



**BOARD OF TRUSTEES
REGULAR BOARD MEETING**

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

Interim Superintendent
Lucile Lynch

**THURSDAY, OCTOBER 14, 2021
5:00 PM**

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

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

Public comments for special meetings are restricted to items on the agenda before the Board of Trustees for consideration. At regular Board meetings, members of the public may comment on agenda items and on items not on the agenda during the designated period(s). Members of the public who wish to address the Board of Trustees may do so by submitting a request using this online form available [here](#). This form will open at 4:50 p.m. on October 14, 2021. Public comment will be limited to two (2) minutes per speaker and a total of 20 minutes per agenda item. Public comment will be taken in the order that members of the public complete the online form.

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

AGENDA

1. CALL TO ORDER

- a. WELCOME
- b. PLEDGE OF ALLEGIANCE
- c. INTRODUCTIONS AND OATH OF OFFICE/STUDENT BOARD MEMBERS

2. APPROVAL OF AGENDA

3. REPORTS

- a. STUDENT BOARD MEMBERS
- b. BOARD OF TRUSTEES
- c. SUPERINTENDENT

4. RECOGNITION

- a. JOANN SCHULTZ
- b. LUCILE LYNCH

5. PRESENTATIONS

- a. ADAM CAMACHO, PRINCIPAL, SAN DIEGUITO HIGH SCHOOL ACADEMY

6. CLOSED SESSION – public comment, if any

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

- b. CONFERENCE WITH LEGAL COUNSEL-ANTICIPATED LITIGATION (GOV'T CODE SECTION 54956.9(d)(2))
 - i. Significant exposure to litigation pursuant to paragraph (2) of subdivision (d) of Section 54956.9 one (1) potential case
 - c. CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION (GOV'T CODE SECTION 54956.9(d)(1))
 - i. OAH Case Number 2021010659
 - ii. OAH Case Number 2021030266
 - iii. OAH Case Number 2021060209 and 2021060326
 - iv. OAH Case Number 2021060470
 - v. OAH Case Number 2021050687
 - vi. OAH Case Number 2021060754
 - vii. OAH Case Number 2021050037
 - viii. OAH Case Number 2021070908
 - d. CONFERENCE WITH LABOR NEGOTIATORS (GOV'T CODE SECTION 54957.6)
 - i. Employee Organizations: San Dieguito Faculty Association / California School Employees Association
 - ii. Agency Designated Representatives: Superintendent, Deputy Superintendent, and Associate Superintendents (3)
- 7. RECONVENE TO OPEN SESSION (THE BOARD OF TRUSTEES WILL RECONVENE OR PROVIDE FURTHER NOTICE AFTER 90 MINUTES IN CLOSED SESSION)**
- a. REPORT OUT OF CLOSED SESSION

8. PUBLIC COMMENT – NON-AGENDA ITEMS

In accordance with the Brown Act, no discussion or action may be taken by the Board of Trustees on non-agenda items; however, the Board may 1) acknowledge receipt of the information; 2) refer the matter to staff for further study; or 3) refer the matter to a future agenda.

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

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

a. CONSENT AGENDA

- i. APPROVAL OF MINUTES (7) / AUGUST 19 REGULAR MEETING AND AUGUST 19, 2021 SPECIAL MEETING, SEPTEMBER 3, 9,13,27 & 30, 2021 SPECIAL MEETINGS
- ii. APPROVAL/RATIFICATION OF AGREEMENTS & AMENDMENTS TO AGREEMENTS
- iii. RATIFICATION OF PURCHASE ORDERS LISTING
- iv. RATIFICATION OF WARRANTS REPORT LISTING
- v. APPROVAL OF CHANGE ORDERS
- vi. ACCEPTANCE OF CONSTRUCTION PROJECTS
- vii. ACCEPTANCE OF GIFTS & DONATIONS
- viii. APPROVAL/RATIFICATION OF PARENT SETTLEMENT AND RELEASE AGREEMENTS

- ix. ACCEPTANCE OF WILLIAMS UNIFORM COMPLAINT QUARTERLY REPORT, 1ST QTR, 2021-22 (JULY-SEPTEMBER)
- x. APPROVAL/RATIFICATION OF FIELD TRIPS

b. CONSENT AGENDA

- i. APPROVAL/RATIFICATION OF PERSONNEL REPORTS

10. DISCUSSION / ACTION ITEMS

- a. **CONSIDERATION OF APPROVAL OF TEACHING ASSIGNMENTS OUTSIDE CREDENTIAL AUTHORIZATION PER EC §44258** – *public comment, if any*
- b. **CONSIDERATION OF APPROVAL OF RATIFICATION TO THE FACILITY USE AGREEMENT BETWEEN THE SAN DIEGUITO UNION HIGH SCHOOL DISTRICT AND THE YMCA / SHARED USE SKATE PARK**– *public comment, if any*
- c. **CONSIDERATION OF ADOPTION OF RESOLUTION IN SUPPORT OF RED RIBBON WEEK & DECLARING OCTOBER 2021 AS DRUG AWARENESS MONTH-** *public comment, if any*
- d. **CONSIDERATION OF READOPTION OF BOARD POLICY 7215 ICOC BYLAWS (INDEPENDENT CITIZENS OVERSIGHT COMMITTEE)** – *public comment, if any*
- e. **CONSIDERATION OF APPROVAL OF SITE PLANS FOR STUDENT ACHIEVEMENT (SPSA)** – *public comment, if any*
- f. **CONSIDERATION OF ADOPTION OF REVISED BOARD POLICY 6144 CONTROVERSIAL ISSUES-** *public comment, if any*
- g. **CONSIDERATION OF ADOPTION OF A RESOLUTION TO CONTINUE TELECONFERENCE MEETINGS FOR ANOTHER 30 DAYS PURSUANT TO ASSEMBLY BILL 361 (GOVT. CODE SECTION 54953)** – *public comment, if any*
- h. **CONSIDERATION OF APPROVAL OF CONTRACT FOR EMPLOYMENT OF SUPERINTENDENT BETWEEN THE BOARD OF TRUSTEES OF THE SAN DIEGUITO UNION HIGH SCHOOL DISTRICT AND DR. CHERYL JAMES-WARD** -*public comment if any*

11. DISCUSSION ONLY

- a. SCHOOL SUPERVISION AND SECURITY – *public comment if any*
- b. MIDDLE SCHOOL TRANSPORTATION SURVEY RESULTS– *public comment, if any*
- c. BOARD MEETINGS AND PUBLIC COMMENT OPPORTUNITIES– *public comment, if any*

12. INFORMATION ITEMS

- a. BUSINESS SERVICES – TINA DOUGLAS, ASSOCIATE SUPERINTENDENT
- b. HUMAN RESOURCES – DR. OLGA WEST, ASSOCIATE SUPERINTENDENT
 - i. HIRING UPDATE
 - ii. WELLNESS COMMITTEE UPDATE
- c. EDUCATIONAL SERVICES – BRYAN MARCUS, ASSOCIATE SUPERINTENDENT
- d. ADMINISTRATIVE SERVICES – MARK MILLER, DEPUTY SUPERINTENDENT
 - i. PARENT ADVISORY GROUP UPDATE
- e. SUPERINTENDENT/DISTRICT – LUCILE LYNCH, INTERIM SUPERINTENDENT

13. FUTURE AGENDA ITEMS

14. ADJOURNMENT

The next regular Board Meeting is scheduled on [Thursday, November 18, 2021, at 3:00 PM](#), to be held at the SDUHSD District Office Board Room 101, subject to public health orders. The District Office is located at 710 Encinitas Blvd., Encinitas, CA, 92024.



BOARD MEETING PROTOCOL

Board of Trustees

Michael Allman
Melisse Mossy
Maureen "Mo" Muir
Katrina Young

Interim Superintendent

Lucile Lynch

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

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

Members of the public are entitled to comment on items listed on the agenda for Board consideration or deliberation. At the discretion of the Board President, members of the public are entitled to speak on agenda items either immediately after the item is called or following background information provided related to the item. Members of the public are entitled to comment on an agenda item only once at any meeting and may not have someone speak or read on their behalf unless otherwise allowed by statute. Although the Board President may seek additional information, participation in debate on any item before the Board shall be limited to the Board and staff.

PUBLIC INSPECTION OF DOCUMENTS

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

CONSENT CALENDAR

All matters listed under Consent are those on which the Board has previously deliberated or which can be classified as routine items of business. Members of the public are entitled to comment on items on the consent agenda. Trustees may ask for additional information regarding items on the consent agenda. Items on the consent agenda will be voted on in one motion unless a member of the board, staff or public requests that the item be removed and voted on separately, in which case the Board President will determine when it will be called and considered for action.

CLOSED SESSION

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

CELL PHONES / ELECTRONIC DEVICES

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

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

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

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: October 5, 2021

BOARD MEETING DATE: October 14, 2021

PREPARED & SUBMITTED BY: Lucile Lynch, Interim Superintendent

SUBJECT: **APPROVAL OF MINUTES (7) / August 19, 2021 Regular Meeting, and August 19, 2021, September 3, September 9, 2021, September 13, 2021, September 27, 2021 and September 30, 2021 Special Meetings**

EXECUTIVE SUMMARY

The minutes of the August 19, 2021 Regular Meeting and August 19, 2021 September 3, 2021, September 9, 2021, September 13, 2021, September 27, 2021 and September 30, 2021 Special Meetings, are being recommended for approval, as attached.

RECOMMENDATION:

It is recommended that the Board approve the minutes of the August 19, 2021 Regular Meeting and August 19, 2021, September 3rd, 9th, 13th, 27th and 30th, 2021 Special Meetings, as shown in the attached supplement.

FUNDING SOURCE:

Not applicable



**BOARD OF TRUSTEES
SPECIAL MEETING**

ITEM 9a-j
Board of Trustees
Michael Allman
Melisse Mossy
Maureen "Mo" Muir
Katrina Young

MINUTES

Interim Superintendent
Lucile Lynch

**THURSDAY, AUGUST 19, 2021
1:00 PM**

MEETING WAS HELD VIRTUALLY.

The Governing Board of the San Dieguito Union High School District held a Special Meeting on Thursday, August 19, 2021, virtually.

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

ATTENDANCE / BOARD OF TRUSTEES:

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

ATTENDANCE / DISTRICT MANAGEMENT:

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

**Participated in the virtual meeting in-person at District Office located at 710 Encinitas Blvd., Encinitas, California, in accordance with Executive Orders N-29-20 and Public Health Executive Order issued on June 15, 2021.*

***Participated in the virtual meeting remotely.*

1. CALL TO ORDER

a. WELCOME / MEETING PROTOCOL REMARKS

President Muir called the meeting to order at 1:00 p.m. Ms. Muir announced the public was given the opportunity to submit a request to make public comments prior to the start of the meeting.

b. PLEDGE OF ALLEGIANCE

Ms. Mossy led the Pledge of Allegiance.

2. APPROVAL OF AGENDA

Motion by Ms. Young, seconded by Mr. Allman, to approve the agenda of August 19, 2021, Special Meeting of the San Dieguito Union High School District, as presented.

ITEM 9a-i

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

Motion unanimously carried.

3. CLOSED SESSION

PUBLIC COMMENT: Comments were made by Ruth Baurle.

The Board convened to Closed Session to discuss the following:

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

b. CONFERENCE WITH LABOR NEGOTIATORS (GOV'T CODE SECTION 54957.6)

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

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

**The Board took a break from 2:00-3:00 p.m.*

4. REPORT OUT OF CLOSED SESSION

President Muir reconvened the meeting at 3:30 p.m. and announced there was no action to report out.

5. CAPITAL FACILITIES PROJECTS PRIORITIZATION

PUBLIC COMMENT: Comments were made by Ruby Evans.

Ms. Douglas and Mr. Addleman provided information on the capital facilities projects and requested the Board prioritize the projects.

The Board asked questions of staff and held a discussion. The Board reached consensus to move forward with the Prop AA Program Remaining "Must Do" list. Staff will update the Prop AA Program Remaining "Should Do" list and present it to the Board at a future meeting.

The Board held a discussion regarding whether to prioritize pools on the Master Project list and directed the district to continue with its efforts to bring pools to the district as a prioritized project.

The Board unanimously approved moving forward with the efficiency phase of the District Office Modernization Enhancement project.

6. CONSIDERATION OF DRAFT PROPOSED SUPERINTENDENT SEARCH TIMELINE

Ms. Lynch reviewed the draft proposed superintendent search timeline, and the Board reviewed the proposed meetings dates. Trustees will let the Executive Assistant to the Superintendent know of their availability on the dates listed.

ITEM 9a-i

7. ADJOURNMENT

The meeting was adjourned at 4:48 p.m.

Katrina Young, Board Clerk

Date: _____

Interim Superintendent, Lucile Lynch

Date: _____

MINUTES ADOPTED:



**BOARD OF TRUSTEES
REGULAR BOARD MEETING
MINUTES**

ITEM 9a-i
Board of Trustees
Michael Allman
Melisse Mossy
Maureen "Mo" Muir
Katrina Young

Interim Superintendent
Lucile Lynch

**THURSDAY, AUGUST 19, 2021
5:00 PM**

MEETING WAS HELD VIRTUALLY.

ATTENDANCE

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

BOARD OF TRUSTEES

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

DISTRICT ADMINISTRATORS / STAFF

**Lucile Lynch, Interim Superintendent
**Mark Miller, Deputy Superintendent
**Tina Douglas, Associate Superintendent, Business Services
**Olga West, Associate Superintendent, Human Resources
**Bryan Marcus, Associate Superintendent, Educational Services
**Tiffany Hazlewood, Director, Student Services
**Laura Strachan, Director, Pupil Services
**Joann Schultz, Executive Assistant to the Superintendent / Recording Secretary

**Participated in the virtual meeting in-person at District Office located at 710 Encinitas Blvd., Encinitas, California, in accordance with Executive Orders N-29-20 and Public Health Executive Order issued on June 15, 2021.*

***Participated in the virtual meeting remotely.*

1. CALL TO ORDER

- a. WELCOME - President Muir called the meeting to order at 5:00 p.m. and announced the meeting was being held in accordance with State of California Executive Order N-29-20 and Public Health Officer regulations issued on June 15, 2021. She further announced that the public was given the opportunity to submit a request to speak at the board meeting, and that updates to supporting information Items 9a-ii, Amendments to Agreements, and Item 10h, Management Employees Salary were posted on the district website earlier in the day.
- b. PLEDGE OF ALLEGIANCE – Ms. Mossy led the Pledge of Allegiance.

2. APPROVAL OF AGENDA

Motion by Ms. Young, seconded by Mr. Allman, to approve the agenda of August 19, 2021, Regular Board Meeting of the San Dieguito Union High School District, as presented.

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

Motion unanimously carried.

3. PRESENTATIONS

- a. U.S. MILITARY SERVICE ACADEMY, CONGRESSIONAL NOMINATIONS / U.S. CONGRESSMAN MIKE LEVIN (CA-49), DISTRICT REPRESENTATIVE GABRIELA "GABBY" CLAUDIA OCHOA

District Representative Gabriela “Gabby” Claudia Ochoa from U.S. Congressman Mike Levin’s office presented information regarding congressional nominations for the U.S. Military Services Academies.

b. INTEGRATED & COORDINATED MULTI-TIERS OF SOCIAL EMOTIONAL SUPPORT

Mark Miller, Tiffany Hazlewood and Laura Strachan made a presentation on Integrated & Coordinated Multi-Tiers of Social Emotional Support, as presented.

4. **CLOSED SESSION**

PUBLIC COMMENT: Comments were made by Brie, Jason Barry, Evan R Sorem, Janice Holowka, Marianne Grosner, and Ruth Baurle.

President Muir announced the Board was convening to Closed Session at 5:50 p.m. to discuss the following:

- a. PUBLIC EMPLOYEE EMPLOYMENT / APPOINTMENT / DISCIPLINE / DISMISSAL / RELEASE (GOV’T CODE SECTIONS 11126 & 54957)
- b. CONFERENCE WITH LEGAL COUNSEL – ANTICIPATED LITIGATION (GOV’T CODE SECTION 54956.9 (d)(2) & (d)(4))
 - i. Significant exposure to litigation pursuant to paragraph (2) of subdivision (d) of Section 54956.9: One (1) potential case.
 - ii. Significant exposure to litigation pursuant to paragraph (2) of subdivision (d) of Section 54956.9: One (1) potential case.
 - iii. Initiation of litigation pursuant to paragraph (4) of subdivision (d) of Section 54956.9: One (1) potential case.
- c. CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION (GOV’T CODE SECTION 54956.9(d)(1))
 - i. Smart v. San Dieguito Union High School District (filed 02/21/18); San Diego Superior Court Number 37-2018-00008696.
 - ii. Razink v. San Dieguito Union High School District (filed 2/11/20); San Diego Superior Court Number 37-2020-00010058.
 - iii. Dinsmore v. Baizer, et al. (filed 11/9/20); San Diego Superior Court Number 37-2020-00040868.
 - iv. Grosner v. San Dieguito Union High School District (filed 7/17/20); San Diego Superior Court Number 37-2020-00024912.
 - v. Minor K v. San Dieguito Union High School District (filed 04/10/19); San Diego Superior Court Number 37-2019-00020175.
 - vi. Gillespie v. San Dieguito Union High School District (filed 04/13/21); San Diego Superior Court Number 37-2021-00016129.
 - vii. L.R. v. San Dieguito Union High School District (filed 06/18/19); San Diego Superior Court Number 37-2019-00031142.
 - viii. MacDonald v. San Dieguito Union High School District (filed 03/18/19); San Diego Superior Court Number 37-2019-00014406.
- d. CONFERENCE WITH REAL PROPERTY NEGOTIATORS (GOV’T CODE SECTION 54954.5)
 - i. Property: 800 Santa Fe Drive, Encinitas, CA 92024
 Agency Negotiator: Tina Douglas, Associate Superintendent, Business and/or Lucile Lynch, Interim Superintendent
 Negotiating Parties: Dish Wireless
 Under negotiation: Instructions pertaining to price and terms of payment
 - ii. Property: 157 Stevens Avenue, Solana Beach, CA 92075

Agency Negotiator: Tina Douglas, Associate Superintendent, Business and/or Lucile Lynch, Interim Superintendent

Negotiating Parties: County of San Diego Library

Under Negotiation: Instructions pertaining to price and terms of payment

e. CONFERENCE WITH LABOR NEGOTIATORS (GOV'T CODE SECTION 54957.6)

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

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

5. RECONVENE TO OPEN SESSION

a. REPORT OUT OF CLOSED SESSION

President Muir reconvened the meeting at 7:00 p.m. and reported out the following from Closed Session:

The Board, by unanimous vote, took action to approve a settlement agreement and release of all claims with Employee #523910. The settlement agreement provides for a payment in the amount of \$25,568.80 to correct the employee's placement on the District's salary schedule.

The Board, by unanimous vote, took action to approve joining the national opioid litigation; joining school districts across the country against opioid manufacturers, producers and distributors.

6. REPORTS

a. BOARD OF TRUSTEES

All Board members attended the

Mr. Allman welcomed students at Torrey Pines HS (TPHS) on the first day of school, gave a shout out to student Evelyn Barry other students who painted the La Costa Canyon HS (LCC) mural, reported on the Facilities Committee, asset management plan, district financial outlook, and the College Committee.

Ms. Mossy toured the summer school program, met with community members regarding ethnic studies, attended the TPHS freshmen orientation, the agenda review meeting, and welcomed back students at COAST Academy, Sunset HS, and San Dieguito HS Academy (SDHS) on the first day of school.

Ms. Young recently completed three of the California School Boards Association Masters in Governance courses and attended a summer workshop series on how to return to school, attended DEI workshops, visited the summer school program at SDHSA and COAST Academy, attended the new teacher orientation, the LCC and TPHS business days, welcomed students back at LCC and Diegueno MS on the first day of school and visited all 10 campuses that day, and gave a shout out to welcome back all students on campus this year.

Ms. Muir reported on the County mental health discussion, attended the "Something Rotten" performance at the SDHSA outdoor theater, and reported she sold their home, is renting a home in Encinitas, and is planning to purchase a home in Encinitas.

b. SUPERINTENDENT

Ms. Lynch shared congratulations to the site teams, reported that 11,000 Chromebooks were distributed to students, the Nutritional Services department has increased serving meals at all sites and there is a need for staffing in nutrition services, health technicians, instructional aides, and bus drivers, gave a shout out to Susan Dixon for recruiting, thanked District Office staff Joann Schultz, Cindy Skeber, Margy Lara and Laura Medina for helping in Nutrition Services, gave a shout to Kristina Martinez for helping at TPHS for registration, reported on e-bike safety with Chuck Adams and Miriam Tullgren being featured on NBC, the Seal of

Biliteracy program, gave a shout out to the Envision of Conservatories and Humanities, requested that students do not go to school if they have symptoms, thanked Tiffany Hazlewood, Dr. Olga West and Tina Peterson for their support in contact tracing, reported that PTSA registration is underway, is meeting regularly with County and principals, and thanked the Board for their work and support.

7. RECOGNITION – NONE SCHEDULED

8. PUBLIC COMMENT – NON-AGENDA ITEMS

Comments were made by Heidi, Amy S Caterina, Diana Li, Michele Macosky, Ruth Baurle, Adam Fischer, Samuel Arias, and Duncan C Brown.

9. CONSENT AGENDA

PUBLIC COMMENT: Comments were made by Evan R Sorem and Marianne Grosner.

Ms. Mossy reported on Item 9a-xi, Gifts and Donations, and recognized the donation made by Toyota, and Ms. Muir on Item 9b, Personnel Reports, recognized the district long-term retirees and the support of school-based foundations, PTSAs, Music Councils, and Boosters, and other organizations for their donations and support of our students.

Mr. Allman requested Item 9a-ii, Agreements, Line Item 9, Agin Shaheed dba Paradigm Change, Inc. be pulled for a separate vote.

Motion by Ms. Mossy, seconded by Ms. Young, to approve Consent Agenda Items 9a & 9b, as presented, except for Item 9a-ii, Agreements, Line Item 9, Agin Shaheed dba Paradigm Change, Inc.

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

Motion unanimously carried.

Motion by Mr. Allman, seconded by Ms. Young, to ratify Consent Agenda Item 9a-ii, Agreements, Line Item 9, Agin Shaheed dba Paradigm Change, Inc., as presented.

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

Motion unanimously carried.

a. CONSENT AGENDA

- i. APPROVAL OF MINUTES (4) / JUNE 16, 2021 SPECIAL MEETING, JULY 17, 2021 REGULAR MEETING & JULY 12 & 28, 2021 SPECIAL MEETINGS
- ii. APPROVAL/RATIFICATION OF AGREEMENTS & AMENDMENTS TO AGREEMENTS
- iii. RATIFICATION OF PURCHASE ORDERS LISTING
- iv. RATIFICATION OF WARRANTS REPORT LISTING
- v. APPROVAL OF CHANGE ORDERS
- vi. ACCEPTANCE OF CONSTRUCTION PROJECTS
- vii. APPROVAL OF PIGGYBACK CONTRACT BY THE SOUTH COUNTY SUPPORT SERVICES AGENCY / CREATIVE BUS SALES, INC.
- viii. CONSENT TO TRANSFER / ASSIGNMENT AND AMENDMENT TO CONTRACTS / DIGITAL NETWORKS GROUP, INC. TO AVIDEX INDUSTRIES, LLC
- ix. ADOPTION OF REVISED RESOLUTIONS AND APPROVAL OF AUTHORIZED REPRESENTATIVES
- x. APPROVAL OF FIELD TRIPS
- xi. ACCEPTANCE OF GIFTS & DONATIONS
- xii. APPROVAL/RATIFICATION OF PARENT SETTLEMENT AND RELEASE AGREEMENTS
- xiii. DESTRUCTION OF SPECIAL EDUCATION RECORDS

- xiv. ACCEPTANCE OF WILLIAMS UNIFORM COMPLAINTS QUARTERLY REPORT, 4TH QTR, 2020-21 (APRIL-JUNE 2021) **ITEM 9a**

b. **CONSENT AGENDA**

- i. APPROVAL/RATIFICATION OF PERSONNEL REPORTS

10. ACTION ITEMS

a. **CONSIDERATION OF APPROVAL OF SUBLEASE TO FACILITIES AGREEMENT WITH THE BOYS & GIRLS CLUB OF SAN DIEGUITO (GRISSET BRANCH) / JULIAN CHARTER SCHOOL - CEDAR COVE**

Motion by Mr. Allman, seconded by Ms. Mossy, to ratify the sublease to Facilities Agreement with the Boys & Girls Club of San Dieguito (Grisset Branch) / JCS Cedar Cove, as presented.
BOARD Ayes: Allman, Mossy, Muir; Noes: Young; Abstain: None.

Motion carried.

b. **CONSIDERATION OF RATIFICATION OF EMPLOYMENT CONTRACT / ASSOCIATE SUPERINTENDENT OF HUMAN RESOURCES / DR. OLGA WEST**

PUBLIC COMMENT: Comments were made by Maureen Farley Lucewicz and Ruth Baurle.

Motion by Ms. Young, seconded by Ms. Mossy, to ratify an employment contract with Dr. Olga West as the Associate Superintendent of Human Resources, commencing July 20, 2021 and continuing through June 30, 2023, in the annual salary of \$205,352.00 plus benefits, as presented.

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

Motion unanimously carried.

c. **CONSIDERATION OF APPROVAL OF INCREASE IN CERTIFICATED SUBSTITUTE TEACHER COMPENSATION**

PUBLIC COMMENT: Comments were made by Evan R Sorem.

Motion by Mr. Allman, seconded by Ms. Mossy, to approve the increase in certificated substitute teacher pay to \$180 for the daily rate, and \$200 for the long-term rate effective immediately through June 30, 2022.

Motion amended by Mr. Allman, seconded by Ms. Young, to approve the increase in certificated substitute teacher pay to \$180 for the daily rate, and \$200 for the long-term rate effective retroactively to August 10, 2021 through June 30, 2022

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

Motion unanimously carried.

d. **CONSIDERATION OF ADOPTION OF NEW & REVISED BOARD POLICIES, 3000 SERIES, BUSINESS & 5000 SERIES, STUDENTS (3) / BUSINESS SERVICES**

PUBLIC COMMENT: Comments were made by Ann Cerny, Adam Fischer, Evan R. Sorem, Carol, Kimberly McSherry, Matthew, Michele Macosky, and Shannon Kearns.

Revised Administrative Regulation 5132.1 Student Mask & Face Covering was presented as a first read to capture public input, and will be returned for action at the next board meeting.

Motion by Ms. Mossy, seconded by Ms. Young, to approve the two new and revised Board Policies in Series 3000, Business, (BP 3100, Budget and BP 3350, Travel Expense), as presented.

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

Motion unanimously carried.

e. **CONSIDERATION OF ADOPTION OF 2021-2022 CONSOLIDATED APPLICATION, PART 1**

Motion by Ms. Young, seconded by Ms. Mossy, to approve the Consolidated Application, Part I, as presented.

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

Motion unanimously carried.

ITEM 9a-i

11. DISCUSSION ITEMS

a. CONSIDERATION OF OFFERING COVID TESTING ON SITES

PUBLIC COMMENT: Comments were made by Ann Cerny, Adam Fischer, Duncan C Brown, Evan R Sorem, Carol, Matthew, Michele Macosky, and Shannon Kearns.

Ms. Douglas provided information regarding COVID testing on sites for staff and potentially expanding for students.

12. INFORMATION AND DISCUSSION ITEMS

a. BUSINESS SERVICES – TINA DOUGLAS, ASSOCIATE SUPERINTENDENT

Ms. Douglas provided an update on the following:

- i. BOARD POLICY SERIES 7000, CONSTRUCTION, ANNUAL UPDATE
- ii. TRANSPORTATION BUSING

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

Dr. West provided an update on the following:

- i. INDUCTION PROGRAM
- ii. BENEFITS & WELLNESS

c. EDUCATIONAL SERVICES – BRYAN MARCUS, ASSOCIATE SUPERINTENDENT

Mr. Marcus provided an update on the summer school program, summer professional development, thanked all district employees for their work during summer to support a successful start to the new school year, and on the following:

- i. BACK TO SCHOOL NIGHTS

d. ADMINISTRATIVE SERVICES – MARK MILLER, DEPUTY SUPERINTENDENT

Mr. Miller gave a shout out to school bus drivers, nutritional services workers, counselors and school psychologists, and provided an update on the following:

- i. LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP) CLARIFICATION PROCESS

e. SUPERINTENDENT/DISTRICT – LUCILE LYNCH, INTERIM SUPERINTENDENT

Ms. Lynch provided an update on Superintendent newsletter, the safety steering committee, and on the following:

- i. COVID UPDATE

13. FUTURE AGENDA ITEMS – NONE

14. ADJOURNMENT

The meeting adjourned at 9:58 p.m.

Katrina Young, Board Clerk

Date: _____

Lucile Lynch, Interim Superintendent

Date: _____

MINUTES ADOPTED:



**BOARD OF TRUSTEES
SPECIAL MEETING**

ITEM 9a-j
Board of Trustees
Michael Allman
Melisse Mossy
Maureen "Mo" Muir
Katrina Young

MINUTES

Interim Superintendent
Lucile Lynch

**FRIDAY, SEPTEMBER 3, 2021
9:00 AM**

MEETING WAS HELD VIRTUALLY.

The Governing Board of the San Dieguito Union High School District held a Special Meeting on Friday, September 3, 2021, virtually.

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

ATTENDANCE / BOARD OF TRUSTEES:

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

ATTENDANCE / DISTRICT MANAGEMENT:

- **Lucile Lynch, Interim Superintendent
- **Mark Miller, Deputy Superintendent
- **Tina Douglas, Associate Superintendent, Business Services
- **Olga West, Associate Superintendent, Human Resources
- **Bryan Marcus, Associate Superintendent, Educational Services
- **Joann Schultz, Executive Assistant to the Superintendent / Recording Secretary

**Participated in the virtual meeting in-person at District Office located at 710 Encinitas Blvd., Encinitas, California, in accordance with Executive Orders N-29-20 and Public Health Executive Order issued on June 15, 2021.*

***Participated in the virtual meeting remotely.*

1. CALL TO ORDER

a. WELCOME / MEETING PROTOCOL REMARKS

President Muir called the meeting to order at 9:00 a.m. Ms. Muir announced the public was given the opportunity to submit a request to make public comments prior to the start of the meeting.

b. PLEDGE OF ALLEGIANCE

Ms. Young led the Pledge of Allegiance.

2. APPROVAL OF AGENDA

Motion by Ms. Mossy, seconded by Ms. Young, to approve the agenda of September 3, 2021, Special Meeting of the San Dieguito Union High School District, as presented.

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

Motion unanimously carried.

ITEM 9a-i

3. CLOSED SESSION

PUBLIC COMMENT: Comments were made by Jen Charat.

The Board convened to Closed Session at 9:05 a.m. to discuss the following:

a. CONFERENCE WITH LABOR NEGOTIATORS (GOV'T CODE SECTION 54957.6)

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

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

4. REPORT OUT OF CLOSED SESSION

President Muir reconvened the meeting at 10:00 a.m. and announced there was no action to report out.

DISCUSSION / ACTION ITEMS

5. SUPERINTENDENT SEARCH

a. CONSIDERATION OF PROPOSED TIMELINE OPTIONS

PUBLIC COMMENT: Comments were made by Jen Charat, Holly B, Heather Dugdale, Janice Holowka, Duncan C Brown, and Adam Fischer.

Motion by Ms. Muir, seconded by Mr. Allman, to approve Option 2 proposed timeline, subject to availability and guidance of the selected search firm, as presented.

The Board held a discussion.

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

Motion carried.

6. ADJOURNMENT

The meeting was adjourned at 10:35 a.m.

Katrina Young, Board Clerk

Date: _____

Interim Superintendent, Lucile Lynch

Date: _____

MINUTES ADOPTED:



**BOARD OF TRUSTEES
SPECIAL MEETING**

ITEM 9a-j
Board of Trustees
Michael Allman
Melisse Mossy
Maureen "Mo" Muir
Katrina Young

MINUTES

Interim Superintendent
Lucile Lynch

**THURSDAY, SEPTEMBER 9, 2021
4:00 PM**

MEETING WAS HELD VIRTUALLY.

The Governing Board of the San Dieguito Union High School District held a Special Meeting on Thursday, September 9, 2021, virtually.

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

ATTENDANCE / BOARD OF TRUSTEES:

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

ATTENDANCE / DISTRICT MANAGEMENT:

**Joann Schultz, Executive Assistant to the Superintendent / Recording Secretary
***Participated in the virtual meeting remotely.*

1. CALL TO ORDER

a. WELCOME / MEETING PROTOCOL REMARKS

President Muir called the meeting to order at 4:00 p.m. Ms. Muir announced the public was given the opportunity to submit a request to make public comments prior to the start of the meeting.

b. PLEDGE OF ALLEGIANCE

Ms. Mossy led the Pledge of Allegiance.

2. APPROVAL OF AGENDA

Motion by Mr. Allman, seconded by Ms. Young, to approve the agenda of September 9, 2021, Special Meeting of the San Dieguito Union High School District, as presented.

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

Motion unanimously carried.

3. CONSIDERATION OF SELECTION OF SUPERINTENDENT SEARCH FIRM TO CONDUCT A CANDIDATE SEARCH FOR THE POSITION OF SUPERINTENDENT

PUBLIC COMMENT: Comments were made by Janice Holowka, Duncan C Brown, Ann Cerny, Jen Charat, and Carol.

ITEM 9a-i

a. REVIEW OF SUPERINTENDENT SEARCH FIRM PROPOSALS & SELECTION OF SEARCH FIRM(S) TO MAKE PRESENTATION

The deadline to receive proposals to conduct a superintendent search closed at 5:00 p.m. on September 9, 2021. The Board received a total of six proposals. Five proposals were received by the deadline; one proposal was received after the deadline for which the search firm requested the Board's consideration; and ESS, Education Support Services withdrew their proposal from consideration.

The Board reviewed the proposals, held a discussion and selected JG Consulting, McPherson & Jacobson, and TCG, The Cosca Group to make a presentation.

**President Muir convened to a break at 4:30 p.m., and reconvened the meeting at 5:00 p.m.*

b. SEARCH FIRM PRESENTATIONS

Mr. James Guerra with JG Consulting, Mr. Ben Johnson II with McPherson & Jacobson, and Dr. Jan Britz with TCG, The Cosca Group made a presentation and the Board conducted interviews.

c. DELIBERATION & SELECTION OF A SUPERINTENDENT SEARCH FIRM

The Board held a discussion.

Motion by Ms. Muir, seconded by Mr. Allman, to select JG Consulting to conduct a candidate search for the position of Superintendent of the San Dieguito Union High School District.

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

Motion carried.

**President Muir convened to a break at 6:38 p.m., and reconvened the meeting at 6:45 p.m.*

d. CONSIDERATION OF APPROVAL OF ENTERING INTO AN AGREEMENT

Motion by Mr. Allman, seconded by Ms. Mossy, approve entering into an agreement to conduct a candidate search for the position of Superintendent of the San Dieguito Union High School District, during the period September 10, 2021 until the project is complete, in an amount not to exceed \$25,000, to be expended from the General Fund/Unrestricted 01-00, and authorize Lucile Lynch or Tina Douglas to execute all pertinent documents as necessary.

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

Motion carried.

The Board met with Mr. James Guerra with JG Consulting to congratulate him and to confirm the Special Meeting on September 13, 2021 at 10:00 am for planning purposes.

ITEM 9a-i

4. ADJOURNMENT

The meeting was adjourned at 6:49 p.m.

Katrina Young, Board Clerk

Date: _____

Interim Superintendent, Lucile Lynch

Date: _____

MINUTES ADOPTED:



**BOARD OF TRUSTEES
SPECIAL MEETING**

ITEM 9a-j
Board of Trustees
Michael Allman
Melisse Mossy
Maureen "Mo" Muir
Katrina Young

MINUTES

Interim Superintendent
Lucile Lynch

**MONDAY, SEPTEMBER 13, 2021
10:00 AM**

MEETING WAS HELD VIRTUALLY.

The Governing Board of the San Dieguito Union High School District held a Special Meeting on Monday, September 13, 2021, virtually.

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

ATTENDANCE / BOARD OF TRUSTEES:

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

ATTENDANCE / DISTRICT MANAGEMENT:

**Lucile Lynch, Interim Superintendent
**Tina Douglas, Associate Superintendent, Business Services
**Bryan Marcus, Associate Superintendent, Educational Services
**Dawn Campbell, Director, Fiscal Services
**Julie Goldberg, Coordinator of Accountability, Assessment & Research
**Joann Schultz, Executive Assistant to the Superintendent / Recording Secretary

**Participated in the virtual meeting in-person at District Office located at 710 Encinitas Blvd., Encinitas, California, in accordance with Executive Orders N-29-20 and Public Health Executive Order issued on June 15, 2021.*

***Participated in the virtual meeting remotely.*

1. CALL TO ORDER

a. WELCOME / MEETING PROTOCOL REMARKS

President Muir called the meeting to order at 10:00 a.m. Ms. Muir announced the public was given the opportunity to submit a request to make public comments prior to the start of the meeting.

b. PLEDGE OF ALLEGIANCE

Ms. Young led the Pledge of Allegiance.

2. APPROVAL OF AGENDA

Motion by Mr. Allman, seconded by Ms. Mossy, to approve the agenda of September 13, 2021, Special Meeting of the San Dieguito Union High School District, as presented.

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

Motion unanimously carried.

ITEM 9a-i

ACTION ITEMS**3. CONSIDERATION OF ADOPTION OF REVISED RESOLUTION ESTABLISHING GANN LIMIT**

Motion by Mr. Allman, seconded by Ms. Young, to adopt the revised resolution establishing the Gann Limit, which identifies the estimated appropriations limit for the current year and the actual appropriations for the preceding year, as presented.

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

Motion unanimously carried.

4. CONSIDERATION OF CERTIFICATION OF THE 2020-21 UNAUDITED INCOME AND EXPENDITURES

Ms. Douglas made a presentation regarding the 2020-21 Unaudited Income and Expenditures, as present.

Motion by Ms. Young, seconded by Ms. Mossy, to certify the 2020-21 Unaudited Actual Income and Expenditures, as presented.

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

Motion unanimously carried.

5. CONSIDERATION OF ADOPTION OF THE ESSER III EXPENDITURE PLAN

PUBLIC COMMENT: Comments were made by Heather Dugdale.

Bryan Marcus and Julie Goldberg presented information regarding this item.

Motion by Mr. Allman, seconded by Ms. Mossy, to adopt the SDUHSD ESSER III Expenditure Plan, as presented.

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

Motion unanimously carried.

**At 10:56 am, Lucile Lynch, Tina Douglas, Bryan Marcus, Dawn Campbell, and Julie Goldberg left the meeting.*

DISCUSSION ITEMS**6. SUPERINTENDENT SEARCH PLANNING**

PUBLIC COMMENT: Comments were made by Heather Dugdale, Janice Holowka, and Holly B.

The Board held a planning session with James Guerra and Lizzy Carol with JG Consulting regarding the timeline, leadership profile (application and job description), the opportunities for public input (e.g. online survey, focus groups, community forums), and communication generally. Meetings will be scheduled to begin gathering input from the focus groups.

ITEM 9a-i

7. ADJOURNMENT

The meeting was adjourned at 12:07 p.m.

Katrina Young, Board Clerk

Date: _____

Interim Superintendent, Lucile Lynch

Date: _____

MINUTES ADOPTED: October 14, 2021



**BOARD OF TRUSTEES
SPECIAL MEETING
MINUTES**

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

Interim Superintendent
Lucile Lynch

**MONDAY, SEPTEMBER 27, 2021
2:00 PM**

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

THE GOVERNING BOARD OF THE SAN DIEGUITO UNION HIGH SCHOOL DISTRICT HELD A SPECIAL MEETING ON MONDAY SEPTEMBER 27, 2021, VIRTUALLY.

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

ATTENDANCE / BOARD OF TRUSTEES:

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

ATTENDANCE / DISTRICT MANAGEMENT:

*Lucile Lynch, Interim Superintendent
*Mark Miller, Deputy Superintendent
*Tina Douglas, Associate Superintendent, Business Services
*Bryan Marcus, Associate Superintendent, Educational Services
*Olga West, Associate Superintendent, Human Resources
*Cindy Skeber Executive Assistant, Business Services / Recording Secretary

**PARTICIPATED IN THE VIRTUAL MEETING IN-PERSON AT DISTRICT OFFICE LOCATED AT 710 ENCINITAS BLVD., ENCINITAS, CALIFORNIA, IN ACCORDANCE WITH EXECUTIVE ORDERS N-29-20, N-33-20 AND PUBLIC HEALTH EXECUTIVE ORDER ISSUED ON JUNE 15, 2021.*

1. CALL TO ORDER

a. WELCOME

President Muir called the meeting to order at 2:00 pm. Ms. Muir announced the public was given the opportunity to submit a request to make public comments prior to the start of the meeting.

b. PLEDGE OF ALLEGIANCE – Mr. Allman led the Pledge of Allegiance.

Mr. Allman led the Pledge of Allegiance.

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.

ITEM 9a-i

2. APPROVAL OF AGENDA

Motion by Ms. Mossy, seconded by Mr. Allman, to approve the agenda of September 27, 2021, Special Meeting of the San Dieguito Union High School District, as presented.

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

Motion unanimously carried.

3. DISCUSSION / ACTION ITEMS**CONSIDERATION OF ADOPTION OF RESOLUTION OPPOSING PLACEMENT OF SAFE SHELTER PARKING LOT BY OAK CREST MIDDLE SCHOOL**

PUBLIC COMMENT: Comments were made by Jody White, Mali, Ronette Youmans, Chris Olsen, Jedidiah Stuber, Holly B, Natalie Settoon, Robyne Ruterbusch, Jennifer Gates and Robin Sales.

Motion by Mr. Allman, seconded by Ms. Mossy, to approve the Resolution Opposing Placement of Safe Shelter Parking Lot by Oak Crest Middle School.

No action was taken and the motion was amended as follows:

Motion by Ms. Muir, seconded by Mr. Allman, to approve the Resolution Opposing Placement of Safe Shelter Parking Lot by Oak Crest Middle School with an amendment to the Resolution to include the following language: "Unless the city is willing to pull the item for more discussion with the school district."

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

Motion carried.

4. ADJOURNMENT

The meeting was adjourned at 3:05 p.m.

Katrina Young, Board Clerk

Date: October , 2021

Interim Superintendent, Lucile Lynch

Date: October , 2021

MINUTES ADOPTED: [October 14, 2021](#)



**BOARD OF TRUSTEES
SPECIAL MEETING**

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

Interim Superintendent
Lucile Lynch

**THURSDAY, SEPTEMBER 30, 2021
11:00 AM**

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

**THE GOVERNING BOARD OF THE SAN DIEGUITO UNION HIGH SCHOOL DISTRICT HELD A SPECIAL MEETING
ON THURSDAY SEPTEMBER 30, 2021, VIRTUALLY.**

[*LINK TO VIDEO RECORDING](#)

ATTENDANCE / BOARD OF TRUSTEES:

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

ATTENDANCE / DISTRICT MANAGEMENT:

- *Lucile Lynch, Interim Superintendent
- *Tina Douglas, Associate Superintendent, Business Services
- *Bryan Marcus, Associate Superintendent, Educational Services
- *Mark Miller, Deputy Superintendent
- *Olga West, Associate Superintendent, Human Resources
- *Shannon Martinez Executive Assistant to the Deputy Superintendent / Recording Secretary
- *Participated in the virtual meeting in-person at District Office located at 710 Encinitas Blvd., Encinitas, California, in accordance with Executive Orders N-29-20, N-33-20 and Public Health Executive Order issued on June 15, 2021.*

1. CALL TO ORDER

a. WELCOME

President Muir called the meeting to order at 11:00 am. Ms. Muir announced the public was given the opportunity to submit a request to make public comments prior to the start of the meeting.

b. PLEDGE OF ALLEGIANCE

Ms. Young led the Pledge of Allegiance

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.

ITEM 9a-i

c. APPROVAL OF AGENDA

Motion by Ms. Young Seconded by Ms. Mossy to approve the agenda of September 30, 2021 Special meeting of the San Dieguito Union High School District, as presented.

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

Motion unanimously carried

2. PRESENTATIONS**a. BRETT KILLEEN, PRINCIPAL, CANYON CREST ACADEMY**

Principal Brett Killeen made a presentation about Canyon Crest Academy.

b. SUPERINTENDENT SEARCH FIRM UPDATE - JAMES GUERRA, JG CONSULTING

JG Consulting team presented an update on the superintendent search

3. CLOSED SESSION

PUBLIC COMMENT WAS MADE BY: MARIANNE GROSNER

a. CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION (GOV'T CODE SECTION 54956.9 (d)(2) & (d)(4)):

- i. Significant exposure to litigation pursuant to paragraph (2) of subdivision (d) of Section 54956.9: One (1) Potential Case

b. CONFERENCE WITH LABOR NEGOTIATORS (GOV'T CODE SECTION 54957.6):

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

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

4. RECONVENE TO OPEN SESSION (THE BOARD OF TRUSTEES WILL RECONVENE OR PROVIDE FURTHER NOTICE AFTER 45 MINUTES IN CLOSED SESSION)

President Muir reconvened the meeting at 12:30 PM and announced there was no action to report out.

5. CONSENT AGENDA

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

Public Comment was made by: Marianne Grosner

Motion by Ms. Young seconded by Mr. Allman to ratify Consent Agenda Items 5a-i.-vi as presented.

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

Motion unanimously carried.

- i. APPROVAL/RATIFICATION OF AGREEMENTS & AMENDMENTS TO AGREEMENTS
- ii. RATIFICATION OF PURCHASE ORDERS LISTING

ITEM 9a-i

- iii. RATIFICATION OF WARRANTS REPORT LISTING
- iv. ACCEPTANCE OF GIFTS & DONATIONS
- v. APPROVAL OF FIELD TRIPS
- vi. APPROVAL/RATIFICATION OF PERSONNEL REPORTS

6. PUBLIC HEARINGS

- a. **PUBLIC HEARING / PROPOSAL FROM THE SAN DIEGUITO FACULTY ASSOCIATION TO THE SAN DIEGUITO UNION HIGH SCHOOL DISTRICT TO OPEN NEGOTIATIONS FOR THE 2021-22 SCHOOL YEAR**

Public Hearing-President Muir opened the hearing at 12:35 PM. there being no comment, the hearing was closed at 12:35 PM.

Motion by Young, seconded by Mossy to open negotiations for the 21-22 school year between San Dieguito Faculty Association to the San Dieguito Union High School District as presented.

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

Motion unanimously carried.

- b. **PUBLIC HEARING / PROPOSAL FROM THE SAN DIEGUITO UNION HIGH SCHOOL DISTRICT TO THE SAN DIEGUITO FACULTY ASSOCIATION TO OPEN NEGOTIATIONS FOR THE 2021-22 SCHOOL YEAR**

Public Hearing-President Muir opened the hearing at 12:36 PM. there being no comment, the hearing was closed at 12:36 PM.

Motion by Mossy and seconded by Young to open negotiations for the 21-22 school year between San Dieguito Union High School District and San Dieguito Faculty Association as presented.

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

Motion unanimously carried.

- c. **PUBLIC HEARING / PROPOSAL FROM THE SAN DIEGUITO UNION HIGH SCHOOL DISTRICT TO THE CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION, SAN DIEGUITO CHAPTER #241 TO OPEN NEGOTIATIONS FOR THE 2021-22 SCHOOL YEAR**

Public Hearing-President Muir opened the hearing at 12:37 PM. there being no comment, the hearing was closed at 12:37 PM.

Motion by Young and seconded by Allman to open negotiations for 21-22 school year from the San Dieguito Union High School District to the San Dieguito Chapter #241 to open negotiations as presented.

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

Motion unanimously carried.

- d. **PUBLIC HEARING & CONSIDERATION OF ADOPTION OF RESOLUTION / SUFFICIENCY OF INSTRUCTIONAL MATERIALS, 2021-22**

Public Hearing-President Muir opened the hearing at 12:38 PM. there being no comment, the hearing was closed at 12:38 PM.

ITEM 9a-i

Motion by Young and seconded by Allman to adopt a resolution declaring that sufficient science laboratory equipment, up to date textbooks, and instructional materials are present in our district classrooms for use by district staff and students as presented.

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

Motion unanimously carried.

7. DISCUSSION / ACTION ITEMS

- a. **CONSIDERATION OF REVISED BOARD POLICY / AR 5132.1, STUDENT MASK AND FACE COVERING - OR - RESCIND AR 5132.51 TO INSTEAD INCORPORATE MASK AND FACE COVERING REQUIREMENTS IN THE SDUHSD COVID-19 SAFETY PLAN, 2021-22 INFORMATION & DISTRICT PRACTICES, PER PUBLIC HEALTH ORDERS**

Public Comments were made by Michele Macosky, Shannon Kearns, Jen Charat, Tara

Mr. Allman shared it was redundant to have a board policy and have it in the safety plan and stated he would vote no.

Motion by Young, second by Allman to keep the revised board policy/AR 5132.1 Student Mask and Face Covering in addition to the SDUHSD Covid-19 safety plan 21-22 and district practices as presented

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

Motion carried 4-1

- b. **CONSIDERATION OF ADOPTION OF REVISED BOARD POLICY / AR 6115, CEREMONIES AND OBSERVANCES (PLEDGE OF ALLEGIANCE)**

Motioned by Muir and Second by Mossy to approve adoption of revised board policy/AR 6115 Ceremonies and Observances (Pledge of Allegiance)

Muir motioned to make board policy to follow Ed Code to have Flags placed in the classroom and to amend AR6115, Ceremonies and Observances to provide the pledge will be delivered over the intercom on a daily basis to ensure it is delivered in every classroom.

Mossy thanked Mr. Marcus for his work on this project and stated she was happy it was student lead.

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

Motion unanimously carried.

- c. **CONSIDERATION OF RESOLUTION AUTHORIZING TELECONFERENCE MEETINGS OF THE SAN DIEGUITO UNION HIGH SCHOOL DISTRICT BOARD OF TRUSTEES PURSUANT TO ASSEMBLY BILL 361 (GOV'T CODE SECTION 54953) – public comment, if any**

Public Comments were made by: Michele Macosky, Lisa Adrian

Motion by Young and Second by Allman to approve the resolution authorizing teleconference meetings of the San Dieguito Union High School Board of Trustees Pursuant to Assembly Bill 361 (Gov't Code Section 54953)

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

Motion unanimously carried.

ITEM 9a-i

8. DISCUSSION ONLY ITEMS

a. LCAP GOAL #1: EQUITY AND ACCESS UPDATE – public comment, if any

Public Comments were made by: Tara, Janice Holowka, Xuemei Zhang, James Guo, Joe Nalven, Chris Johnson, Ronette Youmans, Marina Fleming, Jennifer Young

President Muir gave Ms. Lynch direction to bring back board policy for the boards consideration that these target points for DEI are the districts goals and that Critical Race Theory will not be part of our teaching or in the district curriculum.

9. INFORMATION ITEMS

a. BUSINESS SERVICES – TINA DOUGLAS, ASSOCIATE SUPERINTENDENT

Ms. Douglas provided an update on the following:

- i. SDUHSD COVID-19 SAFETY PLAN, 2021-22 INFORMATION & DISTRICT PRACTICES UPDATE

b. SUPERINTENDENT/DISTRICT – LUCILE LYNCH, INTERIM SUPERINTENDENT

Ms. Lynch provided an update on the following:

- i. SUPERINTENDENT COLLEGE COMMITTEE
- ii. SUPERINTENDENT POOL FEASIBILITY COMMITTEE

10. ADJOURNMENT

The Meeting was adjourned at 2:41 PM

Katrina Young, Board Clerk

Date: _____

Interim Superintendent, Lucile Lynch

Date: _____

MINUTES ADOPTED: October 14, 2021

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: October 5, 2021

BOARD MEETING DATE: October 14, 2021

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

SUBMITTED BY: Lucile Lynch, Interim Superintendent

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

EXECUTIVE SUMMARY

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

RECOMMENDATION:

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

FUNDING SOURCE:

As noted on the attached report.

Agreements Recommended for Board Approval							
#	DEPARTMENT	AGREEMENT VENDOR	DESCRIPTION OF SERVICES	FUNDING SOURCE	AMOUNT NOT TO EXCEED	START DATE	END DATE
1	Human Resources	Phamatech, Inc.	Ratification of agreement A2022-085 to provide COVID testing for staff and students at no cost to the District.	N/A	N/A	08/30/21	12/31/21
2	Human Resources	American Fidelity Administrative Services, LLC	Ratification of renewal of agreement A2021-070 to provide Affordable Care Act (ACA) 1095C employee reporting services.	General Fund / Unrestricted 01-00	\$995.00 annual fee and \$3.95 per employee	07/01/21	06/30/22
3	Business Services	Western Indoor Environment	Ratification of agreement A2022-089 to provide services to clean and degrease kitchen exhaust systems, including, but not limited to: cleaning and degreasing exhaust fans, hoods, filters, grease catchers and roof ductwork, as needed District wide.	General Fund/ Unrestricted 01-00	\$10,000.00	09/17/21	6/30/2022 with automatic renewals
4	Business Services	Mission Linen Supply	Ratification of renewal of agreement A2018-56 for shop towel and linen services for various sites throughout the District.	General Fund/ Unrestricted 01-00	\$2,000.00	07/01/21	06/30/22
5	Administrative Services	Study.com, LLC	Ratification of agreement A2022-083 for 5 Institutional Teacher Classroom licenses for Torrey Pines High School, providing teachers the ability to share lessons and make assignments for up to 120 students per license.	General Fund/ Unrestricted 01-00	\$2,500.00	09/17/21	09/16/22
6	Special Education	Grammarly, Inc.	Ratification of agreement A2022-092 for 500 subscriptions of Grammarly EDU, which offers students online writing assistance to develop essential writing skills, reinforce proper revision habits, and prevent plagiarism.	General Fund/ Restricted 01-00	\$3,500.00	08/31/21	08/30/22
7	Business Services	EMC Corporation	Ratification of agreement A2022-090 for the renewal of ProSupport Services for DELL Hardware and Software.	General Fund / Unrestricted 01-00	\$15,385.00	06/05/21	07/04/22
8	Business Services	Dell Marketing, LP	Ratification to extended Dell VxRail ProSupport Plus Mission Critical Software Support/Maintenance (A2022-091).	General Fund / Unrestricted 01-00	\$13,701.00	07/01/21	08/19/22
9	Business Services	Jose A. Gonzales, attorney at law	Ratification of agreement A2022-095 to provide complaint investigative services related to the TPHS Uniform Complaint Title IX.	General Fund / Unrestricted 01-00	\$105.00 per hour plus reasonable expenses, NTE \$5,000.00	09/01/21	06/30/22
10	Business Services	One-Fourth Consulting, LLC dba JG Consulting	Ratification of agreement A2022-105 to provide executive search services for a Superintendent of Schools.	General Fund / Unrestricted 01-00	\$25,000.00	09/14/21	Upon completion
11	Administrative Services	City of Del Mar	Ratification of agreement A2022-097 to provide use of Del Mar Beach facilities, for Surf PE classes for Torrey Pines High School, San Dieguito HS Academy and Earl Warren Middle School, at no cost to the District.	N/A	N/A	08/20/21	06/20/22
12	Human Resources	California State University, East Bay	Ratification of agreement A2022-098 to provide special education teacher interns.	N/A	N/A	09/17/21	07/31/26
13	Business Services	ACCO Brands	Ratification of agreement A2022-102 to provide 3 point equipment maintenance to a GBC Ultima 65 laminator at San Dieguito Academy.	General Fund/ Unrestricted 01-00	\$565.00	09/17/21	6/30/2022 with automatic renewals
14	Administrative Services	Eleanor Evans	Ratification of agreement A2022-103 to provide support, meetings and hourly sessions to District Office Leadership Team, as well to participate in the 16 Equity Coach progress meetings towards self-selected change and outcome, in order to actualize the goals of the San Diego County Office of Education's Equity Partnership Training.	General Fund/ Unrestricted 01-00	\$250.00/hour for Leadership Support, \$250.00/day for Equity Coach monthly meetings, NTE \$12,000.00	09/16/21	06/30/22
15	Business Services	Seaside Heating and Air	Ratification of agreement A2022-104 to provide minor repairs and service to refrigeration units and refrigeration equipment throughout the District, as needed.	General Fund/ Unrestricted 01-00	\$10,000.00	09/17/21	6/30/2022 with automatic renewals
16	Administrative Services	Artis, Inc.	Ratification of Memorandum of Understanding A2022-106 to pilot a four-year college admissions readiness program for SDUHSD students at no cost to the District.	N/A	N/A	Upon Execution	06/30/22

#	DEPARTMENT	AGREEMENT VENDOR	DESCRIPTION OF SERVICES	FUNDING SOURCE	AMOUNT NOT TO EXCEED	START DATE	END DATE
17	Business Services	Frantz Law Group, APLC	Ratification of agreement A2022-107 for Opioids Class action lawsuit against the Manufacturers, distributors and marketers of Opioids.	N/A	N/A	09/16/21	Until completed
18	Business Services	School Services of California, Inc.	Approval of agreement A2022-081 to provide an organizational review of the administrative positions in the District Office.	General Fund / Unrestricted 01-00	\$49,200.00 plus expenses. Additional meetings or presentations will be billed at the rate of \$310.00 per hour.	When executed	03/31/22
19	Special Education	The Devereux Foundation dba Devereux Advanced Behavioral Health Georgia	Approval of agreement A2022-108 to provide non-public school (NPS) and residential treatment center (RTC) services to special education students per an IEP.	General Fund/ Restricted 01-00	At the rates established in the agreement	07/01/21	06/30/22
20	Business Services	Scoreboard Solutions, Inc.	Approval of agreement A2022-109 to provide maintenance service to scoreboards and marquees district wide, including, but not limited to, replacement of lamps, damaged cables and connectors, inspection of electronics and general board conditions and testing of all functions for proper operations, as needed.	General Fund / Unrestricted 01-00	\$20,000.00	10/15/21	6/30/2022 with automatic renewals
21	Business Services	Freshworks, Inc.	Approval of agreement A2022-112 to add 5 additional prorated licenses of Freshservices.	General Fund / Unrestricted 01-00	\$2,500.00	09/17/21	12/31/21
22	Administrative Services	City of Carlsbad	Ratification of facility rentals for aquatics programs (A2022-122).	General Fund/ Unrestricted 01-00	\$40,000.00	08/01/21	06/30/22
23	Special Education	Exclusive Care International, Inc. dba Pediatric Therapy Associates	Approval of agreement A2022-114 to provide Nursing Services as needed.	General Fund / Unrestricted 01-00	\$82.50 per hour for School Nurse RN, LVN; \$65.00 per hour for Nurse Aid CNA	Upon Execution	06/30/22
24	Educational Services	San Diego County Superintendent of Schools	Ratification of agreement A2022-113 to provide Restorative Practices training, coaching and support services to the District.	General Fund / Unrestricted 01-00	\$5,000.00	10/01/21	06/30/22
25	Human Resources	GT Independence	Approval of agreement A2022-115 to facilitate and provide San Diego Resource Center (SDRC) paid internships to transitional-aged youth (18-24 years old).	N/A	no cost	10/15/21	06/30/22
26	Human Resources	Liberty University	Approval of agreement A2022-116 for the District to provide practicum experience to students enrolled in the University's teacher training curricula.	N/A	no cost	10/15/21	Until terminated
27	Educational Services	Global Brigades, Inc. dba Squads Abroad	Approval of agreement A2022-118 to provide Global Business TeleSquad Virtual Experiential Learning Program for up to 50 students, 14 virtual sessions of 45-60 minutes, where students analyze real life client profiles in under-resourced communities around the world, identify business areas of development and work on developing solutions for these problems.	General Fund/ Restricted 01-00	\$5,000.00	01/01/22	03/31/22
28	Business Services	Stanley Steemer International, Inc.	Approval of agreement A2022-120 to provide steam cleaning services of carpets and upholstery as needed throughout the District.	General Fund / Unrestricted 01-00	\$15,000.00	10/15/21	6/30/2022 with automatic renewals
29	Business Services	Weatherproofing Technologies, Inc.	Approval of agreement A2022-121, under the Provisions of the California Multiple Awards Schedule (CMAS) contract # 4-21-03-1001, to do annual roofing inspections, preventative maintenance, and minor roof repairs, district wide, as needed. The service also includes 24 hour, 7 day leak service call reporting and response program and long term budgeting/planning for major roof repairs, restoration and replacement.	General Fund/ Restricted 01-00	\$170,000.00	10/15/21	6/30/2022 with automatic renewals
30	Business Services	All Star Glass, Inc.	Ratification of renewal of agreement A2019-178 to provide windshield repairs or replacements, as needed.	General Fund/ Unrestricted 01-00	\$4,000.00	07/01/21	06/30/21
31	Business Services	JN Projects, Inc. dba HelloSign a Dropbox Company	Approval to renew agreement A2021-076 to provide a 100 user HelloSign Enterprise Plus User License eSignature system.	General Fund/ Unrestricted 01-00	\$16,000.00	10/22/21	10/21/22

#	DEPARTMENT	AGREEMENT VENDOR	DESCRIPTION OF SERVICES	FUNDING SOURCE	AMOUNT NOT TO EXCEED	START DATE	END DATE
32	Business Services	All City Management Services, Inc	Approval of agreement A2022-125 to provide Crossing Guard services, as needed, throughout the District.	General Fund/ Unrestricted 01-00	\$27.48 per hour, per guard, NTE \$20,000	10/15/21	6/30/22

Amendments to Agreements Recommended for Board Approval

#	DEPARTMENT	AGREEMENT VENDOR	DESCRIPTION OF SERVICES	FUNDING SOURCE	ADDITIONAL AMOUNT	AMOUNT NOT TO EXCEED	START DATE	END DATE
1	Business Services	Verdugo Testing Co.	Ratification of amendment to agreement A2022-066 to increase the Not-To-Exceed amount for testing, monitoring, training, certifications, repairs, parts and equipment for the underground fuel storage tank and dispensers located in the Transportation facility, as needed.	General Fund Unrestricted 01-00	\$10,000.00	\$20,000.00	09/20/21	06/30/22
2	Business Services	Reliable and Dependable, Inc. dba San Diego Refrigeration	Ratification of amendment to agreement A2019-18 to increase the Not-To-Exceed amount for preventative maintenance, repair and troubleshooting services on air conditioning, refrigeration and ice making equipment, and ventilation systems, as needed District wide.	General Fund Unrestricted 01-00	\$10,000.00	\$50,000.00	09/16/21	06/30/22
3	Business Services	A1 Golf Cars, Inc.	Ratification of amendment to agreement A2019-02 to increase the Not-To-Exceed amount to provide golf cart maintenance, minor repairs, and parts, District wide, as needed.	General Fund/ Unrestricted 01-00	\$15,000.00	\$25,000.00	09/16/21	06/30/22
4	Educational Services	CAST, Inc.	Ratification of amendment to agreement A2022-012 to modify the scope of work in order to schedule the professional learning events (Introduction to Universal Design for Learning (UDL)) as virtual events rather than in person, which has decreased the total Not-To-Exceed amount.	General Fund/ Restricted 01-00 Perkins	(\$1,250.00)	\$20,625.00	09/17/21	06/30/22
5	Business Services	Match Point Tennis Courts, Inc.	Ratification of amendment to agreement A2022-018 to increase the Not-To-Exceed amount to provide tennis court cleaning and net strap replacements as needed throughout the District.	General Fund/ Unrestricted 01-00	\$10,000.00	\$20,000.00	09/16/21	06/30/22
6	Administrative Services	San Diego County inter agency agreement	Ratification of amendment to agreement A2022-056, which provides a system for tracking, reporting, and sharing information on foster and homeless youth between many different County agencies and school districts, in order to incorporate changes to the Insurance and Indemnification clauses. Amendment includes added language regarding Insurance and changes to the Indemnification sections.	General Fund/ Unrestricted 01-00	\$0.00	\$5,000 linking fee and \$500 annually thereafter	08/01/21	07/31/26
7	Administrative Services	ATvantage	Amendment to agreement A2022-063 to increase the number of service hours from 625 to 925. Additional 300 hours for Substitute Athletic Trainers at Torrey Pines High School at \$62.00 per hour.	General Fund Unrestricted 01-00	\$18,600.00	\$57,350.00	10/15/21	6/30/2022
8	Business Services	SD Elevator	Amendment to agreement A2019-102 to increase NTE amount of elevator preventative maintenance, minor repairs and State load tests.	General Fund Unrestricted 01-00	\$20,000.00	\$76,500.00	10/15/21	until contract expires or is terminated
9	Business Services	San Diego Scenic Tours	Extending the Extracurricular Transportation Services District Wide contract B2020-01 an additional year with an 1.5% increase in rates based on the San Diego County cost of living adjustment (COLA) as allowed in the contract.	Fund to which the service is charged	1.50%	At the rates established in the agreement	10/01/21	08/22/22 and then continuing with up to two additional annual renewals with price increases based on the San Diego County cost of living adjustment (COLA)
10	Facilities Planning & Construction	Westberg & White	Amend Contract CA2021-33 for architectural/engineering services at Oak Crest Middle School.	Building Fund Prop 39 -- Fund 21-39	\$9,500.00	\$222,200.00 Plus Reimbursable Expenses	3/19/2021	Upon Completion

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: October 1, 2021

BOARD MEETING DATE: October 14, 2021

PREPARED BY: Tina Douglas, Associate Superintendent,
Business Services

SUBMITTED BY: Lucile Lynch, Interim Superintendent

SUBJECT: RATIFICATION OF PURCHASE ORDERS
LISTING

EXECUTIVE SUMMARY

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

RECOMMENDATION:

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

FUNDING SOURCE:

Not applicable.

PO REPORT SEPTEMBER 3, 2021 THROUGH SEPTEMBER 30, 2021						
PO NBR	FUND	VENDOR	SITE	OPERATING UNIT	DESCRIPTION	AMOUNT
0000018363	0100	SAN DIEGO COUNTY OFFICE OF EDUCATION	Stores/Purchasing	District Wide	Conference,Workshop,Sem.	\$60.00
0000018364	0100	SOUTHWEST SCHOOL/OFFICE SUPPLY	Schools-Formula	Oak Crest Middle School	Materials And Supplies	\$129.60
0000018365	0100	STAPLES ADVANTAGE	Schools-Formula	Canyon Crest Academy	Materials And Supplies	\$300.00
0000018366	0100	AMAZON CAPITAL SERVICES, INC.	Schools-Formula	Canyon Crest Academy	Materials And Supplies	\$1,000.00
0000018367	0100	Daily Journal Corporation	Facilities Planning & Constr.	District Wide	Advertising	\$124.80
0000018368	0100	TCI	Assoc Supt.Of Ed Services	District Wide	Computer Licensing	\$5,220.00
0000018369	0100	B AND H PHOTO-VIDEO	Special Programs	District Wide	Materials And Supplies	\$11,009.20
0000018369	0100	B AND H PHOTO-VIDEO	Special Programs	District Wide	Non-Capitalized Equipment	\$5,820.71
0000018370	0100	SAN DIEGO COUNTY OFFICE OF EDUCATION	Schools-Formula	Earl Warren Middle School	Conference,Workshop,Sem.	\$139.00
0000018371	0100	SWEETWATER	Special Programs	Canyon Crest Academy	Materials And Supplies	\$2,111.90
0000018371	0100	SWEETWATER	Special Programs	Canyon Crest Academy	Non-Capitalized Equipment	\$1,476.17
0000018372	0100	M P S	Assoc Supt.Of Ed Services	District Wide	Textbooks	\$1,883.97
0000018373	0100	BLICK, DICK (DICK BLICK)	Schools-Formula	Pacific Trails Middle School	Materials And Supplies	\$48.11
0000018374	0100	WARD'S SCIENCE	Schools-Non-Formula	San Dieguito Academy	Materials And Supplies	\$228.84
0000018375	0100	RUSSELL SIGLER INC	Maintenance & Operation	District Wide	Equipment	\$12,320.00
0000018376	0100	FISHER SCIENTIFIC EMD	Schools-Formula	Torrey Pines High School	Materials And Supplies	\$432.78
0000018377	0100	STAPLES ADVANTAGE	Schools-Non-Formula	San Dieguito Academy	Materials And Supplies	\$1,500.00
0000018378	0100	LASERCYCLE USA INC	Schools-Formula	San Dieguito Academy	Materials And Supplies	\$639.87
0000018379	0100	TEACHER'S DISCOVERY	Schools-Formula	Canyon Crest Academy	Materials And Supplies	\$39.30
0000018380	0100	SAN DIEGO COUNTY OFFICE OF EDUCATION	Schools-Formula	Pacific Trails Middle School	Conference,Workshop,Sem.	\$139.00
0000018381	0100	CDW GOVERNMENT	Special Ed	District Wide	Non-Capitalized Tech Equipment	\$1,233.05
0000018382	0100	TRANE PARTS	Maintenance & Operation	District Wide	Non-Capitalized Equipment	\$1,424.65
0000018383	0100	VISTA TREE SERVICE INC	Maintenance & Operation	District Wide	Other Serv.& Oper.Exp.	\$1,825.00
0000018384	0100	RASIX COMPUTER CENTER INC	Special Ed	District Wide	Materials And Supplies	\$367.42
0000018385	0100	T-Mobile USA, Inc.	Technology	District Wide	Computer Licensing	\$14,760.00
0000018386	0100	NCS PEARSON, INC	Special Ed	District Wide	Materials And Supplies	\$24.55
0000018387	0100	STAPLES ADVANTAGE	Schools-Formula	San Dieguito Academy	Materials And Supplies	\$750.00
0000018388	0100	AMAZON CAPITAL SERVICES, INC.	Schools-Formula	San Dieguito Academy	Materials And Supplies	\$1,000.00
0000018389	0100	STAPLES ADVANTAGE	Schools-Formula	San Dieguito Academy	Materials And Supplies	\$500.00
0000018390	0100	STAPLES ADVANTAGE	Schools-Formula	Canyon Crest Academy	Materials And Supplies	\$1,357.65
0000018391	0100	B AND H PHOTO-VIDEO	Special Programs	District Wide	Materials And Supplies	\$5,092.73
0000018392	2139	SUBSURFACE SURVEYS &	Facilities Planning & Constr.	20/21 Sda Pkg Lot/Play Court	Land Improvements	\$1,625.00
0000018393	2139	Daily Journal Corporation	Facilities Planning & Constr.	20/21 Dno Bldgs C&D Moderniztn	Improvements	\$223.60
0000018394	0100	HOWARD E NYHART CO INC.	Fiscal Services	District Wide	Professional/Consult Svcs	\$8,000.00
0000018395	1300	LOWES	Nutrition Services	District Wide	Materials And Supplies	\$81.35
0000018396	1300	ALL AMERICAN PLASTIC	Nutrition Services	District Wide	Purchases Supplies	\$14,000.00
0000018397	1300	P AND R PAPER SUPPLY CO.	Nutrition Services	District Wide	Purchases Supplies	\$14,000.00
0000018398	1300	DOMINO'S PIZZA	Nutrition Services	District Wide	Purchases Food	\$200,000.00
0000018399	0100	AMAZON CAPITAL SERVICES, INC.	Assoc Supt.Of Ed Services	District Wide	Books Other Than Textbooks	\$371.68
0000018400	0100	BEAR COMMUNICATIONS INC	Schools-Formula	Earl Warren Middle School	Materials And Supplies	\$172.93
0000018401	0100	SOUTHWEST SCHOOL/OFFICE SUPPLY	Schools-Non-Formula	Oak Crest Middle School	Materials And Supplies	\$322.39
0000018402	0100	OFFICE SOLUTIONS BUSINESS	Schools-Formula	Canyon Crest Academy	Materials And Supplies	\$152.55
0000018403	0100	PLASMAMAC INC	Schools-Formula	San Dieguito Academy	Materials And Supplies	\$111.44
0000018404	0100	STUDENT TELEVISION NETWORK	Special Programs	District Wide	Dues And Memberships	\$75.00
0000018405	0100	SDCSPCA	Personnel Commission	District Wide	Dues And Memberships	\$50.00
0000018406	4000	GRIZZLY INDUSTRIAL INC	Facilities Planning & Constr.	18/19 Tphs Iv Bldg Mod	New Construction	\$3,014.04
0000018407	0100	STAPLES ADVANTAGE	Schools-Formula	Oak Crest Middle School	Materials And Supplies	\$500.00
0000018408	0100	AMAZON CAPITAL SERVICES, INC.	Schools-Non-Formula	Pacific Trails Middle School	Materials And Supplies	\$3,000.00
0000018409	0100	STAPLES ADVANTAGE	Schools-Non-Formula	Pacific Trails Middle School	Materials And Supplies	\$3,000.00
0000018410	0100	VERNIER SOFTWARE & TECHNOLOGY	Schools-Formula	Canyon Crest Academy	Materials And Supplies	\$818.90
0000018412	0100	BIO RAD LABORATORIES	Schools-Formula	Canyon Crest Academy	Materials And Supplies	\$158.39
0000018414	1300	A1 GOLF CARS, INC	Nutrition Services	District Wide	Repairs & Maintenance	\$1,137.32
0000018415	0100	NORTH COUNTY CONFERENCE	Pupil Personnel	Torrey Pines High School	Dues - CIF	\$1,656.90
0000018415	0100	NORTH COUNTY CONFERENCE	Pupil Personnel	La Costa Canyon High Sch	Dues - CIF	\$1,432.80
0000018415	0100	NORTH COUNTY CONFERENCE	Pupil Personnel	San Dieguito Academy	Dues - CIF	\$1,515.60
0000018415	0100	NORTH COUNTY CONFERENCE	Pupil Personnel	Canyon Crest Academy	Dues - CIF	\$1,649.10
0000018416	0100	STAPLES ADVANTAGE	Schools-Formula	San Dieguito Academy	Materials And Supplies	\$440.05
0000018417	0100	LASERCYCLE USA INC	Schools-Formula	San Dieguito Academy	Materials And Supplies	\$2,500.00
0000018418	0100	ALPHA GRAPHICS SAN MARCOS/CARLSBAD	Schools-Formula	La Costa Canyon High Sch	Materials And Supplies	\$170.23
0000018419	0100	AMAZON CAPITAL SERVICES, INC.	Schools-Formula	San Dieguito Academy	Materials And Supplies	\$200.00
0000018420	0100	FLINN SCIENTIFIC INC	Schools-Formula	Canyon Crest Academy	Materials And Supplies	\$273.89
0000018421	0100	SCHOOL HEALTH CORPORATION	Schools-Formula	Oak Crest Middle School	Materials And Supplies	\$73.96
0000018422	0100	EXPLORE LEARNING	Schools-Non-Formula	San Dieguito Academy	Computer Licensing	\$6,681.00
0000018423	0100	FISHER SCIENTIFIC EMD	Schools-Formula	San Dieguito Academy	Materials And Supplies	\$24.77
0000018424	0100	CENGAGE LEARNING	AB86 Expanded Learning	District Wide	Computer Licensing	\$6,114.81
0000018425	0100	CENGAGE LEARNING	AB86 Expanded Learning	District Wide	Computer Licensing	\$6,687.94
0000018426	0100	JUNIOR LIBRARY GUILD	Schools-Formula	San Dieguito Academy	Materials And Supplies	\$276.42
0000018427	0100	SCHOOLMART	Schools-Non-Formula	San Dieguito Academy	Materials And Supplies	\$8,591.99
0000018428	0100	FLINN SCIENTIFIC INC	Schools-Formula	San Dieguito Academy	Materials And Supplies	\$114.02
0000018429	0100	Make Community LLC	Schools-Non-Formula	Diegueno Middle School	Materials And Supplies	\$140.06
0000018430	0100	SAN DIEGO COUNTY OFFICE OF EDUCATION	Business Services	District Wide	Conference,Workshop,Sem.	\$60.00
0000018431	0100	DOVETAIL MARKETING COMPANY INC	Technology	District Wide	Materials And Supplies	\$427.72
0000018432	0100	THE MARKERBOARD PEOPLE	Special Programs	District Wide	Materials And Supplies	\$301.70
0000018433	0100	CDW GOVERNMENT	Technology	District Wide	Materials And Supplies	\$5,603.00
0000018434	0100	B AND H PHOTO-VIDEO	Technology	District Wide	Materials And Supplies	\$322.17
0000018434	0100	B AND H PHOTO-VIDEO	Technology	District Wide	Non-Capitalized Tech Equipment	\$591.55
0000018435	4000	CW DRIVER LLC	Facilities Planning & Constr.	18/19 Tphs Iv Bldg Mod	New Construction	\$991,540.49
0000018436	4000	ENTERPRISE FLEET MANAGEMENT INC	Facilities Planning & Constr.	2021Cf Enterprs White Fleet Ls	Equipment	\$400.00
0000018436	4000	ENTERPRISE FLEET MANAGEMENT INC	Facilities Planning & Constr.	2021Cf Enterprs White Fleet Ls	Bank Charges	\$366.49
0000018436	4000	ENTERPRISE FLEET MANAGEMENT INC	Facilities Planning & Constr.	2021Cf Enterprs White Fleet Ls	Other Debt Service - Principal	\$5,308.89
0000018436	4000	ENTERPRISE FLEET MANAGEMENT INC	Facilities Planning & Constr.	2021Cf Enterprs White Fleet Ls	Debt Service - Interest	\$851.23
0000018437	4000	ENTERPRISE FLEET MANAGEMENT INC	Facilities Planning & Constr.	2021Cf Enterprs White Fleet Ls	Equipment	\$400.00
0000018437	4000	ENTERPRISE FLEET MANAGEMENT INC	Facilities Planning & Constr.	2021Cf Enterprs White Fleet Ls	Bank Charges	\$366.52
0000018437	4000	ENTERPRISE FLEET MANAGEMENT INC	Facilities Planning & Constr.	2021Cf Enterprs White Fleet Ls	Other Debt Service - Principal	\$5,569.33
0000018437	4000	ENTERPRISE FLEET MANAGEMENT INC	Facilities Planning & Constr.	2021Cf Enterprs White Fleet Ls	Debt Service - Interest	\$827.64
0000018438	4000	ENTERPRISE FLEET MANAGEMENT INC	Facilities Planning & Constr.	2021Cf Enterprs White Fleet Ls	Equipment	\$400.00

PO REPORT SEPTEMBER 3, 2021 THROUGH SEPTEMBER 30, 2021						
PO NBR	FUND	VENDOR	SITE	OPERATING UNIT	DESCRIPTION	AMOUNT
0000018438	4000	ENTERPRISE FLEET MANAGEMENT INC	Facilities Planning & Constr.	2021Cf Enterprs White Fleet Ls	Bank Charges	\$366.52
0000018438	4000	ENTERPRISE FLEET MANAGEMENT INC	Facilities Planning & Constr.	2021Cf Enterprs White Fleet Ls	Other Debt Service - Principal	\$5,569.33
0000018438	4000	ENTERPRISE FLEET MANAGEMENT INC	Facilities Planning & Constr.	2021Cf Enterprs White Fleet Ls	Debt Service - Interest	\$528.64
0000018439	4000	ENTERPRISE FLEET MANAGEMENT INC	Facilities Planning & Constr.	2021Cf Enterprs White Fleet Ls	Equipment	\$400.00
0000018439	4000	ENTERPRISE FLEET MANAGEMENT INC	Facilities Planning & Constr.	2021Cf Enterprs White Fleet Ls	Bank Charges	\$366.52
0000018439	4000	ENTERPRISE FLEET MANAGEMENT INC	Facilities Planning & Constr.	2021Cf Enterprs White Fleet Ls	Other Debt Service - Principal	\$5,569.33
0000018439	4000	ENTERPRISE FLEET MANAGEMENT INC	Facilities Planning & Constr.	2021Cf Enterprs White Fleet Ls	Debt Service - Interest	\$827.64
0000018440	0100	STAPLES ADVANTAGE	Schools-Formula	Canyon Crest Academy	Materials And Supplies	\$1,092.15
0000018441	0100	FISHER SCIENTIFIC EMD	Schools-Formula	San Dieguito Academy	Materials And Supplies	\$222.95
0000018442	0100	MRC360 AKA MR COPY	Schools-Formula	Torrey Pines High School	Materials And Supplies	\$1,000.00
0000018443	0100	SMART AND FINAL STORES CORP	Schools-Formula	Carmel Valley Middle School	Refreshments	\$250.00
0000018444	0100	RALPHS CUSTOMER CHARGES	Schools-Formula	Carmel Valley Middle School	Refreshments	\$300.00
0000018445	2139	EDCO DISPOSAL CORPORATION	Facilities Planning & Constr.	1213 Phase I Bldg Prgm-Dw	Rents & Leases	\$726.35
0000018447	0100	D A D ASPHALT, INC.	Maintenance & Operation	District Wide	Repairs & Maintenance	\$2,700.00
0000018448	0100	LOWES	Maintenance & Operation	District Wide	Materials And Supplies	\$147.15
0000018449	0100	CENGAGE LEARNING	Assoc Supt.Of Ed Services	District Wide	Books Other Than Textbooks	\$1,093.60
0000018450	0100	HOUGHTON MIFFLIN HARCOURT	Assoc Supt.Of Ed Services	District Wide	Books Other Than Textbooks	\$177.08
0000018451	4000	CLASS LEASING LLC	Facilities Planning & Constr.	18/19 Tphs Iv Bldg Mod	New Construction	\$58,600.00
0000018452	2519	ARROW LIFT OF CALIF	Facilities Planning & Constr.	District Wide	Improvements	\$258.72
0000018453	0100	AMAZON CAPITAL SERVICES, INC.	Schools-Formula	San Dieguito Academy	Materials And Supplies	\$1,000.00
0000018454	0100	AMAZON CAPITAL SERVICES, INC.	Schools-Non-Formula	Oak Crest Middle School	Materials And Supplies	\$120.00
0000018455	0100	AMAZON CAPITAL SERVICES, INC.	Schools-Non-Formula	Oak Crest Middle School	Materials And Supplies	\$93.00
0000018456	0100	STEVEN SMITH LANDSCAPE, INC.	Maintenance & Operation	Earl Warren Middle School	Land Improvements	\$4,480.00
0000018457	0100	AVIDEX	Technology	District Wide	Repairs & Maintenance	\$760.00
0000018458	0100	CDW GOVERNMENT	Technology	District Wide	Materials And Supplies	\$4,681.47
0000018459	0100	PACWEST AIR FILTER	Fiscal Services	District Wide	Materials And Supplies	\$24,171.73
0000018460	0100	STAPLES ADVANTAGE	Schools-Non-Formula	Oak Crest Middle School	Materials And Supplies	\$249.94
0000018461	0100	LIBERTY FLAGS INC	Maintenance & Operation	District Wide	Materials And Supplies	\$1,182.02
0000018462	0100	MISSION LINEN SUPPLY	Schools-Formula	Torrey Pines High School	Other Serv.& Oper.Exp.	\$800.00
0000018463	0100	SAN DIEGO REFRIGERATION	Maintenance & Operation	District Wide	Other Serv.& Oper.Exp.	\$32,000.00
0000018463	0100	SAN DIEGO REFRIGERATION	Maintenance & Operation	District Wide	Repairs & Maintenance	\$6,000.00
0000018464	0100	GARBANZO LLC	Schools-Formula	Oak Crest Middle School	Computer Licensing	\$598.00
0000018465	0100	MATCH POINT TENNIS COURTS, INC	Maintenance & Operation	District Wide	Repairs & Maintenance	\$3,600.00
0000018466	0100	LAWNMOWERS PLUS INC	Maintenance & Operation	District Wide	Non-Capitalized Equipment	\$4,189.32
0000018467	0100	AMAZON CAPITAL SERVICES, INC.	Schools-Formula	Torrey Pines High School	Materials And Supplies	\$1,000.00
0000018468	0100	AMAZON CAPITAL SERVICES, INC.	Schools-Non-Formula	Canyon Crest Academy	Materials And Supplies	\$341.39
0000018469	0100	OFFICE SOLUTIONS BUSINESS	Schools-Formula	Canyon Crest Academy	Materials And Supplies	\$172.55
0000018471	0100	B AND H PHOTO-VIDEO	Technology	District Wide	Non-Capitalized Tech Equipment	\$5,488.79
0000018472	0100	B AND H PHOTO-VIDEO	Technology	District Wide	Materials And Supplies	\$1,707.78
0000018473	0100	5Point Film Festival	Schools-Formula	Earl Warren Middle School	Materials And Supplies	\$150.00
0000018474	0100	TREETOP PUBLISHING INC	Schools-Non-Formula	Oak Crest Middle School	Materials And Supplies	\$211.95
0000018475	0100	AMAZON CAPITAL SERVICES, INC.	Special Ed	District Wide	Materials And Supplies	\$1,000.00
0000018476	0100	US BANK	Facilities Planning & Constr.	District Wide	Debt Service - Interest	\$411,115.35
0000018477	0100	ADVANTAGE PAYROLL SERVICES	Special Ed	District Wide	Other Serv.& Oper.Exp.	\$3,000.00
0000018478	0100	AMAZON CAPITAL SERVICES, INC.	Special Programs	District Wide	Materials And Supplies	\$700.00
0000018479	0100	STAPLES ADVANTAGE	Special Ed	District Wide	Materials And Supplies	\$35.00
0000018480	0100	SCHOOL HEALTH CORPORATION	Special Ed	District Wide	Materials And Supplies	\$65.17
0000018481	0100	PRO-ED	Special Ed	District Wide	Materials And Supplies	\$476.89
0000018482	0100	NCS PEARSON, INC	Special Ed	District Wide	Materials And Supplies	\$185.21
0000018483	0100	NCS PEARSON, INC	Special Ed	District Wide	Materials And Supplies	\$524.84
0000018484	0100	PAR, INC	Special Ed	District Wide	Materials And Supplies	\$3,840.21
0000018485	0100	SUPER DUPER INC	Special Ed	District Wide	Materials And Supplies	\$90.76
0000018486	0100	BEAR COMMUNICATIONS INC	Schools-Formula	La Costa Canyon High Sch	Repairs & Maintenance	\$888.94
0000018487	0100	SAN DIEGO COUNTY OFFICE OF EDUCATION	Schools-Formula	San Dieguito Academy	Conference,Workshop,Sem.	\$139.00
0000018488	0100	SENOR WOOLY	Schools-Non-Formula	Oak Crest Middle School	Computer Licensing	\$150.00
0000018489	0100	SENSORY KIDS STORE	Special Ed	District Wide	Materials And Supplies	\$49.81
0000018490	0100	STAPLES ADVANTAGE	Schools-Formula	Canyon Crest Academy	Materials And Supplies	\$300.00
0000018491	0100	PAR, INC	Special Ed	District Wide	Computer Licensing	\$215.50
0000018492	0100	VERDUGO TESTING CO., INC.	Transportation	District Wide	Fees - Business, Admission,Etc	\$7,500.00
0000018493	0100	VERDUGO TESTING CO., INC.	Transportation	District Wide	Repairs & Maintenance	\$5,000.00
0000018494	0100	VERDUGO TESTING CO., INC.	Transportation	District Wide	Other Serv.& Oper.Exp.	\$200.00
0000018495	0100	INDUSTRIAL METAL SUPPLY	Schools-Formula	Torrey Pines High School	Materials And Supplies	\$97.14
0000018496	0100	WESTERN INDOOR ENVIRONMENTAL SERVICES	Maintenance & Operation	District Wide	Other Serv.& Oper.Exp.	\$1,850.00
0000018496	0100	WESTERN INDOOR ENVIRONMENTAL SERVICES	Maintenance & Operation	District Wide	Repairs & Maintenance	\$4,000.00
0000018497	4000	MOBILE MODULAR MANAGEMENT CORP	Facilities Planning & Constr.	20/21 Do Modernization Proj.	Improvements	\$4,336.74
0000018498	2518	GEM INDUSTRIAL, INC.	Facilities Planning & Constr.	2122 Cf Oc Sewer Line Repair/I	Repairs & Maintenance	\$21,490.00
0000018499	2518	UNITED SITE SERVICES	Facilities Planning & Constr.	2122 Cf Oc Sewer Line Repair/I	Rents & Leases	\$815.50
0000018500	0100	DATA TICKET INC	Schools-Non-Formula	San Dieguito Academy	Materials And Supplies	\$864.16
0000018501	0100	Study.com LLC	Schools-Non-Formula	Torrey Pines High School	Computer Licensing	\$2,500.00
0000018502	1300	SAN DIEGO COUNTY OFFICE OF EDUCATION	Nutrition Services	District Wide	Materials And Supplies	\$116.37
0000018503	0100	CDW GOVERNMENT	Technology	District Wide	Materials And Supplies	\$2,924.77
0000018504	0100	RASIX COMPUTER CENTER INC	Special Programs	Sunset High School	Materials And Supplies	\$1,262.83
0000018505	0100	CART MART INC	Schools-Non-Formula	Torrey Pines High School	Equipment	\$7,878.94
0000018506	0100	EVANS, ELEANOR JUANITA	LCAP	District Wide	Professional/Consult Svs	\$12,000.00
0000018507	0100	BEAR COMMUNICATIONS INC	Schools-Formula	La Costa Canyon High Sch	Materials And Supplies	\$2,217.04
0000018508	0100	STAPLES ADVANTAGE	Schools-Formula	Oak Crest Middle School	Materials And Supplies	\$450.00
0000018509	0100	AMAZON CAPITAL SERVICES, INC.	Special Programs	District Wide	Materials And Supplies	\$450.00
0000018510	0100	FIRST BOOK	Schools-Non-Formula	Oak Crest Middle School	Books Other Than Textbooks	\$46.04
0000018511	0100	UT SAN DIEGO UNION TRIBUNE	Superintendent	District Wide	Advertising	\$407.50
0000018512	0100	SAN DIEGO CO REGISTRAR VOTERS	Superintendent	District Wide	Election Expense	\$4,622.00
0000018513	0100	FOLLETT EDUCATIONAL SERVICES	Assoc Supt.Of Ed Services	District Wide	Textbooks	\$405.55
0000018514	0100	FISHER SCIENTIFIC EMD	Schools-Formula	Torrey Pines High School	Materials And Supplies	\$1,620.47
0000018515	0100	NCS PEARSON, INC	Special Ed	District Wide	Materials And Supplies	\$6,709.24
0000018516	0100	STANFORD UNIVERSITY	Assoc Supt.Of Ed Services	District Wide	Conference,Workshop,Sem.	\$300.00
0000018517	0100	AMAZON CAPITAL SERVICES, INC.	Assoc Supt.Of Ed Services	District Wide	Books Other Than Textbooks	\$128.87
0000018518	0100	WAYNE GOSSETT FORD INC	Transportation	District Wide	Materials-Vehicle Parts	\$2,500.00

PO REPORT SEPTEMBER 3, 2021 THROUGH SEPTEMBER 30, 2021						
PO NBR	FUND	VENDOR	SITE	OPERATING UNIT	DESCRIPTION	AMOUNT
0000018521	0100	AMAZON CAPITAL SERVICES, INC.	Special Programs	Sunset High School	Books Other Than Textbooks	\$2,000.00
0000018522	0100	AMAZON CAPITAL SERVICES, INC.	Special Programs	Sunset High School	Materials And Supplies	\$307.09
0000018522	0100	AMAZON CAPITAL SERVICES, INC.	Special Programs	Sunset High School	Non-Capitalized Equipment	\$1,777.88
0000018523	0100	LOWES	Schools-Non-Formula	Oak Crest Middle School	Materials And Supplies	\$55.79
0000018524	0100	LASERCYCLE USA INC	Schools-Non-Formula	San Dieguito Academy	Materials And Supplies	\$102.36
0000018525	0100	CAL PACIFIC TRUCK CENTER LLC	Transportation	District Wide	Materials-Vehicle Parts	\$2,500.00
0000018526	0100	PAULEY EQUIPMENT COMPANY	Transportation	District Wide	Materials-Vehicle Parts	\$500.00
0000018527	0100	TOXGUARD FLUID TECHNOLOGY	Transportation	District Wide	Materials-Vehicle Parts	\$1,300.00
0000018528	0100	EL Education, Inc	Special Programs	District Wide	Conference,Workshop,Sem.	\$450.00
0000018529	0100	Sticktogether Products, LLC	Schools-Non-Formula	Oak Crest Middle School	Materials And Supplies	\$46.89
0000018530	0100	SAN DIEGO REFRIGERATION	Maintenance & Operation	District Wide	Repairs & Maintenance	\$8,341.50
0000018531	0100	CHEVRON & TEXACO BUSINESS	Transportation	District Wide	Fuel	\$2,500.00
0000018531	0100	CHEVRON & TEXACO BUSINESS	Schools-Non-Formula	Torrey Pines High School	Other Serv.& Oper.Exp.	\$100.00
0000018531	0100	CHEVRON & TEXACO BUSINESS	Schools-Non-Formula	Torrey Pines High School	Fuel	\$1,000.00
0000018531	0100	CHEVRON & TEXACO BUSINESS	Schools-Non-Formula	La Costa Canyon High Sch	Other Serv.& Oper.Exp.	\$100.00
0000018531	0100	CHEVRON & TEXACO BUSINESS	Schools-Non-Formula	La Costa Canyon High Sch	Fuel	\$1,000.00
0000018532	0100	CDW GOVERNMENT	Technology	District Wide	Non-Capitalized Tech Equipment	\$2,087.44
0000018533	2139	CDS Moving Equipment Inc.	Facilities Planning & Constr.	20/21 Dno Bldgs C&D Moderniztn	Improvements	\$622.48
0000018534	4000	CDS Moving Equipment Inc.	Facilities Planning & Constr.	20/21 Do Modernization Proj.	Improvements	\$604.48
0000018535	0100	AMERICAN LIBRARY ASSOCIATION	Schools-Formula	Canyon Crest Academy	Materials And Supplies	\$118.70
0000018536	0100	NO CTY STUDENT TRANSPORTATION	Transportation	District Wide	Fld. Trips By Prv. Contr	\$100,000.00
0000018537	0100	NORTHSTAR AV LLC	Technology	District Wide	Materials And Supplies	\$558.15
0000018538	0100	FISHER SCIENTIFIC EMD	Schools-Non-Formula	Torrey Pines High School	Materials And Supplies	\$2,975.52
0000018539	0100	CART MART INC	Schools-Formula	Canyon Crest Academy	Repairs & Maintenance	\$669.60
0000018540	0100	ACCO BRANDS USA LLC	Schools-Formula	San Dieguito Academy	Other Serv.& Oper.Exp.	\$565.00
0000018541	0100	ALPHA GRAPHICS SAN MARCOS/CARLSBAD	Transportation	District Wide	Printing	\$251.37
0000018542	0100	American Fidelity Administrative Service	Human Resources	District Wide	Professional/Consult Svs	\$5,000.00
0000018543	0100	B AND H PHOTO-VIDEO	Technology	District Wide	Materials And Supplies	\$474.08
0000018544	0100	STAPLES ADVANTAGE	Special Programs	Sunset High School	Materials And Supplies	\$1,000.00
0000018545	0100	AMAZON CAPITAL SERVICES, INC.	Schools-Non-Formula	San Dieguito Academy	Materials And Supplies	\$3,000.00
0000018546	0100	SAN DIEGO COUNTY OFFICE OF EDUCATION	Schools-Formula	San Dieguito Academy	Printing	\$323.25
0000018547	0100	MISSION IMPRINTABLES	Schools-Non-Formula	San Dieguito Academy	Materials And Supplies	\$300.00
0000018548	0100	VONS INC.	Special Programs	Sunset High School	Materials And Supplies	\$250.00
0000018549	0100	RALPHS CUSTOMER CHARGES	Special Programs	Sunset High School	Materials And Supplies	\$269.38
0000018550	0100	AMAZON CAPITAL SERVICES, INC.	Schools-Formula	San Dieguito Academy	Materials And Supplies	\$300.00
0000018551	0100	PRIME SPORTS SALES & DESIGN INC	Schools-Formula	La Costa Canyon High Sch	Materials And Supplies	\$3,891.36
0000018552	0100	WEATHERPROOFING TECH INC	Maintenance & Operation	District Wide	Repairs & Maintenance	\$6,000.00
0000018553	0100	TOXGUARD FLUID TECHNOLOGY	Transportation	District Wide	Hazardous Waste Disposal	\$100.00
0000018554	0100	AHERN RENTALS INC	Maintenance & Operation	District Wide	Repairs & Maintenance	\$827.14
0000018555	0100	LASERCYCLE USA INC	Special Programs	Sunset High School	Materials And Supplies	\$1,000.00
0000018556	0100	ROGER TAYLOR	Transportation	District Wide	Repairs-Vehicles	\$360.00
0000018557	0100	AHERN RENTALS INC	Maintenance & Operation	District Wide	Rents & Leases	\$805.71
0000018558	0100	LIGHTSPEED SYSTEMS, INC.	Technology	District Wide	Computer Licensing	\$5,060.00
0000018559	0100	STUDICA INC	Special Programs	District Wide	Computer Licensing	\$1,200.00
0000018560	0100	SAN DIEGO COUNTY OFFICE OF EDUCATION	Fiscal Services	District Wide	Materials And Supplies	\$387.90
0000018561	0100	C I F	Schools-Formula	Canyon Crest Academy	Conference,Workshop,Sem.	\$125.00
0000018562	0100	STAPLES ADVANTAGE	Business Services	District Wide	Materials And Supplies	\$67.90
0000018563	0100	SAN DIEGO COUNTY OFFICE OF EDUCATION	Business Services	District Wide	Materials And Supplies	\$47.41
0000018564	0100	RASIX COMPUTER CENTER INC	Special Programs	Sunset High School	Materials And Supplies	\$600.00
0000018565	0100	RO HEALTH INC	Special Ed	District Wide	Professional/Consult Svs	\$25,000.00
0000018565	0100	RO HEALTH INC	Special Ed	District Wide	Sub/Prof/Consultnt	\$6,240.00
0000018566	0100	SMART AND FINAL STORES CORP	Special Programs	Sunset High School	Materials And Supplies	\$1,000.00
0000018567	0100	AMAZON CAPITAL SERVICES, INC.	Special Programs	District Wide	Materials And Supplies	\$1,500.00
0000018568	0100	HOME DEPOT CREDIT SERVICES	Schools-Non-Formula	Carmel Valley Middle School	Materials And Supplies	\$1,500.00
0000018569	0100	AMAZON CAPITAL SERVICES, INC.	Special Ed	District Wide	Materials And Supplies	\$105.00
0000018570	0100	AMAZON CAPITAL SERVICES, INC.	Special Ed	District Wide	Materials And Supplies	\$180.00
0000018571	2139	STAPLES ADVANTAGE	Facilities Planning & Constr.	20/21 Dno Bldgs C&D Moderniztn	Improvements	\$141.58
0000018572	4000	STAPLES ADVANTAGE	Facilities Planning & Constr.	20/21 Do Modernization Proj.	Improvements	\$424.75
0000018573	0100	SAN DIEGO MUSIC STUDIO	Fiscal Services	District Wide	Materials And Supplies	\$3,868.10
0000018574	0100	ANTI-DEFAMATION LEAGUE	Schools-Formula	Earl Warren Middle School	Conference,Workshop,Sem.	\$100.00
0000018575	0100	AREY JONES ED SOLUTIONS	Technology	District Wide	Repairs & Maintenance	\$108.25
0000018576	0100	GOPHER SPORT	Schools-Formula	Pacific Trails Middle School	Materials And Supplies	\$1,276.19
0000018577	0100	PHONAK	Special Ed	District Wide	Repairs & Maintenance	\$1,080.00
0000018578	0100	PITSCO EDUCATION LLC	Special Programs	District Wide	Materials And Supplies	\$214.42
0000018578	0100	PITSCO EDUCATION LLC	Special Programs	District Wide	Non-Capitalized Equipment	\$3,419.99
0000018579	0100	RIVERSIDE INSIGHTS	Special Ed	District Wide	Materials And Supplies	\$2,976.86
0000018580	0100	ESTR PUBLICATIONS	Special Ed	District Wide	Materials And Supplies	\$301.15
0000018581	0100	SCHOLASTIC MAGAZINES	Schools-Formula	Carmel Valley Middle School	Materials And Supplies	\$235.26
0000018582	0100	WESTERN PSYCHOLOGICAL SERVICES	Special Ed	District Wide	Materials And Supplies	\$1,425.49
0000018583	0100	HOME DEPOT CREDIT SERVICES	Schools-Non-Formula	Torrey Pines High School	Non-Capitalized Equipment	\$801.66
0000018584	0100	FROST HARDWOOD LUMBER CO	Schools-Formula	Torrey Pines High School	Materials And Supplies	\$500.00
0000018585	0100	HOME DEPOT CREDIT SERVICES	Schools-Formula	Torrey Pines High School	Materials And Supplies	\$500.00
0000018586	0100	AMAZON CAPITAL SERVICES, INC.	Schools-Formula	Torrey Pines High School	Materials And Supplies	\$1,000.00
0000018587	0100	AMAZON CAPITAL SERVICES, INC.	Schools-Non-Formula	Carmel Valley Middle School	Materials And Supplies	\$500.00
0000018588	0100	STANLEY STEEMER	Maintenance & Operation	District Wide	Repairs & Maintenance	\$330.00
0000018589	0100	CA MATHEMATICS COUNCIL SOUTH	Assoc Supt.Of Ed Services	District Wide	Conference,Workshop,Sem.	\$235.00
0000018590	0100	SSID #9606465641	Special Ed	District Wide	Mediation Settlements	\$66,000.00
0000018591	0100	SSID #8233009200	Special Ed	District Wide	Other Serv.& Oper.Exp.	\$2,400.00
0000018592	0100	CDW GOVERNMENT	Technology	District Wide	Materials And Supplies	\$371.72
0000018593	0100	B AND H PHOTO-VIDEO	Special Programs	District Wide	Materials And Supplies	\$1,011.59
0000018594	0100	LOWES	Schools-Non-Formula	San Dieguito Academy	Materials And Supplies	\$99.77
0000018595	0100	STAPLES ADVANTAGE	Schools-Formula	Oak Crest Middle School	Materials And Supplies	\$500.00
0000018596	0100	VERNIER SOFTWARE & TECHNOLOGY	Schools-Formula	La Costa Canyon High Sch	Computer Licensing	\$340.00
0000018597	0100	PERMA BOUND	Assoc Supt.Of Ed Services	District Wide	Books Other Than Textbooks	\$2,662.29
0000018598	1300	TriMark	Nutrition Services	District Wide	Materials And Supplies	\$1,000.00
0000018599	0100	AMAZON CAPITAL SERVICES, INC.	Schools-Formula	Diegueno Middle School	Materials And Supplies	\$40.00

PO REPORT SEPTEMBER 3, 2021 THROUGH SEPTEMBER 30, 2021						
PO NBR	FUND	VENDOR	SITE	OPERATING UNIT	DESCRIPTION	AMOUNT
0000018600	0100	ENGIE SERVICES U.S., INC	Facilities Planning & Constr.	District Wide	Data Processing Contract	\$11,794.00
0000018601	0100	RO HEALTH INC	Special Ed	District Wide	Mediation Settlements	\$2,565.00
0000018602	0100	LEGAL BOOKS DISTRIBUTING	Pupil Personnel	District Wide	Books Other Than Textbooks	\$250.13
0000018603	0100	PROVO CANYON SCHOOL	Special Ed	District Wide	Other Contr-N.P.S.	\$200.00
0000018604	0100	SCOREBOARD SOLUTIONS INC	Maintenance & Operation	District Wide	Repairs & Maintenance	\$480.00
0000018605	0100	SEASIDE HEATING AND AIR COND	Maintenance & Operation	District Wide	Repairs & Maintenance	\$3,000.00
SUBTOTAL NEW PURCHASES						\$2,374,217.50
0000017879	4000	ENTERPRISE FLEET MANAGEMENT INC	Facilities Planning & Constr.	2021Cf Enterprs White Fleet Ls	Equipment	\$400.00
0000017880	4000	ENTERPRISE FLEET MANAGEMENT INC	Facilities Planning & Constr.	2021Cf Enterprs White Fleet Ls	Equipment	\$400.00
0000017881	4000	ENTERPRISE FLEET MANAGEMENT INC	Facilities Planning & Constr.	2021Cf Enterprs White Fleet Ls	Equipment	\$400.00
0000017882	4000	ENTERPRISE FLEET MANAGEMENT INC	Facilities Planning & Constr.	2021Cf Enterprs White Fleet Ls	Equipment	\$400.00
0000017883	4000	ENTERPRISE FLEET MANAGEMENT INC	Facilities Planning & Constr.	2021Cf Enterprs White Fleet Ls	Equipment	\$400.00
0000017884	4000	ENTERPRISE FLEET MANAGEMENT INC	Facilities Planning & Constr.	2021Cf Enterprs White Fleet Ls	Equipment	\$400.00
0000017886	4000	ENTERPRISE FLEET MANAGEMENT INC	Facilities Planning & Constr.	2021Cf Enterprs White Fleet Ls	Equipment	\$400.00
0000017887	4000	ENTERPRISE FLEET MANAGEMENT INC	Facilities Planning & Constr.	2021Cf Enterprs White Fleet Ls	Equipment	\$400.00
0000017888	4000	ENTERPRISE FLEET MANAGEMENT INC	Facilities Planning & Constr.	2021Cf Enterprs White Fleet Ls	Equipment	\$400.00
0000017889	4000	ENTERPRISE FLEET MANAGEMENT INC	Facilities Planning & Constr.	2021Cf Enterprs White Fleet Ls	Equipment	\$400.00
0000017890	4000	ENTERPRISE FLEET MANAGEMENT INC	Facilities Planning & Constr.	2021Cf Enterprs White Fleet Ls	Equipment	\$400.00
0000017891	4000	ENTERPRISE FLEET MANAGEMENT INC	Facilities Planning & Constr.	2021Cf Enterprs White Fleet Ls	Equipment	\$400.00
0000017892	4000	ENTERPRISE FLEET MANAGEMENT INC	Facilities Planning & Constr.	2021Cf Enterprs White Fleet Ls	Equipment	\$400.00
0000017893	4000	ENTERPRISE FLEET MANAGEMENT INC	Facilities Planning & Constr.	2021Cf Enterprs White Fleet Ls	Equipment	\$400.00
0000017894	4000	ENTERPRISE FLEET MANAGEMENT INC	Facilities Planning & Constr.	2021Cf Enterprs White Fleet Ls	Equipment	\$400.00
0000017895	4000	ENTERPRISE FLEET MANAGEMENT INC	Facilities Planning & Constr.	2021Cf Enterprs White Fleet Ls	Equipment	\$400.00
0000018143	4000	ENTERPRISE FLEET MANAGEMENT INC	Facilities Planning & Constr.	2021Cf Enterprs White Fleet Ls	Equipment	\$400.00
0000018144	4000	ENTERPRISE FLEET MANAGEMENT INC	Facilities Planning & Constr.	2021Cf Enterprs White Fleet Ls	Equipment	\$400.00
0000018145	4000	ENTERPRISE FLEET MANAGEMENT INC	Facilities Planning & Constr.	2021Cf Enterprs White Fleet Ls	Equipment	\$400.00
0000018146	4000	ENTERPRISE FLEET MANAGEMENT INC	Facilities Planning & Constr.	2021Cf Enterprs White Fleet Ls	Equipment	\$400.00
0000018147	4000	ENTERPRISE FLEET MANAGEMENT INC	Facilities Planning & Constr.	2021Cf Enterprs White Fleet Ls	Equipment	\$400.00
0000018148	4000	ENTERPRISE FLEET MANAGEMENT INC	Facilities Planning & Constr.	2021Cf Enterprs White Fleet Ls	Equipment	\$400.00
0000018149	4000	ENTERPRISE FLEET MANAGEMENT INC	Facilities Planning & Constr.	2021Cf Enterprs White Fleet Ls	Equipment	\$400.00
0000018150	4000	ENTERPRISE FLEET MANAGEMENT INC	Facilities Planning & Constr.	2021Cf Enterprs White Fleet Ls	Equipment	\$400.00
SUBTOTAL PO CHANGES						\$9,600.00
REPORT TOTAL						\$2,383,817.50

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: October 1, 2021

BOARD MEETING DATE: October 14, 2021

PREPARED BY: Tina Douglas, Associate Superintendent,
Business Services

SUBMITTED BY: Lucile Lynch, Interim Superintendent

SUBJECT: RATIFICATION OF WARRANTS REPORTS
LISTING

EXECUTIVE SUMMARY

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

1. Warrants
2. Revolving Cash Fund

RECOMMENDATION:

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

FUNDING SOURCE:

Not applicable.

WARRANT REPORT FROM 09/04/21 THROUGH 09/30/21

Warrant ID	Payment Date	Vendor Name	Fund	Object Description	Total
000851	9/7/2021	CDW GOVERNMENT	0100	Computer Licensing	\$ 44,023.00
				Materials And Supplies	\$ 571.08
				Non-Capitalized Tech Equipment	\$ 1,840.78
000876	9/9/2021	CDW GOVERNMENT	0100	Materials And Supplies	\$ 9,913.00
000877	9/9/2021	SOUTHWEST SCHOOL/OFFICE SUPPLY	0100	Materials And Supplies	\$ 53.85
000907	9/15/2021	LASERCYCLE USA INC	0100	Materials And Supplies	\$ 206.34
000928	9/20/2021	LASERCYCLE USA INC	0100	Materials And Supplies	\$ 242.01
000957	9/22/2021	LASERCYCLE USA INC	0100	Materials And Supplies	\$ 796.82
000977	9/27/2021	LASERCYCLE USA INC	0100	Materials And Supplies	\$ 269.97
000978	9/27/2021	CDW GOVERNMENT	0100	Materials And Supplies	\$ 28,015.00
001004	9/29/2021	LASERCYCLE USA INC	0100	Materials And Supplies	\$ 200.24
001005	9/29/2021	CDW GOVERNMENT	0100	Materials And Supplies	\$ 5,603.00
14816242	9/7/2021	LESLIE LUNA	1300	Mileage	\$ 136.64
14816243	9/7/2021	CABLE, PIPE & LEAK DETECTION	0100	Other Serv.& Oper.Exp.	\$ 600.00
14816244	9/7/2021	KELLY PAPER	0100	Materials And Supplies	\$ 1,359.81
14816245	9/7/2021	BURNHAM BENEFITS INSURANCE SERVICES	0100	Professional/Consult Svs	\$ 7,083.33
14816246	9/7/2021	UNITED REFRIGERATION INC	0100	Materials And Supplies	\$ 251.70
14816247	9/7/2021	MONICA ESPIINOZA	1300	Mileage	\$ 20.16
14816248	9/7/2021	Voiance Language Services, LLC	0100	Professional/Consult Svs	\$ 25.00
14816249	9/7/2021	POWERSCHOOL GROUP LLC	0100	Computer Licensing	\$ 8,295.20
14816250	9/7/2021	Sports Facilities Group, Inc.	4000	Land Improvements	\$ 24,957.20
14816251	9/7/2021	RAMIREZ, IBAN	0100	Mileage	\$ 136.64
14816252	9/7/2021	CAL PACIFIC TRUCK CENTER LLC	0100	Repairs-Vehicles	\$ 34,929.91
14816253	9/7/2021	XIUCHAO LI	0100	Fingerprinting	\$ 87.00
14816254	9/7/2021	SAMANTHA STALLWORTH	0100	Fingerprinting	\$ 80.00
14816255	9/7/2021	LEANNE SHIH	1300	Food Service Sales Cca	\$ 214.50
14816256	9/7/2021	PIK HO	1300	Food Service Sales Cca	\$ 83.00
14816257	9/7/2021	AMAZON CAPITAL SERVICES	0100	Materials And Supplies	\$ 4,814.38
14816259	9/7/2021	B AND H PHOTO-VIDEO	0100	Materials And Supplies	\$ 2,732.45
14816260	9/7/2021	BERT'S OFFICE TRAILERS	0100	Rents & Leases	\$ 214.42
14816261	9/7/2021	CART MART INC	0100	Repairs & Maintenance	\$ 380.00
14816262	9/7/2021	CENGAGE LEARNING, INC.	0100	Books Other Than Textbooks	\$ 1,583.20
				Computer Licensing	\$ 5,625.00
14816263	9/7/2021	DAYMARK SAFETY SYSTEMS	1300	Materials And Supplies	\$ 35.29
14816264	9/7/2021	SCOTT FROESE	0100	Mileage	\$ 91.28
14816265	9/7/2021	NAUMANN HOBBS MATERIAL HANDLING	0100	Repairs & Maintenance	\$ 2,719.43
14816266	9/7/2021	LLOYD PEST CONTROL	1300	Other Serv.& Oper.Exp.	\$ 445.00
14816267	9/7/2021	MRC360 AKA MR COPY	0100	Materials And Supplies	\$ 367.43
14816268	9/7/2021	PROCURETECH	0100	Materials And Supplies	\$ 816.02
14816269	9/7/2021	SAN DIEGO FITNESS SERVICES	0100	Repairs & Maintenance	\$ 2,406.90
14816270	9/7/2021	SAN DIEGO GAS & ELECTRIC CO	0100	Gas & Electric	\$ 198,241.71
14816271	9/7/2021	RUSSELL SIGLER INC	0100	Materials And Supplies	\$ 694.99
14816272	9/7/2021	SMART AND FINAL STORES CORP	0100	Materials And Supplies	\$ 274.70
14816273	9/7/2021	SMART AND FINAL STORES CORP	1300	Purchases Food	\$ 6.99
14816274	9/7/2021	SPRINT	0100	Communications-Telephone	\$ 4,008.68
14816275	9/7/2021	STAPLES ADVANTAGE	0100	Materials And Supplies	\$ 487.42
14816277	9/7/2021	SUNRISE PRODUCE	1300	Purchases Food	\$ 6,709.75
14816278	9/7/2021	TRIMARK ASSOCIATES, INC.	0100	Data Processing Contract	\$ 259.58
14816279	9/7/2021	XEROX CORPORATION	0100	Copy Charges	\$ -
				Rents & Leases	\$ 169.68
14817019	9/9/2021	NATIONAL PETROLEUM INC.	0100	Materials-Vehicle Parts	\$ 1,048.38
14817020	9/9/2021	HOUGHTON MIFFLIN HARCOURT PUBLISHING CO	0100	Books Other Than Textbooks	\$ 866.67
14817021	9/9/2021	UNITED TIRE CENTERS, LLC	0100	Tires	\$ 530.62
14817022	9/9/2021	SITONE LANDSCAPE SUPPLY	0100	Materials And Supplies	\$ 509.58
14817023	9/9/2021	COLBI TECHNOLOGIES, INC.	0100	Fees - Business, Admission,Etc	\$ 2,415.00
14817024	9/9/2021	Shaw HR Consulting, Inc.	0100	Professional/Consult Svs	\$ 1,040.00
14817025	9/9/2021	San Diego Elevator	0100	Other Serv.& Oper.Exp.	\$ -
				Repairs & Maintenance	\$ 1,750.00
14817026	9/9/2021	AQUATIC DESIGN GROUP, INC.	2519	Professional/Consult Svs	\$ 1,290.00
14817027	9/9/2021	FBC DENTAL	0100	Health & Welfare Benefits, cla	\$ 333.66
14817028	9/9/2021	VEBA	0100	Health & Welfare Benefits, cla	\$ 2,780.00
14817029	9/9/2021	Deaf Community Services of San Diego	0100	Other Serv.& Oper.Exp.	\$ 2,700.00

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14817030	9/9/2021	RIDDELL ALL AMERICAN	0100	Materials And Supplies	\$ 11,314.69
14817031	9/9/2021	PREMIER CHEVROLET OF CARLSBAD	0100	Materials-Vehicle Parts	\$ 27.76
14817032	9/9/2021	Jill R. Dillard / John R Dillard	2519	Mitigation/Developer Fees	\$ 2,594.94
14817033	9/9/2021	SAN DIEGO MUSIC STUDIO	0100	Materials And Supplies	\$ 12,916.74
14817034	9/9/2021	OCTAVIO HERNANDEZ	0100	Mileage	\$ 19.04
14817035	9/9/2021	SERENE LI	1300	Food Sales Pacific Trails	\$ 241.00
14817036	9/9/2021	ALPHAGRAPHICS SAN MARCOS & CARLSBAD	0100	Printing	\$ 391.43
14817037	9/9/2021	SPARKLETTES	0100	Materials And Supplies	\$ 592.98
14817038	9/9/2021	DUNN EDWARDS CORP	0100	Materials And Supplies	\$ 257.26
14817039	9/9/2021	FAGEN FRIEDMAN & FULFROST, LLP	0100	Legal Expense	\$ 2,930.54
14817040	9/9/2021	CORELOGIC SOLUTIONS, LLC	0100	Computer Licensing	\$ 273.18
14817041	9/9/2021	GOLD STAR FOODS	1300	Purchases Food	\$ 76,302.10
14817042	9/9/2021	GOPHER SPORT	0100	Materials And Supplies	\$ 313.24
14817043	9/9/2021	HOME DEPOT CREDIT SERVICES	0100	Materials And Supplies	\$ 902.23
14817044	9/9/2021	OLIVENHAIN MUNICIPAL WATER DST	0100	Water	\$ 28,854.55
14817045	9/9/2021	SCHOOL HEALTH CORPORATION	0100	Materials And Supplies	\$ 365.24
14817046	9/9/2021	SAN DIEGO CITY TREASURER	0100	Sewer Charges	\$ 712.08
				Water	\$ 1,049.22
14817047	9/9/2021	SANTA FE IRRIGATION DISTRICT	0100	Water	\$ 5,825.58
14817048	9/9/2021	SCHOOL SERVICES OF CALIFORNIA, INC.	0100	Professional/Consult Svs	\$ 325.00
14817049	9/9/2021	SMART AND FINAL STORES CORP	0100	Materials And Supplies	\$ 297.07
				Refreshments	\$ 223.13
14817050	9/9/2021	SOL TRANSPORTATION, INC.	0100	Spec.Ed.Transportation	\$ 54.13
14817051	9/9/2021	SUNDANCE STAGE LINES INC	0100	Fld. Trips By Prv. Contr	\$ 3,611.37
14817052	9/9/2021	PERSEUS ASSOCIATES, LLC	0100	Computer Licensing	\$ 900.00
14817928	9/13/2021	MCGRAW HILL LLC	0100	Computer Licensing	\$ 4,400.00
14817929	9/13/2021	FERGUSON FACILITIES SUPPLY	0100	Materials And Supplies	\$ 606.26
14817930	9/13/2021	C D L SERVICES INC	0100	Materials And Supplies	\$ 821.92
14817931	9/13/2021	SITEONE LANDSCAPE SUPPLY	0100	Materials And Supplies	\$ 318.74
14817932	9/13/2021	CHELSEA PEST AND TERMITE	0100	Pest Control	\$ 970.00
14817933	9/13/2021	REBECCA CHEESMAN	0100	Refreshments	\$ 143.53
14817934	9/13/2021	Magdalena Ecke Family YMCA	0100	Professional/Consult Svs	\$ 11,685.94
14817935	9/13/2021	KELLY PAPER	0100	Materials And Supplies	\$ 203.97
14817936	9/13/2021	Shaw HR Consulting, Inc.	0100	Professional/Consult Svs	\$ 1,200.00
14817937	9/13/2021	ROBIN CARAFA	1300	Mileage	\$ 64.96
14817938	9/13/2021	ALL AMERICAN PLASTIC & PACKAGING	1300	Purchases Supplies	\$ 3,048.60
14817939	9/13/2021	BRIGHTVIEW TREE CARE SERVICES	0100	Other Serv.& Oper.Exp.	\$ 24,457.00
14817940	9/13/2021	SOUTHCOAST HEATING & AIR CONDITIONING	0100	Repairs & Maintenance	\$ 1,445.00
14817941	9/13/2021	OFFICE & ERGONOMIC SOLUTIONS INC	0100	Non-Capitalized Equipment	\$ 553.40
14817942	9/13/2021	U. S. Bank PARS ACCT# 6746050100	0100	OPEB, Allocated, certificated	\$ 250,000.00
14817943	9/13/2021	T-Mobile USA, Inc.	0100	Computer Licensing	\$ 14,760.00
14817944	9/13/2021	RODRIGUEZ, DANIEL	0100	Mileage	\$ 254.80
14817945	9/13/2021	SSID# 5349771202	0100	Mediation Settlements	\$ 1,765.00
14817946	9/13/2021	RAUL LARA	0100	Fuel	\$ 30.00
14817947	9/13/2021	RO HEALTH INC	0100	Professional/Consult Svs	\$ 5,895.30
14817948	9/13/2021	KATHLEEN REYES	0100	Fingerprinting	\$ 78.00
14817949	9/13/2021	HU, LINYAN	1300	Food Service Sales Cca	\$ 188.25
14817950	9/13/2021	A1 GOLF CARS, INC	0100	Repairs & Maintenance	\$ 177.66
14817951	9/13/2021	AT&T	0100	Communications-Telephone	\$ 44.63
14817952	9/13/2021	AFFORDABLE DRAIN SERVICE INC	0100	Repairs & Maintenance	\$ 1,150.00
14817953	9/13/2021	AMAZON CAPITAL SERVICES	0100	Materials And Supplies	\$ 2,734.41
14817954	9/13/2021	AMERICAN SANITARY SUPPLY	0100	Materials And Supplies	\$ 1,578.43
14817955	9/13/2021	AMERICAN FENCE COMPANY	0100	Other Serv.& Oper.Exp.	\$ 6,978.60
14817956	9/13/2021	BLICK ART MATERIALS	0100	Materials And Supplies	\$ 200.69
14817957	9/13/2021	TCG ADMINISTRATORS/CALSTRS	0100	Professional/Consult Svs	\$ 204.00
14817958	9/13/2021	CENGAGE LEARNING, INC.	0100	Books Other Than Textbooks	\$ 5,739.31
14817959	9/13/2021	COUNTY OF SAN DIEGO, DEH	0100	Fees - Business, Admission,Etc	\$ 910.00
14817960	9/13/2021	COX BUSINESS	0100	Communications-Telephone	\$ 466.89
14817961	9/13/2021	CREATIVE BUS SALES, INC.	0100	Materials-Vehicle Parts	\$ 3,177.60
14817962	9/13/2021	DELL MARKETING LP	0100	Computer Licensing	\$ 13,700.54
14817963	9/13/2021	DOUG SCOTT GILBERT	0100	Materials And Supplies	\$ 40.93
14817964	9/13/2021	GRAINGER	0100	Materials And Supplies	\$ 1,458.23
14817965	9/13/2021	HOLLANDIA DAIRY	1300	Purchases Food	\$ 16,560.64
14817966	9/13/2021	HOME DEPOT CREDIT SERVICES	0100	Materials And Supplies	\$ 158.78

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14817967	9/13/2021	INTERSTATE BATTERIES	0100	Materials-Vehicle Parts	\$ 708.79
14817968	9/13/2021	P AND R PAPER SUPPLY CO.	1300	Purchases Supplies	\$ 4,726.62
14817969	9/13/2021	NCS PEARSON INC	0100	Computer Licensing	\$ 800.00
14817970	9/13/2021	PROCURETECH	0100	Materials And Supplies	\$ 178.64
14817971	9/13/2021	RANCHO SANTA FE SEC SYSTEMS	0100	Security Guard Contract	\$ 544.00
14817972	9/13/2021	RASIX COMPUTER CENTER INC	0100	Materials And Supplies	\$ 617.41
14817973	9/13/2021	SAN DIEGUITO WATER DISTRICT	0100	Water	\$ 7,864.12
14817974	9/13/2021	RUSSELL SIGLER INC	0100	Materials And Supplies	\$ 664.64
14817975	9/13/2021	SIGMA-ALDRICH INC	0100	Materials And Supplies	\$ 503.16
14817976	9/13/2021	JOHNSON CONTROLS FIRE PROTECTION LP	0100	Materials And Supplies	\$ 9,503.55
14817977	9/13/2021	SMART AND FINAL STORES CORP	0100	Materials And Supplies	\$ 92.10
14817978	9/13/2021	SOL TRANSPORTATION, INC.	0100	Spec.Ed.Transportation	\$ 19,161.56
14817979	9/13/2021	STAPLES ADVANTAGE	0100	Materials And Supplies	\$ 1,542.49
14817980	9/13/2021	STAPLES ADVANTAGE	1300	Materials And Supplies	\$ 139.23
14817981	9/13/2021	WARD'S SCIENCE	0100	Materials And Supplies	\$ 27.39
14817982	9/13/2021	WAXIE SANITARY SUPPLY	0100	Materials And Supplies	\$ 553.62
14817983	9/13/2021	WESS TRANSPORTATION	0100	Fld. Trips By Prv. Contr	\$ 628.01
14817984	9/13/2021	XEROX CORPORATION	0100	Copy Charges	\$ 925.20
				Rents & Leases	\$ 2,934.03
14817985	9/13/2021	XEROX CORPORATION	1300	Copy Charges	\$ 39.26
				Rents & Leases	\$ 215.75
14819134	9/16/2021	Daily Journal Corporation	0100	Advertising	\$ 124.80
14819135	9/16/2021	SDCSPCA	0100	Dues And Memberships	\$ 50.00
14819136	9/16/2021	FERGUSON FACILITIES SUPPLY	0100	Materials And Supplies	\$ 292.41
14819137	9/16/2021	Follett School Solutions	0100	Materials And Supplies	\$ 215.49
14819138	9/16/2021	C D L SERVICES INC	0100	Materials And Supplies	\$ 133.61
14819139	9/16/2021	Marley Nelms	1300	Purchases Food	\$ 8.37
				Refreshments	\$ 95.88
14819140	9/16/2021	DATA DISPOSAL INC	0100	Other Serv.& Oper.Exp.	\$ 398.00
14819141	9/16/2021	THE HARTFORD	0100	All Other Local Revenue	\$ 5,328.13
14819142	9/16/2021	CABLE, PIPE & LEAK DETECTION	0100	Other Serv.& Oper.Exp.	\$ 412.50
14819143	9/16/2021	BEARCOM	0100	Materials And Supplies	\$ 362.04
14819144	9/16/2021	GRIZZLY INDUSTRIAL INC	4000	New Construction	\$ 3,014.04
14819145	9/16/2021	Shaw HR Consulting, Inc.	0100	Professional/Consult Svs	\$ 37.88
14819146	9/16/2021	RUHNAU CLARKE ARCHITECTS	2139	Improvements	\$ 26,437.50
14819147	9/16/2021	AMY R. HURST	0100	Mileage	\$ 24.64
14819148	9/16/2021	EXTRON ELECTRONICS	0100	Repairs & Maintenance	\$ 167.52
14819149	9/16/2021	Colleen Owens	0100	Mileage	\$ 14.00
14819150	9/16/2021	ROYAL LINES CHARTERS LLC	0100	Fld. Trips By Prv. Contr	\$ 2,452.78
14819151	9/16/2021	CROSS CIVIL ENGINEERING	2139	Improvements	\$ 6,800.00
14819152	9/16/2021	FOXLIN ARCHITECTS	2109	New Construction	\$ 1,666.25
14819153	9/16/2021	NICOLE HITE	1300	Mileage	\$ 21.84
14819154	9/16/2021	LOWE'S	0100	Materials And Supplies	\$ 2,144.23
			1300	Materials And Supplies	\$ 79.83
14819155	9/16/2021	MEDIFY AIR, LLC	0100	Materials And Supplies	\$ 51,806.46
14819156	9/16/2021	WINIX INC	0100	Materials And Supplies	\$ 19,395.00
14819157	9/16/2021	DEERE & COMPANY	2519	Equipment	\$ 74,508.79
14819158	9/16/2021	STOTZ EQUIPMENT	2519	Equipment	\$ 6,878.76
14819159	9/16/2021	GROUNDLEVEL LANDSCAPE ARCHITECTURE, INC.	4000	Land Improvements	\$ 1,250.00
14819160	9/16/2021	DATA TICKET INC	0100	Fees - Business, Admission,Etc	\$ 150.00
14819161	9/16/2021	ATVANTAGE	0100	Professional/Consult Svs	\$ 2,914.00
14819162	9/16/2021	CHELSEY LANE	0100	Mileage	\$ 15.68
14819163	9/16/2021	ENTERPRISE FLEET MANAGEMENT INC	4000	Equipment	\$ 2,219.65
14819164	9/16/2021	MAJA MARKOVIC	0100	Mileage	\$ 129.36
14819165	9/16/2021	GRAMMARLY INC	0100	Computer Licensing	\$ 3,500.00
14819166	9/16/2021	STUDENT TELEVISION NETWORK	0100	Dues And Memberships	\$ 150.00
14819167	9/16/2021	Laura August	0100	Mileage	\$ 28.36
14819168	9/16/2021	PATRICK GRAMATA	1300	Food Service Sales Sda	\$ 248.50
14819169	9/16/2021	ALEXEI GOLOPAPENKO	2519	Mitigation/Developer Fees	\$ 5,336.65
14819170	9/16/2021	A1 GOLF CARS, INC	0100	Repairs & Maintenance	\$ 312.58
			1300	Repairs & Maintenance	\$ 1,137.32
14819171	9/16/2021	AT&T	0100	Communications-Telephone	\$ 59.36
14819172	9/16/2021	AFFORDABLE DRAIN SERVICE INC	0100	Repairs & Maintenance	\$ 694.00
14819173	9/16/2021	ALPHAGRAPHICS SAN MARCOS & CARLSBAD	0100	Materials And Supplies	\$ 170.23

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14819174	9/16/2021	AMAZON CAPITAL SERVICES	0100	Materials And Supplies	\$ 3,444.89
				Non-Capitalized Equipment	\$ 10,766.40
14819177	9/16/2021	AMERICAN SANITARY SUPPLY	0100	Materials And Supplies	\$ 2,369.80
14819178	9/16/2021	BLICK ART MATERIALS	0100	Materials And Supplies	\$ 3,419.82
14819179	9/16/2021	CA DEPT OF ED-FOOD DISTR.	1300	Purchases Food	\$ 555.75
14819180	9/16/2021	CHERYL COOPER	0100	Mileage	\$ 19.04
14819181	9/16/2021	DUNN EDWARDS CORP	0100	Materials And Supplies	\$ 345.13
14819182	9/16/2021	EDCO DISPOSAL CORPORATION	2139	Rents & Leases	\$ 377.39
14819183	9/16/2021	EXPLORELEARNING	0100	Computer Licensing	\$ 6,681.00
14819184	9/16/2021	FREE FORM CLAY & SUPPLY	0100	Materials And Supplies	\$ 950.38
14819185	9/16/2021	GEM INDUSTRIAL, INC.	4000	Land Improvements	\$ 39,900.00
14819186	9/16/2021	GEM INDUSTRIAL, INC.	2519	Improvements	\$ 14,000.00
			4000	Improvements	\$ 39,860.00
14819187	9/16/2021	GRAINGER	0100	Materials And Supplies	\$ 1,393.00
14819188	9/16/2021	HOME DEPOT CREDIT SERVICES	0100	Materials And Supplies	\$ 884.89
14819189	9/16/2021	JENNIFER MCCLUAN	0100	Mileage	\$ 29.68
14819190	9/16/2021	MCLOGAN SUPPLY CO	0100	Materials And Supplies	\$ 323.17
14819191	9/16/2021	MCMaster-CARR	0100	Materials And Supplies	\$ 63.99
14819192	9/16/2021	MOBILE MODULAR MANAGEMENT CORP	0100	Rents & Leases	\$ 240.92
14819193	9/16/2021	NORTH COUNTY CONFERENCE	0100	Dues - CIF	\$ 6,254.40
14819194	9/16/2021	OFFICE DEPOT, INC	0100	Materials And Supplies	\$ 30.67
14819195	9/16/2021	PACIFIC BACKFLOW, INC	0100	Other Serv.& Oper.Exp.	\$ -
				Repairs & Maintenance	\$ 3,033.78
14819196	9/16/2021	RALPHS CUSTOMER CHARGES	0100	Materials And Supplies	\$ 202.16
14819197	9/16/2021	RANCHO SANTA FE SEC SYSTEMS	0100	Security Guard Contract	\$ 544.00
14819198	9/16/2021	LAURA ROMANO	0100	Legal Expense	\$ 2,187.50
14819199	9/16/2021	SHELL CAR WASH & EXPRESS LUBE	0100	Fuel	\$ 134.70
				Materials And Supplies	\$ 475.76
14819200	9/16/2021	RUSSELL SIGLER INC	0100	Materials And Supplies	\$ 1,034.77
14819201	9/16/2021	SNAP ON INDUSTRIAL	0100	Equipment	\$ 22,282.58
14819202	9/16/2021	STAPLES ADVANTAGE	0100	Materials And Supplies	\$ 1,292.12
14819203	9/16/2021	TRANE PARTS	0100	Non-Capitalized Equipment	\$ 1,237.80
14819204	9/16/2021	WAXIE SANITARY SUPPLY	0100	Materials And Supplies	\$ 516.07
14819205	9/16/2021	XEROX CORPORATION	0100	Copy Charges	\$ 2,394.88
				Rents & Leases	\$ 5,069.10
14820436	9/20/2021	FERGUSON FACILITIES SUPPLY	0100	Materials And Supplies	\$ 5,738.81
14820437	9/20/2021	SAN DIEGO REFRIGERATION	0100	Other Serv.& Oper.Exp.	\$ -
				Repairs & Maintenance	\$ 150.00
14820438	9/20/2021	BERTRAND'S MUSIC	0100	Materials And Supplies	\$ 3,535.09
14820439	9/20/2021	THRIVELY INC	0100	Computer Licensing	\$ 87,000.00
14820440	9/20/2021	WHILLOCK CONTRACTING INC	4000	Land Improvements	\$ 261,667.81
14820441	9/20/2021	5Point Film Festival	0100	Materials And Supplies	\$ 150.00
14820442	9/20/2021	AT&T	0100	Communications-Telephone	\$ 14,943.90
14820443	9/20/2021	AT&T LONG DISTANCE	0100	Communications-Telephone	\$ 34.15
14820444	9/20/2021	AMAZON CAPITAL SERVICES	0100	Materials And Supplies	\$ 638.86
				Non-Capitalized Tech Equipment	\$ 35.28
14820445	9/20/2021	BLICK ART MATERIALS	0100	Materials And Supplies	\$ 97.64
14820446	9/20/2021	CART MART INC	0100	Repairs & Maintenance	\$ 1,284.90
14820447	9/20/2021	CLASS LEASING LLC	4000	New Construction	\$ 58,600.00
14820448	9/20/2021	CONSULTING & INSPECTION SVCS	2139	New Construction	\$ 1,036.00
14820449	9/20/2021	DUNN EDWARDS CORP	0100	Materials And Supplies	\$ 11.43
14820450	9/20/2021	FOLLETT SCHOOL SOLUTIONS, INC	0100	Textbooks	\$ 3,389.28
14820451	9/20/2021	FRONTIER FENCE COMPANY INC	0100	Repairs & Maintenance	\$ 4,100.00
14820452	9/20/2021	GRAINGER	0100	Materials And Supplies	\$ 134.81
14820453	9/20/2021	HOME DEPOT CREDIT SERVICES	0100	Materials And Supplies	\$ 204.37
14820454	9/20/2021	MISSION LINEN SUPPLY	0100	Other Serv.& Oper.Exp.	\$ 180.00
14820455	9/20/2021	NAPA AUTO PARTS	0100	Materials And Supplies	\$ 46.05
				Materials-Vehicle Parts	\$ 2,769.41
14820456	9/20/2021	OFFICE SOLUTIONS BUSINESS	0100	Materials And Supplies	\$ 174.10
14820457	9/20/2021	ORANGE COUNTY DEPT OF ED	0100	Conference,Workshop,Sem.	\$ 150.00
14820458	9/20/2021	PACIFIC BACKFLOW, INC	0100	Other Serv.& Oper.Exp.	\$ -
				Repairs & Maintenance	\$ 2,212.68
14820459	9/20/2021	PROCURETECH	0100	Materials And Supplies	\$ 441.30
14820460	9/20/2021	RANCHO SANTA FE SEC SYSTEMS	0100	Repairs & Maintenance	\$ 40.00

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14820460	44459	RANCHO SANTA FE SEC SYSTEMS	0100	Security Guard Contract	\$ 544.00
14820461	9/20/2021	RASIX COMPUTER CENTER INC	0100	Materials And Supplies	\$ 2,647.85
14820462	9/20/2021	SCHOOL FACILITY CONSULTANTS	2519	Professional/Consult Svs	\$ 2,067.50
14820463	9/20/2021	RUSSELL SIGLER INC	0100	Materials And Supplies	\$ 1,148.88
14820464	9/20/2021	STAPLES ADVANTAGE	0100	Materials And Supplies	\$ 2,188.45
14820465	9/20/2021	TRANE PARTS	0100	Non-Capitalized Equipment	\$ 1,424.65
14820466	9/20/2021	UNITED PARCEL SERVICE	0100	Communications-Postage	\$ 76.35
14820467	9/20/2021	XEROX CORPORATION	0100	Copy Charges	\$ 1,426.37
				Rents & Leases	\$ 5,606.37
14821608	9/23/2021	THE FRUTH GROUP INC	0100	Non-Capitalized Tech Equipment	\$ 129.24
14821609	9/23/2021	FERGUSON FACILITIES SUPPLY	0100	Materials And Supplies	\$ 334.57
14821610	9/23/2021	TOTAL ONLINE PROTECTION LLC	0100	Other Serv.& Oper.Exp.	\$ 13,649.81
14821611	9/23/2021	UT SAN DIEGO UNION TRIBUNE	0100	Advertising	\$ 407.50
14821612	9/23/2021	Alliance for African Assistance	0100	Professional/Consult Svs	\$ 73.70
14821613	9/23/2021	Dawn Campbell,Custodian of Revolvng Cash	0100	All Other Local Revenue	\$ 3,438.90
				Bank Charges	\$ 29.06
				Materials And Supplies	\$ 975.00
14821614	9/23/2021	AMS.NET	0100	Computer Licensing	\$ 43,499.31
14821615	9/23/2021	ROYAL LINES CHARTERS LLC	0100	Fld. Trips By Prv. Contr	\$ 2,549.38
14821616	9/23/2021	OFFICE & ERGONOMIC SOLUTIONS INC	0100	Non-Capitalized Equipment	\$ 859.67
14821617	9/23/2021	BOOT WORLD INC	0100	Materials And Supplies	\$ 149.04
14821618	9/23/2021	ENTERPRISE RENT A CAR	0100	Rents & Leases	\$ 1,825.00
14821619	9/23/2021	ENTERPRISE FLEET MANAGEMENT INC	4000	Bank Charges	\$ 1,071.73
				Equipment	\$ 77.00
				Debt Service - Interest	\$ 2,799.45
				Other Debt Service - Principal	\$ 15,485.72
14821620	9/23/2021	ORBACH HUFF & HENDERSON LLP	0100	Legal Expense	\$ 4,994.00
14821621	9/23/2021	INDIVIDUAL FOODSERVICE	1300	Purchases Supplies	\$ 8,755.89
14821622	9/23/2021	WISE, KIMBERLY	1300	Food Service Sales Tp	\$ 102.50
14821623	9/23/2021	ALEXANDRA BROWN	0100	Fingerprinting	\$ 80.00
14821624	9/23/2021	VILLEGAS, EUGENIO	0100	Fingerprinting	\$ 80.00
14821625	9/23/2021	PAMELA KIRSTEIN	0100	Fingerprinting	\$ 81.00
14821626	9/23/2021	ANTOINETTE HASKELL	0100	Fingerprinting	\$ 74.00
14821627	9/23/2021	AZITA ZARRABI	0100	Materials And Supplies	\$ 32.31
14821628	9/23/2021	DARCY BUCHANAN	1300	Food Service Sales Cca	\$ 46.25
14821629	9/23/2021	ROB MIKUTEIT	1300	Food Service Sales Cca	\$ 171.50
14821630	9/23/2021	XINYAN LU	1300	Food Service Sales Cca	\$ 86.00
14821631	9/23/2021	QIANGZHONG MA	1300	Food Service Sales Cca	\$ 152.75
14821632	9/23/2021	AT&T	0100	Communications-Telephone	\$ 17,807.14
14821633	9/23/2021	ADVANTAGE PAYROLL SERVICES	0100	Other Serv.& Oper.Exp.	\$ 162.53
14821634	9/23/2021	AFFORDABLE DRAIN SERVICE INC	0100	Repairs & Maintenance	\$ 975.00
14821635	9/23/2021	ALLIED REFRIGERATION INC.	0100	Materials And Supplies	\$ 126.90
14821636	9/23/2021	AMAZON CAPITAL SERVICES	0100	Books Other Than Textbooks	\$ 371.70
				Materials And Supplies	\$ 3,184.02
			1300	Materials And Supplies	\$ 40.95
14821637	9/23/2021	BLICK ART MATERIALS	0100	Materials And Supplies	\$ 605.75
14821638	9/23/2021	CA AGRI CONTROL INC	0100	Pest Control	\$ 2,100.00
14821639	9/23/2021	CA DEPT OF ED-FOOD DISTR.	1300	Purchases Food	\$ 128.25
14821640	9/23/2021	COX BUSINESS	0100	Communications-Telephone	\$ 91.90
14821641	9/23/2021	DEMCO	0100	Materials And Supplies	\$ 118.21
14821642	9/23/2021	FOLLETT SCHOOL SOLUTIONS, INC	0100	Textbooks	\$ 603.67
14821643	9/23/2021	GOLD STAR FOODS	0100	Materials And Supplies	\$ 251.27
14821644	9/23/2021	GRAINGER	0100	Materials And Supplies	\$ 1,012.93
14821645	9/23/2021	NAUMANN HOBBS MATERIAL HANDLING	0100	Repairs & Maintenance	\$ 1,131.02
14821646	9/23/2021	INDUSTRIAL METAL SUPPLY	0100	Materials And Supplies	\$ 800.50
14821647	9/23/2021	LAWNMOWERS PLUS INC	0100	Repairs & Maintenance	\$ 2,637.72
14821648	9/23/2021	HEARTLAND SCHOOL SOLUTIONS	1300	Computer Licensing	\$ 306.50
14821649	9/23/2021	MACGILL DISCOUNT SCHOOL NURSE	0100	Materials And Supplies	\$ 176.69
14821650	9/23/2021	MISSION LINEN SUPPLY	0100	Other Serv.& Oper.Exp.	\$ 60.00
14821651	9/23/2021	ANN NEBOLON	0100	Refreshments	\$ 85.83
14821652	9/23/2021	OFFICE DEPOT, INC	0100	Materials And Supplies	\$ 61.33
14821653	9/23/2021	NCS PEARSON, INC	0100	Materials And Supplies	\$ 25.32
14821654	9/23/2021	PROCURETECH	0100	Materials And Supplies	\$ 1,627.00
14821655	9/23/2021	RANCHO SANTA FE SEC SYSTEMS	0100	Security Guard Contract	\$ 420.00

WARRANT REPORT FROM 09/04/21 THROUGH 09/30/21

14821656	9/23/2021	RASIX COMPUTER CENTER INC	0100	Materials And Supplies Non-Capitalized Tech Equipment	\$ 148.70 \$ 937.43
14821657	9/23/2021	SAN DIEGO CO REGISTRAR VOTERS	0100	Election Expense	\$ 4,622.00
14821658	9/23/2021	SAN DIEGO COUNTY OFFICE OF EDUCATION	0100	Materials And Supplies	\$ 99.67
14821659	9/23/2021	SAN DIEGUITO WATER DISTRICT	0100	Water	\$ 332.89
14821660	9/23/2021	SAROYAN LUMBER	0100	Materials And Supplies	\$ 2,000.00
14821661	9/23/2021	SCHOOL HEALTH CORPORATION	0100	Materials And Supplies	\$ 45.92
14821662	9/23/2021	JOHNSON CONTROLS FIRE PROTECTION LP	0100	Other Serv.& Oper.Exp.	\$ 40,239.75
14821663	9/23/2021	SC Fuels	0100	Fuel	\$ 13,761.81
14821664	9/23/2021	STAPLES ADVANTAGE	0100	Materials And Supplies	\$ 2,339.65
14821665	9/23/2021	SWEETWATER	0100	Computer Licensing Materials And Supplies Non-Capitalized Equipment	\$ 1,400.73 \$ 4,717.51 \$ 1,411.51
14821666	9/23/2021	WESS TRANSPORTATION	0100	Fld. Trips By Prv. Contr	\$ 1,793.12
14821667	9/23/2021	XEROX CORPORATION	0100	Copy Charges Rents & Leases	\$ 277.67 \$ 848.45
14822742	9/27/2021	C D L SERVICES INC	0100	Materials And Supplies	\$ 49.57
14822743	9/27/2021	CHELSEA PEST AND TERMITES	0100	Pest Control	\$ 475.00
14822744	9/27/2021	JOHNSTONE SUPPLY	0100	Materials And Supplies	\$ 121.00
14822745	9/27/2021	UNITED REFRIGERATION INC	0100	Materials And Supplies	\$ 50.15
14822746	9/27/2021	TWO WAY RADIO SUPPLY	0100	Materials And Supplies	\$ 116.48
14822747	9/27/2021	Savvas Learning Company LLC	0100	Computer Licensing	\$ 7,932.58
14822748	9/27/2021	SIDEPATH INC	0100	Computer Licensing	\$ 4,353.05
14822749	9/27/2021	AMERICAN FIDELITY ADMIN SVCS, LLC	0100	Professional/Consult Svs	\$ 2,914.70
14822750	9/27/2021	VISTA TREE SERVICE INC	0100	Other Serv.& Oper.Exp.	\$ 9,830.00
14822751	9/27/2021	CHEMSEARCH FE	0100	Repairs & Maintenance	\$ 754.25
14822752	9/27/2021	CAL PACIFIC TRUCK CENTER LLC	0100	Materials-Vehicle Parts	\$ 148.09
14822753	9/27/2021	Study.com LLC	0100	Computer Licensing	\$ 2,500.00
14822754	9/27/2021	GARBANZO LLC	0100	Computer Licensing	\$ 598.00
14822755	9/27/2021	LISA TOLIVER	1300	Food Service Sales Lcc	\$ 74.25
14822756	9/27/2021	EL Education, Inc	0100	Conference, Workshop, Sem.	\$ 450.00
14822757	9/27/2021	FABIOLA RAMSEY	1300	Food Service Sales Lcc	\$ 100.00
14822758	9/27/2021	DAVID PARDON	0100	Retiree Vendor Pmts	\$ 44.16
14822759	9/27/2021	ALPHAGRAPHICS SAN MARCOS & CARLSBAD	0100	Printing	\$ 251.37
14822760	9/27/2021	AMAZON CAPITAL SERVICES	0100	Materials And Supplies	\$ 440.99
14822761	9/27/2021	BLICK ART MATERIALS	0100	Materials And Supplies	\$ 48.11
14822762	9/27/2021	CONSOLIDATED ELECTRICAL DISTRIBUTORS	0100	Materials And Supplies	\$ 601.25
14822763	9/27/2021	CART MART INC	0100	Repairs & Maintenance	\$ 669.60
14822764	9/27/2021	ANIXTER, INC	0100	Fees - Business, Admission, Etc	\$ 2,469.14
14822765	9/27/2021	DUNN EDWARDS CORP	0100	Materials And Supplies	\$ 1,232.04
14822766	9/27/2021	EDCO WASTE & RECYCLING	0100	Rubbish Disposal	\$ 11,183.49
14822767	9/27/2021	ENCINITAS FORD	0100	Materials-Vehicle Parts	\$ 12.07
14822768	9/27/2021	FLINN SCIENTIFIC INC	0100	Materials And Supplies	\$ 1,851.46
14822769	9/27/2021	GRAINGER	0100	Materials And Supplies	\$ 584.00
14822770	9/27/2021	HOME DEPOT CREDIT SERVICES	0100	Materials And Supplies	\$ 430.65
14822771	9/27/2021	LAWSON PRODUCTS	0100	Materials-Vehicle Parts	\$ 228.71
14822772	9/27/2021	MCMaster-CARR	0100	Materials And Supplies	\$ 95.84
14822773	9/27/2021	MISSION LINEN SUPPLY	0100	Other Serv.& Oper.Exp.	\$ 303.90
14822774	9/27/2021	NO CTY STUDENT TRANSPORTATION	0100	Fld. Trips By Prv. Contr	\$ 5,440.21
14822775	9/27/2021	OFFICE SOLUTIONS BUSINESS	0100	Materials And Supplies	\$ 174.10
14822776	9/27/2021	OPTIMUM FLOORCARE	0100	Repairs & Maintenance	\$ 585.23
14822777	9/27/2021	OVERDRIVE, INC.	0100	Computer Licensing	\$ 11,000.00
14822778	9/27/2021	PAULEY EQUIPMENT COMPANY	0100	Materials-Vehicle Parts	\$ 77.14
14822779	9/27/2021	PERMA BOUND	0100	Books Other Than Textbooks	\$ 4,520.75
14822780	9/27/2021	RANCHO SANTA FE SEC SYSTEMS	0100	Repairs & Maintenance Security Guard Contract	\$ 30.00 \$ 544.00
14822781	9/27/2021	SAN DIEGO CITY TREASURER	0100	Sewer Charges Water	\$ 3,501.94 \$ 10,496.92
14822782	9/27/2021	SAN DIEGO FITNESS SERVICES	0100	Repairs & Maintenance	\$ 240.00
14822783	9/27/2021	JOHNSON CONTROLS FIRE PROTECTION LP	0100	Repairs & Maintenance	\$ 181.50
14822784	9/27/2021	STAPLES ADVANTAGE	0100	Materials And Supplies	\$ 1,105.03
14822785	9/27/2021	ROGER TAYLOR	0100	Repairs-Vehicles	\$ 360.00
14822786	9/27/2021	TOXGUARD FLUID TECHNOLOGY	0100	Materials-Vehicle Parts	\$ 279.29
14822787	9/27/2021	PERSEUS ASSOCIATES, LLC	0100	Computer Licensing	\$ 450.00

WARRANT REPORT FROM 09/04/21 THROUGH 09/30/21

14822788	9/27/2021	TURF STAR INC	0100	Materials-Vehicle Parts	\$ 139.48
14822789	9/27/2021	VERIZON CELLULAR	0100	Communications-Telephone	\$ 1,616.87
14822790	9/27/2021	VERNIER SOFTWARE & TECHNOLOGY	0100	Materials And Supplies	\$ 831.52
14822791	9/27/2021	WARD'S SCIENCE	0100	Materials And Supplies	\$ 228.84
14822792	9/27/2021	WAXIE SANITARY SUPPLY	0100	Materials And Supplies	\$ 2,512.58
14823793	9/30/2021	ROBERTA BLANK	0100	Refreshments	\$ 155.65
14823794	9/30/2021	HOUGHTON MIFFLIN HARCOURT PUBLISHING CO	0100	Books Other Than Textbooks	\$ 534.19
14823795	9/30/2021	Daily Journal Corporation	2139	Improvements	\$ 223.60
14823796	9/30/2021	FERGUSON FACILITIES SUPPLY	0100	Materials And Supplies	\$ 2,608.63
14823797	9/30/2021	C D L SERVICES INC	0100	Materials And Supplies	\$ 2,949.12
14823798	9/30/2021	SITEONE LANDSCAPE SUPPLY	0100	Materials And Supplies	\$ 2,540.44
14823799	9/30/2021	CHELSEA PEST AND TERMITES	0100	Pest Control	\$ 725.00
14823800	9/30/2021	SENIOR WOOLY	0100	Computer Licensing	\$ 150.00
14823801	9/30/2021	BRIGGS TREE COMPANY	0100	Materials And Supplies	\$ 98.99
14823802	9/30/2021	SSID #8233009200	0100	Other Serv.& Oper.Exp.	\$ 70.00
14823803	9/30/2021	KELLY PAPER	0100	Materials And Supplies	\$ 1,359.81
14823804	9/30/2021	San Diego Elevator	0100	Other Serv.& Oper.Exp. Repairs & Maintenance	\$ 12,504.00 \$ 590.00
14823805	9/30/2021	AHERN RENTALS INC	0100	Repairs & Maintenance	\$ 827.14
14823806	9/30/2021	Deaf Community Services of San Diego	0100	Other Serv.& Oper.Exp.	\$ 2,815.00
14823807	9/30/2021	EMC CORPORATION	0100	Computer Licensing	\$ 15,384.69
14823808	9/30/2021	BOOT WORLD INC	0100	Materials And Supplies	\$ 140.59
14823809	9/30/2021	LOWE'S	0100	Materials And Supplies	\$ 142.34
14823810	9/30/2021	ATVANTAGE	0100	Professional/Consult Svcs	\$ 6,603.00
14823811	9/30/2021	CAL PACIFIC TRUCK CENTER LLC	0100	Materials-Vehicle Parts	\$ 515.02
14823812	9/30/2021	HILLARY MCGONEGLE	1300	Food Sales Pacific Trails	\$ 40.00
14823813	9/30/2021	PAM GLEASON	1300	Food Service Sales Tp	\$ 104.25
14823814	9/30/2021	YUANYUAN ZHI	1300	Food Service Sales Cca	\$ 11.00
14823815	9/30/2021	NADIA RAHBAR	1300	Food Service Sales Cca	\$ 130.00
14823816	9/30/2021	A1 GOLF CARS, INC	0100	Repairs & Maintenance	\$ 1,071.21
14823817	9/30/2021	A-Z BUS SALES, INC. - COLTON	0100	Materials-Vehicle Parts	\$ 110.74
14823818	9/30/2021	JOHN ADDLEMAN	0100	Mileage	\$ 153.05
14823819	9/30/2021	ADVANCED CHEMICAL TRANSPORT INC	0100	Hazardous Waste Disposal	\$ 3,982.99
14823820	9/30/2021	AFFORDABLE DRAIN SERVICE INC	0100	Repairs & Maintenance	\$ 975.00
14823821	9/30/2021	AMAZON CAPITAL SERVICES	0100	Books Other Than Textbooks Materials And Supplies	\$ 128.80 \$ 1,959.04
14823822	9/30/2021	AMERICAN SANITARY SUPPLY	0100	Materials And Supplies	\$ 281.23
14823823	9/30/2021	ANTI-DEFAMATION LEAGUE	0100	Conference,Workshop,Sem.	\$ 100.00
14823824	9/30/2021	CIF - SAN DIEGO SECTION	0100	Conference,Workshop,Sem.	\$ 125.00
14823825	9/30/2021	ANIXTER, INC	0100	Materials And Supplies	\$ 1,768.80
14823826	9/30/2021	COX BUSINESS	0100	Communications-Telephone	\$ 573.85
14823827	9/30/2021	CREATIVE BUS SALES, INC.	0100	Materials-Vehicle Parts	\$ 35.02
14823828	9/30/2021	FREE FORM CLAY & SUPPLY	0100	Materials And Supplies	\$ 1,347.76
14823829	9/30/2021	GRAINGER	0100	Materials And Supplies	\$ 756.46
14823830	9/30/2021	JON HALL	0100	Materials And Supplies	\$ 113.62
14823831	9/30/2021	HOME DEPOT CREDIT SERVICES	0100	Materials And Supplies	\$ 704.69
14823832	9/30/2021	LIGHTSPEED SYSTEMS, INC.	0100	Computer Licensing	\$ 5,060.00
14823833	9/30/2021	THE MARKERBOARD PEOPLE	0100	Materials And Supplies	\$ 280.00
14823834	9/30/2021	MISSION FEDERAL CREDIT UNION	0100	Materials And Supplies	\$ 12,760.55
14823835	9/30/2021	NO CTY STUDENT TRANSPORTATION	0100	Fld. Trips By Prv. Contr	\$ 23,263.91
14823838	9/30/2021	SAN DIEGO CITY TREASURER	0100	Sewer Charges Water	\$ 1,842.02 \$ 7,330.07
14823839	9/30/2021	STAPLES ADVANTAGE	0100	Materials And Supplies	\$ 1,118.92
14823840	9/30/2021	SUNDANCE STAGE LINES INC	0100	Fld. Trips By Prv. Contr	\$ 2,945.22
14823841	9/30/2021	DAYNE TSUDA	0100	Mileage	\$ 114.24
14823842	9/30/2021	WAXIE SANITARY SUPPLY	0100	Materials And Supplies	\$ 937.49

Report Total

\$ 2,288,073.47

RCF REPORT FROM 09/04/21 THROUGH 09/30/21

CK NBR	DATE	NAME/VENDOR	DESCRIPTION	AMOUNT
11913	9/14/2021	CAROLYN WONG	PETTY CASH- COAST ACADEMY/ATP	\$ 43.47
11914	9/14/2021	MALIA MCGRATH	PETTY CASH- COAST ACADEMY/ATP	\$ 57.62
11915	9/14/2021	BREANNA BASSETT	PETTY CASH- COAST ACADEMY / ATP	\$ 53.41
11916	9/28/2021	BREANNA BASSETT	PEETY CASH: COAST ACADEMY/ATP	\$ 24.65
11917	9/28/2021	CAROLYN WONG	PETTY CASH: COAST ACADEMY /ATP	\$ 26.10
11918	9/29/2021	HALEY HAMMAN	PETTY CASH: COAST ACADEMY/ ATP	\$ 69.57

\$ 274.82

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: September 29, 2021

BOARD MEETING DATE: October 14, 2021

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

SUBMITTED BY: Lucile Lynch, Interim Superintendent

SUBJECT: APPROVAL OF CHANGE ORDERS / FACILITIES
PLANNING & CONSTRUCTION

EXECUTIVE SUMMARY

At the July 28, 2021 meeting of the Board of Trustees, the board approved awarding the contract for the La Costa Canyon High School Slope & Parking Lot Restoration Project to Whillock Contracting, Inc. The project was completed on time and under budget with a final deductive change order in the amount of \$39,256.20 presented this date for approval.

At the same meeting, the Board authorized awarding the contract for the Oak Crest Middle School Building K Walkway Overhang Improvements Project to SD Remodeling, Inc. The project was completed on time and under budget with a final deductive change order in the amount of \$5,000.00 presented this date for approval.

RECOMMENDATION:

It is recommended that the Board approve the following change orders and authorize Tina Douglas or Lucile Lynch to execute same:

1. La Costa Canyon High School Slope & Parking Lot Restoration Project CB2022-01-R1, decreasing the amount by \$39,256.20 for a new total of \$275,439.80, to be expended from Fund 40-00.
2. Oak Crest Middle School Building K Walkway Overhang Improvements Project CB2021-25, decreasing the amount by \$5,000.00 for a new total of \$45,900.00, to be expended from Capital Facilities Fund 25-19.

FUNDING SOURCE:

As noted herein.

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: September 29, 2021

BOARD MEETING DATE: October 14, 2021

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

SUBMITTED BY: Lucile Lynch, Interim Superintendent

SUBJECT: ACCEPTANCE OF CONSTRUCTION PROJECTS

EXECUTIVE SUMMARY

At its' July 28, 2021 meeting, the board authorized entering into the following agreements:

- 1) an agreement with Whillock Contracting, Inc., for the La Costa Canyon High School Slope & Parking Lot Restoration project; and
- 2) an agreement with SD Remodeling, Inc., for the Oak Crest Middle School Building K Walkway Overhang Improvements Project.

The projects were completed on time and under budget.

RECOMMENDATION:

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

1. La Costa Canyon High School Slope & Parking Lot Restoration Project CB2022-01-R1, contract entered into with Whillock Contracting, Inc.; and
2. Oak Crest Middle School Building K Walkway & Overhang Project CB2021-25, contract entered into with SD Remodeling, Inc.

FUNDING SOURCE:

Fund 40-00 and Capital Facilities Fund 25-19.

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: October 4, 2021

BOARD MEETING DATE: October 14, 2021

PREPARED AND SUBMITTED BY: Lucile Lynch, Interim Superintendent

SUBJECT: ACCEPTANCE OF GIFTS AND DONATIONS

EXECUTIVE SUMMARY

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

RECOMMENDATION:

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

FUNDING SOURCE:

Not applicable

GIFTS AND DONATIONS
 SDUHSD BOARD MEETING,
 OCTOBER 14, 2021

ITEM 9a-vii

Item #	Donation	Description	Donor	Department	School Site
		*Donated Items:			
	\$4,000.00	VW Westfalia	Craig Dennis in memory of Trevor Dennis	SDA Auto Shop	SDA
	\$7,130.00	Science Consumables	San Dieguito Academy Foundation	SDA Science	SDA
	\$650.00	Alto Clarinet	Thomas Novotny	SDA Music	SDA
	\$0.00	Monetary Donations			
	\$11,780.00	*Value of Donated Items			
	\$11,780.00	TOTAL VALUE			

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: October 6, 2021

BOARD MEETING DATE: October 14, 2021

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

SUBMITTED BY: Lucile Lynch, Interim Superintendent

SUBJECT: APPROVAL OF PARENT SETTLEMENT AND RELEASE AGREEMENT

EXECUTIVE SUMMARY

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

RECOMMENDATION:

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

FUNDING SOURCE:

As noted on the attached report.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT BOARD MEETING

ITEM 9a-viii

SPECIAL EDUCATION AGREEMENTSBoard Meeting Date: 10/14/21

<u>Student #</u>	<u>Description of Services</u>	<u>Date Executed</u>	<u>Budget #</u>	<u>Amount</u>
2021-149PS	Pursuant to the Settlement Agreement, a negotiated agreement has been reached between the San Dieguito Union High School District and student #2021-149PS for educationally related services through 06/30/22	08/30/21	General Fund/ Restricted 01-00	\$82,400.00
2021-150PS	Pursuant to the Settlement Agreement, a negotiated agreement has been reached between the San Dieguito Union High School District and student #2021-150PS for educationally related services through 06/30/23	09/02/21	General Fund/ Restricted 01-00	\$75,000.00
2021-151PS	Pursuant to the Settlement Agreement, a negotiated agreement has been reached between the San Dieguito Union High School District and student #2021-151PS for educationally related services through 12/15/21	09/15/21	General Fund/ Restricted 01-00	\$4,500.00

ITEM 9a-ix

San Dieguito Union High School District**INFORMATION REGARDING BOARD AGENDA ITEM**

TO: BOARD OF TRUSTEES

DATE OF REPORT: October 4, 2021

BOARD MEETING DATE: October 14, 2021

PREPARED BY: Bryan Marcus
Associate Superintendent / Educational Services

SUBMITTED BY: Lucile Lynch, Interim Superintendent

SUBJECT: **ACCEPTANCE OF WILLIAMS COMPLAINT
QUARTERLY REPORT, 2021-22 1st QUARTER,
JULY – SEPTEMBER, 2021**

EXECUTIVE SUMMARY

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

Attached is the report for the first quarter, 2021-22, from July through September, 2021.

RECOMMENDATION:

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

FUNDING SOURCE:

Not applicable.

ITEM 9a-ix

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

District: San Dieguito Union High School District

Person completing this form: Lesley Rhodes

Title: Executive Assistant

Quarterly Report Submission Date:

Jul 1–Sep 30, 2021

Oct 1–Dec 31, 2021

Jan 1–Mar 31, 2022

Apr 1–Jun 30, 2022

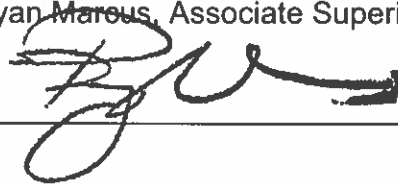
Date for information to be reported publicly at governing board meeting: October 14, 2021

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

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

Submitted by Bryan Marcus, Associate Superintendent / Educational Services

Signature: _____



Date: October 4, 2021

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: October 8, 2021

BOARD MEETING DATE: October 14, 2021

PREPARED BY: Bryan Marcus
Associate Superintendent of Educational Services

SUBMITTED BY: Lucile Lynch, Interim Superintendent

SUBJECT: APPROVAL / RATIFICATION OF FIELD TRIP
REQUESTS

EXECUTIVE SUMMARY

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

RECOMMENDATION:

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

FUNDING SOURCE:

As listed on the attached supplement.

FIELD TRIP REQUESTS
SDUHSD BOARD MEETING
October 14, 2021

ITEM 5a-x.

Item #	Date	Sponsor, Last Name	First Name	School Team/Club	Total # Students	Total # Chaperones	Event Description / Name of Conference	City	State	Loss of Class Time	Total Cost Estimate	Funding Source
1	11-19-21 - 11-20-21	Buth	Dwayne	LCC Wrestling	14	2	Wrestling Tournament	Rialto	CA	1 Day	\$600	LCC Wrestling Program
2	12-17-21 - 12-18-22	Buth	Dwayne	LCC Wrestling	14	2	Wrestling Tournament	Brea	CA	1 Day	\$600	LCC Wrestling Program
3	2-24-22 - 2-26-22	Buth	Dwayne	LCC Wrestling	8	3	Wrestling Tournament	Bakersfield	CA	2 Days	\$900	LCC Wrestling Program
4	3-4-22 - 3-5-22	Buth	Dwayne	LCC Wrestling	14	3	Wrestling Tournament	Fresno	CA	1 Day	\$800	LCC Wrestling Program
5	3-24-22 - 3-26-23	Buth	Dwayne	LCC Wrestling	6	2	Wrestling Tournament	Virginia Beach	CA	2 Day	\$900	LCC Wrestling Program
6												
7												
8												
9												

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: October 1, 2021

BOARD MEETING DATE: October 14, 2021

PREPARED BY: Olga West
Associate Superintendent, Human Resources

SUBMITTED BY: Lucile Lynch
Interim Superintendent

SUBJECT: APPROVAL/RATIFICATION OF
CERTIFICATED and CLASSIFIED
PERSONNEL REPORTS

EXECUTIVE SUMMARY

Please find the following Personnel actions attached for Board approval:

Certificated

Employment

Classified

Employment
Change in Assignment
Leave of Absence
Resignation

RECOMMENDATION:

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

FUNDING SOURCE:

General Fund

ITEM 9b

PERSONNEL LIST

CERTIFICATED PERSONNEL

Employment

1. **Zaquia Mahler Salinas**, 67% Temporary Teacher (physical education), at Canyon Crest High School Academy for the 21-22 school year, effective 08/10/21 – 06/03/22.

ITEM 9b

PERSONNEL LIST

CLASSIFIED PERSONNEL**Employment**

1. **Classified Artist In Residence**, employment for the 2021-22 school year per attached supplement through 06/30/22.
2. **Classified A.V.I.D. Tutors**, employment for the 2021-22 school year per attached supplement through 06/30/22.
3. **Classified Substitutes**, per attached supplement.
4. **Coaches**, employment for the 2021-22 school year per attached supplement through 06/30/22.
5. **Baker, Erykah**, Secretary, SR36 100% FTE, San Dieguito Academy, effective 09/20/2021.
6. **Ceballos, Sandra**, Custodian, SR32 100% FTE, Canyon Crest Academy, effective 09/20/2021.
7. **Johnson, Pamela**, Instructional Assistant SpEd (NS), SR34, 75% FTE, Oak Crest Middle School, effective 09/28/2021.
8. **Kelly, Tara**, Instructional Assistant SpEd (S), SR36, 75% FTE, Carmel Valley Middle School, effective 09/22/2021.
9. **Lee, Joohee**, Nutrition Services Assistant I, SR25, 38% FTE, Carmel Valley Middle School, effective 09/28/2021.
10. **Limon, Rosemarie**, Nutrition Services Assistant I, SR25, 31% FTE, Carmel Valley Middle School, effective 09/30/2021.
11. **Lopez, Sabrina**, Secretary, SR36, 100% FTE, Canyon Crest Academy, effective 10/04/2021.
12. **Mendoza, John**, Custodian, SR32, 100% FTE, San Dieguito Academy, effective 09/27/2021.
13. **Saunders, Marshall**, Custodian, SR32, 100% FTE, Canyon Crest Academy, effective 09/07/2021.
14. **Salinas, Audriana**, Student Health Care Specialist, SR40, 100% FTE, Requeza Education Center, effective 09/30/2021.
15. **Shen, Yu**, Accountant, SR52, 100% FTE, District Office, effective 09/20/2021.
16. **Sledge, Lisa**, Campus Supervisor, SR32, 100% FTE, San Dieguito Academy, effective 10/01/21.

Change in Assignment

1. **Anquiano, Mario**, from Nutrition Services Assistant I, SR25, 44% FTE, Torrey Pines High School, to Nutrition Services Assistant II, SR27 49% FTE, Carmel Valley Middle School, effective 09/14/2021.
2. **Caldes, Ljiljana**, from Nutrition Services Assistant II, SR27, 49% FTE, Pacific Trails Middle School, to Nutrition Services Assistant II, SR27, 47% FTE, La Costa Canyon High School, effective 09/13/2021.
3. **Cardoso, Paco**, from Custodian, SR32, 100% FTE, Canyon Crest Academy, to Custodian, SR32, 100% FTE, Diegueno Middle School, effective 09/07/2021.
4. **Dias, Maria**, from Instructional Assistant SpEd (S), SR36, 75% FTE, La Costa Canyon High School, to Instructional Assistant SpEd (S), SR 36, 75% FTE, Torrey Pines High School, effective 09/20/2021.

ITEM 9b

5. **Ma, Kam**, from Nutrition Services Assistant I, SR25, 49% FTE, Torrey Pines High School to Grounds Maintenance Worker II, SR39, 100% FTE, Facilities, effective 09/10/2021.
6. **Martinez, Shannon**, from Executive Assistant, SR1, 100% FTE, District Office, to Out of Class Executive Assistant to the Superintendent, SR2, 100% FTE, District Office, effective 09/14/2021.
7. **Ming-Yi, Lim**, from Nutrition Services Assistant I, SR25, 38% FTE, Carmel Valley Middle school, to Instructional Assistant SpEd (NS), SR34, 75% FTE, Torrey Pines High School, effective 09/22/2021.
8. **Noesgaard, Birgitte**, from Student Health Care Specialist, SR40, 100% FTE, Requesza Education Center, to Student Health Care Specialist, SR40, 100% FTE, Torrey Pines, effective 09/30/021.
9. **Pizana, Andrea**, from Receptionist, SR32, 100% FTE, District Office, to Out of Class Executive Assistant Business Services, SR1, 100% FTE, District Office, effective 09/14/2021.
10. **Skeber, Cindy**, from Executive Assistant Business Services, SR1, 100% FTE, District Office, to Out of Class Executive Assistant to the Superintendent, SR2, 100% FTE, District Office, effective 09/14/2021.
11. **Zhang, Ruoyu**, from Nutrition Services Assistant I, SR25, 31% FTE, Carmel Valley Middle School, to Nutrition Services Assistant I, SR25, 44% FTE, Carmel Valley Middle School, effective 09/10/2021.

Leave of Absence

1. **Carl, Lori**, Instructional Assistant-SpEd (S), SR36, 69% FTE, COAST Academy, requests a 100.00% Unpaid Leave of Absence, effective 09/07/21 through 10/06/21.
2. **Davis, Dana**, Instructional Assistant- SpEd (S), SR36%, 75% FTE, Carmel Valley Middle School, requests a 100% Unpaid Leave of Absence, effective 09/15/2021 through 11/01/21.

Resignation

1. **Jordan, Marie**, School Bus Driver, SR38, 60% FTE, Transportation, resignation for the purpose of retirement, effective 11/08/2021.
2. **Magana, Norma**, Nutrition Services Assistant I, SR25, 38% FTE, Oak Crest Middle School, effective 09/10/2021.
3. **Potter, Kathy**, Human Resources Technician, SR42, 100% FTE, District Office, resignation for the purpose of retirement, effective 11/30/2021.
4. **Atsuko, Ritchie**, Nutritional Services Assistant I, SR25, 44% FTE, Dieguito Middle School, effective 09/30/21.
5. **Thirunagari, Sai Karthik**, Instructional Assistant SpEd (S), SR36, 75% FTE, Carmel Valley Middle School, effective 09/07/2021.

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Classified Personnel Supplement October 14, 2021**Classified Substitutes**

1. **Kelly, Tara**, Instructional Assistant Special Education/Clerical, effective 08/18/2021
2. **Ivanova, Gergana**, Instructional Assistant Special Education, effective 08/20/2021
3. **Li, Xiuchao**, Nutrition Services, effective 08/20/2021
4. **Stallworth, Samantha**, Clerical, effective 08/26/2021
5. **Doyle, Stacey**, Clerical, effective 08/26/2021
6. **Brown, Alexandra**, Instructional Assistant Special Education/Clerical, effective 08/30/2021
7. **Babar, Manisha**, Nutrition Services, effective 08/31/2021
8. **Monell, Paige**, Clerical, effective 09/01/2021
9. **Reyes, Kathleen**, Clerical, effective 09/02/2021
10. **Villegas, Eugenio**, Clerical, effective 09/20/2021
11. **Derival, Karen**, Nutrition Services, effective 09/22/2021

Artist In Residence

1. **Apple, Kristopher**, Theater Arts, San Dieguito Academy, effective 09/07/2021
2. **Christie, Lauren**, Envision Dance, Canyon Crest Academy, effective 09/30/2021
3. **Covell, Tiffany**, Music, Carmel Valley Middle School, effective 09/01/2021
4. **Dunnan, Nikki**, Envision Dance, Canyon Crest Academy, effective 09/03/2021
5. **Ebner, Steven**, Music, San Dieguito Academy, effective 09/29/2021
6. **Freiman, Alina**, Music, San Dieguito Academy, effective 09/29/2021
7. **Janelli, Michelle**, Music, San Dieguito Academy, effective 09/13/2021
8. **Krumbein, Jean**, Figure Drawing, Canyon Crest Academy, effective 09/23/2021
9. **Kushner, Joyce**, Envision Dance, Canyon Crest Academy, effective 09/30/2021
10. **Lipinsky, Steven**, Envision Theater Arts, Canyon Crest Academy, effective 09/24/2021
11. **Rockwell, Karen**, Music, Carmel Valley Middle School, effective 09/07/2021
12. **Sayre, Scott**, Music, Torrey Pines High School, effective 09/27/2021
13. **Stevens, Logan**, Music, San Dieguito Academy, effective 09/29/2021
14. **Wang, Paul**, Envision, Canyon Crest Academy, effective 09/24/2021
15. **Weed, Mark**, Music, Torrey Pines High School, effective 09/17/2021
16. **Wolfe, Sharon**, Envision Theater Arts, Canyon Crest Academy, effective 09/15/2021

AVID Tutors

1. **Cacciaguida, Andrew**, Canyon Crest Academy, effective 09/10/2021
2. **Christie, Gavin**, Pacific Trails Middle School, effective 09/07/2021
3. **Cortez, Andrea**, La Costa Canyon High School, effective 09/08/2021
4. **Isachsen, Ella**, Dieguito Middle School, effective 09/03/2021

Coaches**Canyon Crest Academy Certificated**

1. **Black, Christopher**, Girl's Tennis, Varsity Head Coach, effective 09/01/2021
2. **Lochart Jr, Thomas**, Boy's Soccer, Varsity Head Coach, effective 09/27/2021

ITEM 9b

Canyon Crest Academy Walk-On

1. **Harman, Thomas**, Girl's Basketball, Junior Varsity Head Coach, effective 09/23/2021
2. **Lee, Paul**, Girl's Basketball, Varsity Head Coach, effective 09/15/2021
3. **Young, Alexis**, Boy's Water Polo, Head Coach, effective 09/23/2021

La Costa Canyon Certificated

1. **Buth, Dwayne**, Wrestling, Varsity Head Coach, effective 09/30/2021

San Dieguito Academy Certificated

1. **Gibson, Ty**, Boy's Basketball, Junior Varsity Head Coach, effective 09/15/2021

San Dieguito Academy Walk-On

1. **Smithey, Aubree**, Girl's Basketball, Varsity Head Coach, effective 09/15/2021

Torrey Pines Academy Walk-on

1. **Jimenez, Griffin**, Boy's Basketball, Junior Varsity Head Coach, effective 09/28/2021

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: October 1, 2021

BOARD MEETING DATE: October 14, 2021

PREPARED BY: Olga West
Associate Superintendent, Human Resources

SUBMITTED BY: Lucile Lynch
Interim Superintendent

SUBJECT: TEACHING ASSIGNMENTS OUTSIDE
CREDENTIAL AUTHORIZATION PER EC
§44258.7

EXECUTIVE SUMMARY

There are currently a total of twenty-eight (28) teachers who hold Single Subject credentials but do not have the required credential to teach classes that are considered to be “elective”. These teachers do have the special skills and/or coursework necessary to allow them to teach “electives” outside their credentialed area and have consented to teach these courses. However, for these teachers to continue teaching in their assignments for the 2021-22 school year, it is necessary that the Board of Trustees approve them to teach a course not authorized on their credential pursuant to EC §44258.7.

Canyon Crest Academy - Electives

EC 44258.7	Elise Lamotte	Intro Business
EC 44258.7	Don Quinn	Japanese 3, Japanese 4
EC 44258.7	Tracy Yates	Fit Walking

Carmel Valley Middle School - Electives

EC 44258.7	Jonathan Loeffler	Video Film/Multi Media
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La Costa Canyon High School – Electives

EC 44258.7	Dwayne Buth	Wrestling
EC 44258.7	David Cassaw	Basketball
EC 44258.7	David Evers	Film

ITEM 10a

EC 44258.7	Justin Machado	Baseball
EC 44258.7	Cameron Martin	Speech/Debate
EC 44258.7	Laura McCormick	Intro Business
EC 44258.7	James Teague	Yearbook
EC 44258.7	Paul Giuliano	Surf PE

Oak Crest Middle School - Electives

EC 44258.7	Anthony Pavlovich	Cartooning
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Pacific Trails Middle School – Electives

EC 44258.7	Lauren Heath	Physical Education
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San Dieguito Academy - Electives

EC 44258.7	Deborah Abrahamson	Dance, Weight Training, Yoga
EC 44258.7	Sheryl Bode	Yoga
EC 44258.7	Jocelyn Broemmelsiek	Intro Biotech
EC 44258.7	Colin Elliott	Guitar, Instrumental Music
EC 44258.7	Catherine Ramos	Healthcare Essentials
EC 44258.7	Keith Trahan	Computer Programing, Computer Game Design

Torrey Pines High School

EC 44258.7	Eli Aghassi	Intro Engineering Techniques
EC 44258.7	Scott Ashby	Football, Personal Fitness, Weight Training
EC 44258.7	Robert Collins	Football
EC 44258.7	Charlene Falcis-Stevens	Track/Cross County
EC 44258.7	Matthew Livingston	Year One PE
EC 44258.7	Heather Lopez	Pep Squad
EC 44258.7	Jacqueline Niddrie	Intro to Law
EC 44258.7	Mary Ann Rall	Intro Biotech

RECOMMENDATION:

It is recommended that the Board of Trustees approve twenty-eight certificated staff to teach a course not authorized on their credential pursuant to EC §44258.7.

FUNDING SOURCE:

Not Applicable.

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: October 7, 2021

BOARD MEETING DATE: October 14, 2021

PREPARED BY: Tina Douglas, Associate Superintendent,
Business Services

SUBMITTED BY: Lucile Lynch, Interim Superintendent

SUBJECT: RATIFICATION OF FACILITY USE
AGREEMENT/MEMORANDUM OF
UNDERSTANDING OF SHARED USE AGREEMENT
WITH MAGDALENA ECKE FAMILY YMCA

EXECUTIVE SUMMARY

San Dieguito High School Academy (SDHSA) offers a Skate physical education program. The program has been in place for 25 years, since 1996. The program has been successful, due to the partnership with the Magdalena Ecke Family YMCA. The YMCA provides access to their skate park in the fall for the SDHSA skate physical education program. The dates of use for SDHSA are August 23, 2021 through January 21, 2022, with a few exceptions within that time frame. In return, the District provides access to the tennis courts at SDHSA as well as the use of the northwest parking lot (corner of Melba and Nardo) for parking/storing of 17-18 YMCA buses during the summer. The dates of use for the YMCA are June 13, 2022 through August 12, 2022.

RECOMMENDATION:

It is recommended that the Board ratify the facility use agreement/Memorandum of Understanding of shared use agreement with Magdalena Ecke Family YMCA.

FUNDING SOURCE:

Non-Applicable

YMCA of San Diego County Facility Use Agreement

ITEM 10b

This agreement is for the non-exclusive use of certain facilities located at the Ecke YMCA (branch or department) of the YMCA of San Diego County, a California nonprofit public benefit corporation (YMCA), by San Dieguito High School Academy (the User)

The specific facilities to be used are: The Ecke YMCA Skate Park

The facilities are to be used during the time period of August 23rd, 2021 to January 21st, 2022 except for the following dates: 10/18-10/29, 11/11, 11/22-11/26, 12/23-1/7, 1/17.

The User will pay the YMCA Like-Kind for the use of the facilities.

Additional terms and conditions: This FUA is a like-kind agreement and the MOU between Ecke and SDA is attached and incorporated as reference, SDA will provide an SDA teacher to supervise the Skate P.E. program during all times of usage. Include a YMCA Skate Park waiver in the class registration packet. Ensure that all students in the program abide by the rules of the Skate Park at all times, as well as the rules of the entire YMCA facility.

Your YMCA branch contact for this agreement: Mike Wilson

Either party may terminate this agreement without cause by notifying the other party in writing one (1) week prior to the effective date of termination. YMCA may immediately terminate this agreement for good cause.

This agreement is specific to the User and is not transferable or assignable, in whole or in part, to any other person or entity. The User shall obey all applicable YMCA rules and the directions of any YMCA employee in connection with the use of the facilities. The User shall not violate any governmental law or regulation in or about the facilities. The User shall not bring or allow to be brought any materials or substances onto the facilities that are considered hazardous under any governmental rule or guideline. The User shall not allow any open fires, consumption of alcohol or smoking on the facilities. The User shall leave the facilities in a clean and orderly condition. The facilities shall be restored by the User to the original condition should any alterations or changes occur during the time of use.

To the fullest extent permitted by law, User shall indemnify, defend, and hold YMCA, its officers, directors and employees harmless from any and all claims, losses, damages, liabilities, and expenses (including the costs of investigation and attorney's fees) in connection with any claim or cause of action arising from any act or omission of User or User's employees, agents, and/or representatives, in the performance of User's obligations under this agreement, except where the claim, loss or damage is caused by the sole negligence, gross negligence, or willful misconduct of the YMCA.

User shall obtain and maintain **Commercial General Liability** Insurance in the amount of at least \$1,000,000 combined single limit for bodily injury and property damage throughout the duration of this agreement. Such insurance shall be primary and noncontributing with any other insurance in effect for YMCA. A Certificate of Insurance and Additional Insured endorsement showing proof of such coverage shall be given to YMCA prior to the commencement of any facility use.

Each party shall be authorized to rely upon the signatures of all of the parties on this Agreement which are delivered by facsimile, PDF, or electronic signature technology (e.g., DocuSign), as constituting a duly authorized, irrevocable, actual, current delivery of this Agreement with original ink signatures of each person and entity.

Dated: _____

Dated: _____

YMCA of San Diego County

The User

By: _____
Branch Executive Director

By: _____
(signature)

Title: _____

By: _____
Chief Operating Officer

Address: 800 Santa Fe Dr. Encinitas 92024

Note: Attach Certificate of Insurance, with Additional Insured endorsement, to this agreement before submitting to



This Memorandum of Understanding (“MOU”) evidences the fact that the Magdalena Ecke Family YMCA (“Ecke YMCA”) and San Dieguito Union High School District (SDUHSD)/San Dieguito Academy (“SDA”) intend to work together in an effort to provide mutually beneficial access to each other’s facilities at no cost to the other. Ecke YMCA agrees to provide SDA with access to the Skate Park for students in a certified P.E. program under the supervision of an SDA teacher. SDA agrees to provide access to tennis courts for a certified program of Ecke YMCA under the supervision of Ecke YMCA personnel. The parties acknowledge that offering these facilities is a mutually beneficial service but neither party is legally obligated to do so. This MOU can be terminated at any time, for any reason. The parties will make their best efforts to give a thirty (30) day notice of termination. This agreement shall be effective for the dates listed below unless terminated earlier.

The Magdalena Ecke Family YMCA agrees to:

- Provide access to the Skate Park and necessary adjacent facilities approximately 2:00pm-3:15pm Monday thru Friday, between the dates of August 23rd, 2021 and January 21st, 2022 *except for the following dates: 10/18-10/29, 11/11, 11/22-11/26, 12/23-1/7, 1/17.*
- Provide Skate Park waiver forms to SDA for students’ registration packets
- Complete the San Dieguito Union High School District Facilities Use Agreement (FUA), abide by all rules and requirements contained within the FUA, and provide certificates of insurance with endorsements as required within the FUA.
- Provide Ecke YMCA personnel sufficient to supervise the tennis court program during all times of usage.

SDA agrees to:

- Provide access to tennis courts and necessary adjacent facilities approximately 9:00am-2:00pm Monday thru Friday, between the dates of June 13, 2022 and August 12th, 2022
- Provide an SDA teacher to supervise the Skate P.E. program during all times of usage
- Include a YMCA Skate Park waiver in the class registration packet
- Ensure that all students in the program abide by the rules of the Skate Park at all times, as well as the rules of the entire YMCA facility
- Complete the Magdalena Ecke Family YMCA Facilities Use Agreement (FUA) and provide the certificate of insurance with endorsement as required within.
- Provide use of the northwest parking lot (corner of Melba and Nardo) for parking/storing Y buses
- Provide use of Custodian as needed for unlocking and locking parking lot during weekdays
- Provide use of above on the following dates: All day and overnight from June 13 - August 12, 2022
- Please note, gate unlocking will not be done before 6:30am each weekday
- In addition, Magdalena Ecke YMCA agrees to park all buses with exhaust facing South as to minimize inconvenience and discomfort to neighbors on Melba and Nardo

Signatures of authorized representatives:

Date
Executive Director
Magdalena Ecke Family YMCA

Associate Superintendent Date
San Dieguito Union HS District

Date
President & CEO

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: September 7, 2021

BOARD MEETING DATE: October 14, 2021

PREPARED BY: Mark G. Miller,
Deputy Superintendent

SUBMITTED BY: Lucile Lynch, Interim Superintendent

SUBJECT: **ADOPTION OF RESOLUTION IN SUPPORT OF
RED RIBBON WEEK AND DECLARING
OCTOBER 2021 AS DRUG AWARENESS MONTH**

EXECUTIVE SUMMARY

This resolution is provided as a means to show that the Board of Trustees of the San Dieguito Union High School District joins the nation in support and recognition of Red Ribbon Week, October 23 – 31, 2021 and declaring October, 2021 as Drug Awareness Month.

RECOMMENDATION:

It is recommended that the Board adopt the Resolution in support of Red Ribbon Week, October 23 – 31, 2021 and declaring October, 2021, as Drug Awareness Month, as shown in the attached supplement.

FUNDING SOURCE:

Not applicable

ITEM 10c

**SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
RESOLUTION FOR 2020
IN SUPPORT OF
DRUG AWARENESS MONTH AND
RED RIBBON WEEK**

WHEREAS, the Board of Trustees of the San Dieguito Union High School District has made a strong commitment to provide drug prevention education on the use of alcohol, tobacco, and vape devices;

WHEREAS, the Board of Trustees of the San Dieguito Union High School District recognizes the overwhelming financial burden to society of alcohol, tobacco and other drugs in medical costs and services, crippling injury, loss of life, family disruption, crime and unfulfilled potential;

WHEREAS, the Board of Trustees of the San Dieguito Union High School District recognizes the physical and emotional impact to our students, their families and friends, when they are entrapped by poor health or addiction; and

WHEREAS, the Board of Trustees of the San Dieguito Union High School District recognizes that the especially harmful and destructive effects of alcohol, tobacco and other drug use can bring alienation, academic failure, violence, and hopelessness to the youth of the San Diego region;

NOW, THEREFORE, LET IT BE RESOLVED, that the Board of Trustees of the San Dieguito Union High School District joins the nation in support of Red Ribbon Week, October 23 – 31, 2021 and declares October, 2021, as Drug Awareness Month, which will encourage all students to make a visible statement of their commitment to a healthy, drug-free community in which to raise a generation of healthy, drug-free youth.

Passed and adopted by the San Dieguito Union High School District Board of Trustees at its regular meeting on Thursday, October 14, 2021.

October 14, 2021

Maureen Muir, Board President

Date

October 14, 2021

Katrina Young, Board Clerk

Date

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: October 1, 2021

BOARD MEETING DATE: October 14, 2021

PREPARED BY: Tina Douglas, Associate Superintendent,
Business Services

SUBMITTED BY: Lucile Lynch, Interim Superintendent

SUBJECT: **APPROVAL OF READOPTED BOARD POLICY 7215
INDEPENDENT CITIZENS OVERSIGHT COMMITTEE
BYLAWS (ICOC)**

EXECUTIVE SUMMARY

At its June 6, 2019 Board meeting, the Board aligned its board policies and administrative regulations with the California School Boards Association (CSBA) guidelines/recommendations. During this process, we asked the Board to delete an entire series and readopt the new series. In doing this, we inadvertently deleted Board Policy 7215 Independent Citizens Oversight Committee Bylaws. This policy was created by the District and last adopted and revised on June 4, 2015.

Legal authority for the formation and duties of the Committee is found in Sections 15264 and 15278 to 15282 of the Education Code. The purpose of this Board Policy is to direct the actions of the Committee by reference to the statutory requirements. Where the statutory direction is insufficiently specific, the Board has furnished its interpretation and guidance. The Board sets its expectations, suggestions, and desires for the operations of the Committee and establishes bylaws for the ICOC.

SERIES 7000	CONSTRUCTION
7215 BP	Independent Citizens Oversight Committee Bylaws (readopted)

RECOMMENDATION:

It is recommended that the Board readopt the Board Policy 7215, Independent Citizens Oversight Committee Bylaws, as shown in the attached supplement.

FUNDING SOURCE:

N/A

San Dieguito Union High School District

Construction

BP 7215

INDEPENDENT CITIZENS OVERSIGHT COMMITTEE BYLAWS

Proposition AA was approved by at least 55% of the voters of the San Dieguito Union High School District pursuant to the provisions of the Strict Accountability in Local School Construction Bonds Act of 2000, codified at Sections 15264 and following of the Education Code. The Act requires the Board of Trustees (the “Board”) to appoint a Citizens Oversight Committee (the “Committee”) after the successful bond election.

Legal authority for formation and duties of the Committee is found in Sections 15264 and 15278 to 15282 of the Education Code. The purpose of this Board Policy is to direct the formation and actions of the Committee by reference to the statutory requirements. Where the statutory direction is insufficiently specific, the Board has furnished its interpretation and guidance. In addition, the Board sets forth below its expectations, suggestions, and desires for the operations of the Committee.

ESTABLISHMENT

The Board is required to appoint members to an Independent Citizens Oversight Committee as a result of the passage of Proposition AA at the election conducted on November 6, 2012.

STATUTORY PURPOSES

The Committee is charged by statute with the following purposes:

1. To promptly alert the public to any waste or improper expenditure of school construction bond money.
2. To inform the public concerning the expenditure of bond revenues.
3. Ensuring that bond revenues are expended only for the purposes described in the Constitution; that is, for the construction, reconstruction, rehabilitation, or replacement of school facilities, including the furnishing and equipping of school facilities, or the acquisition or lease of real property for school facilities.
4. Ensuring that no funds are used for any teacher or administrative salaries or other school operating expenses.

ROLE OF COMMITTEE VIS-À-VIS BOARD

1. As the legally-elected representative of the voters, the Board, on the advice of the Superintendent, must make all decisions relating to how bond funds are spent, how bond projects are configured, the cost, priority and timeline for completion of the various bond projects, and all other matters necessary in connection with the District’s building program. The Board values the Committee’s input on these matters as an advisory body.
2. The Committee will need to refer to the text of Proposition AA and the Bond Project List contained therein, but the Committee’s interpretations of Proposition AA are not binding on the Board.

LIMITATIONS ON ACTIVITIES

To ensure that the Committee is independent from the very decisions and activities upon which it will be monitoring and reporting, the Board hereby sets forth the following limitations on the actions and activities of the Oversight Committee (although the Oversight Committee may review documents relating to such activities):

1. The Committee has no authority to participate in the District's Bond issuance process or Bond sale, or to make decisions regarding the terms, timing or structure of the Bond issuance;
2. The Committee does not have the authority, once the Bonds are issued and sold, to determine how the Bond funds shall be expended;
3. The Committee members do not have the authority to solicit, select or participate in the negotiation or bid process for contractors or consultants for Bond financed projects (however, Oversight Committee members may be invited to witness bid openings, Board approval of contracts or similar actions for Bond financed projects);
4. The Committee members do not have the authority to control, comment upon and have no power of approval over or upon design, architectural or engineering considerations or matters relating to facilities funded or constructed with bond proceeds;
5. The Committee, and its members, may enter upon, tour, and inspect, District job sites, project boundaries and construction projects only with the express permission of the District's Superintendent (for reasons which include, but are not limited to, campus security, public safety, interference with contractors and liability matters) (the foregoing limitation does not prevent or preclude Oversight Committee members from viewing District construction works or projects from an off-campus or public access location); and
6. The Oversight Committee, and its members, may not contact District consultants or contractors without the prior permission of the Superintendent.

MEMBERS

The Committee shall always be comprised of at least 7 members.

REQUIRED MEMBERS

Pursuant to statute, the Board shall appoint to the Committee the following members:

1. One member active in a business organization representing the business community located within the District.
2. One member active in a senior citizens organization.
3. One member active in a bona fide taxpayers organization.
4. One member who is the parent or guardian of a child enrolled in the District.
5. One member who is the parent or guardian of a child enrolled in the District and who is active in a parent-teacher organization, such as the PTA or school site council.
6. Two other members, selected from the public at large

BOARD PROCEDURES FOR APPOINTMENT OF COMMITTEE

1. Appointment
 - a. Persons interested in serving as members of the Committee shall submit a written application to the Superintendent or Designee, specifying such information as the Superintendent shall reasonably require. Such information shall include, at a minimum:

- i. the specific position or positions listed in the “Required Members” Section above, for which the applicant qualifies
 - ii. such information as may be necessary to verify that the applicant meets that qualification requirement.
 - b. The Board shall determine from among the qualifying applications the persons to appoint to the committee, specifying how the requirements of the “Required Members” Section are met, or as many of those requirements as possible given the applications submitted.
 - c. Applicants shall be approved or rejected by a majority vote of the Board. If rejected, the Board shall direct the Superintendent to seek additional qualified applicants, including a new application procedure if appropriate.
2. Failure to Appoint
 - a. The Board will make a good faith effort to appoint the Committee and fill vacancies to ensure that the Committee is fully constituted and functioning. No vacancy, at initial appointment or otherwise, will prevent the Committee from meeting and conducting its business.
 - b. In the event that the Superintendent or Designee does not receive acceptable applications from the public to fill all of the positions specified in The “Required Members” Section above, or if at any time there is a vacant position on the Committee, the Superintendent shall cause a notice of the vacancy to be posted in a conspicuous public place (e.g., where regular public notices of the Board are posted), specifying the eligibility requirement for the vacant position and that a written application must be submitted to the Superintendent or Designee, and such notice shall remain posted until the vacancy is filled. The Superintendent or Designee, in his/her discretion, may advertise the vacant position in a newspaper reasonably expected to be circulated among interested persons, and may contact organizations to request nomination of interested persons to fill the positions that require active membership in such organization.
3. The Board may determine to appoint members of the Committee from time to time, in addition to the seven positions specified in the “Required Members” Section above, and without regard to the membership requirements so specified.

ADDITIONAL ELIGIBILITY RESTRICTIONS

The following persons are not eligible to serve on the Committee:

1. Any employee of the District.
2. Any official of the District.
For purposes of this limitation, the Board finds that any elected or appointed member of the Board is an “official of the district” within the meaning of Section 15282(b). The Board finds that no member of any other citizen committee of the District appointed by the Board to serve without pay is an “official of the district” within the meaning of Section 15282(b).
3. Any vendor, contractor or consultant of the District.
The Board finds that no person that is a vendor, contractor or consultant of the District is prohibited from serving on the Committee within the meaning of Section 15282(b) unless such person, or any company of which such person, is an owner or part owner, agrees or has agreed to perform services or furnish goods or supplies to the District under any agreement or contract that has not been fully performed. Prior contractual relationships with the District do not disqualify a person from serving on the Committee.

TERM

1. Each of the members specified by statute is appointed for a term of two years.
2. No member shall be appointed to more than three consecutive two-year terms.
The Board hereby further establishes the following provisions on the terms of members:
3. Any additional members appointed pursuant to the Board's reserved prerogative under the "Board Procedures for Appointment of Committee" section, above, may be appointed to a term of less than two years, as the Board shall specify, but shall not be appointed to a term any longer than two years.
4. Any additional members appointed pursuant to the Board's reserved prerogative under the "Board Procedures for Appointment of Committee" section, shall serve no more than three consecutive terms.
5. Any member appointed to meet any of the criteria of categories 1 – 5 described in the "Required Members" section above, shall serve only so long as such member continues to fulfill the requirement of the position to which appointed.
6. Notwithstanding the two-year term required by statute, the term of any member shall terminate upon:
 - a. death of the member
 - b. written resignation of the member
 - c. disability or illness of the member, upon a finding by the Board that the member is unable to effectively continue to serve on the Committee
 - d. the sale or provision of any goods or services to the District, or entry into any contract with the District for such sale or provision, whether or not related to the bond program, such that the member becomes a "vendor, contractor, or consultant" within the meaning of the "Additional Eligibility Restrictions" section, above
 - e. the employment, appointment or election of such member to a position with the District, such that the member becomes an "employee of the District" or an "official of the District" within the meaning of the "Additional Eligibility Restrictions" section 1 or 2, respectively
 - f. failure of the member to participate in the meetings and activities of the Committee, upon a finding by the Board that the member is unable or unlikely to effectively continue to serve on the Committee.
7. The Board requests that Committee members keep the Board informed regarding the status of other members, so that the Board can take appropriate action to replace or reappoint Committee members in a timely manner.
8. The term of any member appointed to succeed a member whose term has been terminated pursuant to the Term section, shall be two years, or such lesser time as remains in the term of the departing member, as the Board shall determine.
9. In order to provide for consistency and continuity in the Committee's operations and deliberations, and to establish a Committee whose entire membership does not turn over every two years, the Board may request the resignation of one or more, but fewer than all, members after one year, in order to reappoint such member, or any other person meeting the requirements for the seat that has been vacated by such resignation, to a two-year term.

COMPENSATION

Members serve without compensation.

AUTHORIZED ACTIVITIES

In furtherance of its purposes, the Committee is authorized by statute to engage in the following activities:

1. Receiving and reviewing copies of the annual, independent performance audit required by the Constitution, which shall be submitted to the Committee by March 31 of each year.
2. Receiving and reviewing copies of the annual, independent financial audit required by the Constitution, which shall be submitted to the Committee by March 31 of each year.
3. Inspecting school facilities and grounds to ensure that bond revenues are expended in compliance with the requirements of paragraph (3) of subdivision (b) of Section 1 of Article XIII A of the California Constitution.
4. Receiving and reviewing copies of any deferred maintenance proposals or plans developed by the District, including any reports required to be given to the Legislature by Section 17584.1 regarding a failure to set aside 1/2 of 1% of current year revenues for deferred maintenance expenditures.
5. Reviewing efforts by the District to maximize bond revenues by implementing cost-saving measures, including, but not limited to, all of the following:
 - a. Mechanisms designed to reduce the costs of professional fees.
 - b. Mechanisms designed to reduce the costs of site preparation.
 - c. Recommendations regarding the joint use of core facilities.
 - d. Mechanisms designed to reduce costs by incorporating efficiencies in school site design.
 - e. Recommendations regarding the use of cost-effective and efficient reusable facility plans.

MEETINGS

INITIAL ORGANIZATION / OFFICERS

In order that the Committee serve effectively and fulfill the purposes for which it is established, the Board recommends to the Committee that the Committee shall organize and conduct meetings as follows:

1. Initial Meeting. At the initial meeting of the Committee, the Superintendent or a person designated by the Superintendent should open the meeting and facilitate the selection by the Committee members of a presiding officer. Thereafter, selection of a presiding officer and any other officers of the Committee should be by whatever means the Committee determines.
2. President. The Committee should designate a member as presiding officer or president to preside over meetings of the Committee.
3. Representative. The Committee should designate a member or members to represent the Committee at public meetings of the Board and make reports thereto on a regular basis as the Committee shall determine or as the Board may request.
4. Secretary. The Committee should designate a member as secretary to keep accurate minutes of the Committee's meetings and actions, in order to fulfill the legal requirement that such minutes and documents and reports be entered into the public record.

REPORTS / MEETINGS

1. Reports. The Committee shall issue regular reports on the results of its activities. A report shall be issued at least once a year.

2. Annual Meeting of the Committee. The Committee is required to conduct at least one annual meeting, the purpose of which is to receive the reports and documents required to be provided to the Committee by the Board, and to approve a report of the Committee.
3. Other Meetings of the Committee. The Board recommends that the Committee meet as often as necessary, at least quarterly, in order to effectively perform its duties.
4. The Board will reserve a place on the regular Board agenda for address by a representative of the Committee. The Committee is not expected or required to make a report at each regular Board meeting.

NOTICE OF MEETINGS / MINUTES

1. The Committee's meetings are governed by the Ralph M. Brown Act, commencing at Section 54950 of the Government Code.
 - a. All Committee proceedings shall be open to the public.
 - b. Notice to the public of any meeting of the Committee shall be provided in the same manner as the proceedings of the Board.
2. Minutes of the proceedings of the Committee and all documents received and reports issued by the Committee are a matter of public record.
3. The District shall maintain and make available to the Committee an Internet website for publication of proceedings of the Committee.
4. All documents received and reports issued by the Committee shall be made available to the public on the website.
 - a. In order to publicize and make available the Committee's proceedings, the Committee Secretary shall provide to the Superintendent or Designee any documents received by, and reports issued by, the Committee, in whatever form received or issued, and minutes of the meetings of the Committee or any subcommittees created by the Committee.
 - b. District staff are directed by the Board to assist the Committee in publicizing its meetings, in complying with the requirements of the Brown Act, and in posting documents and reports on the website maintained by the District for the Committee. District staff will assist the Committee in these and the other activities of the Committee as provided in the Technical Assistance section, below.

TECHNICAL ASSISTANCE

1. The Board is required to provide the Committee with any necessary technical assistance and shall provide administrative assistance to the Committee in furtherance of its purpose.
2. The Board is required to provide sufficient resources to publicize the conclusions of the Committee.
3. No bond funds shall be expended on any activities or technical assistance provided to the Committee.
 - a. The Board will not treat this prohibition against expending bond funds to provide technical assistance to the Committee to include the preparation and photocopying for the members of the Committee copies of the annual independent performance audit and the annual independent financial audit of the bond program required by the Constitution.
4. In order to allow the Committee its independence, the Board does not expect to send a staff representative to each meeting of the Committee. At the Committee's request, the Board will endeavor to provide the materials, meeting space, and staff consultation as the Committee

shall require, specifically taking into account whether the request involves a reasonable expenditure of District general funds. The Board does not expect to purchase specialized software or hardware, commit additional staff time, or engage consultants to develop information for, prepare reports for, or attend meetings of, the Committee beyond what is required by statute and what is prepared for the Board.

LEGAL REFERENCE

EDUCATION CODE

15264 Local School Construction Bonds Act of 2000, General Provisions

15278 - 15282 Citizens Oversight Committee

GOVERNMENT CODE

54950 Meetings, Ralph M. Brown Act

CALIFORNIA CONSTITUTION

Article XIII A, Section 1(b)(3) Tax Limitation

Article XIII A, Section 1(b)(3)(A) Tax Limitation

Readoption Proposed: October 14, 2021

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: October 1, 2021

BOARD MEETING DATE: October 14, 2021

PREPARED BY: Bryan Marcus, Associate Superintendent /
Educational Services

SUBMITTED BY: Lucile Lynch, Interim Superintendent

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

EXECUTIVE SUMMARY

School Plans for Student Achievement

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

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

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

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

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

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

This first 2021-22 SPSA submission includes plans for schools eligible to receive Title I funds: Earl Warren, Diegueño, and Oak Crest Middle Schools, and for Sunset High School, which is eligible to receive Comprehensive Support and Improvement (CSI) funds.

School Plans for Student Achievement are to be implemented from July 2021 through June, 2022. In many cases, certain targets are implemented over multiple years.

RECOMMENDATION

It is recommended that the Board approve each school site's School Plan for Student Achievement for the period of July 2021 through June, 2022, as shown in the attached supplements.

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



The School Plan for Student Achievement

School: Diegueño Middle School
District: San Dieguito Union High School District
County-District School (CDS) Code): 37-68346-610479
Principal: Cara Dolnik
Date of this revision: September 30, 2021

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

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

Contact Person: Cara Dolnik
Position: Principal
Telephone Number: (760) 944-1892, ext. 6641
Address: 2150 Village Park Way
Encinitas, CA 92024
E-mail Address: cara.dolnik@sduhsd.net

The District Governing Board approved this revision of the School Plan on: October 14, 2021

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A. School Site Information Diegueño Middle School

Vision Statement:

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

Mission Statement:

At Diegueño Middle School, all students are prepared academically and socially to reach their potential as life-long learners. Students are guided by professional educators in an engaging and creative environment with relevant curriculum focused on 21st-century skills. Cougar Pride Expectations: Potential, Responsibility, Integrity, Decision-Making, Empathy. At Diegueño Middle School we strive for excellence. Personal growth, student success, and high expectations are integral parts of our philosophy. We are committed to the creation of a safe, nurturing, stimulating environment which fosters open communications, mutual respect, and individual achievement.

Cougar Pride Expectations:

Potential
Responsibility
Integrity
Decision-Making
Empathy

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

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

Diegueño Middle was recognized as a 2021 CA Distinguished School for the fourth time since opening in 1985. Diegueño has also been nationally-recognized as a Blue Ribbon School. Our focus is to meet the needs of each student by providing a safe, structured, and academically-focused educational environment. Each student is provided with challenging curriculum, a collaborative and student-centered learning environment, as well as career and college ready skills. At Diegueño Middle School, we inspire, engage and provide students choice and flexibility through multiple means including: honors and college prep levels in math and English, below grade level options in math, differentiated instruction in social science, NGSS adapted curriculum and instruction in science, options for physical education classes for students, choices in start times for families with zero period option, multiple options in electives for students, and support classes in various subjects.

Student demographics for the 2020-21 school year: 386 students in grade 7 and 419 students in grade 8 for a total of 805 students. The enrollment by ethnicity is White 65%, Hispanic 20.5%, Two or More Races 9.1%, Asian 3.4%, African

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American 0.6%, American Indian 0.5%, Filipino 0.4%, and Pacific Islander 0.1%. The students subgroups were: Students with Disabilities 12.8%, English Learners 4.8% and Socioeconomically disadvantaged at 13.9%.

The English Language Arts teachers work collaboratively to develop curriculum and instruction which meet the requirements of the California State Standards. Students choose between English College Prep or English Honors at each grade level. While maintaining an emphasis on student well-being and confidence, teachers continue to find new ways to engage students through creative and interactive lessons, high-interest and relevant literature, and use of educational technology tools. In addition, there is an increase in the amount of expository works students will be analyzing. The curriculum at both grade levels includes study of short stories, novels, drama, poetry, expository texts, and grammar. Students participate in meaningful class discussions, creative projects, speeches and theater arts. Seventh and eighth graders write multi-paragraph papers in a variety of genres, including argumentative essays, personal and fictional narratives, informative papers, summaries of fictional and expository works, and responses to literature (analysis of character, theme, and author's style). Students also participate in an array of group-work assignments, which often include a student-directed culminating task that utilizes technology and requires creativity and cooperation. Teachers also include regular formative assessments to determine student understanding and to determine which students may need additional instruction in order to master the standard(s) being taught.

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

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

New NGSS based science curriculum was adopted in Spring 2020 and began implementation in the 2020-21 school year. The Science department will continue implementation of NGSS content and practices in the 2021-22 school year. The science department attended district in-service sessions on California State Standards for several years, they will continue to work collaboratively on creating California State Standard lessons and curriculum while preparing for the Next Generation Science Standards (NGSS). As our Science Department continues its transition to the Next Generation Science Standards (NGSS), our teachers regularly incorporate critical-thinking opportunities into the topics, activities, readings, labs and experiments in which students engage. Students are being taught to read informational text critically, draw conclusions and give evidence to support their hypothesis. Science students are exposed to graphs, charts, images and asked to identify the patterns found in the data. Our science teachers continue to design lesson plans around the 5-E Model (engage, explore, explain, elaborate & evaluate). This includes attending district training on the implementation of NGSS. Science currently has many common-formative assessments in place, and technology is used to administer and gather results of these assessments and then determine which students may need to be re-taught certain concepts.

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

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variety of areas as well as collaborate with general ed teachers on curriculum and instruction to address the needs of all students. Students are supported by Speech & Language Therapist, School Psychologist, and other support providers as determined in the IEP process. Students are also supported from their general education teachers and the school counselor.

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

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

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

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

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

Our vision is driven by the importance of student and staff connectedness, continual improvement, and celebrating diversity. We gather information from multiple sources, such as the Healthy Kids Survey (every-other school year), Co-Vitality survey, and other student input to help us make educated, data-driven decisions on policy and procedures. A campus-wide Wellness Committee, comprised of certificated and classified staff, students and parents was established in the 2019-20 school year and will be reestablished in the 2021-22 school year. This committee has been assigned the task of creating continuous school-wide wellness opportunities and activities for students and staff that will increase student/staff connectedness and school spirit, while 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.

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To support students' social-emotional learning and wellness, all middle schools in the district changed the schedule to include a "Wellness Wednesday" including an Advisory period which allowed for small group check-ins for students and lessons focused on student well-being. Teachers were given a choice of running their classes synchronously or asynchronously, which allowed for the teacher to invite students to office hours for additional support.

Although steps were taken to implement MTSS across the areas of academics, behavior and social-emotional well-being, continued implementation of the MTSS structure was interrupted by the closing of schools on March 13, 2020 due to COVID-19 pandemic. Structures of MTSS were continued in the 2020-21 school year, but the plan for MTSS will be implemented again in the 2021-22 school year.

In 2020-21, all Diegueno staff focused on two school-wide goals:

1. Use the developing Multi-Tiered System of Support (MTSS) to support student academic achievement, behavior outcomes, and social-emotional well-being of students both on and off campus.
2. Focus on ENGAGEMENT of students during the online learning period to encourage students to login and do their best in the digital learning environment. Develop strategies and supports for ALL students in academics, behavioral, and social/emotional areas school-wide.

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

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

Training for parents includes how to help their children, how to thrive in middle school, and how to support the goals of the school. Parents have a variety of ways to receive training and to be meaningfully involved in the school. These include Parent Forums, PTSA parent organization, monthly "Coffee with the Principal" forums, School Site Council, the English Learner Advisory Committee, the Wellness Committee, and a variety of other volunteering opportunities. The focus will continue to be 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.

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

An SDUHSD Middle School Learning Schedule and Calendar were developed collaboratively with all middle school administrators and site personnel to provide structure and consistency across the district. As the school year progressed, supports and tiered interventions were developed and implemented to support students in academics and social-emotional learning/support. Intervention and supports were conducted online initially and then in-person as health and safety guidelines allowed. The schedule was adjusted due to concerns about screen time for students which gave teachers limited opportunity for the full support and enrichment provided with in person instruction. The schedule allowed for synchronous lessons with all students in the morning, then assignments to be completed in the afternoon with the option of joining teacher office hours as needed.

SDUHSD initiated in-house training for staff throughout the year to coincide with the needs of teachers and students in the digital learning environment. Teachers had online professional development, webinars, and access to the Instructional Coaches to support their transition to online teaching. Teachers were given training and support in translating their lessons from in person lessons to a Google Classroom platform.

Priority groups of students were slowly brought to campus for in person support of learning in the online platform. The groups included students with IEPs, English Learners, On-Campus Academic Intervention Support (High Risk Students), and students without a safe and suitable home learning environment. Identified students were invited to campus twice a week or more for support with distance learning and additional interventions. In January 2021, families had the opportunity to request on-campus support for digital learning. In March 2021, state restrictions due to COVID changed so students had the option of attending campus once a week or staying home. Eventually this increased to twice a week and then four times a week. Teachers used a concurrent model for teaching as some students were in the classroom

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and some were home during the entire year. The school year ended with students in the concurrent model with all accessing learning through the digital learning platform, but some attending on-campus for support directly from their teachers in this model. Others stayed home to access learning for the entire school 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)

Student Achievement:

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

Note: Due to closure of schools on March 13, 2020, SBAC was not given in Spring 2020 or Spring 2021 so data is not available.

In March 2020, the U.S. Department of Education approved California's request to waive statewide accountability and reporting requirements for the 2019–2020 school year. Governor Newsom approved Senate Bill (SB) 98, which prohibits the California Department of Education (CDE) from publishing state and local indicators in the 2020 Dashboard and therefore some data may not be available for comparison. The STAR test was given as the local indicator of student achievement for the 2020-21 school year.

ACADEMICS - data not comparable for the 2020-21 school year as assessments were not all given. Data included is for comparison in Spring 2022.

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

ELA 2019 to 2018 results:

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

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

Mathematics 2019 to 2018:

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

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- White (653 students): averaged 65.6 points above standard, maintained 2.6 points

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

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

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

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

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

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

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

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

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

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

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

Baseline data for CA Science Test (CAST):

Achievement level for all students:

4 - Exceeds Standards: 20.66%

3 - Meets Standards: 32.93%

2 - Nearly Met Standards: 40.12%

1 - Not Met Standards: 6.29%

This data will be used for comparison in subsequent years.

Data Quest Reports indicate for the 2020-21 school year:

Current English Learner students: 4.8%

RFEP: 6.1%

IFEP: 3.2%

English Only: 85.7%

35 of 41 EL students are Spanish speaking.

Of the EL students, number of years as an EL in US schools in 2019-20 are:

Enrolled 0-3 years: 7 students

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

Enrolled 6+ years (LTEL): 21 students

Total (Ever-EL): 91 students

STAR Test Data 2020-21

Reading Enterprise Assessment:

Fall 2020

Level 4 - 118 students

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Level 3 - 163 students
 Level 2 - 49 students
 Level 1 - 8 students

57 students (7.3% scored Nearly Met or Below grade level standards)

Math Enterprise Assessment:

Fall 2020

Level 4 - 148 students
 Level 3 - 101 students
 Level 2 - 81 students
 Level 1 - 40 students

121 students (15.4% scored Nearly Met or Below grade level standards)

D/F GRADE LIST Data

For 2018-19 (935 students)

Quarter 1: 147 D/F grades with 43 students receiving multiple.
 Semester 1: 101 D/F grades with 50 students receiving multiple.
 Quarter 3: 180 D/F grades with 69 students receiving multiple.
 Semester 2: 138 D/F grades with 64 receiving multiple.

For 2019-20 (929 students)

Quarter 1: 165 D/F grades with 63 students receiving multiple.
 Semester 1: 135 D/F grades with 64 students receiving multiple.
 Quarter 3*: 173 D/F grades with 84 students receiving multiple - *due to school closure 3rd quarter grades were delayed and students may not have had opportunity for make-ups as provided with in-person classes.
 Semester 2**: 28 No Pass grades with 10 receiving multiple - **students only received No Pass grades if they had an F at 3rd quarter and did not participate in distance learning through 4th quarter.

Percentage of students in Honors classes -

7th Grade: English 7 Honors $183/386 = 47.4\%$
 Integrated Math A Honors $143/386 = 37.0\%$
 8th Grade: English 8 Honors $210/417 = 50.4\%$
 Integrated Math B Honors $140/417 = 33.5\%$

For 2020-21 (784 students)

Entire school year was in distance learning model. Students came to campus in April 2021 four days per week, but lessons were delivered in distance learning model to accommodate students who chose to remain at home.

Quarter 1: 182 D/F grades with 109 students receiving multiple.
 Semester 1: 176 D/F grades with 121 students receiving multiple.
 Quarter 3: 211 D/F grades with 138 students receiving multiple.
 Semester 2: 166 D/F grades with 114 students receiving multiple.

D/F grade average was significantly higher in the 2020-21 school year due to distance learning model and limited in person support for all students.

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School Climate

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

School Engagement and Supports:

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

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

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

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

School Safety:

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

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

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

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

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

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

Substance Use and Mental Health

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

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

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

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

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

Social Emotional Health

Covitality 2020:

Areas of strength -

"Belief in self" - 74% of students report very much true/pretty much true they have self-awareness and self-efficacy

"Emotional competence" - 82% of students report very much true/pretty much true they have empathy and emotional regulation

"Belief in others" - 76% of students report very much true/pretty much true they have peer support, school support and family coherence

Areas of growth -

"Belief in self" - 41% of students report very much true/pretty much true they have persistence

"Emotional competence" - 64% of students report very much true/pretty much true they have self control

"Engaged living" - 60% of students report very much true/pretty much true they have gratitude. 20% of students report they feel a sense of zest and/or optimism.

The results of this survey were done during the world-wide pandemic which may play a part in the needed areas of growth and some scores being so low.

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

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

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

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

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

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

Chronic absenteeism rates were difficult to gage in 2019-20 and 2020-21 due to the pandemic. Attendance was done very differently in the 2020-21 school year and depended on students logging in to classes. This will not be used in comparison to other years.

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

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

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

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

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

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

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

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

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

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

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

2018-19 compared to 2017-18:

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

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

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

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

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

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

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

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

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

Expulsion rates

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

C. Involvement Process

Involvement Process:

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

During the 2020-21 school year, the School Site Council worked with the Principal to analyze progress on current goals and to revise and develop goals for the school based on perceived student needs for 2021-22 at meetings on September 29, 2020, December 8, 2020, February 9, 2021, April 20, 2021 and May 25, 2021. Input was also taken from the Department Chair leaders as to the overall goals as well as the action plan for each goal at meetings on February 3 and April 13, 2021. The Principal and Assistant Principal collaborated with the Intervention Coordinator, Special Education Department, the English Learner Lead teacher and the counseling team to incorporate goals specific to subgroups into the plan. Input was taken from parents at the English Learner Advisory Committee meetings on February 3, 2021. School closure and unknown reopening plans due to COVID-19 caused a delay in approval of the SPSA due to unknowns with budget and start of the 2021-22 school year. School Site Council for the 2021-22 school year reviewed updated dated and voted on approval on September 21, 2021.

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

School Goal 1

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

LCAP Priority Area:

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

Targeted Pupil Student Group(s):

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

A. Actual Measurable Outcomes:

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

1) The goal is to see an increase in points above standard average on the CAASPP for All students. This goal includes closing the gap between targeted student groups - English Language Learners, Socioeconomically Disadvantaged Students and Students with Disabilities - as well as other subgroups showing gaps including Hispanic students. For the 2020-21 school year, STAR assessment and other relevant data was used to determine student achievement.

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

CAASPP results - not available for 2020-21 school year.

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

STAR Test Data 2020-21

Reading Enterprise Assessment:

Fall 2020

Level 4 - 118 students

Level 3 - 163 students

Level 2 - 49 students

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Level 1 - 8 students

57 students (7.3% scored Nearly Met or Below grade level standards)

Math Enterprise Assessment:

Fall 2020

Level 4 - 148 students

Level 3 - 101 students

Level 2 - 81 students

Level 1 - 40 students

121 students (15.4% scored Nearly Met or Below grade level standards)

Areas of focus for addressing ELA standards continue to be the subgroups English Learners, Students with Disabilities, Socioeconomically Disadvantaged as all subgroups scored below standard and declined. Hispanic subgroup showed improvement but are still scoring below All students by 38 points. ELA standards should have continued focus as all students maintained 0.3 points overall. All students will need additional support in the 2021-22 school year due to expected learning gaps caused by the disruption in the learning environment caused by the world wide pandemic from March 2020 to June 2021.

In previous data analysis, both ELA and mathematics showed similar trends for all subgroups. English Learners scored significantly below standard and significantly below English Only students but did showed increases from previous years. RFEP students scored below standard and declined in both areas in previous testing years. English Only students scored above standard and maintained their overall level.

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

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

Current English Learner students: 41 students

RFEP: 50 students

IFEP: 23 students

English Only: 816 students

35 of 41 students are Spanish speaking.

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

Enrolled 0-3 years: 7 students

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

Enrolled 6+ years (LTEL): 21 students

Total (Ever-EL): 91 students

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

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2) Grade Data:

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

D/F GRADE LIST Data

For 2019-20 (929 students)

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

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

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

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

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

For 2020-21 (784 students)

Entire school year was in distance learning model. Students came to campus in April 2021 four days per week, but lessons were delivered in distance learning model to accommodate students who chose to remain at home.

Quarter 1: 182 D/F grades with 109 students receiving multiple.

Semester 1: 176 D/F grades with 121 students receiving multiple.

Quarter 3: 211 D/F grades with 138 students receiving multiple.

Semester 2: 166 D/F grades with 114 students receiving multiple.

D/F grade average was significantly higher in the 2020-21 school year due to distance learning model and limited in person support for all students.

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

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

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

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

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

3) PLC Progress:

All PLC teams developed goal based on MTSS goal of student engagement after receiving specific Professional Development on MTSS and UDL. PLC teams focused on keeping students engaged and participating in the distance learning model, sharing ideas and strategies that seem to keep students logging on for classes. Groups discussed progress on goal and how focus on student engagement and how the overall distance learning environment was affecting overall

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student connectedness throughout the 2020-21 school year. Each individual teacher developed their own personal goal based on students engagement and student connectedness. During Staff Meetings, groups shared progress, strategies, and best practices as to how they saw improvement in student engagement.

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

PLC teams met twice a month to collaborate on ELO's, formative assessments, student data, and interventions/supports and engagement strategies for students. PLC time was utilized for professional development opportunities working focused on MTSS and UDL from principal, assistant principal and district instructional coordinators. PLC groups also utilized district PLC funds for collaborative work throughout the year as they adjusted lessons for the distance learning environment.

4) Targeted Intervention Courses data:

Academic Lab

Each week, students in Academic Lab meet with the teacher to review grades, assignments, proficiency with ELA standards. Academic Lab students were invited to campus as part of the priority groups early in the school year. Not all students attended regularly. Students worked with the teacher to set goals for the weeks and map out use of class time to achieve these goals. Additionally, following whole class Morning Meeting, students are all reading "The Seven Habits of Highly Effective Teens" together as a class. Students are in the process of breaking down the habits and aligning the habits with their academic goals as well as SEL goals. Students are mindful about both good and bad habits. The teacher checks in during Morning Meeting and one on one with students during "Aeries conferencing". The development of the seven habits ...and, or "breaking counter habits" is woven into goal setting for the week. Students focused on completing assignments, communicating with teachers, attending afternoon support time, and staying on task in the distance learning environment. Several of these students had little support at home due to family circumstances, so they were paired with an on-site substitute for continued support throughout the year until a more full return to campus.

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

Reading Intervention Class -

Data for READ 180 was not comparable to previous years due to distance learning model. Students were invited to campus as part of priority groups as determined needed. All were invited in January 2021. Teacher assisted in monitoring grades and assignment completion in other subjects throughout the year. To connect to students, teacher engages them at start of class with music or game. Lessons are set-up with flexible options for independent reading, READ 180 software, and small group time. Progress is measured multiple times a semester, and grades are based on completion of goals on READ 180 and independent reading. The Read 180 model is followed with fidelity. Lessons begin with whole group instruction and then students complete three rotations: independent

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reading, small group instruction, and Read 180 software. NEWSELA and Ereads are used to offer multiple reading levels and provide non-fiction resources. Student support is both whole group and individualized. Overall, students show progress in their reading skills which helps them to achieve better in their other subjects.

Math A Skills Class -

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

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

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

Math A and B Essentials -

Many students were invited to campus as part of the priority groups throughout first semester. Students used FRECKLE as a resource for additional remediation practice throughout the year incorporated with the modified curriculum for all students. Even in distance learning environment, students volunteered on a regular basis in both classes. The teacher sprinkled in different activities this year to increase student engagement. Gen ed students, students with learning disabilities, and English Learners all participate in the safe environment. Students continued to be willing to ask for help in the online learning environment and often participated in afternoon support groups with their teacher or a support person such as case manager, instructional aide, or college tutor. Students do follow through and turn in quality work. Students showed progress in their math skills and, although they were not able to show progress through state testing, overall all students showed an increase in their math skills confidence.

Academic Tutoring Support in 2020-21 -

Academic support and tutoring was provided for all students in the afternoon during distance learning through subject specific Afternoon Support sessions daily. Tracking for these sessions was not kept as students participated with their class and this was considered part of their school day for distance learning.

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English Enrichment for English Learners-

This course was used as an additional opportunity to enhance students English skills as well as to provide additional support for students in their other classes with the help of the teacher and a Bilingual college tutor. This support was integral to EL students keeping engaged and feeling supported in the distance learning environment.

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

Principal met with each department (math, English, science, social studies, and Special Education) and with EL Lead to review STAR scores (previously SBAC scores) and to provide support in developing goals to address student achievement goal for All students and targeted subgroups. Math discussion and department goals focused on mathematics state content standards. English discussion and department goals focused on ELA and Literacy state content standards. Social studies and science discussion and department goals focused on Literacy state content standards. Teachers met in PLC groups regularly to collaborate and update goals. Science department adopted a district-wide curriculum for NGSS Standards and Practices, implementing new materials. 2021-22 will be first full year of implementation due to restrictions from COVID in 2020-21 school year. Curriculum will be analyzed for student learning with focus on success for English Learners and students with disabilities. The continued focus on PLC work has shown a positive impact on student results on CAASPP, STAR and other standardized tests in ELA and math. In last state testing period, Spring 2019, students scored above the state and county averages in both ELA and math and, overall, have demonstrated a steady increase since the 2015 baseline. Data will be analyzed this year to determine any gaps in learning due to school closures and restrictions from March 2020 to present.

Also, district PLC survey results show that Diegueno teachers overwhelmingly understand the PLC purposed components of a PLC cycle to support student achievement. They need continued support in following the PLC cycle to focus on implementing interventions and supports for students in MTSS areas Tier 1 and Tier 2 for academics.

As CAASPP scores indicated in Spring 2019, there was overall growth shown in students achievement and in targeted subgroups. The focus in these areas should continue as although some growth was made, there are still significant gaps between All students and the targeted subgroups. STAR scores in 2020-21 school year continued to show gaps between All students and designated subgroups.

Targeted intervention classes for math, Reading, English language acquisition and overall academic support continue to show success in increasing students' grade level skills. Math Skills A & B have shown a significant increase in the student's ability in grade level courses, with positive results shown through data and through the increased confidence enrolled students show in Integrated Math courses. The Reading class has consistently proven a productive means to increase students' reading levels through READ 180 data. Student progress was monitored throughout the school year and adjustments were initiated as needed. Title 1 site funds are utilized to purchase supplemental computer subscriptions, such as NEWSELA and IXL, to address specific individual learning goals/needs. District funded Renaissance Learning providing the STAR as a universal screener with follow up individualized support through Freckle program. Although all students and target student groups demonstrated progress on the 2018 CAASPP assessments, results for English Learners highlight the need to continue to provide and refine supports to increase their academic skills and progress towards attaining English language proficiency. An English Enrichment class continues to be needed to specifically address Academic Literacy for the EL students and struggling RFEP students.

The D/F list was reviewed each grading period by counselors, administrators, and our Intervention Team, which meets bi-monthly to review students of concern. Counselors contacted families of students on the D/F list to offer supports and interventions. Administration and our Intervention Coordinator subsequently reached out via email and phone calls to parents of students on the D/F list to strongly recommend attending regular before or after-school tutoring and to encourage parents to connect with the teachers of those classes in which their student is earning a D or F. For students who continued with multiple D or F grades on subsequent lists, counselors referred students to the I-Team for further intervention determination. If students on the lists are EL or on IEP, counselors worked with the EL

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Lead/Assistant Principal or case manager for supports. Additionally, the Intervention Coordinator met with students with multiple D/F grades to discuss current grades, develop a plan to complete missing work, and allow supervised time for students to continue to work on missing assignments. The Intervention Coordinator met with students on a regular basis, alternating between groups of students. The Intervention Coordinator also monitored student progress and grades. When meeting with students, she guided them on how to best build self-advocacy skills; she periodically followed up with teachers of these students to ensure that they are speaking with their teachers about work that needs to be completed.

C. Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

To start the 2020-21 school year, SDUHSD was forced to open in a Distance Learning environment due to the state and county public health orders. SDUHSD Board of Trustees adopted the following Guiding Principle: Our decision-making will be guided by considering the health and safety needs of our students, families, staff, and community as our highest priority. Health and safety include many factors beyond COVID-19 and balancing the health and safety of all of the school community is complex. By action of the Board of Trustees on July 30, 2020, San Dieguito Union High School District operated on the Distance Learning Model for the entirety of the first quarter of the 2020-21 academic year. When SDPDH guidelines allowed for small groups to return to campus, personnel invited students to campus one to two days per week prioritizing special education students, English language learners, high-risk students, students with inadequate learning environments, and then all other students. All on-campus activity followed the California Department of Public Health Guidance for K-12 schools. By action of the Board of Trustees on September 17, 2020, The San Dieguito Union High School District will continued to operate following the action taken by the Board of Trustees on July 30, 2020, for the second and third quarter of the 2020-21 academic year. Students began to have the option to return for on-campus support with distance learning in larger groups in Spring 2021. The process began with students attending one day per week, scaling up to two days per week, then four days per week for the fourth quarter of the school year.

An SDUHSD Middle School Learning Schedule and Calendar were developed collaboratively with all middle school administrators and site personnel to provide structure and consistency across the district. As the school year progressed, supports and tiered interventions were developed and implemented to support students in academics and social-emotional learning/support. Intervention and supports were conducted online initially and then in-person as health and safety guidelines allowed. The schedule was adjusted due to concerns about screen time for students which gave teachers limited opportunity for the full support and enrichment provided with in person instruction. The schedule allowed for synchronous lessons with all students in the morning, then assignments to be completed in the afternoon with the option of joining teacher office hours as needed. Although all staff and students had to adapt, several of the supports we give in person were adapted as best as possible online so students continued to receive support.

CAASPP and other state assessments were cancelled so will not yield comparable data for the year. The STAR assessment was used as a universal screener for teachers to determine which students needed more support and intervention, and to compare student learning outcomes across campus. English and math teachers were able to use FRECKLE as part of their weekly routines for students who needed further intervention.

D. Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The goal will remain the same. Metrics for this year will be different since the CAASPP was not administered. SDUHSD adopted a universal screener, the STAR assessment, which allows for testing three times a year to determine and student learning loss and/or progress, and provides a support program for all students in math and English, FRECKLE. Results for this assessment will be included in data for the 2021-22 school year. School site goals will be updated to reflect the July 2021 district adopted LCAP Goals.

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School Goal 2

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

LCAP Priority Area:

State Priority:

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

Targeted Pupil Student Group(s):

English Language Learners, Low Income Students and SPED Students

A. Actual Measurable Outcomes:

School Climate

Social Emotional Health

Covitality 2020:

Areas of strength -

"Belief in self" - 74% of students report very much true/pretty much true they have self-awareness and self-efficacy

"Emotional competence" - 82% of students report very much true/pretty much true they have empathy and emotional regulation

"Belief in others" - 76% of students report very much true/pretty much true they have peer support, school support and family coherence

Areas of growth -

"Belief in self" - 41% of students report very much true/pretty much true they have persistence

"Emotional competence" - 64% of students report very much true/pretty much true they have self control

"Engaged living" - 60% of students report very much true/pretty much true they have gratitude. 20% of students report they feel a sense of zest and/or optimism.

The results of this survey were done during the world-wide pandemic which may play a part in the needed areas of growth and some scores being so low.

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

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

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

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

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

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

Chronic absenteeism rates were difficult to gage in 2019-20 and 2020-21 due to the pandemic. Attendance was done very differently in the 2020-21 school year and depended on students logging in to classes. This will not be used in comparison to other years.

Absenteeism is not comparable to any previous years due to the metrics for attendance being changed. Students were measured on both attendance for logging in to the daily Google Meet and for their engagement in classes based on time logged in, work completion, and participation in the class throughout the year. The method for measuring attendance and engagement was cumbersome for teachers so accuracy concerns for attendance in the 2020-21 school year are high.

Suspension and discipline data are not comparable as students were at home for the majority of the year. Students were given more intervention and support focused on social-emotional well being as concerns were greater since students were not able to socialize and interact in person as frequently.

Expulsion rates

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

Advisory lessons were implemented in the 2020-21 school year. The following topics dealing with student connectedness and social-emotional well being were included:

- Welcome/logging into google classroom
- Staying Connected
- Kindness
- No Place For Hate/Diversity/Perspective
- Counseling Support (SEL)/Covitality Survey
- Digital Citizenship, Cyberbullying, Hate Speech, Cultivating Kindness
- Red Ribbon Week/Awareness and self care
- No Place For Hate Pledge/Biographies
- Giving Thanks
- Including Others
- Digital Friendships
- Health and Hygiene Guidelines
- Resolutions
- Managing Conflict
- Reflecting on first semester/planning for second semester
- 8th grade: High school presentation, 7th grade: games/student connection
- Thrively Strength Assessment & Self Assessment
- No Place For Hate/Identities/Bias/Prejudice/Stereotypes
- Games/Student Connection
- Self-Care and Mindfulness

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These lessons and the Advisory class served as an opportunity for an adult on campus to check in with students on a weekly basis to check in on Wellness. It was integral to keeping students connected and engaged, and served as a way to communicate resources to students on a regular basis.

The DNO PTSA partnered with Rady Childrens Hospital to provide monthly parent sessions to support students. Topics included De-stigmatizing Mental Health, Supporting Teens in Social Isolation, the Practice of Self Compassion, The Power of Connection: Staying Engaged and Connected to our Youth in a time of Isolation, A Look at a Teenager's Brain: Neuroscience Explained, and the Practice of Self Compassion Part 2. These sessions were presented live as well as recorded and archived on the PTSA website for all parents to view.

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

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

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

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

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

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

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

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

There was demonstrated improvement in Chronic Absenteeism in the 2018-19 school year and up until March 2020 the trend showed to be continuing in the 2020-21 school year. Several subgroups showed improvement including socioeconomically disadvantaged students, White and Hispanic students. English Learners showed significant improvement by have no students with Chronic Absenteeism. The continued focus should be on the subgroups showing a higher rate than overall student population including socioeconomically disadvantaged, students with disabilities, and Hispanic.

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We are continuing this goal for 2021-22 school year with the additions of the weekly Advisory period and more focus on social-emotional learning through PE classes and Elective courses along with school-wide programs throughout the year.

C. Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

An SDUHSD Middle School Learning Schedule and Calendar were developed collaboratively with all middle school administrators and site personnel to provide structure and consistency across the district and included specific time for Wellness support of students. As the school year progressed, supports and tiered interventions were developed and implemented to support students in academics and social-emotional learning/support. Intervention and supports were conducted online initially and then in-person as health and safety guidelines allowed. The schedule allowed for synchronous lessons with all students in the morning, then assignments to be completed in the afternoon with the option of joining teacher office hours as needed. Although all staff and students had to adapt, several of the supports we give in person were adapted as best as possible online so students continued to receive support.

There is increased concern about the social-emotional well-being of all students and staff given the circumstances of the last year and a half under the world-wide pandemic. The I-Team and other support staff shifted much of their focus to supporting students with concerns of social-emotional well being and those without a consistent and safe learning environment at home. Phone calls and in-home visits were made as needed to support students. Although all staff and students had to adapt, several of the supports we give in person were adapted as best as possible online so students continued to receive support. This included tele-conference meetings with students and families instead of direct contact.

D. Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The goal will remain the same. Metrics for this year will include the CoVitality survey and the CA Healthy Kids Survey which can be administered multiple times a year. Results for this assessment will be included in data for the 2021-22 school year. Students will have opportunities for social emotional learning and college and career readiness skills acquisition through electives and support courses and PE classes including online programs, teacher led lessons and guest programs.

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E. Planned Improvements in Student Performance

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

LCAP Goal:

Goal #1: Equity and Access: Identify and address inequities in current district and school systems, programs, policies, and practices to ensure every student has equitable access to educational programs to meet their postsecondary goals.

Goal #2: Teaching and Learning: Provide inclusive teaching and learning programs, with data-driven and relevant instruction, allowing students to meet individual graduation goals, while becoming college and career ready.

School Goal 1

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

LCAP Priority Area:

Priority 1: Basic, Priority 2: State Standards, Priority 4: Pupil Achievement, Priority 7: Course Access, Priority 8: Other Pupil Outcomes

Targeted Pupil Student Group(s):

Students showing below grade level progress, English Language Learners, Socioeconomically Disadvantaged Students and Students with Disabilities

A. Rationale:

1) The goal is to see an increase in points above standard average on the CAASPP for All students. This goal includes closing the gap between targeted student groups - English Language Learners, Socioeconomically Disadvantaged Students and Students with Disabilities - as well as other subgroups showing gaps including Hispanic students. For the 2020-21 school year, STAR assessment and other relevant data was used to determine student achievement.

CAASPP results - not available for 2020-21 school year.

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

STAR Test Data 2020-21

Reading Enterprise Assessment:

Fall 2020

Level 4 - 118 students

Level 3 - 163 students

Level 2 - 49 students

The School Plan for Student Achievement

B. Expected Measurable Outcomes:

2021 Assessment Results:

Our goal is to see a decrease in the percentage of students who score in the standard nearly met to not met range for all students and targeted student groups English Language Learners, Economically Disadvantaged Students and students with disabilities on the SBAC as compared to 2019 data. Pilot use of universal screener STAR assessment with a goal of seeing an increase in student achievement in math and English as demonstrated by assessment scores and student progress in Freckle program. Academic intervention classes will continue to provide support for these subgroups as students are identified with deficiencies.

Grade Data:

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

PLC Progress: PLC goal to continue development of formative assessments and interventions/supports for student learning.

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Level 1 - 8 students

57 students (7.3% scored Nearly Met or Below grade level standards)

Math Enterprise Assessment:

Fall 2020

Level 4 - 148 students

Level 3 - 101 students

Level 2 - 81 students

Level 1 - 40 students

121 students (15.4% scored Nearly Met or Below grade level standards)

Areas of focus for addressing ELA standards continue to be the subgroups English Learners, Students with Disabilities, Socioeconomically Disadvantaged as all subgroups scored below standard and declined. Hispanic subgroup showed improvement but are still scoring below All students by 38 points. ELA standards should have continued focus as all students maintained 0.3 points overall. All students will need additional support in the 2021-22 school year due to expected learning gaps caused by the disruption in the learning environment caused by the world wide pandemic from March 2020 to June 2021.

In previous data analysis, both ELA and mathematics showed similar trends for all subgroups. English Learners scored significantly below standard and significantly below English Only students but did showed increases from previous years. RFEP students scored below standard and declined in both areas in previous testing years. English Only students scored above standard and maintained their overall level.

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

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

Current English Learner students: 41 students

RFEP: 50 students

IFEP: 23 students

English Only: 816 students

35 of 41 students are Spanish speaking.

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

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Enrolled 0-3 years: 7 students
 Enrolled 4-5 years (At-Risk): 1 student
 Enrolled 6+ years (LTEL): 21 students
 Total (Ever-EL): 91 students

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

2) Grade Data:

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

D/F GRADE LIST Data

For 2019-20 (929 students)

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

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

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

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

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

3) PLC Progress:

All PLC teams developed goal based on MTSS goal of student engagement after receiving specific Professional Development on MTSS and UDL. PLC teams focused on keeping students engaged and participating in the distance

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learning model, sharing ideas and strategies that seem to keep students logging on for classes. Groups discussed progress on goal and how focus on student engagement and how the overall distance learning environment was affecting overall student connectedness throughout the 2020-21 school year. Each individual teacher developed their own personal goal based on students engagement and student connectedness. During Staff Meetings, groups shared progress, strategies, and best practices as to how they saw improvement in student engagement.

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

PLC teams met twice a month to collaborate on ELO's, formative assessments, student data, and interventions/supports and engagement strategies for students. PLC time was utilized for professional development opportunities working focused on MTSS and UDL from principal, assistant principal and district instructional coordinators. PLC groups also utilized district PLC funds for collaborative work throughout the year as they adjusted lessons for the distance learning environment.

4) Targeted Intervention and Support Classes - All targeted intervention classes proved to increase students grade level abilities, knowledge, and skills and to support their overall student achievement. Classes that will continue to provide support to students include Academic Lab, Math A & B Skills, Math A & B Essentials, Reading Intervention, Sheltered/ELD English, and English Enrichment. The Intervention Coordinator, EL Lead, I-Team and counselors will monitor student progress.

As the district implements more inclusion for students with IEPs, there will be more Co-Teaching classes with general education and special education teachers in math and English.

C. Strategy:

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

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Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
<p>DNO will offer targeted intervention courses to increase student learning outcomes to support students in reaching grade level standard achievement.</p> <p>A. DNO will offer targeted intervention courses in ELA such as Reading Intervention and English Enrichment.</p> <p>1) Provide Reading intervention course to specifically target reading comprehension and increase student lexile level through an evidence based reading program, Universal READ 180, with additional supports as needed.</p> <p>a. Entry Criteria: below grade level SRI scores, lack of progress in ELA Course, Use of district-adopted universal screener STAR program to determine student need and level will be piloted this year.</p> <p>b. Instructional targets: Students will work in small groups and one-on-one with teacher on reading comprehension; Students will work as whole group reading stories aloud, Close Reads, and choral reading ; Student will access through the Universal Read 180 online curriculum</p> <p>c. Exit Criteria: Proficient Reading Inventory Test score; Increased number of books read; Growth in spelling, vocabulary, writing and speaking skill</p> <p>2) Provide English Enrichment course designed to support and further develop the academic language and writing skills of the students enrolled in this course, as connected to the English 7 & 8 standards and curriculum. Student are enrolled in this course concurrent with their grade level English course.</p> <p>a. Entry criteria: Students will be identified for enrollment/participation in ELA intervention courses based on a review of multiple student achievement measures including; Lexile and ELPAC scores, SBAC scale scores, teacher recommendation.</p> <p>b. Instructional targets: Increase in reading and writing fluency and comprehension skills Increase in collaborative, interpretive, and productive modes of interacting in English. Skills for remediation will be identified using English course assessments and class work as well as standardized test scores to best meet students' individual needs.</p> <p>c. Exit criteria includes: Increase in Lexile level, increase in course grade, increased writing grade, increase in ELPAC summative assessment</p> <p>B. DNO will offer targeted intervention courses in Math such as Math Skills and Math Essentials.</p>	<p>Math & English teachers Administrators Counselors Intervention Coordinator I-team members</p>	<p>Title 1 sections: \$118,000 (4 sections)</p> <p>LCAP Sections: \$85,044.25 (3 sections)</p> <p>AB 86 Sections: \$90,393.74 (3 sections)</p> <p>\$15,000 Source: Title 1 (supplemental materials and supplies)</p>	<ul style="list-style-type: none"> • SBAC scores • Grade Data • Course Enrollment Data • Post-Assessment Data • Classroom Assessment Data • Teacher Recommendations • SRI Data • STAR Assessment Progress Data 	<p>Ongoing</p>

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<p>1) Provide Math Intervention courses (Math A & B Skills). a. Entry Criteria: includes scores on MDTP, below standard SBAC scores, current math course grade, teacher recommendation. Use of district-adopted universal screener STAR program to determine student need and level will be piloted this year. Students selected by Admin/Teacher/Counselor Committee based on criteria and capacity of class. b. Characteristics: includes Low student/teacher ratio, Students to be dual enrolled in grade level math course, reteach and intervention strategies employed to support understanding of grade level concepts and content. c. Instructional targets: Identify individual weaknesses using student work samples and assessments from grade level math course. Utilize IXL math, Desmos, STAR Freckle program, other educational technology tools and supplemental materials to remediate identified skills through individualized instruction. Scaffold, remediate, and adapt lessons for students to access grade level math material. Students will learn self-advocacy skills including asking questions, participating in class discussions and initiating conversations with their grade-level teachers about their progress in math. Front load for upcoming lessons as well as the use of concrete manipulatives to support conceptual understanding d. Method of Assessment/Evaluation: Math course grades, Math Module assessment grades, Formatively assessed in class with warm-ups, classwork, and homework, Teacher weekly check in with students referencing Aeries, IXL assessment progress measured quarterly. e. Exit Criteria: C or higher at semester in grade level math class, Growth on Integrated Math Module tests, Gradebook data on warm-ups, classroom, and homework, Performance on in class interim assessments (formal and informal), Student performance on IXL</p> <p>2) Integrated Math A Essentials and Integrated Math B Essentials, a remediation-focused course which will cover essential Integrated Math A & Integrated Math B standards. a. Entry Criteria: MDTP Assessment (score of 44% or below), SBAC math scores (Standard Not Met), SBAC math score Standard Nearly Met (with additional review); use of district-adopted universal screener STAR program to determine student need and level will be piloted this year. b. Instructional Targets: Students will demonstrate steady progress on individual and regular "progress goals" through evidence based program, Students will demonstrate 70% or higher HW completion, and Students will demonstrate steady progress made on quizzes and module exams</p>				
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	<p>c. Method of Assessment/Evaluation: Module quizzes, Homework quizzes, One final assessment per module, Module performance tasks, Regular homework checks, progress on individual goals</p> <p>d. Exit Criteria: With an A grade in Integrated Math Essentials, student is recommended to enroll in summer bridge course to enter next grade level math (Int Math B for grade 8 or Int Math 1 for grade 9) following year. If a student does not pass the summer bridge, then enroll in Int Math Essentials/Readiness in next grade With a B or C grade in Int Math Essentials, students are eligible to enroll in summer bridge with consultation with counselor and teacher. If passed, enroll in next grade level math course. With a D or F in course, student will be enrolled in Int Math Essentials in next grade.</p> <p>C. DNO will offer additional academic monitoring and support for struggling students through a general intervention course. 1) Academic Lab will be offered focusing on increasing student organizational and executive function skills. a. Entry criteria: Low course grades in core content areas, low levels of homework/class assessment completion, teacher/counselor recommendation, SBAC scores in the Standard Not met/low Nearly Met range, students in need of additional support developing organization, time management, and study Skills. Once school has begun, entry into class is determined through I-Team determination which may include an SST. b. Instructional targets: Explicit instruction on targeted executive functioning skills to increase work completion and course grades. Provide additional time and individual support for course work completion and re-teaching skills as needed. c. Exit criteria: Increase in course grade, decrease in number of missing assignments.</p>				
<p>2.</p>	<p>Provide additional supports for students to meet grade level expected student learning outcomes.</p> <p>A. The Intervention Team (I-Team), consisting of the Intervention Coordinator, counselors, school psychologist, an administrator, and teachers meet weekly to investigate and discuss at-promise students and to provide the appropriate academic supports. 1) Intervention Team will develop and a system to track effectiveness of interventions for students performing below grade level as evidenced by</p>	<p>Intervention Coordinator, Teachers, Counselors, School Psychologist, Administrators</p>	<p>\$32,000 Source: Title 1 (Intervention Coordinator)</p> <p>\$15,000 (10 hrs per week) Source: AB 86 District Tutoring Allocation</p>	<ul style="list-style-type: none"> • Attendance at tutoring • Number of students meeting with Intervention 	<p>Ongoing</p>

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<p>SBAC scores, grades in classes, concerns regarding behavior or attendance, or teacher recommendation. I-Team will use MTSS tiered support system to determine appropriate interventions and supports.</p> <p>a. I-Team will regularly review student data including grades, assessment results, teacher reports, attendance, interventions, discipline record and parent input to determine general education interventions and level of support needed for identified students in need.</p> <p>b. I-Team will use established criteria to identify students who could benefit from intervention classes using multiple means of assessment including grade in Math and/or English, MDTP entrance test, SRI lexile scores, SBAC scores, teacher reports, parent feedback, GPA, and I-Team Recommendation. I-Team will develop an Action Plan of interventions to address student concerns.</p> <p>c. I-Team will communicate with families and support teachers related to effectiveness of identified interventions.</p> <p>B. DNO will provide academic monitoring and support for students struggling academically with support from an Intervention Coordinator and counselors.</p> <p>1) Intervention Coordinator will monitor and support students who show lack of grade level academic academic progress. Intervention Coordinator will support intervention teachers, track data, and work with families.</p> <p>a. Intervention Coordinator, counselors and administrators will meet and review SBAC results, most current D/F list and first-quarter grades in grade level courses.</p> <p>b. Intervention Coordinator in coordination with counselors will meet at least quarterly with identified students and provide supports as outlined in a tiered system of support matrix.</p> <p>c. Intervention Coordinator will inform teachers, parents and identified students about various academic support and intervention opportunities and encourage enrollment to identified students.</p> <p>d. Intervention Coordinator will record data on students offered participation in specific intervention courses and evaluate the percentage of those who enrolled in a course or program.</p> <p>e. Intervention Coordinator will document and analyze progress of students attending focused tutoring sessions.</p> <p>f. Intervention coordinator and counselors will communicate with families regarding student progress throughout the year.</p> <p>2) Counseling team will provide support for students as needed for academic, social/emotional, or behavioral concerns.</p> <p>a. Counselors will meet with students as requested by teacher, parent, or administrator to provide support or suggestions for intervention. Counselors will track meetings and team agreed upon interventions through the Intervention screen on Aeries.</p>	<p>\$3,293 Source: Title 1 Funds (supplemental tutors/aides)</p> <p>\$2,500 Source: Title 1 (supplemental materials and supplies)</p>	<p>Coordinator</p> <ul style="list-style-type: none"> • Classroom Assessment Data • Teacher feedback forms • Grades • Tracking of students on I-Team list • Interventions used as listed in Intervention screen in Aeries • STAR Assessment Progress Data 	
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<p>b. Counselors will coordinate with Intervention Coordinator to meet with each student on D/F list quarterly to identify issue(s) and communicate areas of need to parents and teachers.</p> <p>d. Counselors will coordinate with I-team members and/or support teacher will work with student to develop an action plan to address student issues as needed.</p> <p>e. For students who have continued concerns, counselors refer students to the I-Team for further intervention determination. If student is EL or student with IEP, counselors work with the EL Lead or case manager for supports.</p> <p>f. For student with continued or high risk social-emotional concerns, counselor will refer student to Student Support Specialist.</p> <p>g. The Counseling Team and Administration reach out via email and phone calls to parents of students struggling academically to strongly recommend attending regular before or after-school tutoring and to encourage parents to connect with the teachers of those classes in which their student is earning a D or F.</p> <p>C. DNO will offer interventions and support through school tutoring programs/opportunities and aide/tutor support for low performing student subgroups.</p> <p>1) Academic Tutoring/Homework Help sessions will be offered before and after school weekly for all students with emphasis in English and Math. Diegueno adapted the previous focused tutoring program to a tutoring and homework help program this year to accommodate all student needs. Teachers from all departments are available to assist students multiple days/week, both before and after school.</p> <p>a. Entry Criteria: any student can attend tutoring, students with D or F grades in English or Math will be highly encouraged to attend, classroom assessment and grade data, teacher recommendations</p> <p>b. Instructional targets: Identify & remediate each student's area(s) of needed growth; Provide one-on-one and small-group tutoring</p> <p>c. Exit Criteria: Increase in course grade, course assessment scores, student work samples</p> <p>2) Tutor and/or aide support will be offered in specific classes to support struggling students with emphasis in classes of under-performing subgroups including English Learners, socioeconomically disadvantaged pupils and students with disabilities.</p> <p>D. DNO will offer time within the school day for students to focus on academics called Cougar Academic Time (CAT). Advisory period will be included once a week to incorporate more student connectedness and social emotional learning opportunities school-wide.</p> <p>1) Students will utilize CAT to complete assignments and focus on academics.</p> <p>2) Teachers and staff will utilize CAT to check in on students, especially</p>				
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	<p>those who need interventions or support academically and/or social/emotionally.</p> <p>3) Teachers and staff will provide interventions and enrichment during CAT through scheduled pull out and individual or small group meetings.</p>				
3.	<p>Provide designated and integrated instructional support for English Learners.</p> <p>1) DNO will provide academic monitoring and support for English Learner students with support from an English Learner Lead.</p> <p>a. EL Lead will collaborate with teachers of EL students to support implementation of standards in all core subject areas.</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 quarterly.</p> <p>c. EL Lead will work with administrators to develop a site EL team to support EL students in designated EL classes and classes with EL students integrated.</p> <p>d. EL Lead meets with students to review Reclassification criteria and academic progress quarterly.</p> <p>e. EL Lead monitors D/F lists and cross references with EL students and creates individualized plans for student success quarterly. Teacher works with student to create a monitoring document on grades which goes home to parents to communicate concerns and progress with parents.</p> <p>f. Collaborate with all departments to set goals across all curriculums for English Learners based on EL standards and CA Literacy Standards (academic vocabulary, reading & writing skills, listening & speaking skills). A comprehensive literacy approach will be used to provide support for all core subjects.</p> <p>2) DNO will provide Sheltered English/ELD Class for students in ELD 1-3 to support EL Language acquisition and ELA grade level content standards.</p>	<p>EL Lead; Teachers; Principal</p>	<p>\$56,188.42 Source: LCAP funded (2 sections)</p>	<ul style="list-style-type: none"> • Student ELPAC scores <p>Assessments given within EL classes</p> <ul style="list-style-type: none"> • Student performance data including grades, assessments, SBAC scores, STAR Assessment data • District EL monitoring documents 	<p>Ongoing</p>
4.	<p>For students with disabilities, increase access to general education classes and curriculum while implementing targeted specific support for students.</p> <p>a. Special Education teachers work with core subject teachers to provide support while collaborating and communicating expectations for students with disabilities.</p> <p>b. Support students with disabilities scoring below grade level in English</p>	<p>a. Special Education teachers, District Reading Intervention Coordinator b. Special Education teacher and support staff c. Special Education teacher, administration</p>	<p>none</p>	<p>SRI scores</p> <ul style="list-style-type: none"> • Student progress in Essentials classes including assessments on ALEKS and Freckles program 	<p>Ongoing</p>

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	<p>with specific services in their IEP will be placed in Co-taught English grade level courses and support of students in grade level classes with teacher push in.</p> <p>c. Support students with disabilities scoring below grade level in math with courses including Co-taught Integrated Math Essentials and Integrated Math with support of students in grade level classes with teacher and/or instructional aide push in.</p> <p>d. Collaborate on and develop Academic Support class curriculum and expectations to ensure consistent support and interventions for students with disabilities.</p> <p>e. District and site provided professional development for teachers on identified topics of need such as Co-Teaching, implementing IEPs with fidelity, and Universal Design for Learning Strategies.</p>				
<p>5.</p>	<p>Teachers will use PLC collaboration and professional development opportunities to increase progress on student learning outcomes, collaboration, teaching strategies, implementation of state content standards and evidence-based instructional practices.</p> <p>A. Utilize the Professional Learning Community process with course alike Groups. (Note: In distance learning environment, PLC's will focus on developing lessons based on adjusted ELO's to address key learning objectives. Learning schedule for the 2020-21 school year moves PLC time from Late Start to Early Release time).</p> <p>1) PLC groups utilize the formative process cycle in the 2020-21 school year on an on-going basis. PLC groups meet during Late Start Collaboration Days and release days as needed to:</p> <p>a. Evaluate alignment to state content standards, review and revise Essential Learning Outcomes (ELO's).</p> <p>b. Discuss how they will address the ELO's through lessons and instruction.</p> <p>c. Review and revise common formative assessments that address specific ELO's and create a timeline for administering assessments (at least four throughout the year) to students.</p> <p>d. Administer common formative assessments to students on agreed upon timeline.</p> <p>e. Analyze and discuss student learning based on the common formative assessments. Groups use release days as needed to analyze student learning.</p> <p>f. Through analysis of data, identify students who need intervention or reteach of subject matter.</p> <p>g. Determine and implement effective intervention, re-teach, and enrichment opportunities for students and discuss instructional best practices for continued student achievement.</p> <p>h. Teachers take reflective survey to analyze PLC group progress through the process and achievement of group goals for the year.</p>	<p>Principal Teachers Administrators District TOSA's</p>	<p>\$8,990 Source: Title I (professional development)</p> <p>\$5670.00 Source: Site Funds</p>	<ul style="list-style-type: none"> • Attendance at PD • SBAC scores • Teacher Feedback • SBAC results • CFA performance • D/F lists • Quarter/ Semester grades • PLC agendas from departments • MTSS FIA assessment 	<p>Ongoing</p>

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<p>B. DNO administration and district personnel will provide opportunities for teachers to attend professional development on ways to increase student learning outcomes, collaboration, teaching strategies, implementation of state content standards and evidence-based instructional practices.</p> <ol style="list-style-type: none"> 1) During late-start days, provide professional development and support for PLC groups from administrators, district TOSA's, or other sources. 2) Provide opportunities for teachers to attend PD sessions, teacher education conferences and workshops related to ways to increase student achievement, engagement and connectedness. 3) Based on determined needs of teachers, contract with a professional-development expert to lead site PD to offer support strategies for students struggling academically with emphasis on increasing student learning outcomes. <p>C. DNO will develop a Multi-Tiered System of Support (MTSS) to create consistent implementation and supports for student academic achievement, behavior outcomes, and social-emotional well-being of students.</p> <ol style="list-style-type: none"> 1) All staff will be provided professional development and training on MTSS and Universal Design for Learning (UDL). 2) An MTSS team comprised of administrators, teachers and counselors will meet at least quarterly to map out the tiered system of supports in all areas: Academic, Behavior, Social-Emotional 3) DNO will continue to make progress on adopted school-wide goal based on MTSS and UDL guidelines and strategies. <ol style="list-style-type: none"> a. Each department will use the school-wide goal to incorporate strategies and/or interventions specifically related to their subject. b. Each department will analyze data related to implementation of the goal at least quarterly to determine effectiveness in increasing student learning outcomes and school climate. c. DNO staff will analyze data related to implementation of school-wide goal at least twice a year to determine effectiveness in increasing student learning outcomes and school climate. <p>D. Each department on campus will take on an initiative to teach the elements of academic, behavioral and social-emotional support.</p> <ol style="list-style-type: none"> 1) Every department will focus on: <ol style="list-style-type: none"> a. Content Standards b. Engagement of students c. At least 2 of the 4 C's: Critical Thinking, Communication, Collaboration & Creativity d. Support & Intervention strategies within course curriculum and classroom e. Skill building activities within school goals & initiatives specific to that department 				
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	<p>2) Each department will take on an initiative for the year. The department will participate in training and implementation of a program to support student learning and well-being. Departments will meet as part of the PLC process quarterly using the continuous improvement process to determine student understanding and growth in each area.</p> <p>a. English will focus on ELA Content Standards and Literacy Standards. They will use Freckle practice to support student learning, especially addressing any gaps in learning due to the pandemic.</p> <p>b. Math will focus on Math Content Standards and Mathematical Standards. They will use Freckle practice to support student learning, especially addressing any gaps in learning due to the pandemic.</p> <p>c. Science will implement the NGSS Standards for the first full year of implementation in classrooms. They will teach Digital Citizenship using the Common Sense Media platform and lessons, as well as other appropriate resources.</p> <p>d. Social Science will teach the History Content Standards. They will focus on critical analysis and information literacy using NEWSELA and other appropriate resources.</p> <p>e. PE classes will teach the Physical Fitness content standards. They will incorporate more health and wellness lessons, including Social-Emotional Learning through guest speakers and Second Step program.</p> <p>f. Elective classes and all support classes on campus will teach designated content standards and career and college readiness lessons. They will incorporate Career & College Readiness lessons through the Thrively program.</p>				
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<p>LCAP Goal:</p> <p>Goal #3: Mental Health, Wellness, and Student Engagement: Increase the percentage of students who feel that school is a safe and supportive environment with caring, trusted adult relationships that allows for social-emotional and behavioral growth.</p> <p>Goal #4: Staff Wellness and Support: Research, develop, and implement a comprehensive staff wellness program so that every staff member feels safe, connected, and is provided with opportunities for professional growth.</p> <p>School Goal 2</p> <p>DNO will increase the level of "school connectedness" and "sense of safety" for students, staff, parents and community.</p> <p>LCAP Priority Area:</p> <p>School Climate, Pupil Engagement, Parental Involvement</p> <p>Targeted Pupil Student Group(s):</p> <p>English Language Learners, Low Income Students and SPED Students</p>	
<p>A. Rationale:</p> <p>School Climate</p> <p>Social Emotional Health</p> <p>Covitality 2020:</p> <p>Areas of strength -</p> <p>"Belief in self" - 74% of students report very much true/pretty much true they have self-awareness and self-efficacy</p> <p>"Emotional competence" - 82% of students report very much true/pretty much true they have empathy and emotional regulation</p> <p>"Belief in others" - 76% of students report very much true/pretty much true they have peer support, school support and family coherence</p> <p>Areas of growth -</p> <p>"Belief in self" - 41% of students report very much true/pretty much true they have persistence</p> <p>"Emotional competence" - 64% of students report very much true/pretty much true they have self control</p> <p>"Engaged living" - 60% of students report very much true/pretty much true they have gratitude. 20% of students report they feel a sense of zest and/or optimism.</p> <p>The results of this survey were done during the world-wide pandemic which may play a part in the needed areas of growth and some scores being so low.</p>	<p>B. Expected Measurable Outcomes:</p> <p>2021 Healthy Kids Survey & CoVitality survey:</p> <p>Goals include:</p> <ul style="list-style-type: none"> • Increase of students who feel "school connectedness", "caring adult relationship" at school, and "meaningful participation" at school. • Increase of students who report that "school perceived as very safe or safe". • Decrease in students who have "experienced any harassment or bullying", "had mean rumors or lies spread about you" or "been afraid of being beaten up". • Decrease in number of students who have "experienced chronic sadness/hopelessness", "social emotional distress" or "considered suicide". <p>2021 LCAP Survey:</p> <ul style="list-style-type: none"> • Our goal is to see an increase in the percentage of parents who state that the site "provides adequate supports & services to students who need social-emotional interventions". <p>Students/Parents Attending School Activities:</p> <ul style="list-style-type: none"> • Our goal is to see an increase in the number of students participating in lunchtime activities • Our goal is to see an increase in the number of students attending school events, such as dances, ASB after school activities, band concerts, drama performances, etc.

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

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

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

Chronic absenteeism rates were difficult to gage in 2019-20 and 2020-21 due to the pandemic. Attendance was done very differently in the 2020-21 school year and depended on students logging in to classes. This will not be used in comparison to other years.

Absenteeism is not comparable to any previous years due to the metrics for attendance being changed. Students were measured on both attendance for logging in to the daily Google Meet and for their engagement in classes based on time logged in, work completion, and participation in the class throughout the year. The method for measuring attendance and engagement was cumbersome for teachers so accuracy concerns for attendance in the 2020-21 school year are high.

Suspension and discipline data are not comparable as students were at home for the majority of the year. Students were given more intervention and support focused on social-emotional well being as concerns were greater since students were not able to socialize and interact in person as frequently.

Expulsion rates

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

- Our goal is to see an increase in the number of parents attending parent events, such as information meetings, ELAC meetings, PTSA activities, parent education opportunities, etc.

Chronic Absenteeism Rate:

- Our goal is to see a decrease in our absenteeism rate for all students and for subgroups showing a higher rate including socioeconomically disadvantaged, students with disabilities, and Hispanic.

Suspension Rate:

- Our goal is to see a decrease in our suspension rate to no more than 1% as well as a decrease in subgroups showing a higher percentage including students with disabilities and Hispanic.

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Advisory lessons were implemented in the 2020-21 school year. The topics supported students social-emotional well being and wellness seemed to be successful so will continue to be incorporated this school year through CAT time once a week.

These lessons and the Advisory class served as an opportunity for an adult on campus to check in with students on a weekly basis to check in on Wellness. It was integral to keeping students connected and engaged, and served as a way to communicate resources to students on a regular basis.

The DNO PTSA partnered with Rady Childrens Hospital to provide monthly parent sessions to support students. Topics included De-stigmatizing Mental Health, Supporting Teens in Social Isolation, the Practice of Self Compassion, The Power of Connection: Staying Engaged and Connected to our Youth in a time of Isolation, A Look at a Teenager's Brain: Neuroscience Explained, and the Practice of Self Compassion Part 2. These sessions were presented live as well as recorded and archived on the PTSA website for all parents to view.

C. Strategy:

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

Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1. Continue current programs and implement additional programs to increase student well-being and connectedness with one another and staff. A. Administrators and counselors work with ASB to plan student activities, lessons, and assemblies throughout the year. 1) CAT time will be adjusted so twice a week students focus on academics (Tuesday and Thursday) and twice a week students focus on Social Emotional Learning and student activities (Advisory Wednesday and ASB activities on Friday). 2) Plan student activities to occur during CAT time, before school, at lunch, and after school including weekly lunch time activities, Cougar Camp, Welcome Week, Red Ribbon Week, Act of Kindness Week, Spirit Week, Wellness Week, Fall and Spring Festivals, class competitions.	Principal and Asst Principal Teachers Counselors School Staff Students	\$3500 (10 hrs for Cougar Camp) Source: AB 86 District Funds	<ul style="list-style-type: none"> • Participatio n in student activities • Data on number of clubs and extra-curricular activities offered for students • Survey on student 	Ongoing

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<p>3) Offer a variety of student-led clubs including academic, social, student interest, and creative type clubs.</p> <p>a. Students and teachers establish clubs through ASB application and plan meeting time and location for clubs throughout the year.</p> <p>b. Hold Club Day to encourage students to get involved in at least one activity on campus. Hold a second club day later in the year to encourage student participation.</p> <p>4) Administrators, counselors, teachers, PE teachers and ASB advisor collaborate to conduct assemblies or class lessons based on student needs and safety such as Bully Prevention, Anti-drug & alcohol, Cybersafety, Career Fair and planning for the future.</p> <p>B. Increase student connectedness to staff and school through strategically planned meetings, check ins and activities throughout the Year. Note: During distance learning this will be a focus on Wednesdays.</p> <p>1) Utilize CAT time to allow for teachers and staff to check in on students, especially those who need support academically or social/emotionally. Encourage teachers to make personal connections with students during CAT time and other school related activities.</p> <p>2) Counselors meet individually with students who are at risk for feeling less connected to school such as students on the D/F list, students whose parents do not have a college degree, and others who have generated concerns from teachers, parents or other students.</p> <p>3) Continue the Student Stand Out recognition system which recognizes and rewards students for going above and beyond in areas such as academics, emotional support, community service, extra-curricular activities, etc. Use ASB Cougar Pride Cards and quarterly recognition party as one means of recognition.</p> <p>4) Communicate with Boys & Girls Club on student activities after school which our students are involved in to foster a collaborative environment for student participation.</p> <p>5) Provide voluntary tutoring before and after school for students to support student success in classes with support from teachers and high school peer volunteers.</p> <p>C. Wellness Committee meets monthly to plan health and wellness, social-emotional, and connectedness activities for all school community.</p> <p>1) Expand the current Wellness Committee to include school staff, parents, and students who will discuss and implement activities to increase student and staff wellness, including student-student, student-staff, staff-staff, and school-community connectedness.</p> <p>D. Implement student wellness education into yearly plan.</p>			<p>participation in clubs</p> <ul style="list-style-type: none"> • Participatio n in tutoring • CHKS & CoVitality Survey • Staff climate survey • Parent climate survey • D/F lists 	
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	<p>1) Develop a plan to implement the Second Step supplemental lessons in PE classes. Pilot 5-10 Second Step lessons to address student social emotional learning needs. Analyze use and engagement of students in lessons through discussion and survey to determine long-term use of the program.</p> <p>2) Include lessons from No Place for Hate, Great Kindness Challenge, and other resources to educate students on positive characteristics they can model in their lives.</p>				
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>1) Coordinate with district personnel, local law enforcement, and local fire department for safety on campus and surrounding campus.</p> <p>2) Safety committee will review safety plan and will meet quarterly for updates, school safety walk and feedback on comprehensive safety plan.</p> <p>3) Provide appropriate communication and support regarding school safety procedures for students and staff, and send updates during year to all staff through email and staff meetings.</p> <p>4) Use CAT time to review safety plan with students.</p> <p>5) Share safety plan with parents through website and discuss plan as part of Coffee with the Principal series.</p> <p>B. Use email and voice notification system to communicate with school community any safety concerns, and use text message alert system with staff to communicate in emergency situations.</p> <p>C. Staff and students are educated on suicide prevention protocol at least twice a year.</p> <p>1) Staff participate in online training prior to start of school year with reminders about specific school protocol at Inservice Days in August and February.</p> <p>2) Administrators and counselors present suicide prevention protocol to students through assemblies or class lessons with focus on risk factors and protective factors.</p> <p>D. Implement a Digital Citizenship plan using district approved supplemental materials through Science Classes and other opportunities as needed to educate students regarding online safety and appropriate use of digital media. Include presentation to students and parents regarding cyber-safety annually.</p>	<p>Administrators Safety Committee Teachers Campus Supervisor Plant Supervisor Classified Staff</p>	None	<ul style="list-style-type: none"> • Feedback from District Safety Committee • Feedback from Site Safety Committee • Completion of Safety Plan • Staff climate survey • Digital Citizenship plan • Participation in safety drills 	Ongoing

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3.	<p>A. Implement Behavior Action Plan and Cougar PRIDE initiatives.</p> <p>1) Begin implementation of overall plan and vision/values statement through Professional Development with staff. 2) Recognize each part of the Cougar PRIDE: Potential, Responsibility, Integrity, Decision-making, and Empaty initiatives through monthly initiatives, lessons and awards throughout the year.</p> <p>B. To reduce number of suspensions and overall discipline issues on campus, implement behavior action plan to include alternate means of correction focused on education and restorative practices with students. 1) Continue use of restorative practice and restorative circles as an alternate means of correction with the goal to build a healthy school community, increase social skills and understanding, decrease discipline incidents, repair and restore relationships including student-student and student-teacher. a. Provide review and practice for teachers previously trained on Restorative Practices. b. Provide additional training on Restorative Practices for school staff. c. Administrators and counselors will support teachers in use of restorative circles as needed within their classrooms.</p> <p>C. Communicate behavior action plan to students and parents through assemblies, email communication, and parent information meetings.</p>	<p>Administrators Teachers Campus Supervisor Classified Staff</p>	<p>None</p>	<ul style="list-style-type: none"> Behavior Action Plan implemented in 2020-21 school year Behavior consequence data including detentions, suspensions Number of teachers trained in Restorative Practices Number of teacher using Restorative Practices Number of Restorative Practice sessions used as alternate means of correction 	<p>Ongoing</p>
4.	<p>Develop and implement a plan to address attendance concerns including chronic absenteeism, truancy rates, excessive tardies, and other attendance concerns.</p> <p>A. Communicate to families the importance of student attendance in relation to overall academic success, student well-being, and student connectedness. 1) Include information on importance of attendance using positive messaging to parents and students at Cougar Camp, student expectation assembly, and early in the year parent information nights.</p>	<p>Assistant Principal Counselors School support staff</p>	<p>None</p>	<ul style="list-style-type: none"> Attendance data Tardy data Chronic Absenteeism rates Number of students on SART 	<p>Ongoing</p>

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	<p>2) Include communication at least once a month in Cougar Connections on importance of attendance for students. 3) Discuss with parent community through Coffee with the Principals, PTSA meetings, ELAC meetings and parent information nights how to increase attendance rates for all students.</p> <p>B. Implement a plan for accountability for attendance and punctuality: 1) Assistant principal and/or counselor meet with students who are demonstrating attendance/punctuality concerns to determine proactive attendance support plan. 2) Assistant principal and counselor meeting with student and parent/guardians who show continued attendance/punctuality concerns. 3) Assistant principal meets with Attendance Secretary and Administrative Assistant bi-monthly to examine absenteeism/truancy data and determine next step interventions including letter sent home to parents. 4) Assistant Principal and/or counselors will refer students with continued absenteeism/punctuality concerns to the I-Team to determine further supports and interventions. 3) Assistant Principal places students demonstrating attendance/punctuality concerns on a site attendance contract as an initial intervention before proceeding to SART Contract.</p>			<p>and SARB contracts</p>	
<p>5.</p>	<p>Communicate with and involve school community stakeholders on an ongoing basis to support positive atmosphere with students, teachers, staff, parents, and community.</p> <p>A. Have regular communication with families to relay information and gather feedback from parents both in writing and in person. 1). Send a weekly email (eblast) through communication system to parents highlighting events and giving information about DNO. Include a message from Principal or other staff members relevant to school connectedness or support of students each week. 2). Include updates on school events and information on school website and social media pages. 3) Hold Coffee with the Principals each month to update parents on school and community related events and issues. Invite guest speakers to present to parents with any determined needs such as school safety, vape pen prevention and education, and suicide prevention information and protocol. 4) Hold a minimum of four Parent Education and/or Information Nights throughout the year to give information about the school or with invited guest speakers to present to parents with any determined needs such as school safety, drug and alcohol prevention and education, and suicide prevention information and protocol.</p>	<p>Administrators EL Lead Counselors</p>	<p>None</p>	<ul style="list-style-type: none"> • Number of parents attending Coffee with the Principals, Parent Information Nights, ELAC meetings, etc. • Number of Parent Volunteers • Parent Climate survey in Spring 2020-21 	<p>Ongoing</p>

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<p>5) EL Lead and administrator present information and gather feedback from EL families at scheduled ELAC meetings throughout the year.</p> <p>6) Incorporate Spanish translated materials to support Spanish-speaking families as often as possible in communications and have a Spanish translator available at school-wide parent meetings.</p> <p>7) Encourage communication with parents by teachers through update websites, email and other messages.</p> <p>B. Increase Parent Participation through support programs and volunteer opportunities.</p> <p>1) Incorporate Parent Information nights throughout year based on collaboration with PTSA and parent feedback on determined interests and needs.</p> <p>2) Encourage parents to volunteer for school activities including Parent Orientation, student activities, festival nights, Spirit Week activities, and other opportunities throughout the year.</p>				
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F. School Site Council Membership Diegueño Middle School

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Cara Dolnik	X				
Brett Williams		X			
Erin Furgerson		X			
Emily Coulter		X			
Kelly Cassasa		X			
Missy Nunez			X		
Shiri Adato					X
Savannah Vicent					X
Sophia Korobkina					X
Stephanie Marcucci Allen				X	
Jennifer McGreevy				X	
Stephanie Perez Dietrich				X	
Numbers of members of each category	1	4	1	3	3

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

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**Form G. Budget 2021-22
Diegueño Middle School**

State/Federal Categorical Program	Allocation
Site LCFF Supplemental Funding - District Funded Sections (non-formula)	\$141,232.67
Title 1 Funding	\$171,738.00
AB 86 Funding for 2021-22 school year	\$108,893.74
Total	\$421,864.41



The School Plan for Student Achievement

School: Earl Warren Middle School
District: San Dieguito Union High
School District
County-District School
(CDS) Code): 37-68346-6061998
Principal: Justin Conn
Date of this revision: 9/30/21

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

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

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

The District Governing Board approved this revision of the School Plan on: October 14, 2021

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A. School Site Information Earl Warren Middle School

Vision Statement:

Earl Warren Middle School is committed to fostering balanced students who are connected, aware, responsible, and empathetic.

Mission Statement:

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

Principal's Message:

Earl Warren Middle School (EWMS) is committed to individual student achievement and success. To support all of our students, we will maintain our focus on C.A.R.E. (CONNECTIONS, AWARENESS, RESPONSIBILITY and EMPATHY) this year. We continuously work to develop curriculum strategies that enhance the development of each child's potential. Our school enjoys a small, but diverse student population, in which students benefit from being a part of a true community of learners. Through our ongoing work with the Anti-Defamation League's "No Place for Hate" initiative, and our upcoming involvement in the district Diversity, Equity, and Inclusion work (DEI), we envision ourselves as leaders in creating inclusive learning environments that support all students.

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

EWMS offers numerous support programs to help students' academic and social/emotional growth. With guidance, students explore decision-making and coping skills, learn study skills, and develop personal and academic goals through "Advisory" activities every Monday. The EWMS learning community is dedicated to the success of each student. Under the leadership of the Assistant Principal, a committee will be established this school year to focus on how to best utilize Advisory and Academic Practice Time. We will continue to work with our PTSA to provide additional enrichment opportunities such as Spirit Day and Red Ribbon Week activities.

EWMS prides itself on a robust, proactive intervention process. Our Intervention Team (IT) meets weekly to identify students who may be in need of additional academic or social-emotional support. We have multiple student support groups that are run by our school psychologist, counselor, or speech and language pathologist. Academically, we have Homework Hour available before school, and during lunch. We have a Math Lab that is run during our APT, and we have a bi-monthly After School Academic Support (ASAS) for students who need support with remediation and making up missed work. We use our Title I funds to expand tutoring opportunities, and create targeted intervention classes such as Academic Lab and Math Skills that run at small numbers. This year, we have added an "EL Lead" position to ensure that our English Learner students are provided with all of the support necessary as they return from a truly unique year of learning.

In 2019-2020, Earl Warren Middle School earned the designation of a "No Place for Hate" school from the Anti-Defamation League, and maintained that certification during the 2020-2021. This designation is a reflection of our commitment to supporting equity on campus, and proactively fighting bias, racism, and bigotry in all of its forms. EWMS will adhere to an anti-racist approach to instruction and social-emotional learning. This will include an ongoing partnership with the Anti-Defamation League and other community partners.

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

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

Earl Warren Middle School is located in Solana Beach, California and is part of the San Dieguito Union High School District. EWMS hosts 7th and 8th grades with a current enrollment of 530 students. The ethnic distribution of students is as follows: 66.7% White, 19.8% Hispanic, 3.6% Asian, and 8.7% Multiracial. All Earl Warren students experience a challenging core curriculum that sets high standards for students. Earl Warren provides additional support for those students who have been identified as below grade-level through a number of mechanisms - including D/F grade reports, CAST scores, and feedback from teachers and families. Targeted academic and socio-emotional interventions are a central focus of EWMS administration and staff.

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

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

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

Earl Warren's innovative math department offers an integrated approach to honors, college preparatory, and essentials curriculum for math students in grades seven and eight. All math teachers continually collaborate to develop pacing and maintain consistency of instruction. In addition, common formative and summative assessments are being developed and used by our district's math teachers. All courses are based on the California Core Standards. Courses include Integrated Math A Honors, Integrated Math A College Prep, Integrated Math A Essentials, Integrated Math B Honors, Integrated Math B College Prep, and Integrated Math B Essentials. Math interventions are provided through the Essentials curriculum and through Math Lab for College Prep students. In addition, we offer a Math B Skills course to support students who are at-risk from dropping below grade level. These interventions provide a valuable resource to struggling math students. At the beginning of the 2021-22 school year, all students were provided with district-issued touchscreen Chromebooks. All math teachers utilize completely digital math curriculum that students are able to access on their Chromebooks.

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

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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, digital arts, video film, Spanish I and II, and Yearbook. In addition, two of our stand out and growing elective courses are our STEM and Advanced STEM. Next year, we anticipate offering a Social Justice elective that will run based on student interest. Qualifying students may also participate in Independent Study Physical Education or Surf PE to fulfill their PE requirements.

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

English Language Learners are provided support in the general education core academic courses. Materials such as Read 180 (reading fiction and non-fiction leveled books, improve writing skills, build vocabulary, practice spelling, practice speaking, oral fluency and reading aloud) and other supplemental materials are used. Teachers use SDAIE strategies to support English Learners in their content area classes. For the 2021-22 school year, the EL Lead position was returned from an administrator to a credentialed teacher with a period release. This allows for much more in-depth support for our EL students.

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

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

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

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

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

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the years. As we look toward reopening during the COVID-19 pandemic, student and staff safety will be at the forefront of all decision-making.

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:

EQUITY AND ACCESS -

The 2019-2020 and 2020-2021 school years have presented a variety of challenges - one of which being the acquisition of valuable data points regarding student performance. Without CAASPP data, and with D/F reports that are skewed by the impacts of distance learning. The addition of district STAR data has provided some school-site data points that have helped to fill the gaps, but there is still a lack of information for vertical analysis.

While D/F data is somewhat problematic for vertical analysis due to the differences in distance learning, some stark disparities still warrant analysis from Marking period 1 (M1):

2019-2020: Total population = 608
 Total students on D/F list = 78 (13%)
 2020-2021: Total population = 552
 Total students on D/F list = 112 (20%)

Further broken down, these numbers also demonstrate a larger number of students failing multiple classes during the 2020-2021 school year than in previous years. The areas with the largest number of D/Fs continue to be consistent with previous years. Students struggle primarily in Math, followed by Science, English, and Social Science. The data is clear that there is a significant percentage of students in need of targeted supports in Math, and a need for intervention courses that address all subject areas.

STUDENT CONNECTEDNESS

Multi-year analysis of Healthy Kids Survey Results indicate that students are feeling less connected to Earl Warren Middle School, and more students are reporting that they do not feel like a teacher or staff member at school cares about them. California Healthy Kids Survey (CHKS) is administered every two years. In the 18-19 school year, CHKS was administered. In the 2019-2020 school year, EWMS administration also worked with PTSA to distribute a climate survey to parents. As a result of this survey, EWMS added signage in Spanish on campus to create a more welcoming environment for our Spanish-speaking families. CHKS was administered to EWMS 7th graders during the 2020-2021 school year. Again, this data is skewed as a result of COVID-19 and distance learning.

The results of the 2021 CHKS Survey for EWMS are as follows:

Academic Motivation: 68% - district average of 69%
 Caring Adult Relationships: 71% - district average of 72%
 School Connectedness: 66% - district average of 66%
 Meaningful Participation: 29% - district average of 30%

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Traditionally, attendance has been an indicator of student connectedness, and has linked to this goal. With the combination of distance learning, independent study, and forced COVID-19 absences, attendance data cannot be compared year-over-year at this point.

C. Involvement Process**Involvement Process:**

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

The EWMS School Site Council (SSC) met five times over the course of the 2020-21 school year. The council is composed of students, parents, teachers, administration, and other staff. All meetings during the school year were held remotely in line with district policy during the COVID-19 pandemic. Each meeting included opportunities to look over pertinent student data. The final meeting discussed potential changes in schoolwide goals. The major shift is a change from subject-specific goals that focused on subgroups, to a more schoolwide, inclusive set of goals that better align with new goals in the district LCAP.

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**D. Summary of Progress Made on 2020-2021 Goals
Earl Warren Middle School**

School Goal 1

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

LCAP Priority Area:

1, 2, 4, 7, 8

Targeted Pupil Student Group(s):

ALL (SES, ELL, SPED)

A. Actual Measurable Outcomes:

There is no current CAASPP data to identify measurable outcomes by that metric.

2019-2020 # of students enrolled in Honors English

Baseline: English 54%

Course requests for 2021-2022 show 55% of students selecting Honors English

Growth Target: This goal was met

2019-2020 % of students on the D/F list: 12.2%

Growth Target: 13%

2020/2021: Students on the D/F list at semester: 20%

This is obviously not close to the growth target, but does not come as a surprise during distance learning.

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

The most recent SBAC scores were released in September of 2019. This leaves us without updated data to identify movement toward the previous growth target. The inconsistency of reliable CAASPP data is one of the motivations to shift SPSA goals to focus on data that can be drawn internally on a consistent basis.

In the area of students taking Honors English, the 2020-2021 data reflects essentially no change from the previous year; however, we are seeing an ongoing decrease in overall student enrollment. This data will be monitored to see if this is a trend or an anomaly. The D/F list was reviewed each grading period by counselors, administrators, and our intervention team, including our Title I coordinator. Students who were on the D/F list were invited to attend after school academic support to start the 2021-2022 school year. There is an obvious ongoing need for Math Skills, Academic Lab, and Math Essentials courses to run at small numbers to support students who are most overrepresented in D/F data.

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C. Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The plan was implemented as intended.

D. Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This goal will be overhauled to align more clearly with LCAP goal #1 regarding equity and access. We will maintain a focus on English and Math (blending previous goals #1 and #3), but will focus outcomes on equity and access using local metrics as much as possible.

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School Goal 2

By 6/2021, EWMS students designated as EL and Economically Disadvantaged will increase their level of school connectedness and sense of safety by at least 3%, as measured by climate surveys.

LCAP Priority Area:

3, 4, 5, 7, 8

Targeted Pupil Student Group(s):

Students Designated EL and/or Economically Disadvantaged

A. Actual Measurable Outcomes:

Multi-year analysis of Healthy Kids Survey Results indicate that students are feeling less connected to Earl Warren Middle School, and more students are reporting that they do not feel like a teacher or staff member at school cares about them. California Healthy Kids Survey (CHKS) is administered every two years. In the 18-19 school year, CHKS was administered. In the 2019-2020 school year, EWMS administration also worked with PTSA to distribute a climate survey to parents. As a result of this survey, EWMS added signage in Spanish on campus to create a more welcoming environment for our Spanish-speaking families. CHKS was administered to EWMS 7th graders during the 2020-2021 school year. Again, this data is skewed as a result of COVID-19 and distance learning.

The results of the 2021 CHKS Survey for EWMS are as follows:

Academic Motivation: 68% - district average of 69%
 Caring Adult Relationships: 71% - district average of 72%
 School Connectedness: 66% - district average of 66%
 Meaningful Participation: 29% - district average of 30%

Traditionally, attendance has been an indicator of student connectedness, and has linked to this goal. With the combination of distance learning, independent study, and forced COVID-19 absences, attendance data cannot be compared year-over-year at this point.

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

With a return to CHKS data being available, there is an opportunity for some vertical data analysis; however, as with all data in the past couple years, there is a need to consider extenuating circumstances. Through distance learning, we implemented a weekly "advisory" period that allowed for students to connect beyond academics with one of their teachers. This also created space for social-emotional content during the school day. The use of resources from Second Step, No Place for Hate, and Common Sense Media all assisted in helping students feel connected to school, and to further our goals of creating an inclusive learning space for all students. The effectiveness of these practices during distance learning can certainly be debated. It was often challenging to get students to engage in content with cameras off, or distracted while learning from home. Advisory content will return during the 2021-2022 school year through Academic Practice Time on Mondays.

C. Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The plan was implemented as intended.

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D. Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There is a clear need present in terms of continuing to find ways to have students feel connected to school. EWMS will use APT time more regularly for team building, and school spirit activities. Administration and key staff will attend trainings on restorative practices and Positive Behavior Intervention Supports. EWMS will continue to work with the Anti-Defamation League to establish anti-racist policies. The SDUHSD has also begun a robust Diversity, Equity, and Inclusion Committee that is led by the San Diego County Office of Education. This goal will be rewritten to more closely align with district LCAP goal 3 that focuses on student mental health, wellness, and engagement.

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School Goal 3

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

LCAP Priority Area:

1, 2, 4, 7, 8

Targeted Pupil Student Group(s):

ALL (SES, ELL, SPED)

A. Actual Measurable Outcomes:

The most recent SBAC scores were released in September of 2019. This leaves us without updated data to identify movement toward the previous growth target. The inconsistency of reliable CAASPP data is one of the motivations to shift SPSA goals to focus on data that can be drawn internally on a consistent basis.

2020-2021 # of students enrolled in Honors Math

Baseline: Math 41%

2020-2021 data reflects 42%

Growth Target: 45%

4/2021: 42% indicating a 1% increase in enrollment and 3% shy of the growth target.

2020-21 # of students enrolled in below grade level Math courses

Baseline: 12%

2020-2021 data reflects 15%

Increase of 3% of students enrolled in below grade level math courses.

Growth Target: Decrease by 2%

4/2021: 15% indicating a 3% increase in enrollment and 5% shy of the growth target

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

Some challenges have been identified in the effectiveness of this goal. Approximately half of our students are placed into their math classes as incoming 7th graders without an opportunity for intervention. Math Essentials classes run at a small size, along with a Math Skills class that helps to keep at-promise students in grade level math with an additional support elective. These courses remain crucial to keep students on a path to be at grade level in math going into high school.

C. Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.**D. Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.**

This goal will be blended with goal #1 (ELA), and will fit more clearly under the district goal for equity and access. Data analysis will focus on growth from 7th to 8th grade so that it more accurately reflects the work happening at our school site. Data will also be added that demonstrates the percentage of our students entering high school in grade level math classes, and beyond. Percentage of students in honors math classes will no longer be calculated.

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E. Planned Improvements in Student Performance

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

<p>LCAP Goal: #1: Identify and address inequities in current district and school systems, programs, policies, and practices to ensure every student has equitable access to educational programs to meet their postsecondary goals.</p> <p>School Goal 1 Identify and address inequities in student performance outcomes - with a focus on ELA/Literacy and Math - to ensure every student has equitable access to educational programs.</p> <p>LCAP Priority Area: 1, 2, 4, 7, 8</p> <p>Targeted Pupil Student Group(s): ALL (SED, ELL, SPED)</p>	
<p>A. Rationale: Through analysis of STAR assessments and D/F data, an ongoing need for intervention classes that target math and literacy are clearly present. To further provide equity and access to all students, it is imperative that students currently below grade level are provided smaller class sizes and additional tutoring in targeted subjects. In addition, we are a schoolwide Title I program, and we need to ensure that all subject areas have access to Title I financial support to supplement the needs of the classroom. Again, this is a matter of equity across all curriculum areas.</p> <p>D/F Data: 2019-2020 Marking Period 4 91 D/Fs 58 students 42.9% of D/Fs from Math 16.5% of D/Fs from ELA</p> <p>2020-2021 Marking Period 8 251 D/Fs 105 students 28.3% of D/Fs from Math 16.7% of D/Fs from ELA</p> <p>STAR Data:</p>	<p>B. Expected Measurable Outcomes:</p> <p>It is important to acknowledge the impact of distance learning in the last two school years. The D/F data is a reflection, primarily, of the impact of distance learning. The expectation is that there will be a significant improvement when it comes to students on the D/F list during the 2021-2022 school year. A major part of this improvement will be the in-person interventions we have in place - such as Academic Lab and Math Skills.</p> <p>Number of students with D/Fs and overall D/Fs will return to pre-pandemic levels (2019-2020 Marking Period 4)</p> <p>Overall Reading Proficiency increase of 2% (75%) Overall Math Proficiency increase of 2% (67.6%)</p>

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<p>Overall Reading Proficiency Spring 2021 - 73% (baseline) 376 out of 515 students</p> <p>Overall Math Proficiency Rate Spring 2021 - 65.6% (baseline) 345 out of 526 students</p>	
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C. Strategy:

EWMS has a robust interventions program that includes options before school, during the day, and after school. This approach to interventions has kept D/F numbers low until the pandemic and distance learning. In addition, EWMS has added additional supports for EL students in ELA/literacy, but there is a need for more. For example, students are receiving substantial supports in their ELA classwork, but do not have support in Science and Social Science classes to the same extent. As a matter of equity, there is a need to spread resources throughout all curricular areas to support all students.

Actions/Tasks		Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	<p>EWMS will continue to implement Professional Learning Communities / Site Collaboration time and research proven instructional strategies:</p> <p>Teachers will collaborate to identify and address essential learning outcomes, build common assessments, analyze data, and offer opportunities for remediation and enrichment to ensure student learning.</p>	Administration, PLC teams	\$5000 Source: Title I (supplemental materials and supplies)	Track data from content-area PLC teams and progress on common formative assessments, D/F reports	Progress Checks: Quarterly 11/2021, 1/2022, 4/2022, 6/2022
2.	<p>Provide support classes for students struggling in English</p> <p>Targeted intervention courses in English Language Arts; and Sheltered English (Title I)</p> <p>Reading</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, ELPAC scores, STAR scores, SBAC scale scores, and teacher recommendation.</p> <p>b. Instructional strategies: Increase in reading and writing fluency and comprehension skills. Increase in collaborative, interpretive, and productive modes of interacting in English</p>	Administration, Leadership Team, English teachers, Title I Coordinator, and Interventions Team	\$60,000: (0.4FTE) source: Title I and LCAP	Common formative assessments, STAR, SBAC	Staffing: 2021-22 School year 8/2021-6/2022 with quarterly checks.

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	<p>c. Exit criteria: Increase in lexile level, increase in course grade, increase in STAR scores</p>				
3.	<p>EWMS will provide academic monitoring and support for struggling students via a Title I Coordinator and EL Lead (paid for by AB 86 funds). Both staff members will also support intervention teachers, track data, and work with families.</p> <p>Additional academic monitoring and support for struggling students will be offered via Academic Lab class focusing on increasing students organizational and executive functioning skills.</p> <p>a. Entry criteria: Low course grades in core content areas, low levels of homework completion, teacher/counselor recommendation, SBAC scores in "Standard Not Met", students in need of additional support developing organizational and executive functioning skills</p> <p>b. Instructional targets: Explicit instruction on targeted executive functioning skills to increase work completion and course grades. Provide additional time and individual support for course work completion and reteaching skills as needed.</p> <p>c. Exit criteria: Increase in course grade, decrease in number of missing assignments.</p>	<p>Title I Coordinator, EL Lead</p>	<p>Title I Coordinator \$30,000 (0.2FTE)</p> <p>Academic Lab \$30,000 (0.2 FTE)</p> <p>\$2,000 Source: Title I (supplemental materials and supplies)</p>	<p>Common formative assessments, RI, STAR, SBAC</p>	<p>Staffing: 2021-22 School year 8/2021-6/2022</p>
4.	<p>EWMS will offer targeted intervention courses in math.</p> <p>Targeted intervention courses in math; Math A Essentials (LCAP) and Math B Essentials (LCAP)</p> <p>Math A Essentials: a. Entry criteria 45-55% on MDTP SBAC math scores in standard not met Performance in 6th grade math course Math A grade (D/F grades)</p> <p>b. Instructional Targets Identify individual weaknesses using student work samples and assessments from grade level math course Utilize ST math and other supplemental materials to remediate identified skills. Scaffold, remediate, and adapt lessons for students to access grade level math material.</p>	<p>Administration, teachers</p>	<p>\$90,000 (.6 FTE Math Essentials)</p> <p>\$30,000 (.2 FTE Math Skills)</p> <p>\$6,280 Source: Title I (supplemental materials and supplies)</p>	<p>Grade and assessment data</p>	<p>2021-22 school year</p>

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<p>Front load upcoming lessons as well as the use of concrete manipulatives to support conceptual understanding.</p> <p>c. Exit Criteria B or higher in Math Essentials course Growth on Math A module tests Performance on in-class interim assessments Student detail report from ST Math</p> <p>Math B Essentials: a. SBAC math scores in standard not met Performance in 7th grade math course Math B grade (D/F grades)</p> <p>b. Instructional Targets Identify individual weaknesses using student work samples and assessments from grade level math course Utilize ST math and other supplemental materials to remediate identified skills. Scaffold, remediate, and adapt lessons for students to access grade level math material. Front load upcoming lessons as well as the use of concrete manipulatives to support conceptual understanding.</p> <p>c. Exit Criteria B or higher in Math Essentials course Growth on Math B module tests Performance on in-class interim assessments Student detail report from ST Math</p> <p>Math Skills B: a. Entry Criteria SBAC math scores Standard Not Met SBAC math score Standard Nearly Met (with additional review) Performance in 7th-grade math course (C/D/F)</p> <p>b. Instructional Targets Identify individual weaknesses using student work samples and assessments from grade level math course. Utilizing ST math and other supplemental materials to remediate identified skills. Scaffold, remediate, and adapt lessons for students to access grade level math material. Front load for upcoming lessons as well as the use of concrete manipulatives to support conceptual understanding Students will become more of a self-advocate by initiating conversations</p>				
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	<p>c. Exit Criteria C or higher at semester in grade level math class. Growth on Math B Module tests Gradebook data on warm-ups, classroom, and homework Performance on in class interim assessments (formal and informal) Student Detail Report from ST Math</p>				
5.	<p>EWMS will offer interventions and support through school tutoring programs/opportunities and aide/tutor support for low performing student subgroups.</p> <p>a. Entry criteria: D or F grade in English, STAR scores below proficient, teacher recommendations</p> <p>b. Instructional Targets: Review targeted concepts and lessons from grade level courses for remediation, reteaching and enrichment. Aide/tutor will offer these scaffolded supports within the grade level courses.</p> <p>c. Exit criteria: Increase in course grade, course assessment scores, student work samples</p>	Teachers, tutors	\$16,000 PTSA and AB 86	Tutoring Attendance, D/F reports	2021-2022

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<p>LCAP Goal:</p> <p>Goal #3: Increase the percentage of students who feel that school is a safe and supportive environment with caring, trusted adult relationships that allows for social-emotional and behavioral growth.</p> <p>School Goal 2</p> <p>By June 2022, EWMS student attitudes regarding school connectedness and connections with a caring, trusted adult will show yearly improvement based on attitudinal surveys</p> <p>LCAP Priority Area:</p> <p>3, 4, 5, 7, 8</p> <p>Targeted Pupil Student Group(s):</p> <p>All Students, with a focus on Designated EL and/or Economically Disadvantaged</p>	
<p>A. Rationale:</p> <p>CHKS data from the 2020-2021 school year is an extreme outlier due to COVID-19 and distance learning. The baseline will remain from the 2019-2020 year.</p> <p>2019-20 Baseline Data/CHKS 9% of students feel like they are not a part of the school 10% of students feel like there is NOT an adult on campus who cares about them 2% of students report feeling unsafe at school</p> <p>EWMS/PTSA Survey data indicated a need for additional outreach to our Spanish-speaking families. As a result, EWMS added signage in Spanish to make the campus feel more welcoming. PTSA will also be attending future ELAC meetings to help connect with Spanish speaking families.</p>	<p>B. Expected Measurable Outcomes:</p> <ul style="list-style-type: none"> • Increase level of student connectedness to school and their teachers/staff.
<p>C. Strategy:</p> <p>EWMS will implement activities through Academic Practice Time, wellness weeks, and a social-emotional program (Seahawks CARE) to address connectedness and student-to-staff relationships</p>	

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	Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	EWMS will revise the "Advisory" period from distance learning, and include similar content during Monday Academic Practice Time. This will include No Place for Hate, Second Step, and Common Sense Media	Administration and Teachers	none - district funded curriculum	local student survey data; discipline and attendance data	2021-22 School year
2.	EWMS will develop a wellness committee, consisting of administrators and staff to develop opportunities for all students and staff to participate in wellness activities throughout the year to include suicide prevention. In addition, this includes school wide-assemblies promoting a positive culture and student connectedness at EWMS.	Administration, Wellness Committee, Title I Coordinator, and Counselor	none - wellness activities supported through PTSA	Number of wellness activities, number of committee meetings	2021-22 School year
3.	In partnership with PTSA, EWMS will host at least two formal Parent Information sessions throughout year for student safety and information on topics such as cyber safety/digital identity and drug and alcohol awareness.	Administration, Staff, and Counselor	none - supported by PTSA	Attendance at parent sessions	2021-22 School year
4.	EWMS will meet with representatives from La Colonia and Casa De Amistad at least twice this school year to increase community connections with our EL and/or Economic Disadvantaged community members. The focus will be on encouraging our students to participate in school wide events.	Administration and Staff	none	Attendance and date of meeting	2022-22 School year
5.	A select group EWMS staff members will receive professional development related to Restorative Practices, Anti-Racism, and social-emotional learning	Administration and Staff	\$4,000 - Title I	Review of discipline records/suspension rates	2021-22 School year

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F. School Site Council Membership Earl Warren Middle School

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Justin Conn	X				
Karen Geaslin		X			
Michael Godebu		X			
Kevin DeFoney		X			
Noel Banuelos		X			
Erica Halpern				X	
Alexis Conerty				X	
Elia Hext					X
Sage Rosskopf					X
Ava Murch					X
Carrie Gunn				X	
Rebecca Cheesman			X		
Numbers of members of each category	1	4	1	3	3

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

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

State/Federal Categorical Program	Allocation
LCAP Non-Formula Sections	\$120,000
Title I	\$131,234
One-time funds (AB 86) not included	\$
Total	\$251,234



The School Plan for Student Achievement

School: Oak Crest Middle School
District: San Dieguito Union High School District
County-District School (CDS) Code): 37-68346-6059737
Principal: Katie Friedrichs
Date of this revision: September 30, 2021

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

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

Contact Person: Katie Friedrichs
Position: Principal
Telephone Number: (760) 753-6241
Address: 675 Balour Drive
Encinitas, CA 92024
E-mail Address: kathryn.friedrichs@sduhsd.net

The District Governing Board approved this revision of the School Plan on: October 14, 2021

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A. School Site Information Oak Crest Middle School

Vision Statement:

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

Oak Crest Middle School Believes:

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

Mission Statement:

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

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

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

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

Total students for the 2021-2022 school year: 811
 7th grade: 431
 8th grade: 380
 Female: 386
 Male: 424
 502 students reported being of non-Hispanic ethnicity/race
 198 students reported being of Hispanic ethnicity/race

The school's enrollment number decreased slightly by 16 students from the 2020-2021 school year.

Total students for the 2020-2021 school year: 827
 7th grade: 391
 8th grade: 496
 Female: 413
 Male: 414

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

Total students for the 2019-2020 school year: 836

7th grade: 380

8th grade: 363

Female: 348

Male: 395

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

2020-2021 school year

510 students reported being of non-Hispanic ethnicity/race

144 students reported being of Hispanic ethnicity/race

2019-2020 school year

531 students reported being of non-Hispanic ethnicity/race

163 students reported being of Hispanic ethnicity/race

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

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

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

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

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

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teaching math. The below grade level and support math classes utilize an online curriculum to help meet the students' math needs, including the personalized, remediation program Freckle.

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

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

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

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

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

OCMS has semester electives including STEM Investigations, which allows students to benefit from Science, Technology, Engineering, and Mathematics in an exploratory course. The purpose of this new course is to provide a standards-based career and technology exploratory program at an introductory level. Expected outcomes are that students will be innovators and problem-solvers as they study machines, flight and space and design and model with a variety of materials.

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

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

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

Due to COVID-19, for the 2020-2021 school year, Oak Crest was in a distance learning platform for the majority of the year.

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B. School and Student Performance Data

See Appendix A for multi-year student performance data tables

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

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

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

SBAC scores:

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

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

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

Grades:

OCMS reviews D/F data every 9 weeks.

2020-2021 # of students with D/F grades

Fall 1st semester progress: 158

(23 % of those students are SpEd and 23% are EL students)

Spring 2nd semester progress: 150

(21% SpEd and 21% EL students)

2019-2020 # of students with D/F grades

Fall 1st semester progress: 132

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

Total for year: 158

2018-19 # of students with D/F grades

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

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

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

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Course enrollment data:

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

2018-2019

Math A Essentials 57 students (plus 3 new students in March)

Math B Essentials 75 students

Math Skills 7th 19 students

Math Skills 8th 20 students

English Enrichment 15 students

ELD Support 15 students

Reading 32 students

Academic Lab 29 students

Total: 262 students

2019-2020

Math A Essentials 54 students

Math B Essentials 73 students

Math Skills 7th 11 students

Math Skills 8th 20 students

English Enrichment 11 students

ELD Support 20 students

Reading 35 students

Academic Lab 28 students

Total: 252 students

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

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

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

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

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

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

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

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

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

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

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

85.7% selected because he/she can be trusted.

84.3% selected because he/she cares about me.

75% selected because he/she listens to me.

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

1. 88.3% of 8th graders feel close to people at OCMS (308 responses)- an increase of 16.7% from 2017 CHKS

2. CANNOT COMPARE TO 2017 CHKS but compare to the 2018 Internal survey 71.9% of students feel that they have at least one trusted adult at OC (306 responses). An increase of 12.1% from 2018 internal survey

3. 91% of 8th graders feel safe at school (310 responses), an increase of 10% from 2017 CHKS

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Attendance

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

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

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

Discipline data

2017-2018, as reported on the California dashboard, 4.2% of the student body, was suspended at least one time. This was an increase of 0.5% from 2016-2017. It is important to note that in 2017-2018, English Language learner suspension increased 2.7%.

Middle School drop out rate

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

C. Involvement Process**Involvement Process:**

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

Site leadership from Oak Crest Middle School, comprised of two administrators, a counselor, seven department chairs, and one program coordinator, analyzed multi-year data trends related to student achievement and school climate. With input from this team, the School Site Council (SSC) then read, edited, and re-worked site goals and action steps. During SSC meetings and discussions in the fall of 2020 and spring of 2021, the team provided input on the feasibility of achievement goals, action steps to increase student connectedness, and decided on site-wide focus to accomplish the goals.

The OCMS School Site Council reviewed the final draft of the SPSA and gathered feedback from ELAC via our site representative and ELAC meeting group. SSC approved OCMS SPSA on September 28, 2021.

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**D. Summary of Progress Made on 2020-2021 Goals
Oak Crest Middle School**

School Goal 1

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

LCAP Priority Area:

1, 2

Targeted Pupil Student Group(s):

SES, ELL, SPED

A. Actual Measurable Outcomes:

2020-2021

STAR Reading - % of Students At or Above Grade Level Proficiency

Fall 2020 - 75%

Winter 2021 - 69%

Spring 2021 - 70%

STAR Reading - % of Students With Typical to High Growth

Fall 2020 - Winter 2021 - 59%

Winter 2021-Spring 2021 - 66%

CA Dashboard Results - SBAC Data (2019)

Due to COVID-19 SBAC data is unavailable for 2020.

English Language Arts

All Students:

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

English Learners:

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

Students with Disabilities:

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

2018-19 Grade/Report Card Data:

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

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

For English Language Arts, this data shows that there was a decline in all student scores from the standard in 2019. However, while both subgroups (English Learners and students with disabilities) performed below standard, these subgroups are maintaining scores from spring 2017 to spring 2018. In addition to the SBAC data, there was an increase in the number of D/F grades earned by students in ELA.

This data indicates that the implemented actions and services outlined in the 2017-18 plan were not effective in increasing student scores at OCMS, but proved to be productive in maintaining student subgroup scores. It is important to note that the standards assessed are different in 7th and 8th-grade years, as well as the parameter for scoring in the standard, Met/Exceeded range differs for 7th and 8th grade.

However, OCMS continues to outperform county and state averages.

We did not meet this goal.

C. Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The plan was implemented as intended.

D. Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue to provide intervention/support class in English for all students and targeted student groups, in addition to after school support in ELA. This goal will continue in the plan for the 2021-2022 school year to address ELA progress towards increasing overall student achievement. Growth targets will be adjusted to track points from meeting or exceeding standards on SBAC tests , STAR tests and D/F data.

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School Goal 2

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

LCAP Priority Area:

1, 2,

Targeted Pupil Student Group(s):

SES, ELL, SPED

A. Actual Measurable Outcomes:

2020-2021

STAR Math - % of Students At or Above Grade Level Proficiency

Fall 2020 - 68%

Winter 2021 - 62%

Spring 2021 - 56%

STAR Math - % of Students With Typical to High Growth

Fall 2020 - Winter 2021 - 66%

Winter 2021-Spring 2021 - 66%

CA Dashboard Results - SBAC Data (2019)

Due to COVID-19 SBAC data is unavailable for 2020.

All Students:

Per the CA Dashboard, all students performed 58.4 points above standard on the Mathematics Assessment, which was an increase of 6.7 points from 2018.

English Learners:

English Learners (92) performed 22.3 points below standard; however, increasing the average distance from standard by 6.5.

Students with Disabilities:

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

CA Dashboard Results - SBAC Data (2018)

Math

All Students:

Per the California dashboard, all students (703) performed 29.2 points above standard on the math assessment, with a decline of 9.8 points from 2017.

English Learners:

English Learners (95) performed 74.5 points below standard, declining 7.6 points from 2017.

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Students with Disabilities:

Students with disabilities (103) performed 70.6 below standard, maintaining 0.7 points from 2017.

2018-19 Grade/Report Card Data:

The number of students earning D and F grades increased by 9 students 2nd-semester progress report when compared to 1st-semester final grades.

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

1st semester final: 58

2nd semester progress: 67

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

For math, this data shows that there was an increase in all student scores from the standard. However, while both subgroups (English Learners and students with disabilities) performed below standard, students with disabilities increased scores scores from spring 2018 to spring 2019.

This data indicates that the implemented actions and services outlined in the 2018-19 plan were effective in increasing student scores at OCMS. It is important to note that the standards assessed are different in 7th and 8th-grade years, as well as the parameter for scoring in the standard, Met/Exceeded range differs for 7th and 8th grade.

OCMS continues to outperform county and state averages.

OCMS did reach the goal of increasing both scores.

C. Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The plan was implemented as intended.

D. Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue to provide intervention/support classes in math for all students and targeted student groups, in addition to after-school support in math. Additionally, new math sections will be added to the master schedule for the 2020-2021 school year to specifically support these student subgroups.

This goal will continue in the plan for the 2021-2022 school year to address math progress towards increasing overall student achievement. Growth targets will be adjusted to track points from meeting or exceeding standards on SBAC tests, STAR tests and D/F data.

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School Goal 3

OCMS will increase the level of "school connectedness" and "sense of safety" for students.

LCAP Priority Area:

4

Targeted Pupil Student Group(s):

All

A. Actual Measurable Outcomes:

2020-2021 California Healthy Kids Survey

School Engagement and Supports

School connectedness . Grade 7 = 68%, Grade 8 = 62%

Academic motivation . Grade 7 = 70%, Grade 8 = 62%

Monthly Absences (3 or more). Grade 7 = 15%, Grade 8 = 10%

Maintaining focus on schoolwork. Grade 7 = 38%, Grade 8 = 36%

Caring adult relationships . Grade 7 = 71%, Grade 8 = 63%

High expectations-adults in school . Grade 7 = 81%, Grade 8 = 74%

Meaningful participation Grade 7 = 21%, Grade 8 = 22%

Facilities upkeep . Grade 7 = 69%, Grade 8 = 66%

Promotion of parent involvement in school.

Grade 7 = 69%, Grade 8 = 66%

School Safety

School perceived as very safe or safe Grade 7 = 76%, Grade 8 = 71%

Experienced any harassment or bullying. Grade 7 = 18%, Grade 8 = 14%

Had mean rumors or lies spread about you .Grade 7 = 26%, Grade 8 = 10%

Been afraid of being beaten up Grade 7 = 3%, Grade 8 = 3%

Seen a weapon on campus. Grade 7 = 3%, Grade 8 = 3%

Substance Abuse

Current alcohol or drug use. Grade 7 = 4%, Grade 8 = 3%

Current marijuana use. Grade 7 = 1%, Grade 8 = 1%

Current binge drinking. Grade 7 = 1%, Grade 8 = 1%

Very drunk or "high" 7 or more times, ever. Grade 7 = 0%, Grade 8 = 1%

Been drunk or "high" on drugs at school, ever. Grade 7 = 1%, Grade 8 = 1%

Current cigarette smoking. Grade 7 = 1%, Grade 8 = 1%

Current vaping Grade 7 = 2%, Grade 8 = 3%

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

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

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

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

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

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

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

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

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

85.7% selected because he/she can be trusted.

84.3% selected because he/she cares about me.

75% selected because he/she listens to me.

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

1. 88.3% of 8th graders feel close to people at OCMS (308 responses)- an increase of 16.7% from 2017 CHKS

2. CANNOT COMPARE TO 2017 CHKS but compare to 2018 Internal survey 71.9% of students feel that they have at least one trusted adult at OC (306 responses).

An increase of 12.1% from 2018 internal survey

3. 91% of 8th graders feel safe at school (310 responses), an increase of 10% from 2017 CHKS

Other indicators of school climate include attendance data, discipline data and dropout rates.

Attendance

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

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

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

Discipline data

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

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

Middle School drop out rate

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

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

The 2018 OCMS School Internal Climate Survey shows an increase in overall school connectedness and a sense of safety for students as compared to the 2015 Healthy Kids Survey results. The 2018 OCMS School Internal Climate Survey shows that students have a trusted adult on campus and that the most important indicators of a trusted adult are that the individual can be trusted, cares about the student, and listens. Other school climate indicators represent progress as evidence by consistently low suspension rates and dropout rates. However, OCMS will continue to focus on student attendance, specifically truancy rates. The 2020-2021 CHKS shows that over 60 % of our students feel they are connected to school and over 70% of our students perceived the school as safe.

We are making progress in increasing a positive school climate. Growth targets were partially met.

C. Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The plan was implemented as intended.

D. Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We will continue to implement homeroom and anti-bullying/character programs (i.e. No Place for Hate) to bolster our social and emotional support of students. Other focuses will be support weeks/days such as Wellness Week, Yellow Ribbon Day, Red Ribbon Week, etc. The goal will continue to include multiple measures of school climate and continue to use CoVitality and California Healthy Kids Survey.

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E. Planned Improvements in Student Performance

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

LCAP Goal:

Goal #2 Teaching and Learning- Provide inclusive teaching and learning with data driven and relevant instruction, allowing students to meet individual graduation goals while becoming college and career ready.

School Goal 1

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

LCAP Priority Area:

1- Basic (Conditions of Learning), 2-State Standards (Conditions of Learning) ,3- Parental Involvement (Engagement) 4-Pupil Achievement (Pupil Outcomes), 7- (Course Access) Conditions of Learning, 8-Other Pupil Outcomes (Pupil Outcomes)

Targeted Pupil Student Group(s):

SES (Socioeconomic Status), SPED (Special Education), ELL (English Language Learners)

A. Rationale:

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

STAR Data:
2020-2021 STAR Data

STAR Reading Participation
Fall 2020- 96%
Winter 2021 - 96%
Spring 2021 - 95%

STAR Reading - % of Students At or Above Grade Level Proficiency
Fall 2020 - 75%
Winter 2021 - 69%
Spring 2021 - 70%

STAR Reading - % of Students With Typical to High Growth
Fall 2020 - Winter 2021 - 59%
Winter 2021-Spring 2021 - 66%

STAR Reading- % of Students at or above grade level proficiency
EL = 1.6%

B. Expected Measurable Outcomes:

Increase in STAR data:
Increase of entire school population by 5% in STAR reading assessment at or above grade level proficiency.
Increase EL students' growth profile by 1%.
Increase Special Education growth profile by 1%.

Grade/report card data:
Decrease in the number of students earning D and F grades 2nd semester when compared to 1st-semester progress in English courses by 10 students.

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<p>Special Education = 9.8%</p> <p>CA Dashboard Results - SBAC Data (2018)</p> <p>English Language Arts</p> <p>All Students: Per the CA Dashboard, all students (703) performed 52.4 points above standard on the English Language Arts assessment, declining 4.6 points from 2017.</p> <p>English Learners: English Learners (97) performed 31 points below standard, maintaining 0.7 points from 2017.</p> <p>Students with Disabilities: Students with disabilities (105) performed 22.3 points below standard, maintaining 1.2 points from 2017.</p> <p>2018-19 Grade/Report Card Data: The number of students earning D and F grades increased by 14 students 2nd-semester progress report when compared to 1st-semester final grades.</p>	
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C. Strategy:
Continue to provide targeted English Language Arts interventions to increase student learning outcomes for all students.

Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
<p>1. OCMS will continue to implement Professional Learning Communities/Site Collaboration Time and research proven instructional strategies: Teachers will collaborate to identify and address essential learning outcomes, build common assessments, analyze data, and offer opportunities for remediation and enrichment to ensure student learning.</p>	Administration, PLC Teams	\$4,000 Source: Title I (supplemental materials and supplies)	Track data from content-area PLC teams and progress on Common Formative Assessments.	Ongoing
<p>2. OCMS will offer targeted intervention courses in ELA. Targeted intervention courses in English Language Arts; English Enrichment (Title 1) and READ 180 (LCAP):</p>	Administration, Program Coordinators, Support Teachers	\$25,000 (0.2 FTE) Source: Title I (English Enrichment) \$25,000 (0.2 FTE)	Grade and assessment data	Ongoing

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	<p>English Enrichment</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, ELPAC 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 classwork as well as standardized test scores to best meet students' individual needs.</p> <p>c. Exit criteria: Increase in Lexile level, increase in course grade. Review of SBAC/ELPAC assessments, STAR data in combination with teacher recommendations.</p> <p>It is noted that students may benefit from the additional support of tutors/bilingual aide to best support student success.</p>		<p>Source: LCAP non-formula sections (ELD) \$25,000 (0.2 FTE) Source: Title I (READ 180)</p> <p>\$10,000 Source: Title I (supplemental materials and supplies)</p>		
<p>3.</p>	<p>OCMS will provide academic monitoring and support for struggling students via a Title I and EL Coordinator. Title I and ELD Coordinator will also support intervention teachers, track data, and work with families.</p> <p>Additional academic monitoring and support for struggling students will be offered via Academic Lab courses, focusing on increasing students organizational and executive function skills.</p> <p>a. Entry criteria: Low course grades in core content areas, low levels of homework/class assessment completion, teacher/counselor recommendation, STAR Scores, SBAC scores in the Standard Not Met - Nearly Met range, students in need of additional support developing organization, time management, and study skills. This data is reviewed via the SST process.</p> <p>b. Instructional targets: Explicit instruction on targeted executive functioning skills to increase work completion and course grades. Provide additional time and individual support for coursework completion and re-teaching skills as needed.</p> <p>c. Exit criteria:</p>	<p>Title I and ELD Coordinator, teachers</p>	<p>\$25,000 (0.2 FTE) Source: Title I (Title 1 Coordinator) \$25,000 (0.2 FTE) Source: LCAP non-formula sections (ELD Coordinator) \$25,000 (0.2 FTE) Source: Title 1 (Academic Lab)</p> <p>\$8,000 Source: Title I (supplemental materials and supplies)</p>	<p>Grade and assessment data</p>	<p>Ongoing</p>

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	Increase in course grade, STAR scores, decrease in the number of missing assignments, as determined via the SST process.				
4.	<p>OCMS will provide opportunities for teachers to attend professional development sessions on ways to increase student achievement.</p> <p>This may include the use/implementation of research-based curriculum to best support student subgroups and/or students performing below standard.</p>	Administration; Teachers	\$10,000 Source: Title I	Attendance at PD, SBAC scores, D/F Rates	Ongoing
5.	<p>OCMS will offer interventions and support through school tutoring programs/opportunities and aide/tutor support for low performing student subgroups.</p> <p>a. Entry criteria: D or F grade in English, SBAC scores in the Standard Not Met - Nearly Met range, teacher recommendations.</p> <p>b. Instructional targets: Review targeted concepts and lessons from grade level courses for remediation, re-teaching, and enrichment. Aide/tutor support will offer these scaffolded supports within the grade level courses.</p> <p>c. Exit criteria: Increase in course grade, course assessment scores, student work samples.</p>	Teachers; Tutors	\$30,000 Source: Title I	Attendance at tutoring, Course grades	Ongoing

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LCAP Goal:

Goal #2 Teaching and Learning- Provide inclusive teaching and learning with data driven and relevant instruction, allowing students to meet individual graduation goals while becoming college and career ready.

School Goal 2

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

LCAP Priority Area:

1- Basic (Conditions of Learning), 2-State Standards (Conditions of Learning) ,3- Parental Involvement (Engagement) 4-Pupil Achievement (Pupil Outcomes), 7- (Course Access) Conditions of Learning, 8-Other Pupil Outcomes (Pupil Outcomes)

Targeted Pupil Student Group(s):

SES (Socioeconomic Status), SPED (Special Education), ELL (English Language Learners)

A. Rationale:

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

STAR Data:

STAR Math Participation

Fall 2020 - 95%

Winter 2021 - 95%

Spring 2021 - 94%

STAR Math - % of Students At or Above Grade Level Proficiency

Fall 2020 - 68%

Winter 2021 - 62%

Spring 2021 - 56%

STAR Math - % of Students With Typical to High Growth

Fall 2020 - Winter 2021 - 66%

Winter 2021-Spring 2021 - 66%

STAR Reading- % of Students at or above grade level proficiency

EL = 1.6%

Special Education = 7.8%

2018-19 Grade/Report Card Data:

B. Expected Measurable Outcomes:

Increase in STAR data:

Increase of entire school population by 5% in STAR math assessment at or above grade level proficiency.

Increase EL students' growth profile by 1%.

Increase Special Education growth profile by 1%.

Grade/report card data:

Decrease in the number of students earning D and F grades 2nd semester when compared to 1st semester progress in English courses by 10 students.

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The number of students earning D and F grades increased by 33 students
 2nd-semester progress report when compared to 1st-semester final grades.

2018-19 # of students with D/F grades for ELA
 1st sem. final: 58
 2nd sem. progress: 91

C. Strategy:

	Actions/Tasks	Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	OCMS will continue to implement Professional Learning Communities/Site Collaboration Time and research proven instructional strategies: Teachers will collaborate to identify and address essential learning outcomes, build common assessments, analyze data, and offer opportunities for remediation and enrichment opportunities to ensure student learning. This may also include the identification and implementation of research-based instructional materials.	Administration, PLC Teams	*Duplicated from Goal #1 costs and funding source: \$4,000 Source: Title I (supplemental materials and supplies)	Track data from content-area PLC teams and progress on Common Formative Assessments.	Ongoing
2.	OCMS will offer targeted intervention courses in math. Targeted intervention courses in math: Math Skills A/B (Title 1) and Math A Essentials (LCAP), Math AE-EL (Title 1), Math BE-EL (LCAP): Math Skills A: a. Entry Criteria 45-55% on MDTP SBAC math scores Standard Not Met SBAC math score Standard Nearly Met (with additional review) Performance in 6th-grade math course (D/F) Students' Math A class grades (C/D/F grades) b. Instructional Targets Identify individual weaknesses using student work samples and assessments from grade-level math course. Utilize ST math and other supplemental materials to remediate identified skills. Scaffold, remediate, and adapt lessons for students to access grade-level math material. Front-load for upcoming lessons as well as the use of concrete manipulatives to support conceptual understanding. Students will become more of a self-advocate by initiating conversations with their grade-level teachers about their progress in math.	Administration, Program Coordinators, Support Teachers	\$25,000 (0.2 FTE) Source: Title I (Math Skills B) \$25,000 (0.2 FTE) Source: AB 86 (Math Skills A) \$50,000 (0.4 FTE) Source: AB 86 (Math A Essentials) \$50,000 (0.4 FTE) Source: LCAP non-formula (Math B Essentials) \$25,000 (0.2 FTE) Source: Title 1 (Math AE-EL) \$25,000 (0.2 FTE) Source: LCAP (Math BE-EL) *Duplicated from Goal #1 costs and funding source: \$8,000	Grade and assessment data	Ongoing

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	<p>c. Exit Criteria C or higher at semester in grade-level math class. Growth on Math A Module tests Gradebook data on warm-ups, classroom, and homework Performance on in class interim assessments (formal and informal) Student Detail Report from ST Math (if applicable) STAR data</p> <p>Math Skills B: a. Entry Criteria Nearly Met on SBAC SBAC math scores Standard Not Met SBAC math score Standard Nearly Met Performance in 7th-grade math course (D/F) Students' Math B class grades (C/D/F grades)</p> <p>b. Instructional Targets Identify individual weaknesses using student work samples and assessments from grade-level math courses. Utilize ST math and other supplemental materials to remediate identified skills. Scaffold, remediate, and adapt lessons for students to access grade-level math material. Front-load for upcoming lessons as well as the use of concrete manipulatives to support conceptual understanding Students will become more of a self-advocate by initiating conversations with their grade-level teachers about their progress in math</p> <p>c. Exit Criteria C or higher at semester in grade-level math class. Growth on Math B Module tests Gradebook data on warm-ups, classroom, and homework Performance on in class interim assessments (formal and informal) Student Detail Report from ST Math and/or additional student data as needed STAR data</p> <p>It is noted that students may benefit from the additional support of tutors/bilingual aide to best support student success.</p>		<p>Source: Title I (supplemental materials and supplies)</p>		
<p>3.</p>	<p>OCMS will provide academic monitoring and support for struggling students via a Title I and EL Coordinator. Title I and EL Coordinator will also support intervention teachers, track data, and work with families.</p> <p>Additional academic monitoring and support for struggling students will be offered via Academic Lab courses, focusing on increasing students organizational and executive function skills.</p>	<p>Title I and ELD Coordinator, teachers</p>	<p>*Duplicated from Goal #1 costs and funding source: \$25,000 (0.2 FTE) Source: Title I (Title 1 Coordinator) \$25,000 (0.2 FTE)</p>	<p>Grade and assessment data</p>	<p>Ongoing</p>

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	<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. SST feedback and recommendations are considered for student placement as well.</p> <p>b. Instructional targets: Explicit instruction on targeted executive functioning skills to increase work completion and course grades. Provide additional time and individual support for course work completion and re-teaching skills as needed.</p> <p>c. Exit criteria: Increase in course grade, decrease in number of missing assignments</p>		<p>Source: LCAP non-formula sections (ELD Coordinator) \$25,000 (0.2 FTE) Source: Title 1 (Academic Lab)</p> <p>*Duplicated from Goal #1 costs and funding source: \$8,000 Source: Title I (supplemental materials and supplies)</p>		
4.	<p>OCMS will provide opportunities for teachers to attend professional development sessions on ways to increase student achievement. This may include the development of a Sheltered English math class to best support the English Learners at OCMS. This may also include the use/implementation of research-based curriculum to best support student subgroups and/or students performing below standard.</p>	Administration; Teachers	<p>*Duplicated from Goal #1 costs and funding source: \$10,000 Source: Title I</p>	Attendance at PD, SBAC scores, D/F Rates	Ongoing
5.	<p>OCMS will offer interventions and support through before and after school math tutoring programs and aide/tutor support for low performing student subgroups.</p> <p>a. Entry criteria: D or F grade in math and/or English, SBAC scores in the Standard Not met/low Nearly Met range, teacher recommendations.</p> <p>b. Instructional targets: Review targeted concepts and lessons from grade level courses for remediation, re-teaching, and enrichment. Aide/tutor support will offer these scaffolded supports within the grade level courses.</p> <p>c. Exit criteria: Increase in course grade, course assessment scores, student work samples</p>	Teachers	<p>*Duplicated from Goal #1 costs and funding source: \$30,000 Source: Title I (supplemental materials and supplies)</p>	Attendance at tutoring, course grades	Ongoing

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LCAP Goal:

Goal #3 Student mental health wellness and engagement-Increase the percentage of students who feel that school is a safe and supportive environment with caring, trusted adult relationships that allows for social-emotional and behavioral growth.

Goal #4 Staff wellness and support- research, develop, and implement a comprehensive staff wellness program so that every staff member feels safe, connected and is provided with opportunities for professional growth.

School Goal 3

OCMS will increase the level of "school connectedness" and "sense of safety" for students.

LCAP Priority Area:

1- Basic (Conditions of Learning), 3- Parental Involvement (Engagement), 5-Pupil Engagement (Engagement), 6-School Climate (Engagement)

Targeted Pupil Student Group(s):

All

A. Rationale:

2020-2021 Covitality

Administered October 17th, 2020

412 total students (234 7th grade, 175 8th grade)

Belief in Self (self-efficacy, self-awareness, persistence)

At least 50% reported this to be "pretty much true of themselves."

On average, at least 25% reported this as "very much true of themselves."

Belief in Others (school support, family support, peer support).

On average, at least 40% reported they have a teacher who wants them to do their best, who listens, and who believes they will be successful.

At least 40% also reported these indicators to be "very much true."

Emotional Competence (emotional regulation, empathy, self-control)

Over 50% reported these factors to be "pretty much true of themselves."

25%-60% reported these factors to be "very much true of themselves."

Engaged Living (optimism, zest, gratitude)

Optimism - 40% is pretty much true. 30% very much true.

Social-Emotional Distress (trouble breaking, embarrassment, tense, sad irritated)

Less than 10% in all indicators

2021-2022 California Healthy Kids Survey

School Engagement and Supports

School connectedness . Grade 7 = 68%, Grade 8 = 62%

Academic motivation . Grade 7 = 70%, Grade 8 = 62%

Monthly Absences (3 or more). Grade 7 = 15%, Grade 8 = 10%

B. Expected Measurable Outcomes:

California Healthy Kids Survey

75% of our students feel that they feel connected to their school.

100% of our students who feel that an adult cares about them

90% of students feel safe at school.

Other indicators of school climate include attendance data, discipline data, and dropout rates.

Attendance

2019-20 Truancy rate will decrease to 50% (-2.54%)

2019-20 Chronic absenteeism rate will decrease to 5.4% (-2.4%)

Discipline data

2018-19 or most recently published suspension rate will decrease to 3% (-1.2%)

Middle School Drop Out Rate

OCMS will maintain a 0% dropout rate.

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Maintaining focus on schoolwork. Grade 7 = 38%, Grade 8 = 36%
 Caring adult relationships . Grade 7 = 71%, Grade 8 = 63%
 High expectations-adults in school . Grade 7 = 81%, Grade 8 = 74%
 Meaningful participation Grade 7 = 21%, Grade 8 = 22%
 Facilities upkeep . Grade 7 = 69%, Grade 8 = 66%
 Promotion of parent involvement in school. Grade 7 = 69%, Grade 8 = 66%
 School Safety
 School perceived as very safe or safe Grade 7 = 76%, Grade 8 = 71%
 Experienced any harassment or bullying. Grade 7 = 18%, Grade 8 = 14%
 Had mean rumors or lies spread about you .Grade 7 = 26%, Grade 8 = 10%
 Been afraid of being beaten up Grade 7 = 3%, Grade 8 = 3%
 Seen a weapon on campus. Grade 7 = 3%, Grade 8 = 3%
 Substance Abuse
 Current alcohol or drug use. Grade 7 = 4%, Grade 8 = 3%
 Current marijuana use. Grade 7 = 1%, Grade 8 = 1%
 Current binge drinking. Grade 7 = 1%, Grade 8 = 1%
 Very drunk or "high" 7 or more times, ever. Grade 7 = 0%, Grade 8 = 1%
 Been drunk or "high" on drugs at school, ever. Grade 7 = 1%, Grade 8 = 1%
 Current cigarette smoking. Grade 7 = 1%, Grade 8 = 1%
 Current vaping Grade 7 = 2%, Grade 8 = 3%

The (spring) 2019 8th-grade internal survey:

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

Other indicators of school climate include attendance data, discipline data, and dropout rates.

Attendance

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.

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

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

Middle School drop out rate

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

C. Strategy:

OCMS will implement homeroom, wellness weeks, and a social-emotional program to address safety, connectedness, and student-to-teacher relationships.

Actions/Tasks		Person(s) Responsible	Cost and Funding Source	Means to assess improvement	Timeline
1.	OCMS will continue to offer a homeroom period from which students will participate in student connectedness activities: a.) Elect homeroom ambassadors to distribute leadership opportunities; b.) Create a Homeroom/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), character development program, staff professional development, and connection opportunities to: a.) Provide anti-bullying, all-inclusive, and positive school transition assemblies. b.) Implement Character Counts program with an extension of Character traits (each month we focus on one Character trait) c.) Character traits are reviewed and discussed during homeroom. d.) Ongoing academic & social check-ins with 7th-grade and new students to OCMS by the counseling office. e.) Ongoing staff development via training opportunities focused on building and maintaining staff SEL to practice and model wellness for OCMS students.	Administration; Counselor; Homeroom teachers	\$8,000 Source: Title I (supplemental materials and supplies, time cards)	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.	Administration; Counselor	none	Discipline and attendance data	Ongoing

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	<p>a.) Targeted intervention will be provided for and respond to discipline issues, chronic absenteeism, trancies, and tardies. b.) To help motivate students, monthly awards will be given for student attendance goals and progress.</p>				
5.	<p>OCMS will collaborate with families and the community to support our learners: a.) Offer parent forums which include; parent intervention nights, EL nights, Coffee with Principal and parent education workshops.</p>	Administration; Counselor	none	Attendance and feedback at parent forums and workshops	Ongoing

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F. School Site Council Membership Oak Crest Middle School

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Katie Friedrichs	X				
Chuck Adams			X		
Enid Robert		X			
Connor Green		X			
Deb Byars		X			
Stephanie Dresti			X		
Marc Duxbury				X	
Shana Bass Sonnenshein				X	
Melissa Sarenana Safonov				X	
Gwen Mullins					X
Kirra Repaire					X
Michaela Weelock					X
Numbers of members of each category	1	3	2	3	3

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

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**Form G. Budget 2021-2022
Oak Crest Middle School**

State/Federal Categorical Program	Allocation
LCAP	\$125,000
Title 1	\$265.708
Total	\$390,708

School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sunset High School	37-68346-3737384	9/28/21	10-14-2021

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Comprehensive Support and Improvement

Sunset High School was selected for comprehensive support and improvement (CSI) based on 2018 California Dashboard results for low graduation rates.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Sunset completes a needs assessment each year to inform and develop their SPSA. As Sunset is a small school (<150 students), the school team is able to conduct an annual needs assessment with input from all staff as well as students and parents who participate on school site council (SSC). District leadership reviewed results of Sunset's needs assessment and supported a root cause analysis of identified highest priority needs, which included increasing graduation rates, improving Math and ELA scores on the CAASPP, and increased student connectedness. The Sunset team developed a data-driven School Plan for Student Achievement (SPSA) based on the needs identified through this process. The team identified evidence based practices to increase one-year graduation rates as well as improve academic, behavioral, and social-emotional outcomes for all students. Sunset's SPSA goals are aligned with the district's LCAP goals and Sunset utilizes a continuous improvement model to implement, monitor, and annually evaluate the SPSA.

Sunset's SPSA addresses both the academic gaps and social/emotional challenges students face as they strive to meet the graduation requirements set by SDUHSD, while also preparing students for careers or post-secondary educational opportunities.

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Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Sunset High School's SPSA was developed after engaging with a number of Sunset's stakeholders. Sunset gathered the necessary input to develop a plan representative of their unique school population. The principal informed the School Site Council of the SPSA process via email and collected input during an SSC meeting on September 28, 2021. The School Site Council was sent drafts of the proposed school goals prior to the meeting to review at their convenience and respond whenever questions or comments arose. The school's SPSA goals were discussed and approved on September 28, 2021. Throughout the year, each of the 15 staff members provided direct input on the sections of the report that impacts their practice. This occurred through weekly staff meetings on Mondays and individual meetings. Individual meetings occurred with the English department chair, the math department chair, the social science department chair, the special education department chair, and the counselor. After the individual meetings, these individuals met with their departments and brought back their needs, feedback and ideas. Information was collected by reviewing data from the California Healthy Kids Survey, California School Dashboard, and Sunset's year-end senior survey. The school focused on graduation rates, CAASPP results, student connectedness, attendance data, discipline data, and the course completion rate.

Analysis of this data, informed the conversations that took place with the SSC and staff, allowing for an ongoing fluid discussion about the needs of the school which led to the development and completion of Sunset SPSA goals and plan. The completed analysis led to additional staffing being allocated to Sunset in order to support student's social emotional needs. During the 2019-20 school year Sunset added a .80 FTE Student Support Specialist position to support the social emotional needs at Sunset and to increase attendance, decrease substance use rates and rates of depression/thoughts of suicide. This position has continued to be provided to help build capacity at Sunset and to remediate SE impacts which have been preventing students from graduating.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Starting in January 2019 when Sunset High School was identified by CDE as eligible for Comprehensive Support and Improvement, SDUHSD provided technical assistance and support to Sunset Continuation High School to develop a data-driven School Plan for Student Achievement (SPSA) and implement evidence based practices to increase one-year graduation rates. Sunset, as with all district schools, completes a needs assessment each year to inform and develop their SPSA. Sunset has also partnered with the SDCOE during the 2021-22 school year to conduct a needs assessment involving all staff members. As Sunset is a small school (<150 students), the school team is able to conduct an annual needs assessment with input from all staff as well as students and parents who participate on their School Site Council (SSC). District leadership reviewed results of Sunset's needs assessment and supported a root cause analysis of their identified highest priority needs, which included increasing graduation rates. Additionally, district leadership worked with the Sunset leadership team to conduct an evaluation of Sunset referral practices and policy, evaluated resource inequities which included a review of staffing, course materials, fiscal records, and facilities, reviewed progress monitoring practices to track student's status towards graduation,

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provided training and professional development for staff on creating and implementing a data-driven SPSA and identifying evidence-based strategies to address site needs, as well as training on effective progress monitoring to ensure full implementation of their SPSA.

Sunset opened a new facility in August of 2020. Sunset had been operating out of portable classrooms for decades. The new campus gives staff and students opportunities to offer courses that weren't available in the past, such as art and culinary. Additionally, a multi-purpose room will allow for school and community-based events that will promote connectedness.

As a result of this work, SDUHSD did not identify any resource inequities at Sunset. Sunset has experienced teachers, comparable funding to all district schools, adequate and safe facilities, as well as standards aligned instructional materials. Through the needs assessment process, the planning team identified the following evidence based strategies:

- a. Refine the district's referral process for placement at Sunset to allow student's sufficient time to remediate credit deficiencies,
- b. Developed an alternative graduation track for credit-deficient students that mirrors that graduation tracks at local adult education programs,
- c. Incorporate the HiSET graduation equivalency exam into Sunset's options for high school completion,
- d. Partner with local community colleges to develop a preparation course for students to take the General Educational Development Test (GED) or The California High School Proficiency Examination (CHSPE),
- e. District team will continue to coach and train counselors from all high schools to ensure practices are in place to identify students who are credit deficient in time for remediation.
- f. The Sunset and district team implemented the Tier Two evidence-based actions and services identified above in the 2020-21 school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

To increase the one-year graduation rate for students at Sunset.

Identified Need

Based on stakeholder feedback, CA School Dashboard results for Graduation Rate and College/Career Indicator, as well as internal review of UC/CSU eligibility rates, course enrollment data and teachers, administrators and counselors feedback, indicate the need to continue to provide focused actions and services to support student development of college and career readiness skills and increase graduation rates for all students. Based on student feedback during advisory period, students need targeted executive functioning and organizational support.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
One-year graduation rate	2017-18 one-year graduation rate = 56.9% 2018-19 one-year graduation rate = 60.0% 2019-20 one year graduation rate = 61.8% 2020-21 one year graduation rate is TBD but expected to be above 70%	Increase one-year graduation rate to a two-year average of 68% or better. Yearly increase in number of courses completed.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Sunset team will work with counselors and administrators at all SDUHSD schools to implement the revised Sunset referral process with fidelity. Principal and counselor will identify criteria and profiles that other site administrators and counselors can use to enroll students from other schools in a more timely manner, giving Sunset the time needed to get the students on track to graduate.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

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Amount(s)

0

Source(s)

None Specified

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Develop an alternative graduation track for credit-deficient students that mirrors the alternative tracks at local adult education programs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

25,000

Source(s)

Comprehensive Support and Improvement (CSI)

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Offer an Academic Survival course to help students develop the organizational skills, executive functioning skills, and targeted academic skills they need to be successful in their core content classes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

16,000

Source(s)

Comprehensive Support and Improvement (CSI)

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Refine and enhance our current assessment practices and data collection systems to evaluate programs and services at Sunset.

Proposed Expenditures for this Strategy/Activity

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List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
25,000	Comprehensive Support and Improvement (CSI)

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

On March 13, 2020, all SDUHSD schools were closed to prevent the spread of COVID-19. Education shifted drastically after this as SDUHSD implemented a Distance Learning Plan which continued through the end of the 2020-21 school year. As part of the school closure and subsequent distance learning plan, students did not receive as consistent instruction as when in person. Teachers were asked to provide students with Essential Learning Objectives up to 50-60% of normal during this time. All state assessments were canceled so there is no CAASPP data for the 2019-20 school year for comparison.

During the 2020-21 school year, the Sunset staff engaged in a variety of strategies aimed to increase the graduation rate. The SPSA goals and strategic plan were implemented with fidelity. Growth was seen in some internal measures. However, many of the students that arrive at Sunset are credit-deficient and far below grade level and state indicators do not show the growth that occurs during their time at Sunset. In addition, students generally are not at Sunset for extended periods of time, so long-term growth is difficult to collect or notice. Although steps were taken to implement evidence based practices and to complete all the above strategies with fidelity in this plan, continued implementation was interrupted by the closing of schools on March 13 due to the COVID-19 pandemic.

Continuing through the 2020-21 school year, all schools in SDUHSD, including Sunset, did not require in-person instruction due to the continuing COVID-19 pandemic. All students participated in distance learning. Sunset offered its students the opportunity to attend school in person, but they were not required to do so. All students, whether attending in person or virtually, received instruction via distance learning.

A new Sunset referral form was created and shared with administrators and counselors from the other high schools in SDUHSD. The new form allowed administrators and counselors from the other schools to provide input regarding prospective students and to analyze each individual case to determine whether or not a placement change to Sunset was appropriate.

The Academic Survival course was well-received by teachers and students and participation was positive. This course aims to better prepare students for the academic rigors they face as they work towards completing all of their graduation requirements.

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During the 2020-21 school year, CSI funding was used to support school-wide professional development and a variety of instructional materials focused on Universal Design for Learning and Differentiated Instruction, and strategies/programs to ensure all Sunset teachers are providing needed supports to the wide-variety of learning needs in their classrooms.

The staff at Sunset meet every Monday after school. At the heart of these meetings is collaboration amongst staff members to identify students who are or successful or struggling and what can be done to maintain success or improve performance.

Over the past few years, Sunset has focused on changing the culture and direction of the school so more families will consider the school as an option for their students. Through these efforts, we have worked to offer different graduation tracks that will help students in various scenarios and also improve our graduation rates. Previously, all students were required to complete 230 credits in specific academic areas to earn a high school diploma. This track was the same for every student in SDUHSD. Students at Sunset may now choose from the following graduation track options:

1. Standard SDUHSD high school diploma that requires 230 credits in various academic areas.
2. Alternative high school diploma that requires 170 credits and mirrors the graduation requirements of neighboring community college and adult education high school diploma programs.
3. HiSET graduation equivalency exam.

These new options have attracted new students to Sunset who are looking to take advantage of one of our graduation options. As a result, we anticipate a significant improvement of our graduation rate for the 2020-21 school year once those results are officially released by the state. We also anticipate this upward surge to continue in the years to come as more and more students elect to enroll at Sunset to take advantage of options that are not available at other schools in the District.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no significant differences although the closure of school as a result of the COVID-19 pandemic resulted in limited opportunities to implement activities related to this goal. Sunset's learning schedule and calendars were developed collaboratively with all other high school administrators and site personnel to provide structure and consistency across the district. As the school year developed, supports and interventions were carefully developed and implemented to support students in academics and social-emotional learning. Goals written for the 2020-21 school year were established for on-campus learning then adapted as needed for the distance learning environment. In the distance learning environment, please note classes were conducted online using Google Classroom as the main platform. Intervention and other supports were conducted online initially and then in person as health and safety guidelines permitted.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on review of the 2020-21 goal and current data analysis, the Sunset SPSA Goal #1 will be continued into the 2021-22 school year (Goal 1, Strategy/Activity 1-4).

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

To increase student performance in Math and ELA (English Language Arts) on the state SBAC test.

Identified Need

Comparing Sunset's SBAC scores to SDUHSD, San Diego County and State of California, there is a need for Sunset to address evident achievement gaps for all students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP: Percent of students who score in the Standard/Met/Exceeded range in Math and English.	2019 scores indicate 54.16% of students scored in the Standard Met or Exceeded range in English. 2019 CAASPP scores indicate 8.69% of students scored in the Standard Met or Exceeded range in Math. CAASPP testing was suspended for the 2019-20 and 2020-21 school years and will resume during the 2021-22 school year.	Increase SBAC scores in both English and Math by 5%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Design a math support class for students performing below grade level in math.

- Students will be identified for enrollment through a review of multiple measures including: SBAC scores, grades, and teacher recommendations.
- Identify individual student's math skills for remediation and address through differentiation and targeted instruction. Support grade level math courses through re-teaching and differentiating lessons.
- Create lessons and mini-courses to deliver to all students prior to SBAC to provide all students additional preparation.
- Research, write, prepare, and design the course.

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- e. Purchase the necessary resources: projectors, technology, licenses, teacher resources, noise-cancelling headphones, testing resources, black and color printers, and hand-held graphic calculators.
- f. Explore possibility of using Freckle to supplement math-support classes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

21,000

Comprehensive Support and Improvement (CSI)

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Students' SBAC assessment results and college placement results indicate a need to augment the English curriculum in regards to expository reading and writing.

- a. English teachers will attend the Expository Reading and Writing Course and ELA Advanced Study four-day Workshop offered by California State Universities.
- b. Based on what they learn, teachers will augment their curriculum and identify strategies to assist students in greater success on the SBAC, college placement exams, and their current and future courses.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5,000

Comprehensive Support and Improvement (CSI)

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide curriculum, courses and resources to allow all students to access the English content, allowing for less time to get through courses with greater success.

- a) Teachers to provide accessible and higher interest novels and reading choices. This will include supportive materials and new units to connect to state standards and state testing.

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- b) Sunset to reinstate the academic literacy elective to meet the needs of second language students. This allows for an additional elective that provides the necessary support for students to access mainstream English courses.
- c) Classrooms to increase student success and engagement. Through creating reading and writing stations, students will be able to complete their work in environments designed for their current academic focus.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

13,884

Comprehensive Support and Improvement (CSI)

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will identify a yearly growth target, in addition to SBAC scores in order to monitor growth. Teachers will monitor student progress towards mastery of grade-level math skills.

- Teachers will develop additional assessments to monitor student growth.
- Utilize the weekly advisement period to allow time to meet with students to review and discuss progress and areas of strength and concern.
- Utilize weekly staff meetings for regular collaboration between teachers to monitor students progress in math and discuss methods to increase student success.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5,000

Comprehensive Support and Improvement (CSI)

Annual Review**SPSA Year Reviewed: 2020-21**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

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On March 13, 2020, all SDUHSD schools were closed to prevent the spread of COVID-19. Education shifted drastically after this as SDUHSD implemented a Distance Learning Plan which continued through the end of the 2020-21 school year. As part of the school closure and subsequent distance learning plan, students did not receive as consistent instruction as when in person. Teachers were asked to provide students with Essential Learning Objectives up to 50-60% of normal during this time. All state assessments were canceled so there is no CAASPP data for the 2019-20 and 2020-21 school years for comparison.

A Math support class was created and teachers witnessed successful, albeit limited, growth. Review of last year's data indicated that some progress was made, however, more extensive efforts are needed to ensure students are successful in obtaining math skills.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no significant differences although the closure of school as a result of the COVID-19 pandemic resulted in limited opportunities to implement activities related to this goal. Sunset's learning schedule and calendars were developed collaboratively with all other high school administrators and site personnel to provide structure and consistency across the district. As the school year develops, supports and interventions will be developed and implemented to support students in academics and social-emotional learning. Goals written for the 2021-22 school year have been established for on-campus learning. In the distance learning environment, please note classes were conducted online using Google Classroom as the main platform. Intervention and supports will be conducted online initially and then in-person as health and safety guidelines allow. Funds allocated for this goal in 2019-20 and 2020-21 and were not used due to school closures related to the COVID-19 pandemic. During 2021-22, once schools fully reopen, we will continue to use CSI funds to ensure students are successful in obtaining certain math skills.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on review of the 2019-20 and 2020-21 goals and current data analysis, the Sunset SPSA Goal #2 will be continued into the 2021-22 school year (Goal 2, Strategy/Activity 1-4).

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

To increase the percentage of students who feel connected at Sunset.

Identified Need

Based on student/parent intake meetings with the principal, the number of students on the Student Support Specialist's caseload, the number of students with attendance issues, and the data collected by the California Healthy Kids Survey and Sunset end-of-year survey, Sunset recognizes that many of its students are faced with social and emotional challenges. Research indicates that increased student engagement and sense of safety improves student attendance and academic success.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey and Sunset end-of-year survey.	California Healthy Kids Survey (CHKS) results from 2020-21 show an average of 66% of students reporting "agree" or "strongly agree" regarding school connectedness. This is an increase of 10% from 56% from the 2018-19 CHKS.	Sunset wants to continue seeing more students feeling connected at our school. Based on our local climate survey we would like to see a 4% increase to 70% of our students who report "agree" or "strongly agree" regarding school connectedness.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Add additional elective courses to engage students in courses that help them meet their college entrance requirements, allow them to learn a career/trade, or give them credits for exploring careers of interest. This includes researching, creating, and implementing courses in career-technical education, foreign language, and internship.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

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Amount(s)

10,000

Source(s)

Comprehensive Support and Improvement (CSI)

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide access to a College and Career Center for students to learn about colleges and careers and have access to necessary resources to aid in the college application process, resume building, and career exploration.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

20,417

Source(s)

Comprehensive Support and Improvement (CSI)

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Staff development to gain new ideas of how to better meet the needs of all students. Staff development will also keep the staff updated on the changes in continuation education and will also allow staff members to have access to other continuation schools and their teachers. These staff development opportunities are:

- a. Visiting model alternative/continuation schools
- b. Attending the annual California Continuation Education Annual Conference
- c. Trauma-Informed Practices and At-Risk for High School professional development

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

17,000

Source(s)

Comprehensive Support and Improvement (CSI)

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

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Strategy/Activity

Construction of new facility was completed for the start of the 2020-21 school year. The 2021-22 school year will be the first year of on-campus learning for all students since the closing of schools due to the COVID-19 pandemic in March 2020 and the shift to distance learning for the 2020-21 school year. This will provide students with opportunities to engage in newly offered courses and activities. It will also help to build a sense of pride for the school community and support popular elective classes. Art and Film are classes that students enjoy taking and more opportunities should be provided to allow for greater student success. Movie stations should be created to allow students to watch films without being distracted or distracting others. Adding movie players, headphones, dividers to block light, will allow students to get through the course. An Art Push-in program where working artists are contracted to come in and give workshops on their specialties to give students and the teacher greater access to relevant and local art occurring in our society. Most students at Sunset take Art. It is a course that allows students time and space to be introspective and connect with themselves as well as other artists. CSI funding will be used to purchase supplemental materials.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10,000

Source(s)

Comprehensive Support and Improvement (CSI)

Annual Review**SPSA Year Reviewed: 2020-21**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

On March 13, 2020, all SDUHSD schools were closed to prevent the spread of COVID-19. Education shifted drastically after this as SDUHSD implemented a Distance Learning Plan which continued through the end of the 2020-21 school year. As part of the school closure and subsequent distance learning plan, students did not receive as consistent instruction as when in person. Teachers were asked to provide students with Essential Learning Objectives up to 50-60% of normal during this time. All state assessments were canceled so there is no CAASPP data for the 2019-20 and 2020-21 school years for comparison.

Due the closing of school in response to the COVID-19 pandemic, we were unable to fully develop a new College and Career Center. As school slowly opened up to targeted groups of students and we moved into our new facility, we have continued to complete this process.

Data analysis of the California Healthy Kids Survey indicates we need to increase the percentage of students who feel connected at Sunset.

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During the 2020-21 school year, Sunset used Thrively as a career exploration tool. Unfortunately, due to the COVID-19 pandemic and school closing, we were unable to fully implement Thrively. We will continue to use Thrively in 2021-22 now that students are back on campus for in-person learning.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no significant differences although the closure of school as a result of the COVID-19 pandemic resulted in limited opportunities to implement activities related to this goal. Sunset's learning schedule and calendars were developed collaboratively with all other high school administrators and site personnel to provide structure and consistency across the district. As the school year develops, supports and interventions will be developed and implemented to support students in academics and social-emotional learning. Since this is a developing situation, goals written for the 2020-21 school year will be re-established for on-campus learning during the 2021-22 school year. In the distance learning environment, please note classes are conducted online using Google Classroom as the main platform. Intervention and supports will be conducted online initially and then in person as health and safety guidelines allow. Funds allocated for this goal in 2019-20 were not used due to school closures related to the COVID-19 pandemic. CSI funding will be used to continue to provide professional development for all Sunset teachers. Now that school is fully reopened, we will use these funds to initiate the professional development opportunities.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on review of the 2019-20 and 2020-21 goals and current data analysis, the Sunset SPSA Goal #3 will be continued into the 2021-22 school year (Goal 3, Strategy/Activity 1-4).

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$177,547.00
Total Federal Funds Provided to the School from the LEA for CSI	\$168,301.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$168,301.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Comprehensive Support and Improvement (CSI)	\$168,301.00

Subtotal of additional federal funds included for this school: \$168,301.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$0.00

Total of federal, state, and/or local funds for this school: \$168,301.00

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: October 11, 2021

BOARD MEETING DATE: October 14, 2021

PREPARED AND SUBMITTED BY: Lucile Lynch, Interim Superintendent

SUBJECT: **ADOPTION OF REVISION TO BOARD POLICY 6144 SERIES 6000, INSTRUCTION**

EXECUTIVE SUMMARY

The following policy is being submitted for Board approval per Board direction at the September 30, 2021 Special Board Meeting. The policy is shown in an editing format consistent with CSBA guidance, blue strikeouts denote deletions and red insertions denote updates and/or revisions.

6000 Series (1)	Instruction
BP 6144	Controversial Issues

RECOMMENDATION:

It is recommended that the Board adopt revision to Board Policy 6144 Controversial Issues as shown in the attached supplement.

San Dieguito Union High School District

Controversial Issues

BP 6144

Instruction

The Governing Board recognizes that the district's educational program may sometimes include instruction related to controversial issues that may arouse strong reactions based on personal values and beliefs, political philosophy, culture, religion, or other influences. Instruction concerning such topics shall be relevant to the adopted course of study and curricular goals and should be designed to develop students' critical thinking skills, ability to discriminate between fact and opinion, respect for others, and understanding and tolerance of diverse points of view.

The Board expects administrators and teachers to exercise professional judgment when deciding whether or not a particular issue is suitable for study or discussion. They shall consult with the Superintendent or designee as necessary to determine the appropriateness of the subject matter, guest speakers, and/or related instructional materials or resources.

When providing instruction related to a controversial issue, the following guidelines shall apply:

1. The topic shall be suitable to the age and maturity of the students.
2. Instruction shall be presented in a balanced manner, addressing all sides of the issue without bias or prejudice and without promoting any particular point of view.
3. In the classroom, teachers act on behalf of the district and are expected to follow the adopted curriculum. In leading or guiding class discussions about issues that may be controversial, a teacher may not advocate his/her personal opinion or viewpoint. When necessary, the Superintendent or designee may instruct teachers to refrain from sharing personal views in the classroom on controversial topics.
4. Students shall be assured of their right to form and express an opinion without jeopardizing their grades or being subject to discrimination, retaliation, or discipline, provided the viewpoint does not constitute harassment, threats, intimidation, or bullying or is otherwise unlawful.
5. Students shall be informed of conduct expected during such instruction and the importance of being courteous and respectful of the opinions of others.
6. Adequate factual information shall be provided to help students objectively analyze and evaluate the issue and draw their own conclusions.
7. The instruction shall not reflect adversely upon persons because of their race, ethnicity, national origin, sex, sexual orientation, gender identity or expression, disability, religion, or any other basis prohibited by law.

8. The subject matter of the instruction shall not otherwise be prohibited by state or federal law.
9. **Instruction shall not teach or include Critical Race Theory as part of the curriculum, instruction or educational materials. Critical Race Theory is not required by the State Board of Education as part of any of its content standards or framework.**

When a guest speaker is invited to make a presentation related to a controversial issue, the Superintendent or designee shall notify him/her of this policy and the expectations and goals regarding the instruction. If the guest speaker is presenting only one point of view on an issue, the teacher shall be responsible for ensuring that students also receive information on opposing viewpoints.

When required by law, such as in regards to comprehensive sexual health and HIV prevention education, parents/guardians shall be notified prior to instruction that they may request in writing that their child be excused from the instruction. Students whose parents/guardians decline such instruction may be offered an alternative activity of similar educational value.

A student or parent/guardian with concerns regarding instruction about controversial issues may communicate directly with the teacher or principal and/or use appropriate district complaint procedures.

Legal Reference:

EDUCATION CODE

220 Prohibition of discrimination

48950 Freedom of speech

51240 Excuse from health instruction due to religious beliefs

51500 Prohibited instruction or activity

51510 Prohibited study or supplemental materials

51511 Religious matters properly included in courses of study

51513 Materials containing questions about beliefs or practices

51530 Prohibition and definition regarding advocating or teaching communism with intent to indoctrinate

51930-51939 California Healthy Youth Act; comprehensive sexual health and HIV prevention education

60040 Portrayal of cultural and racial diversity

60044 Prohibited instructional materials

60045 Criteria for instructional materials

COURT DECISIONS

Johnson v. Poway Unified School District, (2011) 658 F.3d 954 (9th Cir.)

Mayer v. Monroe County Community School Corporation, (2007) 474 F.3d 477 (7th Cir.)

Garcetti v. Ceballos, (2006) 547 U.S. 410

(12/89 8/13) 3/17

Board Adopted: September 19, 2019

Board (Proposed) Adopted: October 14, 2021

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: October 11, 2021

BOARD MEETING DATE: October 14, 2021

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

SUBJECT: CONSIDERATION OF RESOLUTION AUTHORIZING
TELECONFERENCE MEETINGS OF THE SAN
DIEGUITO UNION HIGH SCHOOL DISTRICT BOARD
OF TRUSTEES PURSUANT TO ASSEMBLY BILL
361 GOVERNMENT CODE SECTION 54953

EXECUTIVE SUMMARY

On September 16, 2021 the Governor Signed Assembly Bill 361, which amended Government Code Section 54953 of the Brown Act, to authorize local legislative bodies to utilize teleconferencing to conduct board meetings without complying with certain provisions of the Brown Act set forth in Government Code section 54953(b)(3).

On September 30, 2021 the Board of Trustees approved a Resolution Authorizing Teleconference Meetings of the Board of Trustees of the San Dieguito Union High School District pursuant to Assembly Bill 361 (Government Code 56953). Per Assembly Bill 361 a resolution re-authorizing teleconference meetings for an additional 30 days is being proposed for the Board's consideration.

RECOMMENDATION:

It is recommended that the Board consider the resolution authorizing teleconference meetings of the San Dieguito Union High School District Board of Trustees pursuant to Assembly Bill 361 Government Code section 54953.

FUNDING SOURCE:

N/A

ITEM 10g

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT**RESOLUTION CONTINUING TO AUTHORIZE TELECONFERENCE MEETINGS
OF THE SAN DIEGUITO UNION HIGH SCHOOL DISTRICT BOARD OF TRUSTEES
PURSUANT TO ASSEMBLY BILL 361 (GOVERNMENT CODE SECTION 54953)**

October 14, 2021

WHEREAS, on September 30, 2021, the Board of Trustees approved a Resolution Authorizing Teleconference Meetings of the Board of Trustees of the San Dieguito Union High School District Pursuant to Assembly Bill 361 (Government Code Section 54953);

WHEREAS, the Board is required, at least every 30 days, to make certain findings by majority vote to continue conducting its meetings pursuant to Assembly Bill 361 (Government Code Section 54953);

WHEREAS, the March 4, 2020 gubernatorial proclaimed State of Emergency due to COVID-19 remains in place;

WHEREAS, in an effort to reduce the spread of COVID-19 and protect members of the public, the Board of Trustees desires to continue to implement the provisions of Assembly Bill 361 (Government Code Section 54953) to allow for the use of teleconference (virtual) meetings as authorized under the law.

NOW, THEREFORE, BE IT RESOLVED:

The Board has reconsidered the circumstances of the State of Emergency and has determined the following:

1. As a result of the State of Emergency that exists in California due to the COVID-19 pandemic, holding meetings in person would present imminent risks to the health or safety of attendees of the District's Board meetings.
2. All meetings conducted by the Board during the operative time period of this Resolution shall be conducted via teleconference (virtual and remote) and shall be conducted in compliance with the requirements set forth in Government Code section 54953(e).
3. The Superintendent is hereby authorized and directed to take all actions necessary to carry out the intent and purpose of this Resolution, including ensuring that all meetings of the Board are conducted in compliance with Government Code section 54953(e) and other applicable provisions of the Brown Act. All meetings shall be conducted in a manner that protects the statutory and constitutional rights of the parties and the public appearing before the Board.
4. This Resolution shall be effective October 14, 2021, and shall remain in effect for thirty (30) days. The Board may extend the time period of this Resolution upon

ITEM 10g

reconsideration of the circumstances of the State of Emergency as required by Government Code section 54953(e)(3). Accordingly, the Board will reconsider this Resolution during a public Board meeting on or before November 12, 2021.

PASSED AND ADOPTED this 14th day of October 2021, by the Board of Trustees of the San Dieguito Union High School District of San Diego County, California, by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

Maureen "Mo" Muir, Board President

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: October 11, 2021

BOARD MEETING DATE: October 14, 2021

**PREPARED &
SUBMITTED BY:** Maureen "Mo" Muir, Board President

SUBJECT: APPROVAL OF CONTRACT FOR EMPLOYMENT OF SUPERINTENDENT BETWEEN THE BOARD OF TRUSTEES OF THE SAN DIEGUITO UNION HIGH SCHOOL DISTRICT AND DR. CHERYL JAMES-WARD

EXECUTIVE SUMMARY

RECOMMENDATION:

It is recommended that the Board approve the Contract for Employment of Superintendent for Dr. Cheryl James- Ward with a term of 3 years and 8 months commencing on November 1, 2021. The annual salary is, two hundred eighty-eight thousand dollars (\$288,000). No health benefits will be provided. Other benefits to include a ten-thousand-dollar (\$10,000) automobile allowance, 24 paid vacation days per year and 12 paid sick days per year.

FUNDING SOURCE:

General Fund/Unrestricted 01-00

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: October 7, 2021

BOARD MEETING DATE: October 14, 2021

PREPARED BY: Tina Douglas, Associate Superintendent,
Business Services

SUBMITTED BY: Lucile Lynch, Interim Superintendent

SUBJECT: DISCUSS SUPERVISION DISTRICTWIDE

EXECUTIVE SUMMARY

All students returning to full in-person learning has presented many unique challenges, as school sites continue to work through implications of a pandemic. From vandalism in bathrooms, to e-bike safety, to lunch line supervision, our staff is working hard to support a safe and welcoming learning environment for all students.

We are currently recruiting and hiring for many classified positions in the areas of Campus Supervisor and Student Nutrition. In an effort to assist our site teams, the District is reviewing options to help during this time. We are looking at areas, such as crossing guards, line supervision, and bathroom supervision to name a few. Any outside contracts would be short term solutions.

Staff would like to discuss with the board to determine priorities.

RECOMMENDATION:

This item is being presented for Board discussion only.

FUNDING SOURCE:

Non-Applicable

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: October 8, 2021

BOARD MEETING DATE: October 14, 2021

PREPARED BY: Tina Douglas, Associate Superintendent,
Business Services

SUBMITTED BY: Lucile Lynch, Interim Superintendent

SUBJECT: DISCUSS MIDDLE SCHOOL TRANSPORTATION
SURVEY RESULTS

EXECUTIVE SUMMARY

In June 2019, the Board approved the elimination of middle school transportation. State law allows Districts to determine whether to provide transportation. Federal law requires Districts to provide transportation to students with disabilities, students attending a federally sanctioned school and students that are homeless. We are currently providing transportation to based on the federal requirement.

The difficult decision to eliminate middle school transportation came about due to several factors. We have experienced about a 78% decrease in ridership from 2007/08. In 2018-19 our ridership was about 2% of our total enrollment. The District has experienced difficulties in filling vacant bus driver positions due to the nationwide shortage of drivers. We currently have 10 vacant bus driver positions. The District has been deficit spending. The District has experienced a decrease in its ending fund balance since the 2015/16 school year. This change in transportation saved the District approximately \$735,000 annually. We are now experiencing diminishing availability of contracted bus services. Agencies are combining routes due to lack of drivers and students are experiencing longer bus rides as a result.

The Board asked staff to conduct a survey of our middle school families to gather input on the transportation needs of our middle school students. The results of that survey are attached.

RECOMMENDATION:

This item is being presented for Board discussion only.

FUNDING SOURCE:

Non-Applicable

MIDDLE SCHOOL TRANSPORTATION

Survey Results

SURVEY PARTICIPATION

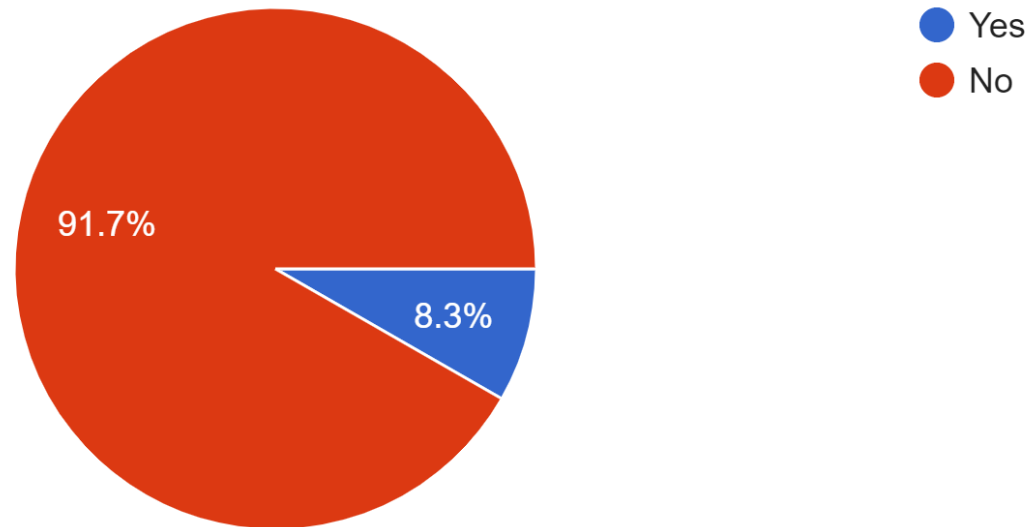
We surveyed middle school families

We received 918 responses

Opened the survey on September 13, 2021

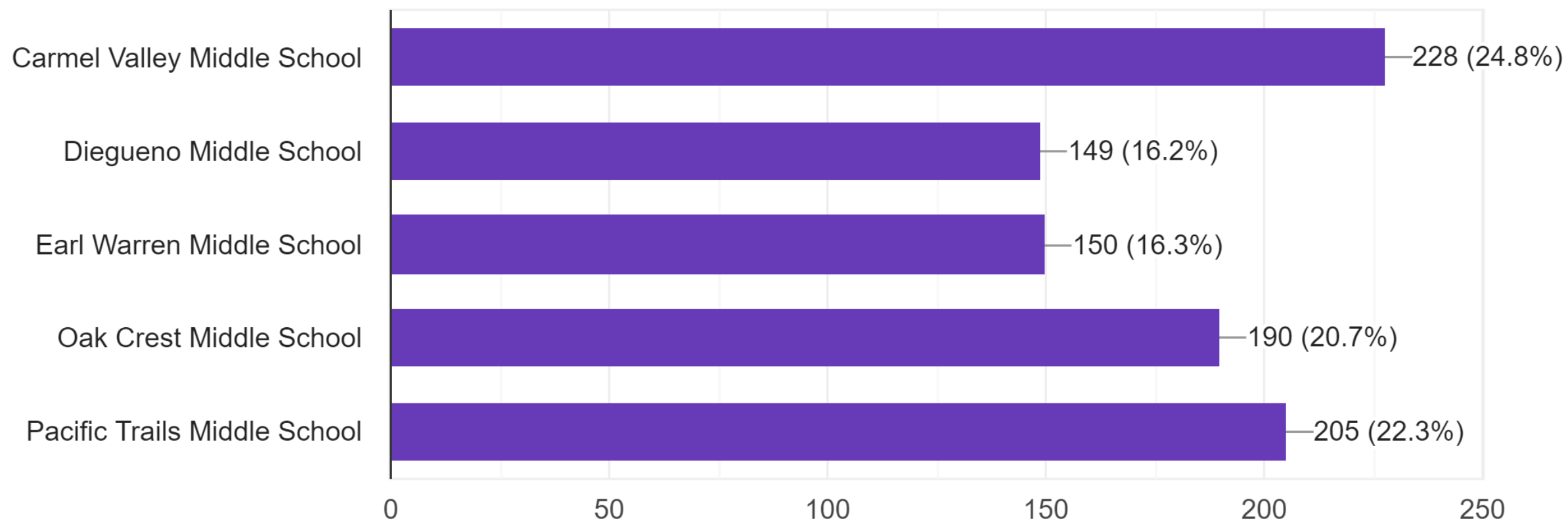
Closed the survey on October 7, 2021

DID YOUR CHILD(REN) RIDE A BUS TO SCHOOL IN 2019-20?

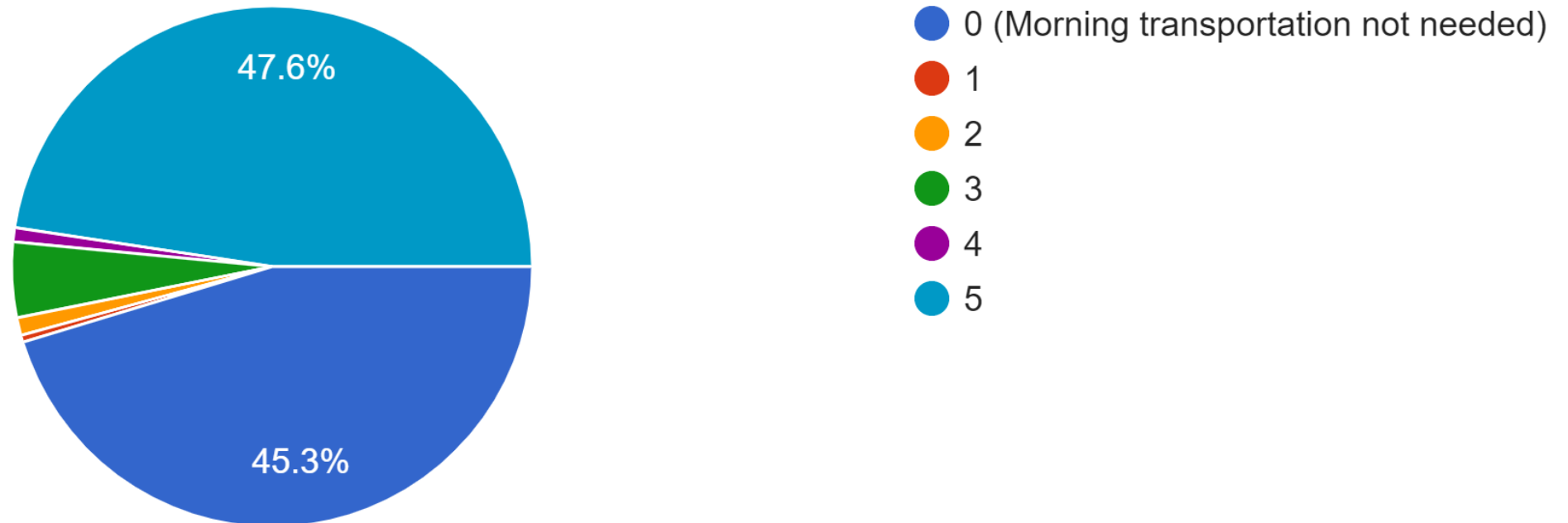


What school does your child(ren) who need to ride the bus attend? (Select all that apply for the CURRENT year)

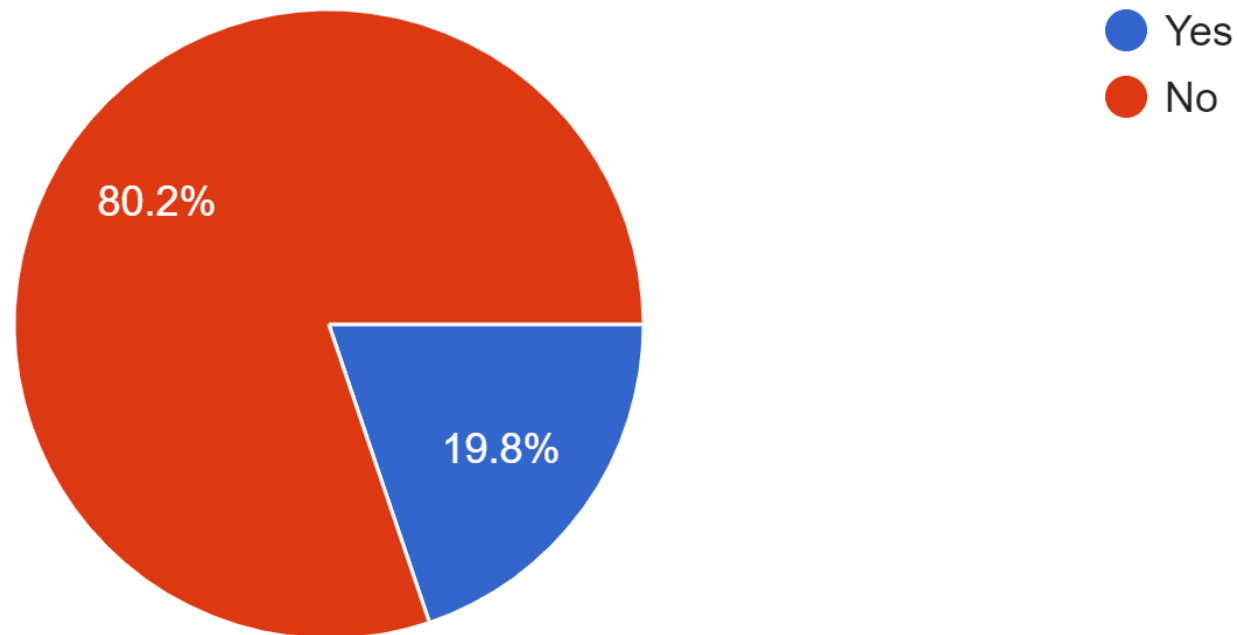
918 responses



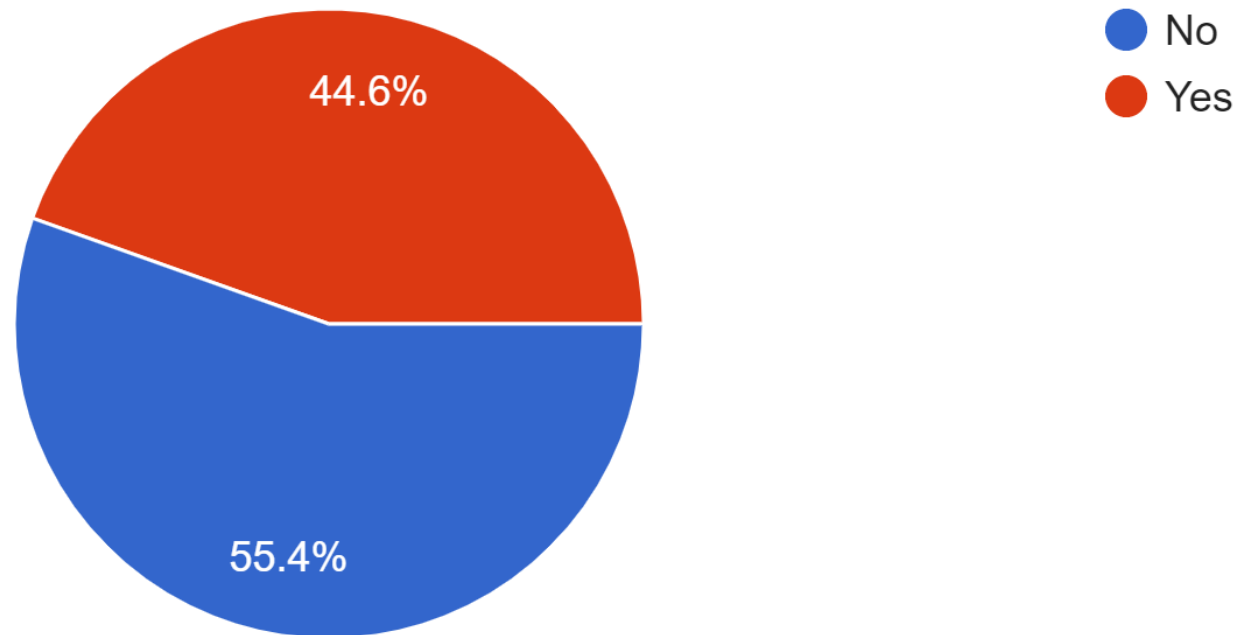
HOW MANY DAYS PER WEEK DOES YOUR CHILD NEED TO RIDE THE BUS IN THE MORNING?



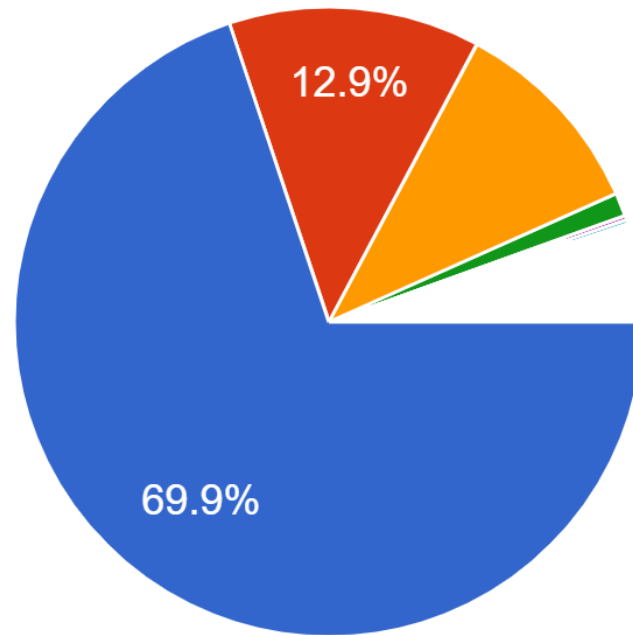
WOULD YOU BE WILLING TO PAY \$900 PER SEMESTER FOR BUSING SERVICE?



IF THE DISTRICT SUBSIDIZED THE COST, WOULD YOU BE WILLING TO PAY \$900 PER YEAR?



HOW HAS YOUR CHILD GOTTEN TO AND FROM SCHOOL?



- Driven by parent/guardian
- Bike / E-Bike
- Walk
- Carpool
- carpool
- All of the above
- Family & Friends
- we hire a babysitter driver for drop off...

ADDITIONAL COMMENTS
ATTACHED

If you have any additional comments, please use the box below.

\$1800!!!! Um no way

\$900 - \$1800 for the school year is pretty steep. My older son rode the bus (pre-pandemic) and my recollection is that the cost per semester was closer to \$900 is still very expensive and most families cannot afford, specially for those with more than one child. Please review the cost and provide a sustainable \$900 PER YEAR IS HIGHWAY ROBBERY! THIS SCHOOL COLLECTS MORE TAX REVENUE THEN 99.9% OF SCHOOLS IN CALIFORNIA. WHAT ARE MY TAXES \$900/year still seems like a lot and more than years past but there is a great need in this community and the area of town that we come from for ride 900 is too much for low income families

As a working parent, having to leave work mid day to pick up my son has proven a hardship so have had to place him in after school program so I'm able to Before re-instituting buses, please circulate proposed bus stops for review to make sure a large portion of the student enrollment isn't covered Bring back the school bus transportation!!!!. I wish I could pay \$900 but that is a lot for me as a single mom

Bringing back the bus system would be a tremendous relief for working parents!

Bus all students!!! It's bad for the environment and women to take time off work!

Bus is generally provided at no cost in most school districts. Bus is absolutely necessary to alleviate extreme traffic congestion to and from school.

Bus rides should be free for a public school system.

Bus service not needed

Bus service not needed. Some questions are very confusing due to the wording.

Bus transportation would be much appreciated for those of us that do not live within walking distance.

Buses would really help to alleviate traffic. Are there other ways to lower the cost of buses? Perhaps include in neighborhood HOAs instead of just to families using the bus? I think certain neighborhoods might be willing to pool their funds to support buses. Specifically in the area or PTMS and CCA could

Busing not needed

Busing now please !!!!!!!!!!!!!

Busing should be available to all at no cost.

Busing should be mandatory. The craziness of many parents driving around is ridiculous.

school even started. A lot of kids we knew stopped taking the bus to EW at that time. My son didn't take a zero period so it was just him and a few other kids getting dropped off in the early mornings, waiting for school to start. All other kids were already in a carpool. I imagine they also had working parents too who didn't really have a choice but to send kids on the bus. Eventually my son stopped taking the bus in the morning even though I paid for it because it was just too early. But that created a lot of problems with my work because I didn't get to work until 9:30. After school busing worked great and on days that my boys did sports I was able to arrange for carpools. If busing is not offered through the district, there should be some kind of forum or parent survey to connect other parents with each other who may need help with transportation to/from school. Building networks with other parents is

Busing would be nice for my child but not necessary. Thanks

Busing would cut down on traffic and pollution. Are the buses picking up at specified locations or at each residence? what about dropoff

Busing would provide a safer option for kids to get to school than biking far distances

Can not believe all the USA parents has to drive kid to school. But it is what it is.

Can you add for high school too ?

another state, I'm shocked that this isn't provided free to children/parents (given the fact the school taxes in CA are much higher than (understatement) the state we came from, and the other state it was offered for free). If the bus transportation was offered for "free" or a much reduced costs (and I'm talking much less than \$900 per year) then more parents would opt for it and this in turn would reduce the need for parents to bring and pick up their children from school in cars. Hence you would then reduce the massive congestion issues you are facing (just to note, I've seen children getting picked up
Considering an ebike but would prefer a bus. We don't live close enough to walk.

Currently the \$900 would be tough to come up with, BUT if payable by installments etc that could work as that same money would be saved in gas and the CVMS needs busing - drop off and pick up is a nightmare due to only one road in

Depends on the route. If the route appeals to us, not too long on bus for student, we will more interested in taking school bus.

Depends on where bus stops would be

Design the route of the bus to make it convenient to ride to increase the ridership

Do it!

Do not need Bus

do not need busing for middle school, but would love it for high school even if there is a cost

Does not need bussing

Due to the Del Mar Heights elementary rebuild, my two younger children are currently at Ocean Air elementary and Del Mar Hills elementary. It is impossible for me to pick up my 7th grader on time from Earl Warren before 3:20. I am concerned about the day I am unable to get to her (traffic) by 3:30, Earl Warren is not as much of an issue as the High Schools!! The biggest issue is the extremely heavy traffic on Del Mar Heights for TP, CCA and Catholic HS for drop-off and pick-up. It takes 20-30' to drive from I-5 to CCA and another 20' to return. So nearly an hour just to go a couple of miles. They really Expand stops to cover more of Carmel valley - so more kids can utilize this option.

Flexible transporting services will decrease traffic, parking problems in the morning and parent's responsibilities. But given Covid, I would hope there For the working parents Bus transportation is just life saver.

beneficial for our school and the nearby community. Fewer cars may also make things safer for students who commute by ebike, bicycle, skateboard, and foot. Could we seek out an environmentally-focused grant to help subsidize the cost of bus service? Or an e-bus pilot program? There may be creative possibilities we haven't considered yet. I would be happy to serve on a committee to explore alternative possibilities.

fully support bringing bussing back, thank you!

Getting to and front school is a mix of parent driving and biking alone.

Had to accommodate my schedule

have more bus routes

Having no school busses has caused a serious hardship on our family. It has not been easy to get our daughter to and from school. She would have no way Horribly congested near PTMS and CCA no reason to have that many vehicles entering and exiting with that many students around, very dangerous.

is that busing that was previously available to students with fee had so much schedule delays and problems? There is so much traffic congestion in the morning, especially near PTMS and CCA, it is a safety hazard not to have busing, not only for middle schools but for high school as well. Considering 1/2 of high school student population needs ride to school, it is absurd not to consider transportation for high school students as well.

I appreciate any effort the district can make to facilitate transport for all

I believe \$1,800/student can be better spent to improve their learning experience rather than transportation. Most middle school kids I know either gets

i did purchase a bus pass for my son when he went to Diegueno, but it was prior to 2019, it was 2017 & 2018, i would also buy one for San Dieguito if it I do not understand why my extraordinarily high taxes cannot cover a bus. Why are other states and communities able to provide free bussing? We have a responsibility to the climate to get cars off the road. A bus would eliminate lots of traffic and free up important time for parents. Consider that the lack of it this year. The bus to Diegueno used to stop 50 yards from our house. For a district as rich as ours, it is shameful to A) not have a bus system and B) ask parents to pay at all. How is it that poor rural school districts in other parts of the state and country can afford to bus their students on existing tax revenue, while a rich district like SDUHSD cannot - despite a tax base which far exceeds most others? The ONLY answer is waste and mismanagement. I completely understand that the money comes out of different pots - but you seemed to have no trouble finding the \$7.8m to upgrade your HQ with some cushy new accoutrements - yet you can't even keep a few school bus routes running. If the school board/trustees/district would spend more time focusing I feel it's irresponsible the District does not provide bus services. We as a society are always talking about bettering the environment but we are not practicing it in this matter. Not only should a bus option be available, it should be promoted as the better environmental choice. Taking the bus would I fully support the idea of bussing. My kids choose to ride so it doesn't pertain to our family but I do support the idea.

I had no idea bused we're even an option. I've never seen the driving around.

I have a child in CCA as well, if there could be a bus for high school as well, that would be perfect. If I have to drive my daughter to CCA anyway, then I could easily continue to drive my son to PTMS as well and save the money. If there was a bus for both kids, it would be a 100% yes for us.

I let my daughters go to their boundary school without realizing buses were canceled since they were not part of the district the year before. I would have I live just far enough away that it is unsafe for my child to bike or walk to school. I have already struggled to get her to and from school this year, finding I only need bus service in the afternoon. I'm willing to pay \$450/semester for afternoon bus service. I'm not willing to pay \$1800 per year for I really think that if the right people were contacted in the government that we could get bus services paid for. With the global warming situation and all of the emissions from so many cars taking and picking up individual students daily, it's a shame that there is no bus service. I went to Oak Crest in 1979 why the burden of the cost is transferred to the parents. I also don't think the costs of public schools are very transparent to parents. We are just told that the district cannot afford the busses and are expected to pay. Asking families to pay \$1800 per student (or even \$900) is like asking for private school tuition. I have kid that in previous years, and it's honestly maddening. I feel like we should be able to have vouchers, at least, or several free rides when parents cannot provide their own, less expensive, transportation. Even if it was on a reservation system online to secure a spot on the busses week by week. Or bus passes, like city busses offer. There are times when driving my students is more difficult than other times due to meetings or other conflicts. I think it would be wise to at least incorporate some busses to alleviate traffic.

I think this would alleviate traffic too and would help students whose parents cannot drive them (working early) or don't have vehicle access.

1. Please increase bike parking at the Middle Schools. DNO is overflowing! The bike parking fills up fast & my daughter is stuck trying to leave her bike in awkward places where it often gets knocked over.

2. covered bike parking

3. Add a repair stand at all schools: <https://www.dero.com/product/fixit/>

I wasn't aware bus service was an option in previous years.

I will be into this next year, as I will then have three kids at 3 diff schools. It is already a challenge this year with three kids at 2 diff schools.

I wish you would have asked if questions regarding paying the costs based on a one way per day pricing model. I assume it would be \$450 per semester I would be willing to pay if the fee was slightly lower.

I would buy into the system at \$250/semester, \$500/year.

I would need assistance to cover the fee

I would only use it if it was more affordable. like \$50/month. so I will continue to set up car pools with neighbors and friends. Thank you for the

I would really appreciate bus service as my daughter will be attending 7th grade in 2022. We also have a friend who could use the service too next school

I would WELCOME the bus/transportation opportunity as the walk home is quite far for my son, and he has to cross some busy streets. Although it would

be convenient (and many parents do), I will not buy him an ebike because he's not ready for that responsibility. Unfort, with 2 working parents he has

lâ€™d rather see some crossing guards and better organization up at the corner of Village Parkway and N. willow Spring. It would clean up congestion and

lâ€™m a RN and my shift starts at 6:30am which is before school hours and it doesnâ€™t end until around 8:00pm. Not providing free transportation to

and from school for our kids makes it very hard on single parent families that have to work. I also have 4 kids in 3 different schools and itâ€™s very hard to

lâ€™m hoping to not need the bus and instead carpool.

If a bus is not possible, open up high school parking lot nearest PTMS for drop off. It should be a shared resource with the high school.

while riding to and from school on his bicycle. E-bikes have created many more serious safety issues- also there isnâ€™t adequate designated space to

even park bikes at Diegueno now- the corral is a mess due to all the e-bikes. lâ€™ve heard pick-up and drop-off by at SDA by car is extremely time

consuming. If you donâ€™t live close enough to the schools to easily walk, there donâ€™t seem to be any good options.

If my child needs only 2 days a week, is the cost lower or it is a flat cost?

If my son went to the school closest to our house, he would need to bus or carpool at all.

If not for anything else, In the interest of minimizing & preventing the traffic jam around PTMS, as well as reducing the nuisance that it causes to the

businesses & tenants around the school, it makes sense to institute this program, regardless of the cost. I hope it makes sense, thanks for seeking the

If provided, when would transportation begin and what are the stop locations for Leucadia Blvd.?

If we can conduct a field test to prove where more students using school bus service diminishes the overall (morning) traffic time and cost per student's

commute, it would help our school district understand the issue better. Without any change in current traffic time, the trip time for a single school bus to

I'm from the East Coast where school busing was standard. Given our tax rates I really don't comprehend how this is not a standard offer in California.

In addition to the practical aspect of busing, the bus provides independence and socializing opportunities that aren't present during the normal school

In The state of PA my child took school bus every year (no fee since a public school) . Itâ€™s been challenging as working parents to drop off and pick up.

amounts you suggest for a pass. La Costa is so far away from Oak Crest there should be a special assessment for families at such a distance from their

districted school. There is no way a child could get themselves there an back at 12 yrs old. I do feel we are in the minority... we have trouble because we're

not doing ISPE and have trouble with rides at the end of the day. Maybe a CAV type service that won't create huge stigma issues would work. Smaller

vehicles to maintain for a handful of students in need. I don't know but it is certainly a hardship for these two working parents. Thanks for asking the hard

Is that a mistake - \$900 per semester for my child to ride the bus doesn't sound right

Is there any way to separate the start and end times of CCA and PTMS a bit more please? The traffic with CCA and PTMS overlap has been very challenging

participate. The availability of buses not only provided a way for my child to learn independence and responsibility but it also supported working parents.

Especially in the time of a pandemic in which we are required and needed to be at our jobs in healthcare, having to change our work schedules because

there is not a reliable method to get my children to and from school is problematic. Further, we are fortunate and privileged to be able to do so. Not

It is a brilliant idea to solve issue for a daily current traffic jam right now and in the future at least for local kids who live near Sycamore Ridge area, and it is

It is absolutely dangerous for the kids to ride bikes up Encinitas Blvd...impossible for us to get to work on time.. in addition to the disaster of the

It is extremely challenging as a single parent to get my children to school without a bus - this would make a world of difference in our lives.

It is incredibly stressful for working parents with kids at other schools to drive their children to Middle School. Please, BRING BACK THE BUS!!!

it may be cheaper to Uber the kids to school for that price

It might be cheaper to give every kid an ebike (and some training)

It will be great to have school bus to save parents time and cause less traffic and less pollution. But the school bus seems cost more than Uber if 3 kids

It would be great if it was offered for students more than 1 mile away.

It would be helpful if the bus pass was split into AM and PM and you paid based on how much your child rode the bus. \$900 seems like a lot. I remember

It's unreal that we don't have bus service. To afford living in this great District, parents must work (most of us, at least). There is no safety excuse

Likley would not use the bus even if it was offered, not necessary for our family.

May I request to pay by times, not by year? Thanks!

Maybe child does NOT need to ride the bus: questions worded poorly

volumes in the area are not acceptable and unsafe for all people. If having access to a bus program may eliminate some of the severe traffic impacts in the

area and it may be safer for students that walk and have to traverse the over congested intersections and area parking Lots. I have 7th and 9th graders and

their start times are staggered at at the public schools but the parochial schools start time now is the same as the public high school. My understanding is

that cathedral's start time has remained consistent w their past and CCA this year moved their time to coincide w cathedral. Not well thought out on the

Middle school is only 2 years, your question about 2019 school year is irrelevant, my child drove in 2016 and the cost was NOT \$900 then, why such a

More affordable would be better like \$500

My 7th grader rides a bicycle to school.

My answer may change if I get full time employment. If I get a job, my daughter would need bus service in both morning and afternoon.

My child does not need a bus, he can walk/ride his bike to and from school

my child does not need bus service

My child doesn't need transportation.

My child has special needs. One parent is also disabled and cannot be left alone in the home and it is difficult to transport the parent when it's time to

My child is in a carpool to and from school so I would not be utilizing bus service.

My child just started 7th grade this year, so she was not eligible to ride the bus during the last time the bus was offered. She would love to ride the bus

My daughter took the bus in 2018-19 and it was very helpful for our family. I think it's ridiculous that our schools do not have busing.

My family qualifies as low income and cannot afford to pay \$900 for the bus, if the program were to continue would there be different prices/some sort of

My kids no longer need the bus service, they are in high school, but I am trying to help my neighbors who need this service. It was a huge help to have a

bus bring my kids home a few days a week when they were in middle school. My last bus pass was bought in 2019-2020 and I paid something like \$700 for

My kids were NOT students at CVMS during 2019-2020 school year. The first two questions are irrelevant to us.

My older son took the bus to CVMS years ago and it was a lifesaver

My older son used to ride a bus home every day 4 years ago and we love it!

My son has to attend the after school program because as parents working full time, we cannot pick him up at 3:05pm. It takes over one hour to walk

My son took bus to school to CVMS when he was in 7th and 8th grade and it was a great experience

My son wasn't in CVMS in 2019, so that is why he did not ride the bus. We were really looking forward to using it this year since we live near a stop (Ocean My student walks to school as we are located in an apartment complex across the street from PTMS. I am interested in busing NOT because my student n/a

No bus needed for us

No bus needs

No busses needed especially in covid, collecting kids in one space is not safe

No need bus

No need for a bus transportation however it would help out with traffic flow.

No need for buses

No need for buses.

No need of bus in the neighborhood

No need to bring back the school bus. Use the \$\$ for other educational purposes.

Not having the bus causes a significant amount of cars at school pick up and drop off, most of them single riders. We have always utilized the bus in the

Not only does the school bus help our family (with two working parents) from a logistics perspective, it also serves as an additional opportunity for our

child to demonstrate independence and responsibility, as well as it is a social outlet for him. Finances are clearly a big driver behind any decisions, but

Not providing busing is short sided. Other school districts nationwide provide complimentary busing. Parents are being asked to incur more time / costs.

Expecting parents and especially working parents to provide transportation is not the solution. Traffic during pick-up and drop-off has become a

On the \$900: 1st question should offer range. Why is it double the price of other schools ~500? 2nd question is ambiguous. What is the district subsidizing

Our family does not need nor will use a bus

Our outrageous taxes should cover the cost of bussing.

Our taxes should cover this. This is insanity.

Parents should not have to subsidize bus service; it should be provided by the district as part of the operations budget

Parents should work harder on organizing carpools, encourage their children to walk or bike. So many single cars for single kid drop-offs/pickups at Pacific

Parents work. Families have multiple kids at different schools. Driving my kids to school is the equivalent of a part time job for me. I pick them up when I

can. We have no other option. Bussing middle schoolers home will help with after school loitering and pickup traffic congestion. The solution to these

payment questions are confusing. either I pay \$900 or I pay \$900? I finally understand it's semester vs year but if I hadn't written this comment I wouldn't

have. I suggest you break this down as a monthly fee so people don't have the sticker shock! so 9 months - \$900 is \$100 a month which a lot of people

People who work have a hard time bc we have to drive and pick up kids, if we are still at work in afternoon we need child help and that can be expensive

Please bring a bus service to PTMS. The traffic over there is horrible.

Please bring back bus from la costa valley to ocms

Please bring back buses traffic is unnecessary for middle school families. Buses are also environment friendly. Buses over administrative costs.

Please bring back the bus

Please bring back the buses! We live over 4.5 miles from the school - much too far to walk or even bike (too dangerous). I hope you please consider

that Encinitas has almost NO public transportation and some families can't afford to hire a nanny to pick up/drop off kids. I need to find a job but when I

Please bring back the school bus. it is very helpful for families in which both parents work.

Please bring buses back.

PLEASE bring buses back. For working parents this current situation causes a great amount of stress on students and their families.

Please bring busing back! Thanks.

Please bring bussing to Oak Crest. The amount of traffic in that area is awful.

school? I am currently looking for a FT job and once I get one, I don't know how my kid will get home from school. I don't think ebikes are safe, but we live all the way by Capri- and its too far for a regular bike ride. Thank you for considering bringing back the school buses.

I also have a younger child that will need to get to Diegueno. When we moved here there were buses. I was depending on that option! I was shocked to here you discontinued them and were not planning on bringing them back.

Please bring the bus service back to EWMS!

Please bring the bus service back to Oak Crest!

Please bring the buses back!!!!!!

Please bring the buses back. It is effecting my work status.

Please consider the program. Safety is obviously very important and bus is an excellent option.

Please help the working parents by bringing back the school bus. It will help reduce carbon emissions and traffic as well as stress for families with no and kids behave pretty rowdy around the existing bike racks. There need to be multiple areas with many many bike racks due to the large increase of bikes/ebikes.

We have never driven any of our three kids to middle school until this school year and only due because we live too far too walk and he needs to be able Please re-establish busing for middle school students. As a working parent, arranging rides constantly, re-arranging meetings, etc. is difficult and stressful for our entire family. This is also a social justice issue and as a public school district, busing should be something given by the school. Thank you.

Please reinstate the bus system! We missed out and this is our first year attending middle school. My 2nd child will be attending middle school soon as well, so it would be great to have this system again. I've heard from many other parents that this was very convenient, and I am willing to help pay for it.

Please restart the service

Please rethink the bus stops to at least be at all of the elementary schools. Especially right at El Camino Creek, not 3/4 mile away.

Please return bus back to district! It's really needed!

Please share the location of the pickup and drop-off stops for the bus and the time schedule for those stops. Thanks!

Pls help in any way to pursue the road that loops the village to ease traffic or other choice to ease traffic. All school start arnd the same time and traffic is Poorly structured survey. First question should be "Do you need a bus?"

\$200 for a pass as that is what would be paid in taxes anyways. But at \$900 I would still lean towards sucking up the inconvenience of it all particularly because I have to go pick up my elementary aged daughter anyway. If it were free, or close to free, I suspect the vast majority of parents would be happy to send their kid out the door to the bus stop and not need to worry about being there in the afternoon to pick them up at the school gate either.

Providing Bus transportation would cut down on traffic

Public Schools should always provide transportation for students. We pay quite a bit in state and local taxes for these services!

Raise the local tax or something to bring back buses, its crazy to me that we don't have them for our public schools. Our kids would be on them every day.

Rather than school bus service, opening the full Village Center Loop road with connecting to Zinnia Hills PL will help to reduce traffic significantly. Please

Removing the buses has made drop off nearly impossible since CVMS has limited parking and is off a narrow road. This creates a lot of traffic and isnt

Resuming Bus Service Would Greatly Help Our Family :)

Riding the bus for our middle schooler would be cost prohibitive as we have four children in three different schools.

Right now it's manageable driving kids to and from school. Assuming at some point offices will open back up and parents will have to go into work, we need affordable solutions to get our kids to and from school. \$900 per semester is outrageous. Especially considering it used to be closer to \$100.

Rising a bus depends on where the bus stop will be. Only makes sense if the stop is walking distance from home.

Safety concerns. It becomes inevitable that students need to be dropped off extremely early due to parents work schedule. In the afternoon, kids have to wait for hours at time at the park or at public areas due until they get picked up. Torrey Hills Elementary kids going to middle school used and requires the Safety risks with restraining order against father. Bus stop would help eliminate violations on child's walk to school.

School bus expenses should have been budgeted using the district fund and should not be covered by families. All public school systems in the country

School bus is really important to working parents! It also help with traffic and environment.

School bus routes could eliminate thousands of individual car trips annually, solving traffic, pollution and safety concerns at one time. I can't believe that the community is willing to subsidize empty NCTD buses and hazardous bike lanes, but is unwilling to support a real opportunity for improvement.

School buses for a sameday field trip used to cost \$800/day. 800x180 school days = \$144k. \$144k divided by \$1800 per child = 80 students. Assuming you've got more interest than just 80 students, why is the cost so high per child? Has there been a study on the environmental impact of running 10 buses

School should provide transportation since it's dangerous to cross the Carmel Valley intersection. There have been lots of kids hit by cars at this

Seems like a lot more pollution and traffic having no school buses. Not sure why it isn't free. It's public school.

Seems ridiculous that lunches are free for everyone but bus service is not available, and the questions above are asking for \$900-\$1800 per year! Kids

Street safety needs to be a topic of discussion. It would also be helpful if there were cops at select street corners in the morning as kids go to school and in the afternoon as kids leave school. Many of the drivers are aggressive and don't drive cautiously. It urgently needs to be addressed.

Subsidized bus fares should only go to lower income students.

Thank you for asking but we do not need bus service.

Thank you for asking our input on this matter! We appreciate it!

Thank you for reconsidering this as an environmentally intelligent way to help California and its residents.

Thank you for the survey.

Thanks

Thanks I am sure you can use these funds to pay for other needs

The biggest help for us and perhaps a less expensive solution would be to give students a choice of middle schools so they can be dropped off on the way

The bus service was cancelled 2019-2020 and we were in quarantine. The 1st 2 questions should be thrown out bc they can't be used as a constant.

The bus stop would need to be walking distance for us. To make sense. How we my child has ISPE not sure how afternoon ride home would work.

The bus would need to come closer to our house in Skyloft for the service to be worth it. Right now, I don't think it comes any closer than about 1 mile

The bus would really help decrease the congestion

The bussing is a big help and we would be more than happy to pay for this service.

The district really needs to provide this service, and it should be subsidized further for low income families.

The last bus stops were not convenient. Even \$900 for the year seems high. Roughly \$100/m=\$5/day. We only need the return way. Even a ride share for 2-3 people would cost less than \$15 to get home in a private car; any chance the district can come up with an online carpool finder?

The morning bus route was for 0 period, which is unhelpful to most of us. So would only need afternoon bus if that's still the case! So the cost above -

The price increase is pretty significant from years past. That being said, a bus would be a great help to families trying to get siblings to and from multiple

The question about bus fares isn't clear. Is that \$900 per year if your child rides bus both directions or if you child is just riding bus to or from school.

The road and general area congestion around Pacific Trails / CCA has reached untenable levels in our opinion. Besides the congestion, safety and inconvenience to the neighborhood it also doesn't seem like an environmentally responsible solution to have each family drive 1 kid to/from school.

The school boundaries are HUGE and you must provide options to your families living on the far side of town. We have siblings in elementary and high school with start and end times all within 20 minutes of each other. It is IMPOSSIBLE to get all kids to school ON TIME and get to our jobs on time. Please

The school bus is a very much needed service for both our family as well as other families I've spoke to and would greatly appreciate it if it was brought

The school district receives alot of money and we pay a lot of taxes. Getting children to and from school safely should be valued as is the case in most

The state charges for busing our children now?

The survey is flawed in that you have no way of knowing what route the bus takes and if it would work for your child. It is also assumptive in asking if your

The traffic flow around Pacific Trails is horrible. If busing is not going to be offered, then steps need to be taken to either have more staggered start/end

The traffic is a HUGE problem and I think busing would have both environmental and time savings for all!

the traffic is horrendous, busing is the only sane solution

The traffic is so bad it would be an enormous help for working parents trying to get multiple children to school. Thank you

The traffic problems would be significantly alleviated if the school had bussing and people used it. It takes mean hour to drop off a child at SDA and OCMS.

The whole traffic management needs a plan. It's take forever to pick and drop kids to and from school, it waste lot of gas and time

There are a lot of kids in our neighborhood (Torrey View Court) that would be very interested.

There are a LOT of kids who would ride the Carmel Valley route bus to CVMS

There are many students living in La Costa in the area around LCH elementary that need rides - it's 3.5 miles away from Oak Crest! (Area bordered by El Camino, La Costa, Rancho Santa Fe, and Barcelona). Please consider it's a burden on parents and furthermore, kids are riding e bikes down el

There is a short back route to the school by bike. But, that route has a steep dirty slope. If that slope can somehow be made a ramp, many kids can bike to

this bus transportation should be available for students to eliminate the traffic that parents encounter to drop off or pick up their kids. it should also be free as we all pay taxes and mello roos that should be supported by the district. maybe people who chose to drive their kids and not take the bus is

This is our second year in the middle school. We would like to go for the bus service.

This should be included in the property taxes. WE PAY \$19,000 a year and still have to drive 3 kids to 3 different schools. NOT FAIR!

Traffic is challenging in the area. If buses could alleviate some of the congestion in the area, it would be much appreciated by all living nearby

Transportation to school is not needed for my family. Thank you!

Understanding where the pickups are located are also helpful. We live near LCC but go to Oakcrest.

very challenging for working parents to not have this as an option

Very much needed for student who transferred

We are carpooling at the moment. I think \$1800/year is crazy. Would love to send my twins on the bus, much better for the environment also, but not at

We are in La Costa Valley and used the afternoon bus route for my older child when he attended OCMS. We didn't use the morning route because it was too early of a pickup time. Our usage of the bus both ways to school would depend on routing/pickup schedule. We would be willing to pay for bus service

We are new to the area and my husband and I both work outside of the home. We are struggling with after school transportation now that the Boys and

We are new to the area, live in Leucadia and have more than one child who needs transportation to and from another school at different times. The driving back and forth is consuming 3 hours a day, impacting both parents' work schedules and consuming too many miles and gas. There should be a free bus service. We are not in need of a bus service. Thanks.

we are not likely to take the bus as we live closeby

We both are working parents and need transportation for our child

We currently carpool which is why I said we do not require bussing. But if it was offered, I would definitely consider using transportation.

We definitely need bus transportation for next School year, when my daughter will go to High School.

We did not previously have a bus pass because our oldest is a 7th grader. We have two younger children who would also benefit from a bus to CVMS in future years. Please bring this service back! My son has tried riding his bike to school, it is just too far (almost 5 miles) and requires him crossing over the

We didn't use buses in 2019-2020 because we didn't have kids in middle school. When my son (12th grade) was in middle school he rode the bus

We do not need bus service. My child is able to ride a (regular!) bike to and from school.

We don't personally need bus service but support it for other kids who would need it.

We don't currently need a bus for transportation but if one was an option, we may consider it.

We have 3 kids at 3 different schools and both parents work so it would help us a lot to have bus service for at least one kid.

We have 3 kids in 3 different schools, the lack of a bus service has been very difficult for us. In the absence of a bus a car pooling community of some kind

We have additional children who will need bus service so even if busing cannot be started for the current school year, we urge the school to start it for

We have car pool setup, so could do without a paid bus service

We have looked at having our child take public transportation. The challenge we have is there isn't a public bus stop near Oak Crest. The public transit program would only be about \$60 per month. We would be willing to pay more for a school bus as it provides what we perceive as a more controlled

We have never had to pay for bussing before and always used it at our previous district. Not having a bus is extremely inconvenient for working families

We have never lived in a school district where they did not provide transportation (bus) before living here in N SD county. Pretty shocking that a school with such high income families cannot seem to find a way to get kids to school. Amazing amounts of money available for capital projects, but no money for

We have no desire for this option, but thank you for asking.

We live 2 blocks away from DNO, so no busing needed for us.

We live close and would not need busing at all

We live close to school and would always just walk

We live close to school. No transportation needed.

We live in Sage area so not sure that bus would pick us up regardless

We live in walking distance. Bus not needed but us but big advocate of families having the option who live further away. We are from AZ- it is shocking to

We live next door to PTMS, the traffic is horrendous. Bus service would be great to help eliminate many of the cars that come through every day.

We live within walking distance so this is not an issue for us. However, I rode the bus growing up and feel that should be available for those children who

We live within walking distance so transportation not needed for our family

We need buses!!!

we received an interdistrict transfer from Del Mar Heights neighborhood to attend CVMS- I am not sure my responses apply if bussing is not an option

We recently moved to the district. We would have taken advantage of the past bus service. We live near Del Mar Hills Academy, have to take 2 exits to get to middle school - around 40 mins one way. With two parents working full-time this is a huge strain on time/resources. We fully support reinstatement of We were unaware that CVMS no longer had a bus. It's been a real source of stress for our family as both parents work early morning hours and full time. Finding someone to simply drive our child to/from school has been difficult and we wish we would have just put her in private school by our place of work We would only need the bus service in the afternoon and believe the price was adjusted accordingly - would this be an option?

Weâ€™d likely continue with car pool for this year. I think itâ€™s a needed / good service to offer for families.

What about hiring crossing guards for major intersections (i.e.. carmel valley road by PTMS). I drive my son instead of letting him ride his bike because the intersections are so crazy and I've talked with a lot of other parents who feel the same. Instead of using money to subsidize the very expensive cost of service was available both ways but because the same bus serviced both Diegueno and Oakcrest we only purchased a pass for the ride home. The morning bus option had the Oakcrest kids picked up super early, dropped off at school, and then the same bus went to take Diegueno kids to school. The reverse happened in the afternoon, so Oakcrest kids went home directly after school while the Diegueno kids to wait. Because of that most parents in our neighborhood formed a morning carpool to get our kids to Oakcrest and purchased the afternoon bus pass home. If the bus option picks up kids super Why is busing free in most districts, funded through taxes, and we have to pay so much for ours?

Why on Earth would you charge the parents for bus service at a public school? The children that really need to ride the bus have parents that may not be able to afford paying a sitter to drive their kids while theyâ€™re at work. \$900??! I feel that in this area, a lot of people feel the parents are all wealthy. Without reliable after school care or transportation families with two working parents (or single parents) are left with zero options to help support them. I cannot express the chaos that is our lives trying to balance three kids, two professional careers and a 3:15 pickup from middle school. Help us out. The Would bus work for zero period students or only 1st period?

Would have used the bus if it was offered this year. So hard for working parents.

Would like to have bus service. Itâ€™s very difficult with my job to pickup/drop off kids leaving my kids to walk and cross a very busy street for which I fear they may be hit by a car which happens to kids crossing/biking on that street a couple times per year. Even a crossing guard would be an

Would there be a discount for multiple students? Even \$900 x 2 is a lot for our family.

Would there be a way to combine TPMS and CCA students in same bus?

Would want to know what CV19 protections would be in place

a PUBLIC school should be ashamed of themselves. School buses were a free service for my entire childhood. The fact that the state won't fund our school system is a shame and when wealthy school districts like ours figure out how to pay for it themselves (by parents footing the bill), they then stop complaining, get complicit with the fact that the schools aren't well funded, and then poor districts are REALLY up a creek. Even discussing such a high fee