provide messages that relate to areas of concern for our students (substance abuse, stress, making the transition to college) 3. The addition of a social worker on staff allows for more tiered intervention for students who are struggling emotionally on campus.



ITEM 20

**School Goal 3** (Description of 2016-17 School Goal)

All LCCHS graduates will be college and career ready.

**LCAP Priority Area:**

SDUHSD LCAP Goal #4: All district graduates will be college and career ready.

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

All students

**A. Measurable Outcomes:** List Specific data that was reviewed toward meeting this goal. Show growth/decline using data.  
According to Early Assessment Program (EAP) data, LCC went from 31% of students considered "not ready" for college in English in 2015-16 to 10% in 2016-17. In Math, the growth was less marked, but 1% more students were considered "college ready" than the previous year. UC/CSU eligibility rates among graduating seniors remained similar to previous years, and continues to be an area of need.

**B. Summary of Progress:** Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data)  
The precipitous drop of students who are considered "not ready" for college is commendable. This can be attributed in part to more targeted tutoring of students struggling in Math and English. In addition Read 180 courses have provided foundations for students well below grade level. English Learners have benefited from small classes in ELD, and the case management periods of ELD teachers. All of this has resulted in tremendous improvements in ELA.

**C. Relevance:** Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D.  
Goal has been partially met. Despite significant improvements, there are still areas of need - particularly with math and A-G Readiness of 12th graders.

**D. What changes, if any, will be made as a result of reviewing measurable outcomes?** Based on the summary of progress, how will the actions/services change moving forward?  
Tutoring has moved to a 3 day/week model, and is math-focused as a response to data. Counselors are using the 7-period bell schedule to properly place students to allow the most opportunity to become UC/CSU eligible. Some students are able to access online courses at Sunset High School, while still enrolled at LCC, to ensure the credits needed for college eligibility.

### E. Planned Improvements in Student Performance

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

**LCAP Goal:** (paste aligned SDUHSD LCAP goal from SDUHSD 17-20 Board approved LCAP)

SDUHSD LCAP Goal #1: Annual increase in student achievement for all students in English/Language Arts and math with focus on outcomes for targets subgroups including English Learners.

**School Goal 1** (Description of 2017-18 measurable School Goal, aligned to WASC Action Plan goals)

Annual increase in student achievement in ELA and Math for all students.

**LCAP Priority Area:**

LCAP State Priorities

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

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

All students, with focus on English Learners and Students with Disabilities

**Rationale:** What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.

While the school demonstrated marked improvement in ELA - as evidenced by 2017 CAASPP data, there is still significant room for improvement for the overall population and, particularly, English Learners (EL) and Students With Disabilities (SWD) student groups. 77% of students scored in the "Standard Met" or "Standard Exceeded" range in ELA, up 8% from the previous year. In Math, the improvement was 1% and now stands at 56%. English Learners demonstrated some growth in ELA, but continue to struggle in Math. 12% of English Learners scored in SM or SE in ELA and 4% did so in Math. Students with Disabilities had 15% of students in SM or SE for ELA, and only 4% in Math. This data supports our #1 goal to demonstrate improvement in ELA and Math campus-wide, while targeting EL and Students with Disabilities student groups.

**Growth Targets:** Expected annual measurable outcomes.

- A 5% increase for all students in Standard Exceeded/Standard Met for both ELA and Math
- A 5% increase for SWD students in SE/SM for both ELA and Math
- A 5% increase for EL students in SE/SM for both ELA and Math
- 5% decrease in D/F for all students in ELA and Math

**School-wide critical area/s for follow up addressed:** How does this goal align to one of the identified "critical areas for follow up" from the most recent WASC visiting committee report?

This goal aligns with "critical areas for follow-up" goal #2 from the 2011 WASC VC report. This goal discusses the need for, "rigorous and relevant curriculum for all students at all levels." The current draft of the 2017 WASC self-study lists "Critical Learner Needs" #1 as, "Raise level of academic achievement of subgroup students (EL, SPED) including critical thinking and analysis skills."

## ITEM 20

**Strategy:** (briefly describe the overall plan to address the identified need)

Site tutoring funds are directly targeting the need for improvement in math since ELA scores have shown such significant growth over the past two years. In addition, courses have been developed and implemented to support Students with Disabilities. The Newcomers' Academy continues to support increased outcomes for our English Learners.

<b>Actions/Tasks</b> (describe specifically what will occur at the site to meet this goal)		<b>Person(s) Responsible</b>	<b>Cost and Funding Source</b>	<b>Means to assess improvement</b>	<b>Timeline</b>
1.	Targeted tutoring known as "Mav Math Hour" after school three days/week.	Math department	\$5,000 yearly - Site Tutoring	tracking numbers of students attending; D/F lists in Math classes; CAASPP results in Math	August - June
2.	Wellness Days with tutoring in preparation for finals for students.	Admin	\$2,800 - Site Tutoring	Attendance at Wellness Days; D/F lists in Math and ELA; AP results	January, prior to finals and May, prior to AP exams
3.	Two sections of Sheltered Integrated Math I Readiness 1. Entry Criteria: Language learners who are below grade level in math. 2. Prioritized Instructional Goals: Identify and remediate each students' weaknesses in math. 3. Methods of Assessment: Diagnostic, Formative and Summative 4. Exit Criteria: Passing grade, prepared for Integrated Math I	Teacher	\$60,000 District Funded sections - LCAP	CAASPP Math data for EL students, as well as UC/CSU eligibility rates	August - June
4.	Two sections of ELD support. 1. English Learners 2. Prioritized Instructional Goals: Support for all classes through SDAIE strategies and foundational language skills 3. Methods of Assessment: Grades in other academic courses, CAASPP data for EL students 4. Exit Criteria: Increase in CELDT proficiency levels	Teachers	\$60,000 District Funded Sections - LCAP	CAASPP ELA data for EL students; CELDT redesignation	August - June
5.	One section of EL Lead. This teacher functions as a "case manager" to support EL students. The teacher is a liaison between other teachers - particularly ELA and Math - and the EL students who often struggle with self-advocacy. The teacher works with other teachers to ensure supports are in place to help prepare these students to meet the criteria for reclassification. EL Lead also monitors students' academic and language acquisition progress.	Teacher	\$30,000 District Funded Sections	D/F rates for EL population in Math and ELA;	Year long

ITEM 20

**LCAP Goal:** (paste aligned SDUHSD LCAP goal from SDUHSD 17-20 Board approved LCAP)

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

**School Goal 2** (Description of 2017-18 measurable School Goal, aligned to WASC Action Plan goals)

Increase the level of school connections and improved attendance schoolwide

**LCAP Priority Area:**

State Priority:

1-Basic Services

3-Parent Involvement

5-Pupil Engagement

6- School Climate

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

All students - particularly fostering connections for underrepresented populations such as EL and SWD.

**Rationale:** What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.

2017 CHKS results show that 18% of students do not feel like they are a part of LCC, and 27% of students feel as though they do not do things that make a difference at their school. LCC's truancy rate for 2015-16 was 68% (students with minimum of one period truancy over the course of the year) and chronic absenteeism (absent 10% or more of school days) stands at 8.9%. 37 suspensions were issued over the course of the 2016-17 school year.

**Growth Targets:** Expected annual measurable outcomes.

Based on internal survey data, a 5% decrease in the number of students who do not feel like they are a part of LCC

Based on internal survey data, a 5% decrease in the number of students who feel as though they do not do things that make a difference at LCC.

A 10% decrease in the number of students suspended out of school

A 5% decrease in truancy rates

**School-wide critical area/s for follow up addressed:** How does this goal align to one of the identified "critical areas for follow up" from the most recent WASC visiting committee report?

4. "The school needs to continue to find ways to foster ways to foster a culture of inclusion, so that all sub-groups are represented equally." In addition, the 2017 self-study "Critical Learner Need" #2 states, "Improve the culture of inclusion, school engagement, and character skills."

**Strategy:** (briefly describe the overall plan to address the identified need)

Addition of Academic Survival course to connect struggling students; formalizing of Friday Night and Saturday School; revision of school-wide assemblies/activities

<b>Actions/Tasks</b> (describe specifically what will occur at the site to meet this goal)	<b>Person(s) Responsible</b>	<b>Cost and Funding Source</b>	<b>Means to assess improvement</b>	<b>Timeline</b>
-----------------------------------------------------------------------------------------------	------------------------------	--------------------------------	------------------------------------	-----------------

## ITEM 20

1.	Wellness Days - includes Saturday before finals as well as Saturday prior to AP tests beginning. An opportunity for students to improve academically, but also bond in a low-stress setting.	admin	\$2,240 - Site Tutoring Funds	D/F lists; internal survey data: more students feeling a part of the school	January 2017 and May 2017
2.	One section of "Academic Survival" 1. Entry Criteria: Vertical articulation with middle schools to identify students in need, does not currently have Individualized Education Plan, identified through SST, counselor, teacher recommendation 2. Prioritized Instructional Goals: Personalized support from staff allows for additional connections on campus; math-focused for most students - teacher is credentialed in math. 3. Exit Criteria: Yearly assessment of grades and ability to access Integrated Math I	teacher	\$30,000 - District Funded section	grade comparison year-over-year; attitudinal surveys of students	August through June
3.	Friday Night and Saturday Schools for students with excessive tardies and trancies	admin	N/A	Truancy rates	October through June
4.	Revised assemblies and school-wide activities. Incorporation of more topical speakers to address student wellness concerns, and opportunities for students to access information regarding ways to connect at school (Club fairs, demos)	Admin/ASB	N/A	Attendance during assemblies; participation rates of clubs	August through June

ITEM 20

**LCAP Goal:** (paste aligned SDUHSD LCAP goal from SDUHSD 17-20 Board approved LCAP)

SDUHSD LCAP Goal #4: All district graduates will be college and career ready.

**School Goal 3** (Description of 2017-18 measurable School Goal, aligned to WASC Action Plan goals)

All LCCHS graduates will be college and career ready.

**LCAP Priority Area:**

State Priority:

4-Pupil Achievement

5-Pupil Engagement

7-Course Access

8- Other Pupil Outcomes

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

All students, with focus on English Learners and Students with Disabilities

**Rationale:** What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.

According to Early Assessment Program (EAP) data, LCC went from 31% of students considered "not ready" for college in English in 2015-16 to 10% in 2016-17. In Math, the growth was less marked, but 1% more students were considered "college ready" than the previous year. UC/CSU eligibility rates among graduating seniors remained similar to previous years - consistently at 74%, and continues to be an area of need - particularly students with disabilities (11.5%) and EL students (0%). Graduation rates have remained similar year-over-year for overall population and targeted student groups.

**Growth Targets:** Expected annual measurable outcomes.

5% increase in percentage of students who scored in the "College Ready" range in math and ELA as measured by EAP

5% increase in percentage of EL students who scored in the "College Ready" range in math and ELA as measured by EAP

5% increase in percentage of students with disabilities who scored in the "College Ready" range in math and ELA as measured by EAP

Increase UC/CSU eligibility rates for EL and SWD students

Increase cohort graduation rates for EL and SWD students

**School-wide critical area/s for follow up addressed:** How does this goal align to one of the identified "critical areas for follow up" from the most recent WASC visiting committee report?

2. "There is a need to increase ongoing rigorous and relevant curriculum for all students at all levels."

**Strategy:** (briefly describe the overall plan to address the identified need)

AVID I course to provide college-focused preparation for students in at-risk populations; ELD I and II courses target EL students in need of college/career

## ITEM 20

readiness skills; professional development of teachers in preparation for IB programme and Professional Learning Communities

<b>Actions/Tasks</b> (describe specifically what will occur at the site to meet this goal)		<b>Person(s) Responsible</b>	<b>Cost and Funding Source</b>	<b>Means to assess improvement</b>	<b>Timeline</b>
1.	Teacher release to supplement teacher PLC work (District Writing Benchmark, etc.) and professional development for teachers who will be offering IB courses in the 2018-19 school year	admin	\$18,750 - Formative Achievement Funds	IB courses offered in 2018-19; implementation of common assessments across all disciplines	August through June
2.	Counselors lead grade-level presentations on A-G requirements to ensure student understanding, as well as evening activities to support parents - particularly targeting EL population to assist in 4-year planning	counselors	N/A	UC/CSU eligibility rates; cohort graduation rates	August through June
3.	Two sections of ELD (I and II) Entry Criteria: CELDT scores of Level I and II Prioritized Instructional Goals: Literacy-focused and infusing college and career-readiness curriculum Methods of Assessment: EL student D/F reports; CAASPP data Exit Criteria: CELDT level; SBAC data	teachers	\$60,000 district funded section	CAASPP/EAP data for EL students	August through June
4.	Two sections of AVID I. Entry Criteria: Academic "middle"; college potential with support; individual determination; good attendance/citizenship Prioritized Instructional Goals: College readiness Methods of Assessment: CAASPP/EAP/graduation data for AVID students Exit Criteria: Students remain in program throughout high school	staff	\$60,000 district funded section	CAASPP/EAP/graduation data for AVID students	August through June

## ITEM 20

### D. School Site Council Membership La Costa Canyon High School

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Korri Ball				X	
Julia Collins					X
Justin Conn			X		
Debra Dubs			X		
Caitlin Eichlin		X			
Katie Ellis		X			
Annie Files				X	
Scott Geier					X
Melissa Hernandez-Cyr			X		
Chad Hines					X
Julie Hnatek				X	
Christina Holland		X			
Bonnie Kraemer				X	
Bryan Marcus	X				
Crosby McQueen					X
Saralyn Miller				X	
Morgan Overman		X			
Katie Stapko		X			
Emily Steward		X			
Emily Medrano					X
<b>Numbers of members of each category</b>	<b>1</b>	<b>6</b>	<b>3</b>	<b>5</b>	<b>5</b>

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





**La Costa Canyon High School**

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Principal  
Bryan Marcus

**San Dieguito**

Union High School District

**Board of Trustees**

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

**Superintendent**

Eric R. Dill

VII. School Site Council Membership  
La Costa Canyon High School  
2017-2018

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

Name of Member	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Melissa Hernandez Lyr			Counselor		
Scott Geier					ASB REP
Morgan Queman		X			
Emily Steward		X			
Carlin Echin		X			
Sarah Miller				X	
CROSBY McQUEEN					Fresh. Rep
Korri Ball				X	
JUSTIN CONN			Asst. Principal		
Debra Dubs			Secretary		
Annie Files				X	
Katherine Ellis		X			
Chad Hines					Soph Rep
Bryan Marcus	X				

*[Signature]* 10/12/17

## ITEM 20

**Form F. Budget 2016-17  
La Costa Canyon High School**

<b>State/Federal Categorical Program</b>	<b>Allocation</b>
Site LCFF Supplemental Funding - Site Formative/Achievement Funds	<b>\$18,750.00</b>
Site LCFF Supplemental Funding - Site Tutoring Funds	<b>\$7,240.00</b>
Site LCFF Supplemental Funding – District Funded Sections (non-formula)	<b>\$240,000.00</b>
Title I Funds	<b>\$0.00</b>
<b>Total</b>	<b>\$263438.00</b>

## Appendix A. Student Performance Data

## Section 1: Enrollment

Table 1.1 Site enrollment trends with Student Group breakdown

	2016-17		2015-16		2014-15		2013-14	
	#	%	#	%	#	%	#	%
<b>Total enrollment</b>	1,919		1,894	-	2,008	-	2,067	-
<b>Number &amp; Percent of English Learners</b>	94	4.9%	98	5.2%	103	5.1%	100	4.8%
<b>Number &amp; Percent of Long Term English Learners</b>	40	2.1%	41	2.2%	54	2.6%	67	3.2%
<b>Number &amp; Percent of Redesignated Fluent English Proficient students</b>	98	5.1%	85	4.5%	91	4.5%	93	4.5%
<b>Number &amp; Percent of students who are Socio-Economically Disadvantaged</b>	205	11.1%	183	9.7%	197	9.8%	227	11%
<b>Number &amp; Percent of Special Education students</b>	199	10.8%	275	14.5%	279	13.7%	271	13.1%

## Source:

Total enrollment, English Learner enrollment, Socio-Economically Disadvantaged enrollment, Special Education enrollment:  
California Longitudinal Pupil Achievement Data System. Report. 1.1 Enrollment - Primary Status by Subgroup. (Fall 1)

Long Term English Lerner Enrollment, Redesignated Fluent English Proficient enrollment:  
Aeries Student Information System data. Analytics dashboards: LTEL, RFEP (retrieved 8/23/16)

## Section 2: Student Achievement Indicators

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

11 <sup>th</sup> grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
<b>16-17</b>	403	78	85	72	13	24	37
<b>15-16</b>	457	69	73	50	0	23	32
<b>14-15</b>	450	61	64	40	13	11	28

Source:

California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from <http://caaspp.cde.ca.gov/>

**CAASPP Results (All Students)****English Language Arts/Literacy**

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	474	471	423	455	458	404	450	457	403	96.0	97.2	95.5
All Grades	474	471	423	455	458	404	450	457	403	96.0	97.2	95.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2602.1	2624.1	2644.8	25	33	40.94	36	36	36.97	21	20	11.91	17	11	10.17
All Grades	N/A	N/A	N/A	25	33	40.94	36	36	36.97	21	20	11.91	17	11	10.17

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	36	39	47.26	47	47	40.55	17	14	12.19
All Grades	36	39	47.26	47	47	40.55	17	14	12.19

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	32	42	51.99	46	43	35.07	20	16	12.94
All Grades	32	42	51.99	46	43	35.07	20	16	12.94

## ITEM 20

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
<b>Grade 11</b>	21	26	35.32	60	63	56.47	18	10	8.21
<b>All Grades</b>	21	26	35.32	60	63	56.47	18	10	8.21

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
<b>Grade 11</b>	36	41	49.00	48	50	40.80	16	9	10.20
<b>All Grades</b>	36	41	49.00	48	50	40.80	16	9	10.20

## Data Source

California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from <http://caaspp.cde.ca.gov/>

**III School and Student Performance Data****Table 2.2 Percent of students tested who scored in the Standard Met and Exceeded range in Math**

11 <sup>th</sup> grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
<b>16-17</b>	403	56	62	39	6	6	15
<b>15-16</b>	457	56	59	40	5	8	16
<b>14-15</b>	456	54	57	25	6	7	14

Source:

California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from <http://caaspp.cde.ca.gov/>

**CAASPP Results (All Students)****Mathematics**

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	474	471	423	456	457	405	454	456	405	96.2	97	95.7
All Grades	474	471	423	456	457	405	454	456	405	96.2	97	95.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2623.7	2632.1	2625.3	24	26	25.19	30	30	30.86	22	24	21.73	24	20	22.22
All Grades	N/A	N/A	N/A	24	26	25.19	30	30	30.86	22	24	21.73	24	20	22.22

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	41	42	40.35	34	33	32.67	26	25	26.98
All Grades	41	42	40.35	34	33	32.67	26	25	26.98

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	25	27	25.25	55	52	49.26	20	21	25.50
All Grades	25	27	25.25	55	52	49.26	20	21	25.50



## ITEM 20

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
<b>Grade 11</b>	29	32	33.58	54	55	50.37	17	13	16.05
<b>All Grades</b>	29	32	33.58	54	55	50.37	17	13	16.05

## Data Source

California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from <http://caaspp.cde.ca.gov/>

## Section 3: School Climate Indicators

Table 3.1 Truancy rates

	2015-16	2014-15	2013-14	2012-13
<b>Truancy rate</b>	68.24%	65.91%	58.29%	20.4%

Source:

California Department of Education Data Reporting Office. Truancy Report. Retrieved from <http://dq.cde.ca.gov/dataquest/>

Table 3.2 Chronic absenteeism rates by Student Group

	All Students	English Learners	Socioeconomically disadvantaged	Special Education
<b>16-17</b>	8.9%	27.6%	22.0%	21.6%
<b>15-16</b>	7.8%	15.6%	12.1%	15.0%
<b>14-15</b>	7.7%	18.8%	16.0%	19.1%

Source:

Aeries Student Information System data. Analytics dashboards: Attendance% (retrieved 10/11/16)

Table 3.3 Discipline data

	2014-15	2013-14	2012-13
<b>Number of students suspended</b>	29	26	61
<b>Suspension rate</b>		1.2%	2.7%
<b>Number of students expelled</b>	0	1	3
<b>Expulsion rate</b>		0.0%	0.1%

Source:

California Department of Education Data Reporting Office. Suspension and Expulsion Report. Retrieved from <http://dq.cde.ca.gov/dataquest/>

Table 3.4 Cohort dropout rate by Student Group

	2015-16	2014-15	2013-14	2012-13
<b>All Students</b>	3.6%	2.5%	2.1%	1.3%

Source:

CALPADS report 1.9 Completers and Dropouts - Count

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

**Table 4. 1 CELDT (Annual Assessment) Results**

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
<b>9</b>	4	9	8	19	27	25	42	36	25	23		17	12	27	25
<b>10</b>	17	13		42	42	23	13	17	31	25	13	15	4	17	31
<b>11</b>	20	11		13	11	39	13	44	30	13	22	17	40	11	13
<b>12</b>	16	6	8	47	25	13	5	6	25	11	25	33	21	38	21
<b>Total</b>	13	10	4	31	28	25	20	25	28	19	16	22	17	22	21

**Data Source**

California Department of Education Data Reporting Office. California English Language Development Test (CELDT) Reports. Retrieved from <http://www.cde.ca.gov/ta/ac/t3/t3reports.asp>

\*data not available from California Department of Education Data Reporting Office

**Table 4.2 Reclassification Rate**

	2016-17	2015-16	2014-15	2013-14
<b>Number and percentage of students Redesignated Fluent English Proficient</b>	13 (12.4%)	7 (6.9%)	8 (7.2%)	15 (10.9%)

**Source:**

California Department of Education Data Reporting Office. Number and Percent of Students Redesignated to FEP. Retrieved from <http://dq.cde.ca.gov/dataquest/>

## Section 5: College and Career Readiness Indicators

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

	All Students			English Learners			Socioeconomically disadvantaged			Special Education		
	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready
<b>16-17</b>	42	37	21	0	8	92	0	17	83	2	22	76
<b>15-16</b>	33	36	31	0	0	100	8	24	68	5	18	77

Source:

California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from <http://caaspp.cde.ca.gov/>

Table 5.2 Early Assessment Program (EAP) math results by Student Group

	All Students			English Learners			Socioeconomically disadvantaged			Special Education		
	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready
<b>16-17</b>	26	30	44	3	0	97	0	6	94	0	6	94
<b>15-16</b>	26	30	44	0	5	95	10	6	84	3	5	92

Source:

California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from <http://caaspp.cde.ca.gov/>

Table 5.3 Advanced Placement Exam results

	2016-17	2015-16	2014-15	2013-14
<b>Percent of exams with a score of 3+ (passing)</b>	75	75%	73%	75%
<b>Number of tests taken</b>	1259	1,344	1,722	1,409
<b>Number of testers</b>	579	591	721	642
<b>Average number of tests per student</b>	2.2	2.3	2.4	2.2

Source:

2016 College Board District Summary Report. Retrieved from <https://scores.collegeboard.org>

## ITEM 20

Table 5.4 College Entrance Exam results

		2017-16	2015-16	2014-15	2013-14
SAT	Number and Percent of Seniors tested	50%	*	357/66%	302/63%
	Mean Score : Critical Reading	603	*	542	552
	Mean Score : Math	596	*	674	573
	Mean Score: Writing	*	*	542	553
ACT	Number and Percent of Seniors tested	65%	*	307/57%	271/57%
	Average Score : English	*	*	25.7	25.6
	Average Score : Math	*	*	26.1	25.9
	Average Score: Reading	*	*	25.7	25.4
	Average Score: Science	*	*	25	24.7
	Average Score: Composite	25.6	*	25.8	25.6

Source:

SAT data provided by College Bound Senior Level Reports, ACT College Bound School Level Senior Reports \*2015-16 data not available from the ACT and SAT College Bound Senior School Level Reports at the time of this report

Table 5.5 UC/CSU eligibility rates by Student Group

	All students	English Learner	Socioeconomically disadvantaged	Special Education
15-16	73	0	42	*
14-15	75	0	52	*
13-14	72	0	32	*

Source:

California Department of Education Data Reporting Office. 12th Grade Graduates Completing all Courses Required for U.C. and/or C.S.U. Entrance. Retrieved from <http://www.cde.ca.gov/ta/ac/t3/t3reports.asp>

**Table 5.6 Cohort graduation rates by Student Group**

	All students	English Learner	Socioeconomically disadvantaged	Special Education
<b>15-16</b>	94	42	72	84
<b>14-15</b>	96	72	88	79
<b>13-14</b>	97	72	87	86

**Source:**

California Department of Education Data Reporting Office. Cohort Outcome Data for the Class of 2014-15, 13-14, 12-13. Retrieved from <http://www.cde.ca.gov/ta/ac/t3/t3reports.asp>



## The Single Plan for Student Achievement

School: Oak Crest Middle School  
District: San Dieguito Union High School District  
County-District School (CDS) Code): 37-68346-6059737  
Principal: Brieahna Weatherford  
Date of this revision: October 2017

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

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

Contact Person: Brieahna Weatherford  
Position: Principal  
Telephone Number: (760) 753-6241  
Address: 675 Balour Drive  
Encinitas, CA 92024  
E-mail Address: brieahna.weatherford@sduhsd.net

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

## A. School Site Information Oak Crest Middle School

### Vision Statement:

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

Oak Crest Middle School Believes:

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

### Mission Statement:

Oak Crest Middle School's dynamic staff focuses on providing all students with high-quality instruction, based on challenging curriculum, in a safe, supportive environment, to best prepare students for future academic success. We provide our students opportunities for academic, physical, and social/emotional growth by setting high academic standards and expectations for all.

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

Currently, OCMS operates Title I targeted assistance programs which allows us to provide educational services only to identified individual students who are performing below grade level in English and Math. The School Site Council completed a comprehensive needs assessment that identified OCMS's strengths and challenges in key areas that affect student achievement. As a result this needs assessment, the School Site Council recommends that a Title I schoolwide program is the best way to serve the student population at OCMS.

A schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school; its primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards.

Whereas Title I targeted assistance programs only provide educational services to identified individual students, schoolwide programs allow staff in schools with high concentrations of students from low-income families to redesign their entire educational program to serve all students. The emphasis in schoolwide program schools is on serving all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve a common goal. Schoolwide programs maximize the impact of Title I. Adopting this strategy should result in an ongoing, comprehensive plan for school improvement that is owned by the entire school community and tailored to its unique needs.

The San Dieguito Union High School District (SDUHSD) strives to attract highly qualified employees to provide all of our students with an outstanding education. When the District posts open positions for both certificated and classified employees we still require that they meet the previous NCLB standard. This will be our practice until California defines our new standards for highly qualified educators. The District pays for the State required two year Induction (Beginning Teacher Support Program) for teachers, which provides teachers with subject specific training and coaching. In addition, the District has a rich professional development program for all of our staff, both certificated and classified. All of our schools have Professional Learning Communities which allow teachers to collaborate around student learning.

SDUHSD's demographics are such that we do not have significant difficulty attracting highly qualified teachers. We do experience intermittent challenges with hiring in the areas of special education, science and math. In order to fill those



## ITEM 20

vacancies we attend recruiting fairs; advertise that we pay for Induction; post positions on a popular Job Board, Edjoin; develop relationships with local universities to host student teachers and Interns; and provide incentives for employees to provide early notice of their retirement in order for the District to hire early for the next school year.

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

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

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

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

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

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

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

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

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

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

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

**B. School and Student Performance Data**

See Appendix A for multi-year student performance data tables

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

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

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

**SBAC scores:**

Continued tracking of data from the 15-16 and 16-17 SBAC assessments represent specific areas of student growth and success. For example, rates for all students exceeding performance expectations on the math assessment grew from 39% in 15-16 to 42.16% in the 16-17 school year. Additionally, students whose scores nearly met or did not meet performance expectations declined from 36% in 15-16 to 35.21% in 16-17. Students with disabilities increased scores from 4% to 7.23% in exceeding standards, and declined for standard not met from 60% in 15-16 to 51.81% in 16-17. For our English Learners, growth on the math assessment was seen with a rise from 8% of students exceeding or meeting standards in 15-16, to 12.76% in 16-17.

Rates for all students exceeding performance expectations on the English Language Arts assessment declined from 78% in 15-16 to 74.89% in the 16-17 school year. Additionally, students whose scores nearly met or did not meet performance expectations increased from 23% in 15-16 to 25.11% in 16-17. Students with disabilities increased scores from 3% to 7.14% in exceeding standards, and declined for standard not met from 37% in 15-16 to 32.14% in 16-17. For our English Learners, there was a decline on the English Language Arts assessment from 13% of students exceeding or meeting standards in 15-16, to 10.87% in 16-17.

However, in 16-17, 28.57% of students with disabilities and 10.87% of English Language Learners scored in the Standard Met and Exceeded range in English Language Arts. Additionally, in math, 20.48% of students with disabilities and 12.76% of English Language Learners scored in the Standard Met and Exceeded range.

**Grades:**

OCMS reviews D/F data every 9 weeks. 2016-17 grade data reflects a decrease of 26 students over the course of the year in the number of students on the D/F list.

**2015-16 # of students with D/F grades**

Fall: 128

Spring: 141

Total: 269

**2016-17 # of students with D/F grades**

Fall: 123

Spring: 120

Total: 243

**Course enrollment data:**

2016-17 course enrollment data reflects that enrollment in below grade level or support math (Math Essentials) and English Language Arts (Read 180, Reading Support) courses has increased by 16 students when

## ITEM 20

compared to prior year.

#### 2015-2016

Math A Essentials 21 students  
 Math B Essentials 28 students  
 Math Skills 7th 17 students  
 Math Skills 8th 15 students  
 Academic Literacy 10 students  
 ELD Support 11 students  
 Reading 13 students  
 Academic Lab 19 students  
 Total: 134 students

#### 2016-2017

Math A Essentials 25 students  
 Math B Essentials 28 students  
 Math Skills 7th 16 students  
 Math Skills 8th 16 students  
 Academic Literacy 10 students  
 ELD Support 9 students  
 Reading 28 students  
 Academic Lab 18 students  
 Total: 150 students

2. Increase the positive school climate and culture at OCMS.

#### California Healthy Kids Survey data:

71.6% of our students feel part of the school (+9.6% when compared to 2015 results)  
 93.4% of our students who feel that an adult cares about them (+2.3% when compared to 2015 results)  
 81% of students who feel safe at school. (+10% when compared to 2015 results)

#### Attendance

2015-16 Truancy rate is 52.54% which represent an increase of 14.56% when compared to prior year.

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

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

#### Discipline data

2014-15 (most recent published) suspension rate is 1.7% (15 students) which represent a decrease of 1.8% (9 less students suspended) when compared to prior year.

#### Middle School drop out rate

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

### C. Involvement Process

ITEM 20

**Involvement Process:**

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

Site leadership from Oak Crest Middle School, comprised of administrators, counselor, department chairs, and program coordinators, analyzed multi-year data trends related to student achievement and school climate. With input from this team, the School Site Council (SSC) then read, edited, and re-worked site goals and action steps. During SSC meetings and discussions in the spring of 2016 and fall of 2017, the team provided input on the feasibility of achievement goals, action steps to increase student connectedness, and decided on site-wide focus to accomplish the goals.

The OCMS School Site Council reviewed the final draft of the SPSA and gathered feedback from ELAC on 10/03/2017. SSC approved OCMS SPSA on 10/19/2017.

**D. Summary of Progress Made on 2016-2017 Goals  
Oak Crest Middle School**

<p><b>School Goal 1</b> (Description of 2016-17 School Goal)                  OCMS will increase the percentage of students scoring "Standard Met" and "Standard Exceeded" by 5% across all subgroups as measured by the CAASPP English Language Arts/Literacy assessment.</p> <p><b>LCAP Priority Area:</b>                  4 and 5</p> <p><b>Targeted Pupil Student Group(s):</b>                  SES, ELL, SPED</p>	
<p><b>A. Measurable Outcomes:</b> List Specific data that was reviewed toward meeting this goal. Show growth/decline using data.                  SABC results Change Over Time Report from CDE (7th grade 2016 results compared to 8th grade 2017 results):                  Percent of students who scored in the Standard Met/Exceeded range each year:</p> <p>All students:                  ELA                  7th grade 2016 results= 79%                  8th grade 2017 results= 74.09% (-5%)</p> <p>Students with Disabilities:                  ELA                  7th grade 2016 results= 26%                  8th grade 2017 results= 25% (-1%)</p> <p>English Learners                  ELA                  7th grade 2016 results= 15%                  8th grade 2017 results= 10.53% (-4.47%)</p> <p>Economically Disadvantaged Students                  ELA                  7th grade 2016 results= 53%                  8th grade 2017 results= 50.75% (-2.25%)</p> <p>2016-17 grade/report card data:                  The number of students earning D and F grades increased by 16</p>	<p><b>B. Summary of Progress:</b> Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data)</p> <p>Based on the review and analysis of SBAC results for the students who were assessed in 7th grade (2016) and 8th grade (2017) at OCMS, the percentage of students scoring in the Standard Met/Exceeded range decreased for all student groups.</p> <p>This data indicates that the implemented actions and services outlined in the 2016-17 plan were not effective in increasing student scores at OCMS. It is important to note that the standards assessed are different in 7th and 8th grade years as well as the parameter for scoring in the standard Met/Exceeded range differ for 7th and 8th grade.</p> <p>However, overall site results show consistent, sustainable growth for all students and targeted student groups. Additionally, OCMS continues to outperform county and state averages.</p>

ITEM 20

students 2nd semester when compared to 1st semester.

2016-17 # of students with D/F grades for ELA

1st sem.: 18

2nd sem.: 34

**C. Relevance:** Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D.

We did not meet this goal.

**D. What changes, if any, will be made as a result of reviewing measurable outcomes?** Based on the summary of progress, how will the actions/services change moving forward?

We will continue to provide intervention/support class in math for all students and targeted student groups as well as tutoring support during, before/after the school day.

This goal will be re-developed and combined with goal 2 to address both ELA and math towards increasing overall student achievement. Growth targets will be adjusted to track the percentage of students meeting or exceeding standards on SBAC tests.

**School Goal 2** (Description of 2016-17 School Goal)

OCMS will increase the percentage of students scoring "Standard Met" and "Standard Exceeded" by 5% across all subgroups as measured by the CAASPP mathematics assessment.

**LCAP Priority Area:**

1, 2, 4, 7

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

SES, ELL, SPED

**A. Measurable Outcomes:** List Specific data that was reviewed toward meeting this goal. Show growth/decline using data.

SABC results Change Over Time Report from CDE (7th grade 2016 results compared to 8th grade 2017 results):

Percent of students who scored in the Standard Met/Exceeded range each year:

All students:

Math

7th grade 2016 results= 70%

8th grade 2017 results= 59.32% (-10.68%)

Students with Disabilities:

Math

7th grade 2016 results= 27%

8th grade 2017 results= 20.51% (-6.49%)

English Learners

Math

7th grade 2016 results= 15%

8th grade 2017 results= 10% (-5%)

Economically Disadvantaged Students

Math

7th grade 2016 results= 44%

8th grade 2017 results= 35.3% (-8.7%)

2016-17 grade/report card data:

The number of students earning D and F grades increased by 14 students 2nd semester when compared to 1st semester for Math.

2016-17 # of students with D/F grades for Math

1st sem.: 55

**B. Summary of Progress:** Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data)

Based on the review and analysis of SBAC results for the students who were assessed in 7th grade (2016) and 8th grade (2017) at OCMS, the percentage of students scoring in the Standard Met/Exceeded range decreased for all student groups.

This data indicates that the implemented actions and services outlined in the 2016-17 plan were not effective in increasing student scores at OCMS. It is important to note that the standards assessed are different in 7th and 8th grade years as well as the parameter for scoring in the standard Met/Exceeded range differ for 7th and 8th grade.

However, overall site results show consistent, sustainable growth for all students and targeted student groups. Additionally, OCMS continues to outperform county and state averages.

ITEM 20

2nd sem.: 69

**C. Relevance:** Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D.

No, we did not meet the goal.

**D. What changes, if any, will be made as a result of reviewing measurable outcomes?** Based on the summary of progress, how will the actions/services change moving forward?

We will continue to provide intervention/support class in math for all students and targeted student groups as well as tutoring support during, before/after the school day.

This goal will be re-developed and combined with goal 1 to address both ELA and math towards increasing overall student achievement. Growth targets will be adjusted to track the percentage of students meeting or exceeding standards on SBAC tests.



ITEM 20

**School Goal 3** (Description of 2016-17 School Goal)

OCMS will increase the number of students who feel part of the school and who feel that an adult cares about them by 10%.

**LCAP Priority Area:**

1, 3, 5, 6

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

All

**A. Measurable Outcomes:** List Specific data that was reviewed toward meeting this goal. Show growth/decline using data.  
 2017 California Healthy Kids Survey data:  
 71.6% of our students feel part of the school (+9.6% when compared to 2015 results)  
 93.4% of our students who feel that an adult cares about them (+2.3% when compared to 2015 results)  
 81% of students who feel safe at school. (+10% when compared to 2015 results)

Other indicators of school climate include attendance data, discipline data and drop out rates.

Attendance  
 2015-16 Truancy rate is 52.54% which represent an increase of 14.56% when compared to prior year.

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

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

Discipline data  
 2014-15 (most recent published) suspension rate is 1.7% (15 students) which represent a decrease of 1.8% (9 less students

**B. Summary of Progress:** Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data)

The 2017 CA Healthy Kids Survey (CHKS) shows an increase in overall school connectedness and sense of safety for students as compared to the 2015 Healthy Kids Survey results. Other school climate indicators represent progress as evidence by consistently low suspension rates and drop out rates. However, OCMS will continue to focus on student attendance, specifically truancy rates.

ITEM 20

suspended) when compared to prior year.

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

**C. Relevance:** Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D.

We are making progress in increasing a positive school climate. Growth targets were partially met.

**D. What changes, if any, will be made as a result of reviewing measurable outcomes?** Based on the summary of progress, how will the actions/services change moving forward?

We will continue to implement homeroom and anti-bullying/character program to bolster our social and emotional support of students. In homeroom, Homeroom Ambassadors will take leadership roles in school activities. Other focuses will be support weeks/days such as Wellness Week, Yellow Ribbon Day, Red Ribbon Week, etc. The goal will be developed to include multiple measures of school climate.

### E. Planned Improvements in Student Performance

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

**LCAP Goal:** (paste aligned SDUHSD LCAP goal from SDUHSD 17-20 Board approved LCAP)

Goal #1 Annual increase in student achievement for all students in English Language Arts and Math with focus on accelerating student learning outcomes for target subgroups including English Learners, low income pupils and pupils performing below grade level.

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

**School Goal 1** (Description of 2017-18 measurable School Goal, aligned to Action Plan goals)

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

**LCAP Priority Area:**

2, 4, 7, and 8

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

SES, SPED, ELL

**Rationale:** What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.

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

SBAC results:

Percent of students who scored in the Standard Met/Exceeded range in 2017 (% change noted from prior year):

English Language Arts

All students:

74.9% (-3.1% when compared to 2016 results)

Students with Disabilities:

28.6% (+5.6% when compared to 2016 results)

**Growth Targets:** Expected annual measurable outcomes.

SBAC results, percent of students who score in the Standard Met/Exceeded range in 2018:

English Language Arts

All students: 77%

Students with Disabilities: 31%

English Learners: 13%

Economically Disadvantaged Students: 53%

Mathematics

All students: 67%

Students with Disabilities: 23%

English Learners: 15%

Economically Disadvantaged Students: 42%

ITEM 20

<p>English Learners 10.9% (-2.1% when compared to 2016 results)</p> <p>Economically Disadvantaged Students 51.8% (+1.8% when compared to 2016 results)</p> <p>Mathematics</p> <p>All students: 64.8% (+0.8% when compared to 2016 results)</p> <p>Students with Disabilities: 20.5% (-0.5% when compared to 2016 results)</p> <p>English Learners 12.8% (+4.8% when compared to 2016 results)</p> <p>Economically Disadvantaged Students 39.9% (+5.9% when compared to 2016 results)</p> <p>2016-17 grade/report card data: The number of students earning D and F grades increased by 16 students 2nd semester when compared to 1st semester in English.</p> <p>2016-17 # of students with D/F grades for ELA 1st sem.: 18 2nd sem.: 34</p> <p>2016-17 grade/report card data: The number of students earning D and F grades increased by 14 students 2nd semester when compared to 1st semester for Math.</p> <p>2016-17 # of students with D/F grades for Math 1st sem.: 55 2nd sem.: 69</p>	<p>Grade/report card data: Decrease the number of students earning D and F grades 2nd semester when compared to 1st semester in English and math courses.</p>
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**Strategy:** (briefly describe the overall plan to address the identified need)

Continue to provide targeted English Language Arts and math interventions to increase student learning outcomes for all students.

<b>Actions/Tasks</b> (describe specifically what will occur at the site to meet this goal)	<b>Person(s) Responsible</b>	<b>Cost and Funding Source</b>	<b>Means to assess improvement</b>	<b>Timeline</b>
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ITEM 20

<p>1.</p>	<p>OCMS will continue to implement Professional Learning Communities/Site Collaboration Time and research proven instructional strategies:</p> <p>Teachers will collaborate to identify and address essential learning outcomes, build common assessments, analyze data, and offer opportunities for remediation and enrichment to ensure student learning.</p>	<p>Administration, PLC Teams</p>	<p>\$6,920 Source: Site Formative/Achievement Funds \$2,000 Source: Title I (supplemental materials and supplies)</p>	<p>Track data from content-area PLC teams and progress on Common Formative Assessments.</p>	<p>Ongoing</p>
<p>2.</p>	<p>OCMS will offer targeted intervention courses in ELA and math.</p> <p>Targeted intervention courses in English Language Arts.</p> <p>a. Entry criteria: Students will be identified for enrollment/participation in ELA intervention courses based on a review of multiple student achievement measures including; Lexile levels, English course grade, CELDT scores, LAS Links scores, SBAC scale scores, teacher recommendation.</p> <p>b. Instructional targets: Increase in reading and writing fluency and comprehension skills Increase in collaborative, interpretive, and productive modes of interacting in English. Skills for remediation will be identified using English course assessments and class work as well as standardized test scores to best meet students individual needs.</p> <p>c. Exit criteria: Increase in LAS Links scores from fall to spring, increase in Lexile level, increase in course grade.</p> <p>Targeted intervention courses in math:</p> <p>a. Entry criteria: Students will be identified for enrollment/participation in math intervention courses based on a review of multiple student achievement measures including; math course grade, SBAC scale scores, MDTP scores, teacher recommendation.</p> <p>b. Instructional targets: Identify individual student's math skills for remediation and address through differentiation and targeted instruction. Support grade level math courses through re-teaching lessons. Develop executive functioning skills (organization/planning, motivation, paying attention, initiating tasks and focus, self-monitoring)</p> <p>c. Exit criteria: Increase in course grade, growth in ST Math assessments and student work samples</p>	<p>Administration, program coordinators, Support Teachers</p>	<p>\$72,000 (0.6 FTE) Source: Title I \$72,000 (0.6 FTE) Source: LCAP non-formula sections \$8,091 Source: Title I (supplemental materials and supplies)</p>	<p>Grade and assessment data</p>	<p>Ongoing</p>

ITEM 20

3.	<p>OCMS will provide academic monitoring and support for struggling students via a Title I and EL Lead. Title I and ELD Lead will also support intervention teachers, track data, and work with families.</p> <p>Additional academic monitoring and support for struggling students will be offered via Academic Lab courses, focusing on increasing students organizational and executive function skills.</p> <p>a. Entry criteria: Low course grades in core content areas, low levels of homework/class assessment completion, teacher/counselor recommendation, SBAC scores in the Standard Not met/low Nearly Met range, students in need of additional support developing organization, time management, and study skills.</p> <p>b. Instructional targets: Explicit instruction on targeted executive functioning skills to increase work completion and course grades. Provide additional time and individual support for course work completion and re-teaching skills as needed.</p> <p>c. Exit criteria: Increase in course grade, decrease in number of missing assignments</p>	Title I and ELD Coordinator, teachers	<p>\$72,000 (0.6 FTE) Source: Title I \$24,000 (0.2 FTE) Source: LCAP non-formula sections \$8,000 Source: Title I (supplemental materials and supplies)</p>	Grade and assessment data	Ongoing
4.	<p>OCMS will provide opportunities for teachers to attend professional development sessions on ways to increase student achievement.</p>	Administration; teachers	<p>\$21,000 Source: Title I</p>	Attendance at PD, SBAC scores	Ongoing
5.	<p>OCMS will offer interventions and support through before and after school tutoring programs.</p> <p>a. Entry criteria: D or F grade in math and/or English, SBAC scores in the Standard Not met/low Nearly Met range, teacher recommendations.</p> <p>b. Instructional targets: Review targeted concepts and lessons from grade level courses for remediation, re-teaching and enrichment.</p> <p>c. Exit criteria: Increase in course grade, course assessment scores, student work samples</p>	teachers	<p>\$24,000 Source: Title I \$6,000 Source: Title I (supplemental materials and supplies)</p>	Attendance at tutoring, course grades	Ongoing

ITEM 20

**LCAP Goal:** (paste aligned SDUHSD LCAP goal from SDUHSD 17-20 Board approved LCAP)

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

**School Goal 2** (Description of 2017-18 measurable School Goal, aligned to Action Plan goals)

OCMS will increase the level of “school connectedness” and "sense of safety" for students.

**LCAP Priority Area:**

3, 5, 6

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

SES, EL, SPED

**Rationale:** What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.

2017 California Healthy Kids Survey data:

71.6% of our students feel part of the school (+9.6% when compared to 2015 results)

93.4% of our students who feel that an adult cares about them (+2.3% when compared to 2015 results)

81% of students who feel safe at school. (+10% when compared to 2015 results)

Other indicators of school climate include attendance data, discipline data and drop out rates.

Attendance

2015-16 Truancy rate is 52.54% which represent an increase of 14.56% when compared to prior year.

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

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

**Growth Targets:** Expected annual measurable outcomes.

Local Survey data:

75% of our students feel part of the school

95% of our students who feel that an adult cares about them

83% of students who feel safe at school.

Other indicators of school climate include attendance data, discipline data and drop out rates.

Attendance

2016-17 Truancy rate will decrease by 2% (50%)

2016-17 Chronic absenteeism rate will decrease by 0.3% (5.5%)

Discipline data

2016-17 or most recently published suspension rate will decrease by 0.2% (1.5%)

Middle School drop out rate

OCMS will maintain a 0% drop out rate.

ITEM 20

<p>Discipline data 2014-15 (most recent published) suspension rate is 1.7% (15 students) which represent a decrease of 1.8% (9 less students suspended) when compared to prior year.</p> <p>Middle School drop out rate OCMS has maintained a 0% drop out rate over the last 4 years reviewed.</p>
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**Strategy:** (briefly describe the overall plan to address the identified need)  
OCMS will implement homeroom, wellness weeks, and a social-emotional program to address safety, connectedness, and student-to-teacher relationships.

	<b>Actions/Tasks</b> (describe specifically what will occur at the site to meet this goal)	<b>Person(s) Responsible</b>	<b>Cost and Funding Source</b>	<b>Means to assess improvement</b>	<b>Timeline</b>
1.	OCMS will continue to offer a homeroom period from which students will participate in student connectedness activities: a.) Elect homeroom ambassadors to distribute leadership opportunities; b.) Create a Connectedness Committee to monitor and promote our homeroom and wellness week activities; c.) Utilize homeroom events with a focus on academic and character celebrations.	Administration; Counselor; Homeroom teachers	none	Local student survey data; discipline and attendance data	Ongoing
2.	OCMS will implement an anti-bullying program(s) and character development program. a.) Provide an anti-bullying and cyber education assembly. b.) Implement Character Counts program with an extension of Character traits (each month we focus on one Character trait) c.) Charter traits are reviewed and discussed during homeroom.	Administration; Counselor; Homeroom teachers	none	Local student survey data; discipline and attendance data	Ongoing
3.	OCMS staff will continue to implement restorative practices focusing on repairing and restoring relationships broken by poor behavior. a.) OCMS staff will attend Restorative Practice training each year. b.) OCMS staff facilitate restorative circles and peer mediation for conflict resolution.	Administration; Counselor, teachers, social worker	none	Local student survey data; discipline data	Ongoing
4.	OCMS will monitor and track attendance and discipline data. a.) Targeted intervention will be provided for and respond discipline issues, chronic absenteeism, trancies, and tardies. b.) To help motivate students, monthly awards will be given for student attendance goals and progress.	Administration; Counselor	none	Discipline and attendance data	Ongoing
5.	OCMS will collaborate with families and the community to support our	Administration;	none	Attendance and	Ongoing



ITEM 20

	learners: a.) Offer parent forums which include; parent intervention nights, drugs, alcohol and cyber education awareness and parent education workshops.	Counselor		feedback at parent forums and workshops	
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## ITEM 20

### D. School Site Council Membership Oak Crest Middle School

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Briehna Weatherford	X				
Katie Friedrichs			X		
Stephanie Lytle			X		
Susan Lesan		X			
Kellie Maul		X			
Mariah Weibel		X			
Kary Pusi				X	
Veronica Ruiz				X	
Jenny Stackle				X	
Nitin Chatlani					X
Kate Miller					X
Reagan Ericson					X
<b>Numbers of members of each category</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>3</b>

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

## ITEM 20

Timestamp	Email Address	I have read and approve the OCMS 2017-18 Single Plan for Student Achievement.	I am a...	Enter your electronic signature below.
10/17/2017 16:00:34	susan.lesan@sduhsd.net	YES	Teacher	Susan Lesan
10/17/2017 21:12:19	jfstackle@yahoo.com	YES	Parent	Jenny Stackle
10/18/2017 8:27:28	stephanie.lytle@sduhsd.net	YES	Other Staff Member	Stephanie Lytle
10/18/2017 9:31:03	kathryn.friedrichs@sduhsd.net	YES	Other Staff Member	Kathryn Friedrichs
10/18/2017 13:38:29	kellie.maul@sduhsd.net	YES	Teacher	Kellie Maul
10/18/2017 13:52:42	Mariah.wiebel@sduhsd.net	YES	Teacher	Mariah Weibel
10/18/2017 15:00:55	reaganaericson04@gmail.com	YES	Student	Reagan Ericson
10/18/2017 15:57:42	katemiller030@gmail.com	YES	Student	Kate Miller
10/18/2017 16:54:44	kary.pusl@gmail.com	YES	Parent	Kary Pusl
10/19/2017 11:02:24	nitin.k.chatlani@gmail.com	YES	Student	Nitin Chatlani
10/19/2017 15:04:29	Ruizv52@yahoo.com	YES	Parent	Veronica Ruiz

## ITEM 20

**Form F. Budget 2017-2018  
Oak Crest Middle School**

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

State/Federal Categorical Program	Allocation
Site LCFF Supplemental Funding - Site Formative/Achievement Funds	<b>\$6,920.00</b>
Site LCFF Supplemental Funding - Site Tutoring Funds	<b>\$0.00</b>
Site LCFF Supplemental Funding – District Funded Sections (non-formula)	<b>\$120,000.00</b>
Title I Funds	<b>\$213,091.00</b>
<b>Total</b>	<b>\$340,011.00</b>

## Appendix A. Student Performance Data

## Section 1: Enrollment

Table 1.1 Site enrollment trends with Student Group breakdown

	2016-17		2015-16		2014-15		2013-14	
	#	%	#	%	#	%	#	%
<b>Total enrollment</b>	701	-	761	-	849	-	928	-
<b>Number &amp; Percent of English Learners</b>	59	5.3%	56	7.4%	50	5.9%	61	6.6%
<b>Number &amp; Percent of Long Term English Learners</b>	37	62.7%	30	3.9%	27	3.1%	42	4.5%
<b>Number &amp; Percent of Redesignated Fluent English Proficient students</b>	73	10.7%	25	3.3%	30	3.5%	42	4.5%
<b>Number &amp; Percent of students who are Socio-Economically Disadvantaged</b>	53	7.6%	147	19.3%	149	17.6%	150	16.2%
<b>Number &amp; Percent of Special Education students</b>	102	14.6%	100	13.1%	94	11.1%	97	10.5%

## Source:

Total enrollment, English Learner enrollment, Socio-Economically Disadvantaged enrollment, Special Education enrollment:  
California Longitudinal Pupil Achievement Data System. Report. 1.1 Enrollment - Primary Status by Subgroup. (Fall 1)

Long Term English Lerner Enrollment, Redesignated Fluent English Proficient enrollment:  
Aeries Student Information System data. Analytics dashboards: LTEL, RFEP (retrieved 8/23/16)

## Section 2: Student Achievement Indicators

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

8 <sup>th</sup> grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
<b>16-17</b>	356	74	80	59	11	25	51
<b>15-16</b>	346	76	81	74	10	17	49
<b>14-15</b>	450	71	75	58	0	13	47
7 <sup>th</sup> grade							
<b>16-17</b>	322	76	81	85	11	32	53
<b>15-16</b>	365	79	84	79	15	26	52
<b>14-15</b>	355	69	75	58	12	24	37
Source: California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from <a href="http://caaspp.cde.ca.gov/">http://caaspp.cde.ca.gov/</a>							

**CAASPP Results (All Students)****English Language Arts/Literacy**

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	364	371	328	355	365	322	353	365	322	97.5	98.4	98.2
Grade 8	481	365	366	450	346	356	449	346	355	93.6	91.1	97.3
All Grades	845	736	694	805	711	678	802	711	677	95.3	94.7	97.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	2593.6	2613.7	2605.8	28	35	31.99	40	44	43.79	22	14	16.15	9	7	8.07
Grade 8	2606.9	2619.9	2625.3	26	32	31.55	44	44	42.54	20	17	20.28	10	7	5.63
All Grades	N/A	N/A	N/A	27	34	31.76	42	44	43.13	21	16	18.32	9	7	6.79

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	36	44	41.61	48	47	45.96	17	9	12.42
Grade 8	42	43	45.63	42	43	42.25	16	14	12.11
All Grades	39	43	43.72	44	45	44.02	16	12	12.26

## ITEM 20

<b>Writing</b> Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	48	52	47.04	41	42	44.86	11	6	8.10
Grade 8	41	49	50.70	47	44	41.97	12	7	7.32
All Grades	44	51	48.96	44	43	43.34	11	6	7.69

<b>Listening</b> Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	24	30	25.78	69	65	64.29	7	6	9.94
Grade 8	22	26	28.17	70	68	67.61	8	7	4.23
All Grades	23	28	27.03	69	66	66.03	8	6	6.94

<b>Research/Inquiry</b> Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	43	47	48.76	48	47	43.48	9	6	7.76
Grade 8	36	40	46.48	54	52	45.07	10	8	8.45
All Grades	39	43	47.56	51	50	44.31	10	7	8.12

## Data Source

California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from <http://caaspp.cde.ca.gov/>



### III School and Student Performance Data

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

8 <sup>th</sup> grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
<b>16-17</b>	355	59	65	36	10	21	35
<b>15-16</b>	350	59	65	49	0	13	23
<b>14-15</b>	449	65	68	53	0	24	37
7 <sup>th</sup> grade							
<b>16-17</b>	322	71	76	68	15	20	44
<b>15-16</b>	366	70	75	63	15	27	44
<b>14-15</b>	355	60	67	54	8	19	33
Source: California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from <a href="http://caaspp.cde.ca.gov/">http://caaspp.cde.ca.gov/</a>							

**CAASPP Results (All Students)****Mathematics**

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	364	371	328	355	366	322	354	366	322	97.5	98.7	98.2
Grade 8	481	365	366	449	350	354	448	350	354	93.3	92.1	96.7
All Grades	845	736	694	804	716	676	802	716	676	95.1	95.3	97.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	2590.6	2610.3	2608.4	36	40	44.41	24	30	26.40	25	21	15.22	15	10	13.98
Grade 8	2610.5	2602.3	2619.8	32	38	40.11	33	21	19.21	23	21	25.71	12	21	14.97
All Grades	N/A	N/A	N/A	34	39	42.16	29	25	22.63	24	21	20.71	13	15	14.50

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	47	52	55.59	30	31	23.91	24	17	20.50
Grade 8	41	45	44.63	44	28	36.44	16	26	18.93
All Grades	43	49	49.85	38	30	30.47	19	22	19.67

## ITEM 20

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	37	41	43.79	47	46	41.30	17	13	14.91
Grade 8	36	37	41.53	51	45	39.83	13	18	18.64
All Grades	37	39	42.60	49	45	40.53	14	16	16.86

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	40	48	46.89	55	45	42.86	6	7	10.25
Grade 8	33	36	38.98	56	48	43.50	11	16	17.51
All Grades	36	42	42.75	55	47	43.20	9	11	14.05

## Data Source

California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from <http://caaspp.cde.ca.gov/>

## Section 3: School Climate Indicators

Table 3.1 Truancy rates

	2015-16	2014-15	2013-14	2012-13
Truancy rate	52.54%	37.98%	37.59%	6.15%

Source:

California Department of Education Data Reporting Office. Truancy Report. Retrieved from <http://dq.cde.ca.gov/dataquest/>

Table 3.2 Chronic absenteeism rates by Student Group

	All Students	English Learners	Socioeconomically disadvantaged	Special Education
16-17	5.8	8.6	10.8	14.3
15-16	6.3	12.2	11.2	13.3
14-15	5.2	8.1	6.8	12.8

Source:

Aeries Student Information System data. Analytics dashboards: Attendance% (retrieved 10/10/2016)

Table 3.3 Discipline data

	2014-15	2013-14	2012-13
Number of students suspended	15	24	20
Suspension rate	1.7%	2.5%	2.2%
Number of students expelled	1	0	0
Expulsion rate	0.1%	0%	0%

Source:

California Department of Education Data Reporting Office. Suspension and Expulsion Report. Retrieved from <http://dq.cde.ca.gov/dataquest/>

Table 3.4 Cohort dropout rate by Student Group

	2015-16	2014-15	2013-14	2012-13
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ITEM 20

All Students	0%	0%	0%	0%
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Source:  
CALPADS report 1.9 Completers and Dropouts - Count

## Section 4: Progress Monitoring of English Learners

## California English Language Development (CELDT) Data

Table 4. 1 2014-15 CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
<b>7</b>	39	15	9	32	58	52	16	23	30	10	4	4	3		4
<b>8</b>	13	22	29	44	52	41	6	13	24	6	4	6	31	9	
<b>Total</b>	30	18	18	36	55	48	13	18	28	9	4	5	13	4	3

## Data Source

California Department of Education Data Reporting Office. California English Language Development Test (CELDT) Reports. Retrieved from <http://www.cde.ca.gov/ta/ac/t3/t3reports.asp>

## ITEM 20

**Table 4.2 Reclassification Rate**

	<b>2016-17</b>	<b>2015-16</b>	<b>2014-15</b>	<b>2013-14</b>
<b>Number and percentage of students Redesignated Fluent English Proficient</b>	19 (33.9%)	13 (12.4%)	7 (11.7%)	11 (14.5%)

## Source:

California Department of Education Data Reporting Office. Number and Percent of Students Redesignated to FEP.  
Retrieved from <http://dq.cde.ca.gov/dataquest/>



## The Single Plan for Student Achievement

School: Pacific Trails Middle School  
District: San Dieguito Union High  
School District  
County-District School  
(CDS) Code): 37-68346-0131649  
Principal: Mary Anne Nuskin  
Date of this revision: October, 2017

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

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

Contact Person: Mary Anne Nuskin  
Position: Principal  
Telephone Number: 858-509-1000  
Address: 5975 Village Center Loop  
Road  
San Diego, CA 92130  
E-mail Address: maryanne.nuskin@sduhsd.net

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



## A. School Site Information Pacific Trails Middle School

### Vision Statement:

We believe that together, we ignite the joy of learning to inspire confident, curious, and creative global citizens.

### Mission Statement:

Vision Statement: We believe that together, we ignite the joy of learning to inspire confident, curious, and creative global citizens.

#### Core Values:

- Flexible, evolving, collaborative,
- Innovative learning environments with integrated technology
- Connectedness
- Continuous improvement
- Partnerships with parents, local business, feeder elementary, and district high schools
- Shared Leadership

Pacific Trails Middle School (PTMS) is our newest of five middle schools in the San Dieguito Union High School District. We opened in the Fall, 2015 with approximately 265 seventh grade students. This year we reached preliminary capacity with classes of both 7th and 8th grade students.

We are committed to creating a safe, nurturing, and rigorous learning environment that leads to success of individual student achievement. Pacific Trails Middle School is recognized by Common Sense Media as a Digital Citizenship Certified School. Students attend six classes on a modified block schedule - Mondays are single period days (students see all six classes) and Tuesday through Friday are block period days (students attend periods 1, 3, 5 or periods 2, 4, 6). All students are enrolled in a homeroom class, which focuses on making positive connections peer to peer and teacher to peer, incorporates mini lessons with the school counselor and administration, while supporting academic achievement. In addition, opportunities for enrichment and intervention are available during Homeroom. We are dedicated to creating a learning community where all students are challenged to reach their academic potential and to be prepared for further their success in high school.

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

Pacific Trails Middle School (PTMS) is our newest of five middle schools in the San Dieguito Union High School District. We opened in the Fall, 2015 with approximately 265 seventh grade students. This year we reached preliminary capacity with classes of both 7th and 8th grade students.

We are committed to creating a safe, nurturing, and rigorous learning environment that leads to success of individual student achievement. Pacific Trails Middle School is recognized by Common Sense Media as a Digital Citizenship Certified School. Students attend six classes on a modified block schedule - Mondays are single period days (students see all six classes) and Tuesday through Friday are block period days (students attend periods 1, 3, 5 or periods 2, 4, 6). All students are enrolled in a homeroom class, which focuses on making positive connections peer to peer and teacher to peer, incorporates mini lessons with the school counselor and administration, while supporting academic achievement. In addition, opportunities for enrichment and intervention are available during Homeroom. We are dedicated to creating a learning community where all students are challenged to reach their academic potential and to be prepared for further their success in high school.

**B. School and Student Performance Data**

See Appendix A for multi-year student performance data tables

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

Various data sets, such as the Healthy Kids Survey, Smarter Balanced Assessment Consortium (SBAC) results, grade reports, and Math Diagnostic Test Project (MDTP), and the Scholastic Reading Inventory (SRI) were analyzed to create this year's goals, which will focus on campus culture and safety, an increase in student achievement of all students in ELA and math, and teacher collaboration to support student learning.

The 2017 Healthy Kids Survey yielded positive results in many areas that surveyed student perception of student connectedness; however, there are a couple of areas that we will focus on for the 2017-18 school year. Bullying: Although 3% disagreed with feeling safe at school, which is the lowest rate in the district, we had the highest reported bullying of SDUHSD middle schools, with 39.6% of students reporting being bullied in the past 12 months. Violence, Safety, and Harassment is another area of concern as 67% of students reported at least one instance of violence and harassment in the last 12 months. Two groups reported higher rates of violence and harassment: Latinos and LGBT.

We are a new school with one year of baseline SBAC data for grades 7 and 8. It is evident that our school is meeting or exceeding growth targets (88.8% of students in ELA and 81.9% of students in math). Most of our various student groups (i.e. Students with Disabilities (SWD), English Language Learners (ELL), and Economically Disadvantaged Students (EDS) ) made improvements in ELA and math; however, we are concerned that our SWD group decreased 3% in the number of math students that met or exceeded standard.

Additional concerns that we see with the three student groups mentioned above are the achievement gaps in ELA and math:

SWD ELA achievement gap: -38% (was -51% in 2016)

SWD Math achievement gap: -53% (was -54% in 2016)

ELL ELA achievement gap: -57% (no data in 2016 due to lack of ELL enrollment)

ELL Math achievement gap: -33% (no data in 2016 due to lack of ELL enrollment)

EDS ELA achievement gap: -30% (was -38% in 2016)

EDS Math achievement gap: -35% (was -40% in 2016)

SBAC data along with grade data, Scholastic Reading Inventory (SRI), and Math Diagnostic Testing Project (MDTP) scores were used to identify students who would benefit from a math and/or reading intervention, specifically Reading Lab and/or Math Essentials classes.

PTMS opened in 2015-16 and we are in year three. Our staff size continues to grow as our enrollment increases (2015-16: 267 only seventh-grade students, 2016-17: 630 seventh & eighth-grade students, 2017-18: 673 seventh & eighth-grade students). Due to this growth, we acknowledge the need to focus on establishing Professional Learning Communities (PLC's) and utilize the PLC process to focus on student learning and continuous improvement.

**C. Involvement Process****Involvement Process:**

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

ITEM 20

School data was shared with the SSC, Department Chairs, and all teachers. Draft goals were reviewed with the SSC and all teachers. Input from all groups was received.

**D. Summary of Progress Made on 2016-2017 Goals  
Pacific Trails Middle School**

**School Goal 1** (Description of 2016-17 School Goal)

Establish a campus culture that supports student connectedness and overall safety of students.

**LCAP Priority Area:**

State Priority:

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

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

All students

**A. Measurable Outcomes:** List Specific data that was reviewed toward meeting this goal. Show growth/decline using data.

Student Climate Survey was reviewed by staff, students, and parents. Baseline data showed that students have made positive connections with peers and staff. Survey data showed that students need more direction about how to be respectful to peers and be an up-stander when negative peer interactions are witnessed - 70% of students report that they would tell a teacher if another student was bullying them, we are concerned that 48% of students would not try to stop bullying if they saw it happen.

**B. Summary of Progress:** Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data)

We developed the initial components of the PTMS wellness program, which included restorative practices, quarterly themes, and a Wellness Day. We utilized Homeroom for many of these activities. The school counselor was the lead on restorative practices and helped lead or co-facilitate proactive and restorative circles. Proactive circles typically happened in homeroom. Restorative circles were co-facilitated with the counselor and principal and used to restore peer to peer relations after a disciplinary situation. Restorative practices were also a topic of discussion/parent activity at a principal's coffee.

Wellness quarterly themes and activities were as follows:

1st quarter - social wellness: Wellness Week, restorative circles in homeroom, No Place for Hate kick off & pledge signing, random act of kindness activity, cyber safety assembly, receipt of digital certification through Common Sense Media

2nd quarter - physical wellness: Spirit Day, Mindful Movement, physical fitness lunch activities, walking challenge,

3rd quarter - intellectual wellness: California Wolf Center presentation with mascot/logo unveiling, Homeroom Challenges, Naviance Career Exploration, PI Day Celebration and games, Wellness Day

4th quarter - emotional wellness: Homeroom Ambassadors appointed, Homeroom Ambassador meetings & retreat, Homeroom Challenges, No Place for Hate Celebration Assembly (banner received)

ITEM 20

The safety plan was distributed to all staff and reviewed in a staff meeting. A school safety committee was established and met quarterly to review safety concerns (site and district), protocols, and drill feedback. All scheduled drills were executed.

**C. Relevance:** Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D.

Year one was a year of establishing our campus culture and the information above is baseline data.

**D. What changes, if any, will be made as a result of reviewing measurable outcomes?** Based on the summary of progress, how will the actions/services change moving forward?

ITEM 20

**School Goal 2** (Description of 2016-17 School Goal)

Annual increase in student achievement in ELA and math for all students.

**LCAP Priority Area:**

State Priority:

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

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

All students

**A. Measurable Outcomes:** List Specific data that was reviewed toward meeting this goal. Show growth/decline using data.

SBAC data was reviewed by staff and baseline data was acquired: In math, 84% of all students scored standards met or standards exceeded and in English, 89% of all students scored standards met or standards exceeded.

However, significant subgroups in math, the score of standards met or exceeded was 36% for students with a disability and 47% for low income students. This was similar with the ELA scores, as the standards met or exceed was 57% for Hispanic, 43% for students with disabilities, and 53% for low income students.

**B. Summary of Progress:** Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data)

All College Prep English students took the Scholastic Reading Inventory (SRI) and below grade level readers were identified. Approximately 20 students were supported during Homeroom two days per week with a reading intervention (aka Reading Lab). Read 180 software was used and a prescriptive level of reading practice was made available to each student in Reading Lab. To check progress a midyear, 3rd quarter, and end of year assessment was given to each student. Students were exited as growth targets were met. By end of year all students made growth and approximately 70% of total student met the grade level reading target. The students that did not make the grade level reading target were either identified as students with a disability, RFEP and/or EL.

Math Diagnostic Testing Project (MDTP) data was reviewed to determine students' Math course placement in Math Essentials. 93% of all students were enrolled in grade level or honors level math. A master schedule was developed to support students who need the Math Essentials class. In the spring, our counselor provided information about summer school opportunities to accelerate to college prep math in the fall.

A before school and after school homework club with teacher assistance was held twice per week - one morning and one afternoon. A sign-in/out roster was used to track student attendance. After reviewing the attendance logs at semester, the morning homework club was moved to the afternoon since sign in data showed low morning attendance. With this change, more students accessed the program.

**C. Relevance:** Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D.

Year one baseline data was established. We are progressing toward goal. More baseline data is needed with our increase in enrollment and the additional grade

ITEM 20

level?

**D. What changes, if any, will be made as a result of reviewing measurable outcomes?** Based on the summary of progress, how will the actions/services change moving forward?

ITEM 20

**School Goal 3** (Description of 2016-17 School Goal)

All students will be prepared to enroll in college and career ready courses in high school.

**LCAP Priority Area:**

State Priority:

4- Pupil Achievement

5- Pupil Engagement

7- Course Access

8- Other Pupil

Outcomes

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

All students

**A. Measurable Outcomes:** List Specific data that was reviewed toward meeting this goal. Show growth/decline using data.

a. Math Diagnostic Testing Project (MDTP): data was reviewed to determine students' Math course placement in Math Essentials.

b. Naviance Reports: All students created a Naviance account and took the career key inventory.

c. Summer Bridge data for Math A Essentials to Math B Bridge Course: One out of 19 students enrolled in the summer bridge course.

**B. Summary of Progress:** Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data)

a. 93% of our students were enrolled in a grade level math class.

b. All students have a list of career interests and can continue to access Naviance for further career and college research. Parents were informed of this opportunity during a principal's coffee. Information was also shared via eoption (weekly parent communication).

c. Although the one student advanced to Math B as a result of Summer Bridge, location was not accessible for some students. School sites received summer school dates mid to late April. Parents reported that summer vacations were planned and students were unavailable to attend.

**C. Relevance:** Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D.

To get all students prepared to enroll in college and career ready courses in high school, there is still more work to do. Students and parents were given guidance and support to help students create a 6 year plan.

**D. What changes, if any, will be made as a result of reviewing measurable outcomes?** Based on the summary of progress, how will the actions/services change moving forward?



### E. Planned Improvements in Student Performance

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

<p><b>LCAP Goal:</b> (paste aligned SDUHSD LCAP goal from SDUHSD 17-20 Board approved LCAP) SDUHSD LCAP - Goal #4: Increase the level of “school connectedness” and "sense of safety" of pupils, staff and parents.</p>	
<p><b>School Goal 1</b> (Description of 2017-18 measurable School Goal, aligned to Action Plan goals) Maintain a campus that supports student connectedness and overall student safety.</p>	
<p><b>LCAP Priority Area:</b> State Priority: 1-Basic Services, 3-Parent Involvement, 5-Pupil Engagement, 6-School Climate</p>	
<p><b>Targeted Pupil Student Group(s):</b> All students</p>	
<p><b>Rationale:</b> What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary. Bullying: The 2017 Healthy Kids Survey yielded positive results in many areas that surveyed student perception of student connectedness. For example, 3.3% disagreed with feeling safe at school, which is the lowest rate in the district. However, we had the highest reported bullying of SDUHSD middle schools, with 39.6% of students reporting being bullied in the past 12 months. Violence, Safety, and Harassment: Another area of concern is that 67% of students reported at least one instance of violence and harassment in the last 12 months. Two groups reported higher rates of violence and harassment: Latinos and LGBT.</p>	<p><b>Growth Targets:</b> Expected annual measurable outcomes.  Homeroom survey will be administered to students in the Spring of 2018 to capture current students' perception of school connectedness.  Attendance Data: Chronic absenteeism rate will remain below 6% for all students.  Discipline Data: Suspension data will be below 1% and expulsion data will be between 0-0.1%.</p>
<p><b>Strategy:</b> (briefly describe the overall plan to address the identified need) Establish a Wellness Committee, align the four areas of wellness (social, physical, intellectual, and emotional) to each quarter, implement activities/presentations during homeroom, train at least five more teachers and continue to implement restorative practices, hold monthly Homeroom Ambassador meetings, and hold a spring Wellness Day.</p>	

## ITEM 20

	<b>Actions/Tasks</b> (describe specifically what will occur at the site to meet this goal)	<b>Person(s) Responsible</b>	<b>Cost and Funding Source</b>	<b>Means to assess improvement</b>	<b>Timeline</b>
1.	Develop a comprehensive wellness program that supports social, emotional, physical, and intellectual wellness; 1. Identify members to create a Wellness Committee 2. Committee will develop a wellness plan a. Committee will identify wellness themes for each quarter including a timeline of activities b. Activities will be developed and implemented related to the current theme and building on the previous quarter's theme c. Committee will plan a spring Wellness Day	Principal, Counselor, Wellness Committee	Admin Budget	Spring Homeroom Survey, Wellness Day post survey	1. Fall 2017 2. Fall 2017 a. Fall 2017 b. Fall 2017 and ongoing c. Spring 2018
2.	Use the Homeroom period for Wellness activities and Restorative Circles 1. Counselor and Principal will provide a brief training of Restorative Practices during August inservice 2. Counselor will implement Restorative Circle strategies with all homerooms 3. Counselor will work with teachers to co-facilitate Restorative Circle strategies in subject-specific classes. 4. Principal will arrange a formal Restorative Practices training for a team of approximately five PTMS teachers (1 from each subject area) 5. Discipline Team will determine how to use restorative practices effectively for student conflict resolution	Principal and Counselor	Admin Budget	Homeroom Survey	1. Fall 2017 2. Ongoing 3. Ongoing 4. Fall 2017 5. Fall 2017 and ongoing
3.	Develop a comprehensive school safety plan 1. Establish a safety committee of certificated and classified school staff 2. Assistant Principal works with safety committee and district support to develop site safety plan 3. Assistant Principal will work with School Site Council to approve and adopt PTMS Safety Plan. 4. Utilize late start time to train staff on how to implement PTMS Safety Plan	Assistant Principal	no cost	-Safety Committee meeting agenda and minutes, Site Council agenda and minutes, Site safety plan	September 2017
4.	Earn a Digital Citizen Certification with Common Sense Media 1. Inform and train teachers about the Common Sense Media digital certification at the October late start meeting 2. Deliver Common Sense Media approved lessons in each subject area (math, science, social studies, English, and PE). 3. Staff and students are participating in Digital Citizenship week via homeroom activities. 4. Family Nights will include distribution of online/media safety tips	Principal, Assistant Principal, Counselor, and Subject Specific Teachers	no cost	Late Start Agenda, Lesson plans, and receipt of Common Sense Digital Citizenship Certification, weekly emails blasts to parents (eoption), homeroom activity schedule	1. Fall 2017 2. 1st quarter and on going 3. October 2017 4. 12/4/17, 2/5/18, 4/30/18

ITEM 20

**LCAP Goal:** (paste aligned SDUHSD LCAP goal from SDUHSD 17-20 Board approved LCAP)

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

**School Goal 2** (Description of 2017-18 measurable School Goal, aligned to Action Plan goals)

Annual increase in student achievement in English Language Arts (ELA) and math for all students.

**LCAP Priority Area:**

State Priority: 1-Basic Services, 2-Implementation of State Standards, 4-Pupil Achievement, 7-Course Access

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

All students

**Rationale:** What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.

We are a new school establishing baseline data. After reviewing SBAC school data results it is evident that our school is meeting or exceeding growth targets (88.8% of students in ELA and 81.9% of students in math). Most of our various student groups (i.e. Students with Disabilities (SWD), English Language Learners (ELL), and Economically Disadvantaged Students (EDS) ) made improvements in ELA and math; however, we are concerned that our SWD group decreased 3% in the number of math students that met or exceeded standard.

Additional concerns that we see with the three student groups mentioned above are the achievement gaps in ELA and math:

SWD ELA achievement gap: -38% (was -51% in 2016)

SWD Math achievement gap: -53% (was -54% in 2016)

ELL ELA achievement gap: -57% (no data in 2016 due to lack of ELL enrollment)

ELL Math achievement gap: -33% (no data in 2016 due to lack of ELL enrollment)

EDS ELA achievement gap: -30% (was -38% in 2016)

EDS Math achievement gap: -35% (was -40% in 2016)

SBAC data along with grade data, Scholastic Reading Inventory (SRI), and Math Diagnostic Testing Project (MDTP) scores were used to identify

**Growth Targets:** Expected annual measurable outcomes.

SBAC results from spring 2018 will reflect:

Maintain over 80% of "all students" will score in the standard met/exceed range in math  
Maintain over 80% of "all students" will score in the standard met/exceed range in ELA

The achievement gap for SWD, ELL, and EDS will decrease by 5% in math and ELA.

ITEM 20

students who would benefit from a math and/or reading intervention. Approximately 20 students are enrolled in the Homeroom Intervention called Reading Lab and receive prescribed computer-based reading support/intervention with the Read 180 software. Approximately 14 seventh graders and 8 eighth graders are enrolled in our newly created ELL Homeroom. Math Lab Homeroom uses a peer tutoring model and has approximately 17 seekers for grade 7 and 17 seekers for grade 8.

We have two sections of Math Essentials, which incorporates Assessment and Learning in Knowledge Spaces (ALEKS) software to support individual student's needs. The 7th grade Math Essentials A class has 14 students enrolled and the 8th grade Math Essentials B class has 23 students enrolled. These two math essentials classes also support special education students with a team-teaching model.

**Strategy:** (briefly describe the overall plan to address the identified need)

Create a flexible master schedule to support all students, create systems of support and interventions, implement a focused homeroom for ELL students, implement Math Lab, implement Reading Lab, teachers regularly meet in their Professional Learning Communities to review assessment data to drive instruction.

	<b>Actions/Tasks</b> (describe specifically what will occur at the site to meet this goal)	<b>Person(s) Responsible</b>	<b>Cost and Funding Source</b>	<b>Means to assess improvement</b>	<b>Timeline</b>
1.	<p>A flexible master schedule will be developed to allow students access to grade level appropriate courses</p> <ol style="list-style-type: none"> <li>1. Principal and counselor review student data (MDTP scores, grade data, SBAC, parent/teacher input) for appropriate course placement.</li> <li>2. Integrated Math Essential courses for grades 7 &amp; 8 to offer targeted instruction by utilizing district-approved curriculum and ALEKS software to remediate identified learning gaps for students performing below grade level.</li> <li>3. Effectiveness of interventions will be reviewed and evaluated based on course-specific grade and assessment data.</li> <li>4. Since we don't have enough students to run an English sheltered class, ELL students will be clustered with an English teacher in grades 7 &amp; 8.</li> </ol>	Principal and Counselor	<p>1 Section of Integrated Math A Essentials - \$24,000 (Source: general FTE staffing formula)</p> <p>1 Section of Integrated Math B Essentials - \$24,000 (Source: Non-Formula LCAP)</p>	SBAC scores	<ol style="list-style-type: none"> <li>1. August 2017</li> <li>2. August 2017</li> <li>3. Spring 2018</li> <li>4. August 2017</li> </ol>
2.	<p>PTMS will maintain an after-school homework/study hour to be implemented and staffed with PTMS teachers.</p> <ol style="list-style-type: none"> <li>1. Counselor and principal review grade reports and teacher feedback to identify students who could benefit from this after-school program.</li> <li>2. Identify teachers to support after-school sessions as needed.</li> <li>3. Principal and counselor will review student survey results, grade reports, and teacher feedback to measure effectiveness of program</li> <li>4. Program will be evaluated and adjusted based on data review</li> </ol>	Principal	( 2 teachers, 2x/week, 30 min sessions at approx \$35/hr) - \$1,713 (Tutoring Support Allocation)	SBAC scores, grade reports, student sign in/out attendance sheet	<ol style="list-style-type: none"> <li>1. Fall 2017</li> <li>2. September 2017</li> <li>3. Spring 2018</li> <li>4. Spring 2018</li> <li>5. Spring 2018</li> </ol>

## ITEM 20

3.	<p>Develop a clearly articulated pyramid of intervention</p> <ol style="list-style-type: none"> <li>1. Intervention coordinator will work with targeted teachers, principal and resource specialists to identify current support and needed supports</li> <li>2. Intervention coordinator will share PTMS intervention plan with teachers and train them on how to implement the plan</li> <li>3. Intervention coordinator and principal will review grade data and teacher feedback on effectiveness of current intervention plan</li> <li>4. Adjustments will be made as necessary</li> </ol>	Principal and Intervention Coordinator	1 Section for Intervention Coordinator - \$24,000 (Source Non-Formula LCAP)	SBAC scores, grade report data	<ol style="list-style-type: none"> <li>1. Fall 2017 and ongoing</li> <li>2. January 2017</li> <li>3. Ongoing</li> <li>4. Ongoing</li> </ol>
4.	<p>All College Prep English students will be administered the Scholastic Reading Inventory (SRI) to identify students reading below grade level.</p> <ol style="list-style-type: none"> <li>1. Counselor, Intervention Coordinator, and Assistant Principal will review test results and identify struggling readers for additional support to participate in the homeroom reading intervention called "Reading Lab."</li> <li>2. Student Scholastic Reading Inventory (SRI) data will be reviewed quarterly.</li> </ol>	Assistant Principal, Counselor, Intervention Coordinator	no cost	SRI data	<ol style="list-style-type: none"> <li>1. September 2017</li> <li>2. Quarterly</li> </ol>
5.	<p>Develop a comprehensive Homeroom that incorporates interventions and enrichment opportunities for all students</p> <ol style="list-style-type: none"> <li>1. Math Lab (math peer tutoring program)</li> <li>2. EL Homeroom (English Language Learner peer tutoring program)</li> <li>3. Reading Lab (targeted intervention using Read 180 software)</li> <li>4. Organizational Group (selected students work with Intervention Coordinator and counselor to gain skills for organizational success)</li> <li>5. Homeroom Enrichment (various enrichment opportunities such as Makerspace Lab, American Sign Language, PTMS ProTips, etc.)</li> <li>6. Individualized teacher assistance as needed</li> <li>7. Various small group activities to support SWD and EDS needs</li> </ol>	Principal, Intervention Coordinator, Counselor, Assistant Principal, and Teachers	Admin budget	Homeroom Student Survey SBAC Data Subject Specific Common Formative Assessments	1.-7. Fall 2017 and ongoing

ITEM 20

**LCAP Goal:** (paste aligned SDUHSD LCAP goal from SDUHSD 17-20 Board approved LCAP)

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

**School Goal 3** (Description of 2017-18 measurable School Goal, aligned to Action Plan goals)

Increase teacher collaboration to implement state content standards and increase student learning.

**LCAP Priority Area:**

State Priority: 1-Basic Services, 2-Implementation of State Standards, 4-Pupil Achievement, 7-Course Access

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

All students

**Rationale:** What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.

PTMS opened in 2015-16 and we are in year three. Our staff size continues to grow as our enrollment increases (2015-16: 267 only seventh-grade students, 2016-17: 630 seventh & eighth-grade students, 2017-18: 673 seventh & eighth-grade students). Due to this growth, we acknowledge the need to focus on establishing Professional Learning Communities (PLC's) and utilize the PLC process to focus on student learning and continuous improvement.

**Growth Targets:** Expected annual measurable outcomes.

SBAC results from spring 2018 will reflect:

Maintain over 80% of "all students" will score in the standard met/exceed range in math  
 Maintain over 80% of "all students" will score in the standard met/exceed range in ELA  
 The achievement gap for SWD, ELL, and EDS will decrease by 5% in math and ELA.

**Strategy:** (briefly describe the overall plan to address the identified need)

PLC groups will meet a minimum of two times/month with a focus on and a commitment to the learning of all students using data to inform instruction and increase student achievement. All departments will have agreed upon ELO's, a minimum of four common formative assessments, and an assessment calendar.

Actions/Tasks (describe specifically what will occur at the site to meet this goal)		Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Utilize the Professional Learning Community process with course alike groups. PLC groups meet during Late Start Collaboration Days and release days as needed to: 1. Groups use release days as needed to analyze student data. 2. Evaluate alignment of curriculum and assessments to state content standards, review and revise Essential Learning Outcomes. 3. Create common formative assessments (CFA's) that address specific ELO's and create an agreed upon timeline for administering CFA's to students.	Principal, Assistant Principal, and teachers.	Sub costs for release days and collaboration days - \$6,850 (PLC Support Allocation)	PLC Survey, meet SBAC growth targets	1. Fall 2017 and ongoing 2. September late start meeting 3. Fall 2017 and ongoing 4. Fall 2017 and ongoing 4. Fall 2017 and

ITEM 20

	<p>4. Analyze and discuss student learning based on the common formative assessments.                      5. Determine intervention and re-teach opportunities/strategies for students and discuss instructional best practices for continued student achievement.                      6. Teachers take reflective survey to analyze PLC group progress through the process and achievement of group goals for the year.                      7. PLC groups will post ELO's, agendas, and meeting minutes on the PTMS PLC website.</p>				<p>ongoing                      5. Fall 2017 and ongoing                      6. Second Semester                      9. Fall 2017 and ongoing</p>
2.	<p>During late start meetings provide professional development opportunities for all teachers. Targeted PD topics include educational technology, intervention strategies, collaboration strategies, school climate, restorative practices, etc.</p>	Principal and Assistant Principal	no cost	Grade reports, SBAC scores, CFA data	<p>1. Starting August 2017 and ongoing                      2. Starting August 2017 and ongoing</p>

## ITEM 20

### D. School Site Council Membership Pacific Trails Middle School

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Mary Anne Nuskin	X				
Parnak Memar		X			
Patricia Storey		X			
Cecily Wheeler		X			
Mona Healy			X		
Kathryn Freeman		X			
Marie Vaughn				X	
Ilene Schaffer				X	
Kristin Gibson				X	
Amanda Chen					X
Helen Blackstone- Gardner					X
Kaley Mafong					X
<b>Numbers of members of each category</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>3</b>

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



ITEM 20

**D. School Site Council Membership  
Pacific Trails Middle School**

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Mary Anne Nuskin <i>M. Nuskin</i>	X				
Parnak Memar <i>P.M.</i>		X			
Patricia Storey <i>Patricia Storey</i>		X			
Cecily Wheeler <i>Cecily Wheeler</i>		X			
Mona Healy <i>Mona Healy</i>			X		
Kathryn Freeman <i>K.M.</i>		X			
Marie Vaughn <i>Marie Vaughn</i>				X	
Ilene Schaffer <i>Ilene Schaffer</i>				X	
Kristin Gibson <i>Kristin Gibson</i>				X	
Amanda Chen <i>Amanda Chen</i>					X
Helen Blackstone- Gardner <i>Helen B.G.</i>					X
Kaley Mafong <i>Kaley Mafong</i>					X
<b>Numbers of members of each category</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>3</b>

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

## ITEM 20

**Form F. Budget 2016-17  
Pacific Trails Middle School**

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

State/Federal Categorical Program	Allocation
Site LCFF Supplemental Funding - Site Formative/Achievement Funds	<b>\$6,850.00</b>
Site LCFF Supplemental Funding - Site Tutoring Funds	<b>\$1,713.00</b>
Site LCFF Supplemental Funding – District Funded Sections (non-formula)	<b>\$48,000.00</b>
Title I Funds	<b>\$0.00</b>
<b>Total</b>	<b>\$56,563.00</b>

## Appendix A. Student Performance Data

## Section 1: Enrollment

Table 1.1 Site enrollment trends with Student Group breakdown

	2016-17		2015-16		2014-15		2013-14	
	#	%	#	%	#	%	#	%
<b>Total enrollment</b>	623	*	264	-	*	*	*	*
<b>Number &amp; Percent of English Learners</b>	15	2.4%	**	**%	*	*%	*	*%
<b>Number &amp; Percent of Long Term English Learners</b>	3	27.3%	**	**%	*	*%	*	*%
<b>Number &amp; Percent of Redesignated Fluent English Proficient students</b>	91	14.6%	36	13.6%	*	*%	*	*%
<b>Number &amp; Percent of students who are Socio-Economically Disadvantaged</b>	42	6.7%	12	4.5%	*	*%	*	*%
<b>Number &amp; Percent of Special Education students</b>	48	7.7%	35	13.2%	*	*%	*	*%

## Source:

Total enrollment, English Learner enrollment, Socio-Economically Disadvantaged enrollment, Special Education enrollment:  
California Longitudinal Pupil Achievement Data System. Report. 1.1 Enrollment - Primary Status by Subgroup. (Fall 1)

Long Term English Lerner Enrollment, Redesignated Fluent English Proficient enrollment:  
Aeries Student Information System data. Analytics dashboards: LTEL, RFEP (retrieved 10/20/16)

\*no data; PTMS opened for enrollment in the 2015-2016 school year.

\*\*In order to protect student privacy, an asterisk (\*) will be displayed instead of a number where 10 or fewer students are represented.

## ITEM 20

## Section 2: Student Achievement Indicators

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

8 <sup>th</sup> grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
<b>16-17</b>	287	287	64%	14%	*	.08%	.07%
<b>15-16</b>	*	*	*	*	*	*	*
<b>14-15</b>	*	*	*	*	*	*	*
7 <sup>th</sup> grade							
<b>16-17</b>	337	337	67%	15%	*	.07%	.06%
<b>15-16</b>	268	89%	91%	81%	*	43%	53%
<b>14-15</b>	*	*	*	*	*	*	*
Source: California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from <a href="http://caaspp.cde.ca.gov/">http://caaspp.cde.ca.gov/</a> *no data; PTMS opened for enrollment in the 2015-2016 school year.							

**CAASPP Results (All Students)****English Language Arts/Literacy**

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	*	271	339	*	268	337	*	268	337	*	98.9	99.4
Grade 8	*	*	289	*	*	287	*	*	287	*	*	99.3
All Grades	*	271	628	*	268	624	*	268	624	*	98.9	99.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	*	2642.8	2645.9	*	53	49.85	*	36	42.14	*	6	5.64	*	4	2.37
Grade 8	*	*	2654.7	*	*	50.52	*	*	34.49	*	*	11.85	*	*	3.14
All Grades	N/A	N/A	N/A	*	53	50.16	*	36	38.62	*	6	8.49	*	4	2.72

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	*	57	58.46	*	36	37.69	*	7	3.86
Grade 8	*	*	57.49	*	*	37.98	*	*	4.53
All Grades	*	57	58.01	*	36	37.82	*	7	4.17

ITEM 20

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	*	68	70.33	*	27	26.41	*	4	3.26
Grade 8	*	*	61.67	*	*	32.75	*	*	5.57
All Grades	*	68	66.35	*	27	29.33	*	4	4.33

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	*	37	37.98	*	59	58.16	*	4	3.86
Grade 8	*	*	39.02	*	*	57.14	*	*	3.83
All Grades	*	37	38.46	*	59	57.69	*	4	3.85

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7		66	68.25		30	29.08		4	2.67
Grade 8			59.58			35.89			4.53
All Grades		66	64.26		30	32.21		4	3.53

Data Source  
California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from <http://caaspp.cde.ca.gov/>  
\*no data; PTMS opened for enrollment in the 2015-2016 school year.

### III School and Student Performance Data

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

8 <sup>th</sup> grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
<b>15-16</b>	*	*	*	*	*	*	*
<b>14-15</b>	*	*	*	*	*	*	*
7 <sup>th</sup> grade							
<b>15-16</b>	268	84%	85%	84%	*	34%	47%
<b>14-15</b>	*	*	*	*	*	*	*

Source:

California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from <http://caaspp.cde.ca.gov/>

\*no data; PTMS opened for enrollment in the 2015-2016 school year.

**CAASPP Results (All Students)****Mathematics**

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	*	271	339	*	268	336	*	268	336	*	98.9	99.1
Grade 8	*		289	*	*	287	*	*	287	*	*	99.3
All Grades	*	271	628	*	268	623	*	268	623	*	98.9	99.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	*	2664.1	2656.8	*	65	60.71	*	19	22.62	*	10	12.80	*	5	3.87
Grade 8	*	*	2681.6	*	*	63.41	*	*	16.72	*	*	12.54	*	*	7.32
All Grades	N/A	N/A	N/A	*	65	61.96	*	19	19.90	*	10	12.68	*	5	5.46

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	*	73	71.73	*	18	19.64	*	9	8.63
Grade 8	*		67.25	*	*	21.95	*	*	10.80
All Grades	*	73	69.66	*	18	20.71	*	9	9.63



## ITEM 20

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	*	65	61.01	*	28	33.63	*	7	5.36
Grade 8	*	*	63.76	*	*	27.87	*	*	8.36
All Grades	*	65	62.28	*	28	30.98	*	7	6.74

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 7	*	71	63.99	*	24	31.25	*	6	4.76
Grade 8	*	*	63.07	*	*	28.92	*	*	8.01
All Grades	*	71	63.56	*	24	30.18	*	6	6.26

## Data Source

California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from <http://caaspp.cde.ca.gov/>

\*no data; PTMS opened for enrollment in the 2015-2016 school year.

## Section 3: School Climate Indicators

Table 3.1 Truancy rates

	2015-16	2014-15	2013-14	2012-13
Truancy rate	*	*	*	*

Source:

California Department of Education Data Reporting Office. Truancy Report. Retrieved from <http://dq.cde.ca.gov/dataquest/>

\*no data; PTMS opened for enrollment in the 2015-2016 school year.

Table 3.2 Chronic absenteeism rates by Student Group

	All Students	English Learners	Socioeconomically disadvantaged	Special Education
16-17	*	*	*	*
15-16	*	*	*	*
14-15	*	*	*	*

Source:

Aeries Student Information System data. Analytics dashboards: Attendance% (retrieved \_\_/\_\_/\_\_)

\*no data; PTMS opened for enrollment in the 2015-2016 school year.

Table 3.3 Discipline data

	2014-15	2013-14	2012-13
Number of students suspended	*	*	*
Suspension rate	*	*	*
Number of students expelled	*	*	*
Expulsion rate	*	*	*

Source:

California Department of Education Data Reporting Office. Suspension and Expulsion Report. Retrieved from <http://dq.cde.ca.gov/dataquest/>

ITEM 20

\*no data; PTMS opened for enrollment in the 2015-2016 school year.

**Table 3.4 Cohort dropout rate by Student Group**

	2015-16	2014-15	2013-14	2012-13
<b>All Students</b>	*	*	*	*

Source:  
CALPADS report 1.9 Completers and Dropouts - Count

## Section 4: Progress Monitoring of English Learners

## California English Language Development (CELDT) Data

Table 4. 1 2014-15 CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
7	*	***		*	***	***	*			*			*		
8	*		50	*		25	*			*			*		25
<b>Total</b>	*	50	40	*	50	40	*	0		*	0		*	0	20

## Data Source

California Department of Education Data Reporting Office. California English Language Development Test (CELDT) Reports. Retrieved from <http://www.cde.ca.gov/ta/ac/t3/t3reports.asp>

\*no data; PTMS opened for enrollment in the 2015-2016 school year.

## ITEM 20

**Table 4.2 Reclassification Rate**

	2016-17	2015-16	2014-15	2013-14
<b>Number and percentage of students Redesignated Fluent English Proficient</b>	31.8%	1 (0.0%)	*	*

## Source:

California Department of Education Data Reporting Office. Number and Percent of Students Redesignated to FEP. Retrieved from <http://dq.cde.ca.gov/dataquest/>

\*no data; PTMS opened for enrollment in the 2015-2016 school year.



## The Single Plan for Student Achievement

School: San Dieguito High School  
Academy  
District: San Dieguito Union High  
School District  
County-District School  
(CDS) Code): 37-68346-3737418  
Principal: Adam Camacho  
Date of this revision: 10/19/17

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

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

Contact Person: Adam Camacho  
Position: Principal  
Telephone Number: (760) 753-1121  
Address: 800 Santa Fe Drive  
Encinitas, CA 92024  
E-mail Address: adam.camacho@sduhsd.net

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

## A. School Site Information San Dieguito High School Academy

### Vision Statement:

Vision Statement: We cultivate compassion, optimism, and love for learning, while building on our core values, so all students may lead rewarding lives and contribute to their communities.

### Mission Statement:

San Dieguito High School Academy is a learning community which nurtures the individual, promotes academic rigor, provides varied opportunities for success, values excellence, and celebrates creative expression. Principal's Message: San Dieguito H.S. Academy (SDA) is a school of choice for students in the San Dieguito Union High School District. We offer our students a challenging and relevant curriculum that is delivered by a caring staff, adult-student connections (because of our homeroom), and a flexible (4x4) schedule. Students have access to all courses, including Advanced Placement (AP), honors, and college prep, as well as a wide variety of electives. SDA received the California Distinguished School Award in the spring of 2010 and a six-year term of accreditation from the Western Association of Schools and Colleges in the spring of 2012.

Career Preparation: San Dieguito Academy has made a serious commitment to career preparation. All students have multiple opportunities to explore career options, to learn about their interests and abilities, and to take advantage of the many exciting educational opportunities the Academy offers. All ninth graders take the Introduction to Technology course in which they explore five sectors of technology and one unit of visual arts. As an introductory course to one of our CTE pathways, this class helps students understand their abilities and interests through inventories and activities, and allows them to sample some of SDA's career-centered elective offerings. SDA students use Naviance (an Internet-based career and academic planning program) and every ninth grader prepares a four-year Personal Learning Plan with their counselor, as part of the Naviance program. Tenth graders meet with their counselor to use Naviance for career exploration, first participating in a personality inventory and then exploring career clusters. Juniors meet with their counselor to begin the Naviance college search process, in light of their career goals. Seniors use Naviance to prepare for their future after high school. Every San Dieguito Academy student receives a copy of Career Pathways Guide which outlines the SDA courses that prepares students for twelve industry sectors, suggested supplementary classes, related careers in each field, and community partners for each career pathway. Students also have the opportunity to explore a field-of-interest through an Internship.

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

#### Community Surroundings

San Dieguito Academy is located in north San Diego County. All 9th through 12th grade students who are residents of the San Dieguito Union High School District may choose to attend their local school (Torrey Pines High School or La Costa Canyon High School) or San Dieguito High School Academy or Canyon Crest Academy. Students living in Cardiff-by-the-Sea, Carmel Valley, Del Mar, Encinitas, Fairbanks Ranch, La Costa, Leucadia, Olivenhain, Rancho Santa Fe and Solana Beach bring a rich diversity of socio-economic backgrounds to San Dieguito Academy.

#### School

San Dieguito Academy (SDA) is a school of choice. It is a comprehensive, public, four-year high school serving 1903 students. The SDA campus reflects the warmth and grace of its 1936 construction, updated both architecturally and technologically to meet the demands of a modern high school. The SDA learning community fosters active student involvement, leadership, and teamwork. SDA values both rigorous academics and personal student attention. Career awareness ties the classroom to the community through our Career Pathways Program. Additionally, SDA students volunteer their time to support a wide variety of causes.

SDA's active Associated Student Body leadership team offer a tremendous range of student involvement opportunities throughout the year. Clubs and other campus events allow students to pursue interests including academic fields-of-study,

## ITEM 20

visual arts, world languages, career interest areas, community service, physical activities, and politics. Parents and community members are encouraged to take an active role at SDA. They serve as members of SDA's School Site Council, SDA Foundation, Student Success Services, and in numerous other volunteer capacities.

SDA seeks to form meaningful partnerships with other learning institutions. Many students in their junior and senior years take classes at Mira Costa or Palomar Community Colleges. Ninety-eight percent of SDA's class of 2017 self-reported their intention to attend post-secondary institutions, with 36% attending two-year colleges and 62% attending four-year colleges, including: M.I.T., Univ of Illinois, Univ of S. California, Penn State Univ, Univ of San Diego, New York Univ, Univ of Oregon, Univ of San Francisco, Purdue Univ, Santa Clara Univ, Loyola Marymount Univ, Univ of Washington, UC Boulder, Univ of Hawaii, Northeastern Univ, Bryn Mawr Coll, Belmont Univ, Tulane Univ, Pepperdine, Emerson Coll, Univ of Redlands, Rhode Is. School of Design, Rensselaer, and a variety of colleges within the University of California and Cal State University systems.

During the 2016-17 school year, SDA students boasted an average ACT composite score of 25.3 and an SAT total score of 1668. Out of the 477 members of SDA's current senior class, 7 have been recognized as National Merit Scholarship Program Semi-Finalists and 22 additional students have earned Commended Student status.

#### Schedule

SDA operates on a 4 x 4 block schedule, in which students attend four 90-minute classes daily. SDA's two 18-week terms are divided into four 9-week quarters. The school day includes a twenty-five minute homeroom period four times a week. Upon graduation from high school, students who entered as freshmen could have earned 320 credits over four years. Underclassmen are required to earn at least 80 credits each year. This schedule allows SDA students to enroll in a wide array of elective courses, including culinary arts, video/film production, psychology, photography, computer programming, speech and debate, and American Sign Language.

#### Faculty

The faculty at SDA completely reflects the dedication, enthusiasm and expertise that has become synonymous with the San Dieguito Union High School District. More than half of SDA's faculty members hold advanced degrees. Teachers and counselors serve as homeroom advisors to students and as liaisons to their parents. Students have the special opportunity of remaining with the same homeroom advisor throughout their four years in high school.



**B. School and Student Performance Data**

See Appendix A for multi-year student performance data tables

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

A detailed evaluation of the performance data allowed the School Site Council and site leadership to identify specific areas of need, including increasing student connectedness, increasing college and career readiness, increasing the number of English Learners who are reclassified, and increasing student achievement. These goals were based on a thorough analysis of CAASPP scores, California Healthy Kids Survey results, career readiness indicators, D/F lists, and English Learner data.

1. Increasing student connectedness campus-wide - Based on 2017 CA Healthy Kids Survey results, 11% of students reported not feeling they are a part of the school, 24% students reported they do not feel that they do things that make a difference at the school. An analysis of this data reveals that SDA should continue to focus on improving student connectedness. SDA attendance data indicates a 2015-16 truancy rate of 52.59%. During the 2016-17 school year, 733 SARB 1 letters were sent to SDA families. 295 SDA families received both SARB 1 & SARB 2 letters while 189 families received SARB 1, 2 & 3 letters. These attendance data points support the need to focus on improving school connectedness.

2. Increasing college and career readiness - Based on 2016-17 EAP Math results, 32% of all SDA students scored in the "college ready" range. None of SDA's of English Learners scored in the "college ready" range, 14% of low SES students and 4% of Special Education students scored in the "college ready" range. 2016-17 EAP ELA results indicate that 53% of all SDA students scored in the "college ready" range. Again, none of SDA's English Learner's scored in the "college ready" range, 25% of low-SES students and 15% of Special Education students scored in the "college ready" range. Seventy percent of all SDA students fulfilled the 2015-16 UC/CSU eligibility requirements. Forty-one percent of SDA's low-SES students met the UC/CSU eligibility requirements, but none of SDA's EL students did. SDA's 2015-16 cohort graduation rate was 99.7%. One hundred percent of both EL and Low-SES students graduated in 2016. That said, SDA's English Learners and Special Education students are underrepresented in Advanced Placement and Honors courses: 0.2% of all students enrolled in AP and honors courses were EL students and 2.0% were Special Education students. This data supports the need to focus on increasing college and career readiness for all students.

3. Continuing to implement strategies to increase reclassification of all English Learners - Based on 2016-17 enrollment data, 44% of SDA's English Learners are classified as Long-term English Learners (6+ years classified at an EL). 21.4% of SDA's English Learners scored in the "met standards" or "exceeded standards" ranges on the CAASPP ELA test and none of SDA's English Learners scored in the "met standards" or "exceeded standards" ranges for math. None of SDA's of English Learners scored in the "college ready" range on either the EAP Math or ELA tests. Additionally, 0% of SDA's English Learners met the 2017 UC/CSU eligibility requirements. Eight percent of English Learners are currently enrolled in Advanced Placement or Honors courses. This data supports the need to focus on implementing strategies to increase SDA's English Learner reclassification rate.

4. Increasing student achievement - 86.7% of all SDA students scored in the "met standards" or "exceeded standards" ranges on the 2016-17 CAASPP ELA test. 73.7% of Reclassified Fluent English Proficient (RFEP) students scored in the "met standards" or "exceeded standards" ranges on the CAASPP ELA test, while 21.4% of English Learners, 53.2% of Special Education students, and 67.2% of low-SES students scored in the same ranges in ELA. Turning to Math, 65% of all SDA students scored the "met standards" or "exceeded standards" ranges on the 2016-17 CAASPP math test. 35.1% of Reclassified Fluent English Proficient (RFEP) students scored in the "met standards" or "exceeded standards" ranges on the CAASPP math test, while 0.0% of English Learners, 25.5% of Special Education students, and 39.1% of low-SES students scored in the same ranges in math. A focus on increasing student achievement for all students is clearly indicated by these results.

### C. Involvement Process

#### **Involvement Process:**

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

SDA's School Site Council meets four times annually. The 2017-18 SSC will meet on:

October 10  
December 4  
February 26  
May 21

The Council's primary function is to review the Single Plan for Student Achievement (SPSA) with a particular focus on the plan's goals, action plans, and progress toward goal achievement. At the October meeting, the Council reviewed their roles and responsibilities. SSC members were given the opportunity to provide feedback on the 2017-18 SPSA via electronic communication and signatures indicating plan approval were secured. At the December 4th SSC meeting, the ELAC representative will present English Learner data and related goals for consideration. At the May 21st SSC meeting, the 2018-19 SPSA will be presented for feedback and approval.

The school leadership/administrative team is also guided by these four goals. The team collaborates every Tuesday and a larger Principal's Cabinet meets every Friday. The SPSA document, data, and goals are regularly discussed and inform decisions made by site leadership. The administrative team collaboratively develops the SPSA with input from department chairs, parent advisory groups, and student focus groups.

**D. Summary of Progress Made on 2016-17 Goals  
San Dieguito High School Academy**

<p><b>School Goal 1</b> (Description of 2016-17 School Goal) Increase student connectedness campus wide.</p> <p><b>LCAP Priority Area:</b> School climate</p> <p><b>Targeted Pupil Student Group(s):</b> All students</p>	
<p><b>A. Measurable Outcomes:</b> List Specific data that was reviewed toward meeting this goal. Show growth/decline using data. Based on attendance data and CHKS results, the following increases/decreases were noted:</p> <p>The 2016-17 goal was to see a 5% decrease from 2015-2016 in the number of attendance meetings, SART contracts, and SARB referrals. In 2015-16, SDHA sent 185 SARB 1, 66 SARB 2, and 44 SARB 3 letters. During the 2016-17 school year, 733 SARB 1 letters, 295 SARB 2 letters, and 189 SARB 3 letters were sent. There has been a significant increase in number of attendance letters sent over the past year.</p> <p>The 2016-17 goal was to see a 5% decrease in number of students not feeling they are a part of the school according to the CHKS. 2015: 10% of students felt that they were not a part of the school. 2017: 11% of students reported they did not feel a part of the school. There was a 1% increase from the 2015 to the 2017 CHKS administration.</p> <p>The 2016-17 goal was to see a 5% decrease in those students reporting they do things that make a difference in the school according to the CHKS. 2015-16: 22% of students reported they do not do things that make a difference in school 2017: 24% of students reported they do not do things that make a difference in school. There was a 2% increase from the 2015 to the 2017 CHKS administration.</p>	<p><b>B. Summary of Progress:</b> Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data)</p> <p>Several data measures are not yet available for attendance reports. Based on CHKS results, we have not yet met either of our school climate goals.</p>

ITEM 20

The 2016-17 goal was to see a 5% decrease in the truancy rate for all students.  
In 15-16, SDHSA had a truancy rate of 77.48% for all students.  
The CDE has not yet released 2016-17 truancy rates.

**C. Relevance:** Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D.

This goal has not been met.

**D. What changes, if any, will be made as a result of reviewing measurable outcomes?** Based on the summary of progress, how will the actions/services change moving forward?

Utilize attendance protocols, Link Crew activities, data analysis, and homeroom to increase student connectedness on campus.

ITEM 20

**School Goal 2** (Description of 2016-17 School Goal)

To increase college and career readiness.

**LCAP Priority Area:**

College and Career Readiness

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

All students, with focus on English Learners, socio-economically disadvantaged students, and students who qualify for Special Education programs

**A. Measurable Outcomes:** List Specific data that was reviewed toward meeting this goal. Show growth/decline using data.

Based on CDE reported UC/CSU eligibility rates, Naviance exit surveys for graduating seniors. Aeries A-G completion data/transcript reviews, Aeries intervention data, SBAC results, and AP exam data, the following increases/decreases were noted:

The 2016-17 goal was to see a 5% increase in percentage of students who scored in the "College Ready" range in math and ELA as measured by EAP.

ELA, 2015-16: 54%; 2016-17: 53%; 1% decrease  
Math, 2015-16: 36%; 2016-17: 32%; 4% decrease

The 2016-17 goal was to see a 5% increase in percentage of EL students who scored in the "College Ready" range in math and ELA as measured by EAP.

ELA, 2015-16: 0%; 2016-17: 0%; no change  
Math, 2015-16: 6%; 2016-17: 0%; 6% decrease

The 2016-17 goal was to see a 5% increase in percentage of SPED students who scored in the "College Ready" range in math and ELA as measured by EAP.

ELA, 2015-16: 20%; 2016-17: 15%; 5% decrease  
Math, 2015-16: 3%; 2016-17: 4%; 1% increase

The 2016-17 goal was to see a 5% increase in percentage of low-SES students who scored in the "College Ready" range in math and ELA as measured by EAP

ELA, 2015-16: 9%; 2016-17: 25%; 16% increase  
Math, 2015-16: 2%; 2016-17: 16%; 14% increase

The 2016-17 goal was to see an increase in cohort graduation rates for EL and Low-SES.

**B. Summary of Progress:** Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data)

Some actions were effective in achieving the desired outcomes, as evidenced by the increase in test scores for low-SES and EL students.

ITEM 20

EL, 2015-16: 100%; 2016-17: no data yet; TBD  
Low-SES, 2015-16: 100%; 2016-17: no data yet; TBD

The 2016-17 goal was to see an increase in AP and Honors enrollment for EL and Low-SES subgroups to more closely reflect the demographics of SDHSA

EL, 2015-16: 0.1%; 2016-17: 0.2%; 0.1% increase  
Low-SES, 2015-16: 7%; 2016-17: 9.1%; 2.1% increase

The 2016-17 goal was to see an increase in UC/CSU eligibility rates for EL and Low-SES.

EL, 2015-16: 0%; 2016-17: no data; TBD  
Low-SES, 2015-16: 41.4%; 2016-17: no data yet; TBD

**C. Relevance:** Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D.

Partially met. The percentage of Low-SES students who scored in the "College Ready" range in ELA and math increased. The percentage of Special Education students who scored in the "College Ready" range increased in math. The other goals were not met.

**D. What changes, if any, will be made as a result of reviewing measurable outcomes?** Based on the summary of progress, how will the actions/services change moving forward?

Utilize site tutoring programs, district-wide and site based Professional Development (PD), math/English intervention classes, and AP Potential data to increase college and career readiness for all students.

ITEM 20

<p><b>School Goal 3</b> (Description of 2016-17 School Goal) Implement strategies to increase reclassification of all ELs.</p> <p><b>LCAP Priority Area:</b> Student achievement and other important student outcomes</p> <p><b>Targeted Pupil Student Group(s):</b> EL student population</p>	
<p><b>A. Measurable Outcomes:</b> List Specific data that was reviewed toward meeting this goal. Show growth/decline using data. Based on CAASPP, CELDT, LAS Links, D/F list, enrollment data, and reclassification rates, the following increases/decreases were noted:</p> <p>The 2016-17 goal was to see a 5% increase in reclassification rates for ELs. 2015-16: 5.8%; 2016-17: 24.1%; 18.3% increase</p> <p>The 2016-17 goal was to see an increase in the number of EL students in the met or exceeded range on the CAASPP. Math, 2015-16: 25%; 2016-17: 0%; 25% decrease ELA, 2015-16: 25%; 2016-17: 21.4%; 3.6% decrease</p> <p>The 2016-17 goal was to see a 5% reduction the percentage of EL students on the D/F list. In 2015-16, 54.5% of the D/F list was comprised of EL students. In 2016-17, EL students made up 37.5% of the D/F list.</p>	<p><b>B. Summary of Progress:</b> Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data)</p> <p>While reclassification rates for ELs increased, CAASPP scores for EL students decreased in both Math and ELA. The D/F list saw a 17% decrease in EL students, which met the 2016-17 goal.</p>
<p><b>C. Relevance:</b> Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D. Partially met. The percentage of LTELs that achieved reclassification increased by 18.3% from 2015-16 to 2016-17, although the percentage of EL students in the "met" or "exceeded" range on both the math and ELA sections of the CAASPP declined.</p>	
<p><b>D. What changes, if any, will be made as a result of reviewing measurable outcomes?</b> Based on the summary of progress, how will the actions/services change moving forward? Using AVID courses and the AVID site team, intervention courses, and the EL site lead in order to increase reclassification of all ELs.</p>	

ITEM 20

**School Goal 4** (Description of 2016-17 School Goal)

Increase student scores on the CAASPP in ELA and math

**LCAP Priority Area:**

Student achievement and other important student outcomes

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

All students, with a focus on EL, RFEP, SPED, and low-SES student groups.

**A. Measurable Outcomes:** List Specific data that was reviewed toward meeting this goal. Show growth/decline using data.  
Based on CAASPP results,

The 2016-17 goal was to see a 5% increase in met or exceeded range on the CAASPP in ELA and math for all students.  
ELA, 2015-16: 88%; 2016-17: 86.7%; 1.3% decrease  
Math, 2015-16: 68%; 2016-17: 65%; 3% decrease

The 2016-17 goal was to see an increase in students in the met or exceeded range for the EL, RFEP, SPED, and low-SES student groups on the CAASPP.

EL student group:  
Math, 2015-16: 25%; 2016-17: 0%; 25% decrease  
ELA, 2015-16: 25%; 2016-17: 21.4%; 3.6% decrease

RFEP student group:  
Math, 2015-16: 30%; 2016-17: 35.1%; 5.1 increase  
ELA, 2015-16: 94%; 2016-17: 73.7%; 20.3% decrease

SPED student group:  
ELA, 2015-16: 63%; 2016-17: 53.2%; 9.8% decrease  
Math, 2015-16: 26%; 2016-17: 25.5%; 0.5% decrease

Low-SES student group:  
Math, 2015-16: 21%; 2016-17: 39.1%; 18.1% increase  
ELA, 2015-16: 67%; 2016-17: 67.2%; 0.2% increase

**B. Summary of Progress:** Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data)

While the percentage of all students in the met or exceeded range decreased on both the math and ELA sections of the CAASPP, specific student groups did show growth. In particular, the percentage of RFEP and low-SES students in the met or exceed range increased in the math portion of the CAASPP.

**C. Relevance:** Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D.



ITEM 20

Partially met. With the exception of RFEP and low-SES student math scores, all other student group scores did not achieve set goals.

**D. What changes, if any, will be made as a result of reviewing measurable outcomes?** Based on the summary of progress, how will the actions/services change moving forward?

Use of intervention classes, tutoring, and staff collaboration to increase student achievement on the ELA and math CAASPP for all students.

### E. Planned Improvements in Student Performance

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

<p><b>LCAP Goal:</b> (paste aligned SDUHSD LCAP goal from SDUHSD 17-20 Board approved LCAP)</p> <p>Goal #4 Increase the level of “school connectedness” and "sense of safety" of pupils, staff and parents.</p> <p><b>School Goal 1</b> (Description of 2017-18 measurable School Goal, aligned to WASC Action Plan goals)</p> <p>Increase student connectedness campus wide.</p> <p><b>LCAP Priority Area:</b></p> <p>Related State and/or Local Priorities: 3, 4, 5, 7, 8</p> <p><b>Targeted Pupil Student Group(s):</b></p> <p>All students</p>	
<p><b>Rationale:</b> What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.</p> <p>Based on CA Healthy Kids Survey results, 11% of students reported not feeling they are a part of the school, 24% students reported they do not feel that they do things that make a difference at the school.</p> <p>Multiyear data reflects a high and increasing truancy rate for all students. In addition, in 16-17, SDHA sent 733 SARB 1, 295 SARB 2, and 189 SARB 3 letters.</p> <p>An analysis of this data reveals that SDHSA should seek to improve student connectedness.</p>	<p><b>Growth Targets:</b> Expected annual measurable outcomes.</p> <p>A 5% decrease from 2016-2017 in attendance meetings, SART contracts, and SARB referrals</p> <p>A 5% decrease in number of students not feelings they are a part of the school according to a site-developed school climate survey</p> <p>A 5% decrease in those students reporting they do things that make a difference in the school according to a site-developed school climate survey</p> <p>A 5% decrease in the truancy rate for all students</p>
<p><b>School-wide critical area/s for follow up addressed:</b> How does this goal align to one of the identified “critical areas for follow up” from the most recent WASC visiting committee report?</p> <p>6) Investigate goals and effectiveness of Homeroom 7) Utilize homeroom to include interventions, data chats, and college/career readiness:</p>	
<p><b>Strategy:</b> (briefly describe the overall plan to address the identified need)</p> <p>Utilize attendance protocols, Link Crew activities, data analysis, and homeroom to increase student connectedness on campus.</p>	

Actions/Tasks (describe specifically what will occur at the site to meet this goal)	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
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## ITEM 20

1.	Regular attendance intervention meetings, including: <ul style="list-style-type: none"> <li>• weekly meeting with attendance clerk and assistant principals to target students needing intervention support</li> <li>• student/admin. attendance intervention meetings</li> <li>• student/admin./parent attendance/SART meeting</li> </ul>	Administration	N/A	Number of SART contracts and SARB referrals	Ongoing
2.	Continuation of the Link Crew program, a student transition program on campus, including: <ul style="list-style-type: none"> <li>• freshmen orientation hosted by teacher coordinators and SDA Link Crew Student Leaders for all incoming freshmen</li> <li>• two academic/social follow ups for freshmen students providing increased opportunities for freshmen students to connect with a positive peer at SDA</li> <li>• coordinator training for two staff members leading the Link Crew program</li> <li>• ongoing coordinator/leader meetings throughout the school year to best support the Link Crew program and student connectedness</li> </ul>	Link Crew Coordinator(s) & ASB Director	N/A	School Climate Survey	Spring 2018
3.	Meeting with Site Cabinet members to analyze CHKS data, as related to student connectedness and safety on campus, to evaluate the effectiveness of current programs and to determine the needs for additional interventions and/or support.	Cabinet Members	N/A	School Climate Survey	Spring 2018
4.	Utilize Homeroom for student connectedness activities (i.e. Homeroom Olympics and two extended Homerooms designated to Link Crew student support and connection activities)	Administrator	N/A	School Climate Survey	Ongoing

**LCAP Goal:** (paste aligned SDUHSD LCAP goal from SDUHSD 17-20 Board approved LCAP)

Goal #3 All district graduates will be college and career ready.

**School Goal 2** (Description of 2017-18 measurable School Goal, aligned to WASC Action Plan goals)

To increase college and career readiness.

**LCAP Priority Area:**

Related State and/or Local Priorities: 1, 2, 4, 7

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

All students, with focus on English Learners, socio-economically disadvantaged students, and students who qualify for Special Education programs

**Rationale:** What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.

Based on 2016-2017 EAP results for math 32% of all students were college ready, 0% of EL students were college ready, 16% of low SES students were college ready, and 4% of SPED students were college ready.

In addition, based on the 2016-2017 EAP ELA results, 53% of students were college ready, 0% of EL of students were college ready, 25% of low-SES were college ready, and 15% of SPED students were college ready.

In addition, multiyear data on UC/CSU eligibility rates of all students has remained stagnant around 70%, has been 0% for EL students over the course of three years (2013-2016), and declined from 54.4% in 2013-2015 to 41.4% in 2015-16 for Low-SES students. These unchanging or decreasing rates show a need to improve college and career readiness.

Multiyear data proves there have been slight increases in cohort graduation rates for all students, EL students, SPED students, and for low-SES students. However, these student groups (EL, low-SES, and SPED) are underrepresented in AP and Honors courses: 0.2% of EL students, 9.1% of low-SES students, and 16.8% (26 of 155) of SPED students were enrolled in AP and honors courses.

An analysis of this data reveals that SDHSA should seek to improve college and career readiness.

**Growth Targets:** Expected annual measurable outcomes.

5% increase in percentage of students who scored in the "College Ready" range in math and ELA as measured by EAP

5% increase in percentage of EL students who scored in the "College Ready" range in math and ELA as measured by EAP

5% increase in percentage of SPED students who scored in the "College Ready" range in math and ELA as measured by EAP

5% increase in percentage of low-SES students who scored in the "College Ready" range in math and ELA as measured by EAP

5% increase AP and Honors enrollment for EL and Low-SES subgroups to more closely reflect the demographics of SDHSA

5% increase UC/CSU eligibility rates for EL and Low-SES

Increase cohort graduation rates for EL and Low-SES

**School-wide critical area/s for follow up addressed:** How does this goal align to one of the identified "critical areas for follow up" from the most recent WASC visiting committee report?

ITEM 20

1) use of data to drive instruction

**Strategy:** (briefly describe the overall plan to address the identified need)  
SDA will utilize site tutoring programs, district-wide and site based Professional Development (PD), math/English intervention classes, and AP Potential data to increase college and career readiness for all students.

	<b>Actions/Tasks</b> (describe specifically what will occur at the site to meet this goal)	<b>Person(s) Responsible</b>	<b>Cost and Funding Source</b>	<b>Means to assess improvement</b>	<b>Timeline</b>
1.	Counselors will utilize Naviance and Aeries to track A-G completion rates, and provide interventions to students via classroom presentations and individual student meetings to complete 4-year plans.	Counselors	N/A	UC/CSU rates	Ongoing
2.	Meetings to analyze AP Potential data with cabinet to: <ul style="list-style-type: none"> <li>• identify potential AP students with a focus on underrepresented student groups</li> <li>• counselors to schedule and hold student meetings to encourage AP course enrollment</li> </ul>	Cabinet Members	N/A	# of student meetings and enrollment data	Ongoing
3.	After School Support Program (ASSP) tutoring opportunity/intervention for students referred by MRT team (admin., counselors, sped., school psychologist, gen. ed., and social worker)	MRT team members	\$4,745 Source: Site Tutoring Funds	UC/CSU rates and enrollment data	Ongoing

ITEM 20

**LCAP Goal:** (paste aligned SDUHSD LCAP goal from SDUHSD 17-20 Board approved LCAP)

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

**School Goal 3** (Description of 2017-18 measurable School Goal, aligned to WASC Action Plan goals)

Increase reclassification rates for all ELs.

**LCAP Priority Area:**

Related State and/or Local Priorities: 2, 4, 7, 8

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

EL student population

**Rationale:** What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.

Based on CELDT, CAASP, LAS Links, D/F list, enrollment data, and reclassification rates,

In 2016-2017, the percentage of students redesignated fluent English proficient was 24.1%.

In 2016-17, 44% of our EL students are LTELs (18 of 41 EL students).

Multiyear data on UC/CSU eligibility rates have shown 0% of EL students as UC/CSU eligible over the course of three years (2013-2016), and 0.2% of ELs students are enrolled in AP or Honors courses;

CAASPP scores for 2016-17 report that 0% of EL students scored in the met or exceeded range in math and 21.4% scored in the met or exceeded range for ELA.

In 2016-17, EL students comprised 37.5% of the D/F list.

EAP scores from 2016-2017 report that 0% of EL students scored in the "College Ready" range in math and 0% of EL students scored in the "College Ready" range in ELA.

An analysis of this data reveals that SDHSA should seek to increase reclassification rates for all ELs.

**Growth Targets:** Expected annual measurable outcomes.

- 5% increase in reclassification rates for ELs
- 5% increase the percentage of EL students in the met or exceeded range on the CAASPP
- 5% decrease in the percentage of EL students that comprise the D/F list
- 5% increase in percentage of students who scored in the "College Ready" range in math and ELA as measured by EAP.

ITEM 20

**School-wide critical area/s for follow up addressed:** How does this goal align to one of the identified “critical areas for follow up” from the most recent WASC visiting committee report?

5) Increase focus on improving academic achievement: CSTs, API, AYP, AP, CAHSEE, CELDT:

**Strategy:** (briefly describe the overall plan to address the identified need)

Using AVID courses and the AVID site team, intervention courses, and the EL site lead in order to increase reclassification of all ELs.

	<b>Actions/Tasks</b> (describe specifically what will occur at the site to meet this goal)	<b>Person(s) Responsible</b>	<b>Cost and Funding Source</b>	<b>Means to assess improvement</b>	<b>Timeline</b>
1.	Continue to offer the AVID program, focused on: <ul style="list-style-type: none"> <li>• weekly tutorial for support in students' academic classes</li> <li>• focused on achieving passing grades in core academic classes</li> </ul>	Administration/Teachers	\$36,000 Source: LCAP non-formula section	Enrollment data, CAASP scores, UC/CSU rates, graduation rates	Ongoing
2.	Continue to implement English intervention classes, to provide targeted strategies for under-performing students: a) Academic Literature class: teachers and administrators review CELDT, LAS links, grades for placement in this intervention course b) Academic Literature teacher works with students to develop individualized learning plans to support specific learning targets, focused on both the development of academic skills and language acquisition c) Students exit Academic Literature course by meeting reclassification criteria on the CELDT, LAS links, grades, and scores on CAASPP assessments.	Administration/Teachers	\$36,000 Source: LCAP non-formula section	grades, SBAC ELA	Ongoing
3.	EL Lead release to support: <ul style="list-style-type: none"> <li>• student academic/grade discussions</li> <li>• CELDT, LAS Links, and CAASPP assessment results</li> <li>• discuss reclassification criteria with students</li> <li>• EL accommodation strategies for academic core teachers</li> <li>• support in Academic Literature course</li> <li>• monitor progress of all EL students using the district monitoring document</li> <li>• separate meetings with students and meetings with staff for support</li> </ul>	EL Coordinator	\$36,000 Source: LCAP non-formula section	Reclassification rates	Ongoing

ITEM 20

**LCAP Goal:** (paste aligned SDUHSD LCAP goal from SDUHSD 17-20 Board approved LCAP)

Goal #1 Annual increase in student achievement for all students in English Language Arts and Math with focus on accelerating student learning outcomes for target subgroups including English Learners, low income pupils and pupils performing below grade level.

**School Goal 4** (Description of 2017-18 measurable School Goal, aligned to WASC Action Plan goals)

Increase student achievement in ELA and math

**LCAP Priority Area:**

Related State and/or Local Priorities: 1, 2, 4, 7

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

All students, with focus on English Learners, reclassified English learners, socio-economically disadvantaged students, and students who qualify for Special Education programs

**Rationale:** What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.

In the 2016-17 administration of the CAASPP, students scored in the met or exceeded range, as follows:

All students:

ELA: 86.7%, Math: 65%

RFEP students:

ELA: 73.7%, Math: 35.1%

EL students:

ELA: 21.4%, Math: 0%

SPED students:

ELA: 53.2%, Math: 25.5%

Low-SES students:

ELA: 67.2%, Math: 39.1%

In 2016-17, 18% of all students (315 out of 1780) appeared on the D/F list at then end of the Spring term.

An analysis of this data reveals that SDHSA should seek to increase student achievement in ELA and math.

**Growth Targets:** Expected annual measurable outcomes.

5% increase in met or exceeded range on the CAASPP in ELA and math for all students

5% increase in students in the met or exceeded range on the CAASPP in ELA and math for the EL student group.

5% increase in students in the met or exceeded range on the CAASPP in ELA and math for the RFEP student group.

5% increase in students in the met or exceeded range on the CAASPP in ELA and math for the SPED student group.

5% increase in students in the met or exceeded range on the CAASPP in ELA and math for the low-SES student group.

5% decrease in the percentage of 11th and 12th students enrolled in below grade level math courses.

5% decrease in the percentage of students on D/F list in Spring term.



ITEM 20

**School-wide critical area/s for follow up addressed:** How does this goal align to one of the identified “critical areas for follow up” from the most recent WASC visiting committee report?

2) Strengthen PLC process

**Strategy:** (briefly describe the overall plan to address the identified need)

Using intervention classes, tutoring, and staff collaboration to increase student achievement.

	<b>Actions/Tasks</b> (describe specifically what will occur at the site to meet this goal)	<b>Person(s) Responsible</b>	<b>Cost and Funding Source</b>	<b>Means to assess improvement</b>	<b>Timeline</b>
1.	Implement math and English intervention classes, to provide targeted strategies for under-performing students: a)Academic Literature course: <ul style="list-style-type: none"> <li>• Identification: teachers and administrators review CELDT, LAS links, and grades for placement in this intervention course</li> <li>• Target: instruction is targeted at both language acquisition and and the development of academic skills</li> <li>• Exit: students are exited by reviewing reclassification requirements, including grades, CELDT, LAS links, and CAASPP results</li> </ul> b)Math readiness course: <ul style="list-style-type: none"> <li>• Identification: review of SBAC scores and D/F list for student placements</li> <li>• Target: instruction is targeted on bridging and reviewing math concepts to best support student success in IM1</li> <li>• Exit: students are exited by reviewing grades</li> </ul>	Administrators/teachers	Source: LCAP non-formula section (cost reflected in Goal 3, Action 2) b) \$36,000 Source: LCAP non-formula section	CELDT, LAS Links, grades, SBAC, enrollment data	Ongoing
2.	Continue to offer of after-school subject specific tutoring opportunities for all students. <ul style="list-style-type: none"> <li>• sign in sheets track attendance</li> <li>• tutoring provided by both SDA teachers and NHS students</li> </ul>	Teachers	N/A	Grades, D/F list	Ongoing
3.	In addition to collaboration during late start and hour lunch, provide opportunities for professional development, release time, and sub days for teachers to utilize the PLC process to review student data and analyze student achievement data, in order to identify targeted interventions and best practices for underperforming student populations.	Administrators/Teachers	Source: Site Formative/Achievement Funds \$18,980	Common assessments	Ongoing

## ITEM 20

### D. School Site Council Membership San Dieguito High School Academy

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Adam Camacho	X				
Todd Vollstedt		X			
Sean Floyd		X			
Curt Erales		X			
Jacqueline Parks		X			
Kalani Crosby			X		
Nancy Lazerson				X	
Rachel Hart				X	
Paul Abel				X	
Kristina Quandt					X
Amelia Kaiser					X
Madison Noyes					X
<b>Numbers of members of each category</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>3</b>

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

## SAN DIEGUITO HIGH SCHOOL ACADEMY

800 Santa Fe Drive Encinitas, CA 92024  
(760) 753-1121 Fax: (760) 753-8142  
[www.sd.sduhsd.net](http://www.sd.sduhsd.net)

Principal  
Adam Camacho

**San  
Dieguito**  
Union High School District

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

**Superintendent**  
Eric R. Dill



I have reviewed and approve the 2017-18 Single Plan for Student Achievement (SPSA) for San Dieguito High School Academy.

Member Name	Position	Signature	Date
Adam Camacho	Principal		10.20.17
Todd Vollstedt	Classroom Teacher		10/25/17
Sean Floyd	Classroom Teacher		10/20/17
Curt Erales	Classroom Teacher		10/20/17
Jacqueline Parks	Classroom Teacher		10-20-17
Kalani Crosby	Other School Staff		10/20/17
Nancy Lazerson	Parent/Community Member		10/23/17
Rachel Hart	Parent/Community Member		10/24/17
Paul Abel	Parent/Community Member		10/24/17
Kristina Quandt	Student		10-20-17
Amelia Kaiser	Student		10-20-17
Madison Noyes	Student		10-20-17

## ITEM 20

**Form F. Budget 2017-18  
San Dieguito High School Academy**

<b>State/Federal Categorical Program</b>	<b>Allocation</b>
Site LCFF Supplemental Funding - Site Formative/Achievement Funds	<b>\$18,980.00</b>
Site LCFF Supplemental Funding - Site Tutoring Funds	<b>\$4,745.00</b>
Site LCFF Supplemental Funding – District Funded Sections (non-formula)	<b>\$144,000.00</b>
Title I Funds	<b>\$0.00</b>
<b>Total</b>	<b>\$167,455.00</b>

## Appendix A. Student Performance Data

## Section 1: Enrollment

Table 1.1 Site enrollment trends with Student Group breakdown

	2016-17		2015-16		2014-15		2013-14	
	#	%	#	%	#	%	#	%
<b>Total enrollment</b>	1,834	-	1,828	-	1,635	-	1,607	-
<b>Number &amp; Percent of English Learners</b>	41	2.24%	54	3.0%	69	4.2%	62	3.8%
<b>Number &amp; Percent of Long Term English Learners</b>	18	0.98%	31	1.7%	56	3.4%	55	3.4%
<b>Number &amp; Percent of Redesignated Fluent English Proficient students</b>	222	12.10%	211	11.5%	168	10.3%	164	10.2%
<b>Number &amp; Percent of students who are Socio-Economically Disadvantaged</b>	230	12.54%	252	13.8%	227	13.9%	233	14.5%
<b>Number &amp; Percent of Special Education students</b>	167	9.11%	185	10.1%	167	10.2%	164	10.2%

## Source:

Total enrollment, English Learner enrollment, Socio-Economically Disadvantaged enrollment, Special Education enrollment:  
California Longitudinal Pupil Achievement Data System. Report. 1.1 Enrollment - Primary Status by Subgroup. (Fall 1)

Long Term English Lerner Enrollment, Redesignated Fluent English Proficient enrollment:  
Aeries Student Information System data. Analytics dashboards: LTEL, RFEP (retrieved 8/23/16)

## Section 2: Student Achievement Indicators

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

11 <sup>th</sup> grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
<b>16-17</b>	465	86.7%	90.9%	73.7%	21.4%	53.2%	67.2%
<b>15-16</b>	384	88%	91%	94%	25%	63%	67%
<b>14-15</b>	366	79%	83%	63%	NA	50%	52%

Source:

California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from <http://caaspp.cde.ca.gov/>

## CAASPP Results (All Students)

### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
<b>Grade 11</b>	382	406	475	372	386	465	366	384	465	97.4	95.1	97.9
<b>All Grades</b>	382	406	475	372	386	465	366	384	465	97.4	95.1	97.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
<b>Grade 11</b>	2661.3	2680.8	2677.8	49	54	52.90	28	35	33.76	15	9	10.32	6	2	3.01
<b>All Grades</b>	N/A	N/A	N/A	49	54	52.90	28	35	33.76	15	9	10.32	6	2	3.01

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
<b>Grade 11</b>	55	59	58.71	36	38	36.13	9	3	5.16
<b>All Grades</b>	55	59	58.71	36	38	36.13	9	3	5.16

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
<b>Grade 11</b>	55	63	62.58	34	33	32.69	9	4	4.73
<b>All Grades</b>	55	63	62.58	34	33	32.69	9	4	4.73

ITEM 20

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	33	43	42.58	56	52	52.04	10	4	5.38
All Grades	33	43	42.58	56	52	52.04	10	4	5.38

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	57	58	60.22	37	40	36.13	5	2	3.66
All Grades	57	58	60.22	37	40	36.13	5	2	3.66

Data Source  
California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from <http://caaspp.cde.ca.gov/>



**III School and Student Performance Data****Table 2.2 Percent of students tested who scored in the Standard Met and Exceeded range in Math**

11 <sup>th</sup> grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
<b>16-17</b>	465	65%	70.6%	35.1%	0%	25.5%	39.1%
<b>15-16</b>	383	68%	71%	30%	25%	26%	21%
<b>14-15</b>	365	58%	64%	23%	NA	18%	16%

Source:

California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from <http://caaspp.cde.ca.gov/>

**CAASPP Results (All Students)****Mathematics**

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	382	406	475	369	385	465	365	383	465	96.6	94.8	97.9
All Grades	382	406	475	369	385	465	365	383	465	96.6	94.8	97.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2645.0	2664.1	2661.4	32	36	31.83	25	28	33.12	21	22	20.86	21	14	14.19
All Grades	N/A	N/A	N/A	32	36	31.83	25	28	33.12	21	22	20.86	21	14	14.19

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	45	48	48.60	32	33	31.83	24	19	19.57
All Grades	45	48	48.60	32	33	31.83	24	19	19.57

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	36	40	36.56	46	48	44.52	17	12	18.92
All Grades	36	40	36.56	46	48	44.52	17	12	18.92

## ITEM 20

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	39	45	40.65	47	43	51.61	15	11	7.74
All Grades	39	45	40.65	47	43	51.61	15	11	7.74

Data Source  
California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from <http://caaspp.cde.ca.gov/>

## Section 3: School Climate Indicators

Table 3.1 Truancy rates

	2015-16	2014-15	2013-14	2012-13
<b>Truancy rate</b>	52.59%	77.48%	62.29%	20.6%

Source:

California Department of Education Data Reporting Office. Truancy Report. Retrieved from <http://dq.cde.ca.gov/dataquest/>

Table 3.2 Chronic absenteeism rates by Student Group

	All Students	English Learners	Socioeconomically disadvantaged	Special Education
<b>16-17</b>	4.2%	0%	2.6%	4.25%
<b>15-16</b>	8.8%	12.8%	10.3%	14.7%
<b>14-15</b>	4.8%	8.8%	5.3%	4.6%

Source:

Aeries Student Information System data. Analytics dashboards: Attendance% (retrieved 10/4/2016)

Table 3.3 Discipline data

	2014-15	2013-14	2012-13
<b>Number of students suspended</b>	19	12	16
<b>Suspension rate</b>	1.2%	0.7%	1.0%
<b>Number of students expelled</b>	0	0	1
<b>Expulsion rate</b>	0.0%	0.0%	0.1%

Source:

California Department of Education Data Reporting Office. Suspension and Expulsion Report. Retrieved from <http://dq.cde.ca.gov/dataquest/>

Table 3.4 Cohort dropout rate by Student Group

	2015-16	2014-15	2013-14	2012-13
<b>All Students</b>	0.3%	0.3%	1.0%	1.0%

Source:

CALPADS report 1.9 Completers and Dropouts - Count

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

**Table 4.1 CELDT (Annual Assessment) Results**

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9	27		44	54	***	33	15	***	11	4		11	0		
10	5	23		47	46		37	19	***	11	8		0	4	
11	18	27	59	55	53	18	27	20	12	0		12	0		
12	23	14	55	62	57	27	15	29	18	0			0		
<b>Total</b>	19	22	51	54	50	23	23	22	18	4	4	8	0	2	

**Data Source**

California Department of Education Data Reporting Office. California English Language Development Test (CELDT) Reports. Retrieved from <http://www.cde.ca.gov/ta/ac/t3/t3reports.asp>

**Table 4.2 Reclassification Rate**

	2016-17	2015-16	2014-15	2013-14
<b>Number and percentage of students Redesignated Fluent English Proficient</b>	13 (24.1%)	4 (5.8%)	3 (4.8%)	7 (12.1%)

**Source:**

California Department of Education Data Reporting Office. Number and Percent of Students Redesignated to FEP. Retrieved from <http://dq.cde.ca.gov/dataquest/>

## Section 5: College and Career Readiness Indicators

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

	All Students			English Learners			Socioeconomically disadvantaged			Special Education		
	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready
<b>16-17</b>	53%	34%	13%	0%	21%	78%	25%	42%	33%	15%	38%	47%
<b>15-16</b>	54%	35%	11%	0%	25%	75%	9%	58%	32%	20%	43%	38%

Source:

California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from <http://caaspp.cde.ca.gov/>

Table 5.2 Early Assessment Program (EAP) math results by Student Group

	All Students			English Learners			Socioeconomically disadvantaged			Special Education		
	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready
<b>16-17</b>	32%	33%	35%	0%	0%	100%	14%	25%	61%	4%	21%	74%
<b>15-16</b>	36%	28%	36%	6%	0%	94%	2%	19%	79%	3%	23%	75%

Source:

California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from <http://caaspp.cde.ca.gov/>

Table 5.3 Advanced Placement Exam results

	2016-17	2015-16	2014-15	2013-14
<b>Percent of exams with a score of 3+ (passing)</b>	75%	73%	74%	76%
<b>Number of tests taken</b>	1426	1236	1,091	1,118
<b>Number of testers</b>	601	527	476	477
<b>Average number of tests per student</b>	2.37	2.3	2.3	2.3

Source:

2016 College Board District Summary Report. Retrieved from <https://scores.collegeboard.org>

## ITEM 20

Table 5.4 College Entrance Exam results

		2017-16	2015-16	2014-15	2013-14
SAT	Number and Percent of Seniors tested		*	240/70%	321/77%
	Mean Score : Critical Reading		*	562	570
	Mean Score : Math		*	580	579
	Mean Score: Writing		*	553	566
ACT	Number and Percent of Seniors tested		*	183/54%	221/53%
	Average Score : English		*	25.5	26.4
	Average Score : Math		*	25.4	25.6
	Average Score: Reading		*	25.6	26.4
	Average Score: Science		*	24.6	25.1
	Average Score: Composite		*	25.4	26

Source:

SAT data provided by College Bound Senior Level Reports, ACT College Bound School Level Senior Reports \*2015-16 data not available from the ACT and SAT College Bound Senior School Level Reports at the time of this report

Table 5.5 UC/CSU eligibility rates by Student Group

	All students	English Learner	Socioeconomically disadvantaged	Special Education
15-16	70.3%	0.0%	41.4%	*
14-15	70.1 %	0.0 %	54.4 %	*
13-14	73.3 %	8.3%	60.0%	*

Source:

California Department of Education Data Reporting Office. 12th Grade Graduates Completing all Courses Required for U.C. and/or C.S.U. Entrance. Retrieved from <http://www.cde.ca.gov/ta/ac/t3/t3reports.asp>

\*data not available from California Department of Education Data Reporting Office

## ITEM 20

**Table 5.6 Cohort graduation rates by Student Group**

	All students	English Learner	Socioeconomically disadvantaged	Special Education
<b>15-16</b>	99.7%	100%	100%	97.8%
<b>14-15</b>	99.1%	93.3%	96.1%	91.9%
<b>13-14</b>	99.0%	95.8%	98.8%	97.5%

## Source:

California Department of Education Data Reporting Office. Cohort Outcome Data for the Class of 2014-15, 13-14, 12-13. Retrieved from <http://www.cde.ca.gov/ta/ac/t3/t3reports.asp>





## The Single Plan for Student Achievement

School: Sunset High School  
District: San Dieguito Union High School District  
County-District School (CDS) Code: 37-68346-3737384  
Principal:  
Date of this revision: October 15, 2017

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

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

Contact Person: Rick Ayala  
Position: Principal  
Telephone Number: (760) 753-3860  
Address: 684 Requeza St.  
Encinitas, CA 92024  
E-mail Address: rick.ayala@sduhsd.net

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

## A. School Site Information Sunset High School

### Vision Statement:

Vision Statement Sunset: We inspire students to strive, learn and succeed, thus encouraging students to manifest their potential.

Each and every teacher, staff member, volunteer, and often other students, serve as role models to encourage growth and development academically, socially and emotionally.

### Mission Statement:

Sunset High School is the continuation high school in the San Dieguito Union High School District. Sunset has earned full accreditation by the Western Association of Schools and Colleges (WASC). Sunset is designed to give extensive help to students in need of flexibility and individualized attention. Students who graduate from Sunset meet the same graduation requirements as those at the four comprehensive high schools in the district. Sunset High School prides itself on the continual focus on growth and learning, not only academically but emotionally and socially. Our school is very student-centered with an emphasis on "Respect and Responsibility" and on helping students to recognize their own potential. An advisor system is at the core of the school whereby all teachers serve as advisors to a group of approximately fifteen to twenty-five students with whom they have daily contact. This establishes an immediate connection to the school and helps students to be more aware and accountable for their progress, attendance and behavior. Our goals for our students are represented in Sunset's Expected School-wide Learning Results (ESLRs) where the focus is on creating self-directed learners, effective communicators, critical thinkers, responsible citizens and resilient individuals. We do this through our curriculum, through our instruction, and through our individual relationships. Our goal is to empower students, we learn, grow, and improve alongside our students.

Sunset High School Mission: Sunset High School develops respectful, responsible, self-directed learners by fostering a safe, supportive, and flexible learning environment in which students can experience academic success and personal growth.

Expected Schoolwide Learning Results (ESLRs)  
Sunset High School Prepares its graduates to be:

#### 1) Self-Directed Learners Who

- Reflect on and take responsibility for their academic and personal growth.
- Develop and use effective strategies to overcome obstacles and aid in their social and academic development.
- Apply technology to enhance learning and growth.

#### 2) Effective Communicators Who

- Exhibit interpersonal interaction skills.
- Use self-expression to explore ideas and emotions.
- Are capable of advocating for themselves.

#### 3) Critical Thinkers Who

- Engage in problem-solving and decision-making.
- Employ and develop media literacy.
- Integrate knowledge, skills and procedures into a cohesive plan in order to solve unrehearsed problems.

#### 4) Responsible Citizens Who

- Respect and appreciate individuality and diversity of people and cultures.
- Appreciate the value of awareness and contribution to the global community.
- Successfully transition from high school prepared with a plan for the future.

#### 5) Resilient Individuals Who

- Value and strive for mental, emotional and physical well-being.
- Demonstrate adaptability in the face of obstacles.
- Accept responsibility for their actions.

## ITEM 20

The Expected School-Wide Learning Results were revised in the 2012-2013 school year with input from the entire staff and administration at Sunset High School. While many of the ESLRs were still relevant, some were changed to reflect the growing use of technology and the shift to the Common Core Standards. In addition, the focus on global communities and the need for our students to understand their place in the world factored into the revisions.

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

Sunset High School is the continuation high school serving the San Dieguito Union High School District. As of this report, October 15, 2017, there are approximately 120 students enrolled. As the school year progresses, the number of students enrolled increases to approximately 150 students.

Students arrive at Sunset for a variety of reasons. Many students are referred from one of the four comprehensive high schools in our district. Others enroll without a referral and choose Sunset for its smaller atmosphere. Some students present issues that include credit deficiency, attendance and truancy issues, behavior problems, substance abuse, and other personal issues. In addition, students who wish to accelerate and graduate early, as well as those who appreciate a small, unique environment, also find a home at Sunset. Over the past few years, the number of students who choose to attend Sunset as their first choice in our district has risen.

Sunset High School's curriculum and graduation requirements are aligned with the other high schools in the San Dieguito Union High School District. Our continuation school incorporates college preparatory courses for our students, a point of which we are very proud. Students from Sunset apply to and are accepted by four year universities each year. Every staff member at Sunset works hard to prepare students for the next level in education, and the counselor works to assist students towards graduation and beyond. The textbooks used at Sunset are approved by the California Department of Education and adopted by the SDUHSD school board. The textbooks, supplemental materials, and the course requirements are standards-based. Sunset's curriculum and the education we provide are driven by the state academic standards and the quest to raise performance for all students.

Obviously the core courses of English, math, physical education, social studies and science are offered at Sunset. In addition, students are required to earn ten credits in the category of Fine Arts, and ten credits of Practical Arts, as well as seventy credits of electives. This corresponds with every other high school in the district, as the requirements at Sunset are the same as the other high schools. Students can earn these credits through courses at Sunset that include Drawing, Cuisine, Child Development, Creative Writing, Poetry, Film and Society, Psychology, Sociology, Geography and Video Film. Students can also earn credit by working on the Yearbook staff or by participating in work experience. During the summer, Sunset students are provided the opportunity to earn elective credits through a program called "Having a Voice" that focuses on leadership skills through the empowerment of young people.

Sunset has a full-time Resource Specialist to assist students with special needs. Throughout the last few years, Sunset has had a consistent number of students with Individualized Education Plans (IEPs), which fall under the Special Education Program within the district. The percentage of students who currently have an IEP is approximately 15% of Sunset's population. Each teacher is provided with IEP's, as well as assistance in accommodating students, if needed.

Support groups are available to all students and are an integral part of Sunset. Trained facilitators run these groups and, at the present time, we have 7 weekly support groups. Sunset teachers, principal, social workers and counselor co-facilitate most of the groups on campus. Outside agencies are sometimes brought in to facilitate some groups, for example, we have had the district READI (Recovery Education Alcohol Drug Instruction) specialists run the sobriety group in the past. Types of groups include: General, Women's, Men's, Grief, and Sobriety. Students who participate in support groups benefit in a variety of ways including becoming more effective at communication and introspection, as well as valuing and respecting others and themselves.

Weekly staff meetings provide opportunities for staff members to address issues and concerns regarding students. Conferences with students and parents are regularly set up as a result of these meetings. Progress reports and a school letter with relevant information are sent home every six weeks. Parents also receive regular e-mails and all-calls regarding pertinent information. A school facebook page is maintained by the principal to document school happenings.

Sunset students are required to attend school four hours a day, five days a week. Though the state of California requires

## ITEM 20

continuation school students to attend only fifteen hours a week, Sunset's requirement is more stringent. The school day consists of four periods, and teachers are available an additional period after school for individual help or tutoring. Students generally enroll in four classes at a time and work at their own pace. When a class is completed, students work with the counselor and their advisor to select and enroll in a new course. Sunset students take courses on campus but also earn credits off-campus through working a job, attending community college courses, taking classes at one of the comprehensive high schools, attending private school classes, or taking Regional Occupational Program (ROP) courses.

Smaller class sizes than found at the district's comprehensive high schools allow for more individualized instruction. The courses at Sunset are student-paced, and students work independently to complete them. A wide availability of teacher attention, as well as technological resources, provides opportunities for all students to meet standards and excel academically. A one-to-one student-to-computer ratio facilitates informational literacy. Other techniques used in an effort to meet students' needs are short lectures, quick answer class sessions, the use of a Magic Board, white boards, and websites and Blackboards for instruction.

At Sunset High School, student progress is assessed in a number of ways. Students take state standardized tests including the SBAC for 11th graders in ELA and Math, and CST testing for 10th graders in science. In each individual classroom, students are assessed in a variety of ways. Many teachers use a number of different summative and formative assessments in an attempt to accurately assist students in learning the standards for each course. At Sunset High School, students benefit from a variety of resources that encourage them to plan and meet their goals beyond graduation. Sunset boasts a 95% post-graduate enrollment in an institution of higher education. Though the majority of our students opt to attend community colleges right out of high school, rather than four-year colleges or universities, we have students each year who take the SAT and/or the ACT. We offer the PSAT on our campus for students to take.

The school is extremely student-centered with an emphasis on helping students to recognize their own potentials and possibilities. We have an advisor/advisee system whereby all teachers serve as advisors to a group of 15 to 25 students with whom they have daily contact, as well as meet as a class every Wednesday during 3rd period. As a result, students have contact with someone whose role is to support them in their growth, every day. Students are required to check-out with their advisor every afternoon before they leave. Often times, this provides an opportunity to see how students are faring academically and emotionally. Advisors provide encouragement, as well as discipline, when needed. Every teacher on Sunset's campus has chosen to be at this school, and consequently enjoys working with our students. This is clearly seen in the interaction that takes place between teachers and students on this campus. It really is a very supportive, happy, safe place to be.

### B. School and Student Performance Data

See Appendix A for multi-year student performance data tables

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

Sunset relies on data to make informed decisions at the site. The data demonstrates how students are doing in regards to discipline, attendance, school climate, and student performance. Due to Sunset's small enrollment, certain populations, such as our English Learner (EL) population, make up such a small percentage of students that the numbers are not significant and therefore we are unable to make generalizations based on the data. Specifically; SBAC scores, UC/CSU eligibility rates, graduation rates, California Healthy Kids Survey (CHKS), truancy rates, are the sources of data used to guide our practice.

SBAC scores and graduation data allow us to track our students' academic achievement. Last year Sunset's 11th grade SBAC scores show gains in both ELA and Math scores. Even with the improved scores, Sunset is below the district average in ELA and Math. Through continued focus on both ELA and Math, Sunset plans to see continued gain in test scores and closing of the gap between our average and the district's average scores. Looking at graduation rates, only 12% of Sunset's seniors were UC/CSU eligible. The data coupled with teachers' concerns about students' lack of access to UC/CSU requirements makes this a priority area for Sunset.

## ITEM 20

In addition to academic data we look at attendance data. Sunset has a very high mobility rate. This is evidenced by the amount of students who enroll with us each year versus the average number of students we have each day. The mobility rate is a difficult issue to address, as students come and go from the school. Sunset's most recently reported truancy rate is 96.3%, it is difficult to review this longitudinally because the way the data is calculated changed last year and therefore the data doesn't align with previous years. Knowing that 96.3% is extremely high and that improved attendance will have a correlated effect on student achievement and SBAC scores, truancy needs to be one of our goals. Sunset's tardy rate to 1st period is consistently the highest in the district. Sunset's strengths in regards to attendance are period 2-5 tardies and detecting period truanancies. As a staff we are able to detect partial-day truanancies in a timely manner because as a small school with constant communication among staff, we are able to notify the principal almost immediately when a student has left without permission. Full-day truanancies, 1st period tardies, and excused absences are continuing struggles that we have at Sunset, therefore making attendance an important goal for this school year.

We also want to know how our students are feeling because we know this has a direct impact on their attendance and achievement. The California Healthy Kids Survey (CHKS) results provide us with data about students' connections and perceptions that is often difficult to calculate. We know that most of our students choose Sunset because they are not being successful at their home schools, but a few categories from the CHKS stood out, 19% of our students do not feel like they are part of the school, 30% report that they do not feel close to people at this school, and an alarming 57% say they do not do things that make a difference at school. This demonstrates that a number of Sunset's students feel disconnected to what is happening on campus.

The data highlights areas of need for the coming school year. Goals need to address ELA and math achievement, UC/CSU eligibility, attendance, and students' connections. Sunset High School continues to improve and these goals will help focus the staff on a path to greater success for all students.

### C. Involvement Process

#### Involvement Process:

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

Sunset High School's SPSA was developed with input from numerous stakeholders. The principal and an English teacher wrote the plan through input from all ten of the staff members and the school site council. The ten staff members gave direct input on the sections of the report that impacts their practice, this occurred through Monday's staff meetings, and individual meetings. As the report was put together, updates were given to the SSC and the staff at their meetings. The updates, were followed by time for the members to give feedback and therefore shape the plan as it was developed.

**D. Summary of Progress Made on 2016-2017 Goals  
Sunset High School**

<p><b>School Goal 1</b> (Description of 2016-17 School Goal) To increase the number of courses completed and the graduation rate of students at Sunset High School.</p> <p><b>LCAP Priority Area:</b> 4 - Pupil Achievement, 5 - Pupil Engagement, 7 - Course Access, 8 - Other Pupil Outcomes</p> <p><b>Targeted Pupil Student Group(s):</b> All Sunset Students</p>	
<p><b>A. Measurable Outcomes:</b> List Specific data that was reviewed toward meeting this goal. Show growth/decline using data. In 2013-2014 1275 semester classes were completed, in 2014-2015 1271 classes, in 2015-2016 1235 classes, and in 2016-2017 the number decreased to 1101 semester courses completed.</p> <p>UC/CSU Eligibility rates All students 12%, 0% ELs, 0% Low SES EAP results show 13% College Ready in ELA 2% College Ready in Math</p>	<p><b>B. Summary of Progress:</b> Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data)</p> <p>The data reveals a decrease in courses completed last year and therefore this is an area where Sunset needs to improve. This is the 2nd year Sunset has had an advisory period, allowing students to meet with their advisors on Wednesdays during 3rd period which provides students with regular academic counseling and coaching. Teachers are still coming up with ways to use this period effectively, and often each advisor uses it differently. More time and thought need to be given to advisory period. Sunset teachers did meet with course alike teachers from other sites and this helped us to align our curriculum to the other sites, CA state standards, and the common core. Staff meetings were used to insure students were in the correct classes and moving towards their goals.</p>
<p><b>C. Relevance:</b> Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D.</p>	
<p><b>D. What changes, if any, will be made as a result of reviewing measurable outcomes?</b> Based on the summary of progress, how will the actions/services change moving forward? This year, more planned activities/interventions will be provided during advisory period. Also, more activities will be planned throughout the year to help students feel connected to school. Students often arrive at Sunset with not enough time to get caught up, they need to arrive while there is still plenty of time for them to complete their courses in time to graduate.</p>	

ITEM 20

**School Goal 2** (Description of 2016-17 School Goal)

To increase student performance in Math as evidenced by a yearly improvement in SBAC scores.

**LCAP Priority Area:**

1 – Basic Service, 2 – Implementation of State Standard, 4 – Pupil Achievement, 7 – Course Access

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

All students enrolled in a math course.

**A. Measurable Outcomes:** List Specific data that was reviewed toward meeting this goal. Show growth/decline using data.

SBAC scores - 15.6% of Sunset students scored in the Standard Met/Exceeded range in math (+6.6% from 2016)

**B. Summary of Progress:** Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data)

Building SBAC prep into math classes helped the students who were enrolled in math at that time. But, not all students are enrolled in math and not all students are enrolled in their grade level math course. The math teachers worked hard to complete the writing of Math 3. Student skill levels are discussed at staff meetings, lunch meetings, and between the two math teachers.

**C. Relevance:** Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D.

This goal was partially met. Sunset saw a 2% increase in the number of students in the Standard Met/Exceeded range in math. But, the 15.6% is still far below the SDUHSD average of 72%, San Diego County average of 44%, and State of California average of 38% of students in the Standard Met/Exceeded range in math.

**D. What changes, if any, will be made as a result of reviewing measurable outcomes?** Based on the summary of progress, how will the actions/services change moving forward?

Grade eleven students will receive SBAC test preparation in math. An additional math class will be offered.

ITEM 20

**School Goal 3** (Description of 2016-17 School Goal)

Increase student performance in ELA as evidenced by a yearly improvement in SBAC scores.

**LCAP Priority Area:**

1 – Basic Services, 2 – Implementation of State Standards, 4 – Pupil Achievement, 7 – Course Access

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

All students enrolled in an ELA course.

**A. Measurable Outcomes:** List Specific data that was reviewed toward meeting this goal. Show growth/decline using data.

SBAC scores – 71% of Sunset students scored in the Standards Met/Exceeded range in ELA (+13% from 2016).

**B. Summary of Progress:** Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data)

Similar to math, building SBAC prep into ELA classes helped the students who were enrolled in English at that time. But, not all students are enrolled in English and not all students are enrolled in their grade level English course. Student skill levels are discussed at staff meetings, lunch meetings, and between the two English teachers. There has been a push throughout other content areas to build reading and writing skills into their curriculums which supports the ELA program. The English teachers further aligned their courses to allow for greater consistency and building of skills from one class to the other.

**C. Relevance:** Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D.

This goal was partially met. Sunset is still below the SDUHSD average of 81%, but has surpassed SD County average of 56% and State of California average of 49% of students who scored within the Standards Met/Exceeded range in ELA.

**D. What changes, if any, will be made as a result of reviewing measurable outcomes?** Based on the summary of progress, how will the actions/services change moving forward?

Grade eleven students will receive SBAC test preparation in ELA. A new district writing assessment will be built into the school year to give the students extra practice and feedback on their writing.



ITEM 20

**School Goal 4** (Description of 2016-17 School Goal)

Increase students choosing to come to school by decreasing truanancies and increasing the percentage of students who feel connected to Sunset.

**LCAP Priority Area:**

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

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

All Students

**A. Measurable Outcomes:** List Specific data that was reviewed toward meeting this goal. Show growth/decline using data.

Sunsets truancy rate is 96.31%  
California Healthy Kids Survey results show  
I do things at school that make a difference, 57% disagree  
I feel safe in my school, 12% disagree  
Teachers at this school treat students fairly, 13% disagree

**B. Summary of Progress:** Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data)

- 1) A survey was conducted with graduating seniors. The results indicate that students really like that they develop a relationship with their teachers and appreciate having an advisor to help them stay on track. Many students offered the suggestion to have more electives and more school activities.
- 2) Support groups are offered and many students connect through their support group. Some of the support groups were not as successful as others. The topics being covered in the group are often serious and could use a facilitator with a counseling/psychology background.
- 3) The new traditions helped to connect students to school, yet became redundant.
- 4) The advisee/adviser structure was strengthened by adding in a weekly period for meetings, this insured advisees would have time to see their advisers every week.
- 5) The principal reports about attendance and discipline at all of the weekly meetings.

**C. Relevance:** Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D.

**D. What changes, if any, will be made as a result of reviewing measurable outcomes?** Based on the summary of progress, how will the actions/services change moving forward?

The senior survey will continue to be updated and improved to provide meaningful data to the school. Sunset will look into the option of bringing in additional help to run support groups. We will look to create new traditions and experiences where students feel like they make a difference at school. Attendance will have to be addressed to improve tardies and absences.

### E. Planned Improvements in Student Performance

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

<p><b>LCAP Goal:</b> (paste aligned SDUHSD LCAP goal from SDUHSD 17-20 Board approved LCAP) All district graduates will be college and career ready.</p> <p><b>School Goal 1</b> (Description of 2017-18 measurable School Goal, aligned to WASC Action Plan goals) To increase the number of courses completed and the number of graduating students at Sunset High School.</p> <p><b>LCAP Priority Area:</b> 1, 2, 4, 7</p> <p><b>Targeted Pupil Student Group(s):</b> All Sunset Students.</p>	
<p><b>Rationale:</b> What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary. In 2013-2014 1275 semester classes were completed, in 2014-2015 1271 classes, in 2015-2016 1235 classes, and in 2016-2017 the number decreased to 1101 semester courses completed.</p> <p>UC/CSU Eligibility rates All students 10%, 0% ELs, 0% Low SES EAP results show 13% College Ready in ELA (+2%) 2% College Ready in Math (-3%)</p> <p>In 2013-2014 Sunset had 55 graduates, in 2014-2015 there were 39, 2015-2016 there were 34, and last year 2016-2017 Sunset had 44 graduates.</p>	<p><b>Growth Targets:</b> Expected annual measurable outcomes.</p> <p>Sunset would like to see the number of courses completed increase to 1150. The goal for the UC/CSU eligibility rates is to increase by 2%, making 12% of all graduating seniors UC/CSU eligible. Sunset would like to see 46 students graduate from Sunset high school this year.</p>
<p><b>School-wide critical area/s for follow up addressed:</b> How does this goal align to one of the identified “critical areas for follow up” from the most recent WASC visiting committee report? Goal #4 - Continue to improve student credit completion rates, especially for students struggling to get back on track for graduation. (e.g., students at and below the median credit accrual rate)</p>	
<p><b>Strategy:</b> (briefly describe the overall plan to address the identified need) The majority of Sunset's population chooses Sunset because they are credit deficient, and we want to do everything in our power to help all students graduate. For this to happen students need to arrive at Sunset early enough in their high school career that there is still a chance for them to complete their courses. Once at Sunset, students need to have the support and resources needed to graduate. This includes support from their advisors on goal setting, pacing, and course</p>	

## ITEM 20

selection. Sunset hopes to expand their course offerings and opportunities in order for students to meet the requirements for their post-high school path of their choice.

<b>Actions/Tasks</b> (describe specifically what will occur at the site to meet this goal)		<b>Person(s) Responsible</b>	<b>Cost and Funding Source</b>	<b>Means to assess improvement</b>	<b>Timeline</b>
1.	Improve student advisement/student planning component to include specific tasks on specific days. a. Adviser will review student goals weekly and make adjustments as necessary. b. All students will review their progress reports with their advisors. c. All students will make short term and long term goals.	Principal, Adviser	Teacher collaboration during site prep days	# of student/Adviser meetings Sample student progress reports Sample of student's short and long term goals	ongoing
2.	Build in a year-long new elective, Senior Seminar, to provide students another college prep elective.	Principal	Extra hours (4) for the 2 teachers creating the course = 8 hours total @ \$43 per hour = \$344 Source: site achievement funds	enrollment data	1st semester of course completed by January 30, 2018. 2nd semester completed by June 2018.
3.	Sunset teachers will continue to work with course-alike teachers from the comprehensive high schools to ensure that Sunset's curriculum is aligned to CA state standards and provides students with the necessary background to be ready for college.	Principal	Teacher collaboration during department release days.	# of teachers participating	On-going
4.	Continue reviews of individual student progress at weekly staff meetings, adjust course enrollment on an as needed basis to ensure students meet their graduation goals.	Principal, counselor	None	student transcript audits	Weekly, Mondays after school
5.	Principal and counselor will identify criteria and profiles to enroll students from other schools in a more timely manner, giving Sunset the time needed to get the students on track to graduate.	Principal, counselor	None	Profile created and shared Student enrollment process	Ongoing

ITEM 20

**LCAP Goal:** (paste aligned SDUHSD LCAP goal from SDUHSD 17-20 Board approved LCAP)

Annual increase in student achievement for all students in English Language Arts and Math with focus on accelerating student learning outcomes for target subgroups including English Learners, low income pupils and pupils performing below grade level.

**School Goal 2** (Description of 2017-18 measurable School Goal, aligned to WASC Action Plan goals)

To increase student performance in Math as evidenced by a yearly improvement in SBAC scores.

**LCAP Priority Area:**

1, 2, 4, 7

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

All students enrolled in a math course.

**Rationale:** What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.

SBAC scores - 15.6% of Sunset students scored in the Standard Met/Exceeded range in math (+6.6% from 2016)

15.6% of Sunset students scored in the Standard Met/Exceeded range; while SDUHSD scored 71.7%, San Diego county scored 43.6% and state of California scored 37.6%

**Growth Targets:** Expected annual measurable outcomes.

An increase in 2% of Sunset students' score in the Standard Met/Exceeded range in math.

Close the gap by 2% between Sunset's SBAC scores and the district, city, and state averages.

**School-wide critical area/s for follow up addressed:** How does this goal align to one of the identified "critical areas for follow up" from the most recent WASC visiting committee report?

1. Fully implement Common Core ELA and Math curriculum and supporting instruction, including providing student activities addressing peer collaboration, analytical reasoning, and cross-curricular critical reading, writing, speaking.
2. Make use of CCSS/SBAC aligned formative and summative assessments including items/tasks that address non-SBAC assessed content areas and grade levels.

**Strategy:** (briefly describe the overall plan to address the identified need)

Math teachers have been working on a complete overhaul and resequencing of the math courses. This process will continue this year as they finish working on Math 4. This process has allowed for common core standards and SBAC material to be embedded into the sequence of courses. Technology is a goal for this year, with more technology built into the math courses. The increase in technology will help with math scores both by allowing students to access more curriculum and in a different way, similar to what they find on the test. SBAC prep will also be done outside of the math classes with all test takers, to allow for all students to be able to access the test material and format.

## ITEM 20

	<b>Actions/Tasks</b> (describe specifically what will occur at the site to meet this goal)	<b>Person(s) Responsible</b>	<b>Cost and Funding Source</b>	<b>Means to assess improvement</b>	<b>Timeline</b>
1.	Math teachers will finish the creating and re-writing of Math 4 a. Teachers will insure the course is common core aligned. b. Teachers will build SBAC knowledge and skills into the course.	Math teacher	Extra hours (4) for the one math teachers = 4 hours @ \$43 per hour = \$172 Source: site achievement funds	Course curriculum, student enrollment, and student grades in the course	Spring 2018
2.	Utilize students' SBAC assessment results in math to identify areas to revise or augment curriculum. a. Teachers will review the SBAC practice tests and sample questions and make revisions to instruction and curriculum that more closely align to CA standards. b. Teachers will implement curriculum and identify strategies to assist students in Math alignment with Common Core Standards and assessment. c. Teachers will create lessons to deliver to all students prior to SBAC, to provide all students additional preparation, especially those who are not currently enrolled in a math course.	Math teachers	Extra hours (4) for the two math teachers = 8 hours total @ \$43 per hour = \$344 Source: site achievement funds	Practice test results, SBAC results, and student feedback	On-going
3.	Incorporate technology into all math courses a. Teachers will review illuminate assessment results and make adjustments to instruction as needed. b. Teachers will create assessments in illuminate to track student progress on targeted skill areas addressed in the curriculum and assessed on the SBAC. c. Teachers will inbed new technology to mirror technology used on the SBAC, insuring greater comfort while taking the test.	Math teachers	None	SBAC results	2017-2018 school year.
4.	Monitor student progress towards mastery of grade level math skills. a. Utilize the weekly advisement period to allow time to meet with students to review and discuss progress and areas of strength and concern. b. Utilize weekly staff meetings for regular collaboration between teachers to monitor students progress in math and discuss methods to increase student success.	Advisors, Principal	None	Student transcripts and progress reports	On-going
5.	Provide a math support class for students performing below grade level a. Students will be identified for enrollment through a review of multiple measures including; SBAC scores, graders, and teacher recommendations. b. Identify individual student's math skills for remediation and address through differentiation and targeted instruction. Support grade level math courses through re-teaching and differentiating lessons.	Math teacher	\$24,000, one section of LCAP non-formula	Increase in course grades, course assessment scores, student work samples	On-going

ITEM 20

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ITEM 20

**LCAP Goal:** (paste aligned SDUHSD LCAP goal from SDUHSD 17-20 Board approved LCAP)

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

**School Goal 3** (Description of 2017-18 measurable School Goal, aligned to WASC Action Plan goals)

Increase the percentage of students who feel connected to Sunset High School.

**LCAP Priority Area:**

3, 4, 5, 7, 8

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

All Students

**Rationale:** What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.

California Healthy Kids Survey results show  
I do things at school that make a difference, 57% disagree  
I feel safe in my school, 12% disagree  
Teachers at this school treat students fairly, 13% disagree

**Growth Targets:** Expected annual measurable outcomes.

Sunset wants more students feeling that they make a difference at our school, we would like to start by seeing a 5% decrease to 52% of our students who disagree with the statement, I do things at school that make a difference. Sunset also wants to see an improvement in attendance, believing that students' feelings about school and attendance go hand in hand. Sunset wants both tardies and trancies to decrease in the 2017-2018 school year.

**School-wide critical area/s for follow up addressed:** How does this goal align to one of the identified “critical areas for follow up” from the most recent WASC visiting committee report?

3. Improve connectedness by improving student attendance, including daily attendance for students struggling with truancy, and first period tardies for students habitually arriving late.

**Strategy:** (briefly describe the overall plan to address the identified need)

Sunset houses many students who have been traditionally unsuccessful in school. Numerous students come to us with attendance and/or personal issues. We want to address absences and tardies and also get additional support for students who need emotional support. When students experience growth in these areas, we want incentives to be in place, where students receive short term recognition for the positive changes they are making.

	<b>Actions/Tasks</b> (describe specifically what will occur at the site to meet this goal)	<b>Person(s) Responsible</b>	<b>Cost and Funding Source</b>	<b>Means to assess improvement</b>	<b>Timeline</b>
1.	Improve the senior exit survey to measure growth in areas of need identified from the 2016 CHKS results. a. teachers and administrator will specifically address areas of need on the survey. b. teachers and counselor will collaborate during weekly staff meetings to improve the senior exit survey to assess growth in identified areas of need,	Counselor	Counselor or teacher to write, give, and compile data from survey. Extra hours 2 for one teacher = 2 hours @ \$43 per hour = \$86 Source: site	Results of the senior exit survey	on-going

## ITEM 20

	c. Sunset Senior Survey will be administered to seniors in the spring of each year. d. Staff will review results during weekly staff meetings to identify areas of need and areas of strength to focus on for the following school year.		achievement funds		
2.	Increase support system for students; increasing counselors and social workers. a) Create and administer a Needs Survey to better understand how the students are feeling b) To work with students individually who need greater emotional support. c) To run support group for students who have more serious concerns.	Counselor and social workers	None	Support list created and distributed to students	On-going
3.	Continue rewards luncheons, field trips, and assemblies to recognize students for their positive behavior, attendance and/or academic achievement. a) Create new incentives for students' positive behaviors	Counselor and ASB teacher	None	# of students participating	Quarterly throughout the school year.
4.	Principal and counselor will follow up on students who are chronically absent. a. Principal will work with counselor to develop a plan for attendance interventions, including phone calls, home visits, and the SARB process.	Principal and counselor	None	Track truancies throughout the year	On-going
5.	Continue to implement a detention system for tardies a. The detentions will be scheduled on set days every week b. Advisors will be responsible for running detentions with their advisees c. Principal will monitor the assigning and tracking of the tardies and detentions	Principal	None	Track number of tardies and detentions throughout the year.	On-going



ITEM 20

**LCAP Goal:** (paste aligned SDUHSD LCAP goal from SDUHSD 17-20 Board approved LCAP)

Annual increase in student achievement for all students in English Language Arts and Math with focus on accelerating student learning outcomes for target subgroups including English Learners, low income pupils and pupils performing below grade level.

**School Goal 4** (Description of 2017-18 measurable School Goal, aligned to WASC Action Plan goals)

Increase student performance in ELA as evidenced by yearly improvements in SBAC scores.

**LCAP Priority Area:**

1, 2, 4, 7

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

All students enrolled in an ELA course.

**Rationale:** What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.

SBAC scores – 71% of Sunset students scored in the Standards Met/Exceeded range in ELA (+13% from 2016).

Sunset is still approximately 10% behind the district average, but ahead of both the state and county averages in ELA.

**Growth Targets:** Expected annual measurable outcomes.

SBAC scores to improve 2%, therefore 73% of Sunset students scoring in the Standards Met/Exceeded range.

**School-wide critical area/s for follow up addressed:** How does this goal align to one of the identified “critical areas for follow up” from the most recent WASC visiting committee report?

1. Fully implement Common Core ELA and Math curriculum and supporting instruction, including providing student activities addressing peer collaboration, analytical reasoning, and cross-curricular critical reading, writing, speaking.
2. Make use of CCSS/SBAC aligned formative and summative assessments including items/tasks that address non-SBAC assessed content areas and grade levels.

**Strategy:** (briefly describe the overall plan to address the identified need)

English teachers will work to complete their course alignment with the common core standards. They will also use SBAC assessment results to make changes to their curriculum and instruction. SBAC practice will be provided to students within English courses, through embedding practice within the curriculum. SBAC practice will also be provided as stand alone workshops, to reach students not currently enrolled in an English class. Social studies teachers will take an active role in connecting the ELA standards within their courses. This will provide extra practice on key skills with which students need extra practice. ELA skills and development will be monitored throughout the year during weekly advisement periods and staff meetings.

## ITEM 20

	<b>Actions/Tasks</b> (describe specifically what will occur at the site to meet this goal)	<b>Person(s) Responsible</b>	<b>Cost and Funding Source</b>	<b>Means to assess improvement</b>	<b>Timeline</b>
1.	Build SBAC prep into all English courses. a. Teachers will review student SBAC results b. Teachers will create assessments in illuminate to track student progress on target skill areas addressed in the curriculum and assessed on the SBAC. c. Teachers will review illuminate assessment results and make adjustments to instruction as needed.	English teachers	Extra hours (2.5) for the two English teachers = 5 hours @ \$43 per hour = \$215 Source: site achievement funds	Review assessment results	Spring 2017
2.	Utilize students' SBAC assessment results in English to identify areas to revise or augment curriculum. a. Teachers will review the SBAC practice tests and sample questions and make revisions to instruction and curriculum that more closely align to CA standards. b. Teachers will implement curriculum and identify strategies to assist students in English in alignment with Common Core Standards and assessment. c. Teachers will create lessons to give to all students prior to SBAC, to provide all students preparation, especially those who are not currently enrolled in an English course.	English teachers	Extra hours (4) for the two English teachers = 8 hours total @ \$43 per hour = \$344 Source: site achievement funds	Practice test results, SBAC results, and student feedback	On-going
3.	Monitor student progress towards mastery of grade level English skills. a. Utilize the weekly advisement period to allow time to meet with students to review and discuss progress and areas of strength and concern. b. Utilize weekly staff meetings for regular collaboration between teachers to monitor students progress in English and discuss methods increase student success.	English teachers	None	Progress reports, report cards, and staff feedback	On-going
4.	Develop and implement the new district writing assessment. a) Create a time-line that works for Sunset b) Align grading practices between the 2 English teachers c) Insure curriculum is aligned to the assessment d) Agree on how test results will be used	English teachers	District staff development time	District Writing assessment results	By the fall of 2018, English teachers will begin utilizing the assessment

## ITEM 20

### D. School Site Council Membership Sunset High School







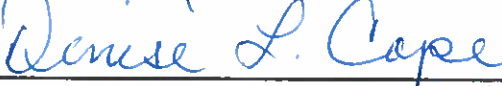




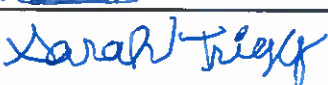
Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Rick Ayala	X				
Amy Souza		X			
Michelle Horsley		X			
Mike Marvil		X			
Craig Williams		X			
April Llamas			X		
Denise Cope				X	
Marcia Mercurio				X	
Megan Yu				X	
Tabitha Dill					X
Linette Luus					X
Sarah Trigg					X
<b>Numbers of members of each category</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>3</b>

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

**SCHOOL SITE COUNCIL  
SUNSET HIGH SCHOOL  
2017-2018**

ITEM 20

NAME	POSITION	SIGNATURE
RICK AYALA	PRINCIPAL	
AMY SOUZA	TEACHER	
MICHELLE HORSLEY	TEACHER	
MIKE MARVIL	TEACHER	
CRAIG WILLIAMS	TEACHER	
APRIL LLAMAS	CLASSIFIED	
DENISE COPE	PARENT/GUARDIAN	
MARCIA MERCURIO	PARENT/GUARDIAN	
MEGAN YU	PARENT/GUARDIAN	
TABATHA DILL	STUDENT	
LINETTE LUUS	STUDENT	
SARAH TRIGG	STUDENT	

## ITEM 20

**Form F. Budget 2017-18  
Sunset High School**

<b>State/Federal Categorical Program</b>	<b>Allocation</b>
Site LCFF Supplemental Funding - Site Formative/Achievement Funds	<b>\$1,205</b>
Site LCFF Supplemental Funding - Site Tutoring Funds	<b>\$300</b>
Site LCFF Supplemental Funding – District Funded Sections (non-formula)	<b>\$24,000</b>
Title I Funds	<b>\$0.00</b>
<b>Total</b>	<b>\$25,505</b>

## Appendix A. Student Performance Data

## Section 1: Enrollment

Table 1.1 Site enrollment trends with Student Group breakdown

	2016-17		2015-16		2014-15		2013-14	
	#	%	#	%	#	%	#	%
<b>Total enrollment</b>	115	-	123	-	130	-	119	-
<b>Number &amp; Percent of English Learners</b>	*	*%	*	*%	*	*%	13	11.0%
<b>Number &amp; Percent of Long Term English Learners</b>	*	*%	*	*%	*	*%	*	*%
<b>Number &amp; Percent of Redesignated Fluent English Proficient students</b>	*	*%	*	*%	*	*%	*	*%
<b>Number &amp; Percent of students who are Socio-Economically Disadvantaged</b>	32	27.8%	37	30.1%	41	31.5%	45	37.8%
<b>Number &amp; Percent of Special Education students</b>	19	16.5%	23	18.7%	16	12.3%	17	14.3%

## Source:

Total enrollment, English Learner enrollment, Socio-Economically Disadvantaged enrollment, Special Education enrollment:  
California Longitudinal Pupil Achievement Data System. Report. 1.1 Enrollment - Primary Status by Subgroup. (Fall 1)

Long Term English Lerner Enrollment, Redesignated Fluent English Proficient enrollment:  
Aeries Student Information System data. Analytics dashboards: LTEL, RFEP (retrieved 8/23/16)

\*In order to protect student privacy, an asterisk (\*) will be displayed instead of a number where 10 or fewer students are represented.

## Section 2: Student Achievement Indicators

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

11 <sup>th</sup> grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
<b>16-17</b>	45	71.1	70.3	*	*	*	*
<b>15-16</b>	64	58	63	*	*	*	54
<b>14-15</b>	63	55	58	*	*	*	25

Source:

California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from <http://caaspp.cde.ca.gov/>

\*In order to protect student privacy, an asterisk (\*) will be displayed instead of a number where 10 or fewer students are represented.

**CAASPP Results (All Students)****English Language Arts/Literacy**

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	63	62	54	54	55	45	54	55	45	85.7	85.9	83.3
All Grades	63	62	54	54	55	45	54	55	45	85.7	85.9	83.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2582.1	2599.9	2617.9	11	13	26.67	44	45	44.44	24	33	15.56	20	9	13.33
All Grades	N/A	N/A	N/A	11	13	26.67	44	45	44.44	24	33	15.56	20	9	13.33

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	33	27	53.33	46	60	31.11	20	13	15.56
All Grades	33	27	53.33	46	60	31.11	20	13	15.56

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	20	24	31.11	54	62	57.78	24	15	11.11
All Grades	20	24	31.11	54	62	57.78	24	15	11.11



## ITEM 20

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
<b>Grade 11</b>	13	11	24.44	67	82	64.44	20	7	11.11
<b>All Grades</b>	13	11	24.44	67	82	64.44	20	7	11.11

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
<b>Grade 11</b>	22	33	35.56	67	64	55.56	11	4	8.89
<b>All Grades</b>	22	33	35.56	67	64	55.56	11	4	8.89

## Data Source

California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from <http://caaspp.cde.ca.gov/>

### III School and Student Performance Data

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

11 <sup>th</sup> grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
<b>16-17</b>	45	15.6	18.9	*	*	*	*
<b>15-16</b>	64	9	11	*	*	*	8
<b>14-15</b>	63	5	5	*	*	*	0

Source:

California Assessment of Student Performance and Progress (CAASPP) Results. (2015, September 9). Retrieved from <http://caaspp.cde.ca.gov/>

\*In order to protect student privacy, an asterisk (\*) will be displayed instead of a number where 10 or fewer students are represented.

**CAASPP Results (All Students)****Mathematics**

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	63	62	54	55	55	45	55	55	45	87.3	85.9	83.3
All Grades	63	62	54	55	55	45	55	55	45	87.3	85.9	83.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2507.3	2507.2	2536.3	5	2	6.67	0	7	8.89	31	22	24.44	64	69	60.00
All Grades	N/A	N/A	N/A	5	2	6.67	0	7	8.89	31	22	24.44	64	69	60.00

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	5	4	11.11	22	22	20.00	73	75	68.89
All Grades	5	4	11.11	22	22	20.00	73	75	68.89

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	5	4	11.11	53	49	37.78	42	47	51.11
All Grades	5	4	11.11	53	49	37.78	42	47	51.11

## ITEM 20

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
<b>Grade 11</b>	7	4	8.89	44	56	51.11	49	40	40.00
<b>All Grades</b>	7	4	8.89	44	56	51.11	49	40	40.00

## Data Source

California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from <http://caaspp.cde.ca.gov/>

## Section 3: School Climate Indicators

Table 3.1 Truancy rates

	2015-16	2014-15	2013-14	2012-13
<b>Truancy rate</b>	80.28%	96.31%	36.71%	34.1%

Source:

California Department of Education Data Reporting Office. Truancy Report. Retrieved from <http://dq.cde.ca.gov/dataquest/>

Table 3.2 Chronic absenteeism rates by Student Group

	All Students	English Learners	Socioeconomically disadvantaged	Special Education
<b>16-17</b>	*	*	*	*
<b>15-16</b>	*	*	*	*
<b>14-15</b>	-	*	*	*

Source:

Aeries Student Information System data. Analytics dashboards: Attendance% (retrieved 10/13/2016/)

\*Chronic absenteeism is not calculated by subgroup for SS

Table 3.3 Discipline data

	2014-15	2013-14	2012-13
<b>Number of students suspended</b>	10	3	15
<b>Suspension rate</b>	4.6%	1.3%	6.2%
<b>Number of students expelled</b>	1	1	0
<b>Expulsion rate</b>	0.5%	0.4%	0.0%

Source:

California Department of Education Data Reporting Office. Suspension and Expulsion Report. Retrieved from <http://dq.cde.ca.gov/dataquest/>

Table 3.4 Cohort dropout rate by Student Group

	2015-16	2014-15	2013-14	2012-13
<b>All Students</b>	2.6%	2.7%	1.8%	1.6%

Source:

CALPADS report 1.9 Completers and Dropouts - Count

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

**Table 4. 1 CELDT (Annual Assessment) Results**

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
9	*			*			*			*			*		
10	*			*			*			*			*		
11	*			*	***		*			*			*		
12	50	100		50		***	0		***	0			0		
<b>Total</b>	44	80		44	20	50	11		50	0			0		

**Data Source**

California Department of Education Data Reporting Office. California English Language Development Test (CELDT) Reports. Retrieved from <http://www.cde.ca.gov/ta/ac/t3/t3reports.asp>

\*data not available from California Department of Education Data Reporting Office

**Table 4.2 Reclassification Rate**

	2016-17	2015-16	2014-15	2013-14
<b>Number and percentage of students Redesignated Fluent English Proficient</b>	4 (36.4%)	0 (0.0%)	1 (6.2%)	0 (0.0%)

**Source:**

California Department of Education Data Reporting Office. Number and Percent of Students Redesignated to FEP. Retrieved from <http://dq.cde.ca.gov/dataquest/>

## Section 5: College and Career Readiness Indicators

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

	All Students			English Learners			Socioeconomically disadvantaged			Special Education		
	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready
<b>15-16</b>	13	56	42	*	*	*	8	46	46	*	*	*

Source:

California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from <http://caaspp.cde.ca.gov/>

**Table 5.2 Early Assessment Program (EAP) math results by Student Group**

	All Students			English Learners			Socioeconomically disadvantaged			Special Education		
	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready
<b>15-16</b>	2	7	91	*	*	*	8	0	92	*	*	*

Source:

California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from <http://caaspp.cde.ca.gov/>

**Table 5.3 Advanced Placement Exam results**

	2016-17	2015-16	2014-15	2013-14
<b>Percent of exams with a score of 3+ (passing)</b>	*	*	*	*
<b>Number of tests taken</b>	*	*	*	*
<b>Number of testers</b>	*	*	*	*
<b>Average number of tests per student</b>	*	*	*	*

Source:

## ITEM 20

Table 5.4 College Entrance Exam results

		2017-16	2015-16	2014-15	2013-14
SAT	Number and Percent of Seniors tested	*	*	*	*
	Mean Score : Critical Reading	*	*	*	*
	Mean Score : Math	*	*	*	*
	Mean Score: Writing	*	*	*	*
ACT	Number and Percent of Seniors tested	*	*	*	*
	Average Score : English	*	*	*	*
	Average Score : Math	*	*	*	*
	Average Score: Reading	*	*	*	*
	Average Score: Science	*	*	*	*
	Average Score: Composite	*	*	*	*

Source:

Table 5.5 UC/CSU eligibility rates by Student Group

	All students	English Learner	Socioeconomically disadvantaged	Special Education
15-16	10.8%	0.0 %	0.0%	*
14-15	10.0 %	0.0 %	0.0 %	*
13-14	12.5%	0.0 %	16.7%	*

Source:

California Department of Education Data Reporting Office. 12th Grade Graduates Completing all Courses Required for U.C. and/or C.S.U. Entrance. Retrieved from <http://www.cde.ca.gov/ta/ac/t3/t3reports.asp>

\*data not available from California Department of Education Data Reporting Office



## ITEM 20

**Table 5.6 Cohort graduation rates by Student Group**

	All students	English Learner	Socioeconomically disadvantaged	Special Education
<b>15-16</b>	50.6%	36.4%	48.6%	37.5%
<b>14-15</b>	54.7%	30.0%	41.4%	37.5%
<b>13-14</b>	74.3%	66.7%	53.6%	69.2%

**Source:**

California Department of Education Data Reporting Office. Cohort Outcome Data for the Class of 2014-15, 2015-16. Retrieved from <http://www.cde.ca.gov/ta/ac/t3/t3reports.as>

Sunset reports the SDUHSD Cohort Graduation Rate in 13-14. Cohort Graduation Rates are not calculated by the California Department of Education Data Reporting Office for Sunset Continuation High School.



## The Single Plan for Student Achievement

School: Torrey Pines High School  
District: San Dieguito Union High School District  
County-District School (CDS) Code: 37-68346-3730033  
Principal: Robert Coppo  
Date of this revision: September 2017

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

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

Contact Person: Robert Coppo  
Position: Principal  
Telephone Number: (858) 755-0125  
Address: 3710 Del Mar Heights Road  
San Diego, CA 92130  
E-mail Address: robert.coppo@sduhsd.net

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

## A. School Site Information Torrey Pines High School

### Vision Statement:

"Our vision is to be a dynamic community of lifelong learners who make significant contributions in our world."

### Mission Statement:

Expected Schoolwide Learner Outcomes: Torrey Pines High School is committed to fostering an Academic & Supportive School Culture that promotes academic proficiency in state standards through rigorous & challenging courses, access to and achievement in Honors & Advanced Placement courses, continuous academic improvement via support and intervention, literacy across content areas, positive school spirit and connectivity, creative and academic use of technology, literate, forward-thinking citizens who listen, speak, and write effectively and critically, respect diversity and accept others in a safe learning environment, resolve conflicts peacefully and develop positive relationships, use technology and social media responsibly and effectively, employ innovative thought in assessing and solving real life problems, actively Involved participants who engage in a variety of service learning and extracurricular activities, collaborate, communicate, and engage within their community, think critically and solve problems creatively, demonstrate college and career readiness, achieve a healthy balance of academics, social relations, and personal commitments.

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

Torrey Pines High School is one of four comprehensive high schools in the San Dieguito Union High School District (SDUHSD) in San Diego's North County, serving a population in 2017-2018 of 2,429 students in grades 9 through 12. A high-achieving school, proud of its tradition of excellence and achievement, Torrey Pines has been receiving acclaim from places like US News and World Report. Torrey Pines has been named the number 4 top ranked high school in San Diego County, number 51 in the state, and number 302 in the nation. In 2017, 77.8% of the students met or exceeded UC requirements and 90% of the students PLANNED on attending a four year school. In May 2016, 2,278 Advanced Placement Exams were administered, with a pass rate of 84%. Students at Torrey Pines consistently demonstrate high achievement on standardized tests, including California Assessment of Student Performance and Progress (CAASPP), Advanced Placement (AP), ACT and SAT exams. More than 60% of graduating seniors take the ACT and/or SAT.

A booming population growth and increasing diversity have characterized North County, SDUHSD, and Torrey Pines for the past 20 years. Families from all parts of the world are attracted to the inviting climate and exceptional learning institutions, enriching local schools with a wide variety of languages and cultural backgrounds. Many parents are employed at such neighboring institutions as the University of California, San Diego, Scripps Institute of Oceanography, Salk Institute, Scripps Clinic and Research Foundation, and Neurocrine, as well as nearby high tech giants like Qualcomm, Peregrine and Cisco Systems, and biotechnology firms in Sorrento Valley, all of which influence the high standards of education and expectations at Torrey Pines and in the District. . As a well-respected school in an educated community, Torrey Pines has benefited from the generous support from its Foundation, which raises approximately \$2 million per year to benefit both academic and extracurricular pursuits at Torrey Pines.

Originally opened in 1973, the Torrey Pines campus has continually grown and expanded due to increasing development in the community. Additions to the school campus were made in 1980, 1999, and 2003. Since then, portables have also been included to meet the needs of the growing population. In November 2012, Proposition AA was passed as a \$449 billion bond initiative for the San Dieguito Union High School District with the goal of creating technology rich facilities, sustainable high performance environments for learning, and community focused campuses. Torrey Pines has begun a four phase improvement plan with the specific goals of: connecting separate areas of the campus, creating a welcoming entrance to the school, improving visual/performing arts and athletics facilities, and significantly improving the technological infrastructure of the campus. In 2017, the construction of a new Performing Arts Center began. Over the course of the next 6 years, every portion of the TPHS campus will be touched by over \$75 million worth of improvements.

To meet the changing needs of students and families, the District has supported and encouraged the development and expansion of programs such as Advancement Via Individual Determination (AVID), Academic Support classes, Peer Assisted Listeners (PALS), Career Technical Education (CTE), and the English Language Development program. As new

## ITEM 20

teachers have joined the staff in recent years, the Beginning Teacher Support and Assessment (BTSA) program continues to support these new teachers and provide them with opportunities for professional growth. The District has its own Beginning Teacher Support and Assessment (BTSA) program which includes a week-long orientation and continued support from BTSA support providers throughout the year. In addition, TPHS has regular New Teacher Luncheons to provide new staff with an opportunity to ask questions, give feedback, and exchange best practices in a small group with administrators and colleagues.

As with many schools around the state and across the nation, TPHS has also worked to meet the needs of a changing society. Technology has become a primary focus incorporated into curriculum and instruction, social and academic support is provided to students and families, and the school is undergoing the process of aligning its curriculum with the Common Core Standards. The school focus is to encourage larger percentages of the student population to be college and career ready by participating in rigorous coursework and being well-rounded through participation in extracurricular programs. In 2017, 21 Torrey Pines Seniors qualified as finalists for the National Merit Scholarship award, 979 students took 2,278 AP exams, there were over 80 school sponsored clubs and over 30 non-school sponsored clubs.

Torrey Pines High School offers a wide array of extracurricular opportunities for students. Traditionally, Torrey Pines California Interscholastic Federation (CIF) athletic teams win the most league titles of any school in the North County. In its history, Torrey Pines has won more CIF championships than any school in the San Diego Section. In addition, for the second time in three years, Torrey Pines was named the number one school for girls sports in California. TP Players Theatre Company has over 300 students involved as actors, designers, technicians, directors, choreographers, musical directors, and musicians and performed 4 main stage plays in 2016-2017. The Music program, academic team, Falconer student newspaper, Visual Arts, Science, Foreign Language, Math, Mock Trial, and Speech and Debate teams have been consistently recognized among the finest in both local and national competitions.

Several student groups and community members have worked hard to beautify the unique campus of Torrey Pines. PALS, Visual Arts, Torrey Pines High School Foundation and The Key Club have improved the appearance of our school by creating new murals in the "B" building and Lecture Hall, as well as providing trees in the front of our campus. Each year, the principal works with local Eagle Scouts on projects to enhance the campus including the signage with keys to help visitors navigate the campus with ease, artwork and locator signs in the B Building, and trees planted around campus.

Torrey Pines is continually working on creating a positive school spirit. Many fans show up to sporting events, especially the Friday night football games and the many CIF championship playoff games. The ASB established a "TP Chaos" group which has students leading fans in cheers in the stadium and traveling to away games in support of teams. PALs has made a strong impact on the school community in the past two years by promoting student well-being and connectedness by sponsoring all school events, establishing one-on-one student peer assistance, facilitating campus tours, and supporting campus activities. They also host the week long Challenge Days in October where more than 600 students and 150 adult volunteers come together to "Be the change they wish to see in the world". Challenge Days are one of the major programs designed to connect students to each other and to their teachers by engaging in activities and dialogue focused on breaking down social/emotional barriers. PALs also hosts Red Ribbon Week and Yellow Ribbon Week which raise awareness about drug, alcohol, and suicide prevention. The Torrey Pines ASB program has also increased the number of school-wide pep rallies throughout the year, create lunch-time activities to increase student connectedness, and host dances throughout the year.

### B. School and Student Performance Data

See Appendix A for multi-year student performance data tables

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

Based on a comprehensive needs assessment which included multi-year qualitative and quantitative measure including, stakeholder feedback, local survey data, California Healthy Kids Survey data, CAASPP results, CELDT scores, course enrollment data, graduation rates, A-G rates, dropout rates, discipline data, and attendance data we have confirmed the following priority focus areas for Torrey Pines HS.

1. Increase student achievement for all students with focus on target student groups who are under-performing in comparison to their peers. As outlined by course enrollment in Advanced Placement courses, enrollment percentages of our underachieving subgroup populations was significantly lower than our total population enrollment. In addition, the number of students identified on the D/F list increased from semester 1 to semester

ITEM 20

- 2.
2. Foster more collaboration among staff/teachers that will help increase student achievement. Based on a thorough review of statewide assessment data, target student groups of English Language Learners demonstrated significant progress in both ELA and Math. Students with Disabilities showed significant progress in Math. All other student groups demonstrated a decline in the percent of students scoring in the Standards Met or Exceeded range in both ELA and Math.
3. All Torrey Pines graduates will be college and career ready. Torrey Pines has worked hard to develop Career and Technical Education pathways to support students' interests and provide opportunities for real-world experience to support the SDUHSD LCAP goal of all students will be college and career ready. We now have two completed CTE pathways with articulation agreements with Mira Costa College. In addition TPHS has eight CTE pathways with capstone courses. This goal was redeveloped for 17-18 to include multiple measures of transferable professional skills to include technical skills, online job searches, and additional Career and Technical Education Pathways with capstone projects.
4. Create a sense of connection and safety with the underclassmen, underrepresented, and new students. While we did not meet our goal of increasing school connectivity/safety of 5%, we came very close. The PALS program and anti-bullying activities and programs have helped build student connectivity. Truancy and Chronic Absenteeism rates show a need for a stronger system to improve school wide attendance.

**C. Involvement Process**

**Involvement Process:**

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

Development of the 2017-2018 Torrey Pines Single Plan for Student Achievement (SPSA) involved a variety of Torrey Pines stakeholder groups including Department Chairs, WASC Committee Members, Site Administration, AP Advisory Counselors, Counselors, English Learner Advisory Committee and School Site Council (SSC). Each group presented Site Administration with specific needs that have been assessed through a thorough review of state and local data. The Single Plan for Student Achievement (SPSA) was presented to the School Site Council for feedback and approval on October 10, 2017 . Feedback from SSC was considered and the SPSA was adjusted as needed.

**D. Summary of Progress Made on 2016-2017 Goals  
Torrey Pines High School**

**School Goal 1** (Description of 2016-17 School Goal)

Increase all student achievement and to increase the success and access to more rigorous courses for our underachieving student groups.

**LCAP Priority Area:**

Priority #2: Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners.  
 Priority #4: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program

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

All students with a focus on students who qualify for special education, Low Socioeconomic Status (SES), English Language Learners (EL), and students of Hispanic ethnicity.

**A. Measurable Outcomes:** List Specific data that was reviewed toward meeting this goal. Show growth/decline using data.  
 Number of identified students on D/F list on the 2nd semester progress report will be 5% lower than on the semester 1 progress report:  
 Semester 1: 482 students were identified on the D/F list for semester 1  
 Semester 2: 583 students were identified on the D/F list for semester 2  
 28.9% of all students enrolled in Advanced Placement courses. Enrollment in Advanced Placement courses for our underachieving subgroups was:  
 1.2% of our Special Education population  
 13.9% of our Low Socioeconomic Status population  
 2.0% of our Limited English Proficient population  
 17.8% of our Hispanic Poulation

**B. Summary of Progress:** Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data)  
  
 As outlined by course enrollment in Advanced Placement courses, enrollment percentages of our underachieving subgroup populations was significantly lower than our total population enrollment. In addition, the number of students identified on the D/F list increased from semester 1 to semester 2.

**C. Relevance:** Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D.  
 No. Students in our under-performing student groups held a lower AP enrollment rate than our entire school population and the number of students on the D/F list increased from semester 1 to semester 2.

**D. What changes, if any, will be made as a result of reviewing measurable outcomes?** Based on the summary of progress, how will the actions/services change moving forward?

ITEM 20

This goal will be reevaluated to focus on increasing achievement for all students enrolled in remedial, grade level and advanced course of study.

ITEM 20

**School Goal 2** (Description of 2016-17 School Goal)

Continue to develop the PLC process with all departments to foster more collaboration among staff/teachers that will help increase student achievement.

**LCAP Priority Area:**

Priority #2: Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners.  
 Priority #4: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program

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

All students including students who qualify for Special Education, Low Socioeconomic Status (SES), and English Language Learners (EL).

**A. Measurable Outcomes:** List Specific data that was reviewed toward meeting this goal. Show growth/decline using data.

All Students:  
 Based on 2017 CAASPP scores, 68% (-10.72% when compared to prior year) of Torrey Pines students tested scored in the Standards Met or Exceeded range in the area of English Language Arts. While 56.68% (-5.32% when compared to prior year) of Torrey Pines students tested scored in the Standards Met or Exceeded range in the area of Mathematics.

English Learners:  
 Based on 2017 CAASPP scores, 41.67% (+9.67% when compared to prior year) of Torrey Pines students tested scored in the Standards Met or Exceeded range in the area of English Language Arts. While 45.8% (+11.84% when compared to prior year) of Torrey Pines students scored in the Standards Met or Exceeded range in the area of Mathematics.

Students with Disabilities:  
 Based on 2017 CAASPP scores, 21.74% (-4.26% when compared to prior year) of Torrey Pines students tested scored in the Standards Met or Exceeded range in the area of English Language Arts. While 11.1% (+6.11% when compared to prior year) of Torrey Pines students scored in the Standards Met or Exceeded range in the area of Mathematics.

Students who are Low Socioeconomic:  
 Based on 2017 CAASPP scores, 41.68% (-10.33% when compared

**B. Summary of Progress:** Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data)

Based on a thorough review of statewide assessment data, target student groups of English Language Learners demonstrated significant progress in both ELA and Math. Students with Disabilities showed significant progress in Math. All other student groups demonstrated a decline in the percent of students scoring in the Standards Met or Exceeded range in both ELA and Math.



ITEM 20

to prior year) of Torrey Pines students tested scored in the Standards Met or Exceeded range in the area of English Language Arts. While 30.56% (-3.44% when compared to prior year) of Torrey Pines students scored in the Standards Met or Exceeded range in the area of Mathematics.

**Hispanic Students:**

Based on 2017 CAASPP scores, 43.53% (-14.47% when compared to prior year) of Torrey Pines students tested scored in the Standards Met or Exceeded range in the area of English Language Arts. While 35.82%(-7.18% when compared to prior year) of Torrey Pines students scored in the Standards Met or Exceeded range in the area of Mathematics.

**C. Relevance:** Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D.

No. We did not show a 5% increase in the number of 11th grade students who met or exceeded standards on the SBAC.

**D. What changes, if any, will be made as a result of reviewing measurable outcomes?** Based on the summary of progress, how will the actions/services change moving forward?

A structured calendar of PLC processes and procedures has been put into place. Departments will be working together and collecting data to show what supports are in place for students who are not meeting standards based on common formative and summative assessments. In addition, PLCs will work to identify students who would benefit from academic interventions and invite these students to targeted tutoring/intervention groups

ITEM 20

**School Goal 3** (Description of 2016-17 School Goal)

Create Career and Technical Education (CTE) pathways that allow students to gain valuable experience and real-world experience in careers.

**LCAP Priority Area:**

Priority #4: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program

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

All Students including students who qualify for Special Education, Low Socioeconomic Status (SES), English Language Learners (EL), and students of Hispanic ethnicity.

**A. Measurable Outcomes:** List Specific data that was reviewed toward meeting this goal. Show growth/decline using data.  
 TPHS has developed the following completed CTE pathways with a signed articulation agreement with Mira Costa College for the 2017-2018 school year:  
 Business Management  
 Systems, Diagnostics, Service & Repair  
 TPHS has the following CTE pathways that have a Capstone course:  
 Graphic Design, Film/Video Production, Multimedia Production, Business Management, Engineering Technology, Food Service & Hospitality, Software & Systems Development, and Systems, Diagnostics, Service & Repair.

**B. Summary of Progress:** Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data)  
  
 Torrey Pines has worked hard to develop Career and Technical Education pathways to support students' interests and provide opportunities for real-world experience to support the SDUHSD LCAP goal of all students will be college and career ready. We now have two completed CTE pathways with articulation agreements with Mira Costa College. In addition TPHS has eight CTE pathways with capstone courses.

**C. Relevance:** Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D.

Yes, Torrey Pines has two complete CTE pathways and signed articulation agreements with Mira Costa College.

**D. What changes, if any, will be made as a result of reviewing measurable outcomes?** Based on the summary of progress, how will the actions/services change moving forward?

This goal will be redeveloped for 17-18 to include multiple measures of transferable professional skills to include technical skills, online job searches, and additional Career and Technical Education Pathways with capstone projects.

ITEM 20

**School Goal 4** (Description of 2016-17 School Goal)

Create a sense of connection and safety with the underclassmen, underrepresented, and new students.

**LCAP Priority Area:**

Priority #5: Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduation rates.

Priority #6: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness

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

All Students including students who qualify for Special Education, Low Socioeconomic Status (SES), English Language Learners (EL), and students of Hispanic ethnicity.

**A. Measurable Outcomes:** List Specific data that was reviewed toward meeting this goal. Show growth/decline using data.  
The 2017 Healthy Kids Survey showed a 4.2% increase in overall school connectedness as compared to the 2015 Healthy Kids Survey.  
  
An analysis of a three year trend in truancy rates between 2014 and 2015 showed a 41.7% increase in truancy rates.  
The number of all day unexcused absences at Torrey Pines showed a decrease. 2015-2016, showed 952 all day unexcused absences. 2016-2017, showed 892 all day unexcused absences.  
Chronic Absenteeism at Torrey Pines has shown a decrease. In 2015-2016, Chronic Absenteeism rates were at 13.7% for all students. In 2016-2017, the Chronic Absenteeism Rate was 10.5% for all students.

**B. Summary of Progress:** Describe how the actions were or were not effective in achieving the desired outcomes? (Analysis of data)  
  
While we did not meet our goal of increasing school connectivity/safety of 5%, we came very close. The PALS program and anti-bullying activities and programs have helped build student connectivity. Truancy and Chronic Absenteeism rates show a need for a stronger system to improve school wide attendance.

**C. Relevance:** Based on the information in boxes A and B, has this goal been met? If yes, explain. If no, complete box D.

This goal was not met.

**D. What changes, if any, will be made as a result of reviewing measurable outcomes?** Based on the summary of progress, how will the actions/services change moving forward?

Continuation of programs that increase student-school connections (like Link Crew, Freshman academies, Sophomore PE games, etc). A more cohesive staff will foster the student-staff-school relationship. Attendance procedures and systems for following up on attendance concerns will be reviewed and adjusted based on staff suggestions.

### E. Planned Improvements in Student Performance

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

**LCAP Goal:** (paste aligned SDUHSD LCAP goal from SDUHSD 17-20 Board approved LCAP)

Annual increase in student achievement for all students in English Language Arts and Math with focus on accelerating student learning outcomes for target subgroups including English Learners, low income pupils and pupils performing below grade level.

**School Goal 1** (Description of 2017-18 measurable School Goal, aligned to WASC Action Plan goals)

Increase student achievement for all student with focus on target student groups who are under-performing in comparison to their peers.

**LCAP Priority Area:**

LCAP priority #2 and #4

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

All students with a focus on students who qualify for special education, Low Socio-Economic Status (SES), and English Language Learners (EL)..

**Rationale:** What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.

Historic data from the school/district of discrepancies in achievement of these sub-groups in graduation rates, AP/honors course enrollment, GPA, and the number of sub-group students on the D/F list.

Number of identified students on D/F list on the 2nd semester progress report will be 5% lower than on the semester 1 progress report:

Semester 1: 482 students were identified on the D/F list for semester 1

Semester 2: 583 students were identified on the D/F list for semester 2

28.9% of all students enrolled in Advanced Placement courses. Enrollment in Advanced Placement courses for our underachieving subgroups was:

1.2% of our Special Education population

13.9% of our Low Socioeconomic Status population

2.0% of our Limited English Proficient population

17.8% of our Hispanic Population

All Students:

Based on 2017 CAASPP scores, 68% (-10.72% when compared to prior year) of Torrey Pines students tested scored in the Standards Met or Exceeded range in the area of English Language Arts. Based on 2017 CAASPP scores, Torrey Pines 56.68% (-5.32% when compared to prior year) of Torrey Pines students scored in the Standards Met or Exceeded range in the area of Mathematics.

English Learners:

**Growth Targets:** Expected annual measurable outcomes.

\*Decrease the percent of students on the D/F list from semester 1 to semester 2 by 3%

\*Increase percent of students in all subgroups who meet or exceed standard in ELA on CAASPP by 2%

\*Increase percent of students in all sub-groups who meet or exceed standard in Math on CAASPP by 2%

\*Increase English Learner Reclassification rates

\*AP and honors course enrollment reflects demographics of Torrey Pines High School

ITEM 20

Based on 2017 CAASPP scores, 41.67% (+9.67% when compared to prior year) of Torrey Pines students tested scored in the Standards Met or Exceeded range in the area of English Language Arts. Based on 2017 CAASPP scores, Torrey Pines 45.8% (+11.84% when compared to prior year) of Torrey Pines students scored in the Standards Met or Exceeded range in the area of Mathematics.

Students with Disabilities:

Based on 2017 CAASPP scores, 21.74% (-4.26% when compared to prior year) of Torrey Pines students tested scored in the Standards Met or Exceeded range in the area of English Language Arts. Based on 2017 CAASPP scores, Torrey Pines 11.1% (+6.11% when compared to prior year) of Torrey Pines students scored in the Standards Met or Exceeded range in the area of Mathematics.

Students who are Economically Disadvantaged:

Based on 2017 CAASPP scores, 41.68% (-10.33% when compared to prior year) of Torrey Pines students tested scored in the Standards Met or Exceeded range in the area of English Language Arts. Based on 2017 CAASPP scores, Torrey Pines 30.56% (-3.44% when compared to prior year) of Torrey Pines students scored in the Standards Met or Exceeded range in the area of Mathematics.

During the 2016-2017 school year, Torrey Pines reclassified 50 students resulting in a reclassification rate of 32.3%

**School-wide critical area/s for follow up addressed:** How does this goal align to one of the identified “critical areas for follow up” from the most recent WASC visiting committee report?

Continue instructional efforts to raise English Learner and Special Education students' pass and proficiency rates on CAHSEE; high school exit exam is currently being reevaluated at the state and is not an applicable metric at this time. (CAHSEE is suspended at this time and is being reevaluated at the state level)  
Create a systematic, formalized Multi-Tiered System of Supports to ensure success for all students with particular emphasis on long-term English Learners and academically at-risk students.

**Strategy:** (briefly describe the overall plan to address the identified need)

Identify instructional best practices to support struggling students within the school day. Identify struggling students and provide targeted interventions to support academic improvement.

	<b>Actions/Tasks</b> (describe specifically what will occur at the site to meet this goal)	<b>Person(s) Responsible</b>	<b>Cost and Funding Source</b>	<b>Means to assess improvement</b>	<b>Timeline</b>
1.	Help facilitate the process to make AP/Honors enrollment more reflective of the overall student population a. Have counselors/registrar identify the Low SES, Hispanic, and SPED	Administration, Counselors and Teachers	none	<ul style="list-style-type: none"> <li>Creation of a list of students and documentation of</li> </ul>	Quarterly

ITEM 20

	<p>students and collect transcript information on each one</p> <p>b. Assistant principals and counselors analyze each identified student's record and identify students that could have been in AP/Honors classes</p> <p>c. Counselors, administration, and teacher leaders create a process/intervention that will encourage enrollment of these subgroup of students into AP/Honors classes.</p>			<p>interactions with those students.</p> <ul style="list-style-type: none"> <li>Course enrollment data</li> </ul>	
2.	<p>Provide release time for teachers to attend professional development opportunities with the intent of increasing student achievement for all students (ie PLC/department curriculum work after school/targeted department release days).</p>	Administration and Teachers	<p>\$3,000 Source: Site Formative/Achievement Funds</p>	<p>Agendas/PLC work from PDs to demonstrate movement to help students</p>	Ongoing
3.	<p>Intervention Team:</p> <p>a. Identify students in need of Academic Supports based on specific criteria</p> <p>b. Weekly meetings to discuss struggling students and brainstorm intervention strategies</p> <p>c. Focus on underlying themes and concerns across subjects, grade levels, and student sub-groups</p> <p>d. Plan targeted school-wide intervention strategies</p>	Administrators, Counselors, and Teachers	none	<p>Intervention list of students who need support based on teacher and PLC recommendations</p>	Quarterly
4.	<p>Intervention Courses for Struggling Students:</p> <p>AVID: Entry Criteria: Student that shows academic potential (student in the middle) and has other circumstances which can include the following: 1st generation college student, Low SES, Underrepresented demographic in college, or other circumstances</p> <p>Prioritized Instructional Goals: Building critical thinking and analytical skills through constant reading and writing exercises and projects. Developing student study skills and self-advocacy through tutorials and class discussions (socratic seminars, philosophical chairs, etc.). Creation of a support system for students to help ensure their academic and personal success</p> <p>Exit Criteria: Student is exited when: at family's discretion, violation of AVID contract and no remediation during probation period, or graduate HS</p> <p>Provide Academic Literacy course/s designed specifically to develop literacy skills for students who are identified as deficient in these skills.</p> <p>Entry Criteria: Students currently enrolled in an ELD or Sheltered English class. Student that has been identified by teachers/grades that need more language/academic support.</p> <p>Prioritized Instructional Goals: Give students more specialized instruction in language and writing, as well as academic help in all classes</p>	Administration and Teacher	<p>\$216,000 Source: LCAP Funded Non-Formula Intervention Sections</p>	<p>Course enrollment data</p>	ongoing

ITEM 20

	<p>Exit Criteria: Student is exited when student is no longer in an ELD/Sheltered English class          Provide Integrated Math 1 Readiness Course/s designed specifically to prepare students to enroll in grade level math courses.          Entry Criteria: Student that had one or more of the following:was in a math readiness class in middle school          failed Math B in middle school struggling in Int. Math recommended by their teacher to be class          Prioritized Instructional Goals: Helping students build the foundational skills to be successful in math (basic algebra and arithmetic skills).Help students familiarize themselves with the common core curriculum.          Exit Criteria: Student is exited when they finish the class.          Provide additional support for English Learners which include Sheltered English courses, English Language Development courses and an EL Lead Teacher to monitor student progress throughout the year.          Entry Criteria: Students currently enrolled in an ELD or Sheltered English class.          Prioritized Instructional Goals: Build language skills through more exposure to curriculum everyday          Exit Criteria: Student is exited when student is no longer in an ELD/Sheltered English class</p>				
5.	<p>Provide tutoring in core academic subjects. Target invitations to identified struggling students.</p>	<p>Teachers and Administration</p>	<p>\$5,975 Source: Site Tutoring Funds</p>	<p>Create a sign-in sheet for all after school tutoring opportunities to make a baseline of tutoring use</p>	<p>ongoing</p>

ITEM 20

**LCAP Goal:** (paste aligned SDUHSD LCAP goal from SDUHSD 17-20 Board approved LCAP)

Goal #1: Annual increase in student achievement for all students in English Language Arts and Math with focus on accelerating student learning outcomes for target subgroups including English Learners, low income pupils and pupils performing below grade level.

Goal #3: All district graduates will be college and career ready.

**School Goal 2** (Description of 2017-18 measurable School Goal, aligned to WASC Action Plan goals)

Continue to develop the PLC process with all departments to foster more collaboration among staff/teachers that will help increase student achievement

**LCAP Priority Area:**

Priority #2: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners.

Priority #4: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program

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

All students including students who qualify for special education, Low Socio-Economic Status (SES), and English Language Learners (EL)..

**Rationale:** What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.

Research data shows student achievement increases in schools that have effective Professional Learning Communities (PLC) routines in place for their staff. Effective PLCs discuss best instructional practices, formative and summative assessment, and means to support struggling students.

All Students:

Based on 2017 CAASPP scores, 68% (-10.72% when compared to prior year) of Torrey Pines students tested scored in the Standards Met or Exceeded range in the area of English Language Arts. 56.68% (-5.32% when compared to prior year) of Torrey Pines students tested scored in the Standards Met or Exceeded range in the area of Mathematics.

Departments are still in the development phase of creating common formative assessments and course alike Essential Learning Outcomes (ELO's).

**Growth Targets:** Expected annual measurable outcomes.

- \*Increase performance of CAASPP scores for 11th grade students:
- \*Increase percent of students who meet or exceed standard in ELA by 5%
- \*Increase percent of students who meet or exceed standard in Mathematics by 5%
- \*Decrease in number of students enrolled in remedial courses
- \*Establish baseline of number of common formative assessments and creation of ELO's in all PLC groups

**School-wide critical area/s for follow up addressed:** How does this goal align to one of the identified "critical areas for follow up" from the most recent WASC visiting committee report?

Increase collaboration time in order to develop common formative assessments, allow for in-depth analysis of assessment data, develop Common Core State Standards (CCSS) aligned lessons, share instructional pbest practices, and use the Formative Process.

Align curriculum, learning objectives, and instructional strategies with the CCSS and increase collegial best practices across the curriculum.



## ITEM 20

Create a systematic, formalized Multi-Tiered System of Supports to ensure success for all students, with particular emphasis on long-term English Learners and academically at-risk students.

Increase professional development in the effective use of technology to support 21st Century classroom practices within updated classrooms and facilities.

**Strategy:** (briefly describe the overall plan to address the identified need)

Foster a PLC culture with dedicated time for department collaboration and implementation of the entire PLC process so that the teachers can identify effective teaching practices and implement them throughout the department.

Continue to develop effective methods to identify, monitor, and support at-risk students who do not qualify for traditional support systems such as Special Education, ELD, and AVID.

<b>Actions/Tasks</b> (describe specifically what will occur at the site to meet this goal)	<b>Person(s) Responsible</b>	<b>Cost and Funding Source</b>	<b>Means to assess improvement</b>	<b>Timeline</b>
1. Foster the implementation of the PLC process with each course-alike class a. Department members and administration attend course-alike class make a schedule for PLC meeting times (at least once a month) b. Department members and administration attend course-alike PLC meetings that take place at least once a month during late starts/release days/after-school c. Department chairs will collect course-alike meeting minutes from each PLC meeting and send to administration d. Department chairs and administration will create a PLC survey for each department for each of its member to fill out anonymously to help improve the PLC process. e. Administration and department chairs will give the PLC survey to the staff and the staff will take it. f. Administration and department chairs will dis-aggregate and analyze the data collected from the PLC surveys.	Administration, Department Chairs and Department Members	\$20, 900 for department release days as needed Source: Site Formative/Achievement Funds	*Collection of department agendas/minutes *PLC survey results	Ongoing
2. Establish protocol for professional learning communities (PLC) a. Administration will work with department chairs to identify areas of needs and concerns by department. b. Departments will develop a shared vision for student achievement and the formative process work	Administration, Department Chairs and Department Members	none	*Creation of PLC needs for each department list *Document from each department that lists its shared vision for student achievement and the PLC process	Spring 2018
3. Formative and Summative Assessment Review: a. PLCs identify evidence of student achievement to be used during PLC cycles b. PLCs review evidence of student achievement used during PLC cycles	Administration, Department Chairs and Department Members	Reflected in Action 1, cost for release days as needed	Documented identified evidence and review of data	Ongoing

ITEM 20

	c. PLC identify areas for strengthening in subjects based on review of evidence				
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ITEM 20

**LCAP Goal:** (paste aligned SDUHSD LCAP goal from SDUHSD 17-20 Board approved LCAP)

Goal # 3: All district graduates will be college and career ready.

**School Goal 3** (Description of 2017-18 measurable School Goal, aligned to WASC Action Plan goals)

All Torrey Pines graduates will be college and career ready.

**LCAP Priority Area:**

Priority #4: Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program.

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

All students including students who qualify for special education, Low Socio-Economic Status (SES), and English Language Learners (EL).

**Rationale:** What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.

CAASPP percent of students scoring in the College Ready range as defined by the Early Assessment Program:

38.82% of students scored in the College Ready range in English.

31.2% of students scored in the College Ready range in Mathematics.

Graduation Rates have increased over the last three years.

Cohort graduation rate for the class of

15-16 was 97.1%

14-15 was 97.5%

13-14 was 97.5%

AP Passing Exam Scores have slowly decreased over the last three years.

84% pass rate for 2015-2016

85% pass rate for 2014-2015

86% pass rate for 2013-2014

UC/CSU eligibility Rates have dropped over the last three years.

71.4% eligibility rate for 2015-2016

95.9% eligibility rate for 2014-2015

95.9% eligibility rate for 2013-2014

Continue to increase the number of students enrolled in CTE Pathway courses:

Based on a review of 2015-2016 and 2016-2017 CTE enrollment data, Torrey

**Growth Targets:** Expected annual measurable outcomes.

CAASPP increase percent of students scoring in the College Ready range as defined by the Early Assessment Program

Increase Graduation Rates

Increase the percent of students with AP Passing Exam Scores

Increase UC/CSU eligibility Rates

Continue to increase the number of students enrolled in CTE Pathway courses.

ITEM 20

Pines offered 12 additional CTE courses when compared to prior year with 2,139 students enrolled in at least 1 CTE course. This is an increase of 658 students when compared to the previous year.

**School-wide critical area/s for follow up addressed:** How does this goal align to one of the identified “critical areas for follow up” from the most recent WASC visiting committee report?

Further discuss and encourage students and their families regarding multiple post-high school options and opportunities that align with the 21st Century Learning Outcomes.

**Strategy:** (briefly describe the overall plan to address the identified need)

Increase course access to include rigorous academic classes as well as a wide variety of college prep and career-based electives.

Actions/Tasks (describe specifically what will occur at the site to meet this goal)		Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	Department members/chair and administration will align current pathway classes to the industry sector expectation by having meetings with the current pathway teachers and meeting to change classes/curriculum to national and local community college curriculum.	Department Members/Chair and Administration	None	*Course listing/curriculum sheets that are aligned to industry/community college expectations	3rd - 4th quarter
2.	Market pathway classes to all students a. Using students/staff to advertise classes to incoming and current students b. Administration and teachers reach out to AP, SPED, Low SES, EL, and Hispanic students to encourage them to enroll in these classes c. Administration and counselors review enrollment to evaluate if promotion efforts increased participation in target pathways.	Administration and Teachers	none	*Creation of advertisement (flyers, websites, etc) for CTE pathways *Schedule of talking to classes/individual students in regards to CTE classes	3rd quarter
3.	Administrators and CTE teachers will connect CTE pathway courses with work based learning opportunities (ie. facility tours, guest speakers, etc), and training in transferable technical skills (ie. online job search, etc.)	Administrators, CTE Teachers, Foundation Representatives	none	*Creation of database of speakers and industry partners willing to support the CTE program	Ongoing
4.	Administration and CTE teachers will articulate CTE course with community colleges so that students will receive certification after completing the capstone class.	Administration, CTE Teachers, District Officials	none	*Articulation/certification for CTE pathways documented with local community colleges	Ongoing

ITEM 20

**LCAP Goal:** (paste aligned SDUHSD LCAP goal from SDUHSD 17-20 Board approved LCAP)

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

**School Goal 4** (Description of 2017-18 measurable School Goal, aligned to WASC Action Plan goals)

Create a sense of connection and safety with the underclassmen, underrepresented, and new students.

**LCAP Priority Area:**

Priority #5: Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates.

Priority #6: School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

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

All students including students who qualify for special education, Low Socio-Economic Status (SES), English Language Learners (EL), and are of Hispanic ethnicity.

**Rationale:** What specific data revealed this need? What were the findings from the analysis of this data? List supporting data with a summary.

Data from the 2017 California Healthy Kids Survey (CHKS), as well as suspension rates and attendance/discipline data show that some students are not connected or feel safe at TPHS.

2017 CHKS data indicates that

82.7% of students reported that they feel safe in school

68.7% of students reported that they agree with the statement An Adult or Teacher at school cares about me

66.7% of students reported that they agree with the statement I feel like I am part of this school

2016-17 Student Information System data indicates that 10.5% of students were chronically absent

2014-15 Suspension rate = 1.0%, 28 students suspended

Notes: 2014-15 suspension rates are most recent public data available

2014-15 Expulsion rate = 0.1%, 8 students expelled

Notes: 2014-15 expulsion rates are most recent public data available

**Growth Targets:** Expected annual measurable outcomes.

5% increase in the percentage of students who agree with target Safety and Connectedness statements on a local climate survey that assesses similar resiliency and risk factors as Healthy Kids. Note Healthy Kids Survey will not be administered in 2017-2018 school year. Local survey data will be used to measure progress in this area.

Reduce the percentage of students that are chronically absent as measured by local attendance data.

Reduce the number if students suspended and expelled

**School-wide critical area/s for follow up addressed:** How does this goal align to one of the identified “critical areas for follow up” from the most recent WASC

ITEM 20

visiting committee report?

Increase student access to school-wide activities such as Challenge Days (previously FalconFest), Pep Rallies, and other campus events.

**Strategy:** (briefly describe the overall plan to address the identified need)

Create and strengthen systems to support student safety and connectedness at TPHS.  
Create systems to improve school-wide attendance.

	<b>Actions/Tasks</b> (describe specifically what will occur at the site to meet this goal)	<b>Person(s) Responsible</b>	<b>Cost and Funding Source</b>	<b>Means to assess improvement</b>	<b>Timeline</b>
1.	Create and facilitate student-teacher connections a. Promote and increase participation in the Mentor Program by administration personally encouraging all teachers to participate. b. Administrator will share and maintain a google document that staff can add students and concerns about them that all can see	Administration, counselors and Teachers	None	Documentation of a 5% teacher increase in participation in the Mentor Program *Creation of the google document for teachers to fill in	Ongoing
2.	Increase student attendance schoolwide a. Assistant principals will meet and discuss truant/tardy student lists every month and decide who should be SARTed and SARBed b. Create a consistent attendance policy that all staff will abide by c. Use Freshman Academies to educate freshman students on attendance policies during the first week of school in Year One PE, Dance, Freshman Football classes. d. Use Freshman Readiness Day to educate the new TPHS parents on the attendance policies e. Administration will create an accountability plan for teachers to keep accurate attendance and take attendance within the first 10 minutes of class f. Creation of a weekly parent newsletter that will address attendance issues as well as the going ons at the school	Administration, Support Staff and Teachers	None	*creation of lists and newsletter	Ongoing
3.	Increasing Awareness and Support of Social-Emotional Well Being of all students a. Staff Suicide Prevention training b. Monthly Newsletters c.. Challenge Days d. Safe Schools Week	Administration, Support Staff and Teachers	None	Challenge Day participation rates Monthly newsletters Mid-year Survey to determine staff and student connectedness	a. September 2017 and February 2018 b. Monthly b. October 2017 c. October 2017
4.	Creation, Administration and Analysis of local climate survey to mimic Healthy Kids Survey which assess student safety, connectedness,	Administration and Teachers	None	Survey Results	Late Spring 2018r

ITEM 20

	resiliency and other risk factors.				
5.	<p>Increase Parent Awareness and Involvement</p> <ul style="list-style-type: none"> <li>a. English Learner Advisory Committee meetings</li> <li>b. Parent Education Events: Suicide Prevention, Social Media, Drug and Alcohol Awareness, Quarterly Social/Emotional Tips Newsletter</li> <li>c. Cup 'o Joe with Coppo</li> </ul>	<ul style="list-style-type: none"> <li>a. Administration</li> <li>b. Administration, Counselors, and teacher volunteers</li> <li>c. Administration</li> </ul>	None	<p>Sign in sheets for ELAC meetings</p> <p>Registration and Participation of Parent Education Events</p> <p>Participation at Cup O Joe with Coppo</p>	Ongoing

## ITEM 20

### D. School Site Council Membership Torrey Pines High School

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Robert Coppo	X				
Tracy Olander			X		
Roxzana Sudo		X			
Brenda Robinette		X			
Mary Sisti		X			
Matt Chess		X			
Sato Umabe		X			
Junior Villegas		X			
Pam Brand			X		
Natalie Seward			X		
Madhan Subhas					
Wendi Santino-Ramseyer				X	
Doreen Hom				X	
Sajani Patel				X	
Hillary Shear				X	
Emma Chen				X	X
Lindy Byrne					X
Sean Circosta					X
Devyn Solo					X
Sarina Hegli					X
Ian King					X
<b>Numbers of members of each category</b>	<b>1</b>	<b>6</b>	<b>5</b>	<b>6</b>	<b>6</b>

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


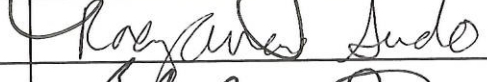


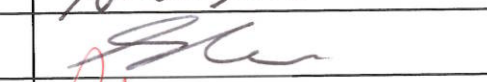



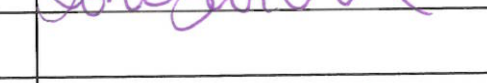






## Torrey Pines High School

ITEM 20

2017-2018 SPSA Voting Sign In





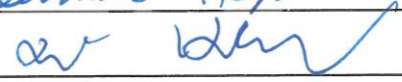

10/10/17

Name	Position	SPSA Vote Signature
Rob Coppo	Principal	
Tracy Olander	Assistant Principal/Other Staff	
Roxzana Sudo	Teacher	
Brenda Robinette	Teacher	
Mary Sisti	Teacher	
Matt Chess	Teacher	
Sato Umabe	Teacher	
Junior Villegas	Teacher	
Natalie Seward	Other Staff	
Pam Brand	Other Staff	
Toni Zurcher	Other Staff	
Rachel Gasca	Other Staff	
Doreen Hom	Community Member Student last name: Kong- graduated 2017	
Sajani Patel	Parent Member: Samaya Patel	
Hillary Shear	Parent Member: Frank Henry Shear,	

10/10/17

# Torrey Pines High School

ITEM 20

Emma Chen	Parent Member: Conner Chen	
Wendi Santino-Ramseyer	Parent Member: Camryn Ramseyer (12th) Cade Ramseyer (10 th) Keeley Ramseyer (10th)	
Madhan Subhas	Parent Member: Surya Madhan (Grade XI)	
Sarina Hegli	Student Grade 9	
Ian King	Student Grade 10	
Lindy Byrne	Student Grade 11	
Sean Circosta	Student Grade 12	
Devyn Solo	Student	

## ITEM 20

**Form F. Budget 2017-2018  
Torrey Pines High School**

<b>State/Federal Categorical Program</b>	<b>Allocation</b>
Site LCFF Supplemental Funding - Site Formative/Achievement Funds	<b>\$23,900</b>
Site LCFF Supplemental Funding - Site Tutoring Funds	<b>\$5,975</b>
Site LCFF Supplemental Funding – District Funded Sections (non-formula)	<b>\$216,000</b>
Title I Funds	<b>\$0.00</b>
<b>Total</b>	<b>\$245,875</b>

## Appendix A. Student Performance Data

## Section 1: Enrollment

Table 1.1 Site enrollment trends with Student Group breakdown

	2016-17		2015-16		2014-15		2013-14	
	#	%	#	%	#	%	#	%
<b>Total enrollment</b>	2,574		2,602	-	2,753	-	2,740	-
<b>Number &amp; Percent of English Learners</b>	145	6.1%	131	5.0%	156	5.7%	143	5.2%
<b>Number &amp; Percent of Long Term English Learners</b>	39	1.5%	25	1.0%	26	0.9%	37	1.4%
<b>Number &amp; Percent of Redesignated Fluent English Proficient students</b>	409	15.8%	257	9.9%	237	8.6%	232	8.5%
<b>Number &amp; Percent of students who are Socio-Economically Disadvantaged</b>	47	1.9%	166	6.4%	172	6.3%	185	6.8%
<b>Number &amp; Percent of Special Education students</b>	226	9.3%	261	10.0%	273	9.9%	273	10.0%

## Source:

Total enrollment, English Learner enrollment, Socio-Economically Disadvantaged enrollment, Special Education enrollment:  
California Longitudinal Pupil Achievement Data System. Report. 1.1 Enrollment - Primary Status by Subgroup. (Fall 1)

Long Term English Lerner Enrollment, Redesignated Fluent English Proficient enrollment:  
Aeries Student Information System data. Analytics dashboards: LTEL, RFEP (retrieved 8/23/16)

## Section 2: Student Achievement Indicators

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

11 <sup>th</sup> grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
<b>16-17</b>	577	68%	67%	68%	41%	21%	41%
<b>15-16</b>	698	79%	78%	82%	32%	76%	52%
<b>14-15</b>	677	84%	83%	72%	34%	53%	66%

Source:

California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from <http://caaspp.cde.ca.gov/>

**CAASPP Results (All Students)****English Language Arts/Literacy**

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	695	717	587	677	698	577	674	698	577	97.4	97.5	98.3
All Grades	695	717	587	677	698	577	674	698	577	97.4	97.5	98.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2671.7	2660.3	2630.0	51	46	38.82	33	33	29.46	11	15	17.85	5	6	13.86
All Grades	N/A	N/A	N/A	51	46	38.82	33	33	29.46	11	15	17.85	5	6	13.86

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	58	49	42.81	35	42	39.34	7	9	17.85
All Grades	58	49	42.81	35	42	39.34	7	9	17.85

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	64	57	48.87	31	34	38.82	5	9	12.31
All Grades	64	57	48.87	31	34	38.82	5	9	12.31

ITEM 20

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	34	38	33.45	59	55	51.99	6	7	14.56
All Grades	34	38	33.45	59	55	51.99	6	7	14.56

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	49	53	41.59	46	40	44.02	5	7	14.38
All Grades	49	53	41.59	46	40	44.02	5	7	14.38

Data Source  
California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from <http://caaspp.cde.ca.gov/>

**III School and Student Performance Data****Table 2.2 Percent of students tested who scored in the Standard Met and Exceeded range in Math**

11 <sup>th</sup> grade	Number of students tested	All Students	English Only	RFEP	English Learner	Special Education	Socioeconomically disadvantaged
<b>16-17</b>	577	56%	45%	58%	45.%	11.%	30.%
<b>15-16</b>	716	62%	58%	80%	34%	5%	34%
<b>14-15</b>	695	70%	67%	65%	54%	20%	41%

Source:

California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from <http://caaspp.cde.ca.gov/>



**CAASPP Results (All Students)****Mathematics**

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	695	717	587	680	700	577	680	700	577	97.8	97.8	98.3
All Grades	695	717	587	680	700	577	680	700	577	97.8	97.8	98.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	2684.8	2660.9	2648.3	42	38	31.20	28	24	25.48	19	19	24.09	11	19	19.24
All Grades	N/A	N/A	N/A	42	38	31.20	28	24	25.48	19	19	24.09	11	19	19.24

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	54	52	46.62	33	25	30.68	13	22	22.70
All Grades	54	52	46.62	33	25	30.68	13	22	22.70

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 11	43	38	31.20	49	46	45.06	8	16	23.74
All Grades	43	38	31.20	49	46	45.06	8	16	23.74

## ITEM 20

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
<b>Grade 11</b>	44	44	37.61	46	44	47.83	9	12	14.56
<b>All Grades</b>	44	44	37.61	46	44	47.83	9	12	14.56

## Data Source

California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from <http://caaspp.cde.ca.gov/>

## Section 3: School Climate Indicators

Table 3.1 Truancy rates

	2015-16	2014-15	2013-14	2012-13
Truancy rate		64.10%	55.12%	22.4%

Source:

California Department of Education Data Reporting Office. Truancy Report. Retrieved from <http://dq.cde.ca.gov/dataquest/>

Table 3.2 Chronic absenteeism rates by Student Group

	All Students	English Learners	Socioeconomically disadvantaged	Special Education
15-16	10.6%	12.8%	17.1%	21.5%
14-15	10%	7.4%	14.5%	18.4%

Source:

Aeries Student Information System data. Analytics dashboards: Attendance% (retrieved 10/13/2016)

Table 3.3 Discipline data

	2014-15	2013-14	2012-13
Number of students suspended	28	26	40
Suspension rate		0.9%	1.4%
Number of students expelled	3	0	0
Expulsion rate		0.0%	0.0%

Source:

California Department of Education Data Reporting Office. Suspension and Expulsion Report. Retrieved from <http://dq.cde.ca.gov/dataquest/>

Table 3.4 Cohort dropout rate by Student Group

	2015-16	2014-15	2013-14	2012-13
All Students		1.5%	1.0%	0.8%

Source:

CALPADS report 1.9 Completers and Dropouts - Count

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

**Table 4.1 CELDT (Annual Assessment) Results**

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
<b>9</b>	5	29	8	40	42	58	45	25	19	5	4	15	5		
<b>10</b>	15	17	27	50	35	32	24	43	36	9	4	5	3		
<b>11</b>	29	24	16	39	48	53	23	17	26	6	10	5	3		
<b>12</b>	30	19	25	48	56	45	17	25	25	4		5	0		
<b>Total</b>	20	23	18	44	45	47	26	27	26	6	5	8	3		

**Data Source**

California Department of Education Data Reporting Office. California English Language Development Test (CELDT) Reports. Retrieved from <http://www.cde.ca.gov/ta/ac/t3/t3reports.asp>

**Table 4.2 Reclassification Rate**

	2016-17	2015-16	2014-15	2013-14
<b>Number and percentage of students Redesignated Fluent English Proficient</b>	50 (32.3%)	21 (15.2%)	25 (20.2%)	42 (30.4%) 42 (30.4%)

**Source:**

California Department of Education Data Reporting Office. Number and Percent of Students Redesignated to FEP. Retrieved from <http://dq.cde.ca.gov/dataquest/>

## Section 5: College and Career Readiness Indicators

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

	All Students			English Learners			Socioeconomically disadvantaged			Special Education		
	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready
<b>15-16</b>	46	33	21	7	25	67	19	33	48	3	23	74

Source:

California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from <http://caaspp.cde.ca.gov/>

**Table 5.2 Early Assessment Program (EAP) math results by Student Group**

	All Students			English Learners			Socioeconomically disadvantaged			Special Education		
	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready	College Ready	Conditionally Ready	Not Ready
<b>15-16</b>	38	25	38	17	17	66	15	19	67	0	5	95

Source:

California Assessment of Student Performance and Progress (CAASPP) Results. Retrieved from <http://caaspp.cde.ca.gov/>

**Table 5.3 Advanced Placement Exam results**

	2016-17	2015-16	2014-15	2013-14
<b>Percent of exams with a score of 3+ (passing)</b>		84%	85%	86%
<b>Number of tests taken</b>		2,278	2,642	2,713
<b>Number of testers</b>		979	1,117	1,134
<b>Average number of tests per student</b>		2.3	2.4	2.4

Source:

2016 College Board District Summary Report. Retrieved from <https://scores.collegeboard.org>

## ITEM 20

Table 5.4 College Entrance Exam results

		2017-16	2015-16	2014-15	2013-14
SAT	Number and Percent of Seniors tested		*	492/68%	413/67%
	Mean Score : Critical Reading		*	612	606
	Mean Score : Math		*	639	636
	Mean Score: Writing		*	617	616
ACT	Number and Percent of Seniors tested		*	376/52%	300/49%
	Average Score : English		*	27.8	27.3
	Average Score : Math		*	27.5	27.7
	Average Score: Reading		*	27.6	26.8
	Average Score: Science		*	26.9	26.4
	Average Score: Composite		*	27.6	27.2

Source:

SAT data provided by College Bound Senior Level Reports, ACT College Bound School Level Senior Reports \*2015-16 data not available from the ACT and SAT College Bound Senior School Level Reports at the time of this report

Table 5.5 UC/CSU eligibility rates by Student Group

	All students	English Learner	Socioeconomically disadvantaged	Special Education
15-16	71.4%	0.0%	50.0%	*
14-15	97.5%	87.2%	88.2%	81.4%
13-14	74.3%	11.1%	39.5%	*

Source:

California Department of Education Data Reporting Office. 12th Grade Graduates Completing all Courses Required for U.C. and/or C.S.U. Entrance. Retrieved from <http://www.cde.ca.gov/ta/ac/t3/t3reports.asp>

## ITEM 20

**Table 5.6 Cohort graduation rates by Student Group**

	All students	English Learner	Socioeconomically disadvantaged	Special Education
<b>15-16</b>	97.1%	89.5%	92.2%	76.9%
<b>14-15</b>	74.3%	11.1%	39.5%	*
<b>13-14</b>	97.5%	87.2%	88.2%	81.4%

## Source:

California Department of Education Data Reporting Office. Cohort Outcome Data for the Class of 2014-15, 13-14, 12-13. Retrieved from <http://www.cde.ca.gov/ta/ac/t3/t3reports.asp>

\*data not available from California Department of Education Data Reporting Office

# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** October 24, 2017

**BOARD MEETING DATE:** November 2, 2017

**PREPARED:** Amy Herman, Board President

**SUBMITTED BY:** Eric R. Dill, Superintendent

**SUBJECT:** APPROVAL OF AGREEMENT / CALIFORNIA SCHOOL BOARDS ASSOCIATION (CSBA)

\*\*\*\*\*

### EXECUTIVE SUMMARY

At the last board meeting on October 12, 2017, the Board approved conducting a workshop facilitated by California School Board Association (CSBA) with participation of all Governing Board Members and the Superintendent to improve board governance and organizational effectiveness. CSBA has agreed to hold the workshop on February 21, 2018, from 9:00 a.m. to 3:00 p.m., for the amount of \$2,000 plus reasonable travel expenses.

### RECOMMENDATION:

It is recommended that the Board approve entering into an agreement with California School Boards Association (CSBA), to conduct a workshop on board governance and organizational effectiveness, with participation of all Governing Board Members and the Superintendent, scheduled on February 21, 2018 and completed no later than June 30, 2018, in the amount of \$2,000.00 plus reasonable travel expenses, to be expended from the General Fund/Unrestricted 01-00, and authorize Amy Herman and Eric Dill to execute the agreement, as shown in the attached supplement.

### FUNDING SOURCE:

General Fund/Unrestricted 01-00



California School Boards Association

**AGREEMENT FOR GOVERNANCE CONSULTING SERVICES**

THIS Agreement made and entered into by and between the CALIFORNIA SCHOOL BOARDS ASSOCIATION, a nonprofit California corporation, hereinafter referred to as "CSBA" and San Dieguito Union High School District hereinafter referred to as "District."

CSBA agrees to provide a Governance Leadership workshop. The workshop will be completed no later than June 30, 2018.

**CONDITION PRECEDENT**

To be eligible for this program, the district must be a member in good standing of CSBA.

The parties hereby agree as follows:

**1. DUTIES AND RESPONSIBILITIES OF DISTRICT**

**1.1 District agrees to:**

- a. assure attendance by all board members, and the superintendent of San Dieguito Union High School District as requested by CSBA;
- b. provide appropriate facilities for each session; and
- c. provide necessary food and refreshments.

**2. DUTIES, RESPONSIBILITIES AND RECOMMENDATIONS OF CSBA**

**2.1 CSBA agrees to:**

- a. provide any necessary copyrighted course materials as needed for the Governance consulting workshop;
- b. conduct phone interviews with board members and superintendent as appropriate;
- c. perform the agreed upon Governance consulting services;
- d. provide summary materials from the Governance consulting services.

**3. COMPENSATION AND OTHER EXPENSES**

3.1 In consideration for the consulting services, the District agrees to pay CSBA a base fee of \$2000, plus reasonable travel expenses.

3.2 Payment is due within 30 days upon receipt of invoice from CSBA, following the service delivery.

ITEM 21

4. CONTRACT TERMINATION

- 4.1 The terms of the Agreement shall terminate no later than June 30, 2018, or sooner if all provisions have been satisfied.
- 4.2 Unless otherwise terminated pursuant to this Agreement, CSBA or District may terminate this agreement without cause by giving thirty (30) days written notice to the other party.
- 4.3 Should CSBA default in the performance of this Agreement or materially breach any of its provisions, District may terminate this Agreement by giving written notification to CSBA.
- 4.4 Should District default in the performance of this Agreement or materially breach any of its provisions, CSBA may terminate this Agreement by giving written notification to District.

5. GENERAL PROVISIONS

- 5.1 For the purposes of communication between the parties, the following shall be the representatives of the parties:

<p>Amy Herman Board President</p> <p>San Dieguito Union High School District 710 Encinitas Blvd Encinitas, CA 92024 Phone: (760) 753-6491</p>	<p>Eric Dill Superintendent</p> <p>San Dieguito Union High School District 710 Encinitas Blvd Encinitas, CA 92024 Phone: (760) 753-6491</p>	<p>Naomi Eason, Ed.D Assistant Executive Director, Member Services California School Boards Association 3251 Beacon Boulevard West Sacramento, CA 95691 Phone: (916) 669-3293 Fax: (916) 371-3407</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

- 5.2 This Agreement is the entire agreement and supersedes any oral or written agreements previously entered into concerning the conduct of the Governance consulting services.
- 5.3 If any provision in this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force.
- 5.4 This Agreement will be governed and construed according to the laws of the State of California.

ITEM 21

AGREED

SCHOOL DISTRICT

BY: \_\_\_\_\_  
Amy Herman, Board President

DATED: \_\_\_\_\_

BY: \_\_\_\_\_  
Eric Dill, Superintendent

DATED: \_\_\_\_\_

CALIFORNIA SCHOOL BOARDS ASSOCIATION

BY: *Naomi Eason*  
Naomi Eason, Ed.D.  
Assistant Executive Director,  
Member Services

DATED: 6/13/17

# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** October 23, 2017

**BOARD MEETING DATE:** November 2, 2017

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

**SUBJECT:** PROPOSED BOARD MEETING  
SCHEDULE, 2018

\*\*\*\*\*

### EXECUTIVE SUMMARY

Attached is a proposed Board Meeting Schedule for 2018, in accordance with Education Code sections 35140 and 72000(c)(4), which require that the Governing Board fix the time and place for its regular Governing Board meetings annually.

### RECOMMENDATION:

This item is being submitted for Board consideration and will be resubmitted for Board action on December 14, 2017.

### FUNDING SOURCE:

Not applicable



**DRAFT**

San Dieguito Union High School District  
School Board Meeting Dates, 2018

***PROPOSED***

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All School Board Meetings are held in the San Dieguito Union High School District Office Board Room 101, located at 710 Encinitas Blvd., Encinitas, California, 92024.

Regular Board Meetings begin at 6:30 p.m. and are usually scheduled on a Thursday, unless otherwise indicated.

***PROPOSED MEETING DATES, 2018***

January 18  
February 8  
March 15  
April 19  
May 10  
June 7  
June 21  
July 26  
August 16  
September 13  
October 11  
November 1  
December 13

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 [Office of the Superintendent](#). Notification 72 hours prior to the meeting will enable the District to make reasonable arrangements to ensure accommodation and accessibility to this meeting. Upon request, the District shall also make available this agenda and all other public records associated with the meeting in appropriate alternative formats for persons with a disability.

# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** October 23, 2017

**BOARD MEETING DATE:** November 2, 2017

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

**SUBJECT:** CSBA DELEGATE ASSEMBLY / 2018  
NOMINATION PROCEDURES & DEADLINES

\*\*\*\*\*

### EXECUTIVE SUMMARY

Each year, the California School Board Association Delegate Assembly provides Board members the opportunity to nominate Board member candidates within their geographical region or subregion to serve on the Delegate Assembly. Elected delegates serve a two-year term. Nominations for 2018 are now being accepted. The deadline for nominations will be Sunday, January 7, 2018. For details about the election process, [click here](#). (CSBA Delegate Assembly Website).

### RECOMMENDATION:

This item is provided for Board consideration, and will be resubmitted for action at the Board meeting on December 14, 2017.

### FUNDING SOURCE:

Not applicable



California School Boards Association

**DEADLINE: Sunday, January 7, 2018**  
**BOARD ACTION REQUIRED**  
Please deliver to all governing board members.

October 27, 2017

**MEMORANDUM**

To: All Board Presidents, Superintendents of CSBA Member Boards of Education

From: Susan Henry, President

Copy: All Executive Assistants

Re: Call for Nominations for CSBA Delegate Assembly – **Due Sunday, January 7, 2018**

Each year, member boards elect representatives from 21 geographic regions to CSBA's Delegate Assembly. The Delegate Assembly is a vital link in the association's governance and sets the general policy direction for the association. Working with member boards, the Board of Directors, and Executive Committee, Delegates ensure that the association promotes the interests of school districts and county offices of education throughout the state. There are two required Delegate Assembly meetings each year. In 2018, the first meeting will be May 19-20 in Sacramento and the second one will be November 28-29 in San Francisco preceding CSBA's Annual Education Conference and Trade show.

Nomination and candidate biographical sketch forms for CSBA's Delegate Assembly are now being accepted until **Sunday, January 7, 2018**. Nomination instructions are listed below:

- Any CSBA member board is eligible to nominate board members within their geographical region or subregion and may nominate as many individuals as it chooses by submitting a nomination form for each nominee.
- All nominees must serve on CSBA member boards and give their approval prior to being nominated.
- All nominees must submit a **one-page, single-sided**, candidate biographical sketch form. An optional one-page, one-sided résumé may also be submitted but cannot be substituted for the biographical sketch form.
- All nomination materials must be postmarked by the U.S.P.S., faxed or emailed no later than 11:59 p.m. on **Sunday, January 7**. It is the nominee's responsibility to confirm that all nomination materials have been received by the CSBA Executive Office by this due date. Late submissions will not be accepted.
- Ballots will be mailed by Thursday, February 1, 2018 and are due Thursday, March 15, 2018.
- Elected Delegates serve a two-year term beginning April 1, 2018 through March 31, 2020.

The enclosed nomination materials related to the nomination process are available to download at <https://www.csba.org/About/Leadership/ElectionToCsbaOffice/ElectiontotheDelegateAssembly.aspx>. For more information about the Delegate Assembly, please contact the Executive Office or Leanne Gosselin, [lgosselin@csba.org](mailto:lgosselin@csba.org) or (800) 266-3382, ext. 3302. Thank you.



## **IMPORTANT DELEGATE NOMINATION AND ELECTION DEADLINES**

***Note: Nominations Due on a Sunday***

### **Important 2018 Dates:**

- **Sunday, January 7:** U.S.P.S. postmarked, fax, or email deadline for *required* Nomination and Candidate Biographical Sketch Forms
- By Thursday, February 1: Ballots mailed to Member Boards
- February 1 – March 15: Boards vote for Delegates
- Thursday, March 15: Deadline for the ballots to be returned to CSBA (U.S.P.S. POSTMARK ONLY)
- By Friday, March 30: Ballots to be tallied
- By Sunday, April 1: Election results, except for run-offs, posted on CSBA's Web site
- Monday, April 30: Deadline for run-off ballots to be returned to CSBA (U.S.P.S. POSTMARK ONLY)

### **CSBA Delegate Assembly Meeting Dates in 2018**

- Saturday, May 19 – Sunday, May 20, Sacramento
- Wednesday, November 28 – Thursday, November 29, San Francisco



**2017 DELEGATE ASSEMBLY ROSTER (as of October 16, 2017)**  
**DELEGATES (Year=term expiration; ♦=appointed by district)**
**REGION 1 – 4 Delegates (4 elected)**

Director: Jennifer Owen (Fort Bragg USD)

**Subregion 1-A (Del Norte, Humboldt)**

Donald McArthur (Del Norte County USD), 2019

Lisa Ollivier (Eureka City SD), 2018

**Subregion 1-B (Lake, Mendocino)**

Taja Odom (Kelseyville USD), 2018

**County:** David Browning (Lake COE), 2019**REGION 2 – 4 Delegates (4 elected)**

Director: Sherry Crawford (Siskiyou COE)

**Subregion 2-A (Modoc, Siskiyou, Trinity)**

Gregg Gunkel (Siskiyou Union HSD), 2019

**Subregion 2-B (Shasta)**

Teri Vigil (Fall River Joint USD), 2019

**Subregion 2-C (Lassen, Plumas)**

Dwight Pierson (Plumas County &amp; USD), 2018

**County:** Brenda Duchi (Siskiyou COE), 2018**REGION 3 – 8 Delegates (8 elected)**

Director: A.C. (Tony) Ubalde (Vallejo City USD)

**Subregion 3-A (Sonoma)**

Ron Kristof (Santa Rosa City Schools), 2019

Casandra Maitlen-Jones (Bennett Valley Union SD), 2018

**Subregion 3-B (Napa)**

Indira Lopez (Calistoga Joint USD), 2019

**Subregion 3-C (Solano)**

Michele (Shelley) Dally (Vacaville USD), 2018

Diane Ferrucci (Benicia USD), 2019

David Isom (Fairfield-Suisun USD), 2019

**Subregion 3-D (Marin)**

Barbara Owens, (Tamalpais Union HSD) 2018

**County:** Herman Hernandez (Sonoma COE), 2019**REGION 4 – 8 Delegates (8 elected)**

Director: Paige Stauss (Roseville Joint Union HSD)

**Subregion 4-A (Glenn, Tehama)**

Rod Thompson (Red Bluff Jt. Union HSD), 2018

**Subregion 4-B (Butte)**

Judith Peters (Paradise USD), 2019

**Subregion 4-C (Colusa, Sutter, Yuba)**

Paul Broughton (Yuba City USD), 2019

Jim Flurry (Marysville Joint USD), 2018

**Subregion 4-D (Nevada, Placer, Sierra)**

Julann Brown (Auburn Union ESD), 2019

Linda Campbell (Nevada Joint Union HSD), 2019

Renee Nash (Eureka Union SD), 2018

**County:** Suzanne Jones (Placer COE), 2018**REGION 5 – 10 Delegates (7 elected/3 appointed ♦)**

Director: Alisa MacAvoy (Redwood City ESD)

**Subregion 5-A (San Francisco)**

Emily Murase (San Francisco County USD)♦, 2019

Rachel Norton (San Francisco County USD)♦, 2019

Shamann Walton (San Francisco County USD)♦, 2018

**Subregion 5-B (San Mateo)**

Davina Drabkin (Burlingame ESD), 2019

Carrie Du Bois (Sequoia Union HSD), 2019

Marc Friedman (San Mateo Union HSD), 2018

Clayton Koo, (Jefferson ESD), 2018

Kevin Martinez (San Bruno Park ESD), 2019

Kalimah Salahuddin (Jefferson Union HSD), 2018

**County:** Beverly Gerard (San Mateo COE), 2019**REGION 6 – 19 Delegates (12 elected/7 appointed ♦)**

Director: Darrel Woo (Sacramento City USD)

**Subregion 6-A (Yolo)**

Jackie Wong (Washington USD), 2018

**Subregion 6-B (Sacramento)**

Michael A. Baker (Twin Rivers USD)♦, 2019

Pam Costa (San Juan USD)♦, 2019

Craig DeLuz (Robla ESD), 2018

John Gordon (Galt Joint Union ESD), 2019

Jay Hansen (Sacramento City USD)♦, 2019

James Hendricks (Arcohe Union ESD), 2018

Susan Heredia (Natomas USD), 2019

Lisa Kaplan (Natomas USD), 2019

Crystal Martinez-Alire (Elk Grove USD)♦, 2019

Mike McKibbin (San Juan USD)♦, 2018

Christina Pritchett (Sacramento City USD)♦, 2020

JoAnne Reinking (Folsom-Cordova USD), 2018

Rebecca Sandoval (Twin Rivers USD), 2019

Edward (Ed) Short (Folsom-Cordova USD), 2019

Bobbie Singh-Allen (Elk Grove USD)♦, 2018

**Subregion 6-C (Alpine, El Dorado, Mono)**

Misty DiVittorio (Placerville Union ESD), 2018

Suzanna George (Rescue Union ESD), 2019

**County:** Shelton Yip (Yolo COE), 2018



**2017 DELEGATE ASSEMBLY ROSTER (as of October 16, 2017)**  
**DELEGATES (Year=term expiration: ◇=appointed by district)**

**REGION 7 – 20 Delegates (15 elected/5 appointed ◇)**

Director: Anne White (Livermore Valley USD)

**Subregion 7-A (Contra Costa)**

Elizabeth (Liz) Bettis (Walnut Creek ESD), 2019  
 Elizabeth Block (West Contra Costa USD)◇, 2018  
 Laura Canciamilla (Pittsburg USD), 2018  
 Craig Cheslog (Acalanes Union HSD), 2019  
 Linda K. Mayo (Mt. Diablo USD)◇, 2019  
 Kathi McLaughlin (Martinez USD), 2018  
 Yolanda Pena Mendrek, (Liberty Union HSD), 2019  
 Raymond Valverde (Liberty Union HSD), 2018

**Subregion 7-B (Alameda)**

Valerie Arkin (Pleasanton USD), 2018  
 Desrie Campbell (Fremont USD), 2018  
 Ann Crosbie (Fremont USD)◇, 2019  
 Beatriz Leyva-Cutler (Berkeley USD), 2019  
 Jody London (Oakland USD)◇, 2019  
 William McGee (Hayward USD), 2019  
 Amy Miller (Dublin USD), 2018  
 Diana J. Prola (San Leandro USD), 2019  
 Nancy Thomas (Newark USD), 2019  
 Rosie Torres (Oakland USD)◇, 2018  
 Jamie Yee Hintzke (Pleasanton USD), 2018  
**County:** Fatima Alleyne (Contra Costa COE), 2019

**REGION 8 – 14 Delegates (12 elected/2 appointed ◇)**

Director: Matthew Balzarini (Lammersville Joint USD)

**Subregion 8-A (San Joaquin)**

Kathleen Garcia (Stockton USD)◇, 2019  
 Kathy Howe (Manteca USD), 2018  
 George Neely (Lodi USD), 2019  
 Christopher (Kit) Oase (Ripon USD), 2019  
 Angela Phillips (Stockton USD)◇, 2018  
 Jenny Van De Pol (Lincoln USD), 2018  
 Vacant, 2018

**Subregion 8-B (Amador, Calaveras, Tuolumne)**

Zerrall McDaniel (Calaveras USD), 2019

**Subregion 8-C (Stanislaus)**

Faye Lane (Ceres USD), 2018  
 Cynthia (Cindi) Lindsey (Sylvan Union ESD), 2019  
 Paul Wallace (Neman-Crows Landing USD), 2019

**Subregion 8-D (Merced)**

Adam Cox (Merced City ESD), 2019  
 Greg Opinski (Merced Union HSD), 2018

**County:** Juliana Feriani (Tuolumne COE), 2018

**REGION 9 – 8 Delegates (8 elected)**

Director: Tami Gunther (Atascadero USD)

**Subregion 9-A (San Benito, Santa Cruz)**

Phil Rodriguez (Soquel Union ESD), 2018  
 Deborah Tracy-Proulx (Santa Cruz City Schools), 2018  
 George Wylie (San Lorenzo Valley USD), 2019

**Subregion 9-B (Monterey)**

Lila Cann (Salinas Union HSD), 2019  
 Rita Patel (Carmel USD), 2018

**Subregion 9-C (San Luis Obispo)**

Mark Buchman (San Luis Coastal USD), 2018  
 Vicki Meagher (Lucia Mar USD), 2019

**County:** Janet Wohlgemuth (Monterey COE), 2019

**REGION 10 – 15 Delegates (11 elected/4 appointed ◇)**

Director: Susan Markarian (Pacific Union ESD)

**Subregion10-A (Madera, Mariposa)**

Barbara Bigelow (Chawanakee USD), 2019

**Subregion10-B (Fresno)**

Daniel Babshoff (Kerman USD), 2019  
 Connie Brooks (Kings Canyon Joint USD), 2018  
 Darrell Carter (Washington USD), 2018  
 Gilbert Coelho (Firebaugh-Las Deltas USD), 2018  
 Valerie Davis (Fresno USD)◇, 2019  
 Brian Heryford (Clovis USD)◇, 2019  
 William (Bill) Johnson (Clay ESD), 2019  
 Marcy Masumoto (Sanger USD), 2019  
 Carol Mills (Fresno USD)◇, 2018  
 Elizabeth (Betsy) Sandoval (Clovis USD)◇, 2018  
 Norman Saude (Sierra USD), 2018  
 Kathy Spate (Caruthers USD), 2019

**Subregion10-C (Kings)**

Karen Frey (Corcoran Joint USD), 2018  
**County:** Sara Wilkins (Madera COE), 2018

**REGION 11 – 9 Delegates (9 elected)**

Director: Suzanne Kitchens (Pleasant Valley SD)

**Subregion 11-A (Santa Barbara)**

Jack C. Garvin (Santa Maria Joint Union HSD), 2018  
 Luz Reyes-Martin (Goleta Union SD), 2019

**Subregion 11-B (Ventura County and Las Virgenes USD)**

John Andersen (Conejo Valley USD), 2018  
 William Daniels (Simi Valley USD), 2018  
 Vianey Lopez (Hueneme ESD), 2018  
 Veronica Robles-Solis (Oxnard SD), 2018  
 Christina (Tina) Urias (Santa Paul USD), 2019  
 John Walker (Ventura USD), 2019

**County:** Mark Lisagor (Ventura COE), 2019



**2017 DELEGATE ASSEMBLY ROSTER (as of October 16, 2017)**  
**DELEGATES (Year=term expiration: ◇=appointed by district)**

**REGION 12 – 13 Delegates (11 elected/2 appointed ◇)**

Director: Bill Farris (Sierra Sands USD)

**Subregion 12-A (Tulare)**

Peter Lara, Jr. (Porterville USD), 2018  
 Cathy Mederos (Tulare Joint Union HSD), 2019  
 Dean Sutton (Exeter USD), 2019  
 Lucia Vazquez (Visalia USD), 2018

**Subregion 12-B (Kern)**

Pamela (Pam) Baugher (Bakersfield City SD), 2019  
 Jeff Flores (Kern Union HSD)◇, 2019  
 Tim Johnson (Sierra Sands USD), 2019  
 Phillip Peters (Kern Union HSD)◇, 2018  
 Geri Rivera (Arvin Union SD), 2019  
 Keith Wolaridge (Panama-Buena Vista Union SD), 2019  
 Vacant, 2018  
 Vacant, 2018

**County:** Donald P. Cowan (Kern COE), 2018

**REGION 15 – 27 Delegates (18 elected/9 appointed ◇)**

Director: Meg Cutuli (Los Alamitos USD)

**County: Orange**

Alfonso Alvarez (Santa Ana USD)◇, 2019  
 Valerie Amezcua (Santa Ana USD)◇, 2018  
 Dana Black (Newport-Mesa USD), 2018  
 Lauren Brooks (Irvine USD), 2018  
 Carrie Buck (Placentia-Yorba Linda USD), 2019  
 Bonnie Castrey (Huntington Beach Union HSD), 2019  
 Jeff Cole (Anaheim ESD), 2019  
 Ian Collins (Fountain Valley ESD), 2019  
 Lynn Davis (Tustin USD), 2018  
 Judy Franco (Newport-Mesa USD), 2018  
 Karin Freeman (Placentia-Yorba Linda USD), 2019  
 Al Jabbar (Anaheim Un. HSD), 2019  
 Gila Jones (Capistrano USD)◇, 2019  
 Candice (Candi) Kern (Cypress ESD), 2018  
 Martha McNicholas (Capistrano USD)◇, 2018  
 Lan Nguyen (Garden Grove USD)◇, 2018  
 Annemarie Randle-Trejo (Anaheim Union HSD)◇, 2018  
 Teri Rocco (Garden Grove USD)◇, 2019  
 Rosemary Saylor (Huntington Beach City ESD), 2018  
 Francine Scinto (Tustin USD), 2018  
 Michael Simons (Huntington Beach Union HSD), 2018  
 Robert A. Singer (Fullerton Joint Union HSD), 2019  
 Suzie R. Swartz (Saddleback Valley USD), 2019  
 Sharon Wallin (Irvine USD)◇, 2018  
 Dolores Winchell (Saddleback Valley USD), 2019  
 Vacant Appointment (Saddleback Valley USD)◇, 2019  
**County:** John (Jack) Bedell (Orange COE), 2019

**REGION 16 – 20 Delegate (15 elected/5 appointed ◇)**

Director: Karen Gray (Silver Valley USD)

**Subregion 16-A (Inyo)**

Susan Patton (Lone Pine USD), 2019

**Subregion 16-B (San Bernardino)**

Christina Cameron-Otero (Needles USD), 2018  
 Niccole Childs (Hesperia USD), 2018  
 Tom Courtney (Lucerne Valley USD), 2019  
 Barbara J. Dew (Victor Valley Union HSD), 2018  
 Gwen Dowdy-Rodgers (San Bernardino City USD)◇, 2019  
 Barbara Flores (San Bernardino City USD)◇, 2018  
 Peter Garcia (Fontana USD)◇, 2019  
 Margaret Hill (San Bernardino City USD), 2019  
 Sylvia Orozco (Chino Valley USD)◇, 2019  
 Caryn Payzant (Alta Loma ESD), 2018  
 Barbara Schneider (Helendale SD), 2018  
 Matt Slowik (Fontana USD)◇, 2018  
 Jane Smith (Yucaipa-Calimesa Joint USD), 2018  
 Wilson So (Apple Valley USD), 2019  
 Eric Swanson (Hesperia USD), 2019  
 Kathy A. Thompson (Central ESD), 2019  
 Charles Uhalley (Chaffey Joint Union HSD), 2019  
 Donna West (Redlands USD), 2018  
**County:** Mark Sumpter (San Bernardino COE), 2018

**REGION 17 – 24 Delegates (18 elected/6 appointed ◇)**

Director: Katie Dexter (Lemon Grove SD)

**County: San Diego**

Elvia Aguilar (South Bay Union SD), 2018  
 Barbara Avalos (National SD), 2018  
 Richard Barrera, (San Diego USD)◇, 2019  
 Leslie Ray Bunker (Chula Vista ESD), 2019  
 Brian Clapper (National SD), 2018  
 Gelia Cook (Lakeside Union SD), 2019  
 Eleanor Evans (Oceanside USD), 2018  
 Al Guerra, (Alpine Union SD), 2018  
 Beth Hergesheimer (San Dieguito Union HSD), 2019  
 Claudine Jones (Carlsbad USD), 2018  
 Michael McQuary (San Diego USD)◇, 2018  
 Tamara Otero (Cajon Valley Union SD), 2019  
 Dawn Perfect (Ramona USD), 2019  
 Eduardo Reyes (Chula Vista ESD), 2018  
 Barbara Ryan (Santee SD), 2019  
 Debra Schade (Solana Beach ESD), 2018  
 Nicholas Segura (Sweetwater Union HSD)◇, 2018  
 Charles Sellers (Poway USD)◇, 2019  
 Louis Smith (Coronado USD), 2019  
 Arturo Solis (Sweetwater Union HSD)◇, 2019  
 Marla Strich (Encinitas Union ESD), 2018  
 Cipriano Vargas, (Vista USD), 2018  
 Sharon Whitehurst-Payne (San Diego USD)◇, 2019  
**County:** Guadalupe Gonzalez (San Diego COE), 2019

**2017 DELEGATE ASSEMBLY ROSTER (as of October 16, 2017)****DELEGATES (Year=term expiration: ◇=appointed by district)****REGION 18 – 21 Delegates (16 elected/5 appointed ◇)**

Director: Wendy Jonathan (Desert Sands USD)

**Subregion 18-A (Riverside)**

Alfredo Andrade (Banning USD), 2019  
 Bruce N. Dennis (Riverside COE), 2019  
 Kenneth Dickson (Murrieta Valley USD), 2019  
 Tom Elliott (Perris ESD), 2018  
 Robert Garcia (Jurupa USD), 2019  
 Tom Hunt (Riverside USD)◇, 2019  
 Cleveland (CJ) Johnson (Moreno Valley USD)◇, 2019  
 Wendy Jonathan (Desert Sands USD), 2018  
 Marla Kirkland (Val Verde USD), 2018  
 Susan Lara (Beaumont USD), 2018  
 Patricia Lock-Dawson (Riverside USD)◇, 2018  
 David Nelissen (Perris Union HSD), 2018  
 Bill Newberry (Corona-Norco USD)◇, 2018  
 John Norman (San Jacinto USD), 2019  
 Kristi Rutz-Robbins (Temecula Valley USD), 2019  
 Susan (Sue) Scott (Lake Elsinore USD), 2018  
 Blanca Torres Hall (Coachella Valley USD), 2018  
 Mary Helen Ybarra (Corona-Norco USD)◇, 2019

**Subregion 18-B (Imperial)**

Ralph Fernandez (Brawley Union HSD), 2019  
 Diahna Garcia-Ruiz (Heber ESD), 2019  
 Gloria Santillan (Brawley ESD), 2018  
**County:** Susan Manger (Imperial COE), 2018

**REGION 20 – 12 Delegates (11 elected/1 appointed ◇)**

Director: Albert Gonzalez (Santa Clara USD)

**County: Santa Clara**

Frank Biehl (East Side Union HSD), 2018  
 Cynthia Chang (Los Gatos-Saratoga Jt. Union HSD), 2018  
 Danielle Cohen (Campbell Union SD), 2019  
 Pamela Foley (San Jose USD)◇, 2019  
 Anjali Kausar (Cupertino Union SD), 2019  
 Bonnie Mace (Evergreen ESD), 2019  
 Joe Mitchner (Mountain View-Los Altos Un. HSD), 2018  
 Jodi Muirhead, (Santa Clara USD), 2018  
 Reid Myers (Sunnyvale SD), 2019  
 Andres Quintero (Alum Rock Union ESD), 2019  
 George Sanchez (Franklin-McKinley ESD), 2019  
**County:** Rosemary Kamei (Santa Clara COE), 2018

**REGION 21 – 7 Delegates (0 elected/ 7 appointed ◇)**

Director: Vacant

**County: Los Angeles**

Monica Garcia (Los Angeles USD)◇, 2021  
 Kelly Gonez (Los Angeles USD)◇, 2022  
 George McKenna (Los Angeles USD)◇, 2020  
 Ref Rodriguez (Los Angeles USD)◇, 2020  
 Scott Schmerelson (Los Angeles USD)◇, 2020  
 Richard Vladovic (Los Angeles USD)◇, 2020  
 Nick Melvoin (Los Angeles USD)◇, 2022  
**County:** Douglas Boyd (Los Angeles COE)◇, 2018

**REGION 22 – 6 Delegates (6 elected)**

Director: Keith Giles (Lancaster ESD)

**Los Angeles County: North Los Angeles**

Susan Christopher (Castaic Union SD), 2018  
 John Curiel (Westside Union ESD), 2019  
 Steven DeMarzio (Westside Union ESD), 2018  
 R. Michael Dutton (Antelope Valley Union HSD), 2019  
 Nancy Smith (Palmdale ESD), 2018  
 Steven M. Sturgeon (William S. Hart Union HSD), 2019

**REGION 23 – 15 Delegates (13 elected/2 Appointed ◇)**

Director: Xilonin Cruz-Gonzalez (Azusa USD)

**Los Angeles County: San Gabriel Valley & East Los Angeles****Subregion 23-A**

Suzie Abajian (South Pasadena USD), 2019  
 Adele Andrade-Stadler (Alhambra USD), 2019  
 Bob Bruesch (Garvey ESD), 2018  
 Gregory Krikorian (Glendale USD), 2018  
 Gary Scott (San Gabriel USD), 2018

**Subregion 23-B**

Jessica Ancona (El Monte City SD), 2019  
 Anthony Duarte (Hacienda La Puente USD), 2018  
 Helen Hall (Walnut Valley USD), 2019  
 Gino (J.D.) Kwok (Hacienda La Puente USD)◇, 2018

**Subregion 23-C**

Steven Llanusa (Claremont USD), 2018  
 Christina Lucero (Baldwin Park USD), 2019  
 Eileen Miranda Jimenez (West Covina USD), 2019  
 Roberta Perlman (Pomona USD)◇, 2019  
 Camie Poulos (West Covina USD), 2018  
 Paul Solano (Bassett USD), 2018

**REGION 24 – 16 Delegates (14 elected/2 Appointed ◇)**

Director: Donald E. LaPlante (Downey USD)

**Los Angeles County: Southwest Crescent**

Darryl Adams (Norwalk-La Mirada USD), 2019  
 Leighton Anderson (Whittier Union HSD), 2018  
 Jan Baird (South Whittier ESD), 2019  
 Paul Gardiner (East Whittier City ESD), 2018  
 Margie Garrett (Compton USD), 2018  
 Vivian Hansen (Paramount USD), 2019  
 Megan Kerr (Long Beach USD)◇, 2019  
 Eugene Krank (Hawthorne SD), 2018  
 Jose Lara (El Rancho USD), 2019  
 Sylvia V. Macias (South Whittier ESD), 2018  
 John McGinnis (Long Beach USD)◇, 2018  
 Karen Morrison (Norwalk-La Mirada USD), 2018  
 Ann M. Phillips (Lawndale ESD), 2018  
 Jesse Urquidi, (Norwalk-LaMirada USD), 2018  
 Ana Valencia (Norwalk-La Mirada USD), 2019  
 Satra Zurita, (Compton USD), 2019



## Frequently Asked Questions regarding Delegate Assembly Nominations and Elections

**Who is eligible to serve on Delegate Assembly?** To be eligible to serve on CSBA's Delegate Assembly, a board member must:

- Be a trustee of a district or county office of education that is a current member of CSBA; and
- Be a trustee of a district or county office of education within the geographic region or subregion which the Delegate will represent.

**What is the term of office to serve on Delegate Assembly?** The term of office for each Delegate is two years beginning April 1, 2018 through March 31, 2020. Within each region, approximately half of the Delegates are elected in even-numbered years and half in odd-numbered years.

**How is a board member nominated to serve on the Delegate Assembly?** A board member must be formally nominated by a board in the region or subregion and may be nominated by his or her own district or county office. The nomination is an action that is taken in a public board meeting and requires a majority vote. A board may nominate as many individuals as it wishes, however, it is the responsibility of the nominating board to obtain permission from the nominee prior to submitting his or her name.

**What does a nomination consist of?** A nomination consists of a completed signed nomination and a one-page candidate biographical sketch form. In addition, an optional, one-page, single-sided, résumé may be submitted, (résumé cannot be substituted for the candidate biographical sketch form). The biographical sketch will be copied exactly as submitted and included with the ballots.

**When are the nomination and biographical sketch forms due?** The nomination and candidate biographical sketch forms must be delivered to CSBA either by fax (916) 371-3407, email [nominations@csba.org](mailto:nominations@csba.org), or mail, postmarked by the U.S.P.S., on or before **Sunday, January 7, 2018**. *It is the nominee's responsibility to confirm that all nomination materials have been received by the CSBA Executive Office.*

**How are nominees elected to serve on Delegate Assembly?** Ballots are mailed by Thursday, February 1 to each district or county board within the region or subregion. Ballots must be delivered to CSBA via U.S.P.S. postmarked by Thursday, March 15, in order to be accepted. **Ballots may not be faxed or emailed.**

Voting for Delegates is an action of the entire board rather than individual board members; therefore, it is done at a public meeting and requires a majority vote. Each board may vote for as many persons as there are positions to be filled within the region or subregion. All districts and candidates are notified of the results no later than March 31. If there is a tie vote, a run-off election will be held.

**What are the required Delegate Assembly meeting dates?** There are two required Delegate Assembly meetings each year. In 2017, the first meeting will be May 19-20 in Sacramento and the second one will be November 28-29 in San Francisco preceding CSBA's Annual Education Conference and Trade show.

**Does CSBA cover expenses for Delegates to attend the Delegate Assembly meetings?** No, CSBA is not able to cover expenses.

For additional information, please contact Leanne Gosselin, (800) 266-3382, ext. 3302.



## 2018 Delegate Assembly Nomination Form

***DUE: Sunday, January 7, 2018***

Mail to: CSBA | Attn: Executive Office | 3251 Beacon Blvd., West Sacramento, CA 95691 | Or fax: (916) 371-3407 |  
Or email: [nominations@csba.org](mailto:nominations@csba.org).

CSBA Region/subregion # \_\_\_\_\_

The Board of Education of the \_\_\_\_\_ wishes to  
(Nominating District)

nominate \_\_\_\_\_ . The nominee is a member of the  
(Nominee)

\_\_\_\_\_, which is a member of the California  
(Nominee's Board)

School Boards Association.

- The nominee has consented to this nomination.
- Attached is the nominee's required one-page, single-sided, candidate biographical sketch form and optional one-page, single-sided résumé, if submitted.
- The nominee's required one-page, single-sided, candidate biographical sketch form and optional one-page, single-sided résumé, if submitted, will be sent by Sunday, January 7, 2018.

\_\_\_\_\_  
*Board Clerk or Board Secretary (signed)*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Board Clerk or Board Secretary (printed)*

**PLEASE NOTE:** The nomination and candidate biographical sketch forms must either be emailed no later than **11:59 p.m. on Sunday, January 7, 2018** to [nominations@csba.org](mailto:nominations@csba.org), or faxed to (916) 371-3407, or mailed to CSBA, Attn: Executive Office, 3251 Beacon Blvd., West Sacramento, CA 95691, postmarked by the U.S.P.S. no later than **Sunday, January 7, 2018**. ***It is the nominee's responsibility to confirm that all nomination materials have been received by the CSBA Executive Office by the due date. Late submissions cannot be accepted.*** If you have any questions, please contact the Executive Office or Leanne Gosselin, [lgosselin@csba.org](mailto:lgosselin@csba.org) or (800) 266-3382, ext. 3302. Thank you.



## 2018 Delegate Assembly Candidate Biographical Sketch Form

***DUE: Sunday, January 7, 2018***

Mail to: CSBA | Attn: Executive Office | 3251 Beacon Blvd., West Sacramento, CA 95691 | fax: (916) 371-3407 | or email: [nominations@csba.org](mailto:nominations@csba.org).

Please complete, sign and date this required one-page candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this one-page candidate form will **not** be accepted. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Executive Office. Late submissions will not be accepted. If you have any questions, please contact the Executive Office at (800) 266-3382.

***Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.***

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

Name: _____	CSBA Region-subregion #: _____
District or COE: _____	Years on board: _____
Profession: _____ Contact Number: (please v <input type="checkbox"/> Cell <input type="checkbox"/> Home <input type="checkbox"/> Bus.) _____	
*Primary E-mail: _____	
(*Communications from CSBA will be sent to primary email)	
Are you a continuing Delegate? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, how long have you served as a Delegate? _____	

**Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.**

**Please describe your activities and involvement on your local board, community, and/or CSBA.**

**What do you see as the biggest challenge facing governing boards and how can CSBA help address it?**

# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** October 13, 2017

**BOARD MEETING DATE:** November 2, 2017

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

**SUBMITTED BY:** Eric R. Dill, Superintendent

**SUBJECT:** **UNIFORM COMPLAINT QUARTERLY REPORT,  
2017-18, 1<sup>ST</sup> QUARTER, JULY – SEPTEMBER,  
2017**

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### EXECUTIVE SUMMARY

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

Attached is the report for the first quarter, 2017-18, from July through September, 2017.

### RECOMMENDATION:

It is recommended that the Board review and accept the attached Uniform Complaint Report for the first quarter, from July through September, 2017, as shown in the attached supplement.

### FUNDING SOURCE:

Not applicable.



ITEM 24

COMMUNITY RELATIONS

1312.3/AR-1, ATTACHMENT C

UNIFORM COMPLAINT PROCEDURES  
QUARTERLY UNIFORM COMPLAINT REPORT SUMMARY

For submission to School District Governing Board and County Office of Education

District Name: **San Dieguito Union High School District**

Quarter covered by this report (ex. Jan.-Mar. 2005): July, 2017 through September, 2017

Please fill in the following table; enter 0 in any cell that does not apply.

DESCRIPTION	NUMBER OF COMPLAINTS RECEIVED IN QUARTER	NUMBER OF COMPLAINTS RESOLVED	NUMBER OF COMPLAINTS UNRESOLVED EXPLANATION ATTACHED
<b>Instructional Materials</b>	0	0	0
<b>Facilities</b>	0	0	0
<b>Teacher Vacancy and Misassignment</b>	0	0	0
<b>TOTAL</b>	0	0	0

Submitted by: Michael Grove, Ed.D.  
(Print Full Name)

Associate Superintendent  
(Title)

Signature: 

Date: October 13, 2017