

November 16, 2006

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
710 ENCINITAS BLVD., ENCINITAS, CA 92024
BOARD OF TRUSTEES MEETING
BOARD AGENDA COVER SHEET

Welcome to the Board of Trustees Meeting . . .

COMMENTS ON AGENDA ITEMS

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

CONSENT CALENDAR

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

To address an item on the consent calendar, please follow the procedure described under *Comments on Agenda Items*.

PUBLIC COMMENTS

Persons wishing to address the Board on any school related issue not elsewhere on the agenda are invited to do so under the "Public Comments" item. In the interest of time and order, presentations from the public are limited to three (3) minutes per person and the total time for non-agenda items shall not exceed twenty (20) minutes. An individual speaker's allotted time may not be increased by a donation of time from members of the public in attendance. If you wish to speak under Public Comments, complete a blue speaker's slip and follow the directions for speaking to agenda items. Complaints or charges against an employee are not permitted in an open meeting of the Board of Trustees.

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

CLOSED SESSION

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

AMERICANS WITH DISABILITIES ACT

In compliance with the Americans with Disabilities Act, if you need special assistance, disability-related modifications, 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 district superintendent by sending a written request to the district office at 710 Encinitas Boulevard, Encinitas, California, 92024, or by faxing the request to (760) 943-3501. Notification by letter or fax 72 hours prior to the meeting will enable the district to make reasonable arrangement 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 this meeting in appropriate alternative formats for persons with a disability.

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

November 16, 2006

District Office/Board Conference Room 101

6:30 p.m. - Regular Meeting

710 Encinitas Blvd., Encinitas, CA

1. Call to Order – 6:00 p.m.
2. 6:00 p.m. - Public Comments Regarding Closed Session Items
3. **Closed Session – 6:05 p.m.**
 - a. To consider personnel issues, pursuant to Government Code Sections 11126 and 54957 (limited to consideration of the appointment, employment, evaluation of performance, discipline/release, dismissal of a public employee or to hear "complaints or charges brought against such employee by another person or employee unless the employee requests a public session").
 - b. Conference with Labor Negotiators, pursuant to Government Code Sections 54957.8.
Agency negotiators: Superintendent
Associate Superintendent/Educational Services
Associate Superintendent/Human Resources
Associate Superintendent/Business Services
Employee organizations: San Dieguito Faculty Association/
Classified School Employees Association

6:30 p.m. - REGULAR MEETING

4. Pledge of Allegiance
5. Report Out of Action Taken in Closed Session
6. Approval of Minutes 6A. Moved by _____, second by _____, that the minutes of the Regular Meeting of October 19, 2006, be approved as written.

NON-ACTION ITEMS

- 7A. Correspondence - Communications received by the Board are available for public review at the District Office at 710 Encinitas Boulevard in Encinitas. Board correspondence is distributed to each Board member and the superintendent along with the agenda.
- 7B. Report/Student Board Members
- 7C. Trustee Reports
- 7D. Superintendent's Report and Legislative Update
- 7E. Mathematica

ACTION AGENDA - CONSENT ITEMS (See supplements)

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

HUMAN RESOURCES

8. PERSONNEL

Approve matters pertaining to employment of personnel, salaries, leaves of absence, resignations, changes in assignments, extra duty assignments, and consultant services as listed in the attached supplement.

SUPERINTENDENT

9. ACCEPTANCE OF GIFTS

Accept gifts, as shown in the attached supplement.

10. APPROVAL OF FIELD TRIPS

Approve field trips, as shown in the attached supplement.

EDUCATIONAL SERVICES

11. APPROVAL/RATIFICATION OF AGREEMENTS

Approve/ratify entering into the following agreement and authorize Eric R. Dill or Stephen G. Ma to execute the agreement:

- a) Encinitas Community Center for lease of facilities for the District Strategic Plan meeting on February 26, 2007, for an amount not to exceed \$175.00, to be expended from the General Fund 03-00.

PUPIL SERVICES

12. APPROVAL/RATIFICATION OF NON-PUBLIC AGENCY CONTRACTS

Approve entering into the following non-public school/non-public agency master contracts, to be funded by the General Fund/Restricted 06-00, and authorize Eric R. Dill or Stephen G. Ma to execute all pertinent documents pertaining to this contract, contingent upon receipt of the signed documents and verification of insurance coverage:

- a) Perspectives Therapy, during the period July 28, 2006 through June 30, 2007.

13. APPROVAL/RATIFICATION OF AGREEMENTS

Approve/ratify entering into the following agreement, to be expended from the General Fund/Restricted 06-00, and authorize Eric R. Dill or Stephen G. Ma to execute the agreements:

- a) Hein Speech Language Pathology, Inc. to provide speech-language pathology services for special education students, during the period September 8, 2006 through June 30, 2007, for an amount not to exceed \$5,000.00, to be expended from the General Fund/Restricted 06-00.
- b) Signs of Silence Interpreting Services to provide interpreting services for hearing impaired students, parents and/or guardians, during the period October 1, 2006 through June 30, 2007, for an amount not to exceed \$3,000.00, to be expended from the General Fund/Restricted 06-00.
- c) Total Vision Care to provide developmental optometry services for special education students, during the period October 1, 2006 through June 30, 2007, for an amount not to exceed \$2,000.00, to be expended from the General Fund/Restricted 06-00.

- d) Dr. David B. Granet to provide developmental vision assessments and/or direct treatments for special education students, during the period October 1, 2006 through June 30, 2007, for an amount not to exceed \$1,000.00, to be expended from the General Fund/Restricted 06-00.
- e) Interpreters Unlimited to provide interpreting services, during the period November 1, 2006 through June 30, 2007, for an amount not to exceed \$3,000.00, to be expended from the General Fund/Restricted 06-00.

BUSINESS

14. APPROVAL/RATIFICATION OF AGREEMENTS

Approve/ratify entering into the following agreements and authorize Eric R. Dill or Stephen G. Ma to execute the agreements:

- a) Cathedral Catholic High School for lease of facilities for the Torrey Pines High School Water Polo P.E. classes, during the period October 1, 2006 through December 20, 2006, for an amount not to exceed \$1,512.00, to be paid for by the Torrey Pines High School Foundation.
- b) University of California, San Diego for lease of facilities for the Torrey Pines High School Boys Water Polo Program, during the period August 15, 2006 through November 18, 2006, for an amount not to exceed \$7,483.71, to be paid for by the Torrey Pines High School Foundation.
- c) Roesling Nakamura Terada Architects to provide architectural and engineering services for miscellaneous maintenance projects as assigned, during the period November 15, 2006 through June 30, 2007, for an amount not to exceed \$30,000.00, to be expended from the General Fund 03-00, Deferred Maintenance Fund 14-00, Capital Facilities Fund 25-18 and Capital Facilities Fund 25-19.
- d) Grand Pacific Palisades Resort for lease of facilities for the La Costa Canyon High School English Department, on November 7, 2006, for an amount of \$1,220.64, to be expended from the General Fund/Restricted 06-00.

15. APPROVAL OF AGREEMENTS

Approve/ratify entering into the following agreements and authorize Eric R. Dill or Stephen G. Ma to execute the agreements:

- a) Roesling Nakamura Terada Architects to provide design, contract document preparation and construction administration support for the Sports Team Room Facility at Torrey Pines High School, during the period October 1, 2006 through June 30, 2008, for an amount not to exceed \$40,000.00, to be expended from the Capital Facilities Fund 25-19.
- b) Roesling Nakamura Terada Architects to assist the District in the programming and site planning phases of the future Visual & Performing Arts Complex (VPAC) at Torrey Pines High School, during the period November 14, 2006 through June 30, 2007, for an amount not to exceed \$8,840.00, to be expended from the Capital Facilities Fund 25-19.

16. APPROVAL OF AMENDMENT TO AGREEMENTS

Approve amending the following agreements and authorize Eric R. Dill or Stephen G. Ma to execute the agreements:

- a) John Burnham and Company for additional insurance coverage utilizing the Owner Controlled Insurance Program for the San Dieguito Academy Media Center project, extending the agreement to November 30, 2006, and increasing the amount by \$1,293.00, to be expended from Mello Roos funds and State School Building Fund 35-00.
- b) Parsons Brinkerhoff for additional Labor Compliance Program services for the San Dieguito Academy Media Center project and the Canyon Crest Academy project, increasing the amount by \$8,880.00, to be expended from Mello Roos funds and State School Building Fund 35-00.
- c) Goldfield Stage & Company, increasing extracurricular transportation rates by 5%, as allowed in the contract, for the 2006-07 school year.
- d) North County Student Transportation, increasing extracurricular transportation rates by 5%, as allowed in the contract, for the 2006-07 school year.

17. APPROVAL OF CHANGE ORDERS

Approve the following change orders to the contract, and authorize Eric R. Dill to execute the change orders:

- a) Approve change order number 1 to the Installation of a Sound System at Canyon Crest Academy Theatre project B2006-03, contract entered into with SimplexGrinnell LP, increasing the contract time by 384 calendar days
- b) Approve change order number 1 to the Refurbish Restrooms at Earl Warren Middle School, contract entered into with Fordyce Construction, increasing the contract time by 91 calendar days and decreasing the contract amount by \$1,069.00.
- c) Approve change order number 2 to the Replace Heating Unit at Building 1200 at La Costa Canyon High School, contract entered into with AMS America, Inc. dba Southcoast Heating & Air Conditioning, increasing the contract time by 91 calendar days.

18. APPROVAL OF CHANGE ORDERS/CCA

Approve Change Order Number 13 to the following bid packages for the Canyon Crest Academy project, to be expended from Mello Roos funds, State School Building Fund 35-00, and Other Building Fund 21-09, and authorize Eric R. Dill to execute the change orders:

- a) Bid Package #5 (masonry & veneer system) – New Dimension Masonry, Inc., increasing the contract time by 471 calendar days and decreasing the contract amount by \$89,132.00.
- b) Bid Package #15 (flooring-resilient flooring and carpet) – Pro Installations, Inc., d/b/a Spectra Contract Flooring, increasing the contract time by 471 calendar days and decreasing the contract amount by \$7,537.00.

19. ACCEPTANCE OF CONSTRUCTION PROJECTS

Accept the following construction projects as complete, pending the completion of a punch list, and authorize the administration to file a Notice of Completion with the County Recorders Office:

- a) Installation of a Sound System at Canyon Crest Academy project B2006-03, contract entered into with SimplexGrinnell LP.

- b) Refurbish Restrooms at Earl Warren Middle School project B2006-27, contract entered into with Fordyce Construction, Inc.
- c) Replace Heater Unit at Building 1200 at La Costa Canyon High School project B2006-26, contract entered into with AMS America, Inc. dba Southcoast Heating & Air Conditioning.
- d) Cabling Installations District Wide project B2004-16, contract entered into with Fredricks Electric, Inc.

20. ACCEPTANCE OF CONSTRUCTION PROJECTS/CCA

Accept the following projects comprising the Canyon Crest Academy project as complete, pending the completion of a punch list, and authorize the administration to file a Notice of Completion with the County Recorders Office:

- a) Bid Package #5 (masonry & veneer system) – New Dimension Masonry, Inc.
- b) Bid Package #15 (flooring-resilient flooring and carpet) – Pro Installations, Inc., d/b/a Spectra Contract Flooring.

21. AUTHORIZATION TO REDUCE RETENTION WITHHELD

Authorize the administration to reduce the retention being withheld from payments to the following companies for the Canyon Crest Academy project, from 10% to 5%, as authorized under the terms and conditions of the contract.

- a) T. B. Penick & Sons, Inc., bid package #4 (reinforcing, cast-in-place concrete, precast concrete, membrane waterproofing, chain link fence).

22. APPROVAL OF 2006-07 BELL SCHEDULES

Approve the 2006-07 school bell schedules for Carmel Valley, Diegueno, Earl Warren, Oak Crest Middle Schools, and Canyon Crest Academy, La Costa Canyon, San Dieguito Academy, Sunset Continuation, and Torrey Pines High Schools.

23. APPROVAL OF 2006-07 & 2007-08 YEAR-ROUND CALENDARS / NORTH COAST ALTERNATIVE HIGH SCHOOL

Approve the 2006-07 & 2007-08 year-round calendars for North Coast Alternative High School, as shown in the attached supplements.

24. APPROVAL OF BUSINESS REPORTS

- a) Purchase Orders
- b) Instant Money
- c) Membership Listing

Moved by _____, second by _____, that the above Consent Agenda items be approved.

A roll call vote is necessary.

-----END OF CONSENT AGENDA ITEMS-----

DISCUSSION AGENDA/ACTION ITEMS

APPROVAL OF SALARY
ADJUSTMENT /
NON-REPRESENTED GROUPS

- a) Supervisory Employees
 - b) Confidential Employees
 - c) Management Employees
 - d) Superintendents
- 25.

Motion by _____, second by _____, that the Board of Trustees approve a salary increase of 5.92% for the following non-represented employees, retroactive to July 1, 2006, and adopt the Board Policies reflecting the above salary increase, as follows:

- a) Policy 4541, "Supervisory Employees' Salary Schedule"
- b) Policy 4241.2, "Confidential Employees' Salary Schedule"
- c) Policy 4341.1, "Management Employee's Salary Schedule"
- d) Superintendents (per contracts)

ORGANIZATIONAL MEETING
OF THE BOARD OF TRUSTEES/
DECEMBER 14, 2006

26.

Motion by _____, second by _____, that the Board of Trustees approve the Organizational Meeting to be held on Thursday, December 14, 2006, at 6:30 p.m., in the District Office Board Room.

COMMUNITY FACILITIES
DISTRICT NO. 95-1/ Annexation
No. 13 / ADOPTION OF
RESOLUTION CERTIFYING
ELECTION RESULTS (Terrazo-
Bougainvillea/ A 21-Single Family
Home Subdivision / Johnson
Communities of Southern
California, LLC - Del Mar Mesa)

27.

Motion by _____, second by _____, that the Board adopt the attached Resolution Certifying the Results of the Election with Respect to Community Facilities District No. 95-1, Annexation No. 13 of the San Dieguito Union High School District.

28. CLOSED SESSION

- a. To consider personnel issues, pursuant to Government Code Sections 11126 and 54957 (limited to consideration of the appointment, employment, evaluation of performance, discipline/release, dismissal of a public employee or to hear "complaints or charges brought against such employee by another person or employee unless the employee requests a public session").
- b. Conference with Labor Negotiators, pursuant to Government Code Sections 54957.8.

Agency negotiators: Superintendent
Associate Superintendent/Educational Services
Associate Superintendent/Human Resources
Associate Superintendent/Business Services

Employee organizations: San Dieguito Faculty Association/
Classified School Employees Association

INFORMATION ITEMS (see supplements)

29. Business Services Update
30. Curriculum and Instruction Update
31. Human Resources Update
32. School Site Plans
33. Proposed Dates / 2007 Board Meetings
34. Policy 1312.3 and 1312.3/AR-1, "Uniform Complaint Procedures"
35. **PUBLIC COMMENTS**
(See *Board Agenda Cover Sheet*)
36. Future Agenda Items
37. Adjournment

Administrators Present

Peggy Lynch, Ed.D., Superintendent
Steve Ma, Associate Superintendent/Business Services
Rick Schmitt, Associate Supt./Educational Services
Joann Redman, Recording Secretary

Student Board Members Present

Jackie Brabyn, La Costa Canyon High School
Kelly Kean, Canyon Crest Academy
Maggie Roberts, San Dieguito High School Academy
Melissa Sweet, Torrey Pines High School
Caylee Falvo, Sunset High School

Guests

Albert Martin	Terry Calen	Mary Duggan
Jr. Villeges	Carol Kurth	Sharon T. Senese
Debbie Elliott	Jerry Galiley	Phyllis Rosenbaum
Cherie Wall	Jason Moldovan	Mark Hvasta
Jason Sowers	Alison Roland	Debbie Anderson
Al Sweet	Steve Duff	Leonard Steinberg
Carol Skiljan	Cindy Skeber	Lucienne McCauley
Bob Croft	Michael Taylor	

REPORT OF ACTION TAKEN
IN CLOSED SESSION

5.

Moved by Mrs. Groth, second by Mrs. Hergesheimer, to approve the stipulated expulsion for Student # 451870 from San Dieguito Academy on the grounds of violation of Education Codes 48900, sections (d), and Education Code 48915 sections (c) (3), from October 19, 2006 through September 1, 2007, and find that, due to the nature of the act, the pupil's presence causes a continuing danger to the physical safety of the pupil or others. During the period of the expulsion, Student # 451870 must complete the following conditions of the rehabilitation plan prior to consideration for readmission to any school in the San Dieguito Union High School District:

1. During the expulsion period of October 19, 2006 through September 1, 2007, Student # 451870 is prohibited from entering any school campus of the San Dieguito Union High School District for the duration of the expulsion period. Attendance at athletic events as a spectator or other activities at other school campuses is prohibited. Failure to follow this requirement may cause the student to be subject to penalties under Penal Code section 626.6.

2. During the expulsion period of October 19, 2006 through September 1, 2007, Student # 451870 shall participate and complete a Decision Making Program.
3. During the expulsion period of October 19, 2006 through September 1, 2007, Student # 451870 shall participate and complete Drug Diversion Program.
4. During the expulsion period of October 19, 2006 through September 1, 2007, Student # 451870 shall participate in 12 sessions of counseling to deal with decision making and drug diversion. Student shall be fully involved in the therapeutic process with significant gains in all areas documented by the credentialed counselor or licensed therapist. The credentialed counselor or licensed therapist may make a determination that this student has met the goals of his or her counseling in fewer sessions than set at the time the expulsion was ordered. Written documentation from the counselor/therapist indicating the same must be provided to satisfy the student's counseling requirement. The counselor/ therapist will be from an entity that is acceptable to the school district, and will be at the family's expense.
5. During the expulsion period of October 19, 2006 through September 1, 2007, Student # 451870 shall enroll and regularly attend the Summit School or another school of the parents' choice other than a public school district and at parent expense, and remain current with his graduating class.
6. During the expulsion period of October 19, 2006 through September 1, 2007, Student # 451870 shall attend 6 meetings at a 12-step diversion program (Alcoholics Anonymous/Narcotics Anonymous/Alanon/Alateen) with a letter of recommendation from a sponsor.
7. During the expulsion period of October 19, 2006 through September 1, 2007, Student # 451870 shall write a five page report on (some suggestions are):
 - a. The dangers of drug use
 - b. My actions and how they affect family and friends

1. During the expulsion period of October 19, 2006 through September 1, 2007, Student # 806920 is prohibited from entering any school campus of the San Dieguito Union High School District for the duration of the expulsion period. Attendance at athletic events as a spectator or other activities at other school campuses is prohibited. Failure to follow this requirement may cause the student to be subject to penalties under Penal Code section 626.6.
2. During the expulsion period of October 19, 2006 through September 1, 2007, Student # 806920 shall participate and complete a Decision Making Program.
3. During the expulsion period of October 19, 2006 through September 1, 2007, Student # 806920 shall participate and complete Drug Diversion Program.
4. During the expulsion period of October 19, 2006 through September 1, 2007, Student # 806920 shall participate in 12 sessions of counseling to deal with decision making and drug diversion. Student shall be fully involved in the therapeutic process with significant gains in all areas documented by the credentialed counselor or licensed therapist. The credentialed counselor or licensed therapist may make a determination that this student has met the goals of his or her counseling in fewer sessions than set at the time the expulsion was ordered. Written documentation from the counselor/therapist indicating the same must be provided to satisfy the student's counseling requirement. The counselor/ therapist will be from an entity that is acceptable to the school district, and will be at the family's expense.
5. During the expulsion period of October 19, 2006 through September 1, 2007, Student # 806920 shall enroll and regularly attend the Summit School or another school of the parents' choice other than a public school district and at parent expense, and remain current with his graduating class.
6. During the expulsion period of October 19, 2006 through September 1, 2007, Student # 806920 shall attend 6 meetings at a 12-step diversion program (Alcoholics Anonymous/Narcotics Anonymous/Alanon/Alateen) with a letter of recommendation from a sponsor.

7. During the expulsion period of October 19, 2006 through September 1, 2007, Student # 806920 shall write a five page report on (some suggestions are):
 - a) The dangers of drug use
 - b) My actions and how they affect family and friends
8. During the expulsion period of October 19, 2006 through September 1, 2007, Student # 806920, upon application for readmission to the district, shall provide evidence of a "clean" drug test (obtained within 14 days of submission of the application). The drug testing company will be from an entity that is acceptable to the district and at the family's expense.
9. During the expulsion period of October 19, 2006 through September 1, 2007, Student # 806920 shall complete 100 hours of community service providing written verification of completion to the district. In addition, the student must participate in any community service imposed by any actions of the criminal justice system.
10. Any other reasonable term and condition of the rehabilitation plan which, from time to time, the District Board of Trustees may impose or amend, in its discretion. In no event, shall the addition or amendment of terms and conditions of the rehabilitation plan void or invalidate the waiver of the student's right to hearing and/or stipulation for expulsion.
11. The Governing Board directs the superintendent to immediately send this decision to the student and the student's parents or guardian and to advise the student and the student's parents or guardian of the procedures for appeal.

AYES: Dalessandro, Groth,
Hergesheimer, Rich, Friedman

NOES: None

ABSENT: None

APPROVAL OF MINUTES
6A.

Moved by Mrs. Groth, seconded by Mrs. Dalessandro, that the minutes of the Regular Meeting of October 5, 2006, be approved as written.

AYES: Dalessandro, Groth, Hergesheimer,
Rich, Friedman

ADVISORY VOTE: Brabyn, Kean, Roberts, Sweet, Falvo

NOES: None

ABSENT: None

Motion unanimously carried.

OATH OF OFFICE

Dr. Lynch administered the oath of office to Caylee Falvo, the new Student Board Member from Sunset Continuation High School.

NON-ACTION ITEMS

REPORT/STUDENT BOARD MEMBERS 7B.

Jackie Brabyn, La Costa Canyon High School, reported on:

- Freshman elections
- Blood Drive was held last Thursday
- PSAT test yesterday
- Homecoming week is next week
- In Class Assembly
- Survivor selections
- Battle of the Bands
- Winter Formal to be held February 3, 2007

Maggie Roberts, San Dieguito High School Academy, reported on:

- Homecoming Week this week
- Tie Dye Day
- Water Day
- Shopping Cart Races
- Art & Music Day
- Freedom of Speech Day
- Flag Football game with teachers
- Homecoming Dance
- Senior Audits
- Art Wars on October 27
- Homeroom Pilot bell schedule to begin October 30
- College Night with La Costa Canyon
- Girls Field Hockey team beat Fallbrook

Melissa Sweet, Torrey Pines High School, reported on:

- Blood Drive collected 65 pints
- PSAT
- Late start day for WASC preparation
- Canned Food Drive starts next week
- Homecoming events
- Survivor selection for football game
- Homecoming nominations

Kelly Kean, Canyon Crest Academy, reported on:

- Freshman elections
- Car wash at Earl Warren in September
- Dance Committee which she is the Budget Chair
- Club Dance
- PSAT test on Wednesday
- Red & Black Spirit Day

Caylee Falvo, Sunset High School, reported on:

- Group Sessions began
- SHO – Sunset Helping Others

TRUSTEE REPORTS 7C.

Mrs. Hergesheimer reported attending:

- SDA First Friday with principal Barbara Gauthier
- San Dieguito for Drug Free Alliance meeting
- LCC Field Dedication Ceremony
- SDA fundraiser
- LCC engineering demonstration
- La Costa Valley HOA community meeting
- LCC football games

Mrs. Hergesheimer requested that future facilities needs be placed on a future board agenda.

Mrs. Groth reported on:

- San Dieguito for Drug Free Alliance meeting
- Golden Bell Award in Valley Center
- San Diego County School Boards meeting
- Enterprise Village
- CSBA & ACSA Dinner will be held on May 2

Mrs. Rich reported on:

- City of San Diego liaison meeting with councilmember Scott Peters re: MAD, plans for Earl Warren
- SDA fundraiser
- TP fundraiser at Sammy's
- LCC Field Dedication Ceremony
- Middle School meeting with area board members
- Alcohol Abuse Task Force

Mrs. Dalessandro reported on:

- San Dieguito for Drug Free Alliance meeting
- LCC Field Dedication
- SDA fundraiser
- TP fundraiser at Sammy's
- La Costa Valley HOA community meeting
- City of San Diego Liaison meeting with councilmember Scott Peters along with Del Mar and Solana Beach elementary districts
- Open House for Del Mar's new school Ocean Air

Mrs. Friedman reported on:

- Attended a Rancho Santa Fe Foundation meeting and the "Free the Children" program presented by Craig Kielburger

SUPERINTENDENT'S REPORT
AND LEGISLATIVE UPDATE
7D.

Dr. Lynch reported on the following upcoming activities:

- Our math and science departments at Torrey Pines HS have been identified as among the strongest programs in the state according to the College Board Advance Placement.
- SDA has been named as an Honor Roll School by the California Business for Education Excellence and recognized recently at a dinner program.
- October 23 – Parent Rep/Site Council Meeting
- October 23 – City of Encinitas Community Liaison Meeting
- October 24 – Area Superintendents Meeting at Del Mar Union School District @ 10:00 a.m.
- October 25 – Principal's Language Arts Forum at the County Office of Education
- October 27 – Sunset Back to School Night
- November 1 – NCW JPA meeting
- November 13 – Parent Rep/Site Council Meeting
- November 14 – GATE meeting
- November 14 – Nettie March Retirement Get Together

Dr. Lynch reminded the Board that tickets for the CSBA luncheon will need to be purchased in advance.

A video was shown for teacher of the year entitled, "Cox Salute to Teachers" where Krista deBoer from La Costa Canyon High School was selected as one of the top ten teachers in the County.

Mr. Leonard Steinberg attended the recent La Costa Valley Homeowners community meeting to receive answers to his questions. He offered to meet with members of the district and work through the issues, get answers and move forward, without attorneys present.

**ACTION AGENDA/
CONSENT ITEMS**

Moved by Mrs. Hergesheimer, seconded by Mrs. Groth, that items #8-21 be approved as written.

AYES: Dalessandro, Groth, Hergesheimer,
Rich, Friedman

ADVISORY VOTE:

NOES: None

ABSENT: None

Motion unanimously carried.

PERSONNEL

8.

CERTIFICATED PERSONNEL

8A.

Employment

Sara Hansen, 40% Temporary Teacher for the remainder of Semester I/2006-07 school year, effective 10/02/06 through 1/24/07.

Change in Status

The following certificated employees' status changed from "Prob. 2" to Tenured in the 2006-07 school year, effective 8/21/06:

Angelica Arellano	Paula Gonzalez	Cindi Schildhouse
Bethany Britt	Lisa Gregory	Leanne Schwartz
Bryan Brockett	Allan Gustafson	Tiffany Sejut
Lisa Caston	Ariel Haas	James Teague
Scott Chodorow	Dallas Hartley	Carolyn Tucker
Diane Dekker	Joy Kuemmerle	Sato Umabe
Andrea Dement	Francisco Lona	Suzanne VanSteenbergen
Michael Ecker	Reno Medina	Kimberly Walton
Ryan Eddingfield	Heidi Mellander	Amy Wasserman
Jodi Edelmuth	Jesse Mindlin	Michael Wilson
Robin Etheridge	Sarah Morawa	Juliana Yaeger
Craig Fox	Mary Sanchez-Allwein	Lori Zimmer
Michael Freeman	Michael Santos	

The following certificated employees' status changed from "Prob. 1" to Prob. 2 in the 2006-07 school year, effective 8/21/06:

Charles Adams	Enrique Gonzalez	Diana Spragg
Katherine Allard	Marcus Herron	Mark VanOver
Joseph Arnold	Melinda Lewis	Sarah Viviano
Joyce Christensen	Laura Martin	Jeremy Wuertz
Allyson Dexter	Staci Ortiz	Jennifer Zark-Peffley
Charlenne Falcis-Stevens		

Request approval to change status from "Temporary" to Probationary in the 2006-07 school year, effective 8/21/06 for the following certificated employees:

From Temporary to 1st Year Probationary:

Kim Bullock	Marisa Medina
Justin Conn	Andrew Saltsman
Brennan Dean	Michael Schwartz
Kasey Galik	Timothy Stiven
Charles Hayden	Paul Washburn

From Temporary to 2nd Year Probationary:

Jason Dickinson	John "Oly" Norris
Vanessa Duffy (66.67%)	Elise Ochenduszko

Christopher Greenslate	Joseph Olesky
Nicole Haller	Lindsey Olson
Sandra Hayes	Julie Rais
Thomas Hedgepeth	Gennaro Scalo
Kerri Leonard	Kelly Shafer
Susan Lesan	Heather Spross
Brooke Martin	Jamie Swope
Tita Martin	Shauna Walton
Michael Marvil	Amy Willcox
Gina Marzo	

Change in Assignment

Marianne Droulia, Temporary Teacher, Change in Assignment from 40% to 80% for the remainder of Semester I of the 2006-07 school year, effective 10/02/06 through 1/24/07; Reduction in Assignment from 80% to 40% for Semester II/2006-07 school year, effective 1/25/07 through 6/15/07.

Leave of Absence

Kellee Kolkey, Teacher, rescind previously-approved request for 20% Unpaid Leave of Absence (80% assignment) for the 2006-07 school year and resume 100% teaching assignment, effective 10/09/06.

Resignation

Earl "Joe" Eldred, Teacher, Resignation for Retirement Purposes, effective 3/01/07.

CLASSIFIED PERSONNEL

Employment

Ateslap, Michael, At-Will Employee, effective 9/1/06 through 5/31/07; Barclay, Heather, At-Will Employee, effective 9/14/06 through 11/30/06; Boyer, Anne, At-Will Employee, effective 10/3/06 through 1/24/07; Carter, Robert, At-Will Employee, effective 9/1/06 through 6/15/07; Elstob, Mark, At-Will Employee, effective 9/1/06 through 6/14/07; Englander, Chester, At-Will Employee, effective 10/1/06 through 5/31/07; Fox, Patti, At-Will Employee, effective 8/28/06 through 6/14/07; Gutierrez, Hector, Campus Supervisor-High School, effective 8/28/06 through 6/15/07; Janelli, Michele, At-Will Employee, effective 8/28/06 through 6/15/07; Jarrell, Nathan, At-Will Employee, effective 9/1/06 through 5/31/07; Langlois, Daniel, At-Will Employee, effective 8/14/06 through 2/9/07; Soukup, Karl, At-Will Employee, effective 9/1/06 through 6/14/07; Stohl, Rayna, At-Will Employee, effective 8/28/06 through 1/24/07; Weed, Mark, At-Will Employee, effective 8/28/06 through 6/15/07.

Change in Assignment

DeVal, Amador, from Grounds Maintenance Worker I to Grounds Maintenance Equipment Operator, effective 10/5/06 through 10/20/06; Gogue, Roy, from Grounds Maintenance Equipment Operator to Lead Grounds Worker, effective 10/5/06 through 10/20/06; Pelosi-Boylan, Anna, from 48.75% Instructional Assistant to 97.5%, effective 10/11/06.

APPROVAL/RATIFICATION
OF AGREEMENTS

9.

The Board approved/ratified entering into the following agreements and authorize Eric R. Dill or Stephen G. Ma to execute the agreements:

- a) Chapman University for school counseling internship, during the period August 1, 2006 through July 1, 2008.

SUPERINTENDENT

ACCEPTANCE OF GIFTS
10.

The Board accepted the following gifts:

<u>Gift/Donation</u>	<u>Donor's Intent for Gift</u>	<u>Teacher/ Department</u>	<u>Site</u>
\$35,000.00	For Envision Program/Independent Contractors	Admin.	CCA
\$40.00	For Visual and Performing Arts Department	Visual and Performing Arts	LCCHS
\$387.27	Sunset - \$28.72; SDA - \$350.37; CCA - \$8.18	Various	Various

APPROVAL OF FIELD TRIPS
11.

The Board approved the following field trips:

<u>Date of Field Trip</u>	<u>School</u>	<u>Name of Sponsor and Team/Club, etc.</u>	<u>Name and Purpose of Convergence/Competition</u>	<u>Location</u>
12/7 – 12/9/06	TPHS	Jesse Mindlin Wrestling Coach	Wrestling Tournament	Costa Mesa, CA
12/19- 12/21/06	TPHS	Jesse Mindlin Wrestling Coach	Wrestling Tournament	Reno, NV
1/12 – 1/13/07	TPHS	Jesse Mindlin Wrestling Coach	Wrestling Tournament	Costa Mesa, CA
11/10- 11/12/06	TPHS	Chris Drake Model United Nations Club Advisor	UCLA MUN High School Conference	LA, CA
3/16- 3/18/07	TPHS	Chris Drake Model United Nations Club Advisor	Berkeley Model United Nations	Berkeley, CA
4/13- 4/15/07	TPHS	Chris Drake Model United Nations Club Advisor	West Coast Invitational Model United Nations	Anaheim, CA

ADOPTION OF RESOLUTION
12.

The Board adopted a resolution determining that Barbara Groth shall be compensated for said Board meeting of September 25, 2006, from which she was absent due to hardship.

EDUCATIONAL SERVICES

APPROVAL/RATIFICATION
OF AGREEMENTS
13.

The Board approved/ratified entering into the following agreement and authorize Eric R. Dill or Stephen G. Ma to execute the agreements:

- a) WestEd to conduct research regarding biology and literacy at La Costa Canyon High School, during the period July 1, 2005 through August 31, 2007, at no cost to the District.
- b) Janet Malone to provide staff development sessions regarding Professional Learning Communities and Collaboration at La Costa Canyon High School, during the period August 7, 2006 through January 25, 2007, for a total amount not to exceed \$6,500.00, to be expended from the General Fund/Restricted 06-00. Plato Learning, Inc. for annual software service support and maintenance, during the period October 24, 2006 through October 23, 2007, for an amount not to exceed \$23,732.66, to be expended from the General Fund/Restricted 06-00.

PUPIL SERVICES

APPROVAL/RATIFICATION OF
NON-PUBLIC AGENCY
CONTRACTS
14.

The Board approved entering into the following non-public school/non-public agency master contracts, to be funded by the General Fund/Restricted 06-00, and authorized Eric R. Dill or Stephen G. Ma to execute all pertinent documents pertaining to this contract, contingent upon receipt of the signed documents and verification of insurance coverage:

- a) Maxim Healthcare Services, Inc., during the period July 1, 2006 through June 30, 2007.
- b) Lindamood-Bell Learning Processes, during the period July 1, 2006 through June 30, 2007.
- c) Autism Spectrum Consultants, Inc., during the period July 28, 2006 through June 30, 2007.

APPROVAL/RATIFICATION OF AGREEMENTS

15.

The Board approved/ratified entering into the following agreements, to be expended from the General Fund/Restricted 06-00, and authorized Eric R. Dill or Stephen G. Ma to execute the agreements:

- a) Family Vision Care to provide developmental optometry services, during the period October 2, 2006 through June 30, 2007, for an amount not to exceed \$2,500.00.
- b) Carol J. Atkins M.A., to provide audiologic services, during the period September 6, 2006 through June 30, 2007, for an amount not to exceed \$3,000.00.
- c) James R. Spievak, A Professional Corporation, to provide legal services, during the period July 1, 2006 through June 30, 2007, at the rates of \$220.00/hour for an attorney and \$110.00/hour for a paralegal.
- d) Carmel Valley Swimming Pool for swimming pool use for Adaptive Physical Education students at Torrey Pines High School, La Costa Canyon High School, Carmel Valley Middle School, and Oak Crest Middle School, during the period July 11, 2006 through June 30, 2007, for an amount not to exceed \$5,940.00.

BUSINESS

APPROVAL/RATIFICATION OF AGREEMENTS

16.

The Board approved/ratified entering into the following agreements and authorized Eric R. Dill or Stephen G. Ma to execute the agreements:

- a) B & B Security to provide one on-site security officer on the La Costa Canyon High School Campus to guard the field and track project under construction on September 20, 2006 through September 29, 2006, during the hours of 5:00 p.m. to 8:00 p.m., at the rate of \$15.00 per hour, total amount not to exceed \$360.00, to be expended from the General Fund 03-00.
- b) Carmel Valley Recreation Center for lease of facilities for Carmel Valley Middle School off campus P.E. classes, during the period September 5, 2006 through December 20, 2006, for an amount not to exceed \$1,345.50, to be expended from the General Fund 03-00.

- c) Davis Demographics & Planning, Inc. to provide updated demographic services for the 2006-2007 school year, during the period October 20, 2006 through June 30, 2007, for a total amount not to exceed \$34,320.00, to be expended from the Capital Facilities Fund 25-19.
- d) City of Carlsbad Recreation Department for lease of facilities for the La Costa Canyon High School Marching Band, during the period September 11, 2006 through September 29, 2006, for an amount not to exceed \$250.00, to be expended from the General Fund 03-00.

APPROVAL OF AMENDMENT TO AGREEMENTS

17.

The Board approved amending the following agreements and authorize Eric R. Dill or Stephen G. Ma to execute the agreements:

- a) Gaspar Physical Therapy for providing athletic trainers at Torrey Pines High School, La Costa Canyon High School, San Dieguito High School Academy, and Canyon Crest Academy during the period July 1, 2006 through June 30, 2009, increasing the amount by \$17,530.00, to be expended from the General Fund 03-00 and General Fund/Restricted 06-00 to be partially reimbursed by the schools' ASB and Foundations.

APPROVAL OF CHANGE ORDERS/CCA
18.

The Board approved Change Order Number 12 to the following bid packages for the Canyon Crest Academy project, to be expended from Mello Roos funds, State School Building Fund 35-00, and Other Building Fund 21-09, and authorized Eric R. Dill or Stephen G. Ma to execute the change orders:

- a) Combination Bid Packages #2 & 24 (site utilities, plumbing) – Peltzer Plumbing, Inc., increasing the contract time by 443 calendar days and increasing the contract amount by \$46,004.00.
- b) Bid Package #3 (landscape, irrigation & field equipment) – T.B. Penick & Sons, Inc., increasing the contract time by 443 calendar days and increasing the contract amount by \$46,980.00.
- c) Bid Package #4 (reinforcing, cast-in-place concrete, precast concrete, membrane waterproofing, chain link fence) – T.B. Penick & Sons, Inc., increasing the contract time by 443 calendar days and increasing the contract amount by \$126,408.00.

- d) Bid Package #6 (structural steel, metal deck, miscellaneous metals, decorative metal fencing & gates) – McMahon Steel, increasing the contract time by 443 calendar days and increasing the contract amount by \$78,516.00.
- e) Bid Package #9 (roofing) – J.P. Witherow Roofing Co., Inc., increasing the contract time by 443 calendar days and increasing the contract amount by \$25,398.00.
- f) Bid Package #10 (sheet metal & roof accessories) – Challenger Sheet Metal, increasing the contract time by 443 calendar days and decreasing the contract amount by \$376.00.
- g) Combination Bid Packages #12 & 14 (lath & plaster, drywall, metal studs, doors, frames, hardware, coiling doors, insulation, fireproofing, acoustical ceilings, fabric & vinyl wrapped wall panels, marker boards, protective wall covering & operable walls) – Standard Drywall, Inc., increasing the contract time by 443 calendar days and increasing the contract amount by \$21,054.00.
- h) Bid Package #26 (electrical) – Steiny and Company, Inc., increasing the contract time by 443 calendar days and increasing the contract amount by \$258,212.00.

ACCEPTANCE OF
CONSTRUCTION
PROJECTS/CCA
19.

The Board accepted the following projects comprising the Canyon Crest Academy project as complete, pending the completion of a punch list, and authorized the administration to file a Notice of Completion with the County Recorders Office:

- a) Combination Bid Packages #2 & 24 (site utilities, plumbing) – Peltzer Plumbing, Inc.
- b) Bid Package #3 (landscape, irrigation & field equipment) – T.B. Penick and Sons, Inc.
- c) Bid Package #4 (reinforcing, cast-in-place concrete, precast concrete, membrane waterproofing, chain link fence) – T.B. Penick and Sons, Inc.
- d) Bid Package #6 (structural steel, metal deck, miscellaneous metals, decorative metal fencing & gates) – McMahon Steel.
- e) Bid Package #9 (roofing) – J.P. Witherow Roofing Co., Inc.
- f) Bid Package #10 (sheet metal & roof accessories) – Challenger Sheet Metal

- g) Combination Bid Packages #12 & 14 (lath & plaster, drywall, metal studs, doors, frames, hardware, coiling doors, insulation, fireproofing, acoustical ceilings, fabric & vinyl wrapped wall panels, marker boards, protective wall covering & operable walls) – Standard Drywall, Inc.
- h) Bid Package #26 (electrical) – Steiny and Company, Inc.

AUTHORIZATION TO SIGN ON BEHALF OF DISTRICT
20.

The Board authorized Eric R. Dill, Executive Director of Business Services to sign purchase orders and accept proposals on behalf of the District and adopt the resolution authorizing Eric R. Dill or David Bevilaqua or Stephen G. Ma to draw funds from the Prepayment Revolving Cash Fund.

APPROVAL OF BUSINESS REPORTS
21.

The Board approved the following reports:
 a) Purchase Orders – 271530-770034
 b) Instant Money – 9/26/06-10/09-06
 c) Membership Listing – 9/29-06-10/09/06

DISCUSSION AGENDA/ACTION ITEMS

BOARD POLICIES
22.

Dr. Lynch reported that the following policies were presented at the last meeting as a first reading and that they are being brought back for approval with minor revisions.

0420.4 and 0420.4/AR-1,
 “CHARTER SCHOOL PETITIONS”
 22a.

Motion by Mrs. Hergesheimer, second by Mrs. Groth, that Board Policy 0420.4 and 0420.4/AR-1, “Charter School Petitions”, be adopted as shown in the attached supplement.

AYES: Dalessandro, Groth, Hergesheimer, Rich, Friedman

ADVISORY VOTE: Sweet

NOES: None

ABSENT: None

Motion unanimously carried.

1112.4/AR-1, "DISTRICT AND SCHOOL WEB SITES"
22b.

Motion by Mrs. Rich, second by Mrs. Dalessandro, that Board Policy 1112.4/AR-1, "District and School Web Sites", be adopted as shown in the attached supplement.

AYES: Dalessandro, Groth, Hergesheimer,
Rich, Friedman

ADVISORY VOTE: Sweet

NOES: None

ABSENT: None

Motion unanimously carried.

4112.7/AR-1, and 4212.7/AR-1,
"EMPLOYEE ACCEPTABLE
USE POLICY"
22c.

Motion by Mrs. Dalessandro, second by Mrs. Rich, that Board Policy 4112.7/AR-1, and 4212.7/AR-1, "Employee Acceptable Use Policy", be adopted as shown in the attached supplement.

AYES: Dalessandro, Groth, Hergesheimer,
Rich, Friedman

ADVISORY VOTE: Sweet

NOES: None

ABSENT: None

Motion unanimously carried.

6168 and 6168/AR-1,
"STUDENT ACCEPTABLE
USE POLICY"
22d.

Motion by Mrs. Rich, second by Mrs. Hergesheimer, that Board Policy 6168 and 6168/AR-1, "Student Acceptable Use Policy", be adopted as shown in the attached supplement.

AYES: Dalessandro, Groth, Hergesheimer,
Rich, Friedman

ADVISORY VOTE: Sweet

NOES: None

ABSENT: None

Motion unanimously carried.

9320, "MEETINGS
AND NOTICES"
22e.

Motion by Mrs. Dalessandro, second by Mrs. Groth, that Board Policy 9320, "Meetings And Notices", be adopted as shown in the attached supplement.

AYES: Dalessandro, Groth, Hergesheimer,
Rich, Friedman

ADVISORY VOTE: Sweet

NOES: None

ABSENT: None

Motion unanimously carried.

4216.3-33.1, "INSTRUCTIONAL ASSISTANT-SPECIAL EDUCATION (non-severely Handicapped)
22f.

Motion by Mrs. Hergesheimer, second by Mrs. Groth, that Board Policy 4216.3-33.1, "Instructional Assistant-Special Education (non-severely Handicapped)" and 4216.3-33.2, "Instructional Assistant – Special Education (severely Handicapped)", be adopted as shown in the attached supplements.

4216.3-33.2, "INSTRUCTIONAL ASSISTANT – SPECIAL EDUCATION (severely Handicapped)
22g.

AYES: Dalessandro, Groth, Hergesheimer, Rich, Friedman

ADVISORY VOTE: Sweet

NOES: None

ABSENT: None

Motion unanimously carried.

4216/10.2, "EXECUTIVE DIRECTOR OF BUSINESS SERVICES"
22h.

Motion by Mrs. Groth, second by Mrs. Dalessandro, that Board Policy 4216/10/2, "Executive Director of Business Services", be adopted as shown in the attached supplement.

AYES: Dalessandro, Groth, Hergesheimer, Rich, Friedman

ADVISORY VOTE: Sweet

NOES: None

ABSENT: None

Motion unanimously carried.

ADOPTION OF 2006-07 DISTRICT GENERAL FUND / FALL REVISION
23.

Mr. Ma introduced Michael Taylor, Director of Finance and thanked him and David Bevilaqua for the hard work that went into preparing the Fall Revision. He indicated the *three areas of significance include 1) a slight increase in ADA, 2) the number of new categorical programs, and 3) mandated costs reimbursements, which are included in the Fall Revision.*

Motion by Mrs. Dalessandro, second by Mrs. Groth, to adopt the 2006-07 District General Fund / Fall Revision.

AYES: Dalessandro, Groth, Hergesheimer, Rich, Friedman

ADVISORY VOTE:

NOES: None

ABSENT: None

Motion unanimously carried.

COMMUNITY FACILITIES
DISTRICT NO. 95-1/ Annexation
No. 13 / ADOPTION OF
RESOLUTION OF ANNEXATION
(Terrazo-Bougainvillea / A 21 Single
Family Home subdivision/ Johnson
Communities of Southern
California, LLC - Del Mar Mesa)
24.

Mr. Ma indicated that this is the second step in the annexation process.

PUBLIC HEARING
24a)

The Public Hearing was opened at 7:45 p.m. There being no public comment, the Hearing was closed 7:46 p.m.

ADOPTION OF RESOLUTION OF
ANNEXATION
24b)

Motion by Mrs. Groth, second by Hergesheimer, to adopt the attached Resolution of the Board of Trustees of the San Dieguito Union High School District Acting as the Legislative Body of the San Dieguito Union High School District Community Facilities District No. 95-1.

AYES: Dalessandro, Groth, Hergesheimer,
Rich, Friedman

ADVISORY VOTE: Sweet

NOES: None

ABSENT: None

Motion unanimously carried.

ADOPTION OF RESOLUTION TO
APPROVE THE PERSONNEL
COMMISSIONS' AMENDMENT
TO RULE ON TIMELINE FOR
NOTIFICATION OF TERMINATION
OF EMPLOYEE.
25.

Motion by Mrs. Groth, second by Mrs. Dalessandro, to adopt the Resolution to Approve the Personnel Commissions' Amendment to Rule on Timeline for Notification of Termination.

AYES: Dalessandro, Groth, Hergesheimer,
Rich, Friedman

ADVISORY VOTE: Sweet

NOES: None

ABSENT: None

Motion unanimously carried.

CLOSED SESSION
26.

Closed session will be held after item #34.

FUTURE AGENDA ITEMS
34.

Future Facilities Needs

CLOSED SESSION
26.

There was no closed session.

ADJOURNMENT
35.

There being no further business to come before the Board,
the meeting was adjourned at 7:58 p.m.

Beth Hergesheimer, Clerk

Peggy Lynch, Ed.D., Superintendent

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: November 8, 2006

BOARD MEETING DATE: November 16, 2006

PREPARED BY: Terry King JK
Associate Superintendent/Human Resources

SUBMITTED BY: Peggy Lynch, Ed.D.
Superintendent

SUBJECT: APPROVAL OF CERTIFICATED and
CLASSIFIED PERSONNEL

EXECUTIVE SUMMARY

Please find the following Personnel actions attached for Board Approval:

Certificated

Resignation

Classified

Employment
Resignation

RECOMMENDATION:

It is recommended that the Board approve the attached Certificated Personnel Actions.

FUNDING SOURCE:

General Fund

dr

PERSONNEL LIST

CERTIFICATED PERSONNEL

Resignation

1. Earl "Joe" Eldred, Teacher, Resignation from Employment (REVISED), effective 11/01/06.

CLASSIFIED PERSONNEL

Employment

1. Bohy, Matthew, At-Will Employee, effective 9/5/06 through 1/19/07
2. Cesear, Austin, Student Worker, Nutrition Services, effective 9/06 through 6/07
3. Escobar, Maurico, School Bus Driver, effective 10/24/06
4. Hernandez, Yvonne, At-Will Employee, effective 10/9/06 through 1/25/07
5. Jones, William, At-Will Employee, effective 8/28/06 through 5/31/07
6. Kaye, Sarah, At-Will Employee, effective 9/20/06 through 12/14/06
7. Lat, Conrado, Custodian, effective 11/13/06
8. Michael Rawluk, At-Will Employee, effective 10/23/06 through 12/8/06
9. Karen Rockwell, At-Will Employee, effective 10/23/06 through 12/8/06
10. Rodriguez, Gerardo, Custodian, effective 11/2/06
11. Saavedra, Blanca, Nutrition Services Assistant I, effective 10/25/06
12. Shull, Marueen, Instructional Assistant, effective 10/16/06 through 6/15/07
13. Stickann, Keturah, At-Will Employee, effective 8/28/06 through 11/4/06
14. Titlow, Louise, At-Will Employee, effective 11/1/06 through 12/20/06

Resignation

1. Gleiforst, Susan, Executive Assistant to the Superintendent, resigning for the purpose of retirement effective 12/18/06
2. Lazatin, Maria, Nutrition Services Assistant, effective 10/9/06

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: October 25, 2006

BOARD MEETING DATE: November 16, 2006

**PREPARED AND
SUBMITTED BY:** Peggy Lynch, Ed.D., *PL*
Superintendent

SUBJECT: ACCEPTANCE OF GIFTS/DONATIONS

EXECUTIVE SUMMARY

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

RECOMMENDATION:

The administration recommends that the Board accept the gifts/donations to the district, as shown on the attached list.

FUNDING SOURCE:

Not applicable

PL/sg
Attachment

AGENDA ITEM: 9

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

GIFTS/DONATIONS REPORT

Date: **November 16, 2006**

<u>Gift/ Donation</u>	<u>Name of Donor</u>	<u>Donor's Intent for Gift</u>	<u>Department/ Staff Member</u>	<u>Site</u>
One golf cart	TPHS Foundation – Cheer Boosters		Administration	TPHS
\$45.26	United Way		Administration	CCA
\$48.27	Target – Take Charge of Education		Administration	CCA
\$500.00	Keane Studios		Administration	CCA
\$7,496.73	TPHS Foundation	Science instructional materials	Science Dept.	TPHS
\$1,780.00	TPHS Foundation	Tennis court maintenance	P.E.	TPHS
\$2,936.40	TPHS Foundation	En Marcha workbooks for use in Spanish classes	Leonar Youngblood Foreign Language	TPHS
\$4,000.00	CVMS Music Boosters	To assist in the purchase of instructional curriculum (music) and instruments	Music/Band Program	CVMS
32" color TV and a VCR	Dean Angelico	For Caroline Cesena (teacher/SDA)	Caroline Cesena ROP teacher	SDA

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: October 25, 2006

BOARD MEETING DATE: November 16, 2006

**PREPARED AND
SUBMITTED BY:** Peggy Lynch, Ed.D., PL
Superintendent

SUBJECT: APPROVAL/RATIFICATION OF FIELD TRIPS

EXECUTIVE SUMMARY

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

RECOMMENDATION:

The administration recommends that the Board approve/ratify the out-of-state and overnight field trips, as shown on the attached report.

FUNDING SOURCE:

See attached report.

PL/sg
Attachment

AGENDA ITEM: 10

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

FIELD TRIP REPORT

Date: **November 16, 2006**

<u>Date of Field Trip</u>	<u>School</u>	<u>Name of Sponsor and Team/Club, etc.</u>	<u>Number of Students/Chaperones</u>	<u>Name and Purpose of Conference/Competition</u>	<u>Location</u>	<u>Loss of Class Time</u>	<u>Cost *</u>
4/11-4/15/07	TPHS	John Principi, Head Coach, Boys Lacrosse	40/7	Participate in "Best of the West" Lacrosse Tournament	St. Ignatius H.S. Redwood City, CA	N/A	N/A
2/23-2/24/07	CVMS	J. Yaeger	45/5	Performance and Workshop of Disney's Magic Music Days	Disneyland Anaheim, CA	N/A	N/A
12/16-12/19/06	LCC	David Cassaw Boys Jr. Varsity Basketball	30/4	To compete in a junior varsity basketball tournament	Orange County, CA	N/A	N/A
12/11-12/16/06	LCC	David Cassaw Boys Jr. Varsity Basketball	30/4	To compete in a junior varsity basketball tournament	Orange County, CA	N/A	N/A
1/27-1/28/07	LCC	David Cassaw Boys Varsity Basketball	15/2	To participation in the Cathedral City Challenge – Varsity Boy's Basketball	Cathedral City, CA	N/A	N/A
11/8-11/11/06	CCA	Christopher Black Journalism	18/1	To participate in the National Scholastic Journalism Convention	Nashville, TN	1 day 11/9/06	N/A
11/8-11/11/06	TPHS	Mia Boardman Smith Journalism	34/3	To participate in the National Scholastic Journalism Convention	Nashville, TN	1 day 11/9/06	N/A

* Dollar amounts are listed only when district/site funds are being spent. Other activities are paid for by student fees or ASB funds.


San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: November 7, 2006

BOARD MEETING DATE: November 16, 2006

PREPARED BY: Eric R. Dill, Executive Director, Business Services
Steve Ma, Associate Superintendent/Business 

SUBMITTED BY: Peggy Lynch, Ed.D.,
Superintendent

SUBJECT: APPROVAL/RATIFICATION OF
PROFESSIONAL SERVICES CONTRACTS/
EDUCATIONAL SERVICES

EXECUTIVE SUMMARY

The attached Professional Services Report/Educational Services summarizes one contract in an amount not to exceed \$175.00, or as noted on the attachment.

RECOMMENDATION:

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

FUNDING SOURCE:

As noted on attached list.

AGENDA ITEM: 11

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

EDUCATIONAL SERVICES - PROFESSIONAL SERVICES REPORT

Date: 11/16/06

<u>Contract Effective Dates</u>	<u>Consultant/ Vendor</u>	<u>Description of Services</u>	<u>School/ Department Budget</u>	<u>Fee Not to Exceed</u>
02/26/07	Encinitas Community Center	Lease of facilities for District Strategic Plan meeting	General Fund 03-00	\$175.00


San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: November 3, 2006

BOARD MEETING DATE: November 16, 2006

PREPARED BY: Denise W. Levine, Executive Director 
Pupil Services

SUBMITTED BY: Peggy Lynch, Ed.D.,
Superintendent

SUBJECT: Approval/Ratification of Agreement for
Nonpublic Agency Services

EXECUTIVE SUMMARY

The district administration has recommended that designated special education students receive nonpublic agency services for the 2006-07 school year as listed on the attached report.

RECOMMENDATION

The district administration recommends that the Board approve the attached list of an agreement for nonpublic agency services and authorize Eric Dill to sign the agreements and forward the appropriate documents to the County Superintendent to reflect the placement of students in a nonpublic agency.

FUNDING SOURCE

General Fund 06-00/Special Education Budget \$8,000.00 estimated

PL/ddb
Attachment

AGENDA ITEM: 12

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

NONPUBLIC SCHOOLS/AGENCIES 2006-2007

Date: 11-16-06

Contract Effective Dates	NonPublic School NonPublic Agency (NPS/NPA)	Description of Services	Number of Students (Estimate)	Tuition and/or Fee
7-28-06 To 6-30-07	Perspectives Therapy, Inc. NPA	Occupational Therapy Assessments and Therapy	1	\$300.00/Assessment \$100.00/hr. Therapy Estimate \$8,000.00


San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: November 3, 2006

BOARD MEETING DATE: November 16, 2006

PREPARED BY: Denise W. Levine, Executive Director 
Pupil Services

SUBMITTED BY: Peggy Lynch, Ed.D.,
Superintendent

SUBJECT: Approval/Ratification of Independent
Contractor Agreements

EXECUTIVE SUMMARY

The attached Independent Contractor Agreements Report summarizes five contracts that provide services for the Special Education Program and Special Education Students for the 2006-2007 school year.

RECOMMENDATION

Approve/ratify entering into Independent Contractor Agreements as shown on the attached report and authorize Eric Dill to execute all pertinent documents pertaining to these agreements, contingent upon receipt of the signed documents and verification of insurance coverage.

FUNDING SOURCE

General Fund 06-00/Special Education Budget – Estimated \$14,000.00

PL/ddb
Attachment

AGENDA ITEM: 13

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

INDEPENDENT CONTRACTOR AGREEMENTS 2006-2007

Date: November 16, 2006

Contract Effective Dates	Independent Contractor	Description of Services	Number of Students (Estimate)	Fee
10-1-06 To 6-30-07	Signs of Silence	Interpreting services for hearing impaired students and/or student's parent/guardian when required under special circumstances	3	\$40-\$50.00/hour Estimate #3,000.00
10-1-06 To 6-30-07	David B. Granet Optometry	Developmental Vision Assessments and/or direct treatment	3	\$157-\$370.00/hour Estimate \$1,000.00
9-8-06 To 6-30-07	Hein Speech-Language Pathology, Inc.	Speech Language Pathology Services to include evaluations and therapy	1	\$100-\$200.00/hour Estimate \$5,000.00
10-1-06 To 6-30-07	Total Vision Care	Developmental Optometry Services	5	\$380.00/Eval. \$90.00/hr.-Therapy Estimate \$2,000.00
11-1-06 To 6-30-07	Interpreters Unlimited	Provide language interpreting services for students, parents/guardians when required under special circumstances	5	\$44.00-\$115.00 Per Hour Estimate \$3,000.00
				Total Estimate \$14,000.00


San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: November 7, 2006

BOARD MEETING DATE: November 16, 2006

PREPARED BY: Eric R. Dill, Executive Director, Business Services
Steve Ma, Associate Superintendent/Business 

SUBMITTED BY: Peggy Lynch, Ed.D.,
Superintendent

SUBJECT: APPROVAL/RATIFICATION OF
PROFESSIONAL SERVICES CONTRACTS/
BUSINESS

EXECUTIVE SUMMARY

The attached Professional Services Report/Business summarizes four contracts totaling \$40,216.35, or as noted on the attachment.

RECOMMENDATION:

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

FUNDING SOURCE:

As noted on attached list.

AGENDA ITEM: 14

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

BUSINESS - PROFESSIONAL SERVICES REPORT

Date: **11-16-06**

<u>Contract Effective Dates</u>	<u>Consultant/ Vendor</u>	<u>Description of Services</u>	<u>School/ Department Budget</u>	<u>Fee Not to Exceed</u>
10/01/06 – 12/20/06	Cathedral Catholic High School	Lease of facilities for Torrey Pines High School Water Polo P.E. classes	Torrey Pines High School Foundation	\$1,512.00
08/15/06 – 11/18/06	University of California, San Diego	Lease of facilities for Torrey Pines High School Boys Water Polo Program	Torrey Pines High School Foundation	\$7,483.71
11/15/06 – 06/30/07	Roesling Nakamura Terada Architects	Provide architectural and engineering services for miscellaneous maintenance projects as assigned	General Fund 03-00 Deferred Maintenance Fund 14-00 Capital Facilities Fund 25-18 Capital Facilities Fund 25-19	\$30,000.00
11/07/06	Grand Pacific Palisades Resort	Lease of facilities for the La Costa Canyon High School English Department	General Fund/Restricted 06-00	\$1,220.64


San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: November 7, 2006

BOARD MEETING DATE: November 16, 2006

PREPARED BY: Stephen G. Ma 
Associate Superintendent, Business

SUBMITTED BY: Peggy Lynch, Ed.D.
Superintendent

SUBJECT: APPROVAL OF AGREEMENT / RNT
Architects / Sports Team Room Facility at
TPHS

EXECUTIVE SUMMARY

The district has been working with the Torrey Pines' athletic staff to design and fund a new team room complex. The old 70/80 relocatables that house the coaches office and team room are scheduled to be demolished and removed at the end of football season. The estimated budget for the replacement space (coaches' office, football team room, trainer's room, girl's team room, and storage room) is \$600,000. The board had previously approved \$300,000 as a capital facilities item for 06/07 with the understanding that the athletic foundation would fundraise the balance. This architect's contract is for the design of the new space.

RECOMMENDATION:

It is recommended that the Board approve entering into the following agreement and authorize Eric R. Dill or Stephen G. Ma to execute the agreement:

- a) Roesling Nakamura Terada Architects to provide design, contract document preparation and construction administration support for the Sports Team Room Facility at Torrey Pines High School, during the period October 1, 2006 through June 30, 2008, for an amount not to exceed \$40,000.00.

FUNDING SOURCE:

Capital Facilities Fund 25-19

INDEPENDENT CONTRACTOR AGREEMENT
A2007-98

This Agreement is hereby entered into between the **San Dieguito Union High School District**, hereinafter referred to as "District," and **Roesling Nakamura Terada Architects, Inc.**, Taxpayer ID #**33-0267288**, address **363 Fifth Avenue, Suite 202, San Diego, CA 92101**, hereinafter referred to as "Contractor."

WHEREAS, District is authorized by Section 53060 of the California Government Code to contract with and employ any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal or administrative matters, if such persons are specially trained and experienced and competent to perform the special services required; and

WHEREAS, District is in need of such special services and advice, and

WHEREAS, Contractor is specially trained and experienced and competent to perform the special services required by the District, and such services are needed on a limited basis;

NOW, THEREFORE, the parties agree as follows:

1. Services to be Provided by Contractor.

Contractor will provide design, contract document preparation and construction administration support for the Sports Team Room Facility at Torrey Pines High School, as outlined in the attached proposal.

2. Term. Contractor shall commence providing services under this Agreement on **October 1, 2006**, and will diligently perform as required and complete performance by **June 30, 2008**.

3. Compensation. District agrees to pay the Contractor for services satisfactorily rendered pursuant to this Agreement **an estimated amount of Forty Thousand and no/100 Dollars (\$40,000.00) based on fees of 4% for modular building costs and 12% for sitework costs. This amount does not include reimbursable expenses.** District shall pay Contractor according to the following terms and conditions:

Fees for architectural/construction services will be paid upon submission of an invoice indicating the design phase and percentage completed. Reimbursable expenses are to be itemized and documented.

4. Expenses. District shall not be liable to Contractor for any costs or expenses paid or incurred by Contractor in performing services for District, except as noted on the attachment.

5. Precedence of Agreement Over Exhibits. Should there be any ambiguity or inconsistency between any exhibits to this Agreement and the terms of this Agreement, the terms of this Agreement take precedence.

6. Standard of Performance. Contractor shall, in good and workmanlike manner and in accordance with the highest professional standards, at its own cost and expense,

furnish all of the labor, technical, administrative, professional and all other personnel, all supplies and materials, equipment, printing, transportation, facilities and all other means whatsoever, except as herein otherwise expressly specified to be furnished by District, necessary or proper to perform and complete the work and provide the services required of Contractor by this Agreement.

7. Independent Contractor. Contractor, in the performance of this Agreement, shall be and shall act as an independent contractor. Contractor shall perform its obligations under this Agreement according to the Contractor's own means and methods of work which shall be in the exclusive charge and under the control of the Contractor, and which shall not be subject to control or supervision by District except as to the results of the work. Contractor understands and agrees that he/she and all of his/her employees shall not be considered officers, employees or agents of the District, and are not entitled to benefits of any kind or nature normally provided employees of the District or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Contractor assumes the full responsibility for the acts and/or omissions of his/her employees or agents as they relate to the service to be provided under this Agreement. Nothing in this Agreement shall give the Contractor authority with respect to any District decision beyond the rendition of information, advice, recommendation, or counsel. Contractor is not authorized to make any representation, contract or commitment on behalf of District.
8. Taxes. Contractor acknowledges and agrees that it is the sole responsibility of Contractor to make the requisite tax filings and payment to the appropriate federal, state or local tax authorities. No part of Contractor's compensation shall be subject to withholding by District for the payment of social security, unemployment, or disability insurance or any other similar state or federal tax obligation.
9. Materials. Contractor shall furnish, at his/her own expense, all labor, materials, equipment, supplies and other items necessary to complete the services to be provided pursuant to this Agreement, except as noted on the attachment.
10. Originality of Services. Contractor agrees that all technologies, formulae, procedures, processes, methods, writings, ideas, dialogue, compositions, recordings, teleplays, and video productions prepared for, written for, submitted to the District and/or used in connection with this Agreement, shall be wholly original to Contractor and shall not be copied in whole or in part from any other sources, except that submitted to Contractor by District as a basis for such services.
11. Confidentiality and Use of Information.
 - (a) Contractor shall hold in trust for the District, and shall not disclose to any person, any confidential information. Confidential information is information which is related to the District's research, development, trade secrets and business affairs; but does not include information which is generally known or easily ascertainable by nonparties through available public documentation.
 - (b) Contractor shall advise District of any and all materials used, or recommended for use by Contractor to achieve the project goals, that are subject to any copyright restrictions or requirements. In the event Contractor shall fail to so advise District and, as a result of the use of any programs or

materials developed by Contractor under this Agreement, District should be found in violation of any copyright restrictions or requirements, or District should be alleged to be in violation of any copyright restrictions or requirements, Contractor agrees to indemnify, defend and hold harmless, District against any action or claim brought by the copyright holder.

12. Audit and Inspection of Records. At any time during the normal business hours and as often as District may deem necessary, Contractor shall make available to District for examination at District's primary administrative offices, all data, records, investigation reports and all other materials respecting matters covered by this Agreement and Contractor will permit the District to audit, and to make audits of all invoices, materials, payrolls, records of personnel and other data related to all matters covered by this Agreement.
13. Works for Hire/Copyright/Trademark/Patent. Contractor understands and agrees that all matters produced under this Agreement shall be works for hire and shall become the sole property of District and cannot be used without District's express written permission. District shall have all right, title and interest in said matters, *including the right to secure and maintain the copyright, trademark and/or patent* of said matter in the name of the District. Contractor consents to use of Contractor's name in conjunction with the sale, use, performance and distribution of the matters, for any purpose and in any medium.
14. Termination. District may at any time, with or without reason, terminate the Agreement and compensate Contractor only for services satisfactorily rendered to the date of termination. Written notice by District shall be sufficient to stop further performance of services by Contractor. *Notice shall be deemed given when received by the Contractor or not later than five (5) days after the day of mailing, whichever is sooner.*

District may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include: (a) material violation of this Agreement by the Contractor; or (b) any act by Contractor exposing the District to liability to others for personal injury or property damage; (c) or if Contractor is adjudged a bankrupt, and Contractor makes a general assignment for the benefit of creditors or a receiver is appointed on account of Contractor's insolvency. Written notice by District of termination for cause shall contain the reasons for such intention to terminate, and unless within fifteen (15) days after service of such notice the condition or violation shall cease, or satisfactory arrangements for the correction thereof be made, this Agreement shall upon the expiration of the fifteen (15) days cease and terminate. In the event of such termination, the District may secure the required services from another contractor. If the cost to the District of obtaining the services from another contractor exceeds the cost of providing the service pursuant to this Agreement, the excess cost shall be charged to and collected from the Contractor. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to District. Written notice by District shall be deemed given when received by the other party, or no later than five (5) days after the day of mailing, whichever is sooner.

15. "DEFENSE AND INDEMNITY." (a) District shall not be liable for, and Contractor shall defend and indemnify District and its Board of Trustees, officers, agents, employees and volunteers (collectively "District Parties"), against any and all claims, deductibles, self-insured retentions, demands, liability, judgments, awards,

finances, mechanics' liens or other liens, labor disputes, losses, damages, expenses, charges or costs of any kind or character, including attorneys' fees and court costs (hereinafter collectively referred to as "Claims"), which arise out of or are in any way connected to the work covered by this Agreement arising either directly or indirectly from any negligent or wrongful act, error, or omission of Contractor or its officers, employees, agents, contractors, licensees or servants, except claims caused by the negligent act or omission of District Parties.

(b) Contractor shall defend and indemnify the District and its Board of Trustees, officers, agents and employees from every claim or demand made and every liability, loss, damage or expense, of any nature whatsoever, which may be incurred by reason of any liability for damages which may arise from the furnishing or use of any copyrighted or uncopied matter or patented or unpatented invention under this Agreement.

16. Insurance. As a material part of the consideration due the District, Contractor agrees to procure and maintain at its own expense for the duration of this agreement commercial general liability (including operations, products and completed operations) and automobile liability insurance against claims for injuries to persons or damages to property which may arise from or in connection with the performance of the work hereunder and the results of that work by the Contractor, its agents, representatives, employees, or subcontractors. Such insurance shall maintain limits not less than one million dollars (\$1,000,000.00) per occurrence and \$2,000,000.00 project specific aggregate for bodily injury, personal injury, and property damage.

The "San Dieguito Union High School District, its Board of Trustees, officers, employees, and agents" shall be named as additional insured under the insurance policies required by this section with respect to liability arising out of work or operations performed by or on behalf of the Contractor including materials, parts or equipment furnished in connection with such work or operations; and with respect to liability arising out of automobiles owned, leased, hired or borrowed by or on behalf of the Contractor. Evidence of such coverage under the Contractor's policy shall be provided to the District in the form of an endorsement to the Contractor's insurance (ISO form CG 20 10 11 85 or similar) or as a separate owner's policy.

For any claims related to this project, the Contractor's insurance coverage shall be primary insurance as respects the District, its Board of Trustees, officer, employees, and agents. Any insurance or self-insurance maintained by the District shall be excess and shall not contribute with it.

Each insurance policy required by this clause shall be endorsed to state that coverage shall not be canceled by either party, except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District.

Contractor shall furnish the District with original certificates of insurance and amendatory endorsements affecting coverage required by this section.

17. Professional Errors and Omissions Insurance. Contractor agrees to procure and maintain at its own expense in full force and effect professional Errors and Omissions Insurance in the amount of one million dollars (\$1,000,000). No later than ten (10) working days after execution of this Agreement by both parties,

Contractor shall provide District with copies of the policy or policies of insurance evidencing all coverages and endorsements required hereunder including a thirty (30) day written notice of cancellation or reduction in coverage.

18. Workers' Compensation Insurance. Contractor agrees to procure and maintain at its own expense in full force and effect Workers' Compensation Insurance covering its employees and agents while these persons are participating in the activities hereunder. In the event a claim under the provisions of the California Workers' Compensation Act is filed against District by a bona fide employee of Contractor participating under this Agreement, Contractor agrees to defend and hold harmless the District from such claim.

19. Inspection By District. The services completed herein must meet the approval of the District and shall be subject to the District's right of inspection to secure the satisfactory completion thereof. If any services performed by Contractor do not conform to the specifications and requirements of this Agreement, District may require Contractor to re-perform the services until they conform to said specifications and requirements, at no additional cost, and District may withhold payment for such services until Contractor correctly performs them. When the services to be performed are of such a nature that Contractor cannot correct its performance, the District shall have the right to (1) require the Contractor to immediately take all necessary steps to ensure future performance of services conforms to the requirements of this Agreement, and (2) reduce the contract price to reflect the reduced value of the services received by District. In the event Contractor fails to promptly re-perform the services or to take necessary steps to ensure that the future performance of the service conforms to the specifications and requirements of this Agreement, the District shall have the right to either (1) without terminating this Agreement, have the services performed by contract or otherwise, in conformance with the specifications of this Agreement and charge Contractor, and/or withhold from payment due to Contractor, any costs incurred by District that are directly related to the performance of such services, or (2) terminate this Agreement for default.

20. Hazardous Materials. Contractor shall comply with all Environmental Laws and all other laws, rules, regulations, and requirements regarding Hazardous Materials, health and safety, notices, and training. Contractor agrees that it will not store any Hazardous Materials at any District Facility without prior approval of District Administrator of Agreement or in violation of the applicable site storage limitations imposed by Environmental Law. Contractor agrees to take, at its expense, all action necessary to protect third parties, including, without limitation, employees, students, and agents of the District from any exposure to Hazardous Materials generated or utilized in its performance under this Agreement. Contractor agrees to report to the appropriate governmental agencies all discharges, releases, and spills of Hazardous Materials that are required to be reported by any Environmental Law and to immediately notify the District of it. As used in this section, the term "Environmental Laws" means any and all federal, state or local laws or ordinances, rules, decrees, orders, regulations or court decisions (including the so-called "common law"), including, but not limited to, the Resource Conservation and Recovery Act, relating to hazardous substances, hazardous materials, hazardous waste, toxic substances, environmental conditions or other similar substances or conditions. As used in this section the term "Hazardous Materials" means any chemical, compound, material, substance or other matter that (a) is a flammable, explosive, asbestos, radioactive nuclear medicine, vaccine, bacteria, virus,

hazardous waste, toxic, overtly injurious or potentially injurious material, whether injurious or potentially injurious by itself or in combination with other materials; (b) is controlled, referred to, designated in or governed by any Environmental Laws; (c) gives rise to any reporting, notice or publication requirements under any Environmental Laws, or (d) is any other material or substance giving rise to any liability, responsibility or duty upon the District with respect to any third person under any Environmental Laws.

21. Contact with Students. Contractor will not permit any of its employees who perform services under this Agreement to come in contact with pupils or communicate with pupils. In the event Contractor fails to prevent its employees from having contact with pupils or communicating with pupils and injury results from failure to prohibit pupil contact or communication, Contractor shall defend, indemnify, protect, and hold the District, its agents, officers and employees harmless from and against any and all claims, demands, liability, judgments, awards, losses, injury, damages, expenses, charges or costs of any kind or character whether to the District or to any person or property which arise from or are connected with or are caused or claimed to be caused by Contractor's failure to prohibit its employees, subcontractors or agents from having pupil contact or communication. Any subcontractors hired by Contractor shall be subject to and shall comply with this section, and it shall be the Contractor's responsibility to require compliance with this section. Contractor and subcontractor shall be jointly and severally liable for any injury that results from subcontractor's failure to comply with this provision. Based on the determination that neither Contractor nor any subcontractor of Contractor will have contact with pupils, no fingerprinting of Contractor or its agents, subcontractors or employees is required by this Agreement.
22. Assignment. The obligations of the Contractor pursuant to this Agreement shall not be assigned by the Contractor.
23. Compliance With Applicable Laws. Contractor agrees to comply with all federal, state and local laws, rules, regulations and ordinances that are now or may in the future become applicable to Contractor, Contractor's business, equipment and personnel engaged in operations covered by this Agreement, or occurring out of the performance of such operations.
24. Permits/Licenses. Contractor and all Contractor's employees or agents shall secure and maintain in force such permits and licenses as are required by law in connection with the furnishing of services pursuant to this Agreement.
25. Employment With Public Agency. Contractor, if an employee of another public agency, agrees that Contractor will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are actually being performed pursuant to this Agreement.
26. Entire Agreement/Amendment. This Agreement and any exhibits attached hereto constitute the entire agreement among the parties to it and supersedes any prior or contemporaneous understanding or agreement with respect to the services contemplated, and may be amended only by a written amendment executed by both parties to the Agreement.
27. Nondiscrimination in Employment. Contractor agrees that it will not engage in unlawful discrimination in employment of persons because of race, color, religious

creed, national origin, ancestry, physical disability, mental disability, medical condition, marital status, sex, age, or sexual orientation, or a perception that a person has or is associated with a person who has, or is perceived to have, any of these characteristics.

28. Non-Waiver. The failure of District or Contractor to seek redress for violation of, or to insist upon, the strict performance of any term or condition of this Agreement, shall not be deemed a waiver by that party of such term or condition, or prevent a subsequent similar act from again constituting a violation of such term or condition.

29. Administrator of Agreement. This Agreement shall be administered on behalf of, and any notice desired or required to be sent to a party hereunder shall be addressed to:

For District: Eric R. Dill

For Contractor: Joseph Mansfield

30. Notice. All notices or demands to be given under this Agreement by either party to the other, shall be in writing and given either by: (a) personal service or (b) by U.S. Mail, mailed either by registered or certified mail, return receipt requested, with postage prepaid. Service shall be considered given when received if personally served or if mailed on the fifth day after deposit in any U.S. Post Office. The address to which notices or demands may be given by either party may be changed by written notice given in accordance with the notice provisions of this section. At the date of this Agreement, the addresses of the parties are as set forth above.

31. Severability. If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions will nevertheless continue in full force and effect and shall not be affected, impaired or invalidated in any way.

32. Successors. All terms of this Contract shall be binding upon, inure to the benefit of, and be enforceable by the parties hereto and their respective heirs, legal representatives, successors, and assigns.

33. Neither Party Considered Drafter. Despite the possibility that one party may have prepared the initial draft of this Contract or played the greater role in the physical preparation of subsequent drafts, neither party shall be deemed the drafter of this Contract. In construing this Contract in case of any claim that any provision hereof may be ambiguous, no such provision shall be construed in favor of one party on the ground that such provision was drafted by the other.

34. Conflicts of Interest. Contractor presently has no interest, including but not limited to other projects or independent contracts, and shall not acquire any such interest, direct or indirect, which would conflict in any manner or degree with the performance of services required to be performed under this contract. The Contractor shall not employ any person having any such interest in the performance of this Agreement.

35. Cartwright Act. Following receipt of final payment under the Agreement, Contractor assigns to the District all rights, title and interest in and to all causes of action it may have under Section 4 of the Clayton Act (15 U.S.C. Sec. 15) or under the Cartwright Act (Chapter 1)(commencing with Section 16700) of Part 2 of Division 7 of the

Business and Professions Code), arising from purchases of goods, material, or services by the Contractor for sale to the District under this Agreement.

- 36. Governing Law. The terms and conditions of this Agreement shall be governed by the laws of the State of California with venue in San Diego County, California.
- 37. Board Ratification and Approval or Review. The Parties acknowledge and understand that this agreement is subject to ratification and approval or review in accordance with California law by the Board of Trustees of the San Dieguito Union High School District. In the event any work is performed or payment made prior to the ratification and approval or review of a final Agreement by the Board, all parties agree, the terms of this Agreement as set forth herein as of July 1, 2006, shall be binding and shall control the relationship of the parties and shall be the contract terms submitted to the Board for ratification and approval, or review.
- 38. Warranty of Authority. Each of the parties signing this Agreement warrants to the other that he or she has the full authority of the entity on behalf of which his or her signature is made.

This Agreement is entered into this ____ day of November, 2006.

SAN DIEGUITO UNION H. S. DISTRICT

ROESLING NAKAMURA TERADA
ARCHITECTS, INC.

By: _____
Signature

By: _____
Signature

Eric R. Dill
Typed Name

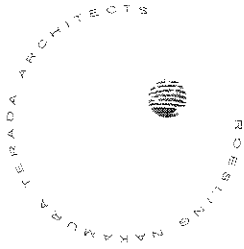
Joseph Mansfield
Typed Name

Executive Director, Business Services
Title

Principal
Title
33-0267288
Social Security or
Taxpayer Identification Number

Board Approval Date: _____

1-0363



Roesling Nakamura Terada Architects
www.rntarchitects.com
363 Fifth Ave | Ste 202 | San Diego CA 92101 | P619.233.1023 | F619.233.0016

Ralph Roesling
Kotaro Nakamura
Mun Ying Kung
Chikako Terada
Lisa Gelfand
Joe Mansfield
Chuck Forte

October 20, 2006

Russell Thornton
Director, Planning Services
SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
710 Encinitas Boulevard
Encinitas, CA 92024

Re: Sports Team Room Facility at Torrey Pines High School
Project

Subject: Fee Proposal

Dear Russ;

We are pleased to submit this proposal for the design, contract document preparation and construction administration support for the Sports Team Room Facility at Torrey Pines High School. We understand the Scope of Work includes the following:

1. Install a 60 x 84 foot modular building for use as a Sports Team Room.
2. Extend campus utilities to the modular building.
3. Install site improvements as required for installation of modular building.

Based on the aforementioned scope of work, we anticipate a preliminary construction budget of \$650,000 (See Attachment). An approximate distribution of the budget is as follows:

Modular Building	\$475,000
Sitework	\$175,000
Total	\$650,000

Sports Team Room Facility at TPHS
Page 1
October 20, 2006

We propose the following Scope of Services to accomplish the scope of work.

1. Preliminary Design
2. Design Development
3. Construction Documents
4. Construction Observation / Administration

Based on State Guidelines for design fees and the Preliminary Construction Cost Summary, we anticipate the following fee:

Modular Classrooms	\$475,000 x 4%	\$19,000
Sitework	\$175,000 x 12%	\$21,000
Total		\$40,000

The aforementioned is a fixed fee based on the Scope of Work indicated.

We are excluding the following services and expenses:

1. Geotechnical investigation and reports (if required)
2. Site surveys
3. DSA Plancheck Fees
4. Reimbursable expenses for printing and deliveries

Please review and feel free to call me if you have any questions or comments.

Thank you again for the opportunity to submit this proposal.

Sincerely,



Joe Mansfield, Principal
ROESLING NAKAMURA TERADA ARCHITECTS, INC.

Cc: Christina Bennett, SDUHSD
Steve MA, SDUHSD


San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: November 7, 2006

BOARD MEETING DATE: November 16, 2006

PREPARED BY: Stephen G. Ma 
Associate Superintendent, Business

SUBMITTED BY: Peggy Lynch, Ed.D.
Superintendent

SUBJECT: APPROVAL OF AGREEMENT / RNT
Architects / Visual & Performing Arts Complex
(VPAC) at TPHS

EXECUTIVE SUMMARY

Staff is recommending RNT Architects update the Torrey Pines High School's master plan to consider scope and location of a visual and performing arts center. Staff has attended a meeting with the Torrey Pines' foundation to discuss this project and it has become clear that the potential scope could include more than a theater. Other disciplines that have expressed interest in this project include music, art, dance and film. The architect will be meeting with the various departments to better understand their needs and help quantify the size and scope of the project. This information will help the foundation decide how they want to move forward in the hiring of an architect to design the visual and performing arts center. There has been no discussion or commitment to the funding of this project.

RECOMMENDATION:

It is recommended that the Board approve entering into the following agreement and authorize Eric R. Dill or Stephen G. Ma to execute the agreement:

- b) Roesling Nakamura Terada Architects to assist the District in the programming and site planning phases of the future Visual & Performing Arts Complex (VPAC) at Torrey Pines High School, during the period November 14, 2006 through June 30, 2007, for an amount not to exceed \$8,840.00.

FUNDING SOURCE:

Capital Facilities Fund 25-19

INDEPENDENT CONTRACTOR AGREEMENT
A2007-100

This Agreement is hereby entered into between the **San Dieguito Union High School District**, hereinafter referred to as "District," and **Roesling Nakamura Terada Architects, Inc.**, Taxpayer ID #**33-0267288**, address **363 Fifth Avenue, Suite 202, San Diego, CA 92101**, hereinafter referred to as "Contractor."

WHEREAS, District is authorized by Section 53060 of the California Government Code to contract with and employ any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal or administrative matters, if such persons are specially trained and experienced and competent to perform the special services required; and

WHEREAS, District is in need of such special services and advice, and

WHEREAS, Contractor is specially trained and experienced and competent to perform the special services required by the District, and such services are needed on a limited basis;

NOW, THEREFORE, the parties agree as follows:

1. Services to be Provided by Contractor.

Contractor will assist the District in identifying and developing the appropriate location for the future Visual & Performing Arts Complex (VPAC) at Torrey Pines High School, as outlined in the attached proposal.

2. Term. Contractor shall commence providing services under this Agreement on **November 17, 2006**, and will diligently perform as required and complete performance by **June 30, 2007**.

3. Compensation. District agrees to pay the Contractor for services satisfactorily rendered pursuant to this Agreement **an estimated amount of Eight Thousand Eight Hundred Forty and no/100 Dollars (\$8,840.00) based on fees of \$140.00/hour for architectural work and \$100.00/hour for designer work.** District shall pay Contractor according to the following terms and conditions:

Fees for services will be paid upon submission of an itemized invoice.

4. Expenses. District shall not be liable to Contractor for any costs or expenses paid or incurred by Contractor in performing services for District, except as noted on the attachment.

5. Precedence of Agreement Over Exhibits. Should there be any ambiguity or inconsistency between any exhibits to this Agreement and the terms of this Agreement, the terms of this Agreement take precedence.

6. Standard of Performance. Contractor shall, in good and workmanlike manner and in accordance with the highest professional standards, at its own cost and expense, furnish all of the labor, technical, administrative, professional and all other personnel, all supplies and materials, equipment, printing, transportation, facilities and all other means whatsoever, except as herein otherwise expressly specified to

be furnished by District, necessary or proper to perform and complete the work and provide the services required of Contractor by this Agreement.

7. Independent Contractor. Contractor, in the performance of this Agreement, shall be and shall act as an independent contractor. Contractor shall perform its obligations under this Agreement according to the Contractor's own means and methods of work which shall be in the exclusive charge and under the control of the Contractor, and which shall not be subject to control or supervision by District except as to the results of the work. Contractor understands and agrees that he/she and all of his/her employees shall not be considered officers, employees or agents of the District, and are not entitled to benefits of any kind or nature normally provided employees of the District or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Contractor assumes the full responsibility for the acts and/or omissions of his/her employees or agents as they relate to the service to be provided under this Agreement. Nothing in this Agreement shall give the Contractor authority with respect to any District decision beyond the rendition of information, advice, recommendation, or counsel. Contractor is not authorized to make any representation, contract or commitment on behalf of District.
8. Taxes. Contractor acknowledges and agrees that it is the sole responsibility of Contractor to make the requisite tax filings and payment to the appropriate federal, state or local tax authorities. No part of Contractor's compensation shall be subject to withholding by District for the payment of social security, unemployment, or disability insurance or any other similar state or federal tax obligation.
9. Materials. Contractor shall furnish, at his/her own expense, all labor, materials, equipment, supplies and other items necessary to complete the services to be provided pursuant to this Agreement, except as noted on the attachment.
10. Originality of Services. Contractor agrees that all technologies, formulae, procedures, processes, methods, writings, ideas, dialogue, compositions, recordings, teleplays, and video productions prepared for, written for, submitted to the District and/or used in connection with this Agreement, shall be wholly original to Contractor and shall not be copied in whole or in part from any other sources, except that submitted to Contractor by District as a basis for such services.
11. Confidentiality and Use of Information.
 - (a) Contractor shall hold in trust for the District, and shall not disclose to any person, any confidential information. Confidential information is information which is related to the District's research, development, trade secrets and business affairs; but does not include information which is generally known or easily ascertainable by nonparties through available public documentation.
 - (b) Contractor shall advise District of any and all materials used, or recommended for use by Contractor to achieve the project goals, that are subject to any copyright restrictions or requirements. In the event Contractor shall fail to so advise District and, as a result of the use of any programs or materials developed by Contractor under this Agreement, District should be found in violation of any copyright restrictions or requirements, or District should be alleged to be in violation of any copyright restrictions or

requirements, Contractor agrees to indemnify, defend and hold harmless, District against any action or claim brought by the copyright holder.

12. Audit and Inspection of Records. At any time during the normal business hours and as often as District may deem necessary, Contractor shall make available to District for examination at District's primary administrative offices, all data, records, investigation reports and all other materials respecting matters covered by this Agreement and Contractor will permit the District to audit, and to make audits of all invoices, materials, payrolls, records of personnel and other data related to all matters covered by this Agreement.
13. Works for Hire/Copyright/Trademark/Patent. Contractor understands and agrees that all matters produced under this Agreement shall be works for hire and shall become the sole property of District and cannot be used without District's express written permission. District shall have all right, title and interest in said matters, including the right to secure and maintain the copyright, trademark and/or patent of said matter in the name of the District. Contractor consents to use of Contractor's name in conjunction with the sale, use, performance and distribution of the matters, for any purpose and in any medium.
14. Termination. District may at any time, with or without reason, terminate the Agreement and compensate Contractor only for services satisfactorily rendered to the date of termination. Written notice by District shall be sufficient to stop further performance of services by Contractor. Notice shall be deemed given when received by the Contractor or not later than five (5) days after the day of mailing, whichever is sooner.

District may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include: (a) material violation of this Agreement by the Contractor; or (b) any act by Contractor exposing the District to liability to others for personal injury or property damage; (c) or if Contractor is adjudged a bankrupt, and Contractor makes a general assignment for the benefit of creditors or a receiver is appointed on account of Contractor's insolvency. Written notice by District of termination for cause shall contain the reasons for such intention to terminate, and unless within fifteen (15) days after service of such notice the condition or violation shall cease, or satisfactory arrangements for the correction thereof be made, this Agreement shall upon the expiration of the fifteen (15) days cease and terminate. In the event of such termination, the District may secure the required services from another contractor. If the cost to the District of obtaining the services from another contractor exceeds the cost of providing the service pursuant to this Agreement, the excess cost shall be charged to and collected from the Contractor. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to District. Written notice by District shall be deemed given when received by the other party, or no later than five (5) days after the day of mailing, whichever is sooner.

15. "DEFENSE AND INDEMNITY." (a) District shall not be liable for, and Contractor shall defend and indemnify District and its Board of Trustees, officers, agents, employees and volunteers (collectively "District Parties"), against any and all claims, deductibles, self-insured retentions, demands, liability, judgments, awards, fines, mechanics' liens or other liens, labor disputes, losses, damages, expenses, charges or costs of any kind or character, including attorneys' fees and court costs (hereinafter collectively referred to as "Claims"), which arise out of or are in any way

connected to the work covered by this Agreement arising either directly or indirectly from any negligent or wrongful act, error, or omission of Contractor or its officers employees, agents, contractors, licensees or servants, except claims caused by the negligent act or omission of District Parties.

(b) Contractor shall defend and indemnify the District and its Board of Trustees, officers, agents and employees from every claim or demand made and every liability, loss, damage or expense, of any nature whatsoever, which may be incurred by reason of any liability for damages which may arise from the furnishing or use of any copyrighted or uncopyrighted matter or patented or unpatented invention under this Agreement.

16. Insurance. As a material part of the consideration due the District, Contractor agrees to procure and maintain at its own expense for the duration of this agreement commercial general liability (including operations, products and completed operations) and automobile liability insurance against claims for injuries to persons or damages to property which may arise from or in connection with the performance of the work hereunder and the results of that work by the Contractor, its agents, representatives, employees, or subcontractors. Such insurance shall maintain limits not less than one million dollars (\$1,000,000.00) per occurrence and \$2,000,000.00 project specific aggregate for bodily injury, personal injury, and property damage.

The "San Dieguito Union High School District, its Board of Trustees, officers, employees, and agents" shall be named as additional insured under the insurance policies required by this section with respect to liability arising out of work or operations performed by or on behalf of the Contractor including materials, parts or equipment furnished in connection with such work or operations; and with respect to liability arising out of automobiles owned, leased, hired or borrowed by or on behalf of the Contractor. Evidence of such coverage under the Contractor's policy shall be provided to the District in the form of an endorsement to the Contractor's insurance (ISO form CG 20 10 11 85 or similar) or as a separate owner's policy.

For any claims related to this project, the Contractor's insurance coverage shall be primary insurance as respects the District, its Board of Trustees, officer, employees, and agents. Any insurance or self-insurance maintained by the District shall be excess and shall not contribute with it.

Each insurance policy required by this clause shall be endorsed to state that coverage shall not be canceled by either party, except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District.

Contractor shall furnish the District with original certificates of insurance and amendatory endorsements affecting coverage required by this section.

17. Professional Errors and Omissions Insurance. Contractor agrees to procure and maintain at its own expense in full force and effect professional Errors and Omissions Insurance in the amount of one million dollars (\$1,000,000). No later than ten (10) working days after execution of this Agreement by both parties, Contractor shall provide District with copies of the policy or policies of insurance evidencing all coverages and endorsements required hereunder including a thirty (30) day written notice of cancellation or reduction in coverage.

18. Workers' Compensation Insurance. Contractor agrees to procure and maintain at its own expense in full force and effect Workers' Compensation Insurance covering its employees and agents while these persons are participating in the activities hereunder. In the event a claim under the provisions of the California Workers' Compensation Act is filed against District by a bona fide employee of Contractor participating under this Agreement, Contractor agrees to defend and hold harmless the District from such claim.

19. Inspection By District. The services completed herein must meet the approval of the District and shall be subject to the District's right of inspection to secure the satisfactory completion thereof. If any services performed by Contractor do not conform to the specifications and requirements of this Agreement, District may require Contractor to re-perform the services until they conform to said specifications and requirements, at no additional cost, and District may withhold payment for such services until Contractor correctly performs them. When the services to be performed are of such a nature that Contractor cannot correct its performance, the District shall have the right to (1) require the Contractor to immediately take all necessary steps to ensure future performance of services conforms to the requirements of this Agreement, and (2) reduce the contract price to reflect the reduced value of the services received by District. In the event Contractor fails to promptly re-perform the services or to take necessary steps to ensure that the future performance of the service conforms to the specifications and requirements of this Agreement, the District shall have the right to either (1) without terminating this Agreement, have the services performed by contract or otherwise, in conformance with the specifications of this Agreement and charge Contractor, and/or withhold from payment due to Contractor, any costs incurred by District that are directly related to the performance of such services, or (2) terminate this Agreement for default.

20. Hazardous Materials. Contractor shall comply with all Environmental Laws and all other laws, rules, regulations, and requirements regarding Hazardous Materials, health and safety, notices, and training. Contractor agrees that it will not store any Hazardous Materials at any District Facility without prior approval of District Administrator of Agreement or in violation of the applicable site storage limitations imposed by Environmental Law. Contractor agrees to take, at its expense, all action necessary to protect third parties, including, without limitation, employees, students, and agents of the District from any exposure to Hazardous Materials generated or utilized in its performance under this Agreement. Contractor agrees to report to the appropriate governmental agencies all discharges, releases, and spills of Hazardous Materials that are required to be reported by any Environmental Law and to immediately notify the District of it. As used in this section, the term "Environmental Laws" means any and all federal, state or local laws or ordinances, rules, decrees, orders, regulations or court decisions (including the so-called "common law"), including, but not limited to, the Resource Conservation and Recovery Act, relating to hazardous substances, hazardous materials, hazardous waste, toxic substances, environmental conditions or other similar substances or conditions. As used in this section the term "Hazardous Materials" means any chemical, compound, material, substance or other matter that (a) is a flammable, explosive, asbestos, radioactive nuclear medicine, vaccine, bacteria, virus, hazardous waste, toxic, overtly injurious or potentially injurious material, whether injurious or potentially injurious by itself or in combination with other materials; (b) is controlled, referred to, designated in or governed by any Environmental Laws; (c)

gives rise to any reporting, notice or publication requirements under any Environmental Laws, or (d) is any other material or substance giving rise to any liability, responsibility or duty upon the District with respect to any third person under any Environmental Laws.

21. Contact with Students. Contractor will not permit any of its employees who perform services under this Agreement to come in contact with pupils or communicate with pupils. In the event Contractor fails to prevent its employees from having contact with pupils or communicating with pupils and injury results from failure to prohibit pupil contact or communication, Contractor shall defend, indemnify, protect, and hold the District, its agents, officers and employees harmless from and against any and all claims, demands, liability, judgments, awards, losses, injury, damages, expenses, charges or costs of any kind or character whether to the District or to any person or property which arise from or are connected with or are caused or claimed to be caused by Contractor's failure to prohibit its employees, subcontractors or agents from having pupil contact or communication. Any subcontractors hired by Contractor shall be subject to and shall comply with this section, and it shall be the Contractor's responsibility to require compliance with this section. Contractor and subcontractor shall be jointly and severally liable for any injury that results from subcontractor's failure to comply with this provision. Based on the determination that neither Contractor nor any subcontractor of Contractor will have contact with pupils, no fingerprinting of Contractor or its agents, subcontractors or employees is required by this Agreement.
22. Assignment. The obligations of the Contractor pursuant to this Agreement shall not be assigned by the Contractor.
23. Compliance With Applicable Laws. Contractor agrees to comply with all federal, state and local laws, rules, regulations and ordinances that are now or may in the future become applicable to Contractor, Contractor's business, equipment and personnel engaged in operations covered by this Agreement, or occurring out of the performance of such operations.
24. Permits/Licenses. Contractor and all Contractor's employees or agents shall secure and maintain in force such permits and licenses as are required by law in connection with the furnishing of services pursuant to this Agreement.
25. Employment With Public Agency. Contractor, if an employee of another public agency, agrees that Contractor will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are actually being performed pursuant to this Agreement.
26. Entire Agreement/Amendment. This Agreement and any exhibits attached hereto constitute the entire agreement among the parties to it and supersedes any prior or contemporaneous understanding or agreement with respect to the services contemplated, and may be amended only by a written amendment executed by both parties to the Agreement.
27. Nondiscrimination in Employment. Contractor agrees that it will not engage in unlawful discrimination in employment of persons because of race, color, religious creed, national origin, ancestry, physical disability, mental disability, medical condition, marital status, sex, age, or sexual orientation, or a perception that a

person has or is associated with a person who has, or is perceived to have, any of these characteristics.

28. Non-Waiver. The failure of District or Contractor to seek redress for violation of, or to insist upon, the strict performance of any term or condition of this Agreement, shall not be deemed a waiver by that party of such term or condition, or prevent a subsequent similar act from again constituting a violation of such term or condition.
29. Administrator of Agreement. This Agreement shall be administered on behalf of, and any notice desired or required to be sent to a party hereunder shall be addressed to:

For District: Eric R. Dill

For Contractor: Joseph Mansfield
30. Notice. All notices or demands to be given under this Agreement by either party to the other, shall be in writing and given either by: (a) personal service or (b) by U.S. Mail, mailed either by registered or certified mail, return receipt requested, with postage prepaid. Service shall be considered given when received if personally served or if mailed on the fifth day after deposit in any U.S. Post Office. The address to which notices or demands may be given by either party may be changed by written notice given in accordance with the notice provisions of this section. At the date of this Agreement, the addresses of the parties are as set forth above.
31. Severability. If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions will nevertheless continue in full force and effect and shall not be affected, impaired or invalidated in any way.
32. Successors. All terms of this Contract shall be binding upon, inure to the benefit of, and be enforceable by the parties hereto and their respective heirs, legal representatives, successors, and assigns.
33. Neither Party Considered Drafter. Despite the possibility that one party may have prepared the initial draft of this Contract or played the greater role in the physical preparation of subsequent drafts, neither party shall be deemed the drafter of this Contract. In construing this Contract in case of any claim that any provision hereof may be ambiguous, no such provision shall be construed in favor of one party on the ground that such provision was drafted by the other.
34. Conflicts of Interest. Contractor presently has no interest, including but not limited to other projects or independent contracts, and shall not acquire any such interest, direct or indirect, which would conflict in any manner or degree with the performance of services required to be performed under this contract. The Contractor shall not employ any person having any such interest in the performance of this Agreement.
35. Cartwright Act. Following receipt of final payment under the Agreement, Contractor assigns to the District all rights, title and interest in and to all causes of action it may have under Section 4 of the Clayton Act (15 U.S.C. Sec. 15) or under the Cartwright Act (Chapter 1)(commencing with Section 16700) of Part 2 of Division 7 of the Business and Professions Code), arising from purchases of goods, material, or services by the Contractor for sale to the District under this Agreement.

36. Governing Law. The terms and conditions of this Agreement shall be governed by the laws of the State of California with venue in San Diego County, California.
37. Board Ratification and Approval or Review. The Parties acknowledge and understand that this agreement is subject to ratification and approval or review in accordance with California law by the Board of Trustees of the San Dieguito Union High School District. In the event any work is performed or payment made prior to the ratification and approval or review of a final Agreement by the Board, all parties agree, the terms of this Agreement as set forth herein as of July 1, 2006, shall be binding and shall control the relationship of the parties and shall be the contract terms submitted to the Board for ratification and approval, or review.
38. Warranty of Authority. Each of the parties signing this Agreement warrants to the other that he or she has the full authority of the entity on behalf of which his or her signature is made.

This Agreement is entered into this ____ day of November, 2006.

SAN DIEGUITO UNION H. S. DISTRICT

ROESLING NAKAMURA TERADA
ARCHITECTS, INC.

By: _____
Signature

By: _____
Signature

Eric R. Dill
Typed Name

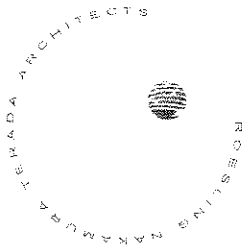
Joseph Mansfield
Typed Name

Executive Director, Business Services
Title

Principal
Title
33-0267288
Social Security or
Taxpayer Identification Number

Board Approval Date: _____

1-0363



Ralph Roesling
Kotaro Nakamura
Mun Ying Kung
Chikako Terada
Lisa Gelfand
Joe Mansfield
Chuck Forte

October 27, 2006

Stephen Ma
Associate Superintendent
SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
710 Encinitas Boulevard
Encinitas, CA 92024

Re: Torrey Pines High School Master Plan Update

Subject: Fee Proposal

Dear Steve;

We are pleased to submit this proposal for the Torrey Pines High School Master Plan Update. We understand the purpose of the Master Plan update is to assist the District in identifying and developing the appropriate location for the future Visual & Performing Arts Complex (VPAC). To adequately assess the site location, we understand that an initial building program for the VPAC will need to be developed. We propose the following scope of services:

Programming

1. Perform project kick-off meeting with all user groups to establish parameters.
2. Meet with individual user groups (Theater, Music, Dance, Art & Film/Video) to develop program requirements.
3. Compile programming requirements for the VPAC.
4. Review and refine programming requirements with District and develop preliminary programming document.
5. Review preliminary VPAC programming document with user groups and District.
6. Refine programming document based on outcome of programming meeting.
7. Present final programming document.

Torrey Pines High School Master Plan Update

Page 1

October 27, 2006

Site Planning

1. Develop Site Plan alternates for the location of the Performing Arts Complex.
2. Meet with District to review Site Plan alternatives.
3. Develop preferred Site Plan alternative of the VPAC.
4. Update Torrey Pines Master Plan to depict the proposed VPAC location.

To accomplish the aforementioned scope, we propose the following fee:

Meetings

Architect 20 hours x \$140 = \$2800

Programming Development

Architect 20 hours x \$140 = \$2800

Master Plan Development

Architect 12 hours x \$140 = \$1680

Master Plan Document Preparation

Architect 4 hours x \$140 = \$560

Designer 10 hours x \$100 = \$1000

Total \$8840

Please review and feel free to call me if you have any questions or comments.

Thank you again for the opportunity to submit this proposal.

Sincerely,



Joe Mansfield, Principal
ROESLING NAKAMURA TERADA ARCHITECTS, INC.

Cc: Christina Bennett, SDUHSD
Ralph Roesling, RNT

Torrey Pines High School Master Plan Update

Page 2

October 27, 2006

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: November 7, 2006

BOARD MEETING DATE: November 16, 2006

PREPARED BY: Eric R. Dill, Executive Director, Business Services
Steve Ma, Associate Supt./Business

SUBMITTED BY: Peggy Lynch, Ed.D.
Superintendent

SUBJECT: APPROVAL/RATIFICATION OF
AMENDMENTS TO AGREEMENTS

EXECUTIVE SUMMARY

The attached Amendment to Agreements Report summarizes four amendments to agreements totaling \$10,119.00, or as listed on the attached report.

RECOMMENDATION:

The administration recommends that the Board approve and/or ratify the amendments to agreements, as shown in the attached Amendment Report.

FUNDING SOURCE:

As noted on attached list.

AGENDA ITEM: 16

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

AMENDMENT TO AGREEMENTS REPORT

Date: 11-16-06

<u>Contract Effective Dates</u>	<u>Consultant/ Vendor</u>	<u>Description of Services</u>	<u>School/ Department Budget</u>	<u>Fee Not to Exceed</u>
11/30/06	John Burnham and Company	Additional insurance coverage utilizing the Owner Controlled Insurance Program for the San Dieguito Academy Media Center project	Mello Roos Funds State School Building Fund 35-00	\$1,293.00
N/A	Parsons Brinkerhoff Construction Services, Inc.	Additional Labor Compliance Program Services for the San Dieguito Academy Media Center project	State School Building Fund 35-00 Mello Roos Funds	\$8,880.00
07/01/06 – 06/30/07	Goldfield Stage & Compnay	Increasing extracurricular transportation rates by 5%, as allowed in the contract	N/A	N/A
07/01/06 – 06/30/07	North County Student Transportation	Increasing extracurricular transportation rates by 5%, as allowed in the contract	N/A	N/A

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: November 6, 2006

BOARD MEETING DATE: November 16, 2006

PREPARED BY: Eric R. Dill, Executive Director, Business Services
Steve Ma, Associate Supt./Business

SUBMITTED BY: Peggy Lynch, Ed.D.
Superintendent

SUBJECT: APPROVAL OF CHANGE ORDER/SIMPLEX
GRINNELL LP

EXECUTIVE SUMMARY

The contract entered into with SimplexGrinnell LP called for the installation of a sound system that would be integrated with the Safari multimedia system at Canyon Crest Academy. The integrated system includes shared signaling sources, equipment functionality and mutual computer generated balancing. The project is now complete and the time extension noted on the change order is for administrative purposes only.

RECOMMENDATION:

It is recommended that the Board approve Change Order Number 1 to the Sound System at Canyon Crest Academy Theatre project B2006-03, contract entered into with SimplexGrinnell LP, increasing the contract time by 384 calendar days, and authorize Eric R. Dill to execute the change order.

FUNDING SOURCE:

Not applicable

AGENDA ITEM: 17A

CHANGE ORDER

PROJECT:
Canyon Crest Academy Theater Sound System
Safari Multimedia System #B2006-03

CHANGE ORDER #1

DISTRICT:
San Dieguito Union High School District
710 Encinitas Blvd.
Encinitas, CA 92024

CONTRACTOR:
SimplexGrinnell LP
9855 Carroll Canyon Road
San Diego, CA 92131

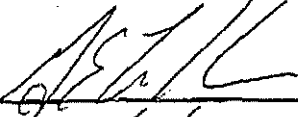
The contract is changed as follows:

Contract time extension 384 calendar days

The contract sum was	\$131,700.00
Net change by previously approved change orders	\$ -0-
The contract sum prior to this change order was	\$131,700.00
The contract sum will be increased/decreased by this change order in the amount of	\$ -0-
The new contract sum, including this change order will be	\$131,700.00
The contract time will be increased by 384 calendar days	
The date of substantial completion as of the date of this change order, therefore, is	
November 16, 2006	

CONTRACTOR
SimplexGrinnell LP

OWNER
San Dieguito Union High
School District

By: 

By: _____

Date: 11/9/06

Date: _____

Governing Board Approval Date:

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: November 6, 2006

BOARD MEETING DATE: November 16, 2006

PREPARED BY: Eric R. Dill, Executive Director, Business Services
Steve Ma, Associate Supt./Business

SUBMITTED BY: Peggy Lynch, Ed.D.
Superintendent

SUBJECT: APPROVAL OF CHANGE ORDER/FORDYCE
CONSTRUCTION, INC.

EXECUTIVE SUMMARY

Fordyce Construction has completed the Refurbish Restrooms at Earl Warren Middle School project. The project had a few minor issues come up, such as relocating light switches and providing temporary sinks, which could be covered in the contract allowances. Fortunately, the cost of these changes did not exceed the amount allowed and the contract amount will be reduced by \$1,069.00. Additionally, for administrative purposes, the completion date needs to be extended to coincide with the Board's acceptance date.

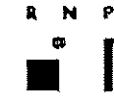
RECOMMENDATION:

It is recommended that the Board approve Change Order Number 1 to the Refurbish Restrooms at Earl Warren Middle School project B2006-27, contract entered into with Fordyce Construction, increasing the contract time by 91 calendar days and decreasing the contract amount by \$1,069.00, and authorize Eric R. Dill to execute the change order.

FUNDING SOURCE:

Not applicable

AGENDA ITEM: 17B



ROESLING
NAKAMURA
Architects, Inc.

RNP NO
363 FIFTH AVENUE
SAN DIEGO
CALIFORNIA 92101
619 233-1023
FAX 619 233-0016
roeslingrnparch.com

Change Order

- Owner
- Construction Manager
- Architect
- Contractor
- Field
- Other

Project: REFURBISH RESTROOMS AT EARL WARREN MIDDLE SCHOOL B2006-27
To Contractor: Fordyce Construction
 9926 Prospect Ave., Ste. #122
 Santee, CA 92071

CO No: 01
Initiation Date: Nov. 7, 2006
Project No: 400
Contract For:
Contract Date: Aug. 17, 2006

The Contract is changed as follows:
Decrease contract amount for unused balance of Allowance No. 1

Not valid until signed by the Owner, Construction Manager, Architect, and Contractor.

The original (Contract Sum) (~~Guaranteed Maximum Price~~) was \$ 116,308.00
 Net change by previously authorized Change Orders \$ 0
 The (Contract Sum) (~~Guaranteed Maximum Price~~) prior to this Change Order was \$ 116,308.00
 The (Contract Sum) (~~Guaranteed Maximum Price~~) will be (~~increased~~) (decreased) (~~unchanged~~) by <1069.00>
 this Change Order \$
 The new (Contract Sum) (~~Guaranteed Maximum Price~~) including this Change Order will be \$ 115,239.00
 The Contract Time will be (~~increased~~) (~~decreased~~) (~~unchanged~~) by (91) days
 The date of Substantial Completion as of the date of this Change Order therefore is Nov. 16, 2006

NOTE: This summary does not reflect changes in the Contract Sum, Contract Time or Guaranteed Maximum Price which have been authorized by Construction Change Directive.

ARCHITECT Roesling Nakamura Architect, Inc.

ADDRESS 363 5th Avenue, #202, San Diego, CA 92101

BY Joe Mansfield DATE 11/7/06

CONTRACTOR Fordyce Construction

ADDRESS 9926 Prospect Ave., Ste. #122, Santee, CA 92071

BY Brian Fordyce DATE 11-7-06

OWNER San Dieguito Union High School District

ADDRESS 710 Encinitas Blvd. Encinitas, CA 92024

BY Russell Thornton DATE

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: November 6, 2006

BOARD MEETING DATE: November 16, 2006

PREPARED BY: Eric R. Dill, Executive Director, Business Services
Steve Ma, Associate Supt./Business

SUBMITTED BY: Peggy Lynch, Ed.D.
Superintendent

SUBJECT: APPROVAL OF CHANGE ORDER/ AMS AMERICA,
INC., dba SOUTHCOAST HEATING & AIR
CONDITIONING

EXECUTIVE SUMMARY

AMS America, Inc., dba Southcoast Heating & Air Conditioning (Southcoast) has completed the Replace Heating Unit at Building 1200 at La Costa Canyon High School project. The project was completed on time and there are no further changes to this project. However, for administrative purposes, the completion date needs to be extended to coincide with the Board's acceptance date.

RECOMMENDATION:

It is recommended that the Board approve Change Order Number 2 to the Replace Heating Unit at Bldg. 1200 at La Costa Canyon High School project B2006-26, contract entered into with AMS America, Inc., dba Southcoast Heating & Air Conditioning, increasing the contract time by 91 calendar days, and authorize Eric R. Dill to execute the change order.

FUNDING SOURCE:

Not applicable

AGENDA ITEM: 17C

CHANGE ORDER

PROJECT:

Replace Heating Unit at Bldg. 1200 at La Costa Canyon High School
B2006-26

CHANGE ORDER #2

DISTRICT:

San Dieguito Union High School District
710 Encinitas Blvd.
Encinitas, CA 92024

CONTRACTOR:

AMS America, Inc., dba
Southcoast Heating & Air Conditioning
2664 Vista Pacific Drive
Oceanside, CA 92056

The contract is changed as follows:

Contract time extension 91 calendar days

The contract sum was	\$51,840.00
Net change by previously approved change orders	(\$19,390.00)
The contract sum prior to this change order was	\$32,450.00
The contract sum will be unchanged by this change order in the amount of	\$0.00
The new contract sum, including this change order will be	\$32,450.00
The contract time will be increased by (91) calendar days	
The date of substantial completion as of the date of this change order, therefore, is	
November 16, 2006	

CONTRACTOR

AMS America, Inc., dba
Southcoast Heating & Air Conditioning

By: 

Name: Grant W. Howe

Date: 11/2/2006

OWNER

San Dieguito Union High
School District

By: _____

Name: _____

Date: _____

Board Approval Date: _____


San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: November 8, 2006

BOARD MEETING DATE: November 16, 2006

PREPARED BY: Eric R. Dill, Executive Director, Business Services 
Steve Ma, Associate Supt./Business

SUBMITTED BY: Peggy Lynch, Ed.D.
Superintendent

SUBJECT: APPROVAL OF CHANGE ORDERS/CCA

EXECUTIVE SUMMARY

Change order #13 continues the process of finalizing bid packages at Canyon Crest Academy. Change order #13 finalizes two more bid packages at a net decrease in total cost to the contract of \$96,669.00. The majority of the deductive costs are associated with back charges of \$31,905.00 between New Dimension Masonry and McMahon Steel and OCIP credits totaling \$52,808.00 from New Dimension Masonry. Spectra Contract Flooring's deductions are due to a District directive to delete floor seal technology in two rooms in the amount of \$6,600.00 and trash cleanup from San Diego Erosion Control in the amount of \$937.00. The time extension noted on each change order is for administrative purposes only.

RECOMMENDATION:

It is recommended that the Board approve Change Order Number 13 to the following bid packages for the Canyon Crest Academy project, and authorize Eric R. Dill to execute the change orders:

- a) Bid Package #5 (masonry & veneer system) – New Dimension Masonry, Inc., increasing the contract time by 471 calendar days and decreasing the contract amount by \$89,132.00.
- b) Bid Package #15 (flooring-resilient flooring and carpet) – Pro Installations, Inc., dba Spectra Contract Flooring, increasing the contract time by 471 calendar days and decreasing the contract amount by \$7,537.00.

FUNDING SOURCE:

Mello Roos funds, State School Building Fund 35-00, and Other Building Fund 21-09

TO CONTRACTOR: New Dimension Masonry - Bid Package #5
PROJECT: Canyon Crest Academy

DATE: October 30, 2006
DSA FILE NO. 37-H11
DSA APPL. NO. 04-102572
ARCHITECT'S PROJECT NO. 1999-0166

The contract is changed as follows

Item A:	Description:	Additional framing, drywall, lath, and plaster by wheelchair lift in building A2 required due to dimension bust correction per field file #468.	Deduct	\$	(1,130.00)
	Requested By:	CM			
	Funding:	Construction Contingency			
	Reason:	Repairs and rework needed to fix dimension issues. Back charge from SDI.			
Item B:	Description:	Rescaffold at building A2 west elevation for Vestibules not installed at same time as the rest of the building per field file #476.	Deduct	\$	(644.00)
	Requested By:	CM			
	Funding:	Construction Contingency			
	Reason:	Vestibules not constructed with the rest of the building. Back charge from SDI.			
Item C:	Description:	Core hole in wall for added 18" x 18" louver in site elevator building per field file #511 (PR #290).	Add	\$	759.00
	Requested By:	Elevator Inspector			
	Funding:	District Contingency			
	Reason:	Code requirement for air ventilation in three story elevator.			
Item D:	Description:	Repairs to 2-1/2" PVC piping and to fire hydrant at SW corner of building B per field file #549.	Deduct	\$	(3,404.00)
	Requested By:	CM			
	Funding:	Construction Contingency			
	Reason:	NDM damaged fire hydrant and piping underground. Back charge from Peltzer.			
Item E:	Description:	Back charges from McMahon to New Dimension, and from New Dimension to McMahon Steel per field file #553.	Deduct	\$	(31,905.00)
	Requested By:	CM			
	Funding:	Construction Contingency			
	Reason:	CMU walls were constructed so as to cause additional labor to make the steel structure work with the wall dimensions provided. Back charges from/to McMahon included.			
Item F:	Description:	OCIP credit for alternates #1 & #2 per field file #507.	Deduct	\$	(52,808.00)
	Requested By:	District			
	Funding:	District Contingency			
	Reason:	OCIP was not originally included for alternate #1 & 2 work.			

TO CONTRACTOR: Spectra Contract Flooring - Bid Package #15
PROJECT: Canyon Crest Academy

DATE: October 30, 2006
DSA FILE NO. 37-H11
DSA APPL. NO. 04-102572
ARCHITECT'S PROJECT NO. 1999-0166

The contract is changed as follows

Item A:	Description:	Delete Floor Seal Technology at rooms 105 and 106 in building F per PCO #27R1 field file #155.a (PR #90).	Deduct	\$	(6,600.00)
	Requested By:	District			
	Funding:	District Contingency			
	Reason:	District desired to change two classrooms into black box theater room.			
Item B:	Description:	Trash cleanup and pickup charges from San Diego Erosion Control from February through June of 2006.	Deduct	\$	(937.00)
	Requested By:	CM			
	Funding:	District Contingency			
	Reason:	Contractor failed to cleanup/pickup all of their own trash onsite.			


San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: November 6, 2006

BOARD MEETING DATE: November 16, 2006

PREPARED BY: Eric R. Dill, Executive Director, Business Services 
Steve Ma, Associate Supt./Business

SUBMITTED BY: Peggy Lynch, Ed.D.
Superintendent

SUBJECT: ACCEPTANCE OF CONSTRUCTION PROJECTS

EXECUTIVE SUMMARY

Four contractors working on various projects throughout the District have completed their work and there are no outstanding issues with them. It is recommended that the Board of Trustees accept the projects as listed. In order to file a Notice of Completion with the County Recorder's Office, Board of Trustees' acceptance of the project is required.

RECOMMENDATION:

It is recommended that the Board accept the following projects as complete, pending the completion of a punch list, and authorize the administration to file a Notice of Completion with the County Recorders Office.

- a) Installation of a Sound System at Canyon Crest Academy project B2006-03, contract entered into with SimplexGrinnell LP.
- b) Refurbish Restrooms at Earl Warren Middle School project B2006-27, contract entered into with Fordyce Construction, Inc.
- c) Replace Heater Unit at Building 1200 at La Costa Canyon High School project B2006-26, contract entered into with AMS America, Inc. dba Southcoast Heating & Air Conditioning.
- d) Cabling Installations District Wide project B2004-16, contract entered into with Fredricks Electric, Inc.

FUNDING SOURCE:

N/A

AGENDA ITEM: 19

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: November 6, 2006

BOARD MEETING DATE: November 16, 2006

PREPARED BY: Eric R. Dill, Executive Director, Business Services
Steve Ma, Associate Supt./Business

SUBMITTED BY: Peggy Lynch, Ed.D.
Superintendent

SUBJECT: ACCEPTANCE OF CONSTRUCTION PROJECTS

EXECUTIVE SUMMARY

Two prime contractors working on the Canyon Crest Academy project have requested that their work be accepted as complete so that the amounts withheld as retention can be released to them. These two contractors completed their work on time and there are no outstanding issues with them. It is recommended that the Board of Trustees accept the projects as listed.

RECOMMENDATION:

It is recommended that the Board accept the following projects comprising the Canyon Crest Academy project as complete, pending the completion of a punch list, and authorize the administration to file a Notice of Completion with the County Records Office.

- a) Bid Package #5 (masonry & veneer system) – New Dimension Masonry, Inc.
- b) Bid Package #15 (flooring-resilient flooring and carpet) – Pro Installations, Inc., d/b/a Spectra Contract Flooring.

FUNDING SOURCE:

N/A

AGENDA ITEM: 20


San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: November 6, 2006

BOARD MEETING DATE: November 16, 2006

PREPARED BY: Eric R. Dill, Executive Director, Business Services 
Steve Ma, Associate Supt./Business

SUBMITTED BY: Peggy Lynch, Ed.D.
Superintendent

SUBJECT: APPROVAL TO REDUCE RETENTION

EXECUTIVE SUMMARY

T.B. Penick & Sons, Inc., bid package #4 (reinforcing, cast-in-place concrete, precast concrete, membrane waterproofing, chain link fence) has completed over 50% of the contract for work at Canyon Crest Academy. The District is required to withhold 10% from payments made to the contractor for work performed. The contract allows the contractor to request that this retention be reduced to 5% upon satisfactory completion of 50% of the contract; however, Board approval is required. The Construction Manager, Architect, and district staff is satisfied with the contractors' work and is recommending that this request be granted.

RECOMMENDATION:

It is recommended that the Board authorize the administration to reduce the retention being withheld from payments to T. B. Penick & Sons, Inc. for the Canyon Crest Academy project, from 10% to 5%, as authorized under the terms and conditions of the contract.

FUNDING SOURCE:

Not applicable

AGENDA ITEM: 21

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: November 6, 2006

BOARD MEETING DATE: November 16, 2007

PREPARED BY: Joann Redman, Executive Assistant
Stephen G. Ma, Assoc. Supt., Business

SUBMITTED BY: Peggy Lynch, Ed.D.
Superintendent

SUBJECT: APPROVAL OF 2006-07 BELL SCHEDULES

EXECUTIVE SUMMARY

State law requires local school district boards to approve school bell schedules as part of the instructional calendar. Enclosed are the school bell schedules for the 2006-07 school year for Carmel Valley, Diegueno, Earl Warren, and Oak Crest Middle Schools, and Canyon Crest Academy, La Costa Canyon, San Dieguito Academy, Sunset Continuation and Torrey Pines High Schools.

RECOMMENDATION

It is recommended that the Board approve the 2006-07 school bell schedules for Carmel Valley, Diegueno, Earl Warren, Oak Crest Middle Schools, and Canyon Crest Academy, La Costa Canyon, San Dieguito Academy, Sunset Continuation, and Torrey Pines High Schools.

FUNDING SOURCE

Not applicable.

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Enclosures

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
BUSINESS SERVICES
Carmel Valley Middle School

2006-07 Proposed Bell Schedule
Single - Monday - 24 Days

Period	Start Time	End Time	Instructional Minutes	Passing	Start Time	End Time	Instructional Minutes	Total Instructional Minutes
1	8:30	9:25	0:55	1-2	9:25	9:30	0:05	1:00
2	9:30	10:20	0:50	2-3	10:20	10:25	0:05	0:55
3	10:25	11:15	0:50	3-4	11:15	11:20	0:05	0:55
4	11:20	12:10	0:50				0:00	0:50
Lunch	12:10	12:45	0:00	L-5	12:45	12:50	0:05	0:05
HR	12:50	1:15 PM	0:25				0:00	0:25
5	1:15 PM	2:05 PM	0:50	5-6	2:05 PM	2:10 PM	0:05	0:55
6	2:10 PM	3:05 PM	0:55				0:00	0:55
TOTAL			5:35				0:25	6:00

Block - Tuesdays & Thursday/Per. 1, 3, 5 - Wednesdays & Fridays/Per. 2, 4, 6 - 145 Days

Period	Start Time	End Time	Instructional Minutes	Passing	Start Time	End Time	Instructional Minutes	Total Instructional Minutes
Block A	8:30	10:20	1:50	Nutrition	10:20	10:25	0:00	1:50
			0:00	N-B	10:25	10:30	0:05	0:05
Block B	10:30	12:15	1:45				0:00	1:45
Lunch	12:15	12:50	0:00	L-SSR	12:50	12:55	0:05	0:05
SSR/HR	12:55	1:20 PM	0:25				0:00	0:25
Block C	1:20 PM	3:05 PM	1:45				0:00	1:45
TOTAL			5:45				0:10	5:55

Minimum - 2 Days 2006: December 21
2007: June 15

Period	Start Time	End Time	Instructional Minutes	Passing	Start Time	End Time	Instructional Minutes	Total Instructional Minutes
1	8:30	9:10	0:40	1-2	9:10	9:15	0:05	0:45
2	9:15	9:50	0:35	2-3	9:50	9:55	0:05	0:40
3	9:55	10:30	0:35				0:00	0:35
Lunch	10:30	10:45	0:00	L-4	10:45	10:50	0:05	0:05
4	10:50	11:25	0:35	4-5	11:25	11:30	0:05	0:40
5	11:30	12:05	0:35	5-6	12:05	12:10	0:05	0:40
6	12:10	12:50	0:40				0:00	0:40
TOTAL			3:40				0:25	4:05

Assembly/Spirit Day - 1 Day

Period	Start Time	End Time	Instructional Minutes	Passing	Start Time	End Time	Instructional Minutes	Total Instructional Minutes
1	8:30	10:10	1:40	Nutrition	10:10	10:15	0:00	1:40
			0:00	N-3	10:15	10:20	0:05	0:05
3	10:20	12:00	1:40				0:00	1:40
Lunch	12:00	12:35	0:00	L-5	12:35	12:40	0:05	0:05
5 -Asbly	12:40	3:05 PM	2:25				0:00	2:25
TOTAL			5:45				0:10	5:55

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
 BUSINESS SERVICES
 Carmel Valley Middle School

2005-06 Proposed Bell Schedule (cont.)

Collaboration Days - 9 Days: Sept 18, Oct 16, Nov 13, Dec 11, Feb 5, Mar 5 & 26, Apr 23, May 21

Period	Start Time	End Time	Instructional Minutes	Passing	Start Time	End Time	Instructional Minutes	Total Instructional Minutes
Collab.	8:25	9:20	0:00	Break	9:20	9:35	0:00	0:00
1	9:35	10:20	0:45	1-2	10:20	10:25	0:05	0:50
2	10:25	11:10	0:45	2-3	11:10	11:15	0:05	0:50
3	11:15	12:00	0:45				0:00	0:45
Lunch	12:00	12:35	0:00	L-4	12:35	12:40	0:05	0:05
4	12:40	1:25 PM	0:45	4-5	1:25 PM	1:30 PM	0:05	0:50
5	1:30 PM	2:15 PM	0:45	5-6	2:15 PM	2:20 PM	0:05	0:50
6	2:20 PM	3:05 PM	0:45				0:00	0:45
TOTAL			4:30				0:25	4:55

Annual Instructional Minutes (SDUHSD Minimum = 63,000)

	Class Time	Passing Time	Total	# of Days	Total Minutes
Collab.	270	25	295	9	2,655
Single Days	335	25	360	22	7,920
Block Days	345	10	355	145	51,475
Minimum Days	220	25	245	2	490
Asmbly/ Spirit Day	345	10	355	2	710
Totals	1245	70	1315	171	63,250

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
BUSINESS SERVICES
Diegueno Middle School

2006-07 Bell Schedule
Single - Monday, Tuesday & Friday - 100 Days

Period	Start Time	End Time	Instructional Minutes	Passing	Start Time	End Time	Instructional Minutes	Total Instructional Minutes
1	7:40	8:40	1:00	1-2	8:40	8:45	0:05	1:05
2	8:45	9:40	0:55	2-3	9:40	9:45	0:05	1:00
3	9:45	10:40	0:55	3-4	10:40	10:45	0:05	1:00
4	10:45	11:40	0:55				0:00	0:55
Lunch	11:40	12:15 PM	0:00	L-5	12:15 PM	12:20 PM	0:05	0:05
5	12:20 PM	1:15 PM	0:55	5-6	1:15 PM	1:20 PM	0:05	1:00
6	1:20 PM	2:15 PM	0:55				0:00	0:55
TOTAL			5:35				0:25	6:00

Block - Wednesdays & Thursday - 74 Days

Period	Start Time	End Time	Instructional Minutes	Passing	Start Time	End Time	Instructional Minutes	Total Instructional Minutes
Block 1/2	7:40	9:25	1:45	Nutrition	9:25	9:30	0:00	1:45
			0:00	N-3/4	9:30	9:35	0:05	0:05
Block 3/4	9:35	11:20	1:45				0:00	1:45
Lunch	11:20	11:55	0:00	L-SSR	11:55	12:00 PM	0:05	0:05
SSR	12:00 PM	12:30 PM	0:30				0:00	0:30
Block 5/6	12:30 PM	2:15 PM	1:45				0:00	1:45
TOTAL			5:45				0:10	5:55

Minimum - 5 Days 2006 September 19, October 24, December 21
2007 March 20, May 1

Period	Start Time	End Time	Instructional Minutes	Passing	Start Time	End Time	Instructional Minutes	Total Instructional Minutes
1	7:40	8:20	0:40	1-2	8:20	8:25	0:05	0:45
2	8:25	9:00	0:35	2-3	9:00	9:05	0:05	0:40
3	9:05	9:40	0:35				0:00	0:35
Break	9:40	9:55	0:00	B-4	9:55	10:00	0:05	0:05
4	10:00	10:35	0:35	4-5	10:35	10:40	0:05	0:40
5	10:40	11:15	0:35	5-6	11:15	11:20	0:05	0:40
6	11:20	12:00	0:40				0:00	0:40
TOTAL			3:40				0:25	4:05

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
 BUSINESS SERVICES
 Diegueno Middle School

Minimum - 1 Day - 2007: June 15

Period	Start Time	End Time	Instructional Minutes	Passing	Start Time	End Time	Instructional Minutes	Total Instructional Minutes
1	7:40	8:20	0:40	1-2	8:20	8:25	0:05	0:45
2	8:25	9:00	0:35				0:00	0:35
Lunch	9:00	9:15	0:00	L-3	9:15	9:20	0:05	0:05
3	9:20	9:55	0:35	3-4	9:55	10:00	0:05	0:40
4	10:00	10:35	0:35	4-5	10:35	10:40	0:05	0:40
5	10:40	11:15	0:35	5-6	11:15	11:20	0:05	0:40
6	11:20	12:00	0:40				0:00	0:40
TOTAL			3:40				0:25	4:05

Annual Instructional Minutes (SDUHSD Minimum = 63,000):

	Class Time	Passing Time	Total	# of Days	Total Minutes
Single Days	335	25	360	100	36,000
Block Days	345	10	355	74	26,270
Minimum Days	220	25	245	6	1,470
TOTAL	900	60	960	180	63,740

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
BUSINESS SERVICES
Earl Warren Middle School

2006-07 Proposed Bell Schedule
Single - Monday, Tuesday & Friday - 99 Days

Period	Start Time	End Time	Instructional Minutes	Passing	Start Time	End Time	Instructional Minutes	Total Instructional Minutes
1	7:40	8:35	0:55	1-2	8:35	8:40	0:05	1:00
2	8:40	9:30	0:50	2-3	9:30	9:35	0:05	0:55
3	9:35	10:25	0:50	3-4	10:25	10:30	0:05	0:55
4	10:30	11:20	0:50				0:00	0:50
Lunch	11:20	11:55	0:00	L-HR	11:55	12:00	0:05	0:05
HR	12:00	12:20	0:20				0:00	0:20
5	12:20	1:15 PM	0:55	5-6	1:15 PM	1:20 PM	0:05	1:00
6	1:20 PM	2:15 PM	0:55				0:00	0:55
TOTAL			5:35				0:25	6:00

Block - Wednesday & Thursday - 74 Days

Period	Start Time	End Time	Instructional Minutes	Passing	Start Time	End Time	Instructional Minutes	Total Instructional Minutes
Block 1/2	7:40	9:30	1:50	Nutrition	9:30	9:35	0:00	1:50
			0:00	N-1/2, 3/4	9:35	9:40	0:05	0:05
Block 3/4	9:40	11:30	1:50				0:00	1:50
Lunch	11:30	12:05	0:00	L-SSR	12:05	12:10	0:05	0:05
SSR	12:10	12:30	0:20				0:00	0:20
Block 5/6	12:30	2:15 PM	1:45				0:00	1:45
TOTAL			5:45				0:10	5:55

Minimum - 6 Days

2006 September 19, October 24, December 21
2007 March 20, May 1, June 15

Period	Start Time	End Time	Instructional Minutes	Passing	Start Time	End Time	Instructional Minutes	Total Instructional Minutes
1	7:40	8:20	0:40	1-2	8:20	8:25	0:05	0:45
2	8:25	9:00	0:35	2-3	9:00	9:05	0:05	0:40
3	9:05	9:40	0:35				0:00	0:35
Lunch	9:40	9:55	0:00	L-4	9:55	10:00	0:05	0:05
4	10:00	10:35	0:35	4-5	10:35	10:40	0:05	0:40
5	10:40	11:15	0:35	5-6	11:15	11:20	0:05	0:40
6	11:20	12:00	0:40				0:00	0:40
TOTAL			3:40				0:25	4:05

Assembly - 1 Day

Period	Start Time	End Time	Instructional Minutes	Passing	Start Time	End Time	Instructional Minutes	Total Instructional Minutes
1-7th Aby	7:40	8:30	0:50	1-1	8:30	8:35	0:05	0:55
1-8th Aby	8:35	9:20	0:45	1-2	9:20	9:25	0:05	0:50
2	9:25	10:10	0:45	2-3	10:10	10:15	0:05	0:50
3	10:15	11:00	0:45	3-4	11:00	11:05	0:05	0:50
4	11:05	11:50	0:45				0:00	0:45
Lunch	11:50	12:25	0:00	L-HR	12:25	12:30	0:05	0:05
HR	12:30	12:40	0:10	HR-5	12:40	12:45	0:05	0:15
5	12:45	1:30 PM	0:45	5-6	1:30 PM	1:35 PM	0:05	0:50
6	1:35 PM	2:15 PM	0:40				0:00	0:40
TOTAL			5:25				0:35	6:00

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
BUSINESS SERVICES
Earl Warren Middle School

2006-07 Bell Schedule (cont.)

Annual Instructional Minutes (SDUHSD Minimum = 63,000):

	Class Time	Passing Time	Total	# of Days	Total Minutes
Single Days	335	25	360	99	35,640
Assembly	325	35	360	1	360
Block Days	345	10	355	74	26,270
Minimum Days	220	25	245	6	1,470
TOTAL	1225	95	1320	180	63,740

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
BUSINESS SERVICES
Oak Crest Middle School

2006-07 Bell Schedule
Single - Monday & Tuesday - 69 Days

Period	Start Time	End Time	Instructional Minutes	Passing	Start Time	End Time	Instructional Minutes	Total Instructional Minutes
1	7:40	8:35	0:55	1-2	8:35	8:40	0:05	1:00
2	8:40	9:35	0:55	Break	9:35	9:40	0:00	0:55
				2-3	9:40	9:45	0:05	0:05
3	9:45	10:40	0:55	3-4	10:40	10:45	0:05	1:00
4	10:45	11:40	0:55				0:00	0:55
Lunch	11:40	12:15 PM	0:00	L-5	12:15 PM	12:20 PM	0:05	0:05
5	12:20 PM	1:15 PM	0:55	5-6	1:15 PM	1:20 PM	0:05	1:00
6	1:20 PM	2:15 PM	0:55				0:00	0:55
TOTAL			5:30				0:25	5:55

Block - Wednesday & Thursday - 73 Days

Period	Start Time	End Time	Instructional Minutes	Passing	Start Time	End Time	Instructional Minutes	Total Instructional Minutes
1 or 2	7:40	9:25	1:45	Break	9:25	9:30	0:00	1:45
				B- 3/4	9:30	9:35	0:05	0:05
3 or 4	9:35	11:20	1:45				0:00	1:45
Lunch	11:20	11:55	0:00	L - 5/6	11:55	12:00	0:05	0:05
5 or 6	12:00	1:45 PM	1:45				0:00	1:45
SSH	1:45 PM	2:15 PM	0:30				0:00	0:30
TOTAL			5:45				0:10	5:55

Single - Friday - 32 Days

Period	Start Time	End Time	Instructional Minutes	Passing	Start Time	End Time	Instructional Minutes	Total Instructional Minutes
1	7:40	8:32	0:52	1-2	8:32	8:37	0:05	0:57
2	8:37	9:29	0:52	Break	9:29	9:34	0:00	0:52
				2-3	9:34	9:39	0:05	0:05
3	9:39	10:31	0:52	3-4	10:31	10:36	0:05	0:57
4	10:36	11:28	0:52				0:00	0:52
Wave	11:28	11:46	0:18				0:00	0:18
Lunch	11:46	12:21	0:00	L-5	12:21	12:26	0:05	0:05
5	12:26	1:18 PM	0:52	5-6	1:18 PM	1:23 PM	0:05	0:57
6	1:23 PM	2:15 PM	0:52				0:00	0:52
TOTAL			5:30				0:25	5:55

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
BUSINESS SERVICES
Oak Crest Middle School

2006-07 Bell Schedule (cont.)

Minimum - 6 Days 2006: September 19, October 24, December 21
 2007: March 20, May 1, June 15

Period	Start Time	End Time	Instructional Minutes	Passing	Start Time	End Time	Instructional Minutes	Total Instructional Minutes
1	7:40	8:20	0:40	1-2	8:20	8:25	0:05	0:45
2	8:25	9:00	0:35	2-3	9:00	9:05	0:05	0:40
3	9:05	9:40	0:35				0:00	0:35
Lunch	9:40	9:55	0:00	L-4	9:55	10:00	0:05	0:05
4	10:00	10:35	0:35	4-5	10:35	10:40	0:05	0:40
5	10:40	11:15	0:35	5-6	11:15	11:20	0:05	0:40
6	11:20	12:00	0:40				0:00	0:40
TOTAL			3:40				0:25	4:05

Double Assembly - 6 Days

Period	Start Time	End Time	Instructional Minutes	Passing	Start Time	End Time	Instructional Minutes	Total Instructional Minutes
1	7:40	8:25	0:45	1-2	8:25	8:30	0:05	0:50
1st Assby	8:30	9:25	0:55				0:00	0:55
2nd Assby	9:25	10:20	0:55	2-3	10:20	10:25	0:05	1:00
3	10:25	11:10	0:45				0:00	0:45
Lunch	11:10	11:45	0:00	L-4	11:45	11:50	0:05	0:05
4	11:50 AM	12:35 PM	0:45	4-5	12:35	12:40	0:05	0:50
5	12:40 PM	1:25 PM	0:45	5-6	1:25 PM	1:30 PM	0:05	0:50
6	1:30 PM	2:15 PM	0:45				0:00	0:45
TOTAL			5:35				0:25	6:00

Annual Instructional Minutes (SDUHSD Minimum = 63,000)

	Class Time	Passing Time	Total	# of Days	Total Minutes
Single	330	25	355	65	23,075
Block	345	10	355	72	25,560
Fridays	330	25	355	31	11,005
Minimum	220	25	245	6	1,470
Double Assembly	335	25	360	6	2,160
Totals	1560	110	1670	180	63,270

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
BUSINESS SERVICES
Canyon Crest Academy

2006-07 Proposed Bell Schedule

Monday, Tuesday, Thursday & Friday - 152 Days (including 2 testing days)

Period	Start Time	End Time	Instructional Minutes	Passing	Start Time	End Time	Instructional Minutes	Total Instructional Minutes
1	8:15	9:45	1:30	1-2	9:45	9:53	0:08	1:38
2	9:53	11:29	1:36				0:00	1:36
Lunch	11:29	11:59	0:00	L-3	11:59	12:07	0:08	0:08
3	12:07	1:37 PM	1:30	3-4	1:37 PM	1:45 PM	0:08	1:38
4	1:45 PM	3:15 PM	1:30				0:00	1:30
TOTAL			6:06				0:24	6:30

Wednesday (Late start - Collaboration) - 20 Days

Period	Start Time	End Time	Instructional Minutes	Passing	Start Time	End Time	Instructional Minutes	Total Instructional Minutes
1	9:15	10:30	1:15	1-2	10:30	10:38	0:08	1:23
2	10:38	11:59	1:21				0:00	1:21
Lunch	11:59	12:29	0:00	L-3	12:29	12:37	0:08	0:08
3	12:37	1:52 PM	1:15	3-4	1:52 PM	2:00 PM	0:08	1:23
4	2:00 PM	3:15 PM	1:15				0:00	1:15
TOTAL			5:06				0:24	5:30

Finals - 8 Days

Period	Start Time	End Time	Instructional Minutes	Passing	Start Time	End Time	Instructional Minutes	Total Instructional Minutes
1/2	8:15	10:15	2:00	Break	10:15	10:30	0:00	2:00
				B-3/4	10:30	10:40	0:10	0:10
3/4	10:40	12:40	2:00					2:00
TOTAL			4:00				0:10	4:10

Annual Instructional Minutes (SDUHSD Minimum = 64,800):

	Class Time	Passing Time	Total	# of Days	Total Minutes
Regular	366	24	390	152	59,280
Wednesday	306	24	330	20	6,600
Finals	240	10	250	8	2,000
TOTAL	912	58	970	180	67,880

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
BUSINESS SERVICES
La Costa Canyon High School

2006-07 Proposed Bell Schedule
Block - 143 Days

Period	Start Time	End Time	Instructional Minutes	Passing	Start Time	End Time	Instructional Minutes	Total Instructional Minutes
Block A	7:45	9:40	1:55	Break	9:40	9:45	0:00	1:55
			0:00	B-B	9:45	9:55	0:10	0:10
Block B	9:55	11:55	2:00					2:00
Lunch	11:55	12:25	0:00	L-C	12:25	12:35	0:10	0:10
Block C	12:35	2:30 PM	1:55					1:55
TOTAL			5:50				0:20	6:10

Single - 2 Days

Period	Start Time	End Time	Instructional Minutes	Passing	Start Time	End Time	Instructional Minutes	Total Instructional Minutes
1	7:45	8:35	0:50	1-2	8:35	8:45	0:10	1:00
2	8:45	9:35	0:50	Break	9:35	9:45	0:00	0:50
			0:00	B-3	9:45	9:55	0:10	0:10
3	9:55	10:50	0:55	3-4	10:50	11:00	0:10	1:05
4	11:00	12:00	1:00				0:00	1:00
Lunch	12:00	12:30	0:00	L-5	12:30	12:40	0:10	0:10
5	12:40	1:30 PM	0:50	5-6	1:30 PM	1:40 PM	0:10	1:00
6	1:40 PM	2:30 PM	0:50				0:00	0:50
TOTAL			5:15				0:50	6:05

Finals - 6 Days

Period	Start Time	End Time	Instructional Minutes	Passing	Start Time	End Time	Instructional Minutes	Total Instructional Minutes
Block A	7:45	9:45	2:00	Break	9:45	9:50	0:00	2:00
				B-2	9:50	10:00	0:10	0:10
Block B	10:00	12:00	2:00					2:00
TOTAL			4:00				0:10	4:10

Pep Rally - 3 Days

Period	Start Time	End Time	Instructional Minutes	Passing	Start Time	End Time	Instructional Minutes	Total Instructional Minutes
Block A	7:45	9:35	1:50					1:50
Pep Rally	9:35	9:55	0:20	P-B	9:55	10:05	0:10	0:30
Block B	10:05	12:00	1:55					1:55
Lunch	12:00	12:30	0:00	L-C	12:30	12:40	0:10	0:10
Block C	12:40	2:30 PM	1:50					1:50
TOTAL			5:55				0:20	6:15

Teacher Collaboration Days - 26

Period	Start Time	End Time	Instructional Minutes	Passing	Start Time	End Time	Instructional Minutes	Total Instructional Minutes
Collab.	7:45	8:15	0:00					0:00
Block A	8:20	10:05	1:45	Break	10:05	10:10	0:00	1:45
			0:00	A-B	10:10	10:20	0:10	0:10
Block B	10:20	12:05	1:45					1:45
Lunch	12:05	12:35	0:00	L-C	12:35	12:45	0:10	0:10
Block C	12:45	2:30 PM	1:45					1:45
TOTAL			5:15				0:20	5:35

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
 BUSINESS SERVICES
 La Costa Canyon High School

2006-07 Proposed Bell Schedule (cont.)

Annual Instructional Minutes (SDUHSD Minimum = 64,800):

	Class Time	Passing Time	Total	# of Days	Total Minutes
Single	315	50	365	2	730
Block	350	20	370	143	52,910
Tchr. Collab.	315	20	335	26	8,710
Pep Rally	355	20	375	3	1,125
Finals	240	10	250	6	1,500
TOTAL	1575	120	1695	180	64,975

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
BUSINESS SERVICES

San Dieguito High School Academy

2006-07 Bell Schedule

1st Quarter - August 28 through October 27, 2006

Monday, Tuesday, Thursday & Friday - 31 Days

Period	Start Time	End Time	Instructional Minutes	Passing	Start Time	End Time	Instructional Minutes	Total Instructional Minutes
1	7:50	9:20	1:30	1-H/T	9:20	9:25	0:05	1:35
Homeroom/ Tutorial	9:25	9:50	0:25	H/T-2	9:50	9:55	0:05	0:30
2	9:55	11:25	1:30				0:00	1:30
Lunch	11:25	12:00	0:00	L-3	12:00	12:05	0:05	0:05
3	12:05	1:32 PM	1:27	3-4	1:32 PM	1:42 PM	0:05	1:32
4	1:42 PM	3:10 PM	1:28					1:28
TOTAL			6:20				0:20	6:40

Wednesday - 9 Days

Period	Start Time	End Time	Instructional Minutes	Passing	Start Time	End Time	Instructional Minutes	Total Instructional Minutes
1	7:50	9:20	1:30	1-2	9:20	9:30	0:05	1:35
2	9:30	11:00	1:30					1:30
Lunch	11:00	12:00	0:00	L-3	12:00	12:05	0:05	0:05
3	12:05	1:32 PM	1:27	3-4	1:32 PM	1:42 PM	0:05	1:32
4	1:42 PM	3:10 PM	1:28					1:28
TOTAL			5:55				0:15	6:10

Extended Homeroom/Assembly Schedule - 4 Days

Period	Start Time	End Time	Instructional Minutes	Passing	Start Time	End Time	Instructional Minutes	Total Instructional Minutes
1	7:50	9:15	1:25	1-Asbly	9:15	9:20	0:05	1:30
EHR/ Assembly	9:20	10:05	0:45	A-2	10:05	10:10	0:05	0:50
2	10:10	11:35	1:25				0:00	1:25
Lunch	11:35	12:10	0:00	L-3	12:10	12:15	0:05	0:05
3	12:15	1:38 PM	1:23	3-4	1:38 PM	1:48 PM	0:05	1:28
4	1:48 PM	3:10 PM	1:22					1:22
TOTAL			6:20				0:20	6:40

Late Start - 2 days

Period	Start Time	End Time	Instructional Minutes	Passing	Start Time	End Time	Instructional Minutes	Total Instructional Minutes
1	9:30	10:40	1:10	1-2	10:40	10:45	0:05	1:15
2	10:45	11:55	1:10					1:10
Lunch	11:55	12:35	0:00	L-3	12:35	12:40	0:05	0:05
3	12:40	1:50 PM	1:10	3-4	1:50 PM	2:00 PM	0:05	1:15
4	2:00 PM	3:10 PM	1:10					1:10
Total			4:40				0:15	4:55

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
 BUSINESS SERVICES
 San Dieguito High School Academy

2006-07 Bell Schedule (cont.)

2nd Quarter - October 30, 2006 through June 15, 2007

Monday & Friday - 46 Days

Period	Start Time	End Time	Instructional Minutes	Passing	Start Time	End Time	Instructional Minutes	Total Instructional Minutes
1	7:50	9:20	1:30	1-H/T	9:20	9:25	0:05	1:35
Homeroom/ Tutorial	9:25	9:50	0:25	H/T-2	9:50	9:55	0:05	0:30
2	9:55	11:25	1:30				0:00	1:30
Lunch	11:25	12:00	0:00	L-3	12:00	12:05	0:05	0:05
3	12:05	1:35 PM	1:30	3-4	1:35 PM	1:40 PM	0:05	1:35
4	1:40 PM	3:10 PM	1:30					1:30
TOTAL			6:25				0:20	6:45

Wednesday - 24 Days

Period	Start Time	End Time	Instructional Minutes	Passing	Start Time	End Time	Instructional Minutes	Total Instructional Minutes
1	7:50	9:20	1:30	1-2	9:20	9:30	0:05	1:35
2	9:30	11:00	1:30					1:30
Lunch	11:00	12:00	0:00	L-3	12:00	12:05	0:05	0:05
3	12:05	1:32 PM	1:27	3-4	1:32 PM	1:42 PM	0:05	1:32
4	1:42 PM	3:10 PM	1:28					1:28
TOTAL			5:55				0:15	6:10

Tuesday & Thursday - 55

Period	Start Time	End Time	Instructional Minutes	Passing	Start Time	End Time	Instructional Minutes	Total Instructional Minutes
1	7:50	9:20	1:30	Nutrition	9:20	9:30	0:00	1:30
				N-1	9:30	9:35	0:05	0:05
2	9:35	11:05	1:30				0:00	1:30
Lunch	11:05	11:40	0:00	L-3	11:40	11:45	0:05	0:05
3	11:45	1:15 PM	1:30	3-4	1:15 PM	1:20 PM	0:05	1:35
4	1:20 PM	2:50 PM	1:30					1:30
TOTAL			6:00				0:15	6:15

Minimum - 9 Days

2005: September 22, October 12, November 4, December 7

2006: January 13, January 25, April 5, May 3, June 16

Period	Start Time	End Time	Instructional Minutes	Passing	Start Time	End Time	Instructional Minutes	Total Instructional Minutes
1	7:50	8:50	1:00	1-2	8:50	8:55	0:05	1:05
2	8:55	9:55	1:00				0:00	1:00
Break	9:55	10:10	0:00	B-3	10:10	10:15	0:05	0:05
3	10:15	11:15	1:00	3-4	11:15	11:20	0:05	1:05
4	11:20	12:15	0:55					0:55
TOTAL			3:55				0:15	4:10

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
 BUSINESS SERVICES
 San Dieguito High School Academy

2006-07 Bell Schedule (cont.)

Annual Instructional Minutes (SDUHSD Minimum = 64,800):

2006/07					
1st Quarter - Current Schedule	Class Time	Passing Time	Total	# of Days	Total Minutes
Regular	380	20	400	31	12,400
Extended HR/Assembly	380	20	400	4	1,600
Minimum	235	15	250	9	2,250
Mustang Hour	355	15	370	9	3,330
Late Start	280	15	295	2	590
2nd Quarter Start - Pilot					
Monday	385	20	405	26	10,530
Tuesday	360	15	375	27	10,125
Wednesday (N)	360	15	375	24	9,000
Thursday	360	15	375	28	10,500
Friday	385	20	405	20	8,100
TOTAL	1,630	85	1,715	180	68,425

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
 BUSINESS SERVICES
 Sunset Continuation High School

2006-07 Bell Schedule

Monday - Friday

Period	Start Time	End Time	Instructional Minutes	Passing	Start Time	End Time	Instructional Minutes	Total Instructional Minutes
1	8:30	9:25	0:55	1-2	9:25	9:30	0:05	1:00
2	9:30	10:25	0:55	Break	10:25	10:45	0:00	0:55
			0:00	B-3	10:45	10:50	0:05	0:05
3	10:50	11:45	0:55	3-4	11:45	11:50	0:05	1:00
4	11:50	12:45	0:55				0:00	0:55
Lunch	12:45	1:00 PM	0:00	L-5	1:00 PM	1:05 PM	0:05	0:05
Optional 5	1:05 PM	2:00 PM	0:55				0:00	0:55
TOTAL			4:35				0:20	4:55

Minimum Days:
 None

2006-07 Instructional Minutes = 53,100

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
BUSINESS SERVICES
Torrey Pines High School

2006-07 Proposed Bell Schedule
Block - 162 Days

Period	Start Time	End Time	Instructional Minutes	Passing	Start Time	End Time	Instructional Minutes	Total Instructional Minutes
Block A	7:45	9:45	2:00	Break	9:45	9:50	0:00	2:00
			0:00	B-B	9:50	10:00	0:10	0:10
Block B	10:00	11:55	1:55					1:55
Lunch	11:55	12:25	0:00	L-C	12:25	12:35	0:10	0:10
Block C	12:35	2:30 PM	1:55					1:55
TOTAL			5:50				0:20	6:10

Single - 2 Days

Period	Start Time	End Time	Instructional Minutes	Passing	Start Time	End Time	Instructional Minutes	Total Instructional Minutes
1	7:45	8:40	0:55	1-3	8:40	8:45	0:05	1:00
3	8:45	9:40	0:55	Break	9:40	9:50	0:00	0:55
				B-5	9:50	9:55	0:05	0:05
5	9:55	10:50	0:55	5-2	10:50	10:55	0:05	1:00
2	10:55	11:50	0:55				0:00	0:55
Lunch	11:55	12:25	0:00	L-4	12:25	12:35	0:10	0:10
4	12:35	1:30 PM	0:55	4-6	1:30 PM	1:35 PM	0:05	1:00
6	1:35 PM	2:30 PM	0:55					0:55
TOTAL			5:30				0:30	6:00

Late Start Days - 10 2006: September 19, 20, October 18, 19, December 7, 8
2007: February 28, March 1, 28, 29

Period	Start Time	End Time	Instructional Minutes	Passing	Start Time	End Time	Instructional Minutes	Total Instructional Minutes
1 or 2	9:15	10:40	1:25	Break	10:40	10:45	0:00	1:25
				1/2-3/4	10:45	10:55	0:10	0:10
3 or 4	10:55	12:20	1:25				0:00	1:25
Lunch	12:20	12:55	0:00	L-5/6	12:55	1:05 PM	0:10	0:10
5 or 6	1:05 PM	2:30 PM	1:25				0:00	1:25
TOTAL			4:15				0:20	4:35

Finals - 6 Days

Period	Start Time	End Time	Instructional Minutes	Passing	Start Time	End Time	Instructional Minutes	Total Instructional Minutes
Class	7:45	9:45	2:00	Break	9:45	9:50	0:00	2:00
				B-Class	9:50	10:00	0:10	0:10
Class	10:00	12:00	2:00					2:00
TOTAL			4:00				0:10	4:10

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
BUSINESS SERVICES
Torrey Pines High School

2006-07 Proposed Bell Schedule (cont.)

Annual Instructional Minutes (SDUHSD Minimum = 64,800):

	Class Time	Passing Time	Total	# of Days	Total Minutes
Single	330	30	360	2	720
Block	350	20	370	162	59,940
Late Start	255	20	275	10	2,750
Finals	240	10	250	6	1,500
TOTAL	1175	80	1255	180	64,910

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: November 6, 2006

BOARD MEETING DATE: November 16, 2006

PREPARED BY: Joann Redman, Executive Assistant
Stephen G. Ma, Assoc. Supt., Business

SUBMITTED BY: Peggy Lynch, Ed.D.
Superintendent

SUBJECT: APPROVAL OF 2006-07 & 2007-08 YEAR-
ROUND CALENDARS / NORTH COAST
ALTERNATIVE HIGH SCHOOL

EXECUTIVE SUMMARY

The North Coast Alternative program operates on a year-round basis. The attached North Coast Alternative High School calendar is for the 2006-07 & 2007-08 school years. This calendar is a track calendar, which will allow us to maximize our ADA in this program.

RECOMMENDATION:

It is recommended that the Board approve the 2006-07 & 2007-08 year-round calendars for North Coast Alternative High School, as shown in the attached supplements.

FUNDING SOURCE:

Not applicable.

jr
Attachments

AGENDA ITEM: 23

**SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
NORTH COAST ALTERNATIVE HIGH SCHOOL
2006-07 TRACK CALENDAR**

A- July 5 through April 19

IA - April 20 through May 31

B- August 28 through June 13

IB- June 14 through June 29

School Month	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	Days Per Month By Track	
July	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28		
A-1	H	H	A																		A-18	
July/Aug	31	1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25		
A-2																					A-20	
Aug/Sept	28	29	30	31	1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22		
A-3						H															A-19	
B-1	B					H															B-19	
Sept/Oct	25	26	27	28	29	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20		
A-4						H															A-19	
B-2						H															B-19	
Oct/Nov	23	24	25	26	27	30	31	1	2	3	6	7	8	9	10	13	14	15	16	17		
A-5															H						A-19	
B-3															H						B-19	
Nov/Dec	20	21	22	23	24	27	28	29	30	1	4	5	6	7	8	11	12	13	14	15		P1
A-6	H	H	H	H	H																A-15	A-110
B-4	H	H	H	H	H																B-15	B-72
Dec/Jan	18	19	20	21	22	25	26	27	28	29	8	9	10	11	12	15	16	17	18	19		
A-7						H	H	H	H	H						H					A-13	
B-5						H	H	H	H	H						H					B-13	
Jan/Feb	22	23	24	25	26	29	30	31	1	2	5	6	7	8	9	12	13	14	15	16		
A-8																				H	A-19	
B-6																				H	B-19	
Feb/Mar	19	20	21	22	23	26	27	28	1	2	5	6	7	8	9	12	13	14	15	16		
A-9	H																				A-19	
B-7	H																				B-19	
Mar/Apr	19	20	21	22	23	26	27	28	29	30	2	3	4	5	6	9	10	11	12	13		P2
A-10																H	H	H	H	H	A-15	A-175
B-8																H	H	H	H	H	B-15	B-138
Apr/May	16	17	18	19	20	23	24	25	26	27	30	1	2	3	4	7	8	9	10	11	IA-16	
IA-1						X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	A-4	
B-9																					B-20	
May/June	14	15	16	17	18	21	22	23	24	25	28	29	30	31	1	4	5	6	7	8		
IA-2	X	X	X	X	X	X	X	X	X	X	H	X	X	X	-	-	-	-	-	-	IA-14	
B-10,IB-1											H										B-19	
June/July	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	2	3	4	5	6		Annual
B-11,IB-2				X	X	X	X	X	X	X	X	X	X	X	X	-	-	-	-	-	B-3	IA-30
																					IB-12	IB-12
Legend:	(blank) = School Day																				A-180	
	- = Non School Day (Off Track)																				B-180	
	H = Holiday																					
	X = Intersession																					

**SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
NORTH COAST ALTERNATIVE HIGH SCHOOL
2007-08 TRACK CALENDAR**

A- July 2 through April 15
B- August 27 through June 10

IA - April 16 through May 28
IB- June 11 through June 30

School Month	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	Days Per Month By Track	
July	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27		
A-1	A		H																		A-19	

July/Aug	30	31	1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24		
A-2																					A-20	

Aug/Sept	27	28	29	30	31	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21		
A-3						H															A-19	
B-1	B					H															B-19	

Sept/Oct	24	25	26	27	28	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19		
A-4																					A-20	
B-2																					B-20	

Oct/Nov	22	23	24	25	26	29	30	31	1	2	5	6	7	8	9	12	13	14	15	16		
A-5																	H				A-19	
B-3																	H				B-19	

Nov/Dec	19	20	21	22	23	26	27	28	29	30	3	4	5	6	7	10	11	12	13	14		P1
A-6	H	H	H	H	H																A-15	A-112
B-4	H	H	H	H	H																B-15	B-73

Dec/Jan	17	18	19	20	21	24	25	26	27	28	7	8	9	10	11	14	15	16	17	18		
A-7						H	H	H	H	H											A-14	
B-5						H	H	H	H	H											B-14	

Jan/Feb	21	22	23	24	25	28	29	30	31	1	4	5	6	7	8	11	12	13	14	15		
A-8	H																			H	A-18	
B-6	H																			H	B-18	

Feb/Mar	18	19	20	21	22	25	26	27	28	29	3	4	5	6	7	10	11	12	13	14		
A-9	H																				A-19	
B-7	H																				B-19	

Mar/Apr	17	18	19	20	21	24	25	26	27	28	31	1	2	3	4	7	8	9	10	11		P2
A-10																	H	H	H	H	A-15	A-178
B-8																	H	H	H	H	B-15	B-139

Apr/May	14	15	16	17	18	21	22	23	24	25	28	29	30	1	2	5	6	7	8	9	IA-18	
IA-1			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	A-2	
B-9																					B-20	

May/June	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	2	3	4	5	6		
IA-2	X	X	X	X	X	X	X	X	X	X	H	X	X	-	-	-	-	-	-	-	IA-12	
B-10											H										B-19	

June/July	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	1	2	3	4		Annual
B-11,IB-1			X	X	X	X	X	X	X	X	X	X	X	X	X	X	-	-	-	H	B-2	IA-30
																			H		IB-14	IB-14

Legend:	(blank) = School Day	H = Holiday		A-180
	- = Non School Day (Off Track)	X = Intersession		B-180

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: November 7, 2006

BOARD MEETING DATE: November 16, 2006

PREPARED BY: Stephen G. Ma *SM*
Associate Superintendent, Business

SUBMITTED BY: Peggy Lynch, Ed.D., Superintendent

SUBJECT: APPROVAL OF BUSINESS REPORTS

EXECUTIVE SUMMARY

Please find the following business reports submitted for your approval:

- a) Purchase Orders
- b) Instant Money
- c) Membership Listing

RECOMMENDATION:

It is recommended that the Board approve the following business reports: a) Purchase Orders, b) Instant Money, and c) Membership Listing.

FUNDING SOURCE:

Not applicable

jr
Attachments

SAN DIEGUITO UNION HIGH
FROM 10/10/06 THRU 11/06/06

PO NBR	DATE	FUND	VENDOR	LOC	DESCRIPTION	AMOUNT
271722	10/10/06	03	THYSSENKRUPP ELEVATO	025	OTHER SERV.& OPER.EX	\$850.00
271723	10/10/06	03	EDUCATIONAL RESOURCE	035	LIC/SOFTWARE	\$164.94
271724	10/10/06	03	WHIDDEN, PAMELA	014	PROF/CONSULT./OPER E	\$3,360.00
271725	10/10/06	03	CARVIN	005	MATERIALS AND SUPPLI	\$345.21
271726	10/10/06	03	SAN DIEGO BALLET	014	PROF/CONSULT./OPER E	\$920.00
271727	10/10/06	06	VANDIVER, ELLIE MCPH	033	PROF/CONSULT./OPER E	\$6,000.00
271728	10/10/06	03	SCHOLASTIC INC	006	MATERIALS AND SUPPLI	\$97.56
271729	10/10/06	03	SAN DIEGO STATE UNIV	014	PROF/CONSULT./OPER E	\$350.00
271730	10/10/06	03	C S B A	020	MATERIALS AND SUPPLI	\$171.32
271731	10/10/06	03	NEFF MOTIVATIONAL, I	013	MATERIALS AND SUPPLI	\$3,462.45
271732	10/10/06	06	AMAZON.COM	012	MATERIALS AND SUPPLI	\$19.96
271733	10/10/06	06	CANYON CREST HS ACAD	030	MATERIALS AND SUPPLI	\$120.00
271734	10/10/06	06	DELL COMPUTER CORPOR	012	MAT/SUP/EQUIP TECHNO	\$2,157.47
271735	10/10/06	03	C D W G.COM	012	MATERIALS AND SUPPLI	\$245.13
271736	10/10/06	03	FREDRICKS ELECTRIC I	035	MATERIALS AND SUPPLI	\$544.75
271737	10/10/06	03	FREDRICKS ELECTRIC I	035	MATERIALS AND SUPPLI	\$8,080.00
271738	10/10/06	03	FREDRICKS ELECTRIC I	035	MATERIALS AND SUPPLI	\$801.00
271739	10/10/06	06	FREDRICKS ELECTRIC I	035	MATERIALS AND SUPPLI	\$510.00
271740	10/10/06	03	FREDRICKS ELECTRIC I	035	MATERIALS AND SUPPLI	\$365.00
271741	10/10/06	03	INITIAL TROPICAL PLA	025	OTHER SERV.& OPER.EX	\$830.87
271742	10/10/06	03	WARD'S NATURAL SCIEN	010	MATERIALS AND SUPPLI	\$21.83
271743	10/10/06	03	SARGENT WELCH SCIENT	010	MATERIALS AND SUPPLI	\$193.95
271744	10/10/06	03	EDUCATIONAL INNOVATI	010	MATERIALS AND SUPPLI	\$32.09
271746	10/10/06	03	INGRAM	010	OTHER BOOKS-LIBRARY	\$2,000.00
271748	10/10/06	03	HENRY SCHEIN	008	MEDICAL SUPPLIES	\$41.58
271749	10/10/06	03	DELL COMPUTER CORPOR	030	MAT/SUP/EQUIP TECHNO	\$1,210.81
271750	10/10/06	03	OFFICE DEPOT	026	OFFICE SUPPLIES	\$53.44
271751	10/10/06	03	C D W G.COM	026	OFFICE SUPPLIES	\$6.22
271752	10/10/06	03	AMAZON.COM	026	MATERIALS AND SUPPLI	\$110.70
271753	10/10/06	03	SAN DIEGUITO UHSD CA	020	MATERIALS AND SUPPLI	\$1,356.01
271754	10/10/06	03	HOME DEPOT	014	MATERIALS AND SUPPLI	\$1,200.00
271755	10/10/06	03	YARDAGE TOWN	014	MATERIALS AND SUPPLI	\$300.00
271756	10/10/06	03	MATCH POINT TENNIS C	005	REPAIRS BY VENDORS	\$2,680.00
271757	10/10/06	06	FREDRICKS ELECTRIC I	035	MATERIALS AND SUPPLI	\$600.00
271758	10/11/06	03	MEETING SERVICES INC	014	MATERIALS AND SUPPLI	\$580.00
271759	10/11/06	03	ROSE BRAND WEST, INC	014	MATERIALS AND SUPPLI	\$200.00
271760	10/11/06	03	D P S - DRAMATISTS P	014	MATERIALS AND SUPPLI	\$300.00
271761	10/11/06	03	B AND H PHOTO-VIDEO-	010	MATERIALS AND SUPPLI	\$796.27
271762	10/11/06	06	D AND D TOOL SUPPLY	033	MATERIALS AND SUPPLI	\$508.21
271763	10/11/06	06	D AND D TOOL SUPPLY	033	MATERIALS AND SUPPLI	\$216.88
271764	10/11/06	06	D AND D TOOL SUPPLY	010	MATERIALS AND SUPPLI	\$364.91
271765	10/11/06	06	D AND D TOOL SUPPLY	010	MATERIALS AND SUPPLI	\$496.83
271766	10/11/06	03	THYSSENKRUPP ELEVATO	025	OTHER SERV.& OPER.EX	\$850.00
271767	10/11/06	06	AMAZON.COM	005	MATERIALS AND SUPPLI	\$128.22
271768	10/11/06	03	DEMCO INC	014	MATERIALS AND SUPPLI	\$663.61
271769	10/11/06	06	SEARS COMMERCIAL SAL	005	MATERIALS AND SUPPLI	\$50.00
271770	10/11/06	03	OLIVE PEIRCE MIDDLE	003	DUES AND MEMBERSHIPS	\$500.00
271771	10/11/06	03	OFFICE DEPOT	014	MATERIALS AND SUPPLI	\$74.97
271772	10/11/06	03	SCHOOL SPECIALTY	014	MATERIALS AND SUPPLI	\$108.61
271773	10/11/06	03	BEST COMPUTER SUPPLI	014	MATERIALS AND SUPPLI	\$289.56
271774	10/11/06	03	SEHI-PROCOMP COMPUTE	003	MATERIALS AND SUPPLI	\$49.47
271775	10/11/06	03	SAN DIEGUITO UHSD CA	020	MATERIALS AND SUPPLI	\$29.74
271776	10/11/06	03	SOUTHLAND TECHNOLOGY	003	OFFICE SUPPLIES	\$402.45
271777	10/11/06	03	C D W G.COM	003	MATERIALS AND SUPPLI	\$95.90
271778	10/12/06	06	ONE STOP TONER AND I	014	MATERIALS AND SUPPLI	\$38.77

SAN DIEGUITO UNION HIGH
 FROM 10/10/06 THRU 11/06/06

PO NBR	DATE	FUND	VENDOR	LOC	DESCRIPTION	AMOUNT
271779	10/12/06	03	ONE STOP TONER AND I	014	MATERIALS AND SUPPLI	\$58.15
271780	10/12/06	06	SEASIDE HEATING AND	025	REPAIRS BY VENDORS	\$2,700.00
271781	10/12/06	03	AMAZON.COM	005	BOOKS OTHER THAN TEX	\$1,943.59
271782	10/12/06	03	STAPLES STORES	005	MATERIALS AND SUPPLI	\$45.46
271783	10/12/06	03	ED REAMER'S REFRIGER	005	REPAIRS BY VENDORS	\$116.55
271784	10/12/06	03	SCIENCE KIT INC	005	MATERIALS AND SUPPLI	\$2,000.61
271785	10/12/06	03	BLICK, DICK (DICK BL	005	MATERIALS AND SUPPLI	\$320.01
271786	10/12/06	03	BLICK, DICK (DICK BL	005	MATERIALS AND SUPPLI	\$223.19
271787	10/12/06	06	OFFICE DEPOT	008	MATERIALS AND SUPPLI	\$75.35
271788	10/13/06	03	ROYAL LINES	028	FLD. TRIPS BY PRV. C	\$8,000.00
271789	10/13/06	03	RAY, ERNIE	013	PROF/CONSULT./OPER E	\$150.00
271790	10/13/06	03	COASTAL CONFERENCE	013	DUES AND MEMBERSHIPS	\$400.00
271791	10/13/06	06	AMAZON.COM	024	MATERIALS AND SUPPLI	\$102.25
271792	10/13/06	06	PREMIER AGENDAS INC	003	MATERIALS AND SUPPLI	\$264.94
271793	10/13/06	06	SAN DIEGO CO SUPERIN	008	CONFERENCE,WORKSHOP,	\$360.00
271794	10/13/06	03	RUBY'S EMBROIDERY	013	MATERIALS AND SUPPLI	\$1,163.70
271795	10/13/06	03	WOODWIND & BRASSWIND	013	MATERIALS AND SUPPLI	\$906.95
271796	10/13/06	03/06	PAXTON/PATTERSON	013	MATERIALS AND SUPPLI	\$979.45
271797	10/13/06	03	BARNES & NOBLE BOOKS	010	OTHER BOOKS-LIBRARY	\$199.98
271798	10/13/06	03	ONE STOP TONER AND I	010	OFFICE SUPPLIES	\$301.68
271799	10/13/06	11	SAN DIEGO COASTAL CO	009	ADVERTISING	\$71.50
271800	10/13/06	11	TROXELL COMMUNICATIO	009	MATERIALS AND SUPPLI	\$289.11
271801	10/13/06	11	OFFICE DEPOT	009	SOFTWARE/DP SUPPLIES	\$96.95
271802	10/13/06	03	TEACHER'S DISCOVERY	008	MATERIALS AND SUPPLI	\$68.77
271803	10/13/06	06	SNAP ON INDUSTRIAL	005	MATERIALS AND SUPPLI	\$425.14
271804	10/13/06	03	C I B O	024	CONFERENCE,WORKSHOP,	\$200.00
271805	10/13/06	06	COMPUSOURCE/ADB ENTE	030	SOFTWARE/DP SUPPLIES	\$904.78
271806	10/13/06	06	LAKESHORE LEARNING	010	MATERIALS AND SUPPLI	\$61.31
271807	10/13/06	06	HUMAN KINETICS	030	MATERIALS AND SUPPLI	\$341.96
271808	10/13/06	06	MCDUGAL LITTEL	005	TEXTBOOKS	\$493.62
271809	10/16/06	13	ONE STOP TONER AND I	014	MATERIALS AND SUPPLI	\$80.80
271810	10/16/06	06	BIRCH AQUARIUM / SCR	008	FEES - ADMISSIONS, T	\$169.00
271811	10/16/06	25-18	CART MART INC	025	EQUIPMENT	\$8,249.34
271812	10/16/06	06	TROXELL COMMUNICATIO	010	MAT/SUP/EQUIP TECHNO	\$7,711.88
271813	10/16/06	03	TRI BEST VISUAL DISP	013	MATERIALS AND SUPPLI	\$177.79
271814	10/16/06	11	FREE FORM CLAY & SUP	009	REPAIRS BY VENDORS	\$268.00
271815	10/16/06	03	FREE FORM CLAY & SUP	004	MATERIALS AND SUPPLI	\$709.85
271816	10/16/06	03	CORPORATE EXPRESS	025	OFFICE SUPPLIES	\$173.37
271817	10/16/06	03	REIGN TRADING COMPAN	004	MATERIALS AND SUPPLI	\$258.82
271818	10/16/06	03	DEMCO INC	004	MATERIALS AND SUPPLI	\$248.65
271819	10/16/06	03	OFFICE DEPOT	004	MATERIALS AND SUPPLI	\$53.66
271820	10/16/06	03	JUNIOR LIBRARY GUILD	004	OTHER BOOKS-LIBRARY	\$174.56
271821	10/16/06	11	SILVERSTONE, MONTY	009	MATERIALS AND SUPPLI	\$216.00
271822	10/16/06	11	EASY ENGLISH TIMES	009	MATERIALS AND SUPPLI	\$14.20
271823	10/16/06	11	NORTHWEST TEXTBOOK D	009	BOOKS OTHER THAN TEX	\$370.91
271824	10/16/06	03	ONE STOP TONER AND I	006	MATERIALS AND SUPPLI	\$103.40
271825	10/16/06	06	ONE STOP TONER AND I	008	MATERIALS AND SUPPLI	\$150.84
271826	10/16/06	06	FOLLETT EDUCATIONAL	024	TEXTBOOKS	\$1,666.52
271827	10/16/06	03	SAW STOP	013	MATERIALS AND SUPPLI	\$471.09
271828	10/16/06	03	ONE STOP TONER AND I	008	MATERIALS AND SUPPLI	\$118.50
271829	10/17/06	06	INNOVATIVE LEARNING	010	MATERIALS AND SUPPLI	\$666.72
271830	10/17/06	06	DYNAVOX SYSTEMS, INC	030	MAT/SUP/EQUIP TECHNO	\$4,431.51
271832	10/17/06	06	FREDRICKS ELECTRIC I	035	MATERIALS AND SUPPLI	\$465.00
271833	10/17/06	06	FREDRICKS ELECTRIC I	035	MATERIALS AND SUPPLI	\$565.00
271834	10/17/06	06	FREDRICKS ELECTRIC I	035	MATERIALS AND SUPPLI	\$416.75

SAN DIEGUITO UNION HIGH
FROM 10/10/06 THRU 11/06/06

PO NBR	DATE	FUND	VENDOR	LOC	DESCRIPTION	AMOUNT
271835	10/17/06	03	CORPORATE EXPRESS	022	OFFICE SUPPLIES	\$132.52
271836	10/17/06	03	CORPORATE EXPRESS	014	MATERIALS AND SUPPLI	\$267.84
271837	10/17/06	03	OFFICE DEPOT	026	OFFICE SUPPLIES	\$52.81
271838	10/17/06	06	OFFICE DEPOT	005	MATERIALS AND SUPPLI	\$118.50
271839	10/17/06	03	A J MADISON, INC.	022	OFFICE SUPPLIES	\$540.20
271840	10/17/06	03	BEST COMPUTER SUPPLI	014	MATERIALS AND SUPPLI	\$183.18
271841	10/17/06	06	BEST COMPUTER SUPPLI	030	MATERIALS AND SUPPLI	\$375.56
271842	10/17/06	06	BEST COMPUTER SUPPLI	005	MATERIALS AND SUPPLI	\$89.22
271843	10/18/06	03	SUBWAY SANDWICHES	010	MATERIALS AND SUPPLI	\$116.37
271844	10/18/06	03	RADIO SHACK	013	MATERIALS AND SUPPLI	\$600.00
271845	10/18/06	03	CORPORATE EXPRESS	023	OFFICE SUPPLIES	\$113.44
271846	10/18/06	03	US BANK	020	CONFERENCE, WORKSHOP,	\$118.60
271847	10/18/06	03	PSYCHOLOGICAL ASSESS	030	MATERIALS AND SUPPLI	\$169.56
271848	10/18/06	03	ROYAL BUSINESS GROUP	022	OFFICE SUPPLIES	\$25.86
271849	10/19/06	03	A S C D	024	DUES AND MEMBERSHIPS	\$79.00
271850	10/19/06	03	WESTERN ASSOCIATION	024	DUES AND MEMBERSHIPS	\$150.00
271851	10/19/06	03	ROYAL BUSINESS GROUP	004	MATERIALS AND SUPPLI	\$8.62
271852	10/19/06	03	COMPANION CORPORATIO	010	NON CAPITALIZED EQUI	\$1,184.48
271853	10/19/06	03	BAND SHOPPE	010	NON CAPITALIZED EQUI	\$775.70
271854	10/19/06	03	COMPANION CORPORATIO	005	MAT/SUP/EQUIP TECHNO	\$1,076.73
271855	10/19/06	03	FOLLETT SOFTWARE COM	005	REPAIRS BY VENDORS	\$323.25
271856	10/19/06	06	ROYAL BUSINESS GROUP	030	MATERIALS AND SUPPLI	\$8.62
271857	10/19/06	06	KINKO'S	030	MATERIALS AND SUPPLI	\$208.82
271858	10/19/06	06	REYNOLDS, PETER OR S	030	OTHER SERV.& OPER.EX	\$540.00
271859	10/19/06	06	CALIFORNIA HAZARDOUS	028	HAZARDOUS WASTE DISP	\$1,450.00
271860	10/19/06	03	ONE STOP TONER AND I	005	SOFTWARE/DP SUPPLIES	\$1,034.40
271861	10/19/06	06	MISSION IMPRINTABLES	024	MATERIALS AND SUPPLI	\$337.08
271862	10/19/06	06	C R J INC	028	REPAIRS BY VENDORS	\$179.88
271863	10/19/06	06	EFR ENVIRONMENTAL SE	028	HAZARDOUS WASTE DISP	\$250.00
271864	10/19/06	06	DELL COMPUTER CORPOR	030	MAT/SUP/EQUIP TECHNO	\$4,332.78
271865	10/19/06	03	COLLEGE BOARD - AP	006	BOOKS OTHER THAN TEX	\$80.04
271866	10/19/06	06	SAW STOP	010	MATERIALS AND SUPPLI	\$135.12
271867	10/19/06	06	PENN STATE	005	MATERIALS AND SUPPLI	\$1,115.32
271868	10/19/06	06	HOME DEPOT	013	MATERIALS AND SUPPLI	\$1,000.00
271870	10/19/06	06	HOME DEPOT	005	MATERIALS AND SUPPLI	\$300.00
271872	10/19/06	03	LAMA BOOKS	010	MATERIALS AND SUPPLI	\$37.33
271873	10/19/06	03	NASCO MODESTO	010	MATERIALS AND SUPPLI	\$3,319.83
271874	10/19/06	06	ECONOMY RESTAURANT S	010	MATERIALS AND SUPPLI	\$317.86
271875	10/19/06	06	GLENCOE-MACMILLAN/MC	014	TEXTBOOKS	\$61.22
271876	10/19/06	06	GLENCOE-MACMILLAN/MC	024	TEXTBOOKS	\$4,213.84
271877	10/19/06	03	CORPORATE EXPRESS	030	OFFICE SUPPLIES	\$118.24
271878	10/19/06	03	OFFICE DEPOT	030	OFFICE SUPPLIES	\$275.52
271879	10/19/06	03	OFFICE DEPOT	030	OFFICE SUPPLIES	\$140.06
271880	10/19/06	03	OFFICE DEPOT	014	MATERIALS AND SUPPLI	\$224.10
271881	10/19/06	06	OFFICE DEPOT	005	MATERIALS AND SUPPLI	\$13.98
271882	10/19/06	03	ROYAL BUSINESS GROUP	005	PRINTING	\$80.81
271883	10/19/06	06	KLEIN EDUCATIONAL	033	PROF/CONSULT./OPER E	\$450.00
271885	10/20/06	03	ONE STOP TONER AND I	010	MATERIALS AND SUPPLI	\$439.56
271886	10/20/06	03	SARGENT WELCH SCIENT	010	MATERIALS AND SUPPLI	\$126.73
271887	10/20/06	03	WAXIE SANITARY SUPPL	021	CUSTODIAL SUPPLIES	\$166.22
271888	10/20/06	06	OFFICE DEPOT	033	MATERIALS AND SUPPLI	\$42.99
271889	10/20/06	06	COSTCO SAN MARCOS	033	MATERIALS AND SUPPLI	\$32.33
271890	10/20/06	11	ROYAL BUSINESS GROUP	009	PRINTING	\$84.05
271891	10/20/06	06	WORLD BOOK INC.	008	MATERIALS AND SUPPLI	\$1,554.83
271892	10/20/06	03	PLUMBERS WAREHOUSE	025	BLDG.-REPAIR MATERIA	\$1,791.52

SAN DIEGUITO UNION HIGH
 FROM 10/10/06 THRU 11/06/06

PO NBR	DATE	FUND	VENDOR	LOC	DESCRIPTION	AMOUNT
271893	10/20/06	03	GOPHER SPORT	008	MATERIALS AND SUPPLI	\$1,484.90
271894	10/20/06	03	ONE STOP TONER AND I	008	MATERIALS AND SUPPLI	\$43.09
271895	10/20/06	06	MODERN SCHOOL SUPPLI	033	MATERIALS AND SUPPLI	\$994.69
271896	10/20/06	03	MARK - COSTELLO COMP	025	REPAIRS BY VENDORS	\$249.40
271897	10/20/06	03	TRAFFIC CONTROL SERV	025	BLDG.-REPAIR MATERIA	\$96.01
271898	10/20/06	03	ALPHA GRAPHICS	004	PRINTING	\$1,939.50
271899	10/20/06	03	DEMCO INC	010	MATERIALS AND SUPPLI	\$416.63
271900	10/20/06	06	MALONE, JANET	024	PROF/CONSULT./OPER E	\$6,500.00
271901	10/20/06	06	ATKINS, CAROL J., MA	030	PROF/CONSULT./OPER E	\$3,000.00
271902	10/20/06	03	CARMEL VALLEY POOL/R	012	FEES - ADMISSIONS, T	\$1,345.50
271903	10/20/06	06	STUTZ, ARTIANO, SHI	030	LEGAL EXPENSE	\$55,000.00
271909	10/20/06	06	FAMILY VISION CARE	030	PROF/CONSULT./OPER E	\$2,500.00
271918	10/20/06	03/06	SPIEVAK, JAMES R	030	LEGAL EXPENSE	\$10,000.00
271919	10/20/06	03	LEUCADIA PIZZERIA	026	MATERIALS AND SUPPLI	\$95.52
271920	10/20/06	03	ADCENTIVE GROUP	012	MATERIALS AND SUPPLI	\$450.42
271921	10/20/06	06	AUTISM SPECTRUM	030	OTHER CONTR-N.P.S.	\$2,111.40
271922	10/20/06	03	FREDRICKS ELECTRIC I	035	MATERIALS AND SUPPLI	\$351.75
271923	10/20/06	06	C D W G.COM	010	MATERIALS AND SUPPLI	\$95.90
271924	10/20/06	06	SEHI-PROCOMP COMPUTE	010	MATERIALS AND SUPPLI	\$743.48
271925	10/20/06	06	G S T, INC.	010	MATERIALS AND SUPPLI	\$428.74
271926	10/20/06	03	BEST COMPUTER SUPPLI	010	MATERIALS AND SUPPLI	\$109.91
271927	10/20/06	06	NEWS-2-YOU	030	LIC/SOFTWARE	\$423.00
271928	10/20/06	06	TRI BEST VISUAL DISP	028	OFFICE SUPPLIES	\$206.88
271929	10/20/06	03	WESTERN PSYCHOLOGICA	010	MATERIALS AND SUPPLI	\$1,155.62
271930	10/20/06	06	TALKING TAPES	010	TEXTBOOKS	\$42.00
271931	10/23/06	03	A Z WEB	035	LIC/SOFTWARE	\$3,150.00
271932	10/23/06	03	FLINN SCIENTIFIC INC	005	MATERIALS AND SUPPLI	\$2,942.91
271933	10/23/06	03	FLINN SCIENTIFIC INC	012	MATERIALS AND SUPPLI	\$30.85
271934	10/23/06	03	MEDCO SUPPLY CO INC	012	MEDICAL SUPPLIES	\$50.76
271935	10/23/06	03	SCHOOL NURSE SUPPLY	003	MEDICAL SUPPLIES	\$44.64
271936	10/24/06	03	HO-ASOGLI	014	PROF/CONSULT./OPER E	\$750.00
271937	10/24/06	03	ENCINITAS COMMUNITY	024	RENTS & LEASES	\$175.00
271938	10/24/06	06	PLAYWRIGHTS PROJECT	008	PROF/CONSULT./OPER E	\$600.00
271939	10/24/06	03	JACQUES, DOMINIQUE	014	PROF/CONSULT./OPER E	\$540.00
271940	10/24/06	03	RAY, ERNIE	010	PROF/CONSULT./OPER E	\$300.00
271941	10/25/06	03	US BANK	020	CONFERENCE,WORKSHOP,	\$118.60
271942	10/25/06	03	EDUCATIONAL INNOVATI	012	MATERIALS AND SUPPLI	\$45.71
271943	10/25/06	03	SUPER SIZE ME C/O MP	012	MATERIALS AND SUPPLI	\$53.04
271944	10/25/06	03	SNAP ON TOOLS CORPOR	005	MATERIALS AND SUPPLI	\$798.76
271945	10/25/06	06	STAPLES STORES	028	OFFICE SUPPLIES	\$215.49
271946	10/25/06	06	PRESTWICK HOUSE INC	005	MATERIALS AND SUPPLI	\$418.94
271947	10/26/06	06	TEACHER'S DISCOVERY	005	MATERIALS AND SUPPLI	\$179.07
271948	10/26/06	03	HARCOURT ASSESSMENT	008	MATERIALS AND SUPPLI	\$233.15
271949	10/26/06	03	PEARSON & AGS ASSESS	008	MATERIALS AND SUPPLI	\$205.98
271950	10/26/06	06	RECORDED BOOKS	010	TEXTBOOKS	\$323.59
271951	10/26/06	06	AMAZON.COM	005	TEXTBOOKS	\$27.12
271952	10/26/06	06	AMAZON.COM	005	TEXTBOOKS	\$56.80
271953	10/26/06	03	FILE FAX	005	REPAIRS BY VENDORS	\$620.00
271954	10/26/06	06	AUDITORY INSTRUMENT	010	MAT/SUP/EQUIP TECHNO	\$1,558.32
271955	10/26/06	03	DELL COMPUTER CORPOR	024	MAT/SUP/EQUIP TECHNO	\$1,347.16
271956	10/26/06	06	STEPHENSON, JEFF AND	030	OTHER SERV.& OPER.EX	\$1,752.50
271957	10/26/06	03	SAFETY KLEEN CORP	005	HAZARDOUS WASTE DISP	\$1,800.00
271958	10/26/06	06	MAGDALENA ECKE FAMIL	030	DUES AND MEMBERSHIPS	\$252.00
271959	10/26/06	06	BEST COMPUTER SUPPLI	010	MATERIALS AND SUPPLI	\$52.06
271960	10/26/06	06	CORPORATE EXPRESS	014	NON CAPITALIZED EQUI	\$505.34

SAN DIEGUITO UNION HIGH
FROM 10/10/06 THRU 11/06/06

PO NBR	DATE	FUND	VENDOR	LOC	DESCRIPTION	AMOUNT
271961	10/26/06	06	ATTAINMENT COMPANY	030	MATERIALS AND SUPPLI	\$182.10
271962	10/26/06	03	OFFICE DEPOT	012	MATERIALS AND SUPPLI	\$454.68
271963	10/26/06	06	BEST COMPUTER SUPPLI	030	MATERIALS AND SUPPLI	\$183.18
271964	10/26/06	03	AUDIO VIDEO SUPPLY I	030	OFFICE SUPPLIES	\$54.66
271965	10/27/06	06	CARMEL VALLEY POOL/R	030	RENTS & LEASES	\$5,940.00
271966	10/27/06	03	SPANISH SHOPPER, THE	026	ADVERTISING	\$80.00
271967	10/27/06	11	ROESLING NAKAMURA	009	IMPROVEMENT	\$21,840.00
271968	10/27/06	25-18	D A D ASPHALT	025	LAND IMPROVEMENTS	\$7,218.10
271969	10/27/06	03	DELL COMPUTER CORPOR	035	SOFTWARE/DP SUPPLIES	\$144.49
271970	10/27/06	03	COACH USA	028	FLD. TRIPS BY PRV. C	\$5,000.00
271971	10/27/06	03	CENTER FOR WORLD MUS	014	PROF/CONSULT./OPER E	\$200.00
271972	10/27/06	06	C D W G.COM	030	MATERIALS AND SUPPLI	\$83.03
271973	10/27/06	03	PRENTICE HALL	005	BOOKS OTHER THAN TEX	\$3,327.35
271974	10/27/06	06	PERMA BOUND	012	MATERIALS AND SUPPLI	\$2,270.66
271975	10/27/06	03	OCE IMAGISTICS INC.	005	REPAIRS BY VENDORS	\$538.75
271976	10/27/06	03	AMAZON.COM	003	MATERIALS AND SUPPLI	\$96.95
271977	10/27/06	03	ROYAL BUSINESS GROUP	026	PRINTING	\$28.02
271978	10/27/06	06	WORLD BOOK INC.	012	MATERIALS AND SUPPLI	\$450.40
271979	10/27/06	03	SAN DIEGUITO TROPHY	037	MATERIALS AND SUPPLI	\$23.71
271980	10/31/06	06	TUCKER APPLIANCE REP	030	REPAIRS BY VENDORS	\$64.00
271981	10/31/06	06	AMAZON.COM	005	TEXTBOOKS	\$76.71
271982	10/31/06	25-19	D A D ASPHALT	025	LAND IMPROVEMENTS	\$2,945.00
271983	10/31/06	06	NASCO MODESTO	030	MATERIALS AND SUPPLI	\$107.75
271984	10/31/06	03	PSAT/NMSQT	014	MATERIALS AND SUPPLI	\$16,128.00
271985	10/31/06	03	BEST COMPUTER SUPPLI	005	MATERIALS AND SUPPLI	\$339.01
271986	10/31/06	06	STAPLES STORES	005	MATERIALS AND SUPPLI	\$106.32
271987	10/31/06	06	BACH COMPANY	005	MATERIALS AND SUPPLI	\$239.35
271988	10/31/06	03	ERGO IN DEMAND, INC.	014	MATERIALS AND SUPPLI	\$337.35
271989	10/31/06	03	SAN JOAQUIN COUNTY O	026	ADVERTISING	\$921.84
271990	11/01/06	03	BIG JIM'S BBQ	025	MATERIALS AND SUPPLI	\$140.00
271991	11/01/06	03	DELL COMPUTER CORPOR	025	SOFTWARE/DP SUPPLIES	\$549.96
271992	11/01/06	03	BAC INDUSTRIES	025	BLDG.-REPAIR MATERIA	\$780.70
271993	11/01/06	03	AZTEC TECHNOLOGY COR	025	RENTS & LEASES	\$105.60
271994	11/01/06	03	ADDISON SHEET METAL	025	BLDG.-REPAIR MATERIA	\$415.92
271995	11/01/06	03	INTELLICEPT	025	BLDG.-REPAIR MATERIA	\$252.25
271996	11/01/06	03	CORPORATE EXPRESS	025	OFFICE SUPPLIES	\$153.48
271997	11/01/06	03	SHIFFLER EQUIPMENT S	025	BLDG.-REPAIR MATERIA	\$162.85
271998	11/01/06	03	FOX VALLEY SYSTEMS	025	BLDG.-REPAIR MATERIA	\$778.71
272000	11/01/06	03	ENCINITAS, CITY OF	025	SEWER CHARGES	\$52,444.46
272001	11/01/06	25-19	ART'S TRENCH PLATE &	025	LAND IMPROVEMENTS	\$3,749.70
272002	11/01/06	03	PEPPER OF LOS ANGELE	014	MATERIALS AND SUPPLI	\$466.66
272004	11/01/06	06	CONTINENTAL MATHEMAT	004	FEES - ADMISSIONS, T	\$155.00
272005	11/01/06	03	HIGHSMITH CO INC	004	MATERIALS AND SUPPLI	\$312.05
272006	11/01/06	03	FLINN SCIENTIFIC INC	014	MATERIALS AND SUPPLI	\$348.94
272007	11/01/06	03	SARGENT WELCH SCIENT	014	MATERIALS AND SUPPLI	\$401.55
272008	11/01/06	03	SAN DIEGO STATE UNIV	014	PROF/CONSULT./OPER E	\$250.00
272009	11/01/06	03	XEROX CORPORATION	005	DUPLICATING SUPPLIES	\$474.10
272010	11/01/06	06	HOLT RINEHART & WINS	010	TEXTBOOKS	\$1,942.88
272011	11/01/06	06	FOLLETT EDUCATIONAL	024	TEXTBOOKS	\$4,251.38
272012	11/01/06	06	PRENTICE HALL/REGENT	010	TEXTBOOKS	\$2,347.88
272013	11/01/06	06	HOLT RINEHART & WINS	024	TEXTBOOKS	\$325.34
272014	11/01/06	06	PRENTICE HALL/REGENT	024	TEXTBOOKS	\$235.47
272015	11/01/06	03	RUBIO'S	024	MATERIALS AND SUPPLI	\$344.37
272016	11/01/06	03	GLENCOE-MACMILLAN/MC	014	MATERIALS AND SUPPLI	\$2,373.08
272017	11/01/06	11	C S C A E	009	DUES AND MEMBERSHIPS	\$137.00

SAN DIEGUITO UNION HIGH
FROM 10/10/06 THRU 11/06/06

PO NBR	DATE	FUND	VENDOR	LOC	DESCRIPTION	AMOUNT
272018	11/01/06	06	NEW BRIDGE SCHOOL	030	OTHER CONTR-N.P.S.	\$49,047.60
272019	11/01/06	11	HELLER, PAUL	009	MATERIALS AND SUPPLI	\$108.00
272020	11/01/06	11	SPIER, NADINE	009	MATERIALS AND SUPPLI	\$350.00
272021	11/01/06	11	GEOCON INCORPORATED	009	IMPROVEMENT	\$110.49
272023	11/01/06	03	VERIZON CELLULAR - S	020	MATERIALS AND SUPPLI	\$125.43
272026	11/01/06	06	ONE STOP TONER AND I	008	MATERIALS AND SUPPLI	\$75.41
272027	11/01/06	03	FISHER SCIENTIFIC EM	008	MATERIALS AND SUPPLI	\$911.46
272028	11/01/06	03	EXPRESS PRINT	008	PRINTING	\$161.63
272030	11/01/06	06	PERMA BOUND	008	OTHER BOOKS-LIBRARY	\$1,233.52
272031	11/01/06	03	ONE STOP TONER AND I	008	MATERIALS AND SUPPLI	\$59.25
272032	11/01/06	06	ONE STOP TONER AND I	008	MATERIALS AND SUPPLI	\$59.25
272033	11/01/06	06	KEYSTONE SCHOOLS	030	OTHER CONTR-N.P.S.	\$29,108.10
272034	11/01/06	06	GRAND PACIFIC PALISA	010	MATERIALS AND SUPPLI	\$1,220.64
272035	11/02/06	06	SAN DIEGUITO ALLIANC	024	MATERIALS AND SUPPLI	\$50.00
272036	11/02/06	06	OFFICE DEPOT	013	MATERIALS AND SUPPLI	\$38.10
272037	11/02/06	06	OFFICE DEPOT	013	MATERIALS AND SUPPLI	\$6.43
272038	11/02/06	06	ALEKS CORPORATION	013	LIC/SOFTWARE	\$1,085.00
272039	11/02/06	06	EARL WARREN PTSA	024	MATERIALS AND SUPPLI	\$460.72
272040	11/02/06	06	T E C C	024	MATERIALS AND SUPPLI	\$80.37
272041	11/02/06	06	HUMAN RELATIONS MEDI	014	MATERIALS AND SUPPLI	\$1,826.70
272042	11/02/06	03	WESTERN ASSOCIATION	024	DUES AND MEMBERSHIPS	\$1,500.00
272043	11/02/06	11	DISCOUNT SCHOOL SUPP	009	MATERIALS AND SUPPLI	\$382.01
272047	11/02/06	03	SCHOLASTIC INC	010	MATERIALS AND SUPPLI	\$144.25
272049	11/02/06	03	UPSTART	013	MATERIALS AND SUPPLI	\$142.07
272050	11/02/06	06	SAN DIEGO CO SUPERIN	010	MATERIALS AND SUPPLI	\$1,422.30
272051	11/02/06	13	SAN DIEGO REFRIGERAT	014	REPAIRS BY VENDORS	\$513.60
272052	11/02/06	06	SAN DIEGO CO SUPERIN	024	CONFERENCE,WORKSHOP,	\$275.00
272053	11/02/06	25-18	MARKERTEK VIDEO SUPP	013	NON CAPITALIZED EQUI	\$2,989.00
272054	11/02/06	06	FASE PRODUCTIONS	013	MATERIALS AND SUPPLI	\$38.77
272055	11/02/06	03	TROXELL COMMUNICATIO	004	MATERIALS AND SUPPLI	\$1,445.57
272056	11/03/06	06	S AND S WORLDWIDE IN	024	MATERIALS AND SUPPLI	\$773.09
272057	11/03/06	06	OFFICE DEPOT	024	MATERIALS AND SUPPLI	\$134.69
272058	11/06/06	03	ONE STOP TONER AND I	010	MATERIALS AND SUPPLI	\$145.44
272059	11/06/06	03	A Z WEB	020	MATERIALS AND SUPPLI	\$1,575.00
272060	11/06/06	06	ANDERSON STATIONERS	013	MATERIALS AND SUPPLI	\$538.75
272061	11/06/06	03	AMAZON.COM	014	MATERIALS AND SUPPLI	\$156.27
272062	11/06/06	06	HAYS, TREVOR	030	OTHER SERV.& OPER.EX	\$450.00
272063	11/06/06	03	RIVERSIDE PUBLISHING	010	MATERIALS AND SUPPLI	\$1,120.39
272064	11/06/06	06	BEST COMPUTER SUPPLI	014	MATERIALS AND SUPPLI	\$109.85
272065	11/06/06	03	HARCOURT ASSESSMENT	012	MATERIALS AND SUPPLI	\$357.42
272066	11/06/06	06	BEST COMPUTER SUPPLI	010	MATERIALS AND SUPPLI	\$118.68
272067	11/06/06	06	SEHI-PROCOMP COMPUTE	010	MAT/SUP/EQUIP TECHNO	\$2,398.52
272068	11/06/06	06	DELL COMPUTER CORPOR	010	MAT/SUP/EQUIP TECHNO	\$2,166.39
272069	11/06/06	03	CORPORATE EXPRESS	022	OFFICE SUPPLIES	\$24.05
272070	11/06/06	03	NOVELL INC	035	REPAIRS BY VENDORS	\$2,693.75
670049	10/12/06	03	CAMEO PAPER	001	STORES	\$376.26
670050	10/12/06	03	CORPORATE EXPRESS	001	STORES	\$659.27
670051	10/12/06	03	ONE STOP TONER AND I	001	STORES	\$1,005.31
670052	10/12/06	03	PIONEER STATIONERS I	001	STORES	\$806.24
670053	10/12/06	03	WAXIE SANITARY SUPPL	001	STORES	\$856.48
770033	10/19/06	06	I S I POLY	028	OIL & LUBRICATION	\$119.68
770035	10/11/06	03	K L M BIOSCIENTIFIC	010	MATERIALS AND SUPPLI	\$232.34
770036	10/19/06	06	ALIGNMENT PLUS	028	REPAIRS BY VENDORS	\$169.81
770037	10/17/06	03	XEROX CORPORATION	014	OTHER SERV.& OPER.EX	\$229.00
770038	10/20/06	03	ONE STOP TONER AND I	035	REPAIRS BY VENDORS	\$218.78

SAN DIEGUITO UNION HIGH
FROM 10/10/06 THRU 11/06/06

PO NBR	DATE	FUND	VENDOR	LOC	DESCRIPTION	AMOUNT
770039	10/19/06	03	ACCURATE LABEL DESIG	014	MATERIALS AND SUPPLI	\$239.95
770040	10/26/06	06	KINKO'S	014	MATERIALS AND SUPPLI	\$953.89
REPORT TOTAL						\$493,921.21

INSTANT MONEY REPORT FOR THE PERIOD 10/10/06 THROUGH 11/6/06

<i>Check #</i>	<i>Vendor</i>	<i>Amount</i>
10211	TARGET SPECIALTY PRODU	\$40.00
10212	TIME FOR KIDS	\$181.45
10213	EXCEPTIONAL COMPANY	\$29.55
10214	EXPRESS MAGAZINE	\$149.00
10215	D G I	\$127.75
10216	MACK CAMERA & VIDEO SE	\$20.00
10217	DHL EXPRESS	\$155.39
10218	CSADA	\$25.00
10219	HSSA	\$35.00
10220	AZIM N. KHAMISA	\$12.93
10221	MISSION IMPRINTABLES	\$200.00
10222	MISSION IMPRINTABLES	\$137.07
10223	FEDEX	\$83.21
10224	C E E L	\$159.00
10225	WRITING COMPANY, THE	\$86.81
10226	HOME	\$8.00
10227	Architectual Digest	\$20.00
10228	House & Garden Magazine	\$19.97
10229	WESTERN INTERIORS & DE	\$15.00
10230	This Old House Magazine	\$16.00
10231	HouseBeautiful Magazine	\$14.97
10232	WOODWORKER'S JOURNAL	\$12.97
10233	POPULAR WOODWORKING	\$19.96
10234	FAMILY HANDYMAN, THE	\$24.00

<i>Check #</i>	<i>Vendor</i>	<i>Amount</i>
10235	American Woodworker	\$23.98
10236	WOODSMITH MAGAZINE	\$28.00
10237	P A P A	\$200.00
10238	P A P A	\$200.00
10239	P A P A	\$160.00
10240	DHL EXPRESS	\$77.12
10241	U F O	\$200.00
10242	U F O	\$175.00
	<i>Total</i>	<u>\$2,657.13</u>

INDIVIDUAL MEMBERSHIP LISTINGS
FOR THE PERIOD OCTOBER 10, 2006 – NOVEMBER 6 2006

November 7, 2006

<u>Staff Member Name</u>	<u>Organization Name</u>	<u>Amount</u>
Anna Pedroza	I.D.E.A.S. Region U	\$500.00
Rick Schmitt	ASCD	\$79.00

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: November 7, 2006

BOARD MEETING DATE: November 16, 2006

**PREPARED AND
SUBMITTED BY:** Peggy Lynch, Ed.D. PL
Superintendent

SUBJECT: SALARY ADJUSTMENTS /
NON-REPRESENTED GROUPS

EXECUTIVE SUMMARY

There are three groups of employees who are not represented in the collective bargaining process. The administration has a responsibility to recommend salaries for non-represented groups that are both competitive and within the district's ability to fund.

RECOMMENDATION:

The administration recommends that the attached salary schedules reflecting a 5.92% increase for the non-represented employee groups be approved, retroactive to July 1, 2006.

1. Policy 4541, "Supervisory Employees' Salary Schedule"
2. Policy 4241.2, "Confidential Employees' Salary Schedule"
3. Policy 4341.1, "Management Employees' Salary Schedule"
4. Superintendents (per contracts)

PL/jr
Attachments

PROPOSED

SUPERVISORY

4541

SUPERVISORY EMPLOYEES' SALARY SCHEDULE - 20056-20067

Revised: Effective 07/01/056 - ~~5.61%~~+5.92%

Title	1	2	3	4	5
	Annual Monthly Hourly	Annual Monthly Hourly	Annual Monthly Hourly	Annual Monthly Hourly	Annual Monthly Hourly
Custodial Supervisor	\$54,562 \$57,792	\$57,242 \$60,631	\$60,168 \$63,730	\$63,217 \$66,959	\$66,431 \$70,364
Transportation Supvr.	\$4,547 \$4,816	\$4,770 \$5,053	\$5,014 \$5,311	\$5,268 \$5,580	\$5,536 \$5,864
Nutrition Specialist	\$26.23 \$27.78	\$27.52 \$29.15	\$28.93 \$30.64	\$30.39 \$32.19	\$31.94 \$33.83
Grounds Supervisor					
Maintenance Supervisor	\$59,179 \$62,682	\$62,078 \$65,753	\$65,254 \$69,117	\$68,561 \$72,620	\$72,049 \$76,314
	\$4,932 \$5,224	\$5,173 \$5,479	\$5,438 \$5,760	\$5,713 \$6,052	\$6,004 \$6,360
	\$28.45 \$30.14	\$29.85 \$31.61	\$31.37 \$33.23	\$32.96 \$34.91	\$34.64 \$36.69
Food Service	\$42,796 \$45,330	\$45,066 \$47,734	\$47,297 \$50,097	\$49,402 \$52,327	\$52,090 \$55,174
Coordinator	\$3,566 \$3,778	\$3,756 \$3,978	\$3,941 \$4,175	\$4,117 \$4,361	\$4,341 \$4,598
	\$20.58 \$21.79	\$21.67 \$22.95	\$22.74 \$24.09	\$23.75 \$25.16	\$25.04 \$26.53
Nutrition Services Supervisor	\$35,233 \$37,319	\$37,126 \$39,324	\$38,906 \$41,209	\$40,972 \$43,398	\$42,996 \$45,541
	\$2,936	\$3,094	\$3,242	\$3,414	\$3,583

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

Policy Adopted: June 20, 1989
Policy Revised: August 23, 1990
Policy Revised: May 16, 1991
Policy Revised: August 15, 1991
Policy Revised: December 16, 1993
Policy Revised: June 22, 1995
Policy Revised: September 8, 1995
Policy Revised: June 20, 1996
Policy Revised: January 16, 1997
Policy Revised: May 15, 1997
Policy Revised: April 2, 1998

Policy Revised: May 21, 1998
Policy Revised: June 18, 1998
Policy Revised: January 21, 1999
Policy Revised: November 4, 1999
Policy Revised: December 14, 2000
Policy Revised: September 20, 2001
Policy Revised: November 21, 2002
Policy Revised: January 20, 2005
Policy Revised: September 15, 2005
Policy Revised: November 16, 2006

SUPERVISORY

4541

\$3,110	\$3,277	\$3,434	\$3,617	\$3,795
\$16.94	\$17.85	\$18.70	\$19.70	\$20.67
\$17.94	\$18.91	\$19.81	\$20.86	\$21.89

Technology Supervisor	\$63,723	\$66,908	\$70,253	\$73,837	\$77,590
	\$67,495	\$70,869	\$74,412	\$78,208	\$82,183
	\$5,310	\$5,576	\$5,854	\$6,153	\$6,466
	\$5,625	\$5,906	\$6,201	\$6,517	\$6,849
	\$30.64	\$32.17	\$33.78	\$35.50	\$37.30
	\$32.45	\$34.07	\$35.78	\$37.60	\$39.51

Food Service Supervisor I position was eliminated on 7/01/97.

All employees on the supervisory salary schedule are governed by the Classified Merit System Rules and Regulations.

Longevity Benefits

An increment of 2.5% salary for a 12 month, eight hours per day, full time employee at the end of 10, 15, 20, 25 and 30 years respectively, of satisfactory service shall be added to the employee's annual salary. The longevity increment for those employees employed less than 12 months or less than 8 hours per day will be prorated in accordance with the number of months and/or hours of regular employment.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

<u>Policy Adopted:</u> June 20, 1989	<u>Policy Revised:</u> May 21, 1998
<u>Policy Revised:</u> August 23, 1990	<u>Policy Revised:</u> June 18, 1998
<u>Policy Revised:</u> May 16, 1991	<u>Policy Revised:</u> January 21, 1999
<u>Policy Revised:</u> August 15, 1991	<u>Policy Revised:</u> November 4, 1999
<u>Policy Revised:</u> December 16, 1993	<u>Policy Revised:</u> December 14, 2000
<u>Policy Revised:</u> June 22, 1995	<u>Policy Revised:</u> September 20, 2001
<u>Policy Revised:</u> September 8, 1995	<u>Policy Revised:</u> November 21, 2002
<u>Policy Revised:</u> June 20, 1996	<u>Policy Revised:</u> January 20, 2005
<u>Policy Revised:</u> January 16, 1997	<u>Policy Revised:</u> September 15, 2005
<u>Policy Revised:</u> May 15, 1997	<u>Policy Revised:</u> November 16, 2006
<u>Policy Revised:</u> April 2, 1998	

CURRENT

SUPERVISORY

4541

SUPERVISORY EMPLOYEES' SALARY SCHEDULE - 2005-2006

Revised: Effective 07/01/05 - 5.61%

Title	1	2	3	4	5
	Annual Monthly Hourly	Annual Monthly Hourly	Annual Monthly Hourly	Annual Monthly Hourly	Annual Monthly Hourly
Custodial Supervisor	\$54,562	\$57,242	\$60,168	\$63,217	\$66,431
Transportation Supvr.	\$4,547	\$4,770	\$5,014	\$5,268	\$5,536
Nutrition Specialist	\$26.23	\$27.52	\$28.93	\$30.39	\$31.94
Grounds Supervisor					
Maintenance Supervisor	\$59,179	\$62,078	\$65,254	\$68,561	\$72,049
	\$4,932	\$5,173	\$5,438	\$5,713	\$6,004
	\$28.45	\$29.85	\$31.37	\$32.96	\$34.64
Food Service Coordinator	\$42,796	\$45,066	\$47,297	\$49,402	\$52,090
	\$3,566	\$3,756	\$3,941	\$4,117	\$4,341
	\$20.58	\$21.67	\$22.74	\$23.75	\$25.04
Nutrition Services Supervisor	\$35,233	\$37,126	\$38,906	\$40,972	\$42,996
	\$2,936	\$3,094	\$3,242	\$3,414	\$3,583
	\$16.94	\$17.85	\$18.70	\$19.70	\$20.67
Technology Supervisor	\$63,723	\$66,908	\$70,253	\$73,837	\$77,590
	\$5,310	\$5,576	\$5,854	\$6,153	\$6,466
	\$30.64	\$32.17	\$33.78	\$35.50	\$37.30

Food Service Supervisor I position was eliminated on 7/01/97.

All employees on the supervisory salary schedule are governed by the

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

<u>Policy Adopted:</u> June 20, 1989	<u>Policy Revised:</u> September 4, 1997
<u>Policy Revised:</u> August 23, 1990	<u>Policy Revised:</u> April 2, 1998
<u>Policy Revised:</u> May 16, 1991	<u>Policy Revised:</u> May 21, 1998
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<u>Policy Revised:</u> January 16, 1997	<u>Policy Revised:</u> November 21, 2002
<u>Policy Revised:</u> May 15, 1997	<u>Policy Revised:</u> January 20, 2005
	<u>Policy Revised:</u> September 15, 2005 1/2

Classified Merit System Rules and Regulations.

Longevity Benefits

An increment of 2.5% salary for a 12 month, eight hours per day, full time employee at the end of 10, 15, 20, 25 and 30 years respectively, of satisfactory service shall be added to the employee's annual salary. The longevity increment for those employees employed less than 12 months or less than 8 hours per day will be prorated in accordance with the number of months and/or hours of regular employment.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

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<u>Policy Revised:</u> August 23, 1990	<u>Policy Revised:</u> April 2, 1998
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<u>Policy Revised:</u> May 15, 1997	<u>Policy Revised:</u> January 20, 2005
	<u>Policy Revised:</u> September 15, 2005 2/2

CONFIDENTIAL

PROPOSED

4241.2 ←
4441.2

CONFIDENTIAL EMPLOYEES' SALARY SCHEDULE - 2005~~6~~-2006~~7~~

~~5.61%~~ 5.92% effective 7/1/056

Title	1	2	3	4	5
	Annual	Annual	Annual	Annual	Annual
	Monthly	Monthly	Monthly	Monthly	Monthly
	Hourly	Hourly	Hourly	Hourly	Hourly
Executive Asst.	\$57,275	\$60,181	\$63,124	\$66,334	\$69,668
	\$60,666	\$63,744	\$66,861	\$70,261	\$73,792
to the	\$4,773	\$5,015	\$5,260	\$5,528	\$5,806
Superintendent	\$5,056	\$5,312	\$5,572	\$5,855	\$6,149
	\$27.54	\$28.93	\$30.35	\$31.89	\$33.49
	\$29.17	\$30.65	\$32.14	\$33.78	\$35.48

Executive Asst.	\$50,763	\$53,252	\$55,932	\$58,749	\$61,673
	\$53,768	\$56,405	\$59,243	\$62,227	\$65,324
	\$4,230	\$4,438	\$4,661	\$4,896	\$5,139
	\$4,481	\$4,700	\$4,937	\$5,186	\$5,444
	\$24.41	\$25.60	\$26.89	\$28.24	\$29.65
	\$25.85	\$27.12	\$28.48	\$29.92	\$31.41

All employees on the Confidential Salary Schedule are governed by the Classified Merit System Rules and Regulations.

Longevity Benefits

An increment of 2.5% salary for a 12 month, eight hours per day, full time employee at the end of 10, 15, 20, 25 and 30 years respectively, of satisfactory service shall be added to the employee's annual salary. The longevity increment for those employees employed less than 12 months or less than eight hours per day will be prorated in accordance with the number of months and/or hours of regular employment.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

<u>Policy Adopted:</u> June 22, 1989	<u>Policy Revised:</u> May 21, 1998
<u>Policy Revised:</u> June 28, 1990	<u>Policy Revised:</u> January 21, 1999
<u>Policy Revised:</u> August 23, 1990	<u>Policy Revised:</u> November 4, 1999
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<u>Policy Revised:</u> May 15, 1997	<u>Policy Revised:</u> September 15, 2005
<u>Policy Revised:</u> September 4, 1997	<u>Policy Revised:</u> November 16, 2006

CONFIDENTIAL

CURRENT

4241.2
4441.2

CONFIDENTIAL EMPLOYEES' SALARY SCHEDULE - 2005-2006

5.61% effective 7/1/05

Title	1	2	3	4	5
	Annual Monthly Hourly	Annual Monthly Hourly	Annual Monthly Hourly	Annual Monthly Hourly	Annual Monthly Hourly
Executive Asst. to the Superintendent	\$57,275 \$4,773 \$27.54	\$60,181 \$5,015 \$28.93	\$63,124 \$5,260 \$30.35	\$66,334 \$5,528 \$31.89	\$69,668 \$5,806 \$33.49
Executive Asst.	\$50,763 \$4,230 \$24.41	\$53,252 \$4,438 \$25.60	\$55,932 \$4,661 \$26.89	\$58,749 \$4,896 \$28.24	\$61,673 5,139 \$29.65

All employees on the Confidential Salary Schedule are governed by the Classified Merit System Rules and Regulations.

Longevity Benefits

An increment of 2.5% salary for a 12 month, eight hours per day, full time employee at the end of 10, 15, 20, 25 and 30 years respectively, of satisfactory service shall be added to the employee's annual salary. The longevity increment for those employees employed less than 12 months or less than eight hours per day will be prorated in accordance with the number of months and/or hours of regular employment.

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<u>Policy Revised:</u> May 15, 1997	<u>Policy Revised:</u> September 15, 2005
<u>Policy Revised:</u> September 4, 1997	1/1

MANAGEMENT

4341.1

Management Employees' Salary Schedule 2005~~6~~-200~~67~~ (Effective 7/1/05~~6~~ - ~~5.61%~~5.92%)

	Step 1	Step 2	Step 3	Step 4	Work Days	
Principal, High School	116,317 109,816	121,989 115,171	127,940 120,789	134,197 126,697	220	
Principal, Middle School	105,525 99,627	110,677 104,491	116,083 109,595	121,758 114,953	220	
Principal, Adult School	101,117 95,465	106,044 100,117	111,216 105,000	116,655 110,135	215	
Principal, Continuation High School	103,526 97,740	108,569 102,501	113,861 107,497	119,435 112,760	215	
Assistant Principal, High School	98,873 93,347	103,707 97,911	108,786 102,706	114,120 107,742	210	
Assistant Principal, Middle School	88,495 83,549	92,855 87,665	97,427 91,982	102,230 96,516	200	
Assistant Principal, Adult School	81,421 76,870	85,342 80,572	89,459 84,459	93,779 88,538	210	
Executive Dir. of Cur. & Assessment	113,544 107,198	118,961 112,312	124,642 117,676	130,613 123,313	222	
Executive Dir. of Pupil Serv.	113,544 107,198	118,961 112,312	124,642 117,676	130,613 123,313	222	
Director of Instructional Support	103,817 98,015	108,891 102,805	114,228 107,844	119,827 113,130	222	
Executive Director Of Finance	99,206 93,661	104,166 98,344	109,373 103,260	114,845 108,426	12	Mos.
Executive Director of Business Serv.	99,206 93,661	104,166 98,344	109,373 103,260	114,845 108,426	12	Mos.
Executive Director of Operations	99,206 93,661	104,166 98,344	109,373 103,260	114,845 108,426	12	Mos.
Director of Classified Personnel	97,437 91,991	102,135 96,427	107,070 101,086	112,253 105,979	12	Mos.

PROPOSED

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

- Policy Adopted: August 20, 1987
- Policy Revised: May 23, 2002
- Policy Revised: June 20, 2002
- Policy Revised: August 14, 2002
- Policy Revised: November 21, 2002
- Policy Revised: May 15, 2003

- Policy Revised: February 6, 2004
- Policy Revised: July 15, 2004
- Policy Revised: September 23, 2004
- Policy Revised: January 20, 2005
- Policy Revised: September 15, 2005
- Policy Revised: June 27, 2006
- Policy Revised: November 16, 2006

MANAGEMENT

4341.1

Director of Human Resources	97,437 91,991	102,135 96,427	107,070 101,086	112,253 105,979	12	Mos.
Coordinator of Special Education	96,657 91,255	101,491 95,819	106,562 100,606	111,886 105,633	220	
Director of Educational Technology	96,657 91,255	101,491 95,819	106,562 100,606	111,886 105,633	215	
Director of Transportation	89,085 84,106	93,538 88,310	98,214 92,725	103,129 97,365	12	Mos.
Director of Financial Services	83,925 79,234	88,120 83,195	92,526 83,195	97,151 91,721	12	Mos.
Director of Nutrition Services	83,925 79,234	88,120 83,195	92,526 87,355	97,151 91,721	12	Mos.
Director of Purchasing/Warehouse	83,925 79,234	88,120 83,195	92,526 87,355	97,151 91,721	12	Mos.
Director of Risk Management Services	83,925 79,234	88,120 83,195	92,526 87,355	97,151 91,721	12	Mos.
Dean of Students	81,421 76,870	85,342 80,572	89,459 84,459	93,779 88,538	200	
Student Services Specialist	81,421 76,870	85,342 80,572	89,459 84,459	93,779 88,538	220	

Credit for previous management experience will be given consideration toward initial placement on the management salary schedule. Twelve days of sick leave for each year shall be allowed each full-time manager during the period of time under active contract with the district.

All classified managers shall be governed by the Classified Merit System Rules and Regulations.

Longevity Benefits - An increment of \$2,463 for a 12 month, 8 hours per day, full-time employee at the end of 10, 15, 20, 25 and 30 years in the district, shall be added to the employee's annual salary. The longevity increment of those employees employed less than 12 months or less than 8 hours per day will be prorated in accordance with the number of months

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MANAGEMENT

4341.1

Management Employees' Salary Schedule 2005-2006 (Effective 7/1/05 - 5.61%)

	Step 1	Step 2	Step 3	Step 4	Work Days	
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Executive Director Of Finance	93,661	98,344	103,260	108,426	12	Mos.
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Director of Classified Personnel	91,991	96,427	101,086	105,979	12	Mos.
Director of Human Resources	91,991	96,427	101,086	105,979	12	Mos.
Coordinator of Special Education	91,255	95,819	100,606	105,633	220	
Director of Educational Technology	91,255	95,819	100,606	105,633	215	
Director of Transportation	84,106	88,310	92,725	97,365	12	Mos.
Director of Financial Services	79,234	83,195	87,355	91,721	12	Mos.
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Director of Purchasing/Warehouse	79,234	83,195	87,355	91,721	12	Mos.
Director of Risk Management Services	79,234	83,195	87,355	91,721	12	Mos.
Dean of Students	76,870	80,572	84,459	88,538	200	
Student Services Specialist	76,870	80,572	84,459	88,538	220	

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

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CURRENT

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Policy Revised: September 15, 2005

Policy Revised: June 27, 2006

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: November 7, 2006

BOARD MEETING DATE: November 16, 2006

**PREPARED BY AND
SUBMITTED BY:** Peggy Lynch, Ed.D. PL
Superintendent

SUBJECT: SUPERINTENDENTS' SALARIES

EXECUTIVE SUMMARY

The superintendents' salaries, retroactive to July 1, 2006 are as follows:

<u>CURRENT</u>	<u>PROPOSED</u>
<u>Superintendent</u> \$167,936 (no longevities)	<u>Superintendent</u> \$177,878 (no longevities)
<u>Assoc. Superintendent/Educational Svcs.</u> \$137,044 (no longevities)	<u>Assoc. Superintendent/Educational Svcs.</u> \$145,157 (no longevities)
<u>Assoc. Superintendent/Business</u> \$139,507 (inclusive of one longevity)	<u>Assoc. Superintendent/Business</u> \$147,766 (inclusive of one longevity)
<u>Assoc. Superintendent/Human Resources</u> \$146,896 (inclusive of two longevities)	<u>Assoc. Superintendent/Human Resources</u> \$150,375 (inclusive of two longevities)

RECOMMENDATION:

The administration recommends that the Board approve a salary increase of 5.92%, effective July 1, 2006.

PL/jr

AGENDA ITEM: _____

San Dieguito

Union High School District

710 Encinitas Blvd.
Encinitas, CA 92024-3357
(760) 753-6491
www.sduhsd.net

Board of Trustees:

Joyce Dalessandro

Linda Friedman

Barbara Groth

Beth Hergesheimer

Deanna Rich

Superintendent:

Peggy Lynch, Ed.D.

Superintendent

Canyon Crest Academy
Carmel Valley MS
Diegueno MS
Earl Warren MS
La Costa Canyon HS
North Coast Alternative HS
Oak Crest MS
San Dieguito Adult Education
San Dieguito HS Academy
Sunset HS
Torrey Pines HS

MEMORANDUM

TO: BOARD OF TRUSTEES

DATE OF REPORT: October 25, 2006

BOARD MEETING DATE: November 16, 2006

PREPARED AND SUBMITTED BY: Peggy Lynch, Ed.D., *PL*
Superintendent

SUBJECT: DATE OF ORGANIZATIONAL MEETING

EXECUTIVE SUMMARY

According to the Education Code, as referred to in the attached memorandum from the County Office of Education, the Organizational Meeting of the Board of Trustees for 2006 must be held between December 1 and December 15, inclusive.

Our regularly scheduled Board meeting will be held on December 14 and it is recommended that the Trustees approve the December 14, 2006 Board meeting to be their Annual Organizational Meeting.

RECOMMENDATION:

It is recommended that the Board approve the date, time and place of the Organization Meeting be held on Thursday, December 14, 2006, at 6:30 p.m., in the District Office Board Room.

/sg
Attachment

AGENDA ITEM: 26



SAN DIEGO COUNTY OFFICE OF EDUCATION

6401 LINDA VISTA ROAD, SAN DIEGO, CALIFORNIA 92111-7399 (858) 292-3500

Superintendent of Schools
Randolph E. Ward, Ed.D.


RECEIVED

AUG 27 2006

SDUHSD SUPERINTENDENT

August 18, 2006

To: Clerks of Governing Boards
Chief Administrative Officers

From: Randolph E. Ward 
County Superintendent of Schools

Re: Organizational Meetings of Governing Boards

The Education Code requires that governing boards hold an annual organizational meeting for the purpose of establishing meeting dates and electing officers. The following information and the attached forms are provided to assist you in fulfilling your district's legal requirements in connection with this meeting. Please note that regular business of the Board may also be conducted at the annual organizational meeting.

Date of Annual Organizational Meeting

Education Code sections 35143 and 72000 provide that:

- The governing board of each school and community college district shall hold an annual organizational meeting. In 2006, the meeting shall be held between **December 1 and December 15**, inclusive.
- The day and time of the annual organizational meeting shall be selected by the board at its regular meeting held immediately prior to December 1, unless otherwise provided by rule of the governing board.
- Within 15 days prior to the date of the annual organizational meeting, the clerk of the board shall notify all members in writing of the date and time selected for the meeting.
- If the board fails to select a day and time for the annual organizational meeting, the County Superintendent of Schools shall designate the day and time of the meeting and shall notify all members in writing.
- The board shall notify the County Superintendent of Schools of the day and time selected.

Please complete and return to the San Diego County Office of Education the *Notice of December 2006 Organizational Meeting of the Governing Board* provided on page 4.

Board of Education

Nick Aguilar Susan Hartley Sharon C. Jones Robert J. Watkins John Witt

SERVICE AND LEADERSHIP

Election of Board Officers

- Education Code section 35022 provides that every school district governing board consisting of five or more members shall elect at its organizational meeting a president from among its members. The governing board of a school district shall also elect one of its members as clerk of the district.
- Education Code section 72000 states that the governing board of a community college district shall organize by electing a president, from its members, and a secretary.

Board Meeting Dates

- Education Code sections 35140 and 72000 require that the governing board shall fix the time and place for its regular governing board meetings.
- In 2007, the annual organizational meeting must be held between December 7 and December 21, inclusive.
- Government Code sections 6700 and 6702 establish the following holidays in California:
 1. Every Sunday
 2. January 1st, New Years Day
 3. The third Monday in January known as Dr. Martin Luther King, Jr. Day
 4. February 12th, known as Lincoln Day
 5. The third Monday in February, Washington Day
 6. March 31st known as Cesar Chavez Day
 7. The last Monday in May, Memorial Day
 8. July 4th, Independence Day
 9. First Monday in September, Labor Day
 10. September 9th, known as Admission Day
 11. The second Monday in October known as Columbus Day
 12. November 11th, known as Veterans Day
 13. December 25th
 14. Good Friday from 12 noon until 3:00 p.m.*
 15. Every day appointed by the President or Governor for a public fast, thanksgiving, or holiday
 16. Every Saturday from noon to midnight
- Government Code section 6701 provides that if January 1, February 12, March 31, July 4, September 9, November 11, or December 25 falls upon a Sunday, the Monday following is a holiday. If November 11 falls upon a Saturday, the preceding Friday is a holiday.

Please complete and return to the County Office of Education the *Notice of Regular Governing Board Meetings* provided on page 5.

*Subsection was declared unconstitutional in case of *Mandel v. Hodges* (1976).

Statement of Facts, Roster of Public Agencies Filing

- Government Code section 53051 requires that the Secretary of State and the clerk of each county establish and maintain a Roster of Public Agencies.
- The *Statement of Facts, Roster of Public Agencies Filing* must be completely filled out, dated, signed, and filed as follows:
 - **annually** with the Assessor/Recorder/County Clerk even if there is no change in the governing board or district information, but does not need to be filed with the Secretary of State's office unless there is a change.
 - within ten days with the Secretary of State and the San Diego Assessor/Recorder/County Clerk **whenever there is a change** in the officers of the board or the names or addresses of governing board members or school districts. The Secretary of State requires that the specific nature of the change be stated, e.g., "change of officers," "new board member" (not "annual update" or "organizational meeting").
 - copy sent to the San Diego County Office of Education.

Please complete and submit the *Statement of Facts, Roster of Public Agencies Filing* according to the instructions on page 6. This form is provided as page 7 of this letter and is also available online at <www.ss.ca.gov/business/sf/forms/np-sf-405.pdf>.

Oath of Office

The California Constitution, Article 20, Sec. 3, Education Code section 60, and Government Code section 1360 state that:

- All public officers, before they enter upon the duties of their respective offices, shall take and subscribe to an oath or affirmation.
- The oath may be administered by a governing board member, a district superintendent, a principal of a school, or any person authorized in Education Code section 60.

Please administer the oath of office to newly elected or appointed governing board members and submit copies as directed on page 8.

This letter and its attachments are available on the San Diego County Office of Education Web site at <www.sdcoe.net/business/legal/>. If you have questions regarding any of the information provided above, contact Peg Marks, legal services analyst, at (858) 292-3746 or via e-mail to pmarks@sdcoe.net.

Attachments

**NOTICE OF DECEMBER 2006
ORGANIZATIONAL MEETING OF THE GOVERNING BOARD**

Please complete after selection of date for organizational meeting and send to:

Peg Marks
Legal Services, Room 609
San Diego County Office of Education

School District: _____

Date of Organizational Meeting: _____
(date between December 1 and December 15 inclusive)

Time of Meeting: _____

Clerk/Secretary to the Governing Board

Date

NOTICE OF REGULAR GOVERNING BOARD MEETINGS 2006-2007

Please complete after selection of regular meeting dates and send to:

Peg Marks
Legal Services, Room 609
San Diego County Office of Education

Listed below are the regular governing board meetings scheduled for 2006-2007:

School District: _____

Dates of regular governing board meetings: _____
(provide all dates or attach list)

Meeting times: _____

Meeting location(s): _____

Clerk/Secretary to the Governing Board

Date

STATEMENT OF FACTS, ROSTER OF PUBLIC AGENCIES FILING
Form NP/SF - 405 (Revised 03/2005)

Pursuant to Government Code § 53051, the governing body of each public agency shall file with the Secretary of State and also with the San Diego County Clerk, Form NP/SF - 405 (Rev. 03/2005), *Statement of Facts, Roster of Public Agencies Filing*. This requirement includes school and community college districts, county offices of education, and JPA boards. It is recommended that charter schools also file this form.

Within 10 days after any change in the facts required on this form, an amended statement containing the correct information must be filed. This roster is declared to be a public record.

The proper filing of the *Statement of Facts, Roster of Public Agencies Filing* protects the governing board of a local agency in lawsuits under the California Tort Claims Act. Longer statutes of limitations for filing lawsuits apply to districts that fail to file amended statements in a timely manner.

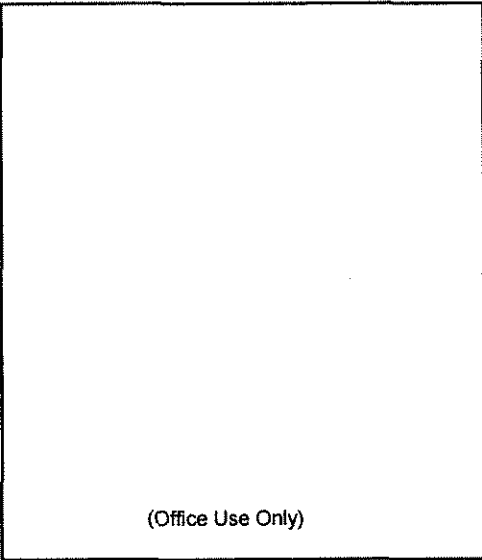
A copy of the *Statement of Facts, Roster of Public Agencies Filing* is attached for your use. This form is also available online at <www.ss.ca.gov/business/sf/forms/np-sf-405.pdf>.

Please submit completed copies as follows:

1. Original to: Secretary of State
P.O. Box 944225
Sacramento, CA 94244-2250
2. Copy to: Gregory J. Smith
Assessor/Recorder/County Clerk
1600 Pacific Highway, Room 260
San Diego, CA 92101
3. Copy of district filing
(for information) to: Peg Marks
Legal Services, Room 609
San Diego County Office of Education



State of California Secretary of State



STATEMENT OF FACTS ROSTER OF PUBLIC AGENCIES FILING (Government Code Section 53051)

(Office Use Only)

Instructions:

1. Complete and mail to: Secretary of State,
P.O. Box 942877, Sacramento, CA 94277-0001 (916) 653-3984
2. A street address must be given as the official mailing address or as the address of the presiding officer.
3. Complete addresses as required.
4. If you need additional space, please include information on an 8½ X 11 page.

New Filing Update

Legal name of Public Agency: _____

Nature of Update: _____

County: _____

Official Mailing Address: _____

Name and Address of each member of the governing board:

Chairman, President or other Presiding Officer (Indicate Title): _____

Name: _____ Address: _____

Secretary or Clerk (Indicate Title): _____

Name: _____ Address: _____

Members:

Name: _____ Address: _____

Name: _____ Address: _____

Name: _____ Address: _____

Name: _____ Address: _____

Name: _____ Address: _____

Date: _____ Signature _____

Typed Name and Title _____

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: November 7, 2006

BOARD MEETING DATE: November 16, 2006

PREPARED BY: John Addleman, Facilities Planning Analyst
Steve Ma, Assoc. Supt. of Business Services

SUBMITTED BY: Peggy Lynch, Ed.D., Superintendent

SUBJECT: COMMUNITY FACILITIES DISTRICT NO. 95-1/ Annexation No. 13 / ADOPTION OF RESOLUTION CERTIFYING ELECTION RESULTS (Terrazo-Bougainvillea / A 21-Single Family Home Subdivision / Johnson Communities of Southern California, LLC – Del Mar Mesa)

EXECUTIVE SUMMARY

At the September 19, 2006 Board meeting, the Board adopted a resolution which requested the election official to conduct a special election to be held on November 7, 2006, for Community Facilities District No. 95-1, Annexation No. 13. The election material was forwarded to the property owners, and the deadline for the election was 5:00 p.m. on November 7th. Attached as Appendix A to the resolution is the completed Certificate of Election Official declaring the election as having a 100% return and approval. The final step in the annexation process will be to file a Notice of Special Tax Lien with the County Recorder's Office within 15 days of the election.

RECOMMENDATION:

It is recommended that the Board adopt the attached Resolution Certifying the Results of the Election with Respect to Community Facilities District No. 95-1, Annexation No. 13 of the San Dieguito Union High School District.

FUNDING SOURCE:

Not applicable.

Enclosures: Certificate of Election Official

AGENDA ITEM: 27

RECORD AND WHEN RECORDED MAIL TO:

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
710 Encinitas Blvd.
Encinitas, CA 92024-3357
Attn: Peggy Lynch, Ed.D.

**NOTICE OF SPECIAL TAX LIEN
FOR COMMUNITY FACILITIES DISTRICT NO. 95-1
ANNEXATION NO. 13
OF THE SAN DIEGUITO UNION HIGH SCHOOL DISTRICT**

Pursuant to the requirements of Section 31145 of the Streets and Highways Code and Section 53328.3 of the California Government Code, the undersigned Secretary of the Board of Trustees of the legislative body of the San Dieguito Union High School District, State of California, hereby gives notice that a lien to secure payment of a special tax which the Board of Trustees of the San Dieguito Union High School District, County of San Diego, State of California as authorized is hereby imposed. The special tax secured by this lien is authorized to be levied for the purpose of (1) paying principal and interest on bonds, the proceeds of which are being used to finance school facilities, and (2) providing funds to finance the acquiring, leasing and/or constructing of school facilities, including, but not limited to, interim facilities.

The special tax is authorized to be levied within Community Facilities District No. 95-1, Annexation No. 13 of the San Dieguito Union High School District has now been officially formed and the lien of the special tax is a continuing lien which shall secure each annual levy of the special tax and which shall continue in force and effect until the special tax obligation is prepaid, permanently satisfied and canceled in accordance with law or until the special tax ceases to be levied and a notice of cessation of special tax is recorded in accordance with Section 53330.5 of the California Government Code.

The rate, method of apportionment, and manner of allocation of the authorized special tax is as set forth in Exhibit A attached hereto and by this reference incorporated herein (the "Special Tax Formula").

Notice is further given that upon the recording of this notice in the office of the county recorder, the obligation to pay the special tax levy shall become a lien upon all nonexempt real property within Community Facilities District No. 95-1, Annexation No. 13 of the San Dieguito Union High School District in accordance with Section 3115.5 of the Streets and Highway Code.

The names of the owners and the assessor's tax parcel numbers of all parcels or any portion thereof the real property included within Community Facilities District No. 95-1, Annexation No. 13 of the San Dieguito Union High School District and not exempt from the special tax are listed on Exhibit B attached hereto and by this reference incorporated herein.

Reference is made to the boundary map of Community Facilities District No. 95-1, Annexation No. 13 of the San Dieguito Union High School District recorded at Book 40 of Maps of Assessment and Community Facilities Districts at Page 84 in the office of the County Recorder for the County of San Diego, State of California which map is now the final boundary map of Community Facilities District No. 95-1, Annexation No. 13 of the San Dieguito Union High School District.

For further information concerning the current and estimated future tax liability of owners or purchasers of real property subject to this special tax lien, interested persons should contact Peggy Lynch Ed.D., San Dieguito Union High School District, 710 Encinitas Boulevard., Encinitas, California (760) 753-6491.

DATED: November 16, 2006

BOARD OF TRUSTEES OF THE SAN
DIEGUITO UNION HIGH SCHOOL
DISTRICT, as legislative body of
Community Facilities District No. 95-1,
Annexation No. 13 of the San Dieguito
Union High School District

By: _____
Peggy Lynch, Ed.D.
Secretary of the Board of Trustees

**RESOLUTION OF THE BOARD OF TRUSTEES
OF THE SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
CERTIFYING THE RESULTS OF AN ELECTION WITH RESPECT TO
COMMUNITY FACILITIES DISTRICT NO. 95-1, ANNEXATION NO. 13 OF
THE SAN DIEGUITO UNION HIGH SCHOOL DISTRICT**

WHEREAS, on October 19, 2006, the Board of Trustees (the "Board") of the San Dieguito Union High School District (the "District") adopted a resolution entitled "Resolution of Annexation of the Board of Trustees of the San Dieguito Union High School District Acting as the Legislative Body of the San Dieguito Union High School District Community Facilities District No. 95-1" (the "Resolution") annexing certain territory into Community Facilities District No. 95-1 of the School District, authorizing the levy of a special tax, authorizing the incurrence of bonded indebtedness not to exceed \$50,000,000 and calling an election.

WHEREAS, pursuant to the Resolution, a special election was duly and legally held and conducted in the District on November 7, 2006, at which election there was submitted to the qualified voters of the District the following bond proposition, to wit:

Proposition No. X: Shall Community Facilities District No. 95-1 of the San Dieguito Union High School District incur an indebtedness and issue bonds in the maximum aggregate principal amount of \$50,000,000, for a maximum term of not more than 35 years with interest not to exceed the maximum interest rate permitted by law, the proceeds of which will be used to pay for the cost of acquiring, leasing and/or construction school facilities and equipment and other facilities to be used in conjunction with school facilities and for certain incidental expenses; shall a special tax as provided in the Resolution of Formation with respect to the District be levied to pay the principal of and interest on such bonds and to pay for leasing, construction and/or acquisition of the facilities and equipment described above; shall an appropriations limit be established for the District equal to the amount of all proceeds of the special tax collected annually as adjusted for changes in the cost of living and changes in population.

WHEREAS, the Board of Trustees has received from Stephen G. Ma, the Election Official appointed by the Board with respect to the election, the certificate attached hereto as Appendix A and hereby incorporated by reference which certifies that one hundred percent of votes cast at the election were cast in favor of incurring bonded indebtedness, *levying certain special taxes and establishing an appropriations limit for the District.*

NOW, THEREFORE, THE BOARD OF TRUSTEES OF THE SAN DIEGUITO UNION HIGH SCHOOL DISTRICT DOES HEREBY RESOLVE, DETERMINE AND ORDER as follows:

Section 1. That one hundred percent of the votes cast at a special election, which was duly and legally held and conducted in the District on November 7, 2006 were cast in favor of incurring bonded indebtedness in an amount of \$50,000,000, levying certain special taxes and establishing an appropriations limit for the District.

Section 2. This Resolution shall take effect upon adoption

ADOPTED, SIGNED AND APPROVED, this 16th day of November, 2006.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

By _____
Title: President

ATTEST:

By _____
Title: Recording Secretary

APPENDIX A
CERTIFICATE OF ELECTION
OFFICIAL

**CERTIFICATE OF THE ELECTIN OFFICIAL
DECLARING THE RESULTS OF THE MAILED-BALLOT
SPECIAL ELECTION REGARDING
COMMUNITY FACILITES DEISTRIC NO. 95-1, ANNEXATION No. 13
OF THE SAN DIEGUITO UNION HIGH SCHOOL DISTRICT**

I, Stephen G. Ma, designated as the election official for the mailed-ballot special election (the "Election") regarding the annexation of certain territory into Community Facilities District No. 95-1 of the San Dieguito Union High School District, pursuant to the "Resolution of Annexation of the Board of Trustees of the San Dieguito Union High School District Acting as the Legislative Body of the San Dieguito Union High School District Community Facilities District No. 95-1" adopted by the Board of Trustees of the San Dieguito Union High School District on October 19, 2006 (the "Resolution"), do herby certify as follows:

1. That the Election was closed at the hour of 5 o'clock p.m. on November 7, 2006;
2. That the total number of votes eligible to be cast on Proposition Y was 35 which is equal to one vote per acre or a portion of an acre within the proposed District. The total number of votes actually cast was 35;
3. That the results are as follows:
35 votes in favor of Proposition Y
0 votes in opposition to Proposition Y;
4. That the percentages are as follows:
100% in favor of Proposition Y
0% in opposition to Proposition Y;
5. That two-thirds (2/3) of the total number of votes cast are needed to approve Proposition Y, to wit at least 24 vote of the total cast;
6. That the number of votes cast in favor of Proposition Y, based on the results outlined in Section 3 hereof and the percentages outlined in Section 4 hereof are at least equal to two-thirds (2/3) of the total number of votes cast, and, thus, Proposition Y was duly approved.

Dated: November 7, 2006

COMMUNITY FACILITES DISTRICT NO. 95-1
OF THE SAN DIEGUITO UNION HIGH
SCHOOL DISTRICT



Election Official
For the Mailed-Ballot Special Election
Regarding Annexation No. 13 into
Community Facilities District No. 95-1 of the
San Dieguito Union High School District

STATE OF CALIFORNIA)
)
 COUNTY OF SAN DIEGO)

ss

I, Linda Friedman, President of the Board of Trustees of the San Dieguito Union High School District (the “Board”) do hereby certify that the foregoing Resolution was duly adopted by the Board of said San Dieguito Union High School District at a meeting of said Board held on the 16th day of November, 2006, and that it was so adopted by the following vote:

AYES: MEMBERS: _____

NOES: MEMBERS: _____

ABSTAIN: MEMBERS: _____

ABSENT: MEMBERS: _____

 President of the Board of Trustees

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: October 27, 2006

BOARD MEETING DATE: November 16, 2006

PREPARED BY: Rick Schmitt *RS*
Associate Superintendent, Ed. Services

SUBMITTED BY: Peggy Lynch, Ed.D.
Superintendent

SUBJECT: Informational Read of Site Plans for
Student Achievement

EXECUTIVE SUMMARY

Single Plan for Student Achievement

State law requires that school-level plans for programs funded through the Consolidated Application* be consolidated in a *Single Plan for Student Achievement (Education Code 64001)*, developed by school-site councils with the advice of any applicable school advisory committees. The content of the school plan includes school goals, activities and expenditures for improving the academic performance of students to the proficient level and above. 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.

RECOMMENDATION:

It is recommended that the Board review/ complete an initial read of the plans, leading to the approval the Site Plans for Student Achievement at the December 14, 2006 Board meeting.

FUNDING SOURCE:

Consolidated Application Programs (Title I, EIA, ELAP, SIP and TUPE)

Revision Date: November 1, 2006

SINGLE PLAN FOR STUDENT ACHIEVEMENT

DRAFT

Canyon Crest Academy San Dieguito Union High School District

37-68346-0106328
CDS Code

Date of this revision: November 1, 2006

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

Contact Person: Caroline Brown

Position: President

Telephone Number: 858-229-9251

Address: 5951 Village Center Loop Rd.

E-mail address: cbrown@sbsd.k12.ca.us

San Dieguito Union High School District

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

Revision Date: November 1, 2006

School Vision and Mission

Vision

Canyon Crest Academy is a learning community based on the values of shared responsibility and mutual respect among teachers, staff, parents and students. Canyon Crest Academy commits to providing positive, meaningful and rigorous learning experiences that promote the intellectual, social, physical and creative development of students. The curriculum responds to evolving student interests and includes specialized and in-depth studies. Students are supported in taking intellectual and creative risks as they engage in their studies. Canyon Crest Academy honors diversity of thought and culture, while being united in its mission. Graduates of Canyon Crest Academy experience a personal connection to the curriculum that enables them to be confident, life-long learners.

Mission Statement

Canyon Crest Academy, a professional learning community, challenges and inspires students to discover their passions and pursue their goals throughout high school and beyond.

School Profile

Canyon Crest Academy (CCA) is a comprehensive high school in its third year of operation. It is the newest school to be added to the San Dieguito Union High School District (SDUHSD). It will offer a full range of AP and honors courses similar to those courses offered at the other high schools in the San Dieguito District. Canyon Crest Academy offers all California Interscholastic Federation (CIF) sports with the exception of football. CCA features a California Department of Education, Specialized Secondary Program called Envision that focuses on arts and technology in the arts. Canyon Crest Academy also offers a specialized program in Engineering sponsored by Project Lead the Way, Inc. Canyon Crest Academy is on a 4 by 4 schedule that currently includes a ninth and tenth grade class. It is a school of choice available to all ninth, tenth and eleventh graders in the SDUHSD district. Canyon Crest Academy will add a new 9th grade class next year, bringing the student body to grades 9-12 by 2007-2008.

Canyon Crest Academy is located in an area known as Carmel Valley situated in north coastal San Diego County. Carmel Valley is a fast growing upper middle class residential community composed of highly educated professionals. Many parents are employed at local institutions such as the University of California, San Diego (UCSD), The University of San Diego (USD), the Scripps Institute of Oceanography, multiple businesses in the biomedical research field, and high tech giants such as QUALCOMM, SAIC, and Hewlett Packard; all of which will influence the high standard of educational expectations at Canyon Crest Academy. With an enrollment of 1402 ninth, tenth and eleventh grade students, Canyon Crest Academy opened on August 30, 2004 in interim facilities on the permanent school site. The projected enrollment of 1750 students in grades 9-12 is expected for the 2007-08 school year.

Canyon Crest Academy enjoys some very distinctive features that make it a unique professional learning community. One of the most distinctive aspects of CCA is the program entitled Envision. This program was developed through the State of California Department of Education's Specialized Secondary Programs Grant. Envision focuses on providing an in-depth, technology rich arts education to students in the San Dieguito Union High School District who recognize arts as their passion. Envision is also designed to create an arts rich

Revision Date: November 1, 2006

environment for all students who choose to attend CCA, whether or not they choose to be a part of the Envision program.

Canyon Crest Academy is one of two schools in the district that implement the 4x4 schedule. This schedule is designed to enhance student learning and create more elective opportunities. Students take four classes that meet 90 minutes everyday for one half of the school year. Another 4 classes are then taken during the second half of the school year. At the end of a complete school year students have taken a total of 8 classes as opposed to the 6 found in schools with block scheduling. These extra two classes allow students the flexibility to take classes that best meet their academic goals. Students have the opportunity to take all necessary courses for entrance into University of California, California State University and private schools while still having room in their schedules to pursue expanded elective opportunities. Students take fewer academic classes at any one time and have opportunities to pace curriculum in a more individualized fashion.

Canyon Crest Academy is also taking an unusual approach to building all four grade levels. It will take a total of four years before it includes 9th through 12th grades. Each year a new 9th grade class is added. Developing one class at a time helps insure that enrollment numbers are large enough to support a full range of electives and academic courses to all students. This growth strategy has also simplified program development and staffing projections. Adding a 9th grade class each of the next two years provides students the opportunity to have input into the type of elective courses we add each year. Many of the courses to be offered next school year are the result of surveying student interest. The teaching staff is hired based on the courses to be offered.

One of the unique founding philosophies of CCA is that of collaboration. This philosophy is recognized in our mission and vision statements. Canyon Crest Academy supports this philosophy through our staff recruitment process which includes, for all interviewees, questions regarding their experience with collaboration, and their willingness to participate as a team member. The yearly schedule is designed to support staff collaboration. Staff collaboration time is set aside every other Wednesday. On Wednesdays students begin one hour later. Staff use this time to develop curriculum, discuss ways to shape school culture and devise student support systems.

Canyon Crest Academy has a technology rich environment. The new facility infrastructure is designed to support state of the art technology systems, i.e. wireless environments, fiber optics, school intra-net, smart boards and digital projectors coupled with an on-demand digital video delivery systems in each classroom. Each instructor is also expected to embrace new technologies as indicated to them during the interview process. Current and future staff will be trained on ways to use technology in the classroom as a means to improve the quality of instruction and enhance student learning.

Career Preparation

Envision, The Arts at Canyon Crest Academy, encompasses all of the visual and performing arts (VPA) courses offered at CCA. Envision is a unique arts program that utilizes working artists as instructors. These professional artists work side by side with our VPA teachers to deliver an outstanding arts curriculum. Envision is designed to serve the student who wishes to have the most rigorous arts education as well as the student who may only take one arts course during their high school experience. Students who participate in the extended day Envision Conservatory program will receive instruction and training that will prepare them for a college and professional experience in the arts.

As part of our technology focus, Canyon Crest Academy will be offering up to five courses in engineering by 2007-2008. These courses have been developed through Project Lead the Way, Inc (PLTW). PLTW is a national program designed to increase the quantity and quality of engineers and engineering technologists

Revision Date: November 1, 2006

graduating from the school system. As part of the program, CCA students can take a four-year sequence of courses, designed to introduce them to the scope, rigor and discipline of the engineering profession. PLTW engineering courses incorporate math, science and engineering concepts into a computer based, hands-on curriculum. By 2007-2008 CCA students will be able to take courses in Introduction to Engineering Design, Digital Electronics, Principles of Engineering, Computer Integrated Manufacturing, Civil Engineering and Architecture, Biotechnical Engineering, Aerospace Engineering, and Engineering Design and Development.

CCA faculty is currently developing a specialized math, science and technology program. Full implementation of this program will begin in the 2007-2008 school year. We will be looking to secure a smaller learning communities grant and/or another specialized secondary program grant to begin implementation of the program.

Student Performance Data and Summary (see appendix 1)

Reports included:

- 1) 2006 API Report (2 page)
- 2) STAR 2005-2006 Report (9 pages)
- 3) CAHSEE 2005-2006 Report (1 page)

Summary of Progress Made on 2005-06 Planned Improvements (Goals)

Goal #1 To increase the number of students scoring at Proficient or Above on the CST-Mathematics Algebra I portion from 9% to 40%.

Results

- 134 total students tested in Algebra I
- 31 9th graders scored proficient or above = 30%. This is an increase from the 9% that passed the year before.
- 3 10th graders scored proficient or above = 10%.
- 34 total students scored proficient or above = 25% of total population.
- Mean scaled score increased from 304 to 323 for 9th graders
- Mean scaled score for 10th graders was 281
- 96% of all students passed the CAHSEE math portion
- Overall goal was not met but there was a 21% increase in 9th graders and a 16% overall increase of algebra students who scored proficient or above
- We exceeded our goal of a 95% pass rate on the exit exam

Goal #2 To increase the number of students enrolled in grade level math from 72% to 85%

Results

- 70% of 9th graders completed grade level math
- 68.2 of 10th graders completed grade level math
- Goal was not met.
- Factors to consider

Revision Date: November 1, 2006

- increased enrollment in 10th grade class from 353 to 402 students
- the 9th grade class in 2005-2006 was 83 students more than the 9th grade class of 2005-2006

Goal #3 To increase the number of student scoring at proficient or above on the CST-ELA portion from 86% to 90%

Results

- 82% of 9th graders scored proficient or above
- 74% of 10th graders scored proficient or above
- 34 (8%) of 9th grade students scored less than basic
- 44 (11%) of 10th grade students scored less than basic
- 97% of all students (10th grade) passed the CAHSEE ELA portion
- Factors to consider
 - increased enrollment in 10th grade class from 353 to 402 students
 - the 9th grade class in 2005-2006 was 83 students more than the 9th grade class of 2005-2006

Goal #4 To increase the number of under-represented students participating in the AP and Honors program

There was never a baseline established so it is not possible to determine if we increased participation in the Honors/AP program.

Planned Improvements in Student Performance 2006-07 (Smart Goals)

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the English Language Development Test, and include local measures of pupil achievement. The school site council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtained and considered the input of the school community. Based upon this analysis, the council has established the following performance improvement goals, actions and expenditures.

Canyon Crest Academy – Single Plan for Student Achievement 2005-2006

Goal # 1: To increase the number of 9th grade students scoring at Proficient or Above on the CST-Mathematics Algebra I portion.

S.M.A.R.T. Objective(s) Number One	Benchmark Indicators (Evidence of Progress)	Suggested Activities	Parties Responsible for implementation of activities	Proposed Funding Sources/ Estimated Cost
<p>1. To increase the percentage of students in the 9th grade general student Population who score at the proficient level or above on the CST – Algebra I from 30% to 40% by the end of the 2006-2007 school year as evidenced on the Spring 2007 administration of the CA Standards Tests.</p>	<ul style="list-style-type: none"> • Average mean scaled score within the General Student Population (EOC) to raise from 323 to 330 • Maintain CAHSEE Math Pass rates at 96%. • Average grade of B or higher in Algebra I or Pre-Algebra: <ul style="list-style-type: none"> ○ Quarter End ○ End of Semester ○ End of Course • Decrease the percentage of students failing in Algebra I or Pre-Algebra at the: <ul style="list-style-type: none"> ○ progress report period ○ Quarter End ○ End of Semester ○ End of Course • Identify students who would benefit from AVID placement in 	<ol style="list-style-type: none"> 1. Identify all students scoring at Far Below Basic and Below Basic on CST-mathematics or algebra, analyze current support status and enroll appropriate students in Algebra and/or CAHSEE support class. 2. Continue to support evening math tutoring. Expand tutoring from one to three evenings per week. 3. Provide professional development opportunities for, Pre-Algebra, Algebra, Algebra support class, and tutorial teachers which support this objective. 4. Counselors meet with students 	<p>Counselors- Identify and enroll students into appropriate and/or support classes, meet with students, develop four-year plans, advise on course selection</p> <p>Teachers- Develop/Implement coursework, attend trainings, serve as tutors, develop new curriculum and systems to support students</p> <p>Administration – Support/Assist with Program Creation, support effort to identify students, review programs, review materials communicate goals, programs, and support methods to community</p> <p>Principal - Oversee activities, communicate with council and administration, manage funds</p>	<p>General Fund District funded support classes Counselor, teacher duties</p> <p>SIP - Staffing to extend library hours (until 7:00 pm) to allow for increased tutoring opportunities = 3.9 hour employee = \$16,000</p> <p>- Staffing for tutoring / student seminars = \$9,500</p> <p>-Substitute pay for pre-algebra, algebra and resource teachers to attend district sponsored / recommended professional development = \$2000</p> <p>-Conference Fees/Travel Expense = \$2500</p> <p>-Purchase Technology / Software support = \$10,000</p>

	2007-2008.	<p>individually to discuss 4-year plan, graduation requirements and math course pathways.</p> <p>5. Summer or Saturday opportunities to improve study skills, reading, and writing skills.</p> <p>6. Implement computerized supplemental materials through CAHSEE prep software.</p> <p>7. Establish career and college guidance opportunities in one-on-one or small group settings.</p> <p>8. Develop a college visitation program.</p> <p>9. Communicate goals, methods, and strategies with staff, students, parents and broader community.</p> <p>10. Provide supplemental materials to support new strategies or curriculum.</p> <p>11. Develop benchmark exams and tools to be used within the department and within district for diagnostic purposes.</p>		
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Canyon Crest Academy – Single Plan for Student Achievement 2005-2006

Goal # 2: To increase the number of students enrolled in grade level math.

S.M.A.R.T. Objective(s) Number Two	Benchmark Indicators (Evidence of Progress)	Suggested Activities	Parties Responsible for implementation of activities	Proposed Funding Sources/ Estimated Cost
<p>2. To increase the percentage of students in the 9th grade general population enrolled in grade level math from 70% to 77%. As evidenced by the number of 9th students who successfully complete geometry by the end of 2006-2007.</p> <p>To increase the percentage of students in the 10th grade general population enrolled in grade level math from 68%% to 75%. As evidenced by the number of 10th graders who successfully complete Algebra II by the end of the same year.</p>	<ul style="list-style-type: none"> • Average grade of B or higher in Algebra I or Pre-Algebra: <ul style="list-style-type: none"> ○ Quarter End ○ End of Semester ○ End of Course • Decrease the percentage of students failing in Algebra I or Pre-Algebra at the: <ul style="list-style-type: none"> ○ progress report period ○ Quarter End ○ End of Semester ○ End of Course • Increase enrollment in support classes for students who are taking Alg I for the second time. 	<ol style="list-style-type: none"> 1. Identify all students scoring at Far Below Basic and Below Basic on CST-mathematics or algebra, analyze current support status and enroll appropriate students in Algebra and/or CAHSEE support class for second term. 2. Continue to support evening math tutoring. Expand tutoring to two evenings per week. 3. Provide professional development opportunities for, Pre-Algebra, Algebra, Algebra II, Algebra support class, and tutorial teachers which support this objective. 4. Counselors meet with students individually to discuss 4-year plan, graduation requirements and math course pathways. Counselors will recommend students take math courses consecutively (two in same 	<p>Counselors- Identify and enroll students into appropriate math level and/or support classes, meet with students, develop four-year plans, advise on course selection</p> <p>Teachers- Develop/Implement coursework, attend trainings, serve as tutors, develop new curriculum and systems to support students</p> <p>Administration – Support/Assist with Program Creation, support effort to identify students, review programs, review materials</p> <p>Principal/Math Department Chair- Oversee activities, communicate with council and administration, manage funds</p>	<p>General Fund District funded support classes Counselor, teacher duties SIP</p> <ul style="list-style-type: none"> - Staffing for tutoring / student seminars = \$9,500 - Staffing to extend library hours (until 7:00 pm) to allow for increased tutoring opportunities = 3.9 hour employee = \$16,000 -Substitute pay for pre-algebra, algebra and resource teachers to attend district sponsored / recommended professional development = \$2000 -Conference Fees/Travel Expense = \$2500 -Purchase Technology / Software support = \$10,000

		<p>year).</p> <p>5. Summer or Saturday opportunities to improve study skills, reading, and writing skills.</p> <p>6. Implement computerized supplemental materials through CAHSEE prep software.</p> <p>7. Establish career and college guidance opportunities in one-on-one or small group settings.</p> <p>8. Develop a college visitation program.</p> <p>9. Communicate goals, methods, and strategies with staff, students, parents and broader community.</p> <p>10. Provide supplemental materials to support new strategies or curriculum.</p> <p>11. Develop benchmark exams and tools to be used within the department and within district for diagnostic purposes.</p>		
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Canyon Crest Academy – Single Plan for Student Achievement 2005-2006

Goal # 3: To increase the number of students scoring at proficient or above on the CST-English Language Arts portion.

S.M.A.R.T. Objective Number 1	Benchmark Indicators (Evidence of Progress)	Suggested Activities	Parties Responsible for implementation of activities	Proposed Funding Sources/ Estimated Cost
<p>1. To increase the percentage of students per grade level who are scoring proficient or above in:</p> <ul style="list-style-type: none"> • 9th grade from 82% to 86% • 10th grade from 74% to 79% • No data available for 11th grade students. <p>by the end of the 2006-07 school year as evidenced on the spring 2007 California Standards Tests.</p>	<ul style="list-style-type: none"> • Average score of 4 on DWA • Maintain CAHSEE ELA Pass rate of 97%. • Average grade of B or higher in English <ul style="list-style-type: none"> ○ Quarter End ○ End of Semester ○ End of Course • Decrease the percentage of students earning a D or failing in English at the: <ul style="list-style-type: none"> ○ progress report period ○ Quarter End ○ End of Semester ○ End of Course • Identify students who would benefit from next year's AVID classes 	<ol style="list-style-type: none"> 1. Identify students scoring at Far Below Basic and Below Basic on CST-ELA and enroll in ELA & CAHSEE support class. 2. Identify students who are within 5 to 10 points on their mean scaled score of Proficient on the CST-ELA and organize/implement study/tutorial groups to meet after school and/or on Saturdays. 3. Identify all students who are at the 300-340 mean scaled score and develop and implement supplemental, standards-based reading and writing activities to be integrated into their English coursework. 4. Provide professional development opportunities for ELA support class and tutorial teachers which support this objective. 5. Summer or Saturday opportunities to improve study skills, reading, and writing skills. 6. Implement computerized supplemental materials or programs to aid instruction such as Read 180. 7. Counselors meet with ninth grade and tenth grade students 	<p>Counselors- Identify and enroll students into ELA support classes, meet with students, develop four-year plans, advise on course selection</p> <p>Teachers- Develop/Implement coursework, attend trainings, serve as tutors, develop new curriculum and systems to support students</p> <p>Administration – Support/Assist with Program Creation, support effort to identify students, review programs, review materials</p>	<p>General Fund District funded support classes Counselor, teacher duties SIP - Staffing for tutoring / student seminars = \$9,500</p> <p>- Staffing to extend library hours (until 7:00 pm) to allow for increased tutoring opportunities = 3.9 hour employee = \$16,000</p> <p>-Substitute pay for language arts and resource teachers to attend district sponsored / recommended professional development = \$2,000</p> <p>Conference Fees/Travel Expense = \$2500</p> <p>Purchase Technology / Software support = \$10,000</p>

Revision Date: November 1, 2006

		<p>to review graduation requirements and four-year plan.</p> <p>8. Establish career and college guidance opportunities in one-on-one or small group settings.</p> <p>9. Communicate goals, methods, and strategies with staff, students, parents and broader community.</p>		
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Canyon Crest Academy – Single Plan for Student Achievement 2005-2006

Goal # 4: To increase the number of under-represented students participating in the AP and GATE programs

S.M.A.R.T. Objective(s) Number One	Benchmark Indicators (Evidence of Progress)	Suggested Activities	Parties Responsible for implementation of activities	Proposed Funding Sources/ Estimated Cost
<p>1. To increase the number of identified English Learner and Re-designated English Learner (RFEP), and ethnic minority sub-groups participating and achieving success in Honors or Advanced Placement Classes by the end of the 2006-07 school year as evidenced on the Fall 2007 Enrollment in these programs.</p>	<ul style="list-style-type: none"> • Average score of 5 or higher on DWA within the English Learner and RFEP Student sub-group enrolled in Honors or AP courses • Average grade of B in Honors/AP level English, Math, Science, Social Science classes for English Learner/RFEP Student subgroup & ethnic minorities at <ul style="list-style-type: none"> ○ Quarter End ○ End of Semester ○ End of Course • Decrease the percentage of students failing in Honors/AP level English, Math, Science, Social Science classes for English Learner/RFEP Student subgroup & ethnic minorities at: <ul style="list-style-type: none"> ○ progress report period ○ Quarter End ○ End of Semester ○ End of Course • Identify students who would benefit from enrollment in the AVID program in 2005-2006. • PSAT exam data for EL, RFEP and minority students 	<ol style="list-style-type: none"> 1. Identify English Learners, Re-designated English Learners, and ethnic minority students who have the potential to succeed in Honors or AP classes but are not currently enrolled. 2. Develop a seminar style preparation class (beyond AVID) to be held during summers or on Saturdays and to be taught by CCA AP/honors class teachers to provide students with the academic skills necessary to succeed in Honors or AP classes the following year. 3. Provide professional development opportunities for teachers of Honor/Advanced Placement courses. 4. Counselors meet with students individually to discuss 4-year plan, graduation requirements. 5. Summer or Saturday mentoring opportunities to improve social skills of students to promote whole-student achievement. 6. Implement supplemental materials to aid instruction, including technology. 7. Establish career and college guidance opportunities in one-on-one or small group settings. 8. Sponsor educational activities appropriate to student needs such as Science Olympiad, college visitations at the freshman level. 9. Communicate goals, methods, and strategies with staff, students, parents and broader community. 10. Conduct Parent 	<p>Counselors- Identify and enroll students into appropriate and/or support classes, meet with students, develop four-year plans, advise on course selection</p> <p>Teachers- Develop/Implement coursework, attend trainings, serve as tutors, develop new curriculum and systems to support students</p> <p>Administration – Support/Assist with Program Creation, support effort to identify students, review programs, review materials</p> <p>Department Chairs- Provide guidance, support, feedback, and leadership in implementing activities and growing program</p>	<p>GATE -AP Summer Training, Registration fees, and supplemental materials = \$5000</p> <p>- Purchase software and technology support = \$10,000</p> <p>- Parent Info Nights = \$1000</p>

Revision Date: November 1, 2006

		Orientation Nights to educate parents about rigor, demands, benefit of AP/honors program.		
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Revision Date: November 1, 2006

Canyon Crest Academy – Single Plan for Student Achievement 2006-2007

Goal # 5: (Tentative) As described in the San Dieguito District Strategic Plan our goal is to increase Students' connections to each other and school related activities.

S.M.A.R.T. Objective(s) Number One	Benchmark Indicators (Evidence of Progress)	Suggested Activities	Parties Responsible for implementation of activities	Proposed Funding Sources/ Estimated Cost
<ol style="list-style-type: none"> 1. Have 85% of 9th graders participating in Challenge Days. 2. Increase the number of 10th and 11th graders participating in Challenge Days from 20% to 50% 3. 85% of participating students felt the program was beneficial 	<ul style="list-style-type: none"> • Sign-up and attendance sheets for 9th and 10th graders • Student surveys assessing effectiveness of the program 	<ol style="list-style-type: none"> 1. 5 Challenge Days offered to all students. The goal is to provide all freshman with the opportunity to experience this activity which is designed to connect students and staff to each other. A detailed program description can be found at http://www.challenge day.org/faq/FAQ_Master062606.pdf 2. The desire is to ultimately use upper classman to facilitate these days. 	<p>Counselors- Identify and enroll students into the program Teachers- Teachers participate in each of these days. Administration - Administrators will participate in each of these days.</p>	<p>CCA Foundation = \$10,000 Site Council = \$3,500</p>

Categorical Funding/Budget

\$16,000	Extend Library hours from 4:00 to 7:30 pm
\$9,500	Tutoring – 25 weeks * 2 days/wk * 6 teachers *\$30.72/hr
\$2,000	Substitute pay for English, pre-algebra, algebra and resource teachers to attend district sponsored/recommended professional development
\$2,500	Conference Fees/Travel Expense
\$10,000	Purchase Technology/Software support
\$5,000	AP Summer training for teachers / supplemental materials
\$1,000	Parent/Student Registration info nights
\$1,500	Grade level info nights (materials, counselor time) topics to include (4 year planning, college application prep, college/career choice, grade level specific issues
\$4,265	Library improvement funds (as per required allotment)
\$7120	Teacher/Staff Grants
\$58,885	Total

Revision Date: November 1, 2006

School Site Council Membership Signatures/ Recommendations and Assurances

SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001 requires that this plan 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:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Brown, Caroline				X	
Brunkhorst, Derek		X			
Candia, Stacey			X		
Eisenberg, Erin					X
Hyam, Joyce				X	
Jaffe, David	X				
Mitchell, Ali					X
Schotz, Leslie				X	
Van Over, Mark		X			
Victor, Beverly		X			
Numbers of members of each category	1	3	1	3	2

Revision Date: November 1, 2006

RECOMMENDATIONS AND ASSURANCES

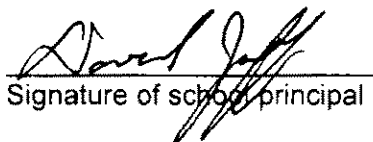
The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan *(Check those that apply)*:
 - School Advisory Committee for State Compensatory Education Programs
 - English Learner Advisory Committee
 - Community Advisory Committee for Special Education Programs
 - Gifted and Talented Education Program Advisory Committee
 - X Other *(list)*
 - *Academic Department Chairpersons*
 - *Special Education Department members and chair*
 - *Staff collaboration committee*
 - *CCA Parent Foundation*
4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. ~~*~~ ^{Draft} This school plan was adopted by the school site council on: Nov. 1, 2006.

~~Attested:~~
Attested:

David Jaffe
Typed name of school principal


Signature of school principal

11/1/06
Date

Caroline Brown
Typed name of SSC chairperson

Signature of SSC chairperson

Date

~~*~~ ^{op} Site Council minutes on 11/1/06 will reflect approval of this draft.

APPENDIX I

- 1) 2006 Academic Performance Index (API) Growth Report
- 2) 2005-2006 STAR Results
- 3) 2005-2006 CAHSEE Results

1 of 2

DataQuest home > API home > Reports > Select School > School Reports > Current Page

2005-06 Accountability Progress Reporting (APR)



School Report - API Growth and Targets Met
2006 Academic Performance Index (API) Growth Report

California Department of Education
Policy and Evaluation
August 3

School: Canyon Crest Academy
LEA: San Dieguito Union High
County: San Diego
CDS Code: 37-68346-0106328
School Type: High

2006 API Growth Links:

- [School Chart](#)

- [School Demographic Characteristics](#)

- [School Content Area Weights](#)

- [LEA List of Schools](#)

- [County List of Schools](#)

- (An LEA is a school district or county of education.)

Direct Funded Charter School: No

2005-06 APR		2005-06 State API				2006 Federal AYP and PI		
Summary	Glossary	2005 Base	Guide	2006 Growth	Guide	AYP	PI	Guid

State Accountability: Academic Performance Index (API)

Number of Students included in the 2006 API Growth	API				Met Growth Target		
	2006 Growth	2005 Base	2005-06 Growth Target	2005-06 Growth	Schoolwide	Comparable Improvement (CI)	By School
824	868	842	A	26	Yes	Yes	Y

Similar Schools

Median API	
2006 Growth	2005 Base
834	827

Click on the median value heading to link to the list of 2005 API Base similar schools. This list contains schools which were selected specifically for the reported school for the 2005 API Base report.

Subgroups

Ethnic/Racial	Number of Students Included in 2006 API	Numerically Significant in Both Years	Subgroup API			
			2006 Growth	2005 Base	2005-06 Growth Target	2005-06 Growth
African American (not of Hispanic origin)	5	No				
American Indian or Alaska Native	6	No				
Asian	71	No				
Filipino	4	No				
Hispanic or Latino	44	No				

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Pacific Islander	1	No					
White (not of Hispanic origin)	691	Yes	866	841	A	25	1
Socioeconomically Disadvantaged	25	No					
English Learners	14	No					
Students with Disabilities	64	No					

Click on the column header to view notes.

In order to meet federal requirements of No Child Left Behind, a 2006 API Growth is posted even if a school or LEA had no 2005 API Base if a school had significant population changes from 2005 to 2006. However, the presentation of growth targets and actual growth would not be appropriate and, therefore, are omitted.

- "N/A" means a number is not applicable or not available due to missing data.
- "*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2005 or 2006. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.
- "A" means the school or subgroups scored at or above the statewide performance target of 800 in 2005.
- "B" means the school did not have a valid 2005 API Base and will not have any growth or target information.
- "C" means the school had significant demographic changes and will not have any growth or target information.
- "D" indicates this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Target information is not applicable to LEAs and ASAM schools.
- "E" indicates this school was an ASAM school in the 2005 API Base Report and has no target information even though the school is not currently an ASAM school.

Targets Met - In the "Met Growth Target" columns, the growth targets reflect state accountability requirements and do not match the federal Adequate Yearly Progress (AYP) requirements. The AYP requirement for the API is a 2006 API Growth of 590 or a one-point increase from the 2005 API Base to 2006 API Growth for a school or LEA.



Student Master List Summary: CST and CAPA Grade 9

School: Canyon Crest Academy
 School Code: 0106328
 District: San Diego Unified High
 County/District Code: 3762346
 Test Date: Spring 2006
1 of 9

	Number Enrolled	Number Tested	Percent Tested	Number Valid Scores	Percent Valid Scores	Mean Percent Correct	Performance Levels										Mean Scale Score	Scale Score SD
							Advanced		Proficient		Basic		Below Basic		Far Below Basic			
							#	%	#	%	#	%	#	%	#	%		
English Language Arts	436	435	99.8	435	100	76	245	56	114	26	41	9	18	4	17	4	395.5	58.7
Algebra I	436	103	23.6	102	99	50	2	2	29	28	36	35	27	26	8	8	323.8	50.2
Geometry	436	232	53.2	232	100	72	60	26	84	36	62	27	23	10	3	1	376.5	64.8
Algebra II	436	67	15.4	67	100	68	15	22	29	43	19	28	3	4	1	1	379.9	71.4
General Mathematics	436	24	5.5	24	100	49	1	4	3	13	11	46	9	38	0	0	318.3	48.9
Summative HS Math	436	6	1.4	6	100	93	4	67	2	33	0	0	0	0	0	0	481.5	66.7
Biology	436	232	53.2	232	100	78	140	60	61	26	19	8	10	4	2	1	402.7	51.4
Chemistry	436	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0	0.0
Physics	436	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.0	0.0
Earth Science	436	63	14.4	63	100	57	7	11	18	29	26	41	10	16	2	3	338.0	37.5

English Language Arts					
Detailed Information	Reading			Writing	
	Word Analysis and Vocabulary Development	Reading Comprehension	Literary Response and Analysis	Written Conventions	Writing Strategies
Number Possible	8	18	16	13	20
Mean Percent Correct	86	74	75	63	71

Legend: Integrated Mathematics 1 → Algebra I & Geometry; Integrated Mathematics 2 → Algebra I, Geometry, Algebra II & Statistics; Integrated Mathematics 3 → Geometry, Algebra II, Statistics & Probability
 HS = High School



STAR

Subgroup Summary Economic Status Grade 9

School: Canyon Crest Academy
 School Code: 0106328
 District: San Diegoito Union High
 County/District Code: 3768346
 Test Date: Spring 2006
 Page: 6 of 22
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California Standards Tests		Total Tested	Percent Tested in Subgroup	Number Valid Scores	Percent Valid Scores	Mean SS	Scale Score SD	Performance Levels										
								Advanced		Proficient		Basic		Below Basic		Far Below Basic		
								#	%	#	%	#	%	#	%	#	%	
Not Economically Disadvantaged	ELA	421	96.8	421	100	396.4	58.2	241	57	108	26	39	9	17	4	16	4	
	Alg. I	98	95.1	97	99	321.7	49.7	1	1	27	28	34	35	27	28	8	8	
	Geometry	227	97.8	227	100	377.0	64.8	59	26	81	36	62	27	23	10	2	1	
	Alg. II	64	95.5	64	100	380.5	72.2	14	22	28	44	18	28	3	5	1	2	
	Gen Math	23	95.8	23	100	315.6	47.8	1	4	3	13	10	43	9	39	0	0	
	HS Math	8	100.0	8	100	481.5	66.7	4	67	2	33	0	0	0	0	0	0	
	Biology	227	97.8	227	100	403.3	51.3	139	61	59	26	17	7	10	4	2	1	
	Earth Sci	57	90.5	57	100	336.2	37.4	5	9	18	32	22	39	10	18	2	4	
Economically Disadvantaged	ELA	10	2.3	10	100	345.3	52.1	2	20	4	40	2	20	1	10	1	10	
	Alg. I	4	3.9	4	100	349.0	25.2	0	0	2	50	2	50	0	0	0	0	
	Geometry	3	1.3	3	100	352.0	82.9	1	33	1	33	0	0	0	0	1	33	
	Alg. II	2	3.0	2	100	333.0	20.0	0	0	1	50	1	50	0	0	0	0	
	Gen Math	1	4.2	1	100	332.0	0.0	0	0	0	0	1	100	0	0	0	0	
	Biology	3	1.3	3	100	353.3	20.1	0	0	1	33	2	67	0	0	0	0	
	Earth Sci	6	9.5	6	100	354.7	33.6	2	33	0	0	4	67	0	0	0	0	



Subgroup Summary Economic Status Grade 9

School: Canyon Crest Academy
 School Code: 0106328
 District: San Diego Unified High
 County/District Code: 3768346
 Test Date: Spring 2006
 Page: 7 of 22

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CST (Cont.)		Total Tested	Percent Tested in Subgroup	Number Valid Scores	Percent Valid Scores	Mean SS	Scale Score SD	Performance Levels									
								Advanced		Proficient		Basic		Below Basic		Far Below Basic	
								#	%	#	%	#	%	#	%	#	%
Unknown Economic Status	ELA	4	0.9	4	100	428.8	62.3	2	50	2	50	0	0	0	0	0	0
	Alg. I	1	1.0	1	100	431.0	0.0	1	100	0	0	0	0	0	0	0	0
	Geometry	2	0.9	2	100	384.5	2.5	0	0	2	100	0	0	0	0	0	0
	Alg. II	1	1.5	1	100	434.0	0.0	1	100	0	0	0	0	0	0	0	0
	Biology	2	0.9	2	100	415.5	59.5	1	50	1	50	0	0	0	0	0	0



Subgroup Summary Disability Status Grade 10

School: Canyon Crest Academy
 School Code: 0106328
 District: San Diego Union High
 County/District Code: 3768346
 Test Date: Spring 2006
 Page: 2 of 2

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California Standards Tests

		Total Tested	Percent Tested in Subgroup	Number Valid Scores	Percent Valid Scores	Mean SS	Scale Score SD	Performance Levels									
								Advanced		Proficient		Basic		Below Basic		Far Below Basic	
								#	%	#	%	#	%	#	%	#	%
Students with no Reported Disabilities	ELA	376	94.5	376	100	385.4	62.0	183	49	105	28	52	14	16	4	20	5
	Life Scie	375	94.5	375	100	391.3	62.9	189	50	96	26	54	14	26	7	10	3
	History	377	94.5	375	99	377.2	66.1	139	37	117	31	78	21	15	4	26	7
	Alg. I	24	77.4	24	100	285.2	36.8	0	0	3	13	3	13	13	54	5	21
	Geometry	77	91.7	77	100	306.2	46.7	1	1	13	17	27	35	27	35	9	12
	Alg. II	195	96.5	195	100	335.1	57.2	18	9	59	30	62	32	38	19	18	9
	HS Math	75	98.7	74	99	398.2	77.0	26	38	24	32	16	22	6	8	0	0
	Biology	178	95.7	178	100	366.7	44.2	47	26	64	36	56	31	9	5	2	1
	Chemistry	166	96.8	166	100	373.5	49.2	42	25	73	44	43	26	6	4	2	1
	Physics	1	100.0	1	100	346.0	0.0	0	0	0	0	1	100	0	0	0	0
Earth Sci	19	65.5	19	100	312.4	35.2	0	0	2	11	11	58	2	11	4	21	
Students with Disabilities	ELA	22	5.5	22	100	317.3	59.3	2	9	6	27	4	18	5	23	5	23
	Life Scie	22	5.5	22	100	313.5	53.7	3	14	4	18	1	5	10	45	4	18
	History	22	5.5	22	100	323.5	61.0	3	14	5	23	5	23	3	14	6	27
	Alg. I	7	22.6	7	100	267.3	41.9	0	0	0	0	1	14	3	43	3	43
	Geometry	7	6.3	7	100	267.0	63.5	0	0	2	29	2	29	0	0	3	43
	Alg. II	3	1.5	3	100	311.0	64.1	1	33	0	0	0	0	1	33	1	33
	HS Math	1	1.3	1	100	370.0	0.0	0	0	1	100	0	0	0	0	0	0
	Biology	8	4.3	8	100	332.0	44.4	1	13	2	25	2	25	3	38	0	0
Chemistry	2	1.2	2	100	369.0	13.0	0	0	2	100	0	0	0	0	0	0	
Earth Sci	10	34.5	10	100	320.6	26.4	0	0	1	10	6	60	3	30	0	0	



Student Master List Summary: California Standards Tests Algebra I

School: Canyon Crest Academy
 School Code: 0106328
 District: San Dieguito Union High
 County/District Code: 3766346
 Test Date: Spring 2006

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	Number Enrolled	Number Tested	Percent Tested	Number Valid Scores	Percent Valid Scores	Mean Percent Correct	Performance Levels										Mean Scale Score	Scale Score SD	
							Advanced		Proficient		Basic		Below Basic		Far Below Basic				
							#	%	#	%	#	%	#	%	#	%			
Grade 8																			
Grade 9	436	103	23.6	102	99	50	2	2	29	28	36	35	27	26	8	8	323.8	50.2	
Grade 10	402	31	7.7	31	100	37	0	0	3	10	4	13	16	52	8	26	281.2	40.2	
Grade 11																			
Total	838	134	16.0	133	99	47	2	2	32	24	40	30	43	32	16	12	313.9	51.3	

	Algebra I Reporting Clusters											
	Number Properties, Operations, Linear Equations		Graphing and Systems of Linear Equations		Quadratics and Polynomials		Functions and Rational Expressions					
	Number Possible	Mean Percent Correct	Number Possible	Mean Percent Correct	Number Possible	Mean Percent Correct	Number Possible	Mean Percent Correct	Number Possible	Mean Percent Correct	Number Possible	Mean Percent Correct
Grade 8												
Grade 9	17	59	14	47	21	46	13	47				
Grade 10	17	43	14	34	21	37	13	33				
Grade 11												
Total	17	56	14	44	21	44	13	43				

Note: These reports were designed to report results for grades 8-11 for up to 6 Reporting Clusters. Blank rows indicate grades not tested; Blank columns indicate Reporting Clusters not used for this test.



Student Master List Summary: California Standards Tests Geometry

School: Canyon Crest Academy
 School Code: 0108328
 District: San Diego Unified High
 County/District Code: 3788346
 Test Date: Spring 2006

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12/27

Performance Levels

	Number Enrolled	Number Tested	Percent Tested	Number Valid Scores	Percent Valid Scores	Mean Percent Correct	Advanced		Proficient		Basic		Below Basic		Far Below Basic		Mean Scale Score	Scale Score SD
							#	%	#	%	#	%	#	%	#	%		
							Grade 8											
Grade 9	436	232	53.2	232	100	72	60	26	64	36	62	27	23	10	3	1	376.5	64.8
Grade 10	402	84	20.9	84	100	51	1	1	15	18	29	35	27	32	12	14	304.6	48.6
Grade 11																		
Total	838	316	37.7	316	100	66	61	19	99	31	91	29	50	18	15	5	357.4	68.7

Geometry Reporting Clusters

	Logic and Geometric Proofs		Volume and Area Formulas		Angle Relationships, Constructions, and Lines		Trigonometry					
	Number Possible	Mean Percent Correct	Number Possible	Mean Percent Correct	Number Possible	Mean Percent Correct	Number Possible	Mean Percent Correct	Number Possible	Mean Percent Correct	Number Possible	Mean Percent Correct
Grade 8												
Grade 9	23	74	11	74	16	66	15	73				
Grade 10	23	53	11	53	16	44	15	53				
Grade 11												
Total	23	69	11	66	16	59	15	66				

Note: These reports were designed to report results for grades 8-11 for up to 6 Reporting Clusters. Blank rows indicate grades not tested; Blank columns indicate Reporting Clusters not used for this test.



Student Master List Summary: California Standards Tests Algebra II

School: Canyon Crest Academy
 School Code: 0106328
 District: San Diego Union High
 County/District Code: 3788348
 Test Date: Spring 2006

8 of 9

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10:31:2006
13/27

	Number Enrolled	Number Tested	Percent Tested	Number Valid Scores	Percent Valid Scores	Mean Percent Correct	Performance Levels										Mean Scale Score	Scale Score SD	
							Advanced		Proficient		Basic		Below Basic		Far Below Basic				
							#	%	#	%	#	%	#	%	#	%			
Grade 8																			
Grade 9	436	67	15.4	67	100	69	15	22	29	43	19	28	3	4	1	1	379.9	71.4	
Grade 10	402	198	49.3	198	100	58	19	10	59	30	62	31	39	20	19	10	334.8	57.7	
Grade 11																			
Total	838	265	31.6	265	100	61	34	13	88	33	81	31	42	16	20	8	346.2	64.5	

Algebra II Reporting Clusters													
Polynomials and Rational Expressions		Quadratics, Conics, and Complex Numbers		Exponents and Logarithms		Series, Combinatorics, Probability, Statistics							
Number Possible	Mean Percent Correct	Number Possible	Mean Percent Correct	Number Possible	Mean Percent Correct	Number Possible	Mean Percent Correct	Number Possible	Mean Percent Correct	Number Possible	Mean Percent Correct	Number Possible	Mean Percent Correct
Grade 8													
Grade 9	19	80	17	64	15	71	14	59					
Grade 10	19	67	17	49	15	62	14	54					
Grade 11													
Total	19	70	17	53	15	64	14	55					

Note: These reports were designed to report results for grades 8-11 for up to 6 Reporting Clusters. Blank rows indicate grades not tested; Blank columns indicate Reporting Clusters not used for this test.



**Student Master
List Summary:
California Standards Tests
Summative HS Math**

School: Canyon Crest Academy
 School Code: 0106328
 District: San Diego Union High
 County/District Code: 3788346
 Test Date: Spring 2006

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10-31-2006

14/27

Performance Levels

	Number Enrolled	Number Tested	Percent Tested	Number Valid Scores	Percent Valid Scores	Mean Percent Correct	Performance Levels										Mean Scale Score	Scale Score SD
							Advanced		Proficient		Basic		Below Basic		Far Below Basic			
							#	%	#	%	#	%	#	%	#	%		
Grade 9	436	6	1.4	6	100	93	4	67	2	33	0	0	0	0	0	0	481.5	66.7
Grade 10	402	76	18.9	75	99	80	28	37	25	33	16	21	6	8	0	0	397.8	76.6
Grade 11																		
Total	838	82	9.8	81	99	81	32	40	27	33	16	20	6	7	0	0	404.0	79.0

Summative HS Math Reporting Clusters

	Algebra I		Geometry		Algebra II		Probability and Statistics					
	Number Possible	Mean Percent Correct	Number Possible	Mean Percent Correct	Number Possible	Mean Percent Correct	Number Possible	Mean Percent Correct	Number Possible	Mean Percent Correct	Number Possible	Mean Percent Correct
Grade 9	18	94	19	91	23	83	5	90				
Grade 10	18	83	19	77	23	82	5	71				
Grade 11												
Total	18	84	19	78	23	83	5	73				

Note: These reports were designed to report results for grades 8-11 for up to 6 Reporting Clusters. Blank rows indicate grades not tested; Blank columns indicate Reporting Clusters not used for this test.

California Department of Education
 High School Exit Exam Office
 File Date: 8/10/2006
 Prepared: 11/7/2006 10:35:52 AM

- Research Files
- CAHSEE web site.

During CAHSEE test administration, demographic data are coded by the district for each student. The sub-groups included in these reports are based on these data.

This report displays the percent of students passing either the Mathematics or English Language Arts (ELA) portion of the exam

Combined indicates results for all exam administrations in the selected school year.

Note: Repeat test takers may take the CAHSEE multiple times in a school year.

California High School Exit Exam (CAHSEE) Results for Mathematics and English Language Arts (ELA) by Program (Combined 2006) for (Grade 10) Canyon Crest Academy - 0106328

- Click on "DISTRICTWIDE", "COUNTYWIDE" or "STATEWIDE" to generate a report at that level.
- To protect privacy, asterisks appear in place of test scores wherever those scores are based on 10 or fewer students.

School	Subject	All Students	Special Education Students	English Learner (EL) Students	Redesignated Fluent-English Proficient (RFEF) Students	Socio-economically Disadvantaged	Not socio-economically Disadvantaged
Canyon Crest Academy	# Tested	406	26	2	11	12	257
	Passing	391 (96%)	19 (73%)	*	11 (100%)	11 (92%)	250 (97%)
	# Tested	406	26	2	11	12	258
	Passing	392 (97%)	19 (73%)	*	11 (100%)	10 (83%)	252 (98%)
DISTRICTWIDE:	# Tested	2,145	164	80	92	179	1,665
	Passing	2,014 (94%)	105 (64%)	45 (56%)	81 (88%)	136 (76%)	1,598 (96%)
	# Tested	2,153	169	82	93	181	1,667
	Passing	2,016 (94%)	109 (64%)	24 (29%)	83 (89%)	125 (69%)	1,608 (96%)
COUNTYWIDE:	# Tested	37,967	2,904	5,796	5,338	13,680	20,577
	Passing	30,652 (81%)	1,217 (42%)	2,772 (48%)	4,596 (86%)	9,449 (69%)	18,421 (90%)
	# Tested	38,484	3,404	5,924	5,346	13,925	20,850
	Passing	0 (81%)	0 (43%)	0 (34%)	0 (89%)	0 (67%)	0 (90%)
STATEWIDE:	# Tested	481,892	38,159	78,390	71,390	206,502	216,642
	Passing	363,704 (75%)	12,407 (33%)	37,275 (48%)	60,901 (85%)	133,037 (64%)	186,602 (86%)
	# Tested	483,626	40,463	79,035	71,149	207,271	217,532
	Passing	372,607 (77%)	13,982 (35%)	30,056 (38%)	63,518 (89%)	134,615 (65%)	192,349 (88%)

Printing tips

SINGLE PLAN FOR STUDENT ACHIEVEMENT

DRAFT

Carmel Valley Middle School

3 7 6 8 3 4 6 6 1 1 7 3 5 2
CDS Code

Date of this revision: 11-1-06

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

Contact Person: *Michael Grove*

Position: *Principal*

TeELhone Number: *(858) 481-8221*

Address: *3800 Mykonos Lane, San Diego, CA 92130*

E-mail address: *michael.grove@sduhsd.net*

San Dieguito Union High School District

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

Date

I. School Vision and Mission

VISION STATEMENT

The Carmel Valley Middle School will meet the developmental needs of all our students through a creative and challenging environment, which encompasses the essential tenets of a middle school philosophy.

- Strong academics and high expectations
- A positive school climate
- Flexible scheduling to better meet student needs
- Curriculum that is integrated and exploratory
- An adult advocate for each child
- Programs that foster health, wellness and safety
- Comprehensive guidance and support services
- Family and community partnerships

FOCUS AREAS DETERMINED THROUGH FEEDBACK FROM CARMEL VALLEY COMMUNITY:

- Rigorous Academics
- Visual and Performing Arts
- State of the Art Technology
- Academic Support Programs
- Personal Attention
- Parent & Community Involvement

MISSION STATEMENT

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

CARMEL VALLEY MIDDLE SCHOOL CORE VALUES:

The pioneering spirit of Carmel Valley Middle School leads us to value...

STUDENT FOCUS

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

ACADEMICS

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

PROFESSIONALISM

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

COMMUNICATION

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

SAFE AND SECURE ENVIRONMENT

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

II. School Profile

Carmel Valley Middle School implements a Single Plan for Student Achievement (SPSA). The supplementary services coordinated are SIP (School Improvement Plan), EL (English Learners), GATE (Gifted and Talented Education), and Special Education.

The primary goal is to provide flexibility in the utilization and coordination of categorical resources received by the site so that we may design and implement a school program that ensures each student's success in the **standards-based** core curriculum. Through the coordination of these services, we have an increased ability to provide additional services to any student needing them, while continuing to meet the special needs of identified students. Classroom teachers and support staff work together collaboratively to integrate learning activities for these students.

In addition, we have staff development days to provide training for staff, parents, and community in the areas of identified and focused needs, and to conduct other school wide change efforts (collecting and analyzing student work and data, prioritizing needs, setting goals, collaborating in decision making, etc.).

All of the services provided at Carmel Valley Middle School are coordinated for students through an inclusive process of collaborative planning and program design, which ensures that all students acquire the knowledge and skills of the **standards-based** core curriculum. The needs of individual students are addressed as follows:

- **English Learners** have access to **standards-based** curriculum in ELD, sheltered science, and sheltered history classes. Many teachers have CLAD/EL certification and some have received SDAIE training. Seventy three percent (73%) of the staff is EL certified. An adult aide assists in ELD and sheltered classes.
- **Educationally disadvantaged students** can enroll in an AVID class. Many teachers are trained in AVID instructional strategies, which are infused throughout the curriculum. Additionally, these students are targeted for enrollment in a variety of academic support programs (tutoring, Morning Academic Support, Saturday Seminar, etc.).
- **Gifted and Talented students** are identified through a district approved process and have access to Honors English 7 and 8, Pre-Algebra Honors, Algebra Honors, and Geometry Honors. Additionally, any student not identified as GATE qualified through this process can request placement in an Honors course through our Expanded Access program.
- **Pupils with exceptional needs** are served by 504 Education Plans or Individual Education Plans. Carmel Valley offers support for special education students in the **standards-based** core curriculum by 1) teaming special educators with regular education teachers, 2) providing special education teacher assistants in some classes and 3) offering High School Exit Exam (HSEE) classes that focus on skill development. There are also the following Core/Special Day classes available: Math 7/8, Pre-Algebra, English Fundamentals, Reading and U.S. History. A school psychologist and speech therapist also provide services to students. All teachers receive on-going training in strategies to assist special needs students. Severely Handicapped (SH) students receive specialized instruction which meets their levels of ability and individual needs stated in their IEP.

Coordination of the above plans occurs through the School Improvement Process. The SPSA is developed, monitored and evaluated by the School Site Council, which reports annually to the Board of Trustees. There is an inclusion process of program planning, evaluation, and curriculum design:

- *At regular cross program meetings*, teachers, specialist staff members and parents plan together so the students' learning activities are coherent, building one on the other. They work together to ensure that no learning activities are repetitious or fragmented.
- *At weekly SSS team* meetings, the assistant principals, counselors and resource teachers monitor and evaluate students' progress across program services.
- *At weekly SST (The Student Study Team)* meetings the assistant principal, resource specialist, nurse, language speech/hearing specialist, language arts specialist, psychologist, special day class teacher, and referring classroom teacher meet to provide information regarding student progress, interventions, and assessment results. Additional services may be provided to any student needing them while at the same time continuing to meet the special needs of students qualifying for each program. In addition, the SST meets in quarterly monitoring sessions to assess behavioral and academic progress of each student at Carmel Valley Middle School. This team with parents and community agencies share the responsibility and are proactive in identifying and meeting the needs of students at risk.

All students have access to high-quality, well-balanced **standards-based** core curriculum, yet teachers acknowledge that students are at different developmental stages and that some may take longer to succeed and respond to different approaches. Consequently, curriculum and instructional practices are varied in order to address the academic, social, and personal needs of each student, including students who are learning English, economically disadvantaged, underachieving, gifted and talented, of average ability, and receiving special education services.

Instructional practices, which accelerate as well as remediate learning, are employed in all classrooms. Instructional settings and practices are rich in experiences, technology and materials that enhance the **standards-based** core curriculum. Educationally disadvantaged students are provided with opportunities that allow learning time to be extended. These opportunities include: a) summer school program, b) lunch-time and before and after school tutoring c) peer tutoring, and d) counseling programs to facilitate readiness to learn.

Teachers respond to students' linguistic and cultural backgrounds by providing Specially Designed Academic Instruction in English (SDAIE) in sheltered courses. Sheltered courses provide all EL students with the district's **standards-based** core curriculum. District program specialists, along with counselors, work closely with program coordinators and teachers to ensure that EL students have access to services and support.

GATE students are screened and identified at all grade levels. GATE students' needs are met in Honors courses, where learning opportunities utilizing differentiated curriculum is used. This is accomplished by adjusting the **standards-based** core curriculum and instruction by using one or more of the following four dimensions: depth, complexity, novelty, or acceleration.

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

Training for parents includes how to help their children 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 Family Forums, PTSA/Parent organization, School Site Council, SSS Advisory Board, GATE Committee, English Learner Advisory Committee. Training is provided by parents, staff and consultants.

III. Student Performance Data and Summary

Academic Performance Index (API) School Report

The Academic Performance Index (API) is a way of comparing schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need help. Carmel Valley's API is 941 (out of 1000). Our API rose this year from 931-941. The school is in the highest statewide performance band (10), with a 2005 Similar Schools Rank of 9. Approximately 99 percent of students participated in STAR testing, which exceeded the state's required participation rate of 95 percent.

State Norm-Referenced Testing (STAR)

The California Achievement Test, Sixth Edition (CAT/6) is a national norm-referenced test that measures how well students learn compared to other students nationally. Since the CAT/6 is now only given to 7th grade students, no cohort group comparisons can be made. See Appendix I for CAT/6 results.

State Standards-Based Testing (STAR)

The California Standards Test consists of several tests covering English/language arts (reading, language, and writing), math, and history. Students score within one of five levels of proficiency on the tests. The five performance levels are advanced, proficient, basic, below basic and far below basic. The California State Board of Education has established the top two levels (advanced and proficient) as the goal for all students. See Appnedix I for CST results.

Local Measures of Student Performance

Teachers use a variety of methods to evaluate student progress, including written evaluations, oral evaluations, projects, ongoing writing samples, and group evaluations. A standards-based Direct Writing Assessment is annually administered to all 8th grade students. We are currently in the process of developing course-specific common assessments which will be administered schoolwide. These assessments will be in place for the 2007-08 school year. In addition, math placement tests are used to ensure correct placement of all students. Formal progress reports are given to all students every nine weeks. All teachers provide informal progress report information in addition to the nine week reports. All teachers also make grade reports available to students and parents online through our Parent Portal.

Conclusions from Student Performance Data

There is a definite discrepancy between the achievement of the less and more affluent groups, even though the number in the economically disadvantaged group is small. The same results exist between English proficient students and English Learner students. Although these numbers are small, our goal is to provide methods/strategies for these students to improve their results and be academically successful. There is also a significant achievement gap between 8th grade students enrolled in Pre-Algebra and those enrolled in Algebra or Geometry courses.

IV. Summary of Progress Made on 2005-06 Goals

**Comparison of CST Scores for CVMS
2003-2006**

	2006		2005		2004		2003	
CST English-Language Arts	7	8	7	8	7	8	7	8
% Advanced	57	59	51	49	47	43	42	35
% Proficient	28	27	36	32	35	33	37	39
% Basic	10	12	10	15	14	18	14	21
% Below Basic	3	2	2	3	3	4	3	4
% Far Below Basic	1	1	1	1	1	2	3	1

CST Mathematics 7	7	8	7	8	7	8	7	8
% Advanced	57		60	N/A	52	N/A	45	N/A
% Proficient	26		25	N/A	28	N/A	33	N/A
% Basic	11		11	N/A	13	N/A	15	N/A
% Below Basic	4		4	N/A	5	N/A	6	N/A
% Far Below Basic	1		0	N/A	1	N/A	1	N/A

CST Gen. Math 8 (Pre-Alg 2)	7	8	7	8	7	8	7	8
% Advanced		4	N/A	9	N/A	4	N/A	1
% Proficient		25	N/A	30	N/A	35	N/A	41
% Basic		50	N/A	40	N/A	41	N/A	38
% Below Basic		16	N/A	13	N/A	13	N/A	16
% Far Below Basic		4	N/A	7	N/A	7	N/A	4

CST Algebra I	7	8	7	8	7	8	7	8
% Advanced		45	N/A	35	N/A	40	N/A	46
% Proficient		37	N/A	44	N/A	49	N/A	41
% Basic		14	N/A	18	N/A	10	N/A	11
% Below Basic		3	N/A	3	N/A	2	N/A	2
% Far Below Basic		0	N/A	0	N/A	0	N/A	0

CST Geometry	7	8	7	8	7	8	7	8
% Advanced		93	N/A	84	N/A	92	N/A	97
% Proficient		7	N/A	16	N/A	8	N/A	3
% Basic		0	N/A	0	N/A	0	N/A	0
% Below Basic		0	N/A	0	N/A	0	N/A	0
% Far Below Basic		0	N/A	0	N/A	0	N/A	0

CST History	7	8	7	8	7	8	7	8
% Advanced		64	N/A	46	N/A	47	N/A	28
% Proficient		20	N/A	30	N/A	31	N/A	40
% Basic		11	N/A	18	N/A	14	N/A	26
% Below Basic		3	N/A	5	N/A	5	N/A	5
% Far Below Basic		2	N/A	1	N/A	3	N/A	2

CST Science	7	8
% Advanced		54
% Proficient		27
% Basic		13
% Below Basic		5
% Far Below Basic		1

Print Report

California Standardized Testing and Reporting (STAR)

Carmel Valley Middle School

All Students

Total Enrollment on First Day of Testing: 1,301
 Total Number Tested: 1,295
 Total Number Tested in Selected Subgroup: 1,295

County Name: San Diego County
 District Name: San Dieguito Union High District
 School Name: Carmel Valley Middle School
 CDS Code: 37-68346-6117352

California Standards Test Scores - 2006

Grades

	2	3	4	5	6	7	8	9	10	11	EOC
Reported Enrollment						667	634				
CST English-Language Arts											
Students Tested						658	630				
% of Enrollment						98.7 %	99.4 %				
Mean Scale Score						405.5	403.3				
% Advanced						57 %	59 %				
% Proficient						28 %	27 %				
% Basic						10 %	12 %				
% Below Basic						3 %	2 %				
% Far Below Basic						1 %	1 %				
CST Mathematics											
Students Tested						658					
% of Enrollment						98.7 %					
Mean Scale Score						429.7					
% Advanced						57 %					
% Proficient						26 %					
% Basic						11 %					
% Below Basic						4 %					
% Far Below Basic						1 %					
CST General Mathematics (Grades 6 & 7 Standards)											
Students Tested							116				116
% of Enrollment							18.3 %				

Mean Scale Score	332.7	332.7
% Advanced	4 %	4 %
% Proficient	25 %	25 %
% Basic	50 %	50 %
% Below Basic	16 %	16 %
% Far Below Basic	4 %	4 %
CST Algebra I		
Students Tested	440	440
% of Enrollment	69.4 %	
Mean Scale Score	421.5	421.5
% Advanced	45 %	45 %
% Proficient	37 %	37 %
% Basic	14 %	14 %
% Below Basic	3 %	3 %
% Far Below Basic	0 %	0 %
CST Geometry		
Students Tested	69	69
% of Enrollment	10.9 %	
Mean Scale Score	485.9	485.9
% Advanced	93 %	93 %
% Proficient	7 %	7 %
% Basic	0 %	0 %
% Below Basic	0 %	0 %
% Far Below Basic	0 %	0 %
CST Algebra II		
Students Tested	4	4
% of Enrollment	0.6 %	
Mean Scale Score	*	*
% Advanced	*	*
% Proficient	*	*
% Basic	*	*
% Below Basic	*	*
% Far Below Basic	*	*
CST History - Social Science Grade 8 Cumulative		
Students Tested	630	
% of Enrollment	99.4 %	
Mean Scale Score	414.1	
% Advanced	64 %	
% Proficient	20 %	
% Basic	11 %	
% Below Basic	3 %	

% Far Below Basic	2 %
CST Science - Grade 5, Grade 8, and Grade 10 Life Science	
Students Tested	630
% of Enrollment	99.4 %
Mean Scale Score	410.5
% Advanced	54 %
% Proficient	27 %
% Basic	13 %
% Below Basic	5 %
% Far Below Basic	1 %

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Print Report

California Standardized Testing and Reporting (STAR)

Carmel Valley Middle School Students with Disability

Total Enrollment on First Day of Testing: 1,301
Total Number Tested: 1,295
Total Number Tested in Selected Subgroup: 112

County Name: San Diego County
District Name: San Dieguito Union High District
School Name: Carmel Valley Middle School
CDS Code: 37-68346-6117352

California Standards Test Scores - 2006

Grades

	2	3	4	5	6	7	8	9	10	11	EOC
Reported Enrollment						667	634				
CST English-Language Arts											
Students Tested						59	46				
% of Enrollment						8.8 %	7.3 %				
Mean Scale Score						349.2	353.8				
% Proficient and Above						46 %	57 %				
CST Mathematics											
Students Tested						59					
% of Enrollment						8.8 %					
Mean Scale Score						352.3					
% Proficient and Above						49 %					
CST General Mathematics (Grades 6 & 7 Standards)											
Students Tested							27				27
% of Enrollment							4.3 %				
Mean Scale Score							323.1				323.1
% Proficient and Above							26 %				26 %
CST Algebra I											
Students Tested							16				16
% of Enrollment							2.5 %				
Mean Scale Score							376.7				376.7
% Proficient and Above							69 %				69 %
CST Geometry											

Students Tested	2	2
% of Enrollment	0.3 %	
Mean Scale Score	*	*
% Proficient and Above	*	*
CST History - Social Science Grade 8 Cumulative		
Students Tested	46	
% of Enrollment	7.3 %	
Mean Scale Score	366.9	
% Proficient and Above	59 %	
CST Science - Grade 5, Grade 8, and Grade 10 Life Science		
Students Tested	46	
% of Enrollment	7.3 %	
Mean Scale Score	353.2	
% Proficient and Above	48 %	

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California Department of Education

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California Standardized Testing and Reporting (STAR)

Carmel Valley Middle School

English Learner

Total Enrollment on First Day of Testing: 1,301
 Total Number Tested: 1,295
 Total Number Tested in Selected Subgroup: 61

County Name: San Diego County
 District Name: San Dieguito Union High District
 School Name: Carmel Valley Middle School
 CDS Code: 37-68346-6117352

California Standards Test Scores - 2006

Grades

	2	3	4	5	6	7	8	9	10	11	EOC
Reported Enrollment						667	634				
CST English-Language Arts											
Students Tested						38	22				
% of Enrollment						5.7 %	3.5 %				
Mean Scale Score						363.6	320.8				
% Proficient and Above						61 %	32 %				
CST Mathematics											
Students Tested						38					
% of Enrollment						5.7 %					
Mean Scale Score						425.6					
% Proficient and Above						74 %					
CST General Mathematics (Grades 6 & 7 Standards)											
Students Tested							8				8
% of Enrollment							1.3 %				*
Mean Scale Score							*				*
% Proficient and Above							*				*
CST Algebra I											
Students Tested							12				12
% of Enrollment							1.9 %				
Mean Scale Score							408.9				408.9
% Proficient and Above							92 %				92 %
CST Geometry											

Students Tested	1	1
% of Enrollment	0.2 %	
Mean Scale Score	*	*
% Proficient and Above	*	*
CST History - Social Science Grade 8 Cumulative		
Students Tested	22	
% of Enrollment	3.5 %	
Mean Scale Score	311.4	
% Proficient and Above	23 %	
CST Science - Grade 5, Grade 8, and Grade 10 Life Science		
Students Tested	22	
% of Enrollment	3.5 %	
Mean Scale Score	348.8	
% Proficient and Above	50 %	

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California Standardized Testing and Reporting (STAR)

Carmel Valley Middle School Gifted and Talented

Total Enrollment on First Day of Testing: 1,301
Total Number Tested: 1,295
Total Number Tested in Selected Subgroup: 241

County Name: San Diego County
District Name: San Dieguito Union High District
School Name: Carmel Valley Middle School
CDS Code: 37-68346-6117352

California Standards Test Scores - 2006

Grades

	2	3	4	5	6	7	8	9	10	11	EOC
Reported Enrollment						667	634				
CST English-Language Arts											
Students Tested						85	156				
% of Enrollment						12.7 %	24.6 %				
Mean Scale Score						427.1	427.9				
% Proficient and Above						100 %	98 %				
CST Mathematics											
Students Tested						85					
% of Enrollment						12.7 %					
Mean Scale Score						476.1					
% Proficient and Above						100 %					
CST General Mathematics (Grades 6 & 7 Standards)											
Students Tested							1				1
% of Enrollment							0.2 %				*
Mean Scale Score							*				*
% Proficient and Above							*				*
CST Algebra I											
Students Tested							135				135
% of Enrollment							21.3 %				
Mean Scale Score							455.4				455.4
% Proficient and Above							93 %				93 %
CST Geometry											

Students Tested	18	18
% of Enrollment	2.8 %	
Mean Scale Score	461.8	461.8
% Proficient and Above	100 %	100 %
CST Algebra II		
Students Tested	2	2
% of Enrollment	0.3 %	
Mean Scale Score	*	*
% Proficient and Above	*	*
CST History - Social Science Grade 8 Cumulative		
Students Tested	156	
% of Enrollment	24.6 %	
Mean Scale Score	438.1	
% Proficient and Above	97 %	
CST Science - Grade 5, Grade 8, and Grade 10 Life Science		
Students Tested	156	
% of Enrollment	24.6 %	
Mean Scale Score	436.1	
% Proficient and Above	96 %	

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Carmel Valley 7th grade CST data- by grade level/ three years Mean scaled score/ % proficient and above

Subgroups	CST Eng. Lang Arts			CST Mathematics		
	Yr1	Yr2	Yr3	Yr1	Yr2	Yr3
Schoolwide 7th graders	622	608	658	622	608	658
Mean Scaled Score	392.9	400.3	405.5	421	429.6	429.7
% Proficient and Above	82%	87%	85%	80%	85%	83%
Asian	136	135	156	136	135	156
Mean Scaled Score	406.8	416.6	422.1	470.1	468	481.1
% Proficient and Above	85%	91%	92%	90%	94%	97%
Hispanic or Latino	25	25	33	25	25	33
Mean Scaled Score	376.9	381.2	360	379.2	375.8	379.7
% Proficient and Above	72%	72%	61%	64%	60%	61%
White (not of Hispanic org)	439	436	451	439	436	451
Mean Scaled Score	390.6	396.8	404.9	409.2	421.9	418.1
% Proficient and Above	83%	87%	86%	79%	84%	82%
Economically Disadvantage	22	15	10	22	15	10
Mean Scaled Score	347.6	353.8	*	354.3	355.2	*
% Proficient and Above	50%	53%	*	50%	53%	*
English Learners	14	21	38	14	21	38
Mean Scaled Score	345.9	305.2	363.6	446.9	360.5	425.6
% Proficient and Above	43%	29%	61%	86%	43%	74%
Redes. Fluent-Eng. Prof.	26	11	11	26	11	11
Mean Scaled Score	404.5	405.9	389.1	453.2	435.4	448.7
% Proficient and Above	85%	91%	91%	88%	100%	91%
Students with Disabilities	45	43	59	45	43	59
Mean Scaled Score	331.1	345.3	349.2	321.4	354.5	352.3
% Proficient and Above	42%	42%	46%	24%	44%	49%
Gifted and Talented	264	285	85	264	285	85
Mean Scaled Score	425.3	432.9	427.1	483.9	484.1	476.1
% Proficient and Above	100%	100%	100%	99%	100%	100%

Carmel Valley 8th grade CST data- by grade level/ three years Mean scaled score/ % proficient and above

Subgroups	CST Eng. Lang Arts			General Math (Grades 6 and 7 Standards)			Algebra I			Geometry			Alg. II		
	Yr1	Yr2	Yr3	Yr1	Yr2	Yr3	Yr1	Yr2	Yr3	Yr1	Yr2	Yr3	Yr1	Yr2	Yr3
Schoolwide 8th graders	572	640	630	143	141	116	399	438	440	24	58	69	2	3	4
Mean Scaled Score	381.6	392.1	403.3	333.5	338.9	332.7	426.6	406	421.5	482.5	493.6	485.9	*	*	*
% Proficient and Above	76%	81%	86%	39%	39%	29%	89%	79%	82%	92%	100%	100%	*	*	*
Asian	131	147	146	15	12	12	97	99	95	17	33	36	2	3	3
Mean Scaled Score	393.7	404.9	418.5	337.3	325.8	358.7	468.6	435.3	465.9	480.1	495.9	497	*	*	*
% Proficient and Above	79%	84%	91%	40%	17%	67%	95%	89%	94%	100%	100%	100%	*	*	*
Hispanic or Latino	25	27	29	15	12	13	10	15	15	-	-	1	-	-	-
Mean Scaled Score	361.7	365	374.3	328.2	320.3	310.6	*	382.3	376.9	-	-	*	-	-	-
% Proficient and Above	72%	63%	62%	40%	8%	15%	*	67%	60%	-	-	*	-	-	-
White not of Hispanic org.	402	445	443	103	109	86	288	313	324	7	23	31	-	-	1
Mean Scaled Score	379.8	390.1	401	334.8	344.6	333.8	412.5	397.9	411.4	*	484.6	476.3	-	-	*
% Proficient and Above	76%	82%	86%	40%	47%	28%	86%	76%	81%	*	100%	100%	-	-	*
Economically Disad.	14	25	16	10	14	9	4	11	7	-	-	-	-	-	-
Mean Scaled Score	345.2	338.6	342.3	*	302.3	*	*	363.5	*	-	-	-	-	-	-
% Proficient and Above	43%	60%	38%	*	14%	*	*	73%	*	-	-	-	-	-	-
English Learners	24	25	22	10	8	8	14	17	12	-	-	1	-	-	-
Mean Scaled Score	318.5	327.2	320.8	*	*	*	434.3	437.8	408.9	-	-	*	-	-	-
% Proficient and Above	29%	36%	32%	*	*	*	93%	76%	92%	-	-	*	-	-	-
Redes. Fluent-Eng. Prof.	28	28	13	6	2	1	19	17	11	2	9	1	-	-	-
Mean Scaled Score	366.4	405	416.1	*	*	*	426.5	411.9	438	-	*	*	-	-	-
% Proficient and Above	57%	89%	100%	*	*	*	89%	76%	100%	-	*	*	-	-	-
Students with Disabilities	41	46	46	31	35	27	9	11	16	-	-	2	-	-	-
Mean Scaled Score	321	332.7	353.8	295.7	316.2	323.1	*	387.8	376.7	-	-	*	-	-	-
% Proficient and Above	29%	33%	57%	13%	23%	26%	*	64%	69%	-	-	*	-	-	-
Gifted and Talented	234	276	156	2	4	1	207	214	135	23	56	18	2	2	2
Mean Scaled Score	418.2	426.9	427.9	*	*	*	467.4	440.1	455.4	485.6	494.1	461.8	*	*	*
% Proficient and Above	99%	99%	98%	*	*	*	99%	93%	93%	100%	100%	100%	*	*	*

V. Planned Improvements in Student Performance (Goals)

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the California English Language Development Test, and include local measures of pupil achievement. The school site council analyzed available data on the academic performance of all students, including English Learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtained and considered the input of the school community. Based upon this analysis, the council has established the following performance improvement goals, actions and expenditures.

**School Goals for Improving Student Achievement
Carmel Valley Middle School
2006-07**

Goal #1: To increase the number of students scoring at proficient or above on the California Standards Tests/English Language Arts.

S.M.A.R.T. Objective(s) (Strategic & Specific, Measurable, Attainable, Results-based, Time Bound)	Benchmark Indicators (Evidence of Progress)	Activities/Timeframe	Responsible Parties
<p>To increase the percentage of economically disadvantaged students scoring at the proficient level for CST-English Language Arts by 5% or better as measured by the results of the 2007 STAR test.</p> <p>To increase the percentage of English Language Learners scoring at the proficient level for CST-English Language Arts by 5% or better as measured by the results of the 2007 STAR test.</p> <p>To increase the percentage of Special Education students scoring at the proficient level for CST-English Language Arts by 5% or better as measured by the results of the 2007 STAR test.</p> <p>To increase the number of Fully English Proficient students at the 8th grade level scoring at the proficient level for CST English Language Arts by 5% or better as measured by the 2007 STAR test.</p>	<p>English Language Arts CST results - August, 2006</p> <p>Monitor grades every 6 weeks beginning October, 2006</p> <p>Monitor Direct Writing Scores of 3 or higher - August, 2006</p> <p>Quarterly ELA Benchmark Assessments</p>	<p>Identify all students (including economically disadvantaged, EL, & Sped students) scoring Basic, Below Basic, Far Below Basic on the ELA/CST – August, 2006</p> <p>Provide support programs before, during and after school for students who under-perform on benchmarks – August, 2006 and ongoing.</p> <p>Communicate with parents and students regarding support programs – ongoing</p> <p>Conference with parents and students if students get a D or F on progress report/report card – On going</p> <p>Create ELA benchmark assessments</p> <p>Support and provide professional development in support of this goal – on going</p>	<p>Principal, Counselors</p> <p>Principal, English Dept., Counselors</p> <p>Principal, English Dept., Counselors</p> <p>Principal, Counselors and Teachers</p> <p>English Dept.</p> <p>Administration, Staff Development Committee, Dept. Chairs</p>

Goal #2: To increase the number of students scoring at proficient or above on the California Standards Tests/Math.

S.M.A.R.T. Objective(s) (Strategic & Specific, Measurable, Attainable, Results-based, Time Bound)	Benchmark Indicators (Evidence of Progress)	Activities/Timeframe	Responsible Parties
<p>To increase the percentage of economically disadvantaged students scoring at the proficient level for CST-Math by 5% or better as measured by the results of the 2007 STAR test.</p> <p>To increase the percentage of Special Education students scoring at the proficient level for CST-Math by 5% or better as measured by the results of the 2007 STAR test.</p> <p>To increase the percentage of Pre-Algebra 2 students scoring at the Proficient level for CST Math by 5% or better as measured by the results of the 2007 STAR test.</p>	<p>Math CST results - August, 2006</p> <p>Monitor grades every 6 weeks beginning October, 2006</p> <p>Quarterly Math Benchmark Assessment</p>	<p>Identify all students (including economically disadvantaged & Sped students) scoring Basic, Below Basic, Far Below Basic on the ELA/CST – August, 2006</p> <p>Provide support programs before, during and after school for students who under-perform on benchmarks – August, 2006 and ongoing</p> <p>Communicate with parents and students regarding support programs – ongoing</p> <p>Conference with parents and students if students get a D or F on progress report/report card – October, 2005 and on going</p> <p>Create Math benchmark assessments</p> <p>Support and provide professional development in support of this goal – on going</p>	<p>Principal, Counselors</p> <p>Principal, Math Dept., Counselors</p> <p>Principal, Math Dept., Counselors</p> <p>Principal, Counselors and Teachers</p> <p>Math Dept.</p> <p>Administration, Staff Development Committee, Dept. Chairs</p>

Goal #3: To increase the number of students scoring at proficient or above on the California Standards Tests/Science.

S.M.A.R.T. Objective(s) (Strategic & Specific, Measurable, Attainable, Results-based, Time Bound)	Benchmark Indicators (Evidence of Progress)	Activities/Timeframe	Responsible Parties
<p>To increase the percentage of economically disadvantaged students scoring at the proficient level for CST-Science by 5% or better as measured by the results of the 2007 STAR test.</p> <p>To increase the percentage of English Language Learners scoring at the proficient level for CST-Science by 5% or better as measured by the results of the 2007 STAR test.</p> <p>To increase the percentage of Special Education students scoring at the proficient level for CST-Science by 5% or better as measured by the results of the 2007 STAR test.</p> <p>To increase the number of Fully English Proficient students at the 8th grade level scoring at the proficient level for CST Science by 5% or better as measured by the 2007 STAR test.</p>	<p>Science CST results - August, 2006</p> <p>Monitor grades every 6 weeks beginning October, 2006</p>	<p>Identify all students (including economically disadvantaged, EL, & Sped students) scoring Basic, Below Basic, Far Below Basic on the CST Science – August, 2006</p> <p>Develop intervention strategies for underperforming students – June, 2007</p> <p>Create Science benchmark assessments</p> <p>Support and provide professional development in support of this goal – on going</p>	<p>Principal, Counselors</p> <p>Principal, Science Dept., Counselors</p> <p>Science Dept.</p> <p>Administration, Staff Development Committee, Dept. Chairs</p>

Goal #4: To increase the number of students scoring at proficient or above on the California Standards Tests/History-Social Science.

S.M.A.R.T. Objective(s) <i>(Strategic & Specific, Measurable, Attainable, Results-based, Time Bound)</i>	Benchmark Indicators <i>(Evidence of Progress)</i>	Activities/Timeframe	Responsible Parties
<p>To increase the percentage of economically disadvantaged students scoring at the proficient level for CST-H-SS by 5% or better as measured by the results of the 2007 STAR test.</p> <p>To increase the percentage of English Language Learners scoring at the proficient level for CST-H-SS by 5% or better as measured by the results of the 2007 STAR test.</p> <p>To increase the percentage of Special Education students scoring at the proficient level for CST-H-SS by 5% or better as measured by the results of the 2007 STAR test.</p> <p>To increase the number of Fully English Proficient students at the 8th grade level scoring at the proficient level for CST-H-SS by 5% or better as measured by the 2007 STAR test.</p>	<p>History-SS CST results - August, 2006</p> <p>Monitor grades every 6 weeks beginning October, 2006</p>	<p>Identify all students (including economically disadvantaged, EL, & Sped students) scoring Basic, Below Basic, Far Below Basic on the CST History-SS – August, 2006</p> <p>Develop intervention strategies for underperforming students – June, 2007</p> <p>Create History-SS benchmark assessments</p> <p>Support and provide professional development in support of this goal – on going</p>	<p>Principal, Counselors</p> <p>Principal, Counselors</p> <p>History Dept.</p> <p>Administration, Staff Development Committee, Dept. Chairs</p>

Goal #5: To increase the number of under-represented students in rigorous academic classes including the GATE program.

<p align="center">S.M.A.R.T. Objective(s) (Strategic & Specific, Measurable, Attainable, Results-based, Time Bound)</p>	<p align="center">Benchmark Indicators (Evidence of Progress)</p>	<p align="center">Activities/Timeframe</p>	<p align="center">Responsible Parties</p>
<p>To increase the percentage of economically disadvantaged students participating in higher-level academic and honors classes by 10% as measured by course enrollment numbers.</p> <p>To increase the percentage of English Language Learners participating in higher level academic and honors classes by 10% as measured by course enrollment numbers.</p> <p>To increase the percentage of Special Education students participating in higher level academic and honors classes by 10% as measured by course enrollment numbers.</p> <p>To increase the percentage of 8th grade students enrolled in Algebra (or higher) by 10% as measured by course enrollment numbers.</p>	<p>Monitor the number of under-represented students participating in honors classes – September, 2006</p>	<p>Identify students designated as economically disadvantaged and recruit them for participation in more rigorous curriculum – August, 2006</p> <p>Identify students as English Language Learners and recruit them for participation in more rigorous curriculum – August, 2006</p> <p>Identify students as Special Ed and recruit them for participation in more rigorous curric. – Aug., 2006</p> <p>Provide support programs before, during and after school – August, 2006</p> <p>Communicate with parents and students regarding support programs – ongoing</p> <p>Support and provide professional development in support of this goal – on going</p>	<p>Principal, Counselors</p> <p>Principal, Counselors</p> <p>Principal, Counselors</p> <p>Principal, Counselors and Teachers</p> <p>Principal, Counselors</p> <p>Administration, Staff Development Committee, Dept. Chairs</p>

Goal #6: To increase the percentage of students who report feeling safe and connected to school.

S.M.A.R.T. Objective(s) <i>(Strategic & Specific, Measurable, Attainable, Results-based, Time Bound)</i>	Benchmark Indicators <i>(Evidence of Progress)</i>	Activities/Timeframe	Responsible Parties
<p>To increase the percentage of students who report that they feel safe while at school by 3% or better as measured by the 06-07 Healthy Kids Survey.</p> <p>To increase the percentage of students who report that they feel connected to school by 3% or better as measured by the 06-07 Healthy Kids Survey.</p>	<p>Quarterly mini-surveys</p>	<p>Student focus group to discuss safety/connection issues – 3rd quarter.</p> <p>Survey students regarding clubs/activities.</p> <p>Encourage student participation in activities and clubs.</p> <p>Expand student activities based on student interest.</p> <p>Support and provide professional development activities relating to this goal.</p>	<p>Assistant Principals, Counselors, ASB</p> <p>Assistant Principals & ASB</p> <p>ASB, Counselors</p> <p>ASB</p> <p>Site Council, Staff Development Committee, Administration</p>

Goal #7: To decrease the percentage of students who report having used drugs/alcohol/tobacco.

<p>S.M.A.R.T. Objective(s) (Strategic & Specific, Measurable, Attainable, Results-based, Time Bound)</p>	<p>Benchmark Indicators (Evidence of Progress)</p>	<p>Activities/Timeframe</p>	<p>Responsible Parties</p>
<p>To decrease the percentage of 8th grade students who report having used alcohol by 3% or better as measured by the 06-07 Healthy Kids Survey.</p> <p>To decrease the percentage of 8th grade students who report having used marijuana by 1% or better as measured by the 06-07 Healthy Kids Survey (HKS).</p> <p>To decrease the percentage of students who report having used tobacco by 1% or better as measured by the 06-07 HKS.</p> <p>To increase the percentage of 8th grade students who perceive frequent use of alcohol to be harmful/extremely harmful by 3% as measured by the 06-07 HKS.</p> <p>To increase the percentage of 8th grade students who perceive frequent use of marijuana to be harmful/extremely harmful by 2% as measured by the 06-07 HKS.</p> <p>To increase the percentage of 8th grade students who perceive frequent use of tobacco to be harmful/extremely harmful by 5% as measured by the 06-07 HKS.</p>	<p>Quarterly mini-surveys</p>	<p>Implement Lifeskills prevention curriculum in P.E. classes (beginning Sept. 06).</p> <p>Conduct pre/post survey evaluation of Lifeskills curriculum (Sept. 06 & May 07).</p> <p>Support and provide professional development activities relating to this goal.</p>	<p>Principal, PE Department</p> <p>Principal, PE Department</p> <p>Site Council, Staff Development Committee, Administration</p>

VI. Categorical Funding/Budget

The following state and federal categorical funds were allocated to this school through the Consolidated Application, Part II. Additional funds (listed under "Other") may be allocated to the school in accordance with district policy.

Budget Estimates 2006-2007 Single Plan for Student Achievement Carmel Valley Middle School

Object Numbers	Object Titles	SIP	GATE	EIA
1100-012	Substitutes-School Business	4,000	3,000	3,500
1100-040	Extra Curricular Activity	4,000	3,000	3,500
2100-001	Instructional Aides	500		
2100-003	AVID Tutors			
2400-058	Clerical	300		300
4200-000	Other Books	6,355		2,000
4300-001	Instructional Supplies & Materials	23,914	23,436	18,767
4300-010	Office Supplies	200		
4300-005	Duplicating	2,000		2,000
5800-001	Consultants			
5200-020	Conferences	5,000	1,000	2,500
5200-030	Mileage			
5600-003	Repairs			
5800-055	Other Contracts			
5800-025	Printing	500	500	
6400-000	Equipment	9,000		3,000
Totals		55,769	30,936	35,567

Total amount of state and federal categorical funds allocated to this school: \$122,272

SCHOOL SITE COUNCIL MEMBERSHIP

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

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Michael Grove	X				
Michelle Challis-Hall		X			
Cherie Wall		X			
Heather Michel		X			
Mary Freeman		X			
Barbara Fouts			X		
Rachel Monk					X
Ivan Zyserman					X
Maureen Maturra				X	
Sally Orpin				X	
Jeff Tirshfield				X	
Numbers of members of each category	1	4	1	3	2

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).

RECOMMENDATIONS AND ASSURANCES

The *School Site Council* recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The *School Site Council* is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The *School Site Council* reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The *School Site Council* sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):
 - ___ School Advisory Committee for State Compensatory Education Programs
 - ___ English Learner Advisory Committee
 - ___ Community Advisory Committee for Special Education Programs
 - ___ Gifted and Talented Education Program Advisory Committee
 - ___ Other (*list*)
4. The *School Site Council* reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the *School Site Council* on: to be adopted on 11-9-06.

Attested:

Michael Grove

Typed name of school principal

Signature of school principal

Date

TBD On 11/9/06

Typed name of SSC chairperson

To be signed upon Board review

Signature of SSC chairperson

Date

2006-07

DRAFT

**SINGLE PLAN FOR
STUDENT ACHIEVEMENT**



Diegueño Middle School

SINGLE PLAN FOR STUDENT ACHIEVEMENT
AT DIEGUEÑO MIDDLE SCHOOL

37-68346-610479
(CDS Code)

September, 2006

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

Contact Person:	Marilyn Pugh
Position:	Principal
Telephone Number:	(760) 944-1892, ext. 6683
Address:	2150 Village Park Way, Encinitas, CA 92024
E-mail Address:	marilyn.pugh@sduhsd.net

San Dieguito Union High School District

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

SCHOOL VISION

and

MISSION STATEMENT

Diegueño Middle School

Our Mission is:

To ensure that all students reach their potential as ethical, involved citizens and life-long learners guided by a professional, compassionate staff who provide a challenging, creative, and meaningful education.

- * All students are unique and, given equal opportunity, can ultimately achieve their potential as learners and ethical adults.
- * All members of the Diegueño community are essential and should be treated with mutual respect and compassion in order to provide a successful learning environment.
- * Meaningful education provides the information, social and academic skills, and resources for successful life-long learning.
- * A professional staff maintains open communication, free exchange of ideas, and a willingness to meet challenges and work toward positive solutions.

SCHOOL PROFILE

GENERAL DATA AND DEMOGRAPHICS

School:	Diegueño Middle School
District:	San Dieguito Union High School District
Principal:	Marilyn Pugh
Superintendent:	Dr. Peggy Lynch
School Established:	1985
Type of School:	Middle School, grades 7 and 8, traditional calendar
Current Enrollment:	908
Geographic Location:	Suburban in an area of high growth
Socio-Economic:	Diversified, with a high percentage of middle to high middle income

English Learners:	54
Special Education:	68
504 Plans:	15
GATE:	426
Low Income:	93
African American:	.7%
Asian American/Pacific Islander:	7.8%
Latino/Hispanic:	15%
White/European American/Other:	76%
Parents with some college:	11%
Parents with college degree:	31%

SCHOOL PROFILE

All Diegueño students experience a challenging core curriculum, whether in GATE, regular, special education, or sheltered classes. Teachers work together to ensure that our English-Language Arts curriculum mirrors the State Standards in Written Communication, Interaction with Text, Oral Communication, and *Interaction with Community*. Our writing program follows a district plan of teaching a sequence of writing types in each grade level which build to develop writing proficiency: 7th Grade - autobiographical incident, evaluation and persuasion, observation, short story; 8th Grade -- problem solution, speculation about cause/effect, report of information, first-hand biography. Oral communication strategies include a 7th grade speech unit, speech contests, oral reports, interviewing techniques, word-weaving performances, panel discussions, debates, oral exams, and class/small group discussion.

Performance objectives for each math level were developed based on the State Standards. All math teachers follow the District Pacing Guide in order to maintain consistency of instruction. Successful instruction of standards-based math curriculum is evident based on the 90% of our 8th grade students scoring "proficient" or higher on the California State Standards Test in Algebra.

The history and science departments are also working on instructional strategies and benchmark testing to reflect instruction and learning of the State Standards.

Standards-based curriculum texts and materials are selected following a Board Policy that requires the active involvement of teachers, parents, and community members. Staff development opportunities are provided to teachers through a comprehensive program that prepares teachers to help all students achieve content and performance standards. Sheltered English teachers are provided training in the *High Points* curriculum. Teachers participated in SDAIE training, AVID training, English Learner authorization, and the CLAD/BCLAD certification process and training.

A variety of services are provided to enable under-performing students to meet the State Standards. The English Learner students receive standards-based instruction utilizing the Writing Reform Institute for the teaching of English (WRITE) along with the state recommended *High Points*, which focuses on reading, writing, speaking, and reflection skills. The curriculum for Sheltered English 7/8, the fourth year of EL, is based on WRITE units and modified 7th and 8th grade standards-based curriculum. Special education students have at least one contact period through an academic skills class which also provides activities, strategies, and curriculum to assist students to pass the California High School Exit Exam.

Modifications are made for special education and 504 students in the core curriculum program, based on individual needs. Academic support electives, before and after school Homework Clubs, Gateways (English and/or Spanish support), Academic Saturday School, and support programs such as Power in Pairs provide students with additional means of achieving academic success and access to standards-based curriculum.

Under-performing students are limited in their access of in-school support programs because of their schedule. Summer school is no longer available for special education students to accelerate in science. Therefore, the special education student is "confined" to a schedule where the elective class is the CAHSEE skills class. English Learner students have the same limitation due to the two-hour block period of English followed by the district-required classes of math, science, physical education, and history. There is no room for an elective or other academic support class. In addition, these students spend the entire day together in the same classes. We are currently modifying the 2-hour block period to include multi-media/computer instruction. Efforts are being made to include these students in our after school programs, including Homework Club, sports activities, City of Encinitas Teen Scene Programs, and Gateways. Special care will be given next year to seek out alternative routes for enrichment activities within and beyond the regular school day for special groups, keeping in mind budget constraints we may be facing that would impact these programs.

A variety of state and local assessments are used to modify 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 goals or 504 plan. Curriculum can be modified to meet the goals listed in the plans. English Learner students are assessed twice a year to determine knowledge and growth. The two assessment tools used are the California English Language Development Test (CELDT) and the Spanish Assessment of Basic Education (SABE). The Direct Writing Test is given yearly to all 8th grade students while 7th grade students take the STAR Writing Test. The STAR test is given yearly in the spring and is used for class placement, program placement, and promotion-retention criteria. California Standards Tests in English, math, science, and history 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. All communication materials (newsletter, enrollment packets, information regarding support services and enrichment opportunities, etc.) are available in Spanish. Students and parents have access to a certified Bilingual Resource Specialist for immediate assistance on campus and during parent information nights and parent forums. Information is provided by our telephone "All Call" in both English and Spanish. The "E-Option" provides all students and parents with daily communication through e-mail. A Diegueño School Accountability Report Card is distributed yearly. After school programs include Homework Club, Algebra Homework Club, Pre-Algebra Homework Club, and Gateways (assistance in Spanish). Parent forums, such as Road to Success and the English Learner Advisory Committee, provide parents with strategies to assist their students. Elective programs, such as Algebra Topics, Math Enrichment, English Enrichment, Academic Success and Read 180 are available during the school day. Power in Pairs, a student tutoring program, is available two days per week immediately following lunch. The City of Encinitas, through Teen Scene, provides access to Sylvan Learning Center and a weekly tutoring program on Wednesdays at Oak Crest Middle School.

Providing a safe campus for students is a priority for the entire staff. Our "Team Diegueño" 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 such as Beyond Diversity, English Learner Authorization and Student Connectedness that build relationships/connection between staff and all student populations. The Healthy Kids Survey is administered yearly and the results are the focus of all staff during the year.

Barriers to improvement in student achievement include increasing budget restrictions and the inability of some students to stay after school to participate in support programs. The current student schedule of only one elective available to students prohibits student participation in more elective and academic support programs.

**STUDENT
PERFORMANCE DATA**

and

SUMMARY

Academic Performance Index (API) School Report

The Academic Performance Index (API) is a way of measuring the academic performance and growth of schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need assistance. Diegueño's API in 2006 was 896 (out of 1000). This is an increase of 23 points compared to last year's API. Approximately 99% of students took the test, which did exceed the state's required participation rate of 95%.

Adequate Yearly Progress (AYP)

The federal **No Child Left Behind Act (NCLB)** of 2001 requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. Under NCLB criteria, schools and districts are required to annually meet or exceed criteria in four areas in order to make AYP:

- Requirement 1: participation Rate (95% or greater)
- Requirement 2: Proficiency in English-Language Arts and Math
- Requirement 3: API (>590)
- Requirement 4: Graduation rates (high school only)

At the middle school level, proficiency in English-Language Arts and Math is measured by student performance on the California Standards Tests (CSTs) and the California Alternate Performance Assessment (CAPA).

At the high school level, proficiency is measured by student performance on the California High School Exit Exam and the California Performance Assessment (CAPA).

Although all schools and districts in the state receive annual AYP determinations, only schools and districts receiving Title I funds are subject to the federal provisions of Program Improvement if they do not make AYP.

Student Testing and Reporting (STAR)

The CAT-6 is a national test that helps us measure how well our students are learning compared to other students nationally. The test is given to all 7th grade students.

Student Performance by Content Clusters or Standards (STAR)

The California Standards Test consists of several tests in English/language arts (reading and writing), math, history/social science and science. Students score within one of five levels of proficiency on the tests. The five performance levels are advanced, proficient, basic, below basic, and far below basic. The California State Board of Education has established the top two levels (advanced or proficient) as the goal for all students.

The California English Language Development Test (CELDT)

The California English Language Development Test is administered to all English Learner students. The test is in English and measures student ability in listening, speaking, reading, and writing. The results are as follows: 25% of the students scored at the Advanced level; 32% of the students scored Early Advanced; 21% scored at the Intermediate Level; 11% scored at the Early Intermediate Level; and 11% scored at the Beginning Level.

Local Measures of Student Performance

Teachers use a variety of methods to evaluate student progress, including written evaluations, oral evaluations, projects, ongoing writing samples, and group evaluations. A Direct Writing Assessment is administered to 8th grade students yearly. In addition, math placement tests are used to ensure correct placement of all students.

Progress reports are given to all students every six weeks. Two progress reports are issued prior to each semester's final grades. Many teachers provide information in addition to the six-week reports. Some teachers provide student progress information on websites.

Conclusions from Student Performance Data

There is a definite discrepancy between the achievement of the less and more affluent groups, even though the number in the economically disadvantaged group is small. The same results exist between English proficient students and English Learner students. Although these numbers are small, we must provide methods/strategies for these students to improve their results and be academically successful. The school-wide goal is that all students will demonstrate proficiency.

Conclusions from Parent, Teacher, and Student Input

There is a definite need for continued support and input from parents, teachers, and students in order for students to experience success. Parents attend and respond positively to meetings such as the English Learner Advisory committee and the Road to Success Parent Forum which focus on strategies for parents to use to help their students. Teachers regularly attend workshops, conferences, and department meetings, but still need more time for collaboration to work on State Standards, benchmark testing, and testing strategies for students. Students attend Power in Pairs, Academic Saturday School, and Homework Clubs as well as in-school support programs. Their response has been overwhelmingly positive regarding these programs.

DataQuest home > API home > Reports > Select School > School Reports > Current Page

2005-06 Accountability Progress Reporting (APR)



School Report - API Growth and Targets Met
2006 Academic Performance Index (API) Growth Report

California Department of Education
Policy and Evaluation
August 3, 2006

School: Diegueno Middle
LEA: San Dieguito Union High
County: San Diego
CDS Code: 37-68346-6104749
School Type: Middle

2006 API Growth Links:

- School Chart
- School Demographic Characteristics
- School Content Area Weights
- LEA List of Schools
- County List of Schools

(An LEA is a school district or county of education.)

Direct Funded Charter School: No

2005-06 APR		2005-06 State API				2006 Federal AYP and PI		
Summary	Glossary	2005 Base	Guide	2006 Growth	Guide	AYP	PI	Guid

State Accountability: Academic Performance Index (API)

Number of Students included in the 2006 API Growth	API				Met Growth Target		
	2006 Growth	2005 Base	2005-06 Growth Target	2005-06 Growth	Schoolwide	Comparable Improvement (CI)	By School
931	896	873	A	23	Yes	Yes	Yes

Similar Schools

Median API	
2006 Growth	2005 Base
877	869

Click on the median value heading to link to the list of 2005 API Base similar schools. This list contains schools which were selected specifically for the reported school for the 2005 API Base report.

Subgroups

Ethnic/Racial	Number of Students Included in 2006 API	Numerically Significant in Both Years	Subgroup API				Number of Subgroups
			2006 Growth	2005 Base	2005-06 Growth Target	2005-06 Growth	
African American (not of Hispanic origin)	9	No					1
American Indian or Alaska Native	0	No					1
Asian	50	No					1
Filipino	12	No					1
Hispanic or Latino	134	Yes	751	698	1	53	1

Pacific Islander	4	No					
White (not of Hispanic origin)	721	Yes	918	898	A	20	Y
Socioeconomically Disadvantaged	100	Yes	729	669	1	60	Y
English Learners	94	No					
Students with Disabilities	66	No					

Click on the column header to view notes.

In order to meet federal requirements of No Child Left Behind, a 2006 API Growth is posted even if a school or LEA had no 2005 API Base or a school had significant population changes from 2005 to 2006. However, the presentation of growth targets and actual growth would not be appropriate and, therefore, are omitted.

"N/A" means a number is not applicable or not available due to missing data.

"*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2005 or 2006. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2005.

"B" means the school did not have a valid 2005 API Base and will not have any growth or target information.

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" indicates this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Target information is not applicable to LEAs or ASAM schools.

"E" indicates this school was an ASAM school in the 2005 API Base Report and has no target information even though the school is no longer an ASAM school.

Targets Met - In the "Met Growth Target" columns, the growth targets reflect state accountability requirements and do not match the federal Adequate Yearly Progress (AYP) requirements. The AYP requirement for the API is a 2006 API Growth of 590 or a one-point increase from the 2005 API Base to 2006 API Growth for a school or LEA.

California Standardized Testing and Reporting (STAR)

Diegueno Middle School

All Students

Total Enrollment on First Day of Testing: 953
 Total Number Tested: 951
 Total Number Tested in Selected Subgroup: 951

County Name: San Diego County
 District Name: San Dieguito Union High District
 School Name: Diegueno Middle School
 CDS Code: 37-68346-6104749

California Standards Test Scores - 2006

Grades

	2	3	4	5	6	7	8	9	10	11	EOC
Reported Enrollment							455	498			
CST English-Language Arts											
Students Tested						454	497				
% of Enrollment						99.8 %	99.8 %				
Mean Scale Score						392.3	385.0				
% Advanced						42 %	47 %				
% Proficient						40 %	27 %				
% Basic						13 %	19 %				
% Below Basic						4 %	5 %				
% Far Below Basic						1 %	2 %				
CST Mathematics											
Students Tested						454					
% of Enrollment						99.8 %					
Mean Scale Score						395.9					
% Advanced						38 %					
% Proficient						39 %					
% Basic						17 %					
% Below Basic						4 %					
% Far Below Basic						1 %					
CST General Mathematics (Grades 6 & 7 Standards)											
Students Tested							196				196
% of Enrollment							39.4 %				
Mean Scale Score							351.8				351.8
% Advanced							10 %				10 %
% Proficient							43 %				43 %
% Basic							29 %				29 %
% Below Basic							14 %				14 %
% Far Below Basic							4 %				4 %
CST Algebra I											
Students Tested							295				295
% of Enrollment							59.2 %				
Mean Scale Score							439.3				439.3
% Advanced							51 %				51 %
% Proficient							39 %				39 %
% Basic							8 %				8 %
% Below Basic							2 %				2 %
% Far Below Basic							0 %				0 %
CST Geometry											
Students Tested							2				2
% of Enrollment							0.4 %				
Mean Scale Score							*				*

% Advanced	*	*
% Proficient	*	*
% Basic	*	*
% Below Basic	*	*
% Far Below Basic	*	*

CST History - Social Science Grade 8 Cumulative

Students Tested	497
% of Enrollment	99.8 %
Mean Scale Score	382.7
% Advanced	46 %
% Proficient	23 %
% Basic	19 %
% Below Basic	7 %
% Far Below Basic	5 %

CST Science - Grade 5, Grade 8, and Grade 10 Life Science

Students Tested	497
% of Enrollment	99.8 %
Mean Scale Score	378.2
% Advanced	39 %
% Proficient	26 %
% Basic	19 %
% Below Basic	12 %
% Far Below Basic	5 %

[Print Report](#)

California Department of Education

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**SUMMARY OF
PROGRESS MADE
ON 2005-06
PLANNED
IMPROVEMENTS
(GOALS)**

SUMMARY OF PROGRESS MADE ON 2005-06 PLANNED IMPROVEMENTS (GOALS)

Goal #1: To increase the number of students scoring at proficient or above on the California Standards Tests/English Language Arts.

Summary of progress made: In the area of English/Language Arts, the number of 7th and 8th grade students scoring "proficient" or higher increased. The 8th grade increased from 72% to 74% and the 7th grade increased from 75% to 82%. The 7th grade Economically Disadvantaged students increased from 35% to 45%. The 8th grade Economically Disadvantaged students decreased from 32% to 31%. Seventh grade Hispanic students increased from 40% to 52% proficient or higher while 8th grade Hispanic students decreased from 45% to 36% proficient or higher. Seventh grade students with disabilities increased from 25% to 40% proficient or higher while 8th grade students decreased from 22% to 18% proficient or higher. However, all sub-groups demonstrated significant growth on the API score. In addition, fewer students scored "Below Basic" or "Far Below Basic". The principal and counselors continue to monitor student grades every six weeks. Benchmark tests are being implemented to measure growth and academic consistency.

Goal #2: To increase the number of students scoring at proficient or above on the California Standards Tests/Math.

Summary of progress made: In the area of Mathematics, the number of 7th grade students scoring proficient or higher increased from 68% to 77%. In the area of General Mathematics, 8th grade students increased from 50% to 53% proficient or higher. In the area of Algebra, 8th grade students increased from 86% to 90% proficient or higher. In the area of Mathematics, the number of students scoring "Below Basic" or "Far Below Basic" decreased from 14% to 5%. In the area of General Mathematics, the number of students scoring "Below Basic" or "Far Below Basic" increased slightly from 15% to 18%. In the area of Algebra, the number of students scoring "Below Basic" or "Far Below Basic" remained the same at a low 2% (none were "Far Below Basic"). The 7th grade Economically Disadvantaged students increased from 26% to 47% in General Mathematics while the 8th grade Economically Disadvantaged students increased from 19% to 38% proficient or higher in General Mathematics. The 8th grade Economically Disadvantaged students increased from 86% to 91% proficient or higher in Algebra. The 7th grade Hispanic students increased from 33% to 51% proficient or higher on the General Math Test while the 8th grade students increased from 27% to 38% proficient or higher on the General Math test. The 8th grade Hispanic students increased from 83% to 95% proficient or higher on the Algebra Test. The 7th grade students with a disability increased from 22% to 33% proficient or higher while the 8th grade students remained the same at 22% proficient or higher. The principal and counselors continue to monitor grades every six weeks. Benchmark tests are being implemented to measure growth and academic consistency.

Goal #3: To increase the number of under-represented students in higher level academic classes including the GATE program.

Summary of progress made: All staff are committed to this goal. The counselors, Department Chairs, our AVID Coordinator, and our Title 1 Coordinator work together to identify under-represented students to participate in the GATE program. We currently have increased the number of AVID students from 8 to 17.

Goal #4: To provide a safe and drug-free school environment for all students to be successful academically and socially.

Summary of progress made: All staff have reviewed and discussed the Healthy Kids Survey. They are aware of the responses and concerns from the students. Many teachers are working on "student connection" activities in their classrooms. Peer Mediators, Diegueno Ambassadors, and other groups are working with students new to our community. Science classes and some physical education classes focus on drug, alcohol, and tobacco education instruction. Cougar Camp parents had a presentation of the results of the Healthy Kids Survey. Our student agendas provide students with additional drug information with a "Just Say No" focus. The student agendas also focus on anti-bullying information for students. The district "READI" program focuses on providing counseling and drug education for students in lieu of official suspension. Students who do bring drugs/paraphernalia to school will be put into this program or suspended/expelled from school. A school-site safety plan is updated yearly and every staff member has a copy of this plan. Fire drills, lockdown drills, and evacuation drills are held throughout the school year.

Goal #5: To implement a guided master plan that will incorporate the use of technology for students.

Summary of progress made: There is a site and district guided master plan for technology implementation and use. We currently have three full computer labs for student use. The Multi-Media elective is available to all students. The media center lab is open during the day, before and after school, and during lunch. All staff have access to a computer and our communication and grade programs are computer based. All 7th grade students participate in the "Career Choices" technology program. Our English Learner population take one semester each year to access the computer elective program. All certificated staff and about 200 random students participate in the CTAP technology survey each year. The "computer loan" program is available to under represented students.

Planned Improvements

in

Student Performance

(Goals)

**School Goals for Improving Student Achievement
Diegueno Middle School
2006-07**

Goal #1: To increase the number of students scoring at proficient or above on the California Standards Tests/English Language Arts.

S.M.A.R.T. Objective(s) (Strategic & Specific, Measurable, Attainable, Results-based, Time Bound)	Benchmark Indicators (Evidence of Progress)	Activities/Timeframe	Responsible Parties
To increase the percentage of economically disadvantaged students scoring at the proficient level for CST-English Language Arts from 45% to 47% or better in the 7 th grade and 31% to 33% or better in the 8 th grade as measured by the results of the 2006 STAR test.	English Language Arts CST results - August, 2006	Identify economically disadvantaged students scoring Basic, Below Basic, Far Below Basic on the ELA/CST – August, 2006	Principal, Counselors
	Monitor grades every 6 weeks beginning October, 2006		
	Monitor Direct Writing Scores of 4 or higher - August, 2006	Identify all English Language Learners scoring Basic, Below Basic, Far Below Basic on the ELA/CST – August, 2006	Principal, Counselors
To increase the percentage of English Language Learners scoring at the proficient level for CST-English Language Arts from 24% to 26% or better in the 7 th grade and 17% to 19% or better in the 8 th grade as measured by the results of the 2006 STAR test.	Benchmark test results for 2006-07	Identify all Special Education students Basic, Below Basic, Far Below Basic on the ELA/CST – August, 2006	Principal, Counselors
		Provide support programs during and after school – August, 2006	Principal, Counselors and Teachers
To increase the percentage of Special Education students scoring at the proficient level for CST-English Language Arts from 40% to 42% or better in the 7 th grade and 18% to 20% or better in the 8 th grade as measured by the results of the 2006 STAR test.		Communicate with parents and students regarding support programs – ongoing	Principal, Counselors
		Conference with parents and students if students get a D or F on progress report/report card – October, 2006	Principal, Counselors

**School Goals for Improving Student Achievement
Diegueno Middle School
2006-07**

Goal #2: To increase the number of students scoring at proficient or above on the California Standards Tests/Math.

S.M.A.R.T. Objective(s) (Strategic & Specific, Measurable, Attainable, Results-based, Time Bound)	Benchmark Indicators (Evidence of Progress)	Activities/Timeframe	Responsible Parties
<p>To increase the percentage of economically disadvantaged students scoring at the proficient level for CST-Math from 24% to 26% or better in the 7th grade and 38% to 40% or better in the 8th grade as measured by the results of the 2006 STAR test, and increase enrollment in Algebra I.</p> <p>To increase the percentage of English Language Learners scoring at the proficient level for CST-Math from 35% to 37% or better in the 7th grade and 24% to 26% or better in the 8th grade as measured by the results of the 2006 STAR test, and increase enrollment in Algebra I.</p> <p>To increase the percentage of Special Education students scoring at the proficient level for CST-Math from 35% to 37% or better in the 7th grade and 22% to 24% or better in the 8th grade as measured by the results of the 2006 STAR test, and increase enrollment in Algebra I.</p>	<p>Math CST results - August, 2006</p> <p>Monitor grades every 6 weeks beginning October, 2006</p> <p>Quarterly Math Benchmark exams.</p>	<p>Identify economically disadvantaged students scoring Basic, Below Basic, Far Below Basic on the Math/CST – August, 2006</p> <p>Identify all English Language Learners scoring Basic, Below Basic, Far Below Basic on the Math/CST – August, 2006</p> <p>Identify all Special Education students Basic, Below Basic, Far Below Basic on the Math/CST – August, 2006</p> <p>Provide support programs during and after school – August, 2006</p> <p>Communicate with parents and students regarding support programs – ongoing</p> <p>Conference with parents and students if students get a D or F on progress report/report card – October, 2006</p>	<p>Principal, Counselors</p> <p>Principal, Counselors</p> <p>Principal, Counselors</p> <p>Principal, Counselors and Teachers</p> <p>Principal, Counselors</p> <p>Principal, Counselors</p>

**School Goals for Improving Student Achievement
Diegueno Middle School
2006-07**

Goal #3: To increase the number of under-represented students in higher level academic classes including the GATE program.

S.M.A.R.T. Objective(s) (Strategic & Specific, Measurable, Attainable, Results-based, Time Bound)	Benchmark Indicators (Evidence of Progress)	Activities/Timeframe	Responsible Parties
To increase the percentage of economically disadvantaged students participating in higher level academic and honors classes by 2%.	Monitor the number of under-represented students participating in honors classes	Identify students designated as economically disadvantaged – August, 2006	Principal, Counselors
To increase the percentage of English Language Learners participating in higher level academic and honors classes by 2%.	Monitor the expanded GATE process and results.	Identify students as English Language Learners – August, 2006	Principal, Counselors
To increase the percentage of Special Education students participating in higher level academic and honors classes by 2%.		Identify students as Special Ed – August, 2006	Principal, Counselors
		Provide support programs during and after school – August, 2006	Principal, Counselors and Teachers
		Communicate with parents and students regarding support programs – ongoing	Principal, Counselors

**School Goals for Improving Student Achievement
Diegueno Middle School
2006-07**

Goal #4: To provide a safe and drug-free school environment for all students to be successful academically and socially.

S.M.A.R.T. Objective(s) (Strategic & Specific, Measurable, Attainable, Results-based, Time Bound)	Benchmark Indicators (Evidence of Progress)	Activities/Timeframe	Responsible Parties
A school safety and emergency procedure plan will be created and updated yearly.	Regular emergency drills and evaluations, students and staff discussion and input, yearly <i>update of safety and emergency plan</i> , monthly site and district safety meetings.	September, 2006 – June, 2007	Principal, Assistant Principal, Staff, District Office
Continue to promote the “Team Diegueño” school-wide approach to an anti-bullying, drug-free, safe environment for all students and staff.	Reduced number of suspensions, fights, harassment issues, increased academic success as measured by classroom assessments and school-wide assessments and increased participation by students in school activities).	September, 2006 – June, 2007	Principal, Staff, Students, Parents
Continue to review the results of the Healthy Kids Survey and implement strategies and programs to provide a safe environment for all students.		September, 2006 – June, 2007	Principal, Staff, Parents

**School Goals for Improving Student Achievement
Diegueno Middle School
2006-07**

Goal #5: To implement a guided master plan that will incorporate the use of technology for all students.

<p style="text-align: center;">S.M.A.R.T. Objective(s) (Strategic & Specific, Measurable, Attainable, Results-based, Time Bound)</p>	<p style="text-align: center;">Benchmark Indicators (Evidence of Progress)</p>	<p style="text-align: center;">Activities/Timeframe</p>	<p style="text-align: center;">Responsible Parties</p>
<p>To offer all students a variety of opportunities in the area of technology.</p> <p>To increase the number of English Learners, economically disadvantaged, and special education students using various technology on campus, especially in the Multi-Media elective.</p> <p>To continue to provide the technology-based "Career Choices" to all students during 7th and/or 8th grade.</p> <p>To continue to survey all staff and a percentage of students yearly using the CTAP technology survey.</p> <p>Utilize the Library Allocation Funds to increase the number of computers in the media center.</p>	<p>Identify the number of students enrolled in Multi-Media each semester.</p> <p>Identify and monitor the number of English Learners, economically disadvantaged, and special education students enrolling in the Multi-Media class each semester.</p> <p>Identify the number of students participating in "Career Choices" during the year.</p> <p>Monitor the number of staff and students participating in the yearly CTAP technology survey.</p>	<p>All students will be provided with the choice of the Multi-Media elective each semester.</p> <p>"Loaner" computers will be provided by request to under-represented students for as long as they are available. English Learners will be given an opportunity to participate in the Multi-Media elective for one semester. Computer labs and media center will be open before and after school, during lunch, and for class time use whenever possible. -- August-June, 2006-07)</p> <p>"Career Choices" will be offered during the school day through a specified department (i.e. Math) -- August-June, 2006-07</p> <p>All staff and a percentage of students will participate in the yearly CTAP technology survey beginning in January, 2007.</p>	<p>Principal, Counselors, Teachers</p> <p>Principal, Counselors</p> <p>Principal, Counselors, Teachers</p> <p>Principal, District Technology Staff, Teachers</p>

Categorical Funding

Allocated

**Diegueno Middle School
2006-07 Categorical Budget Estimates
Single Plan for Student Achievement**

Object #	Object Title	SIP School Improvement Program	GATE Gifted & Talented Education	Title 1 Underachieving Students	EIA Economic Impact Aid	TUPE Tobacco Use & Prevention Education	ELAP English Learner Acquisition Program
1100-012	Subs	15%	23%				
1100-040	Extra Curr			30%			
4200-000	Other Books	1%					
4300-000	Inst. Mat.	20%	47%	50%	40%		
4300-005	Duplicating	3%	12%	10%	8%		
4300-010	Office Supp.	3%					
5200-020	Conferences	26%	12%	10%	52%		
5800-025	Printing	3%	6%				
6400-000	Equipment	29%					
Totals		\$36,714	\$12,947	\$148,000	\$41,602	\$3,094	\$15,280

Object #	Object Title	Encumber SIP Library Fund	Discretionary Block Grant	Targeted Instr. Improvement Grant (TIIG)		
1100-012	Subs					
1100-040	Extra Curr					
4300-000	Inst. Mat.					
5200-020	Conferences					
5800-025	Printing					
6400-000	Equipment					
Totals		\$4,810	\$53,872	\$63,451.86		

Signatures
and
Assurances

SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001 requires that this plan 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:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
<i>Christina Dugl</i>	x				
<i>Sally Nagy</i>		x			
<i>Catherine Oswald</i>					x
Blaire Bender					x
Karlee Fuller					x
<i>Lil Locke</i>			x		
<i>Maria Bulger</i>				x	
<i>Sue Green</i>		x			
<i>Anna Garfinkel</i>		x			
Numbers of members of each category	1				

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).

RECOMMENDATIONS AND ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):
 - ___ School Advisory Committee for State Compensatory Education Programs
 - ___ English Learner Advisory Committee
 - ___ Community Advisory Committee for Special Education Programs
 - ___ Gifted and Talented Education Program Advisory Committee
 - ___ Other (*list*)
4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council on: _____.

Attested:

Typed name of school principal

Signature of school principal

Date

Typed name of SSC chairperson

Signature of SSC chairperson

Date

SINGLE PLAN FOR STUDENT ACHIEVEMENT

DRAFT

AT EARL WARREN MIDDLE SCHOOL

37-68346-6061998

CDS Code

October, 2006

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

Contact Person:	Anna Pedroza
Position:	Principal
Telephone Number:	(858)755-1558, ext. 4401
Address:	155 Stevens Ave, Solana Beach, CA 92075
E-mail address:	anna.pedroza@sduhsd.net

San Dieguito Union High School District

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

School Vision and Mission Statement

OUR MISSION

All segments of the Earl Warren Middle School community collaborate to create and monitor the academic vision for what our students should know and be able to do by promotion. The framework for every decision is based firmly in the San Dieguito Union High School District's vision of Equity and Excellence for all students. Staff, students, parents, and community members work together in an on-going process to define, develop, facilitate, and assess our learning community. Every committee and organization on campus is committed to inclusion of all stakeholders.

School Profile

GENERAL DATA AND DEMOGRAPHICS

School:	Earl Warren Middle School
District:	San Dieguito Union High School District
Principal:	Anna Pedroza
Superintendent:	Dr. Peggy Lynch
School Established:	1954
Type of School:	Middle School, grades 7 and 8, traditional calendar
Current Enrollment:	573
Geographic Location:	Suburban
Socio-Economic:	Diversified, with a high percentage of middle to high middle income
English Learners:	15
Special Education:	75
504 Plans:	7
GATE:	283
Low Income:	66
African American:	1.1%
Asian American/Pacific Islander:	6.1%
Latino/Hispanic:	14.8%
White/European American/Other:	77.7%
Parents with some college:	10%
Parents with college degree:	78%

SCHOOL PROFILE

All Earl Warren students experience a challenging core curriculum that sets high standards for all students. Earl Warren provides additional support for those students who have been identified as below proficient on the California Standards Assessment. We coach them to self-advocate as well as motivate themselves in setting and accomplishing realistic goals. We assist them in the development of sound thinking and problem-solving skills as well as expect them to learn to be responsible citizens who pursue a quality, healthful life style.

English classes are focused on teaching the California State Language Arts Standards in the areas of reading, writing, listening and speaking. The courses in this department include English 7, English 7 Honors, English 8, English 8 Honors and Read 180. The curriculum includes study of both fictional and expository reading and writing and centers on a central theme at each grade level. At the 7th grade level students examine A Search for Identity through the following novels: *The Giver*, *Animal Farm*, *The Outsiders*, *A Midsummer Night's Dream* and *The Pearl*. In 8th grade students explore A Search for Justice with the following novels or works: "Flowers for Algernon," *The Martian Chronicles*, *The Diary of Anne Frank*, *To Kill a Mockingbird* and *Twelfth Night*.

Earl Warren's Read 180 class is a reading intervention program that meets students at their varied levels to help develop reading, grammar, listening and writing skills.

Earl Warren's innovative math department offers both a traditional and honors curriculum for math students in grades seven and eight. All math teachers follow the District Pacing Guide in order to maintain consistency of instruction and collaborate frequently. All courses are based on the California Content Standards. Courses include pre-algebra I and II, one-year pre-algebra, algebra, honors pre-algebra, honors algebra, and honors geometry. Successful instruction of standards-based curriculum is evident, for example, 88% of our eighth grade students scoring "proficient" or higher on the California State Standards Test in Algebra. Support classes in pre-algebra and algebra provide a valuable resource to struggling math students.

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

Earl Warren's science department offers a life science curriculum to seventh grade students and physical science curriculum to eighth graders. Both courses utilize lectures, demonstrations, textbooks, laboratory exercises, and other visual aids to give the students a basic background in the field of life and physical science. The courses also coach students in lab skills, including predicting, collecting, and analyzing data, and increase student's scientific knowledge base while also fostering science literacy.

Students are placed in the ESL class based on their language proficiency level as measured on the California English Language Development Test (CELDT). The ESL class uses ELD lessons that are designed to promote the EL students' acquisition of listening and speaking, reading and writing skills. Materials such as High Point, Project WRITE and other supplemental materials are used.

EL students also receive meaningful access to the core curriculum in their content classes. Teachers use different strategies that teach their content area and bring students to their grade level in the different areas of the curriculum.

Exciting and challenging elective classes complement the core subjects of language arts, math, science, social studies, and physical education. The electives include art, band, orchestra, multimedia, drama, 1st and second year Spanish, and yearbook. Earl Warren also has a leadership class made up of elected student officers and representatives of various student groups.

The Counseling Department is pleased to offer a variety of services that address academic, social and emotional issues in order to help students reach their full potential.

The purpose of Student Success Services (SSS) is to identify and support students who are dealing with issues that may be interfering with learning. The SSS core team is comprised of the Assistant Principal, counselors, nurse, school psychologist, Special Education Department Chair and teachers. The team meets once a week to discuss students who are struggling academically, socially, or emotionally. Students are referred to the core team by staff, parents, or teachers. The team decides on a plan of action, and follows up with the student regularly until they are satisfied with the student's improvement.

The Counseling Department also offers support groups, led by a counselor who meets with a group of six to twelve students on a weekly basis for 6-9 weeks to discuss age appropriate issues. Counselors run groups pertaining to study skills, family issues, boys' issues, and anger management, and drug/alcohol problems.

Having a Voice (HAV) is a leadership program for students who feel underrepresented at EWMS. The goal of HAV is to encourage school success, teach effective communication skills and empower students to be a positive model for change. Students meet once a week during lunch and SSR to discuss issues and share experiences in a safe environment.

Modifications are made for special education and 504 students in the core curriculum program, based on individual needs. Academic support electives, after school Homework Office Hours, and Academic Saturday Support School provide students with additional means of achieving academic success and access to standards-based curriculum.

A variety of state and local assessments are used to modify 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 goals or 504 plan. Curriculum can be modified to meet the goals listed in the plans. The Direct Writing Test is given yearly to all 8th grade students while 7th grade students take the STAR Writing Test. The STAR test is given yearly in the spring and is used for class placement, program placement, and promotion-retention criteria. California Standards Tests in English, math, science, and history measure student achievement in standards-based education. The results of these tests are also used for placement in programs and to measure overall student academic success.

There are a variety of family, school, district, and community resources available to our students. Most communication materials (enrollment packets, information regarding support services and enrichment opportunities, etc.) are available in Spanish. Students and parents have access to a Bilingual Resource Specialist for immediate assistance on campus and during parent information nights and parent forums. Information is provided by our telephone "All Call" in both English and Spanish. The "E-option" provides all students and parents with daily communication through e-mail.

Providing a safe campus for students is a priority for the entire staff. Our approach focuses on equity and excellence for everyone, where respect and compassion are the

norm. Everyone is provided equal opportunity to achieve their potential as both learners and ethical adults. Staff development focuses on professional development opportunities such as Beyond Diversity and Student Connectedness that build relationships/connection between staff and all student populations. The Healthy Kids Survey is administered yearly and the results are the focus of all staff during the year.

Student Performance Data and Summary

Academic Performance Index (API) School Report

The Academic Performance Index (API) is a way of measuring the academic performance and growth of schools based on student test scores. The index was created in 1999 to help parents and educators recognize schools that show progress and identify schools that need assistance. Earl Warren's API in 2006 was 908 (out of 1000). This is an increase of 23 points compared to last year's API. Approximately 99% of students took the test, which did meet the state's required participation of 95%.

Adequate Yearly Progress (AYP)

The federal **No Child Left Behind Act (NCLB)** of 2001 requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. Under NCLB criteria, schools and districts are required to annually meet or exceed criteria in four areas to make AYP:

- Requirement 1: Participation Rate (95% or greater)
- Requirement 2: Proficiency in English-Language Arts and Math
- Requirement 3: API (>560)
- Requirement 4: Graduation rates (high school only)

At the middle school level, proficiency in English-Language Arts and Math is measured by student performance on the California Standards Tests (CSTs) and the California Alternate Performance Assessment (CAPA).

At the high school level, proficiency is measured by student performance on the California High School Exit Exam (grade 10 only) and the California Performance Assessment (CAPA).

Although all schools and districts in the state receive annual AYP determinations, only schools and districts receiving Title I funds are subject to the federal provisions of Program Improvement if they do not make AYP.

Student Testing and Reporting (STAR)

The Cat-6 is a national test that helps us measure how well our students are learning compared to other students nationally. The test is given to all 7th grade students.

Student Performance by Content Clusters or Standards

The California Standards Test consists of several tests in English-Language Arts (reading and writing), math and history/social science. The CST in science was a pilot test in 2005. Students score within one of five levels of proficiency on the tests. The five performance levels are advanced, proficient, basic, below basic, and far below basic. The California State Board of Education has established the top two levels (advanced or proficient) as the goal for all students.

The California English Language Development Test (CELDT)

The California English Language Development Test is administered to all English Language Learner students. The test is in English and measures student ability in

listening, speaking, reading, and writing. This year, 37 students have taken the CELDT. The results are as follows: 4 of the students scored at the Advance level; 9 of students scored at the Early Advance level; 7 of students scored at the Intermediate level; 7 of students scored at the Early Intermediate level; and 10 of students scored at the Beginning level.

Local Measures of Student Performance

Teachers use a variety of methods to evaluate student progress, including written evaluations, oral evaluations, projects, ongoing written samples, and group evaluations. A Direct Writing Assessment is administered to 8th grade students yearly. In addition, math placements tests are used to ensure correct placement of all students.

Progress reports are given to all students quarterly. In addition, notification is sent to all students who earn D's/F's every 5 weeks. Many teachers provide information in addition to these reports. Some teachers provide student progress on their teacher websites.

Conclusions from Student Performance Data

There is a definite discrepancy between the achievement of the less and more affluent groups, even though the number in economically disadvantaged is small (66). The same results exist between English proficient students and English Learner students. Although these numbers are small, we recognize that we must provide additional assistance for these students to improve their results and be academically successful. The school-wide goal is that all students will demonstrate proficiency.

Conclusion from Parent, Teacher, and Student Input

There is a definite need for continued support and input from parents, teachers, and students in order for students to experience success. This year, we were fortunate to have a high turnout at our English Learner Advisory Committee and Title I meeting. We will continue to recruit parents to attend these meetings and provide us with their input. Teachers regularly attend workshops, conferences, and department meetings, but still need more time for collaboration to work on State Standards, benchmark testing, and testing strategies for students. Students attend Breakfast Club, Homework Hour, and Academic Saturday Support School as well as in-school support programs. Their response has been overwhelmingly positive regarding these programs.

Data Reviewed

DataQuest home > API home > Reports > Select School > School Reports > Current Page

2005-06 Accountability Progress Reporting (APR)



School Report - API Growth and Targets Met
2006 Academic Performance Index (API) Growth Report

California Department of Education
Policy and Evaluation
August 3

School: Warren (Earl) Middle
LEA: San Dieguito Union High
County: San Diego
CDS Code: 37-68346-6061998
School Type: Middle

2006 API Growth Links:

School Chart
School Demographic Characteristics
School Content Area Weights
LEA List of Schools
County List of Schools

(An LEA is a school district or county of education.)

Direct Funded Charter School: No

2005-06 APR		2005-06 State API				2006 Federal AYP and PI		
Summary	Glossary	2005 Base	Guide	2006 Growth	Guide	AYP	PI	Guid

State Accountability: Academic Performance Index (API)

Number of Students included in the 2006 API Growth	API				Met Growth Target		
	2006 Growth	2005 Base	2005-06 Growth Target	2005-06 Growth	Schoolwide	Comparable Improvement (CI)	By School and
551	908	885	A	23	Yes	Yes	Y

Similar Schools

Median API	
2006 Growth	2005 Base
869	857

Click on the median value heading to link to the list of 2005 API Base similar schools. This list contains schools which were selected specifically for the reported school for the 2005 API Base report.

Subgroups

Ethnic/Racial	Number of Students included in 2006 API	Numerically Significant in Both Years	Subgroup API				Subgroup Target
			2006 Growth	2005 Base	2005-06 Growth Target	2005-06 Growth	
African American (not of Hispanic origin)	5	No					
American Indian or Alaska Native	1	No					
Asian	34	No					
Filipino	0	No					
Hispanic or Latino	78	No					

Pacific Islander	2	No					
White (not of Hispanic origin)	431	Yes	934	916	A	18	Y
Socioeconomically Disadvantaged	57	No					
English Learners	49	No					
Students with Disabilities	79	No		686			

Click on the column header to view notes.

In order to meet federal requirements of No Child Left Behind, a 2006 API Growth is posted even if a school or LEA had no 2005 API Base c school had significant population changes from 2005 to 2006. However, the presentation of growth targets and actual growth would not be appropriate and, therefore, are omitted.

- "N/A" means a number is not applicable or not available due to missing data.
- "**" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2005 or 2006. APIs based on small number of students are less reliable and therefore should be carefully interpreted.
- "A" means the school or subgroups scored at or above the statewide performance target of 800 in 2005.
- "B" means the school did not have a valid 2005 API Base and will not have any growth or target information.
- "C" means the school had significant demographic changes and will not have any growth or target information.
- "D" indicates this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Target information is not applicable to LEAs or ASAM schools.
- "E" indicates this school was an ASAM school in the 2005 API Base Report and has no target information even though the school is not currently an ASAM school.

Targets Met - In the "Met Growth Target" columns, the growth targets reflect state accountability requirements and do not match the federal Adequate Yearly Progress (AYP) requirements. The AYP requirement for the API is a 2006 API Growth of 590 or a one-point increase from 2005 API Base to 2006 API Growth for a school or LEA.

California Standardized Testing and Reporting (STAR)

Warren (Earl) Middle School All Students

Total Enrollment on First Day of Testing: 573
 Total Number Tested: 571
 Total Number Tested in Selected Subgroup: 571

County Name: San Diego County
 District Name: San Diego Unified High District
 School Name: Warren (Earl) Middle School
 CDS Code: 37-68346-6061998

California Standards Test Scores - 2006

Grades

	2	3	4	5	6	7	8	9	10	11	EOC
--	---	---	---	---	---	---	---	---	----	----	-----

Reported Enrollment

CST English-Language Arts

Students Tested

% of Enrollment

Mean Scale Score

% Advanced

% Proficient

% Basic

% Below Basic

% Far Below Basic

278	295
275	289
98.9 %	98.0 %
397.5	387.7
85% 51 %	47 %
34 %	32 %
11 %	14 %
6% 3 %	4 %
3 %	3 %
	79%
	7%

CST Mathematics

Students Tested

% of Enrollment

Mean Scale Score

% Advanced

% Proficient

% Basic

% Below Basic

% Far Below Basic

275	
98.9 %	
406.4	
83% 43 %	
40 %	
9 %	
7% 5 %	
2 %	

CST General Mathematics (Grades 6 & 7 Standards)

Students Tested

% of Enrollment

Mean Scale Score

% Advanced

% Proficient

% Basic

% Below Basic

% Far Below Basic

94	94
31.9 %	
335.4	335.4
45% 5 %	5 %
40 %	40 %
30 %	30 %
14 %	14 %
25% 11 %	11 %

CST Algebra I

Students Tested

% of Enrollment

Mean Scale Score

% Advanced

% Proficient

% Basic

% Below Basic

% Far Below Basic

179	179
80.7 %	
438.0	438.0
86% 53 %	53 %
36 %	36 %
10 %	10 %
2% 1 %	1 %
1 %	1 %

CST Geometry

Students Tested

% of Enrollment

Mean Scale Score

14	14
4.7 %	
519.9	519.9

	100 %	100 %
% Advanced	0 %	0 %
% Proficient	0 %	0 %
% Basic	0 %	0 %
% Below Basic	0 %	0 %
% Far Below Basic	0 %	0 %
CST History - Social Science Grade 8 Cumulative		
Students Tested	288	
% of Enrollment	97.6 %	
Mean Scale Score	389.6	
% Advanced	52 %	
% Proficient	20 %	
% Basic	15 %	
% Below Basic	6 %	
% Far Below Basic	7 %	
CST Science - Grade 5, Grade 8, and Grade 10 Life Science		
Students Tested	288	
% of Enrollment	97.6 %	
Mean Scale Score	394.6	
% Advanced	48 %	
% Proficient	24 %	
% Basic	14 %	
% Below Basic	7.11 %	
% Far Below Basic	5 %	

70%
 48%
 24%
 14%
 7.11%
 16% 5%

[Print Report](#)

California Department of Education

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Earl Warren 7th grade CST data- by grade level/ three years
 Mean scaled score/ % proficient and above

Subgroups	CST Eng. Lang Arts			CST Mathematics		
	03-04	04-05	05-06	03-04	04-05	05-06
Schoolwide 7th graders total #	295	269	275	295	269	275
Mean Scaled Score	380.8	385.8	397.5	385.7	407.7	406.4
% Proficient and Above	74%	81%	85%	67%	81%	83%
Asian (# tested)	19	16	17	19	16	17
Mean Scaled Score	409.2	408.9	412.6	433.3	436.9	453.9
% Proficient and Above	89%	88%	88%	95%	88%	94%
Hispanic or Latino (# tested)	41	37	44	41	37	44
Mean Scaled Score	332.8	317.1	351.0	315.9	331.2	360.4
% Proficient and Above	29%	32%	57%	22%	41%	59%
White (not of Hispanic origin)	233	212	210	233	212	210
Mean Scaled Score	286.6	396.2	406.0	394.6	419.2	412.1
% Proficient and Above	81%	89%	90%	72%	88%	87%
Economically Disadvantage	36	31	31	36	31	31
Mean Scaled Score	322.3	313.2	335.0	307.3	326.9	349.5
% Proficient and Above	19%	29%	52%	22%	35%	52%
English Learners (# tested)	17	13	12	17	13	12
Mean Scaled Score	324.9	276.3	287.2	309.5	297.8	299.9
% Proficient and Above	29%	8%	17%	24%	23%	25%
Redesignated Fluent-Eng. Prof.	12	10	15	12	10	15
Mean Scaled Score	315.2	*	363.9	300.7	*	374.8
% Proficient and Above	8%	*	73%	0%	*	60%
Students with Disabilities	35	36	33	35	36	33
Mean Scaled Score	315.0	352.4	331.7	299.9	353.6	324.9
% Proficient and Above	17%	53%	36%	11%	50%	33%
Gifted and Talented Identified	80	100	48	80	100	48
Mean Scaled Score	428.8	423.2	430.3	471.6	464.5	448.0
% Proficient and Above	99%	100%	100%	100%	98%	100%
Title I	33	-	66	33	-	66
Mean Scaled Score	321.8	-	348.9	307.4	-	338.9
% Proficient and Above	21%	-	55%	21%	-	45%

Earl Warren 8th grade CST data- by grade level/ three years

Subgroups	CST Eng. Lang Arts			CST General Mathematics			Algebra I			Geometry			Alg. II		
	03-04	04-05	05-06	03-04	04-05	05-06	03-04	04-05	05-06	03-04	04-05	05-06	03-04	04-05	05-06
Schoolwide 8th graders total #	295	292	289	295	104	94	209	156	179	11	27	14	-	1	-
Mean Scaled Score	380.8	378.1	387.7	385.7	316.7	335.4	422.5	417.8	438	447.7	492.6	519.9	-	*	-
% Proficient and Above	74%	71%	79%	67%	26%	45%	87%	88%	89%	91%	100%	100%	-	*	-
Asian (# tested)	12	20	17	-	5	2	7	11	13	4	4	2	-	-	-
Mean Scaled Score	408.8	402.2	402.9	-	*	*	*	466.9	463.4	*	*	*	-	-	-
% Proficient and Above	92%	85%	94%	-	*	*	*	100%	100%	*	*	*	-	-	-
Hispanic or Latino (# tested)	50	46	38	35	37	26	13	8	12	-	1	-	-	-	-
Mean Scaled Score	319.0	318.7	324.8	309.8	294.3	294.2	395.4	*	423	-	*	-	-	-	-
% Proficient and Above	30%	26%	32%	26%	19%	12%	77%	*	83%	-	*	-	-	-	-
White (not of Hispanic origin)	274	226	229	61	62	64	188	137	151	7	22	12	-	1	-
Mean Scaled Score	384.8	388.0	397	333.5	327.9	350.6	422.3	414.8	437.2	*	488.3	515.4	-	*	-
% Proficient and Above	78%	79%	85%	36%	31%	58%	87%	87%	87%	*	100%	100%	-	*	-
Economically Disadvantage	36	42	27	36	33	23	-	7	4	-	-	-	-	-	-
Mean Scaled Score	322.3	308.3	306.2	307.3	291.8	298.5	-	*	-	-	-	-	-	-	-
% Proficient and Above	19%	21%	26%	22%	15%	17%	-	*	-	-	-	-	-	-	-
English Learners (# tested)	17	16	15	17	16	13	1	-	2	-	-	-	-	-	-
Mean Scaled Score	324.9	267.6	292.1	309.5	262.4	287.5	*	-	*	-	-	-	-	-	-
% Proficient and Above	29%	0%	13%	24%	0%	8%	*	-	*	-	-	-	-	-	-
Redesignated Fluent-Eng. Prof.	4	17	14	3	14	8	-	3	6	-	-	-	-	-	-
Mean Scaled Score	*	322.6	327.4	*	311.6	*	-	*	*	-	-	-	-	-	-
% Proficient and Above	*	24%	36%	*	21%	*	-	*	*	-	-	-	-	-	-
Students with Disabilities	35	39	40	35	33	31	-	4	6	-	-	2	-	-	-
Mean Scaled Score	315.0	310.8	342.4	299.9	294.1	321.6	-	*	*	-	-	*	-	-	-
% Proficient and Above	17%	23%	46%	11%	9%	39%	-	*	*	-	-	*	-	-	-
Gifted and Talented Identified	143	106	90	3	4	4	123	75	79	-	27	6	-	-	-
Mean Scaled Score	414.4	429.0	420	*	*	*	455.8	453.2	465.1	-	492.6	*	-	-	-
% Proficient and Above	98%	97%	97%	*	*	*	98%	95%	94%	-	100%	*	-	-	-
Migrant Education	1	-	10	1	-	8	-	-	2	-	-	-	-	-	-
Mean Scaled Score	*	-	*	*	-	*	-	-	*	-	-	-	-	-	-
% Proficient and Above	*	-	*	*	-	*	-	-	*	-	-	-	-	-	-
Title I	49	-	40	33	-	32	14	-	8	-	-	-	-	-	-
Mean Scaled Score	319.8	-	333.9	313.6	-	325.2	369.1	-	*	-	-	-	-	-	-
% Proficient and Above	31%	-	45%	30%	-	31%	71%	-	*	-	-	-	-	-	-

Rd:Scale	Rd:Level	Wrt:Scale	Wrt:Level	Ovr:Scale	Ovr:Level	Fluency
448	1	441	1	442	1	EL
460	1	346	1	425	1	EL
589	4	553	3	591	4	EL
573	4	553	3	588	4	EL
581	4	533	3	604	4	EL
481	2	449	1	452	1	EL
433	1	316	1	368.5	1	EL
534	3	542	3	580	4	EL
553	3	566	4	551	3	EL
621	5	596	4	650	5	FEP
411	1	220	1	272	1	EL
456	2	513	2	483	2	EL
471	1	488	2	492	2	EL
490	1	463	1	545	3	EL
553	3	533	3	587	4	EL
560	3	580	4	618	4	EL
540	2	463	1	468.5	2	EL
527	2	456	1	449	2	EL
581	3	566	4	606	4	EL
373	1	320	1	343	1	EL
513	2	524	3	552	3	EL
368	1	220	1	260.75	1	EL
471	1	495	2	523	3	EL
448	1	431	1	434	1	EL
433	1	482	2	484	2	EL
609	4	596	4	590	4	FEP
460	1	476	2	467.5	2	EL
490	2	516	3	487	2	EL
581	4	644	5	665	5	FEP
573	4	580	4	633	5	FEP
534	3	553	3	543	3	EL
498	2	495	2	514	3	EL
520	2	580	4	553	3	EL
609	4	644	5	672	5	FEP
573	4	508	3	577	4	EL
433	1	220	1	332	1	EL

**SUMMARY OF
PROGRESS MADE ON
2005-06 PLANNED
IMPROVEMENTS
(GOALS)**

SUMMARY OF PROGRESS MADE ON 2005-06 PLANNED IMPROVEMENTS (GOALS)

GOAL #1: To increase the number of students scoring at proficient on the California Standards Tests/ English/Language Arts

Summary of progress made: In the area of English/Language Arts, the percentage of both 7th and 8th grade students scoring at the proficient level or higher increased. In 2005, 81% of all 7th graders scored at the proficient level or higher. In 2006, 85% of our students scored at this level – an increase of 4%. 8th graders increased from 71% to 79%. In addition the mean scale score for each of these grade levels increased almost by 10 points.

The number of economically disadvantaged 8th grade students increased from 21% to 26%. The percentage of 8th grade English Language Learner students increased from 0% to 13%. The percentage of 8th grade students with disabilities scoring at proficient level or above increased from 23% to 46%

GOAL #2: To increase the number of students scoring proficient on the CA Standards Tests in math.

Summary of progress made: In the area of math the percentage of 7th graders scoring at proficient level and higher increased from 81% to 83%. Our English Language Learners also showed an improvement. The increase was from 23% to 25%. The total number of 8th grade students taking the CST in general math decreased by 10 students. Of the 94 8th grade students who took this exam, 45% scored at the proficient level or higher (26% the previous year). The percentage for students with disabilities also increased from 9% to 39%. The percentage of 8th grade students who scored at proficient level and above increased from 88% to 89%. The mean scaled score also increased by 20 points. Fourteen Earl Warren Middle School students took the CST in Geometry. 100% of those students scored at the advanced level.

GOAL #3: To increase the number of students scoring Advanced on the CA Standards Tests.

Summary of progress made: The percentage of 8th grade students who scored at the advanced level on the CST English/Language Arts increased from 45% to 47%. The percentage of students who scored at the advanced level on the Algebra CST increased from 35% to 53%. Not only did our student's performance increase, the percentage of 8th grade students enrolled in Algebra increased from 51.8% to 60.7%

**SUMMARY OF PROGRESS MADE ON 2005-06 PLANNED IMPROVEMENTS
(GOALS) continued:**

GOAL #4: To increase the number of underrepresented students achieving academic success in higher level math and English classes.

Summary of progress made: In our attempt to gather the data to assess our progress on this goal, we faced many challenges. The inability to access the county data system along with the fact that we recognize that this was a poorly written goal has limited us in reviewing the progress. We do know that from 04-06 to 05-06 all honors sections (except fro geometry) increased by one. We also know that the number of underrepresented students increased in these courses. Based on the challenges in reviewing this goal, we will review and revise this goal.

School Goals for Improving Student Achievement
Earl Warren Middle School
2006-07

Goal #1: To increase the number of students scoring at proficient on the California Standards Tests/English Language Arts.

S.M.A.R.T. Objective(s) (Strategic & Specific, Measurable, Attainable, Results-based, Time Bound)	Benchmark Indicators (Evidence of Progress)	Activities/Timeframe	Responsible Parties
To increase the percentage of economically disadvantaged 8 th grade students scoring at the proficient level for CST-English Language Arts from 26% to 30% or better as measured by the results of the 2006 CSTs.	English Language Arts CST results - August, 2006 Monitor grades every 6 weeks beginning October, 2006	Provide economically disadvantaged students scoring Basic, Below Basic, Far Below Basic on the ELA/CST – August, 2006 with support	Principal, Counselor, Student Study Team, Title 1 Coordinator
To increase the percentage of 8 th grade English Language Learners scoring at the proficient level for CST-English Language Arts from 13% to 15% or better as measured by the results of the 2006 CSTs.	Monitor Direct Writing Scores of 3 or below - August, 2006 Quarterly benchmark assessments	Provide all English Language Learners scoring Basic, Below Basic, Far Below Basic on the ELA/CST – August, 2006 with support	Principal, Counselor, Student Study Team, ESL Lead Teacher
To increase the percentage of 8 th grade Special Education students scoring at the proficient level for CST-English Language Arts from 46% to 50% or better as measured by the results of the 2006 CSTs.		Provide all Special Education students Basic, Below Basic, Far Below Basic on the ELA/CST – August, 2006 with support	Principal, Counselor, and Teachers
To increase the percentage of all 8 th grade students scoring at the proficient level from 32% to 35% as measured by the results of the 2006 CSTs.		Provide support programs before, during and after school to support language arts development – on-going Conference with parents and students with D/ F on progress report/report card	Principal, Counselor, Teachers

**School Goals for Improving Student Achievement
Earl Warren Middle School
2006-07**

Goal #2: To increase the number of students scoring proficient on the CA Standards Tests/Math.

S.M.A.R.T. Objective(s) (Strategic & Specific, Measurable, Attainable, Results-based, Time Bound)	Benchmark Indicators (Evidence of Progress)	Activities/Timeframe	Responsible Parties
<p>To increase the percentage of 8th grade economically disadvantaged students scoring at the proficient level for CST-General Math from 17% to 20% or better as measured by the results of the 2006 STAR test.</p> <p>To increase the percentage of 7th grade English Language Learners scoring at the proficient level for CST-Math from 25% - 28% or better as measured by the results of the 2006 STAR test.</p> <p>To increase the percentage of 8th grade Special Education students scoring at the proficient level for CST- General Math from 39% to 42% or better as measured by the results of the 2006 STAR test.</p> <p>To decrease the number of students enrolled in a below grade level math course.</p>	<p>Math CST results - August, 2006</p> <p>Monitor grades every 6 weeks beginning October, 2006</p> <p>Quarterly benchmark testing in Mathematics.</p> <p>MDTP pre and post tests in Algebra readiness.</p>	<p>Provide economically disadvantaged students, English Language Learners, and Special Education students scoring Basic, Below Basic, Far Below Basic on the Math/CST – August, 2006 support programs before, during and after school in math – on-going</p> <p>Communicate with parents and students regarding support programs – ongoing</p> <p>Conference with parents and students for D/ F on progress report/report card – October, 2006</p>	<p>Principal, Counselor, Title 1 Coordinator, ESL Lead Teacher, Student Study Team</p> <p>Math teachers</p> <p>Principal, Counselor Special Education Team</p> <p>Principal, Counselor and Teachers</p> <p>Principal, Counselor, Teachers</p> <p>Counselor</p>

**School Goals for Improving Student Achievement
Earl Warren Middle School
2006-07**

Goal #3: To increase the number of students scoring Advanced on the CA Standards Tests

S.M.A.R.T. Objective(s) (Strategic & Specific, Measurable, Attainable, Results-based, Time Bound)	Benchmark Indicators (Evidence of Progress)	Activities/Timeframe	Responsible Parties
<p>To increase the percent of 8th grade students scoring Advanced on the ELA from 51% to 53%</p> <p>To increase the percent of 8th grade students scoring Advanced on the Algebra CST from 53% to 55%</p>	<p>Monitor the grades and tests scores of students that elect to take Honors courses through the waiver system</p> <p>Monitor benchmark assessments in English and Algebra</p>	<p>Identify students scoring within 50 points of Advanced status on the CST – August, 2006</p> <p>Identify students that need additional support and share available programs with students and parents</p> <p>Provide support programs before, during and after school to affect academic development– on-going</p> <p>Communicate with parents and students regarding support programs – ongoing</p>	<p>Principal, Counselor, Title 1 Coordinator</p> <p>Principal, Counselor and Teachers</p> <p>Principal, Counselor</p> <p>Principal, teachers</p> <p>Principal, teachers</p>

**School Goals for Improving Student Achievement
Earl Warren Middle School
2006-07**

Goal #4: To increase the percentage of students who report feeling safe and connected to school.

S.M.A.R.T. Objective(s) (Strategic & Specific, Measurable, Attainable, Results-based, Time Bound)	Benchmark Indicators (Evidence of Progress)	Activities/Timeframe	Responsible Parties
<p>To increase the percentage of students who report that they feel safe while at school by 5% or better as measured by the 06-07 Healthy Kids Survey.</p>	<p>Administer mini-survey at semester and end of year.</p> <p>Monitor number of referrals to counselors and AP related to harassment, relational, and physical aggression.</p>	<p>Develop survey by Jan 2007.</p> <p>Schedule assemblies focusing on anti-bullying and anti harassment.</p>	<p>Principal, Counselor.</p> <p>Assistant Principal, Counselor.</p>
<p>To increase the percentage of students who report that they feel connected to school by 5% or better as measured by the 06-07 Healthy Kids Survey.</p>	<p>Monitor number of students participating in extra curricular activities, including clubs.</p>	<p>Increase communication about extra curricular activities available to students</p>	<p>Principal, Counselor.</p>

Programs Included in this Plan – Earl Warren MS

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Estimated Allocation	Expenditures as of 9/27/06	Estimated Balance
X Economic Impact Aid/ English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners <i>EIA funding/expenditures are restricted for use on activities, programs and services for English Learners only.</i>	\$ 19,498	\$19,498	0
X School and Library Improvement Program Block Grant Purpose: Improve library and other school programs. <i>Library funding/expenditures must follow School Library Improvement funding regulations.</i>	\$ 25,875 \$ 2,855	\$1,400 \$0	\$24,475 \$2,855
X Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students. <i>TUPE funding/expenditures are restricted to activities, programs and services focusing on tobacco-specific student instruction, reinforcement activities, special events, and intervention and cessation programs for students.</i>	\$ 1,837	\$0	\$1,837
X Gifted and Talented Education <i>GATE funding/expenditures are restricted for use on activities, programs and services to support recruitment, academic support and extended learning opportunities for GATE students. GATE money may also be used to purchase supplementary, above grade-level items for use by all students.</i>	\$ 5,296	\$0	\$5,296
Total amount of state categorical funds allocated to this school	\$ 55,361	\$20,898	\$34,463

Federal Programs under No Child Left Behind (NCLB)	Estimated Allocation	Expenditures as of 9/27/06	Estimated Balance
Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency X <i>Title I funding/expenditures are restricted to provide supplementary funds to help improve instruction for educationally disadvantaged students to ensure all students meet state academic standards. All uses of Title I funds must be based on scientifically-based research and data that verify actions result in increased student achievement.</i>	\$79,431	\$53,028	\$26,403
Total amount of federal categorical funds allocated to this school	\$ 79,431	\$ 53,028	\$ 26,403
Total amount of state and federal categorical funds allocated to this school	\$ 134,792	\$ 73,926	\$ 60,866

SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001 requires that this plan 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:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent of Community Member	Secondary Student
Anna Pedroza	X				
Stephanie Lessman		X			
Eric Schaller		X			
Diane Dekker		X			
Brisjon Holmes		X			
Mercedes Capurso			X		
Marcia Gettinger				X	
Corinne Hackbart				X	
Tracy Scutti				X	
Nathalie Munoz					X
Garrett Stubbs					X
Maria Tapia					X
Total members in 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 9a). 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).

RECOMMENDATIONS AND ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):
 - English Learner Advisory Committee
 - Advisory Committee for Special Education Programs
 - Gifted and Talented Education Program Advisory Committee
 - Other (*list*)
4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council on: DRAFT.

Attested:

Anna Pedroza
Typed name of school principal

To be signed after Board review
Signature of school principal

Date

Marcia Gettinger
Typed name of SSC chairperson

To be signed after Board review
Signature of SSC chairperson

Date

**SINGLE PLAN FOR STUDENT ACHIEVEMENT
LA COSTA CANYON HIGH SCHOOL
2006-2007**

DRAFT

San Dieguito Union High School District

37683463731007
CDS Code

Draft: October 16, 2006

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

Contact Person: Dr Amy Souza

Position: Principal

Telephone Number: 760.436.6136, ext. 6000

Address: One Maverick Way
Carlsbad, CA 92009

E-mail address: amy.souza@sduhsd.net

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

LA COSTA CANYON HIGH SCHOOL

San Dieguito Union High School District

2006 – 2007

SCHOOL PROFILE

One Maverick Way
 Carlsbad, California 92009
 Phone: 760-436-6136
 FAX: 760-943-3539

Web Address: www.lcchs.com

Protocol:
firstname.lastname@sduhsd.net



ADMINISTRATION

Amy Souza, Principal
 Doug Kamon, Assistant Principal
 Marcia Pink, Assistant Principal
 Marc Trocchio, Assistant Principal

COUNSELORS

Jim Fosnot, Patty Hart, Danielle Martinez
 Lisa Levario, Lori Musel

CEEB Code: 050-858

THE SCHOOL

La Costa Canyon High School, located in a coastal suburban neighborhood in north San Diego County, is a public four-year secondary school. Approximately 2500 students attend yearly from the communities of Cardiff by the Sea, Encinitas, Olivenhain, Leucadia, La Costa and south Carlsbad. Recognized as a California Distinguished School and a National Blue Ribbon School, La Costa Canyon is strongly supported by the community. Active booster clubs, the LCCHS Foundation, parent volunteer programs as well as several corporate sponsors and school partnerships provide educational opportunities for all students and support our mission statement – Building the Canyon Community through Equity and Excellence. La Costa Canyon High School is accredited by the Western Association of Schools and Colleges (WASC) and has currently received a six-year accreditation. It is also a member of the National Association for College Admission Counseling and complies with the NACAC Statement of Principles and Good Practice.

THE CURRICULUM

Academic Program

La Costa Canyon offers several educational opportunities for students. In addition to academically challenging courses, students may participate in the Internship program, AVID, Independent Study, and concurrent enrollment at the local community college. Five credits are awarded for each semester class. Classes meet on a rotating block schedule. Students attend three of their six classes on one day with each class 115 minutes in length. The remaining three classes meet the following day. All students are expected to carry a minimum of six classes. Grades and credits are assigned in January and June.

GRADUATION REQUIREMENTS

	Credits
English	40
Health	5
Math (including Algebra I)	30
Physical Education	20
Practical Arts	5
Science	20
Social Science	30
Visual/Performing Arts	10
Electives	70
Total Credits	230

Successful completion of the CAHSEE

PROGRAMS AND HIGHLIGHTS

- Drama Awards - California Thespian state awards and California Educational Theater Association awards
- Award winning music program
- Speech/Debate - Recognition at local, state, national tournaments
- ROP courses in Engineering, CAD, Child Development, Screen printing, Health Care Essentials, Video Production
- Award winning *Lariat* newspaper publications and *Stampede* yearbook
- Over 82 academic, athletic and community service clubs

HONORS AND ADVANCED PLACEMENT COURSES

English		Science	
English 9	H	Biology	AP
English 10	H	Chemistry	AP
English Lang/Comp	AP	Physics B	AP
English Lit/Comp	AP	Physics C	AP
Social Studies		World Language	
Art History	AP	French Language	AP
European History	AP	French Literature	AP
World History	AP	Japanese IV	
U.S. History	AP	Spanish Language	AP
U.S. Government	AP	Spanish Literature	AP
Economics	AP	Spanish VI	H
Mathematics		Computer Science	
Geometry	H	Computer Science	AP
Algebra/Trig II	H		
Pre Calculus	H	Visual/Performing Arts	
Calculus AB	AP	Music Theory	AP
Calculus BC	AP		
Statistics	AP		

GRADING

Weighted four point system grade point average:

A = 4 - B = 3 - C = 2 - D = 1 - F = 0

- Includes all courses in grades 9 – 12, except PE and Teacher/Office Aide
- Grades for Advanced Placement and Honors courses are computed on the five-point scale and are designed with an asterisk (*) on the transcript
- Beginning with the Class of 2008, 9th and 10th grade Honors courses will not be weighted

RANKING

La Costa Canyon High School does not rank students

**SAT
PERCENT TESTED/COMPOSITE SCORE**

	2004	2005	2006
VERBAL SCORE	410/538	408/532	462/534
MATH SCORE	410/581	408/568	462/571
WRITING	—	—	462/540

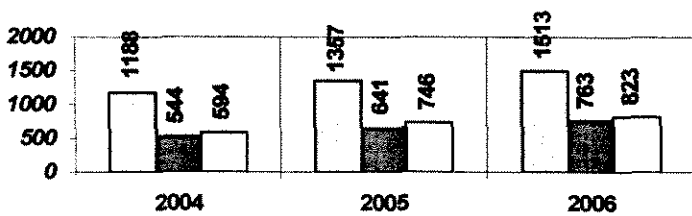
SAT SUBJECT TESTS

EXAM SUBJECT	2004	2005	2006
English – Writing	257/569	245/568	—
English Literature	66/546	43/568	166/544
U.S. History	116/533	128/528	210/558
Math Level I	184/578	180/564	65/579
Math Level II	96/665	92/665	203/616
Chemistry	62/577	71/596	84/600
Physics	38/646	26/621	26/629
Biology E	22/576	18/549	9/536
Biology M	12/605	11/538	11/537

**ACT
NUMBER TESTED/AVERAGE SCORE**

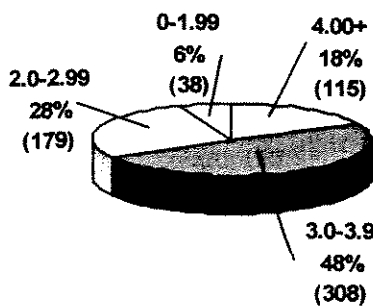
EXAM SUBJECT	2004	2005	2006
English	185/23.3	193/22.5	225/23.6
Math	185/25.5	196/24.1	225/25.1
Reading	185/23.5	196/22.5	225/23.6
Science	185/22.6	196/22.1	225/22.4
Composite	185/23.9	196/22.9	225/23.8

ADVANCED PLACEMENT TESTING



Number of Tests Administered (including some juniors)
 Number of Students Tested
 Number of Qualifying Scores (3,4 or 5)

**CUMMULATIVE GRADE POINT AVERAGE
Class of 2007 Junior Year**



**COLLEGE CHOICE
BY YEAR OF GRADUATION**

	2004	2005	2006
2-Year Colleges	35%	37%	31%
4-Year Colleges	60%	58%	63%
Total to College	95%	95%	94%

NATIONAL MERIT SCHOLARSHIP PROGRAM

	2004	2005	2006
Number of Graduates	588	574	591
Number of Semi-Finalists	6	3	4
Number of Commended	11	4	10

COLLEGE AND UNIVERSITY ATTENDANCE

Senior Class of 2006

University of California

Berkeley - 16
 Davis - 18
 Irvine - 13
 Los Angeles - 6
 Riverside - 2
 San Diego - 12
 Santa Barbara - 28
 Santa Cruz - 19

California State University

Channel Islands - 3
 Chico - 10
 Fresno - 1
 Fullerton - 5
 Humboldt - 4
 Long Beach - 9
 Los Angeles - 1
 Monterey Bay - 1
 Northridge - 3
 Pomona - 4
 San Bernardino - 1
 San Diego - 26
 San Francisco - 10
 San Jose - 1
 San Luis Obispo - 18
 San Marcos - 11

California - Private

Art Institute of California - 1
 Art Center College of Design - 1
 Azusa Pacific - 1
 Biola University - 2
 Brooks Institute - 2
 Cal Arts - 1
 California Lutheran - 1
 Chapman University - 2
 Harvey Mudd - 1
 Loyola Marymount - 3
 Pepperdine University - 3
 Point Loma Nazarene - 5
 Santa Clara University - 1
 Stanford University - 2
 University of San Diego - 4
 U. of Southern California - 3
 Vanguard - 2

California Community Colleges

Mira Costa College - 86
 Palomar College - 74
 Other Community Colleges - 23

Private—Out of State

American University - 2
 Arizona State Univ. - 4
 Bentley College - 1
 Boston University - 1
 Brown University - 3
 Brigham Young Univ. - 9
 Brigham Young Univ. Idaho - 5
 Calvin College - 1
 Colorado State University - 2
 Cornell University - 1
 Dartmouth - 2
 DePaul University - 1
 Drake University - 1
 Emerson College - 1
 George Fox University - 1
 George Washington Univ - 2
 Georgetown University - 2
 Georgia Tech - 1
 Harvard University - 1
 Hollins University - 1
 Indiana University - 1
 Johns Hopkins - 1
 Johnson & Wales - 1
 Macalester College - 1
 Michigan State University - 1
 Montserrat College of Art - 1
 New York University - 4
 Northern Arizona Univ. - 4
 Northeastern University - 1
 Penn State University - 1
 Sesquhanna University - 1
 Smith College - 1
 Texas State University - 1
 Towson University - 1
 Tulane University - 1
 US Air Force Academy - 1
 US Naval Academy - 2
 Univ. of Adv. Technology - 1
 University of Arizona - 24
 University of Chicago - 1
 University of Colorado - 11
 University of Denver - 1
 University of Hawaii - 1
 UNLV - 1
 University of Massachusetts - 1
 University of Michigan - 1
 University of Oregon - 1
 University of Puget Sound - 1
 University of Washington - 5
 University of Wisconsin - 1
 Vanderbilt - 1
 Yale University - 1

La Costa Canyon High School

School Vision and Mission

"Building the Canyon Community Through Equity and Excellence"

Our mission is to develop a community of life-long learners, creative thinkers, and responsible individuals, by providing innovative, quality educational programs in a safe supportive environment.

LCCHS Expected School-wide Learning Results (ESLR's)

La Costa Canyon High School graduates will be:

- I. **Students who will acquire a basic knowledge consistent with state standards.**
- II. **Capable and Responsible Citizens Who:**
 - understand and appreciate their roles and responsibilities in our democratic society
 - are responsible and accountable for their actions and choices
 - demonstrate concern, tolerance, compassion, and respect
 - understand the impact of human activities on the environment
 - actively provide service to both the school and local communities
 - understand the choices necessary to develop a healthy lifestyle
- III. **Self-Directed Lifelong Learners Who:**
 - are able to analyze and evaluate their own learning
 - ask questions in order to solve problems
 - are committed to excellence in their work
 - understand the importance of new experiences and continual education
 - demonstrate creative thought in problem solving
 - possess the skills necessary to succeed in the global community
 - effectively collaborate in a variety of learning environments
- IV. **Effective Communicators Who:**
 - are able to listen and communicate well in written, verbal, and nonverbal modes
 - understand and use technology in communication
 - show respect for diverse perspectives
 - research, create, and evaluate in written, verbal, and artistic modes
 - use communication skills to resolve conflicts through positive, non-violent alternatives
- V. **Creative and Critical Thinkers Who:**
 - successfully acquire, analyze, organize and apply information
 - develop and express creative ideas and solutions
 - examine moral, ethical, and cultural issues from multiple perspectives
 - integrate and synthesize information across disciplines
 - demonstrate growth in higher-level thinking skills

La Costa Canyon High School

School Profile

La Costa Canyon High School is an exemplary high school within the San Dieguito Union High School District. The approximate 2,500 students in grades 9-12 represent students from the coastal communities of Cardiff, Encinitas, Leucadia, Olivenhain, and south Carlsbad.

Established in 1996, LCCHS is a beautiful campus nestled in the canyon. The school facility includes 120 classrooms, five computer labs, a 470 seat Performing Arts Center, library media center, audio-visual technology facilities, music performance classrooms, architecture/engineering lab, a two story gymnasium with capacity to seat 2,200, a state-of-the-art all-weather track and field with a stadium seating 5,000 people.

Our commitment to student success has resulted in recognition at the state and national levels. La Costa Canyon High School was named a California Distinguished School in 2000 and a National Blue Ribbon School in 2002. La Costa Canyon's API is 805, this is an increase of twenty-three points compared to last year's API. Our clear vision and shared sense of mission are supported by a challenging and up-to-date curriculum. We have the enthusiastic support of families who share our commitment to help all students achieve high standards.

Student success is supported in a variety of means: such innovative offerings as the Work Experience Program, reading labs, the PLATO Lab, on campus tutoring centers, over a hundred active parent volunteers, extended Media Center hours, and an outstanding Foundation that partners with our school for success. We also offer a comprehensive Division I interscholastic athletics program with 26 different varsity-level sports, earning LCC 82 League and 34 CIF championships. La Costa Canyon traditionally offers more than 50 extracurricular student clubs to our students each year. An active Associated Student Body (ASB) supports over fifty clubs in a multitude of interest areas. La Costa Canyon High School recognizes the increasingly important role community service or "service learning" plays in the education and personal growth of its students. Large numbers of students are involved in service projects that are curriculum based, community oriented, and largely student initiated.

As a high achieving school with more that 94% of our students attending college after high school, we offer rigorous academic preparation through a combination of Honors level and Advanced Placement Courses. In May 2006, we administered 1433 Advanced Placement Exams to 154 candidates. 462 students sat for the SAT exam, earning an average mean total of 1645. Our expanded access program has led to increased participation in this college-preparation and eligibility process.

We are committed to excellence both in our college-bound courses as well as opportunities at career-based courses. To assist students interested in exploring other options beyond high school we have a flourishing Regional Occupational Program and offer career preparation courses such as Computer Assisted Drafting, Introduction to Engineering, Medical Occupations, Culinary Arts, Childcare, Video Production, Surf/Lifesaving, Business Math, Digital media and design courses, as well as a Spanish course that prepares students for business interactions. We also offer a Work Experience

program that encourages students to develop career-related experience and skills by completing internships or working while receiving high school credit. We encourage students to prepare for career options by taking exams such as the ASVAB occupational exam.

La Costa Canyon High School students are 78% White, 16% Latino, 5% Asian/Filipino/Pacific Islander, and 1% African American. Of the approximate two hundred students enrolled in the English Language Learner program; 90% of those had Spanish as their primary language. Other primary languages include Russian, Korean, Farsi, and Thai, among others. Almost three hundred students are enrolled in the Free/Reduced Lunch Program at LCC.

Alignment of curriculum, instruction and materials to content and performance standards is an on-going process which relies upon analysis of state and local assessments to modify instruction and improve student achievement. Staff development time, currently in the form of late-start Tuesdays, is frequently spent on course consistency.

All courses are aligned to the California Content Standards. Additional support is available to students through support classes and tutoring centers.

Services provided to enable underperforming students to meet standards include:

- **Specialized Support Staff:** La Costa Canyon has five full-time counselors, a full-time library media teacher, and a health technician. School psychologists, speech language pathologists, and hearing specialists are available five days per week. Itinerant assistive technology and occupational therapists are available two to three times per week. Other specialized staff include resource teachers, bilingual and special education aides, and teachers for severely handicapped students, emotionally disturbed students, Advancement via Individual Instruction (AVID) students, PLATO lab, and alternative education students.
- **Special Education Services:** We offer a range of services to provide the least restricted environment for students qualifying for special education. The resource specialist program (RSP) is designed to supplement the general education program to meet the needs of students identified as requiring individualized help in specific areas, but whose handicaps are not severe enough to require Special Day Class placement. The Special Day Class is designed to provide special education and related services to students requiring 50% or more of their instruction outside the general education classroom. Available courses include fundamental classes in English, math, social studies and science. The Transitional Alternative Program (TAP) is available for students who require functional, social, vocational and independent living skills, which are necessary in preparation for a successful adult life. The Learning Center is available for students who would benefit from additional support in the areas of pragmatic language, transitions, school anxiety, social skills and organizational skills. La Costa Canyon is one of the regional schools serving severely handicapped high school students. Related services are provided to students by appropriately qualified specialists, including School Psychologists and Speech and Language Pathologist as specified in an IEP. Placement in any of these programs should be based on the stated goals and objectives as determined by the IEP team.

- English Learner Services: At La Costa Canyon, teachers in our English Learners (EL) Program are supported by two onsite coordinators and receive specialized training in language acquisition skills. Instructional aides are assigned to EL classes. We are pleased to provide additional support to EL families through the English Learner Advisory Committee (ELAC) which meets monthly. All sheltered classes are college prep. The teachers in the sheltered classes are Cross-cultural Language and Academic Development (CLAD) certified and use Specially Designed Academic Instruction in English (SDAIE) strategies. In addition, we have a teacher who works on English Language Development in the content classes alongside the content teacher to promote acquisition of English.

We identify potential dropouts as early as the ninth grade and monitor their progress toward graduation. Our counselors provide a wide range of support programs and groups through the *Student Assistance Services* for students at risk of dropping out. Counselors also meet with students one-on-one to develop a plan for improving each student's experience at school. A Student Success Team refers students for appropriate school services and programs. These may include alternative educational placement, academic tutoring, or alternative schedules for students who have a difficult time attending school because of a need to work.

La Costa Canyon High School enjoys the many benefits of volunteer hours and additional funds that are raised each year by the La Costa Canyon High School Foundation and the Parent Associations. Many of our programs would not be possible without the support of the Foundation, which raises funds and in-kind donations annually to enhance educational and developmental opportunities in areas such as athletics and visual and performing arts as well as academic classrooms.

Student Performance Data and Summary

School Enrollment Information

	9 th Grade	10 th Grade	11 th Grade	12 th Grade	Totals
Size (number of students):					
Enrolled in the school	620	633	626	672	2551
Student Race Categories (number of students; report for all students enrolled in the school):					
American Indian or Alaska Native	2	3	2	3	10
Asian	23	30	27	35	115
Black or African-American	7	5	4	8	24
Hispanic or Latino	104	119	97	101	421
Native Hawaiian or Other Pacific Islander	12	5	7	3	27
White	471	467	488	517	1934
More than One Race	-	-	-	-	-
Other Student Demographics	1	4	1	5	11
Limited English Proficient/English Language Learners					
Limited English Proficient/English Language Learners	41	52	36	40	169

STAR 2006 Results

Subject	Number Tested	Advanced	Proficient	Basic	Below Basic	Far Below Basic
ELA	* Shows percentage scoring at each level on CA STAR Exam. Advanced and Proficient meet proficiency levels.					
9 th grade	635	46	26	16	7	5
10 th grade	636	39	27	17	10	7
11 th grade	670	32	23	17	11	17
Mathematics						
Algebra I	487	4	27	29	26	14
Geometry	537	16	33	26	19	6
Algebra II	383	25	38	20	8	9
Summative Math	259	30	39	19	9	2
	Number Tested	Advanced	Proficient	Basic	Below Basic	Far Below Basic

Subject						
World History	617	19	29	31	10	12
US History	643	27	29	23	9	11
Biology	631	26	34	24	10	5
Chemistry	517	14	31	35	11	9
Earth Science	357	19	24	32	15	10
Physics	156	21	40	28	6	4

CAHSEE Results

	Subject	All students tested	% passing	10th grade students tested	% passing
LCCHS	Math	660	78	576	91
	ELA	652	73	574	90
District	Math	2255	87	2014	94
	ELA	2242	85	2016	94

College entrance exams:

	SAT	ACT
Number of students taking exam:	462	225
Average score:	1645	23.8

**La Costa Canyon High School
Advanced Placement Results (May 2006)**

AP Subject	# Enrolled	# of Exams	% enrolled that tested	# Passed	% Passing	% of enrolled that passed
AP Biology	39	29	74	19	66	49
AP Calculus AB	67	62	93	61	98	91
AP Calculus BC	52	50	96	50	100	96
AP Chemistry	91	100	*	51	51	*
AP Comp Science A	15	11	73	2	18	13
AP Econ/MAC	224	88	39	48	55	21
AP Eng. Lang.	290	223	77	109	49	38
AP Eng. Lit.	288	184	64	104	57	36
AP Env. Science	83	35	42	20	57	24
AP French Lang.	9	7	78	1	14	11
AP Gov/Pol US	236	67	28	66	99	28
AP Music Theory	12	6	50	2	33	17
AP Physics B	106	83	78	44	53	42
AP Physics C	17	16	94	14	88	82
AP Span. Language	40	55	*	45	80	*
AP Span. Literature	11	9	82	7	78	64
AP Statistics	40	29	73	14	48	35
AP Studio Art - Drawing	55	12	22	5	42	9
AP Studio Art - 2D	36	10	28	6	60	17
AP Studio Art - 3D	13	5	38	5	100	38
AP US History	216	196	91	86	44	40
AP World History	188	156	83	44	28	23
Total Exams		1433		803		
Total Candidates		763				
Overall % Passing		56%				

La Costa Canyon High School

Summary of Progress Made on 2005-06 Planned Improvements

Goal 1: To increase the number of students scoring at Proficient or Above on the English Language Arts portion of the CST.

Smart goal: To increase the mean scaled score of identified Economically Disadvantaged student sub-group by the following grade level

- 9th grade by 15 from 312 to 327
- 10th grade by 15 points from 292 to 307
- 11th grade by 15 from 272 to 287

by the end of the 2005-06 school year as evidenced on the spring 2006 California Standards Tests.

Economically Disadvantaged	Grade 9	Grade 10	Grade 11
2005	312	292	272
2006	324	310	285
2005 Goal	327	307	287
Met goal	no	yes	no

Smart goal: To increase the mean scaled score of identified English Learner Student sub-group by the following grade level

- 9th grade by 15 from 275 to 290
- 10th grade by 15 points from 268 to 283
- 11th grade by 15 from 257 to 272

by the end of the 2005-06 school year as evidenced on the spring 2006 California Standards Tests.

English Learners	Grade 9	Grade 10	Grade 11
2005	275	283	272
2006	288	269	267
2005 Goal	290	283	272
Met goal	yes	yes	yes

Smart goal: To increase the mean scaled score of Hispanic & Latino Student sub-group by the following grade level

- 9th grade by 15 from 317 to 332
- 10th grade by 15 points from 299 to 314
- 11th grade by 15 from 286 to 301

by the end of the 2005-06 school year as evidenced on the spring 2006 California Standards Tests.

Hispanic	Grade 9	Grade 10	Grade 11
2005	317	299	286
2006	341	306	378
2005 Goal	332	314	301
Met goal	yes	yes	no

Goal 2: To increase the number of students scoring at Proficient or Above on the Mathematics portion of the CST

Smart goal: To increase the CST - Algebra I and General Mathematics EOC mean scaled score by **15** scaled points within the identified General Student Population and Economically Disadvantaged, English Learner, Re-designated English Learner, Hispanic or Latino, and Disabled Student sub-groups by the end of the 2005-06 school year.

General Math

General population	Grade 9
2005	290
2006	302
Net change	+12
Met goal	no

Algebra 1

General population	Grade 9	Grade 10	Grade 11
2005	331	283	258
2006	332	308	309
Net change	+1	+25	+51
Met goal	no	yes	yes

General Math

Economically disadvantaged	Grade 9
2005	278
2006	290
Net change	+12
Met goal	yes

Algebra 1

Economically disadvantaged	Grade 9	Grade 10	Grade 11
2005	319	279	259
2006	328	306	283
Net change	+9	+17	+24
Met goal	no	yes	yes

General Math

English Learners	Grade 9
2005	259
2006	284
Net change	+25
Met goal	yes

Algebra 1

English Learners	Grade 9	Grade 10	Grade 11
2005	307	277	253
2006	318	285	273
Net change	+11	+8	+20
Met goal	no	no	yes

General Math

RFEP	Grade 9
2005	*
2006	*
Net change	*
Met goal	*

Algebra 1

RFEP	Grade 9	Grade 10	Grade 11
2005	306	*	*
2006	329	321	2
Net change	23	*	*
Met goal	yes	*	*

* not enough students to measure

General Math

Hispanic	Grade 9
2005	272
2006	295
Net change	+23
Met goal	yes

Algebra 1

Hispanic	Grade 9	Grade 10	Grade 11
2005	324	283	251
2006	321	298	282
Net change	-3	+15	+31
Met goal	no	yes	yes

General Math

Disabled	Grade 9
2005	271
2006	287
Net change	+16
Met goal	yes

Algebra 1

Disabled	Grade 9	Grade 10	Grade 11
2005	299	280	252
2006	*	272	273
Net change	*	-8	+21
Met goal	*	no	yes

Goal 3: To increase the number of under-represented students participating in the Gate program

Smart goal: To increase the number of identified English Learner, Re-designated English Learner (RFEP), and ethnic minority sub-groups participating and achieving success in Honors or Advanced Placement Classes by the end of the 2006-07 school year as evidenced on the Fall 2007 Enrollment in these programs.

**Under represented students in AP and Gate classes
2006-007 Enrollment**

AP Subject	Number in classes	Overall enrollment	Number also in AVID	
AP Art History	10	23		
AP Biology	16	93		
AP Calculus AB	10	94	1	
AP Calculus BC	12	61		
AP Chemistry	10	47		
AP Computer Science A	4	22		
AP Economics MACRO	33	223	6	
AP English Language	40	275	12	
AP English Literature	45	263	9	
AP Environmental Science	8	58		
AP French Language	2	5		
AP Government, US Politics	41	245	11	
AP Music Theory	2	21		
AP Physics B	19	96	2	
AP Physics C	6	26		
AP Spanish Language	35	62	19	
AP Statistics	5	23	1	
AP Studio Art - Drawing	10	68	1	
AP Studio Art - 2D	16	72		
AP Studio Art - 3D	4	26	2	
AP US History	29	226	7	
AP World History	35	185	6	
Gate identified	9th	10th	11th	12th
	25	19	25	30

La Costa Canyon High School – Single Plan for Student Achievement 2006-2007

Goal # 1: To increase the number of students scoring at Proficient or Above on the CST-English Language Arts portion.

S.M.A.R.T. Objectives	Benchmark Indicators (Evidence of Progress)	Suggested Activities	Parties Responsible for implementation of activities	Proposed Funding Sources/ Estimated Cost
<p>1. To increase the percentage of Economically Disadvantaged students per grade level who are scoring proficient or above on the ELA assessment</p> <ul style="list-style-type: none"> • 9th grade from 35% to 50% • 10th grade from 28% to 50% • 11th grade from 14% to 40% <p>by the end of the 2006-07 school year as evidenced on the spring 2007 California Standards Tests.</p>	<ul style="list-style-type: none"> • Average score of 4 on DWA within the identified Economically Disadvantaged Student sub-group • CAHSEE ELA Pass rate to increase from 31% to 50% • Average grade of B or higher in English within Economically Disadvantaged subgroup at the: <ul style="list-style-type: none"> ○ Quarter End ○ End of Semester ○ End of Course • Decrease the percentage of students failing in English within the Economically Disadvantaged subgroup at the: <ul style="list-style-type: none"> ○ progress report period ○ Quarter End ○ End of Semester ○ End of Course • Increase enrollment in the AVID program of this subgroup 	<ol style="list-style-type: none"> 1. Identify Economically Disadvantaged students scoring at Far Below Basic and Below Basic on CST-ELA and enroll in ELA & CAHSEE support class 2. Identify Economically Disadvantaged students who are below Proficient on the CST-ELA and encourage them to use the Tutoring Center 3. Determine power standards for each English course, create common assessments to measure student mastery of standards, and use results to improve program. 4. Provide professional development opportunities for ELA support class and tutorial teachers which support this objective 5. Promote the formation of study groups consisting of peers in the Tutoring Center. 6. Summer or Saturday opportunities to improve study skills, reading, and writing skills. 7. Implement computerized supplemental materials or programs to aid instruction such as Read 180. 8. Counselors meet with ninth grade students to review graduation requirements and four-year plan 9. Develop a college visitation program 10. Support opportunities for study skills, career-goals, and college planning through AVID 11. Collect and re-image donated computers to supply to students. 	<p>Counselors- Identify and enroll students into ELA support classes, meet with students, develop four-year plans, advise on course selection</p> <p>Teachers- Develop/Implement coursework, attend trainings, serve as tutors, develop new curriculum and systems to support students</p> <p>Administration – Support/Assist with Program Creation, support effort to identify students, review programs, review materials</p>	<p>General Fund District funded support classes Counselor, teacher duties SIP *to pay teachers hourly for curriculum development 60 hours curriculum writing = \$2,000 *to pay for additional adult tutors and support in the Tutoring Center = \$10,000 * substitute pay to support teachers who attend district sponsored/recommended professional development 25 days of sub time = \$2500 * Purchase software, hardware, and technology support = \$22,000 (\$15,000 for reading lab) *Registration Fees/travel for off-campus professional development = \$2500 *Expenses for college visitation and other field trips=\$12,000 *Purchase supplemental materials=\$8,000 *Supplemental materials and equipment to support academic vocabulary acquisition in Social Science and Science=\$5000</p>

		<p>12. Implement strategies and supplemental materials that Social Science and Science teachers can use to help students acquire academic vocabulary.</p>		
<p>2. To increase the percentage of English Learner Students per grade level who are scoring proficient or above on the ELA assessment</p> <ul style="list-style-type: none"> • 9th grade from 2% to 25% • 10th grade from 3% to 25% • 11th grade from 3% to 25% <p>by the end of the 2005-06 school year as evidenced on the spring 2007 California Standards Tests.</p>	<ul style="list-style-type: none"> • Average score of 4 on DWA within the identified English Learner Student sub-group • CAHSEE ELA Pass rate to increase from 27% school-wide, to 40% • Average grade of B or higher in English within English Learner subgroup at the: <ul style="list-style-type: none"> ○ Quarter End ○ End of Semester ○ End of Course • Decrease the percentage of students failing in English within the English Learner subgroup at the: <ul style="list-style-type: none"> ○ progress report period ○ Quarter End ○ End of Semester ○ End of Course • Increase enrollment in the AVID program of this subgroup • increase the mean scaled score of identified English Learner Student sub-group by the following grade level <ul style="list-style-type: none"> ○ 9th grade by 20 from 288 to 308 points ○ 10th grade by 20 from 269 to 289 points ○ 11th grade by 20 from 275 to 295 points 	<ol style="list-style-type: none"> 1. Identify English Learners with 6 years or more U. S. schooling scoring at Far Below Basic and Below Basic on CST-ELA and enroll in a sheltered reading class 2. Identify English Learner Students who are below Proficient on the CST-ELA and encourage them to use the Tutoring Center 3. Determine power standards for each English course, create common assessments to measure student mastery of standards, and use results to improve program. 4. Provide professional development opportunities for mainstream English, ESL, ELA support class, and tutorial teachers which support this objective 5. Provide small group intervention within the ESL or sheltered reading classes for English Learners enrolled in U.S. schools for less than 5 years 6. Promote the formation of study groups consisting of peers in the Tutoring Center 7. Summer or Saturday opportunities to improve study skills, reading, and writing skills. 8. Implement computerized supplemental materials or programs to aid instruction such as Read 180. 9. Counselors meet with ninth grade students to review graduation requirements and four-year plan 10. Develop a college visitation program 11. Support opportunities for study skills, career-goals, and college planning through AVID 12. Implement strategies and supp. materials that Social Science and Science teachers can use to help students acquire academic vocabulary. 	<p>Counselors- Identify and enroll ELD students into ELA support classes, meet with students, develop four-year plans, advise on course selection</p> <p>Teachers- Develop/Implement coursework, attend trainings, serve as tutors, develop new curriculum and systems to support students</p> <p>Administration – Support/Assist with Program Creation, support effort to identify students, review programs, review materials – Provide guidance, support, feedback, and leadership in implementing activities and growing program</p>	<p>EIA *Bilingual aide to provide primary language support and small group instruction for students not meeting class benchmarks=\$33,416 *Purchase supplemental materials=\$11,500</p>

<p>3. To increase the percentage of Hispanic students per grade level who are scoring proficient or above on the ELA assessment</p> <ul style="list-style-type: none"> • 9th grade from 29% to 40% • 10th grade from 15% to 40% • 11th grade from 6% to 30% <p>by the end of the 2006-07 school year as evidenced on the spring 2007 California Standards Tests.</p>	<ul style="list-style-type: none"> • Average score of 4 on DWA within the identified Hispanic student sub-group • CAHSEE ELA Pass rate to increase from 27% school-wide, to 40% • Average grade of B or higher in English within Hispanic subgroup at the: <ul style="list-style-type: none"> ○ Quarter End ○ End of Semester ○ End of Course • Decrease the percentage of students failing in English within the English Learner subgroup at the: <ul style="list-style-type: none"> ○ progress report period ○ Quarter End ○ End of Semester ○ End of Course • Increase enrollment in the AVID program of this subgroup 	<ol style="list-style-type: none"> 1. Identify Hispanic students scoring at Far Below Basic and Below Basic on CST-ELA and enroll in ELA & CAHSEE support class 2. Identify Hispanic students who are below Proficient on the CST-ELA and encourage them to use the Tutoring Center 3. Determine power standards for each English course, create common assessments to measure student mastery of standards, and use results to improve program. 4. Provide professional development opportunities for mainstream English, ESL, ELA support class, and tutorial teachers which support this objective 5. Promote the formation of study groups consisting of peers in the Tutoring Center 6. Summer or Saturday opportunities to improve study skills, reading, and writing skills. 7. Implement computerized supplemental materials or programs to aid instruction such as Read 180. 8. Counselors meet with ninth grade students to review graduation requirements and four-year plan 9. Develop a college visitation program 10. Support opportunities for study skills, career-goals, and college planning through AVID 11. Implement strategies and supplemental materials that Social Science and Science teachers can use to help students acquire academic vocabulary. 	<p>Counselors- Identify and enroll students into ELA support classes, meet with students, develop four-year plans, advise on course selection</p> <p>Teachers- Develop/Implement coursework, attend trainings, serve as tutors, develop new curriculum and systems to support students</p> <p>Administration – Support/Assist with Program Creation, support effort to identify students, review programs, review materials</p>	
<p>4. To increase the percentage of students with Disabilities per grade level who are scoring proficient or above on the ELA assessment</p>		<ol style="list-style-type: none"> 1. Identify students with disabilities scoring at Far Below Basic and Below Basic on CST-ELA and enroll in ELA & CAHSEE support class 2. Identify students with disabilities who are below Proficient on the CST-ELA and encourage them to use the Tutoring Center 	<p>Counselors- Identify and enroll students into ELA support classes, meet with students, develop four-year plans, advise on course selection</p> <p>Teachers- Develop/Implement coursework, attend trainings, serve as tutors, develop new curriculum</p>	

<ul style="list-style-type: none"> • 9th grade from 29% to 40% • 10th grade from 15% to 40% • 11th grade from 6% to 30% <p>by the end of the 2006-07 school year as evidenced on the spring 2007 California Standards Tests.</p>		<p>3. Determine power standards for each English course, create common assessments to measure student mastery of standards, and use results to improve program.</p> <p>4. Provide professional development opportunities for ELA support class and tutorial teachers which support this objective</p> <p>5. Promote the formation of study groups consisting of peers in the Tutoring Center.</p> <p>6. Summer or Saturday opportunities to improve study skills, reading, and writing skills.</p> <p>7. Implement computerized supplemental materials or programs to aid instruction such as Read 180.</p> <p>8. Counselors meet with ninth grade students to review graduation requirements and four-year plan</p> <p>9. Implement strategies and supplemental materials that Social Science and Science teachers can use to help students acquire academic vocabulary.</p>	<p>and systems to support students</p> <p>Administration – Support/Assist with Program Creation, support effort to identify students, review programs, review materials</p>	
<p>5. To increase the percentage of 11th grade General Student Population students who are below proficiency who score at the proficient level or above on the ELA assessment from 55% to 70% by the end of the 2006-2007 school year as evidenced on the Spring 2007 administration of the CA Standards Tests.</p>		<p>1. Identify 11th grade students scoring at Far Below Basic and Below Basic on CST-ELA and enroll in ELA & CAHSEE support class</p> <p>2. Identify 11th grade students who are below Proficient on the CST-ELA and encourage them to use the Tutoring Center</p> <p>3. Determine power standards for each English course, create common assessments to measure student mastery of standards, and use results to improve program.</p> <p>4. Provide professional development opportunities for ELA support class and tutorial teachers which support this objective</p> <p>5. Promote the formation of study groups consisting of peers in the Tutoring Center.</p>	<p>Counselors- Identify and enroll students into ELA support classes, meet with students, develop four-year plans, advise on course selection</p> <p>Teachers- Develop/Implement coursework, attend trainings, serve as tutors, develop new curriculum and systems to support students</p> <p>Administration – Support/Assist with Program Creation, support effort to identify students, review programs, review materials</p>	

		<p>6. Summer or Saturday opportunities to improve study skills, reading, and writing skills.</p> <p>7. Implement computerized supplemental materials or programs to aid instruction such as Read 180.</p> <p>8. Implement strategies and supplemental materials that Social Science and Science teachers can use to help students acquire academic vocabulary.</p>		
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La Costa Canyon High School – Single Plan for Student Achievement 2006-2007

Goal # 2: To increase the number of students scoring at Proficient or Above on the CST-Mathematics Algebra I portion.

S.M.A.R.T. Objectives	Benchmark Indicators (Evidence of Progress)	Suggested Activities	Parties Responsible for implementation of activities	Proposed Funding Sources/ Estimated Cost
<p>1. To increase the percentage of students in the General Student Population who score at the proficient level or above on the CST – Algebra I from 31% to 50% by the end of the 2006-2007 school year as evidenced on the Spring 2007 administration of the CA Standards Tests.</p>	<ul style="list-style-type: none"> • Average mean scaled score within the General Student Population (EOC) to raise from 319 to 350 • CAHSEE Math Pass rate to increase from 91% school-wide, to 97% • Average grade of B or higher in Algebra I or Pre-Algebra: <ul style="list-style-type: none"> ○ Quarter End ○ End of Semester ○ End of Course • Decrease the percentage of students failing in Algebra I or Pre-Algebra at the: <ul style="list-style-type: none"> ○ progress report period ○ Quarter End ○ End of Semester ○ End of Course • Increase enrollment in the AVID program of this subgroup 	<ol style="list-style-type: none"> 1. Identify all students scoring at Far Below Basic and Below Basic on CST-mathematics or algebra, analyze current support status and enroll appropriate students in Algebra and/or CAHSEE support class 2. Provide professional development opportunities for, Pre-Algebra, Algebra, Algebra support class, and tutorial teachers that support this objective 3. Counselors meet with students individually to discuss 4-year plan, graduation requirements and math course pathways. 4. Promote the formation of study groups consisting of peers in the Tutoring Center. 5. Summer or Saturday opportunities to improve study skills, reading, and writing skills. 6. Implement computerized supplemental materials or programs to aid instruction such as calculators. 7. Develop a college visitation program 8. Support opportunities for study skills, career-goals, and college planning through AVID 9. Provide supplemental materials to support new strategies or curriculum 10. Develop a support class for 10-12th grade students who are taking Algebra 1. 11. Determine power standards for each Math course, create common assessments to measure student mastery of standards, and use results to improve program. 	<p>Counselors- Identify and enroll students into appropriate and/or support classes, meet with students, develop four-year plans, advise on course selection</p> <p>Teachers- Develop/Implement coursework, attend trainings, serve as tutors, develop new curriculum and systems to support students</p> <p>Administration – Support/Assist with Program Creation, support effort to identify students, review programs, review materials</p>	<p>General Fund District funded support classes Counselor, teacher duties</p> <p>SIP *to pay for additional adult tutors and support in the Tutoring Center = \$10,000 *substitute pay for Pre-Algebra, Algebra, and support teachers to attend district - sponsored/recommended professional development 20 days of sub time = \$2000 *Purchase software and technology support = \$5000 *Registration Fees/travel for off-campus professional development = \$2000 *Supplemental Materials and equipment = \$10,000 *to pay teachers hourly for curriculum development & benchmark development; 60 hours curriculum writing = \$2,000</p>

<p>2. To increase the percentage of students in the Economically Disadvantaged, English Learner, and Hispanic population who score at the proficient level or above on the CST – Algebra I: ED: from 18% to 40% EL: from 10% to 40% Hisp: from 19% to 40% by the end of the 2006-2007 school year as evidenced on the Spring 2007 administration of the CA Standards Tests.</p>	<ul style="list-style-type: none"> • Average mean scaled score for the EOC Economically Disadvantaged population to raise from 288 to 300 and the EOC English Learner population from 286 to 300. • CAHSEE Math Pass rate to increase from 92% school-wide, to 97% • Average grade of B or higher in Algebra I or Pre-Algebra: <ul style="list-style-type: none"> ○ Quarter End ○ End of Semester ○ End of Course • Decrease the percentage of students failing in Algebra I or Pre-Algebra at the: <ul style="list-style-type: none"> ○ progress report period ○ Quarter End ○ End of Semester ○ End of Course • Increase enrollment in the AVID program of this subgroup 	<ol style="list-style-type: none"> 1. Identify all students scoring at Far Below Basic and Below Basic on CST-mathematics or algebra, analyze current support status and enroll appropriate students in Algebra and/or CAHSEE support class 2. Provide professional development opportunities for, Pre-Algebra, Algebra, Algebra support class, and tutorial teachers that support this objective 3. Counselors meet with students individually to discuss 4-year plan, graduation requirements and math course pathways. 4. Promote the formation of study groups consisting of peers in the Tutoring Center. 5. Summer or Saturday opportunities to improve study skills, reading, and writing skills. 6. Implement computerized supplemental materials or programs to aid instruction such as calculators. 7. Develop a college visitation program 8. Support opportunities for study skills, career-goals, and college planning through AVID 9. Provide supplemental materials to support new strategies or curriculum 10. Develop a support class for 10-12th grade students who are taking Algebra 1. 11. Determine power standards for each Math course, create common assessments to measure student mastery of standards, and use results to improve program. 	<p>Counselors- Identify and enroll students into appropriate and/or support classes, meet with students, develop four-year plans, advise on course selection</p> <p>Teachers- Develop/Implement coursework, attend trainings, serve as tutors, develop new curriculum and systems to support students</p> <p>Administration – Support/Assist with Program Creation, support effort to identify students, review programs, review materials</p> <p>ELA Coordinator – Provide guidance, support, feedback, and leadership in implementing activities and growing program</p>	<p>EIA *Bilingual aide to provide primary language support and small group instruction for students not meeting class benchmarks=\$33,416 *Purchase supplemental materials= \$11,500</p>
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La Costa Canyon High School – Single Plan for Student Achievement 2006-2007

Goal # 3: To increase the number of under-represented students participating in the GATE program

S.M.A.R.T. Objective	Benchmark Indicators (Evidence of Progress)	Suggested Activities	Parties Responsible for implementation of activities	Proposed Funding Sources/ Estimated Cost
<p>1. To increase the number of identified English Learner, Re-designated English Learner (RFEP), and ethnic minority sub-groups participating and achieving success in Honors or Advanced Placement Classes by the end of the 2006-07 school year as evidenced on the Fall 2006 Enrollment in these programs.</p>	<ul style="list-style-type: none"> • Average score of 5 or higher on DWA within the English Learner and RFEP Student sub-group enrolled in Honors or AP courses • Average grade of B in Honors/AP level English, Math, Science, Social Science classes for English Learner/RFEP Student subgroup & ethnic minorities at <ul style="list-style-type: none"> ○ Quarter End ○ End of Semester ○ End of Course • Decrease the percentage of students failing in Honors/AP level English, Math, Science, Social Science classes for English Learner/RFEP Student subgroup & ethnic minorities at: <ul style="list-style-type: none"> ○ progress report period ○ Quarter End ○ End of Semester ○ End of Course • Increase enrollment in the AVID program of ethnic minorities • AP exam data for EL, RFEP and minority students 	<ol style="list-style-type: none"> 1. Identify English Learners, Re-designated English Learners, and ethnic minority students who have the potential to succeed in Honors or AP classes but are not currently enrolled 2. Develop a preparation class (beyond AVID) to be held during summers or on Saturdays and to be taught by LCCHS AP/honors class teachers to provide students with the academic skills necessary to succeed in Honors or AP classes the following year 3. Provide professional development opportunities for teachers of Honor/Advanced Placement courses 4. Counselors meet with students individually to discuss 4-year plan, graduation requirements. 5. Promote the formation of study groups consisting of peers as well as tutoring by teachers 6. Summer or Saturday mentoring opportunities to improve social skills of students to promote whole-student achievement 7. Implement supplemental materials to aid instruction, including technology 8. Establish career and college guidance opportunities in one-on-one or small group settings. 9. Sponsor educational activities appropriate to student needs such as college visitations at the freshman level. 10. Identify students who are not succeeding, need support, need extra motivation and provide a community of peers as well as 	<p>Counselors- Identify and enroll students into appropriate and/or support classes, meet with students, develop four-year plans, advise on course selection</p> <p>Teachers- Develop/Implement coursework, attend trainings, serve as tutors, develop new curriculum and systems to support students</p> <p>Administration – Support/Assist with Program Creation, support effort to identify students, review programs, review materials</p> <p>Advanced Placement Coordinator - Provide guidance, support, feedback, and leadership in implementing activities and growing program</p>	<p>GATE</p> <ul style="list-style-type: none"> *to pay teachers hourly for curriculum development & writing = \$3,000 *to pay for teachers & materials for Mentoring & skills classes = \$10,000 *substitute pay for support teachers to attend district sponsored/recommended professional development 30 days of sub time = \$3000 *Registration fees and travel costs for professional development = \$5000 *Supplemental Materials and equipment = \$10,000 *Purchase software and technology support = \$3000 *College visits = \$2000

		opportunities for scholarships to attend special events/classes. 11. Conduct Parent Orientation Nights to educate parents about rigor, demands, benefit of program		
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School Site Council Membership

Education Code Section 64001(g) 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 school site council is as follows:¹

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Dr Amy Souza	X				
Sue Atkinson		x			
Mark Mitchell		x			
Sherril Brice		x			
Deirdre Gomez		x			
Vickie Murphy		x			
Sharon Talmadge		x			
Megan Carnow					x
Linden Foster					x
Mary Beth McEvoy					x
Kristen Bentz					x
Velyn Anderson				x	
David Larue				x	
Mary Davis				x	
Juana Zoquiapa				x	
Karen Casey				x	
Susie Gardner			x		
James Soloman			x		
Ron Tackett			x		
Numbers of members of each category	1	6	3	5	4

Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

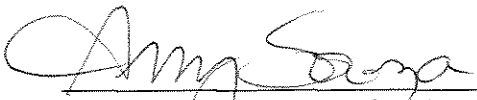
Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

Other (**list**) Department Chairs

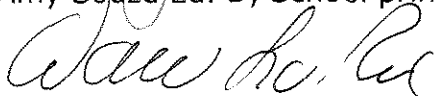
4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council at a public meeting on: October 16, 2006.

Attested:



Amy Souza Ed. D, School principal

10-20-06
Date



David Larue, SSC chairperson

10.20.06
Date

Appendix:

1. Additional CST data: ethnicity and sub-groups
2. 2005-2006 Funding Request Form
3. State and Federal Program Allocation Sheet

Subgroups	Eng. Lang Arts			Gen Math			Alg I			Geom			Alg II		
	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06
Schoolwide 9th graders total #	714	632	629	97	92	108	302	252	235	283	263	262	8	8	9
Mean Scaled Score	368.4	380.2	380.8	288.4	290.4	302	332.3	330.7	331.5	395.1	400.7	398.5	*	*	*
% Proficient and Above	70%	70%	72%	6%	15%	48%	34%	30%	35%	82%	74%	78%	*	*	*
Asian (# tested)	31	24	27	-	3	2	13	7	7	16	13	16	2	1	1
Mean Scaled Score	383.1	399.7	397.6	-	*	*	338.2	*	*	419.1	431.2	407.8	*	*	*
% Proficient and Above	84%	79%	81%	-	*	*	23%	*	*	81%	77%	88%	*	*	*
Hispanic or Latino (# tested)	118	106	108	50	46	48	51	40	38	9	13	18	-	-	1
Mean Scaled Score	316	317.1	340.7	276.7	272.4	295.1	304.9	324.3	320.8	*	359.3	383.2	-	-	*
% Proficient and Above	34%	30%	44%	4%	4%	15%	22%	28%	27%	*	46%	50%	-	-	*
White (not of Hispanic origin)	543	490	471	42	41	50	226	200	181	254	233	222	5	7	7
Mean Scaled Score	379.2	393.3	391.5	305.4	303.4	314.5	338.1	330.6	334.9	395.1	402.4	399.5	*	*	*
% Proficient and Above	77%	78%	78%	10%	26%	16%	38%	30%	38%	82%	76%	81%	*	*	*

LCC 9th grade Three Year Comparison- CST data
Ethnic data

Subgroups	Eng. Lang Arts			Gen Math			Alg I			Geom			Alg II		
	04	05	06	04	05	06	04	05	06	04	05	06	04	05	06
Schoolwide 9th graders total #	714	632	629	97	92	108	302	252	235	283	263	262	8	8	9
Mean Scaled Score	368.4	380.2	380.8	288.4	290.4	302	332.3	330.7	331.5	395.1	400.7	398.5	*	*	*
% Proficient and Above	70%	70%	72%	6%	15%	48%	34%	30%	35%	82%	74%	78%	*	*	*
Economically Disadvantage	57	101	84	30	44	40	23	40	28	3	11	14	-	-	5
Mean Scaled Score	289.8	312	323.8	265.4	278.4	290	298.4	318.6	325.7	*	337	347.3	-	-	*
% Proficient and Above	16%	29%	35%	0%	7%	8%	17%	23%	25%	*	36%	21%	-	-	*
English Learners (# tested)	43	37	49	26	25	34	14	12	13	1	-	1	-	-	-
Mean Scaled Score	276.8	275.4	287.6	261.7	259.1	284.2	271.5	307	317.9	*	-	*	-	-	-
% Proficient and Above	5%	3%	2%	0%	0%	6%	7%	25%	15%	*	-	*	-	-	-
Re-designated Fluent-Eng. Prof.	20	32	25	5	7	4	10	13	16	5	8	5	-	-	-
Mean Scaled Score	341	337.7	357.3	*	*	*	*	306.3	323.8	*	*	*	-	-	-
% Proficient and Above	50%	44%	68%	*	*	*	*	8%	20%	*	*	*	-	-	-
Students with Disabilities	63	59	51	30	32	37	24	18	9	-	2	1	-	-	-
Mean Scaled Score	298.8	292.9	314.2	270.6	271	286.9	312.5	299.2	*	-	*	*	-	-	-
% Proficient and Above	17%	14%	29%	0%	0%	8%	17%	17%	*	-	*	*	-	-	-
Gifted and Talented Identified	226	193	16	3	1	1	34	23	2	181	161	11	4	6	2
Mean Scaled Score	409.1	435.7	413.9	*	*	*	362	363	*	412.5	425.9	376.1	*	*	*
% Proficient and Above	96%	98%	94%	*	*	*	62%	61%	*	90%	87%	91%	*	*	*
Migrant Education	-	-	16	-	-	8	-	-	5	-	-	3	-	-	-
Mean Scaled Score	-	-	321.4	-	-	*	-	-	*	-	-	*	-	-	-
% Proficient and Above	-	-	31%	-	-	*	-	-	*	-	-	*	-	-	-

La Costa Canyon- 9th grade: Subgroup 3 year CST Comparison

Subgroups	Eng. Lang Arts			Alg I			Geom			Alg II			Summ HS Math		
	Yr1	Yr2	Yr3	Yr1	Yr2	Yr3	Yr1	Yr2	Yr3	Yr1	Yr2	Yr3	Yr1	Yr2	Yr3
Schoolwide 10th graders total #	665	705	623	94	97	111	231	236	213	237	271	240	8	6	12
Mean Scaled Score	359.2	352.1	368.1	300.9	282.9	308.4	326	316.2	316.7	396.1	375.7	395.8	*	*	431.6
% Proficient and Above	70%	58%	66%	22%	4%	30%	33%	25%	24%	73%	71%	80%	*	*	91%
Asian (# tested)	35	31	24	3	2	2	10	8	7	21	17	12	2	2	3
Mean Scaled Score	376.4	376.3	402.9	*	*	*	*	*	*	416.2	411.1	417.9	*	*	*
% Proficient and Above	71%	77%	79%	*	*	*	*	*	*	86%	94%	83%	*	*	*
Hispanic or Latino (# tested)	111	117	95	36	39	32	32	31	29	10	10	11	-	-	-
Mean Scaled Score	305.3	299.4	305.7	273.4	282.6	298.4	310.7	289.4	297.3	*	*	354.1	-	-	-
% Proficient and Above	20%	22%	27%	3%	3%	19%	22%	10%	14%	*	*	55%	-	-	-
White (not of Hispanic origin)	506	538	489	54	51	73	181	189	170	206	240	213	7	4	9
Mean Scaled Score	370.1	362.9	378.7	316.5	281.1	314.6	327.9	321.8	317.9	396.4	374.3	397.4	*	*	*
% Proficient and Above	69%	65%	73%	31%	4%	36%	33%	27%	25%	75%	70%	82%	*	*	*

La Costa Canyon 10th grade
CST comparison by ethnicity

Subgroups	Eng. Lang Arts			Alg I			Geom			Alg II			Summ HS Math		
	Yr1	Yr2	Yr3	Yr1	Yr2	Yr3	Yr1	Yr2	Yr3	Yr1	Yr2	Yr3	Yr1	Yr2	Yr3
Schoolwide 10th graders total #	665	705	623	94	97	111	231	236	213	237	271	240	8	6	12
Mean Scaled Score	359.2	352.1	368.1	300.9	282.9	308.4	326	316.2	316.7	396.1	375.7	395.8	*	*	431.6
% Proficient and Above	70%	58%	66%	22%	4%	30%	33%	25%	24%	73%	71%	80%	*	*	91%
Economically Disadvantage	55	95	81	17	36	32	14	21	27	3	5	5	-	-	-
Mean Scaled Score	291.5	291.7	310	265.9	278.2	305.7	313.9	296	314.4	*	*	*	-	-	-
% Proficient and Above	13%	17%	28%	0%	3%	25%	21%	15%	19%	*	*	*	-	-	-
English Learners (# tested)	54	49	34	26	25	12	8	5	8	3	1	-	-	-	-
Mean Scaled Score	274.7	268.2	269	274.2	277.3	284.8	*	*	*	*	*	-	-	-	-
% Proficient and Above	2%	2%	3%	8%	0%	8%	*	*	*	*	*	-	-	-	-
Redesignated Fluent-Eng. Prof.	11	20	29	-	2	11	8	8	9	6	6	-	-	-	-
Mean Scaled Score	317.6	321.6	332.9	-	*	320.7	*	*	*	*	*	-	-	-	-
% Proficient and Above	18%	40%	38%	-	*	36%	*	*	*	*	*	-	-	-	-
Students with Disabilities	77	59	56	17	18	23	22	13	11	2	-	1	1	-	-
Mean Scaled Score	295.2	277.9	291.2	289.8	280	272.1	310.5	289.1	276.6	*	-	*	*	-	-
% Proficient and Above	12%	12%	15%	12%	0%	5%	9%	23%	9%	*	-	*	*	-	-
Gifted and Talented Identified	228	243	28	1	6	-	51	36	6	167	182	16	3	6	6
Mean Scaled Score	405.9	396.8	403.8	*	*	-	342.7	343.4	*	410	389.8	369.1	*	*	*
% Proficient and Above	96%	90%	93%	*	*	-	51%	56%	*	82%	78%	69%	*	*	*
Migrant Education	-	-	12	-	-	5	-	-	5	-	-	-	-	-	-
Mean Scaled Score	-	-	307.3	-	-	*	-	-	*	-	-	-	-	-	-
% Proficient and Above	-	-	33%	-	-	*	-	-	*	-	-	-	-	-	-

La Costa Canyon- 10th grade: Subgroup 3 year CST Comparison

Subgroups	Eng. Lang Arts			Alg I			Geom			Alg II			Summ HS Math		
	Yr1	Yr2	Yr3	Yr1	Yr2	Yr3	Yr1	Yr2	Yr3	Yr1	Yr2	Yr3	Yr1	Yr2	Yr3
Schoolwide 11th graders total #	466	612	647	82	41	141	33	54	62	80	183	134	181	226	247
Mean Scaled Score	353.2	343.2	352.4	327.5	257.9	308.5	295.6	287.2	275.2	325.1	289.2	313.4	373.2	375.9	379.7
% Proficient and Above	59%	54%	55%	35%	0%	24%	12%	14%	7%	34%	13%	30%	66%	66%	67%
Asian (# tested)	18	36	33	3	2	5	-	4	3	3	8	4	11	20	20
Mean Scaled Score	365.8	360.7	367.4	*	*	*	-	*	*	*	*	*	361.9	386.4	403.8
% Proficient and Above	71%	60%	64%	*	*	*	-	*	*	*	*	*	64%	70%	70%
Hispanic or Latino (# tested)	79	97	98	20	20	36	15	21	27	10	19	9	8	5	12
Mean Scaled Score	303.7	285.8	292.5	278.9	251.2	282.3	285.5	279.6	280.4	*	300.2	*	*	*	351.1
% Proficient and Above	26%	16%	18%	0%	0%	6%	13%	17%	7%	*	21%	*	*	*	36%
White (not of Hispanic origin)	361	466	502	57	17	94	18	28	32	65	150	121	160	199	211
Mean Scaled Score	363.4	354	364.4	342.6	260.8	314.4	304.1	293.8	269.7	322.1	285.6	313.7	375.8	375.7	380.9
% Proficient and Above	66%	62%	62%	47%	0%	29%	11%	11%	7%	34%	11%	32%	68%	66%	70%

La Costa Canyon 11th grade
CST three year comparison ethnic groups

La Costa Canyon 11th Grade

Subgroups	Eng. Lang Arts			Alg I			Geom			Alg II			Summ HS Math		
	Yr1	Yr2	Yr3	Yr1	Yr2	Yr3	Yr1	Yr2	Yr3	Yr1	Yr2	Yr3	Yr1	Yr2	Yr3
Schoolwide 11th graders total #	466	612	647	82	41	141	33	54	62	80	183	134	181	226	247
Mean Scaled Score	353.2	343.2	352.4	327.5	257.9	308.5	295.6	287.2	275.2	325.1	289.2	313.4	373.2	375.9	379.7
% Proficient and Above	59%	54%	55%	35%	0%	24%	12%	14%	7%	34%	13%	30%	66%	66%	67%
Economically Disadvantage	30	63	73	13	16	35	4	16	19	3	9	5	-	3	5
Mean Scaled Score	279.3	272.3	284.7	268.1	258.5	283.3	*	273.4	285.3	*	*	*	-	*	*
% Proficient and Above	11%	8%	14%	0%	0%	6%	*	15%	11%	*	*	*	-	*	*
English Learners (# tested)	35	45	40	14	15	22	8	12	9	2	1	1	-	2	2
Mean Scaled Score	261.8	256.8	267.3	275.2	253	272.7	*	258.3	*	*	*	*	-	*	*
% Proficient and Above	0%	0%	3%	0%	0%	9%	*	0%	*	*	*	*	-	*	*
Redesignated Fluent-Eng. Prof.	7	12	19	4	-	2	2	3	6	-	7	2	-	-	6
Mean Scaled Score	*	295.7	311	*	-	*	*	*	*	-	*	*	-	-	*
% Proficient and Above	*	9%	26%	*	-	*	*	*	*	-	*	*	-	-	*
Students with Disabilities	38	68	54	14	21	20	2	10	4	2	15	7	1	3	-
Mean Scaled Score	279.6	277.4	270.6	313.3	251.9	272.6	*	*	*	*	274.4	*	*	*	-
% Proficient and Above	12%	17%	6%	29%	0%	5%	*	*	*	*	0%	*	*	*	-
Gifted and Talented Identified	172	241	93	10	1	8	3	2	4	15	54	14	130	164	65
Mean Scaled Score	394	393.4	401.8	*	*	*	*	*	*	327.3	316.8	332.8	387.5	388.4	388
% Proficient and Above	90%	86%	86%	*	*	*	*	*	*	47%	25%	43%	75%	74%	77%
Migrant Education	-	-	13	-	-	7	-	-	3	-	-	2	-	-	-
Mean Scaled Score	-	-	271.6	-	-	*	-	-	*	-	-	*	-	-	-
% Proficient and Above	-	-	8%	-	-	*	-	-	*	-	-	*	-	-	-

Subgroup Three year Comparison CST

SITE COUNCIL REQUEST FOR FUNDS

La Costa Canyon High School 2006-07

The mission of Site Council is to improve overall academic achievement and to support La Costa Canyon's learning community. Each request for funding must connect to one of the three goals as established within the Site Council Plan for Student Achievement. These goals are based on the site and district strategic plans as well as staff, student, and parent input.

GOAL:

1. To increase the number of students scoring at proficient or above on the California Standards Tests – English/Language Arts.

- a. To increase the percentage of **Economically Disadvantaged** students per grade level who are scoring proficient or above by the end of the 2006-07 school year as evidenced on the spring 2007 California Standards Tests.
- b. To increase the percentage of **English Learner** Students per grade level who are scoring proficient or above by the end of the 2006-07 school year as evidenced on the spring 2007 California Standards Tests.
- c. To increase the percentage of **Hispanic** Students per grade level who are scoring proficient or above by the end of the 2006-07 school year as evidenced on the spring 2007 California Standards Tests.
- d. To increase the percentage of students with **Disabilities** per grade level who are scoring proficient or above by the end of the 2006-07 school year as evidenced on the spring 2007 California Standards Tests.
- e. To increase the percentage of 11th grade students in the **General Student Population** who are scoring proficient or above by the end of the 2006-07 school year as evidenced on the spring 2007 California Standards Tests.

2. To increase the number of students scoring at proficient or above on the California Standards Tests – Math.

- a. To increase the percentage of students in the **General Student Population** who score at the proficient level or above on the CST – Algebra I by the end of the 2006-2007 school year as evidenced on the Spring 2007 administration of the CA Standards Tests by the end of the 2006-2007 school year as evidenced on the Spring 2007 administration of the CA Standards Tests.
- b. To increase the percentage of students in the **Economically Disadvantaged, English Learner, and Hispanic** population who score at the proficient level or above on the CST – Algebra I by the end of the 2006-2007 school year as evidenced on the Spring 2007 administration of the CA Standards Tests.

3. To increase the number of under-represented students participating in the GATE and Advance Placement programs.

- a. To increase the number of identified English Learner and Re-designated English Learner (RFEP), and ethnic minority sub-groups participating and achieving success in Honors or Advanced Placement Classes by the end of the 2006-07 school year as evidenced on the Fall 2006 Enrollment in these programs.

DIRECTIONS:

Request for funds must include a description of the proposal. In the description, please demonstrate how the request fulfills Site Council goals. Submit all written requests to Marcia Pink on the Monday* prior to the Site Council meeting to ensure your position on the agenda. All requests over \$500 require a presentation to the site council.

*11/06/06, 12/04/06, 12/18/06, 2/05/07, 3/05/07, 4/2/06, 5/7/06

Date: _____

Teacher/Department Requesting Funds: _____

Goal that proposal is connected to: _____

Total Amount of Request: _____

Proposal (may be attached):

Share The Wealth:

After Site Council funds have been approved and spent, teachers are asked to complete one of the following in order to become a staff resource.

Please select one or more and return to Marcia Pink:

- Present what was achieved to the Site Council
- Share what was learned with specific individuals or a department.
- Fill out the information below to keep on file so we may use you as a resource in the future.
- Create your own way to best disseminate what was learned to the appropriate stakeholders.
 - I am going to:

Department Teacher: _____

Request: _____

Goal(s) Fulfilled: _____

Describe how your experience will help you to assist students to meet one or more of the Site Council goals:

Programs Included in this Plan – La Costa Canyon

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Estimated Allocation w/ Carryover	Expenditures as of 9/27/06	Estimated Balance
X Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners <i>EIA funding/expenditures are restricted for use on activities, programs and services for English Learners only.</i>	\$79,907	\$32,355	\$47,552
X <i>School and Library Improvement Program Block Grant</i> <u>Purpose:</u> Improve library and other school programs. <i>Library funding/expenditures must follow School Library Improvement funding regulations.</i>	\$95,609 \$13,365	\$24,988 \$0	\$70,621 \$13,365
X Gifted and Talented Education <i>GATE funding/expenditures are restricted for use on activities, programs and services to support the recruitment and extended learning opportunities of GATE students.</i>	\$31,161	\$0	\$31,161
Total amount of state categorical funds allocated to this school	\$220,042	\$57,343	\$162,699

Federal Programs under No Child Left Behind (NCLB)	Estimated Allocation	Expenditures as of 9/27/06	Estimated Balance
Total amount of federal categorical funds allocated to this school	\$ 0	\$ 0	\$0
Total amount of state and federal categorical funds allocated to this school	\$ 220,042	\$57,343	\$162,699

DRAFT

SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT OAK CREST MIDDLE SCHOOL

37-68346-6059737
CDS Code

Date of this revision: 10/27/06

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

Contact Person: Terry Calen

Position: Principal

Telephone Number: 760-753-6241

Address: 675 Balour Avenue, Encinitas, California

E-mail address:

Oak Crest Middle School Mission

Oak Crest Middle School provides its students opportunities for academic, physical and social growth by setting high academic and behavioral expectations, providing comprehensive support systems, and offering a variety of enrichment programs for exploration.

Vision

Oak Crest Middle School aspires to be a dynamic and vibrant Learning Center where the development of the whole child is our focus. Through reflection and improvement, we strive to enrich our students and the diverse community that we feel privileged to serve.

Value Statements

Oak Crest Middle School Believes....

in a caring atmosphere that allows all students, parents and staff to feel valued, welcome and safe.

that focusing on the needs of all students results in maximizing their academic, social, and emotional growth.

the professionalism of all members of the school community leads to a positive learning environment.

the diversity of our school community strengthens our work and is honored and respected in all aspects of school life.

in open and effective communication and an inclusive decision-making process that encourages active participation of all members of the school community.

that all students should be challenged to meet high standards with the expectation of academic excellence.

GENERAL DATA AND DEOMOGRAPHICS

School:	Oak Crest Middle School
District:	San Dieguito Union High School District
Principal:	Terry Calen
Superintendent:	Dr. Peggy Lynch
School Established:	1957
Type of School:	Middle School, grades 7 and 8, traditional calendar
Current enrollment:	914
Geographic Location:	Suburban in an area of high growth
Socio-Economic:	Diversified, with a high percentage of middle to high middle income

English Learners:	93
Special Education:	70
504 Plans:	12
GATE:	352
Low income:	124
African American:	0.8%
Asian American/Pacific Islander:	4.5%/0.8%
Latino/Hispanic:	20.0%
White/Other:	72.9%
Parents who attended/graduated from college	85%

SCHOOL PROFILE:

Oak Crest Middle School provides its students opportunities for academic, physical and social growth by setting high academic and behavioral expectations, providing comprehensive support systems, and offering a variety of enrichment programs for exploration. Each teacher not only focuses on teaching the essential standards for that subject area, they also care and help nurture our students through social and emotional growth that adolescents struggle with during this critical time.

We offer a language arts program that is aligned with the California Content Standards, and place special emphasis on reading and writing. Our writing program follows a district plan of teaching a sequence of writing types in

each grade level which builds writing proficiency; 7th grade – autobiographical incident, evaluation and persuasion, observation, short story; 8th grade - problem solution, speculation about cause and effect, report of information, first hand biography. Oral communication strategies include a 7th grade speech unit, speech contests, oral reports, interviewing techniques, panel discussions, debates, oral exams and class/small group discussion. Each student tracks the number of words he or she reads weekly through our Catch a Million Words program. Using the themes “searching for identity” in seventh grade and “searching for justice” in eighth grade, teachers integrate studies of literature and expository texts into a focus on critical thinking skills, research, and narrative and analytical writing.

All Oak Crest students are assessed on their reading level the first couple weeks of school for proper placement. Students who score below grade level on this reading assessment are given READ 180 as their elective. English learners are also tested on their English reading, writing and speaking levels. Staff was trained on the use of the High Point English acquisition program for our English learners. English teachers have developed benchmark assessments that measure students competency on the California standards in English. The results of these assessments are used to plan reteach and remediation action plans for those students not achieving proficiency. All students are also given the Direct Writing Assessment in February to measure students writing skills.

All incoming 7th graders are administered the UCSD Algebra Readiness exam in the Spring of their 6th grade year to help with proper placement in our 7th grade math programs. Our math program is aligned with the California Content Standards. We assign students in seventh grade to a one- or two-year pre-algebra sequence. Eighth grade students take either a second-year pre-algebra course or Algebra I. We offer honors courses in math to both seventh and eighth graders. Our students successfully compete in the Math Counts and Math Field Day competitions among area middle schools. Successful instruction of standards-based math curriculum is evident based on the 86% of our 8th grade students scoring “proficient” or higher on the CST test in Algebra.

Oak Crest uses the district-adopted science curriculum, which is aligned to the California Content Standards. Our seventh graders study life science, and eighth graders study physical science. Both courses offer hands-on and lab-based activities in a structured environment and include field trip experiences. Students have the opportunity to compete in the San Diego

County Engineering Fair and the San Diego County Invention Showcase. Benchmark assessments are currently being written that are aligned with the California content standards for science. Last year 74% of our 8th grade science students scored proficient or higher on the CST science exam.

Our social science program is aligned with the California Content Standards. Seventh graders study world history and geography, and eighth graders study American history. Each year we hold a Museum Night where students showcase projects and celebrate with cultural themes they've learned throughout the school year. Last year 73% of our 8th graders scored "proficient" or higher on the CST history test. Benchmark assessments are currently being used in the 7th grade course and are being written for the 8th grade course.

Oak Crest offers a wide range of academic and support programs for our English language learners. From ESL 1,2, and 3, to sheltered math, science, and history to AVID, students are given the level of support based on their needs and score on the CELDT assessment given annually. Teachers in these programs are all either bilingual or CLAD certified and committed to supporting their students eventual transition into the mainstream classes. We also assign qualified and trained instructional aides to assist in these classes

Oak Crest also provides support programs for at-risk students in Pre-Algebra, Algebra 1, English 7 and Reading. These elective classes are designed to re-teach important concepts and reinforce skill sets necessary for students to be successful in their core academic subjects. Students are placed in these support classes based on their SRI reading scores, and CST scores in the 5th, 6th and 7th grades.

Students with Individualized Educational Plans are supported through a wide range of levels of support service. From team teaching in mainstreamed classes, to resource classes, core special day classes, or our TAPS program, students are placed based on their individual needs. We have a team of four full-time teachers supported by two instructional assistants provide the support necessary for special needs students to succeed. An on site Speech and Language Specialist and Psychologist is also part of the IEP team.

Teachers use a variety of assessment tools in their classrooms throughout the year including writing samples, projects, oral and written reports and chapter and unit exams. Progress reports are sent home every six weeks and

teachers meet as a staff in grade level groups regularly to discuss students who need additional support such as re-teach classes, or after-school homework assistance. We encourage parents to contact teachers or counselors if they feel their student is in need of additional assistance.

Oak Crest has high standards for student behavior and enforces school rules consistently and fairly using progressive discipline from detention, in-school suspension, Saturday schools and home suspension. Oak Crest has adopted the "Character Counts" program which focuses on emphasizing six pillars of character (Trustworthiness, Respect, Responsibility, Fairness Caring, Citizenship.) Students are nominated by their teachers for demonstrating one or more of these pillars and one student per week is recognized on our live TV broadcast on Fridays. Students are informed of school rules and discipline policies through assemblies, teacher posted policies and student agendas. Support groups, Round Table, conflict management sessions and the 12 student member Principal Council are some of the ways we reduce student conflicts. We maintain a strict zero-tolerance policy for any violation that endangers the safety of others.

Parents are involved in many ways at Oak Crest. They are members of our Site Council, Gate Advisory Committee, Technology Committee, Safety Committee and, of course, our Oak Crest Parent Foundation. The foundation has over 250 members with over 100 parent volunteers who help in many school activities such as schedule distribution, student picture day, magazine sales, testing week, Spirit Day and Wave Camp. The Foundation also provides valuable funds to support curricular programs with mini grants to teachers and large grant requests by the principal. The support these parents have provided to us has been invaluable.

DataQuest home > API home > Reports > Select School > School Reports > Current Page

2005-06 Accountability Progress Reporting (APR)



School Report - API Growth and Targets Met
2006 Academic Performance Index (API) Growth Report

California Department of Education
Policy and Evaluation
August 3

School: Oak Crest Middle
LEA: San Dieguito Union High
County: San Diego
CDS Code: 37-68346-6059737
School Type: Middle

2006 API Growth Links:

School Chart
School Demographic Characteristics
School Content Area Weights
LEA List of Schools
County List of Schools

(An LEA is a school district or county of education.)

Direct Funded Charter School: No

2005-06 APR		2005-06 State API				2006 Federal AYP and PI		
Summary	Glossary	2005 Base	Guide	2006 Growth	Guide	AYP	PI	Guid

State Accountability: Academic Performance Index (API)

Number of Students included in the 2006 API Growth	API				Met Growth Target		
	2006 Growth	2005 Base	2005-06 Growth Target	2005-06 Growth	Schoolwide	Comparable Improvement (CI)	By School
959	852	851	A	1	Yes	No	N

Similar Schools

Median API	
2006 Growth	2005 Base
860	852

Click on the median value heading to link to the list of 2005 API Base similar schools. This list contains schools which were selected specifically for the reported school for the 2005 API Base report.

Subgroups

Ethnic/Racial	Number of Students Included in 2006 API	Numerically Significant in Both Years	Subgroup API			
			2006 Growth	2005 Base	2005-06 Growth Target	2005-06 Growth
African American (not of Hispanic origin)	13	No				
American Indian or Alaska Native	4	No				
Asian	38	No				
Filipino	3	No				

Hispanic or Latino	194	Yes	688	715	1	-27	1
Pacific Islander	5	No					
White (not of Hispanic origin)	698	Yes	893	885	A	8	1
Socioeconomically Disadvantaged	164	Yes	653	684	1	-31	1
English Learners	140	No					
Students with Disabilities	69	No					

Click on the column header to view notes.

In order to meet federal requirements of No Child Left Behind, a 2006 API Growth is posted even if a school or LEA had no 2005 API Base or a school had significant population changes from 2005 to 2006. However, the presentation of growth targets and actual growth would not be appropriate and, therefore, are omitted.

"N/A" means a number is not applicable or not available due to missing data.

"*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2005 or 2006. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

"A" means the school or subgroups scored at or above the statewide performance target of 800 in 2005.

"B" means the school did not have a valid 2005 API Base and will not have any growth or target information.

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" indicates this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Target information is not applicable to LEAs or ASAM schools.

"E" indicates this school was an ASAM school in the 2005 API Base Report and has no target information even though the school is no longer an ASAM school.

Targets Met - In the "Met Growth Target" columns, the growth targets reflect state accountability requirements and do not match the federal Adequate Yearly Progress (AYP) requirements. The AYP requirement for the API is a 2006 API Growth of 590 or a one-point increase from the 2005 API Base to 2006 API Growth for a school or LEA.

Oak Crest 8th grade CST data- by grade level/ three years
 Mean scaled score/ % proficient and above

Subgroups	CST Eng. Lang Arts			General Math Grades 6 & 7 standards			Algebra I			Geometry		
	03-04	04-05	05-06	03-04	04-05	05-06	03-04	04-05	05-06	03-04	04-05	05-06
Schoolwide 8th graders total #	454	452	497	190	221	216	198	221	278	-	2	1
Mean Scaled Score	359.8	370.3	374	349.5	343.4	328	418.4	396.7	417.1	-	*	*
% Proficient and Above	63%	69%	68%	53%	49%	35%	88%	81%	86%	-	*	*
Asian (# tested)	19	20	24	3	5	3	12	14	21	-	1	-
Mean Scaled Score	366.7	391	412.9	*	*	*	459.7	390.6	463.5	-	*	-
% Proficient and Above	74%	85%	92%	*	*	*	100%	64%	100%	-	*	-
Hispanic or Latino (# tested)	80	85	98	48	63	73	9	21	23	-	-	-
Mean Scaled Score	314.1	332.2	333.4	321.6	317.7	309.4	*	404.4	406	-	-	-
% Proficient and Above	23%	42%	34%	35%	30%	19%	*	86%	91%	-	-	-
White (not of Hispanic origin)	344	335	359	132	147	127	175	181	231	-	1	1
Mean Scaled Score	371.1	379.8	383.7	359.6	354.4	337.7	415.2	396	414.6	-	*	*
% Proficient and Above	70%	75%	76%	59%	57%	43%	86%	82%	85%	-	*	*
Economically Disadvantage	60	70	78	34	52	65	6	15	12	-	-	-
Mean Scaled Score	305.5	323.6	314.8	318.6	316	301.8	*	393.5	382.4	-	-	-
% Proficient and Above	19%	34%	24%	33%	27%	17%	*	93%	83%	-	-	-
English Learners (# tested)	29	32	35	14	30	33	-	1	1	-	-	-
Mean Scaled Score	280.6	278	288.8	318.8	275	291.8	-	*	*	-	-	-
% Proficient and Above	0%	3%	6%	29%	0%	9%	-	*	*	-	-	-
Redesignated Fluent-Eng. Prof.	35	22	36	23	17	19	9	5	15	-	-	-
Mean Scaled Score	328.8	336.3	352.5	309.5	339.1	324.8	*	*	394.2	-	-	-
% Proficient and Above	37%	45%	50%	26%	41%	26%	*	*	87%	-	-	-
Students with Disabilities	63	41	31	35	36	28	4	3	3	-	-	-
Mean Scaled Score	297	295	297	297.3	283.3	282.5	*	*	*	-	-	-
% Proficient and Above	18%	17%	10%	11%	17%	18%	*	*	*	-	-	-
Gifted and Talented Identified	127	131	59	9	18	4	115	109	56	-	2	-
Mean Scaled Score	410.1	416.7	420.4	*	395.8	*	441.9	423.1	436	-	*	-
% Proficient and Above	98%	96%	97%	*	89%	*	96%	88%	96%	-	*	-

Subgroups	CST Eng. Lang Arts			General Math Grades 6 & 7 standards			Algebra I			Geometry		
	03-04	04-05	05-06	03-04	04-05	05-06	03-04	04-05	05-06	03-04	04-05	05-06
Title I	-	-	180	-	-	158	-	-	20	-	-	-
Mean Scaled Score	-	-	328.6	-	-	316	-	-	359.3	-	-	-
% Proficient and Above	-	-	31%	-	-	23%	-	-	60%	-	-	-
Migrant Education	65	-	17	35	-	12	6	-	4	-	-	-
Mean Scaled Score	303.3	-	304.1	323.9	-	300.3	*	-	*	-	-	-
% Proficient and Above	17%	-	12%	40%	-	17%	*	-	*	-	-	-

Oak Crest 7th grade CST data- by grade level/ three years
 Mean scaled score/ % proficient and above

Subgroups	CST Eng. Lang Arts			CST Mathematics		
	03-04	04-05	05-06	03-04	04-05	05-06
Schoolwide 7th graders total #	451	508	469	450	506	468
Mean Scaled Score	373.7	378.3	374.1	396.7	373.6	373.2
% Proficient and Above	69%	76%	66%	61%	63%	66%
Asian (# tested)	18	23	16	18	23	16
Mean Scaled Score	395.4	411.1	423.9	392.2	434.1	436.4
% Proficient and Above	83%	100%	94%	78%	91%	100%
Hispanic or Latino (# tested)	89	102	98	88	103	97
Mean Scaled Score	329.9	342.8	328.1	320.3	320	319.7
% Proficient and Above	35%	46%	32%	30%	29%	27%
White (not of Hispanic org.)	328	367	341	328	364	341
Mean Scaled Score	385.7	387.3	385.8	383.5	387.2	386.5
% Proficient and Above	78%	84%	76%	70%	72%	76%
Economically Disadvantage	67	80	90	67	81	89
Mean Scaled Score	321.5	332.4	325.8	310.9	310.2	318.3
% Proficient and Above	33%	38%	33%	27%	21%	27%
English Learners (# tested)	54	53	62	53	54	62
Mean Scaled Score	296.5	312.7	312.1	288.2	296.6	300.9
% Proficient and Above	11%	23%	18%	9%	13%	13%
Redesignated Fluent-Eng.	11	21	19	11	21	36
Mean Scaled Score	358.3	382.3	372.8	345.5	366.6	352.5
% Proficient and Above	64%	86%	74%	55%	67%	50%
Students with Disabilities	41	32	31	41	30	31
Mean Scaled Score	288	315.3	304.9	290.7	291.1	302.4
% Proficient and Above	12%	31%	13%	18%	10%	13%
Gifted and Talented	108	137	62	108	137	62
Mean Scaled Score	424.1	441.3	415.3	445	441.3	414.1
% Proficient and Above	99%	98%	100%	98%	98%	94%
Title I	69	-	151	69	-	151
Mean Scaled Score	316.8	-	321.2	305.5	-	308.7
% Proficient and Above	28%	-	28%	22%	-	20%

Summary of Progress Made on 2005-06 Goals

A review of the data supplied by the California Department of Education on the Spring 2006 assessments show modest gains in some areas and some declines in other areas. School wide 7th graders improved on the CST in mathematics but declined in English. School wide 8th graders improved in Algebra (81% to 86% proficient or above) but declined in general math. 8th graders improved modestly in English.

For our sub groups there were some improvements and some declines. Our 7th and 8th grade Hispanic or Latino subgroups both declined on the CST in English. In math that sub group declined on the 8th grade general math but increased on the CST in Algebra. (86% to 91% proficient or above) The 7th graders did not change significantly on the CST math test.

Our Economically disadvantaged 7th grade students improved on the CST in Math but declined in English. The 8th graders declined in both math and English.

Our 7th grade English learners did not change significantly on the math or English tests. Our 8th grade English learner did improve significantly on both the English and Math CSTs.

Our 7th grade students with disabilities declined on the CST in English but improved in math. The 8th graders also declined in English but improved modestly in math.

**School Goals for Improving Student Achievement
Oak Crest Middle School
2006-07**

Goal #1: To increase the number of students scoring at proficient or above on the California Standards Tests/English Language Arts.

S.M.A.R.T. Objective(s) (Strategic & Specific, Measurable, Attainable, Results-based, Time Bound)	Benchmark Indicators (Evidence of Progress)	Activities/Timeframe	Responsible Parties	Funding Source Estimated Cost
<p>To increase the percentage of economically disadvantaged students scoring at the proficient level for CST-English Language Arts from 33% to 38% or better as measured by the results of the 2007 STAR test.</p> <p>To increase the percentage of English Language Learners scoring at the proficient level for CST-English Language Arts from 18% to 25% or better as measured by the results of the 2007 STAR test.</p> <p>To increase the percentage of Special Education students scoring at the proficient level for CST-English Language Arts from 12% to 25% or better as measured by the results of the 2007 STAR test.</p> <p>To increase the percentage of Hispanic or Latino students scoring at the proficient level for CST-English Language Arts from 32% to 37% or better as measured by the results of the 2007 STAR test.</p>	<p>English Language Arts CST results - August, 2006</p> <p>Monitor grades every 6 weeks beginning October, 2006</p> <p>Monitor Direct Writing Scores of 4 or higher – April 2007</p> <p>Monitor Benchmark Assessment Results</p>	<p>Provide support programs to economically disadvantaged students scoring Basic, Below Basic, Far Below Basic on the ELA/CST – August, 2007</p> <p>Provide support programs to English Language Learners scoring Basic, Below Basic, Far Below Basic on the ELA/CST – August, 2007</p> <p>Provide support programs to Special Education students Basic, Below Basic, Far Below Basic on the ELA/CST – August, 2007</p> <p>Provide support programs for Hispanic or Latino students – August, 2007</p> <p>Communicate with parents and students regarding support programs – ongoing</p> <p>Conference with parents and students if students get a D or F on progress report/report card – October, 2006</p> <p>Provide staff development opportunities</p> <p>Purchase library materials</p>	<p>Principal, Counselors, Title 1 Coordinator</p> <p>Principal, Counselors, Title 1 Coordinator</p> <p>Principal, Counselors Title 1 Coordinator</p> <p>Principal, Counselors Title 1 Coordinator Teachers</p> <p>Principal, Counselors Title 1 Coordinator</p> <p>Principal, Counselors Title 1 Coordinator</p> <p>Principal</p> <p>Library Media Specialist</p>	<p>\$18,000 Title 1</p> <p>\$600 SIP</p> <p>\$2,000 SIP</p> <p>\$5000 SIP</p>

**School Goals for Improving Student Achievement
Oak Crest Middle School
2006-07**

Goal #2: To increase the number of students scoring at proficient or above on the California Standards Tests/Math.

S.M.A.R.T. Objective(s) (Strategic & Specific, Measurable, Attainable, Results-based, Time Bound)	Benchmark Indicators (Evidence of Progress)	Activities/Timeframe	Responsible Parties	Funding Source Estimated Cost
<p>To increase the percentage of economically disadvantaged students scoring at the proficient level for CST-Math from 27% to 32% or better as measured by the results of the 2007 STAR test.</p> <p>To increase the percentage of English Language Learners scoring at the proficient level for CST-Math from 13% to 25% or better as measured by the results of the 2007 STAR test.</p> <p>To increase the percentage of Special Education students scoring at the proficient level for CST-Math from 12% to 25% or better as measured by the results of the 2007 STAR test.</p> <p>To increase the percentage of Hispanic or Latino students scoring at the proficient level for CST-Math from 32% to 37% or better as measured by the results of the 2007 STAR test.</p>	<p>Math CST results - August, 2006</p> <p>Monitor grades every 6 weeks beginning October, 2006</p> <p>Monitor benchmark assessment scores quarterly</p>	<p>Provide support programs for disadvantaged students scoring Basic, Below Basic, Far Below Basic on the Math/CST – August, 2006</p> <p>Provide support programs for English Language Learners scoring Basic, Below Basic, Far Below Basic on the Math/CST – August, 2006</p> <p>Provide support programs for Special Education students Basic, Below Basic, Far Below Basic on the Math/CST – August, 2006</p> <p>Provide support programs fro Hispanic or Latino students. -August 2006</p> <p>Communicate with parents and students regarding support programs – ongoing</p> <p>Conference with parents and students if students get a D or F on progress report/report card – October, 2006</p> <p>Provide staff development opportunities</p>	<p>Principal, Counselors Title 1 Coordinator</p> <p>Principal, Counselors Title 1 Coordinator</p> <p>Principal, Counselors Title 1 Coordinator</p> <p>Principal, Counselors Title 1 Coordinator Teachers Principal, Counselors Title 1 Coordinator Principal</p>	<p>\$18,000 Title 1</p> <p>\$2000 SIP</p>

**School Goals for Improving Student Achievement
Oak Crest Middle School
2006-07**

Goal #3: To increase the number of students scoring at proficient or above on the California Standards Tests/History.

S.M.A.R.T. Objective(s) (Strategic & Specific, Measurable, Attainable, Results-based, Time Bound)	Benchmark Indicators (Evidence of Progress)	Activities/Timeframe	Responsible Parties	Funding Source Estimated Cost
<p>To increase the percentage of economically disadvantaged students scoring at the proficient level for CST-History from 33% to 38% or better as measured by the results of the 2007 STAR test.</p> <p>To increase the percentage of English Language Learners scoring at the proficient level for CST-History from 14% to 25% or better as measured by the results of the 2007 STAR test.</p> <p>To increase the percentage of Special Education students scoring at the proficient level for CST-History from 26% to 28% or better as measured by the results of the 2007 STAR test.</p> <p>To increase the percentage of Special Education students scoring at the proficient level for CST-History from 26% to 28% or better as measured by the results of the 2007 STAR test.</p>	<p>History CST results - August, 2006</p> <p>Monitor grades every 6 weeks beginning October, 2006</p> <p>Monitor benchmark assessment scores</p>	<p>Provide support programs for economically disadvantaged students– August, 2006</p> <p>Provide support programs for English Language Learners – August, 2006</p> <p>Provide support programs for Special Ed students– August, 2006</p> <p>Communicate with parents and students regarding support programs – ongoing</p> <p>Provide staff development opportunities</p> <p>Provide support programs for Hispanic or Latino students– August, 2006</p>	<p>Principal, Counselors Title 1 Coordinator</p> <p>Principal, Counselors Title 1 Coordinator</p> <p>Principal, Counselors Title 1 Coordinator</p> <p>Principal, Counselors Title 1 Coordinator Teachers</p> <p>Principal, Counselors Title 1 Coordinator Teachers</p> <p>Principal</p>	<p>\$3,000 Title 1</p> <p>\$2,000 SIP</p>

**School Goals for Improving Student Achievement
Oak Crest Middle School
2006-07**

Goal #4: To increase the number of students scoring at proficient or above on the California Standards Tests/Science.

S.M.A.R.T. Objective(s) (Strategic & Specific, Measurable, Attainable, Results-based, Time Bound)	Benchmark Indicators (Evidence of Progress)	Activities/Timeframe	Responsible Parties	Funding Source Estimated Cost
<p>To increase the percentage of economically disadvantaged students scoring at the proficient level for CST-Science from 36% to 40% or better as measured by the results of the 2007 STAR test.</p> <p>To increase the percentage of English Language Learners scoring at the proficient level for CST-Science from 15% to 25% or better as measured by the results of the 2007 STAR test.</p> <p>To increase the percentage of Special Education students scoring at the proficient level for CST-Science from 26% to 28% or better as measured by the results of the 2007 STAR test.</p> <p>To increase the percentage of Hispanic or Latino students scoring at the proficient level for CST-Science from 43% to 48% or better as measured by the results of the 2007 STAR test.</p>	<p>Science CST results - August, 2006</p> <p>Monitor grades every 6 weeks beginning October, 2006</p> <p>Monitor benchmark assessment scores</p>	<p>Provide support programs for economically disadvantaged students– August, 2006</p> <p>Provide support programs for English Language Learners – August, 2006</p> <p>Provide support programs for Special Ed students– August, 2006</p> <p>Communicate with parents and students regarding support programs – ongoing</p> <p>Provide staff development opportunities</p> <p>Provide support programs for Hispanic or Latino students– August, 2006</p>	<p>Principal, Counselors Title 1 Coordinator</p> <p>Principal, Counselors Title 1 Coordinator</p> <p>Principal, Counselors Title 1 Coordinator</p> <p>Principal, Counselors Title 1 Coordinator Teachers</p> <p>Principal, Counselors Title 1 Coordinator Teachers</p> <p>Principal</p>	<p>\$3,000 Title 1</p> <p>\$2,000 SIP</p>

**School Goals for Improving Student Achievement
Oak Crest Middle School
2006-07**

Goal #5: To increase the number of students reporting on the Healthy Kids Survey that they feel connected and safe at school.

S.M.A.R.T. Objective(s) (Strategic & Specific, Measurable, Attainable, Results-based, Time Bound)	Benchmark Indicators (Evidence of Progress)	Activities/Timeframe	Responsible Parties	Funding Source Estimated Cost
<p>To increase the percentage of students reporting they feel like part of school from 74% to 90%</p> <p>To increase the percentage of students reporting that they are happy to be at school from 78% to 90%</p> <p>To increase the percentage of students reporting that they feel safe at school from 79% to 90%</p> <p>To decrease the percentage of students reporting harassed from 12% to 1%</p> <p>To decrease the percentage of students reporting relational aggression from 40% to 10%</p> <p>To decrease the percentage of students reporting physical aggression from 32% to 10%.</p>	<p>Survey students at semester and end of year.</p> <p>Monitor number of students participating in extra curricular programs including clubs.</p> <p>Monitor number of referrals to counselors and AP related to harassment, relational, and physical aggression.</p> <p>Monitor number of students participating in support groups.</p> <p>Monitor number of students participating in community service opportunities.</p>	<p>Administer the UCSD Healthy Kids Survey-Jan 2007</p> <p>Increase communication about extra curricular activities available to students.</p> <p>Schedule assemblies focusing on anti-bully and anti harassment.</p> <p>Initiate Principals Council.</p> <p>Promote and recruit more students participating in support groups, round table, and having a voice.</p> <p>Promote student successes on Video Wave TV show.</p> <p>Support teacher staff development opportunities</p> <p>Supervise students at lunch. Sup. Comp lab.</p>	<p>PE Classes</p> <p>Assistant Principal, counselors.</p> <p>Principal, Counselors Title 1 Coordinator, Assistant Principal and ASB teacher.</p> <p>Principal</p> <p>Counselors Title 1 Coordinator</p> <p>All staff</p> <p>Principal</p> <p>Principal A.P.</p>	<p>\$1000 TUPE</p> <p>\$2000 TUPE</p> <p>\$2000 SIP</p> <p>\$2000 SIP</p> <p>\$3000 Title 1</p> <p>\$10,000 SIP</p>

Programs Included in this Plan – Oak Crest MS

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Estimated Allocation	Expenditures as of 9/27/06	Estimated Balance
X Economic Impact Aid/ English Learner Program Purpose: Develop fluency in English and academic proficiency of English learners <i>EIA funding/expenditures are restricted for use on activities, programs and services for English Learners only.</i>	\$ 40,802	\$18,862	\$21,940
X School and Library Improvement Program Block Grant Purpose: Improve library and other school programs. <i>Library funding/expenditures must follow School Library Improvement funding regulations.</i>	\$ 38,614 \$ 4,925	\$1,153 \$0	\$37,461 \$4,925
X Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students. <i>TUPE funding/expenditures are restricted to activities, programs and services focusing on tobacco-specific student instruction, reinforcement activities, special events, and intervention and cessation programs for students.</i>	\$ 3,168	\$116	\$3,052
X Gifted and Talented Education <i>GATE funding/expenditures are restricted for use on activities, programs and services to support recruitment, academic support and extended learning opportunities for GATE students. GATE money may also be used to purchase supplementary, above grade-level items for use by all students.</i>	\$ 12,540	\$0	\$12,540
Total amount of state categorical funds allocated to this school	\$ 100,049	\$ 20,131	\$ 79,918

Federal Programs under No Child Left Behind (NCLB)	Estimated Allocation	Expenditures as of 9/27/06	Estimated Balance
<p>Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency</p> <p>X <i>Title I funding/expenditures are restricted to provide supplementary funds to help improve instruction for educationally disadvantaged students to ensure all students meet state academic standards. All uses of Title I funds must be based on scientifically-based research and data that verify actions result in increased student achievement.</i></p>	\$293,976	\$187,248	\$106,728
<p>Total amount of federal categorical funds allocated to this school</p>	\$ 293,976	\$ 187,248	\$ 106,728
<p>Total amount of state and federal categorical funds allocated to this school</p>	\$ 394,025	\$ 207,379	\$ 186,646

RECOMMENDATIONS AND ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.

The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

Other (*list*)


The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.

This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This school plan was adopted by the school site council on: Tuesday, October 31, 2006

Attested:

Terry Calen
Principal



Signature of school principal

10/31/06
Date

David Main
SSC chairperson




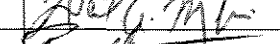
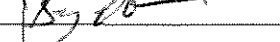
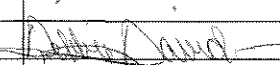


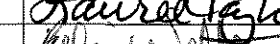




Signature of SSC chairperson

10/31/06
Date

SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated through the Consolidated Application, by the School Site Council. The current makeup of the council is as follows:

Names Of Members	Signature	Principal	Classroom Teacher	Classified Staff Member	Parent or Community Member	Secondary Student
Terry Calen		X				
Anne Briscoe			X			
Joyce Christensen			X			
David Main			X			
Bryan Marcus			X			
Debbie Davidson				X		
Sandy Dalager					X	
Laurel Taylor					X	
Robin Watters					X	
Katie Ross						X
Allie Noble						X
Numbers in	Each Category	1	4	1	3	2

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).

DRAFT

2006 – 2007

**Single Plan for Student
Achievement**

**San Dieguito High School
Academy**

SINGLE PLAN FOR STUDENT ACHIEVEMENT
AT SAN DIEGUITO HIGH SCHOOL ACADEMY

3 7 6 8 3 4 6
CDS Code

Date of this revision: November 2006

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

Contact Person: *Jeanne Jones, Ed.D.*

Position: *Assistant Principal*

Telephone Number: *(760) 753-1121, ext. 5006*

Address: *800 Santa Fe Drive, Encinitas, CA 92024*

E-mail address: *jeanne.jones@sduhsd.net*

San Dieguito Union High School District

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

_____ date

School Vision

and

Mission Statement

School Mission and Vision

Mission Statement:

San Dieguito Academy is a learning community which nurtures the individual, promotes academic rigor, provides varied opportunities for success, values excellence, and celebrates creative expression.

Vision Statement:

We cultivate compassion, optimism, and love for learning, while building on our core values, so all students may lead rewarding lives and contribute to their communities.

Career Preparation:

San Dieguito Academy has made a serious commitment to career preparation. All students have multiple opportunities to explore career options, to learn about their interests and abilities, and to take advantage of the many exciting educational opportunities the Academy offers.

All ninth graders take the Technology Wheel course in which they explore four sectors of technology and one unit of Careers. This class helps students understand their abilities and interests through inventories and activities. They use CHOICES (an Internet career and academic planning interactive program) and prepare a four year Personal Learning Plan. Every San Dieguito Academy student receives a copy of *Career Pathways* listing all Academy courses (including ROP) that prepares students for twelve industry sectors, suggested supplementary classes, related careers in each field, and community partners that link to individual career pathways.

Students may also participate in Internship and Senior Project to further explore a field of interest in a real world setting.

School Profile

(SARC)

Still in approval process- SARC for 2005-06 will not be officially released until May 2007

Principal's Answer Sheet for 2005-06 to be included upon approval by Asst. Superintendent of Instruction

Student Performance Data and Summary

San Dieguito Academy CST Scores by Sub-Groups
Percent of 9th Graders Proficient and Above

Subgroup	English Language Arts		Algebra 1		Geometry		Biology		Earth and Space		World History		US History	
Year	05	06	05	06	05	06	05	06	05	06	05	06	05	06
Schoolwide totals	76%	79%	18%	27%	68%	27%	80%	86%	39%	59%	n/a	n/a	n/a	n/a
Economically disadvantaged	38%	35%	5%	6%	62%	*	*	*	13%	9%	n/a	n/a	n/a	n/a
English Learners	*	*	*	*	*	*	*	*	*	*	n/a	n/a	n/a	n/a
Students with disabilities	22%	26%	7%	43%	*	*	*	*	25%	36%	n/a	n/a	n/a	n/a

*Sub-group size is not statistically significant

n/a: not applicable - this group does not take this course

San Dieguito Academy CST Scores by Sub-Groups
Percent of 11th Graders Proficient and Above

Subgroup	English Language Arts		Algebra 1		Geometry		Biology		Earth and Space		World History		US History	
	05	06	05	06	05	06	05	06	05	06	05	06	05	06
Year	05	06	05	06	05	06	05	06	05	06	05	06	05	06
Schoolwide totals	64%	67%	*	6%	4%	4%	40%	41%	*	62%	n/a	n/a	65%	66%
Economically disadvantaged	54%	39%	*	*	*	*	*	*	*	*	n/a	n/a	65%	28%
English Learners	*	*	*	*	*	*	*	*	*	*	n/a	n/a	*	*
Students with disabilities	25%	16%	*	*	*	*	*	*	*	*	n/a	n/a	39%	10%

* : Sub-group size is not statistically significant

n/a: Not applicable - This group does not take this course

CST data- by grade level/ three years **San Dieguito Academy 9th**
 Mean scaled score/ % proficient and above

Subgroups	Eng. Lang Arts			Gen Math			Alg I			Geom			Alg II			Summ HS Math		
	Yr1	Yr2	Yr3	Yr1	Yr2	Yr3	Yr1	Yr2	Yr3	Yr1	Yr2	Yr3	Yr1	Yr2	Yr3	Yr1	Yr2	Yr3
Schoolwide 9th graders total #	363	379	394	10	21	25	146	144	157	191	194	188	13	8	10	1	1	2
Mean Scaled Score	386.1	391.4	391.2	*	333.9	316.9	313.8	315.3	328.5	327.8	378.4	371.8	388.5	*	*	*	*	*
% Proficient and Above	80%	76%	79%	*	38%	16%	14%	18%	27%	63%	68%	27%	31%	*	*	*	*	*
Asian (# tested)	13	16	27	-	2	-	4	13	8	9	1	14	-	-	1	-	-	1
Mean Scaled Score	377.4	407.4	404.8	-	*	-	*	382.3	*	*	*	387.9	-	-	*	-	-	*
% Proficient and Above	77%	94%	81%	-	*	-	*	77%	*	*	*	71%	-	-	*	-	-	*
Hispanic or Latino (# tested)	36	46	50	3	6	7	26	28	29	6	11	14	1	-	11	-	-	-
Mean Scaled Score	336.8	343.2	365.3	*	*	*	295.0	303.9	323.0	*	367.5	354.1	*	-	325.7	-	-	-
% Proficient and Above	36%	39%	62%	*	*	*	4%	14%	21%	*	55%	36%	*	-	27%	-	-	-
White (not of Hispanic origin)	309	312	313	7	15	18	113	110	118	174	169	158	12	7	9	1	1	1
Mean Scaled Score	392.5	398.5	394.1	*	337.1	329.7	315.6	319.1	328.6	372.1	379.1	371.8	388.3	*	*	*	*	*
% Proficient and Above	85%	81%	81%	*	40%	22%	14%	19%	28%	62%	68%	73%	67%	*	*	*	*	*
Economically Disadvantage	12	42	31	1	5	7	7	22	18	4	13	6	-	-	-	-	-	-
Mean Scaled Score	347.6	344.6	334.8	*	*	*	*	296.8	308.8	*	377.5	*	-	-	-	-	-	-
% Proficient and Above	58%	38%	35%	*	*	*	*	5%	6%	*	62%	*	-	-	-	-	-	-
English Learners (# tested)	5	7	10	2	7	4	3	-	6	-	-	-	-	-	-	-	-	-
Mean Scaled Score	*	*	*	*	*	*	*	-	*	-	-	-	-	-	-	-	-	-
% Proficient and Above	*	*	*	*	*	*	*	-	*	-	-	-	-	-	-	-	-	-
Redesignated Fluent-Eng. Prof	12	22	17	-	5	2	9	11	9	3	4	5	-	1	4	-	-	2
Mean Scaled Score	347.6	329.0	366.7	-	*	*	*	310.2	*	*	*	*	-	*	*	-	-	*
% Proficient and Above	58%	23%	65%	-	*	*	*	18%	*	*	*	*	-	*	*	-	-	*
Students with Disabilities	37	27	27	5	9	11	24	14	14	7	1	-	-	1	-	-	-	-
Mean Scaled Score	339	323.1	316.8	*	*	301.2	294.0	301.9	337.2	*	*	-	-	*	-	-	-	-
% Proficient and Above	46%	22%	26%	*	*	9%	4%	7%	43%	*	*	-	-	*	-	-	-	-
Gifted and Talented Identified	171	154	40	-	1	-	17	13	10	139	131	27	12	5	3	1	-	-
Mean Scaled Score	420.3	435.6	414.1	-	*	-	334.4	338.2	*	384.2	393.8	361.9	400.3	*	*	*	-	-
% Proficient and Above	99%	98%	95%	-	*	-	12%	46%	*	70%	80%	59	75%	*	*	*	-	-

CST data- by grade level/ three years **San Dieguito Academy 10**

Mean scaled score/ % proficient and above

Subgroups	Eng. Lang Arts			Gen Math			Alg I			Geom			Alg II			Summ HS Math		
	Yr1	Yr2	Yr3	Yr1	Yr2	Yr3	Yr1	Yr2	Yr3	Yr1	Yr2	Yr3	Yr1	Yr2	Yr3	Yr1	Yr2	Yr3
Schoolwide 10th graders total #	336	351	355	-	-	-	20	20	37	116	89	104	151	175	162	32	40	52
Mean Scaled Score	178.5	376.2	371.1	-	-	-	285.2	272.8	391.2	303.7	305.6	306.2	331.7	344.4	338.2	372.3	369.7	357.2
% Proficient and Above	75%	70%	66%	-	-	-	0%	0%	3%	9%	18%	14%	30%	44%	39%	63%	56%	51%
Asian (# tested)	15	14	17	-	-	-	-	2	-	1	4	2	8	5	8	-	-	7
Mean Scaled Score	399.9	385.5	282.2	-	-	-	-	*	-	*	*	*	*	*	*	-	-	*
% Proficient and Above	80%	71%	82%	-	-	-	-	*	-	*	*	*	*	*	*	-	-	*
Hispanic or Latino (# tested)	29	34	46	-	-	-	6	7	10	10	15	21	4	8	11	1	1	4
Mean Scaled Score	346.2	334.1	326.0	-	-	-	*	*	*	*	282.5	285.8	*	*	325.7	*	*	*
% Proficient and Above	46%	38%	35%	-	-	-	*	*	*	*	0%	5%	*	*	27%	*	*	*
White (not of Hispanic origin)	290	298	286	-	-	-	14	13	26	100	69	77	137	159	142	25	34	41
Mean Scaled Score	380.2	380.7	378.2	-	-	-	281.8	277.0	295.4	306.0	311.0	312.6	327.7	344.7	339.7	366.6	369.2	359.0
% Proficient and Above	77%	75%	71%	-	-	-	0%	0%	4%	10%	22%	17%	27%	44%	39%	60%	56%	56%
Economically Disadvantage	15	22	31	-	-	-	1	5	3	3	11	15	8	4	9	1	1	2
Mean Scaled Score	378.5	334.6	328.8	-	-	-	*	*	*	*	313.0	273.9	*	*	*	*	*	*
% Proficient and Above	71%	41%	35%	-	-	-	*	*	*	*	27%	0%	*	*	*	*	*	*
English Learners (# tested)	3	4	8	-	-	-	1	2	3	2	2	5	-	-	-	-	-	-
Mean Scaled Score	*	*	*	-	-	-	*	*	*	*	*	*	-	-	-	-	-	-
% Proficient and Above	*	*	*	-	-	-	*	*	*	*	*	*	-	-	-	-	-	-
Redesignated Fluent-Eng. Prof	6	12	21	2	-	-	3	-	4	-	6	11	-	3	4	-	-	2
Mean Scaled Score	*	336.2	325.2	*	-	-	*	-	*	-	*	279.2	-	*	*	-	-	*
% Proficient and Above	*	50%	33%	*	-	-	*	-	*	-	*	0%	-	*	*	-	-	*
Students with Disabilities	35	-	22	-	36	-	4	8	14	4	16	6	6	8	1	1	-	-
Mean Scaled Score	331.1	-	299.8	-	310.7	-	*	*	282.1	*	292.9	*	*	*	*	*	-	-
% Proficient and Above	29%	-	14%	-	28%	-	*	*	0%	*	19%	*	*	*	*	*	-	-
Gifted and Talented Identified	151	180	17	-	-	-	-	-	3	15	16	4	107	126	7	-	29	3
Mean Scaled Score	409.7	407.8	400.4	-	-	-	-	-	*	332.9	333.9	*	346.4	353.3	*	-	392.1	*
% Proficient and Above	97%	92%	71%	-	-	-	-	-	*	20%	31%	*	42%	52%	*	-	72%	*

CST data- by grade level/ three years **San Dieguito Academy 11**
 Mean scaled score/ % proficient and above

Subgroups	Eng. Lang Arts			Gen Math			Alg I			Geom			Alg II			Summ HS Math		
	Yr1	Yr2	Yr3	Yr1	Yr2	Yr3	Yr1	Yr2	Yr3	Yr1	Yr2	Yr3	Yr1	Yr2	Yr3	Yr1	Yr2	Yr3
Schoolwide 11th graders total #	377	311	351	-	-	-	3	1	18	41	25	26	110	76	84	202	159	208
Mean Scaled Score	368.0	362.5	375.5	-	-	-	*	*	259.0	283.0	264.6	281.2	282.5	278.2	274.3	343.3	342.0	342.5
% Proficient and Above	67%	64%	67%	-	-	-	*	*	6%	2%	4%	4%	7%	3%	7%	44%	6%	46%
Asian (# tested)	10	14	14	-	-	-	-	-	-	-	-	-	-	-	1	-	14	-
Mean Scaled Score	*	392.5	401.1	-	-	-	-	-	-	-	-	-	-	-	*	-	380.2	-
% Proficient and Above	*	79%	79%	-	-	-	-	-	-	-	-	-	-	-	*	-	71%	-
Hispanic or Latino (# tested)	24	28	34	-	-	-	1	-	6	10	8	4	6	13	14	6	3	8
Mean Scaled Score	328.3	331.4	327.6	-	-	-	*	-	*	*	*	*	*	283.6	269.8	*	*	*
% Proficient and Above	33%	43%	41%	-	-	-	*	-	*	*	*	*	*	8%	0%	*	*	*
White (not of Hispanic origin)	399	267	297	-	-	-	2	1	12	30	17	22	102	63	68	184	140	182
Mean Scaled Score	370.4	363.8	379.3	-	-	-	*	*	259.7	279.6	267.7	285.3	284.7	277.0	276.4	344.2	337.6	343.8
% Proficient and Above	70%	65%	68%	-	-	-	*	*	8%	0%	6%	5%	7%	2%	9%	45%	44%	46%
Economically Disadvantage	11	26	18	-	-	-	-	-	3	4	6	3	5	8	8	2	7	4
Mean Scaled Score	325.9	348.0	314.3	-	-	-	-	-	*	*	*	*	*	*	*	*	*	*
% Proficient and Above	36%	54%	39%	-	-	-	-	-	*	*	*	*	*	*	*	*	*	*
English Learners (# tested)	3	3	4	3	-	-	-	-	2	3	1	-	-	1	2	-	-	-
Mean Scaled Score	*	*	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-
% Proficient and Above	*	*	*	*	-	-	-	-	*	*	*	-	-	*	*	-	-	-
Redesignated Fluent-Eng. Prof	1	3	12	-	-	-	-	-	-	-	2	3	-	-	5	1	-	4
Mean Scaled Score	*	*	317.3	-	-	-	-	-	-	-	*	*	-	-	*	*	-	*
% Proficient and Above	*	*	50%	-	-	-	-	-	-	-	*	*	-	-	*	*	-	*
Students with Disabilities	49	36	31	-	-	-	3	-	11	19	5	5	13	13	10	8	6	2
Mean Scaled Score	317.8	313.4	287.9	-	-	-	*	-	244.0	271.2	*	*	263.1	272.8	*	*	*	*
% Proficient and Above	29%	25%	16%	-	-	-	*	-	0%	0%	*	*	8%	8%	*	*	*	*
Gifted and Talented Identified	192	13	38	-	-	-	-	-	-	2	-	1	34	13	9	152	101	25
Mean Scaled Score	399.2	398.0	385.9	-	-	-	-	-	-	*	-	*	303.7	298.9	*	356.5	360.7	336.3
% Proficient and Above	91%	87%	76%	-	-	-	-	-	-	*	-	*	12%	8%	*	53%	60%	44%

CST data- three year comparison- **Social Science**

Mean scaled score/ % proficient and above

Subgroups	World History Grade 10			US History Grade 11		
	04	05	06	04	05	06
Schoolwide total #	331	345	355	369	307	350
Mean Scaled Score	358.7	355.1	348.8	382.7	382.3	380.3
% Proficient and Above	54%	58%	51%	72%	65%	66%
Asian (# tested)	15	14	17	10	14	14
Mean Scaled Score	392.9	356.9	352.1	-	424	386.6
% Proficient and Above	67%	64%	65%	-	71%	64%
Hispanic or Latino (# tested)	29	34	46	24	28	34
Mean Scaled Score	327.1	305.8	308.2	337	344.9	324.3
% Proficient and Above	31%	21%	22%	33%	57%	35%
White (not of Hispanic origin)	285	292	286	331	263	296
Mean Scaled Score	359.8	360.7	355.4	384.9	383.5	385.7
% Proficient and Above	56%	61%	56%	75%	66%	70%
Economically Disadvantage	15	22	31	11	26	18
Mean Scaled Score	364.5	327.2	307.1	331.5	370.5	331.1
% Proficient and Above	53%	27%	19%	36%	65%	28%
English Learners (# tested)	3	4	8	3	3	4
Mean Scaled Score	-	-	-	-	-	-
% Proficient and Above	-	-	-	-	-	-
Redesignated Fluent-Eng. Prof	6	11	21	1	3	12
Mean Scaled Score	-	319.6	309.1	-	-	330.8
% Proficient and Above	-	27%	19%	-	-	42%
Students with Disabilities	35	36	22	48	36	31
Mean Scaled Score	322.3	313.4	304.7	327.4	327.1	307
% Proficient and Above	23%	34%	18%	38%	39%	10%
Gifted and Talented Identified	150	178	17	188	131	38
Mean Scaled Score	384	382.3	366.7	411.7	427.2	403.4
% Proficient and Above	73%	78%	65%	90%	86%	79%

CST data- Science- 3 year comparison- Biology
 Mean scaled score/ % proficient and above

Subgroups	Biology/Life Science Grade 9			Biology/Life Science Grade 10			Biology/Life Science Grade 11		
	04	05	06	04	05	06	04	05	06
Schoolwide total #	104	167	104	136	145	136	69	66	69
Mean Scaled Score	391.2	374.7	391.2	357.6	354	357.6	340.7	341.1	340.7
% Proficient and Above	86%	80%	86%	58%	52%	58%	41%	40%	41%
Asian (# tested)	6	14	6	2	3	2	-	2	-
Mean Scaled Score	-	357.9	-	-	-	-	-	-	-
% Proficient and Above	-	64%	-	-	-	-	-	-	-
Hispanic or Latino (# tested)	2	9	2	13	16	13	10	9	10
Mean Scaled Score	-	-	-	343.8	325.3	343.8	-	-	-
% Proficient and Above	-	-	-	62%	19%	62%	-	-	-
White (not of Hispanic origin)	94	144	94	121	125	121	59	55	59
Mean Scaled Score	392.9	377.7	392.9	359.6	357.5	359.6	344.4	342.6	344.4
% Proficient and Above	88%	82%	88%	59%	57%	59%	44%	40%	44%
Economically Disadvantage	1	9	1	3	7	3	3	8	3
Mean Scaled Score	-	-	-	-	-	-	-	-	-
% Proficient and Above	-	-	-	-	-	-	-	-	-
English Learners (# tested)	-	-	-	-	-	-	1	1	1
Mean Scaled Score	-	-	-	-	-	-	-	-	-
% Proficient and Above	-	-	-	-	-	-	-	-	-
Redesignated Fluent-Eng. Prof	1	3	1	3	6	3	-	1	-
Mean Scaled Score	-	-	-	-	-	-	-	-	-
% Proficient and Above	-	-	-	-	-	-	-	-	-
Students with Disabilities	2	1	2	7	10	7	16	13	13
Mean Scaled Score	-	-	-	-	-	-	323.3	324.2	263.1
% Proficient and Above	-	-	-	-	-	-	25%	23%	8%
Gifted and Talented Identified	87	111	87	62	68	62	23	15	23
Mean Scaled Score	397	383.9	397	369.7	372	369.7	362	386.5	362
% Proficient and Above	91%	86%	91%	73%	72%	73%	57%	73%	57%

CST data- three year comparison **Chemistry/Physics**
 Mean scaled score/ % proficient and above

Subgroups	Chemistry Grade 10			Chemistry Grade 11			Physics Grade 11		
	04	05	06	04	05	06	04	05	06
Schoolwide total #	55	61	126	84	78	139	105	63	88
Mean Scaled Score	383.7	379	344.8	346.8	341.4	337.8	360	358.4	351.4
% Proficient and Above	73%	77%	41%	42%	37%	34%	57%	54%	55%
Asian (# tested)	8	6	12	2	5	3	7	5	6
Mean Scaled Score	-	-	325.2	-	-	-	-	-	-
% Proficient and Above	-	-	25%	-	-	-	-	-	-
Hispanic or Latino (# tested)	2	1	5	3	6	8	4	1	7
Mean Scaled Score	-	-	-	-	-	-	-	-	-
% Proficient and Above	-	-	-	-	-	-	-	-	-
White (not of Hispanic origin)	44	51	109	79	67	127	92	57	71
Mean Scaled Score	383.6	381	346.7	346.9	338.2	337.1	361.1	358.1	355.2
% Proficient and Above	70%	76%	42%	42%	33%	33%	61%	53%	58%
Economically Disadvantage	2	1	4	3	6	1	2	4	3
Mean Scaled Score	-	-	-	-	-	-	-	-	-
% Proficient and Above	-	-	-	-	-	-	-	-	-
English Learners (# tested)	-	-	-	-	-	-	-	-	-
Mean Scaled Score	-	-	-	-	-	-	-	-	-
% Proficient and Above	-	-	-	-	-	-	-	-	-
Redesignated Fluent-Eng. Prof	-	-	2	1	-	2	-	1	4
Mean Scaled Score	-	-	-	-	-	-	-	-	-
% Proficient and Above	-	-	-	-	-	-	-	-	-
Students with Disabilities	3	-	1	3	5	5	6	3	-
Mean Scaled Score	-	-	-	-	-	-	-	-	-
% Proficient and Above	-	-	-	-	-	-	-	-	-
Gifted and Talented Identified	47	54	5	49	36	14	72	40	16
Mean Scaled Score	388.9	382.6	-	357.9	368.2	343.9	371.3	379.8	350.8
% Proficient and Above	79%	78%	-	54%	64%	50%	69%	70%	69%

CST data- by grade level/ three years Earth Science
 Mean scaled score/ % proficient and above

Subgroups	Earth Science Grade 9			Earth Science Grade 10			Earth Science Grade 11		
	04	05	06	04	05	06	04	05	06
Schoolwide total #	194	116	130	58	19	26	24	7	31
Mean Scaled Score	360.7	336	353.7	353.4	320.9	313.7	344.1	-	353.8
% Proficient and Above	62%	39%	59%	55%	32%	23%	47%	-	62%
Asian (# tested)	4	1	7	1	1	-	-	-	2
Mean Scaled Score	-	-	-	-	-	-	-	-	-
% Proficient and Above	-	-	-	-	-	-	-	-	-
Hispanic or Latino (# tested)	25	22	19	9	6	6	3	2	-
Mean Scaled Score	338.2	310.6	345.5	-	-	-	-	-	-
% Proficient and Above	32%	9%	42%	-	-	-	-	-	-
White (not of Hispanic origin)	163	91	102	48	12	19	20	5	28
Mean Scaled Score	363.7	342.3	355.9	361.7	340.2	318.6	347.4	-	353.1
% Proficient and Above	67%	47%	64%	60%	50%	26%	53%	-	61%
Economically Disadvantage	8	16	11	3	4	5	2	2	-
Mean Scaled Score	-	306.2	319	-	-	-	-	-	-
% Proficient and Above	-	13%	9%	-	-	-	-	-	-
English Learners (# tested)	1	3	5	2	3	2	2	1	-
Mean Scaled Score	-	-	-	-	-	-	-	-	-
% Proficient and Above	-	-	-	-	-	-	-	-	-
Redesignated Fluent-Eng. Prof	10	12	7	2	-	3	-	1	1
Mean Scaled Score	-	303.4	-	-	-	-	-	-	-
% Proficient and Above	-	8%	-	-	-	-	-	-	-
Students with Disabilities	26	16	14	12	7	7	8	1	7
Mean Scaled Score	341.9	309.9	329.3	321.6	-	-	-	-	-
% Proficient and Above	42%	25%	36%	33%	-	-	-	-	-
Gifted and Talented Identified	66	16	10	9	2	1	4	1	2
Mean Scaled Score	385.2	360.3	-	-	-	-	-	-	-
% Proficient and Above	86%	75%	-	-	-	-	-	-	-

Summary of Progress Made

on 2005-06

Planned Improvements

Summary of Progress Made on 2005-2006 Goals

San Dieguito School Site Council reviewed CST data, transcripts and grade reports. A special team of counselors, administrators, special education teachers, and English Learner support teachers also reviewed data and discussed progress of each student. Individual action plans were devised for each student.

The School Site Council and the special team concluded that progress has been made with ninth grade students with disabilities in English (22% to 26%). Substantial progress has been made in Algebra I (7% to 43%) and Earth and Space 25% to 36%). However, eleventh graders with disabilities have not made such progress. Their English scores dropped from 25% to 16%, and their US History CST scores dropped from 39% to 10%.

The economically disadvantaged students have not shown improvement. Ninth graders dropped from 38% to 35% in English Language Arts, and from 13% to 9% in Earth and Space. Economically disadvantaged eleventh graders also did not improve. In English Language Arts they dropped from 54% to 39%, and in US History 65% to 28%. While this data does not represent the same cohort of students, the lack of academic progress causes alarm.

The English Learner population is unique at San Dieguito Academy. The vast majority of these students have been in US schools for eight to nine years, yet remained in the ELD program based on CELDT scores and teacher reports. Our population is not statistically significant, yet has risen from 28 to 44 students in the 2006-07 school year.

In keeping with the federally mandated No Child Left Behind Act, SDA School Site Council is charged with narrowing the gap between under-performing students and the general student body to provide equity for all students. In the 2006-07 school year, SPSA goals will focus on economically disadvantaged students, students with disabilities, and English learners to receive additional resources and learning opportunities. Teachers will be encouraged to examine data, explore learning strategies, and develop comprehensive learning plans specifically targeted to these sub-groups. Areas of emphasis include English Language Arts, Mathematics (particularly Algebra and Geometry), and Science and Social Studies.

In addition, the Single Plan for Student Achievement has developed goals in building student connectedness and providing a safe and drug-free environment.

**Planned Improvements
in Student Performance
2006-2007**

Planned Improvements in Student Performance

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index, Standardized Testing and Reporting (STAR), and local measures of pupil achievement. The school site council analyzed available data on the academic performance of all students, including educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtained and considered the input of the school community. Based upon this analysis, the council has established the following performance improvement goals, actions and expenditures.

**School Goals for Improving Student Achievement
San Dieguito Academy**

YR. 2006-2007

SC approved revision DRAFT

Goal # 1 Increase the percentage of students scoring at Proficient or above on the English language portion of the California Standards Test.

Smart Objective(s) (Strategic and specific, measurable, attainable, results-based, time bound)	Benchmark Indicators (Evidence of Progress)	Activities/Time Frame	Responsible Parties
<p>To increase by 3% the percent of economically disadvantaged 9th students scoring at Proficient or above: from 35% of 9th graders to 38%.</p> <p>To increase by 10% the percent of 11th graders identified as economically disadvantaged scoring at Proficient or above from 39% to 49% by the end of the 2006-07 school year.</p> <p>Because the number of English Learner students is not statistically significant; to support the identified English Learner students in earning a GPA of 2.0 and above in their English class by the end of the 2006-07 school year.</p> <p>To increase the percent of 9th grade students with disabilities scoring at Proficient or above by 3%: from 26% to 29% on the CST by the end of the 2006-07 school year.</p> <p>To increase the percent of 11th grade students with disabilities scoring at Proficient or above by 3%: from 16% to 19% on the CST by the end of the 2006-07 school year.</p>	<p>Average score of 4 on DWA within these sub-groups.</p> <p>Average grade of C or better for these sub-groups in English on each progress report and report card grading period.</p> <p>STAR scores and CST scores on the 2007 administration of the STAR exam.</p>	<p>On-going professional development to assure consistency and cohesion.</p> <p>Members of the English department develop and implement additional supplemental standards-based reading and writing activities, integrating them into the English curriculum (continuous)</p> <p>By the end of the school year, counselors and administrators review past two years of CST data. Develop an action plan for students in economically disadvantaged and English Learner sub-groups, to include support classes or support programs.</p> <p>Within three weeks of each sitting of the DWA, counselors and administrators review DWA results, identifying students scoring below a 4 on previous DWA and offer Academic Literacy course.</p>	<p>Principal and teacher leaders</p> <p>Department chair, teachers</p> <p>Department chair, teachers</p> <p>Counselors and administrators</p> <p>Counselors and administrators</p>

**School Goals for Improving Student Achievement
San Dieguito Academy**

YR. 2006-2007

SC approved revision DRAFT

Goal # 2 Increase the percentage of 9th grade students scoring at Proficient or above on the Algebra and Geometry mathematics portion of the California Standards Test.

Smart Objective(s) (Strategic and specific, measurable, attainable, results-based, time bound)	Benchmark Indicators (Evidence of Progress)	Activities/Time Frame	Responsible Parties
<p>To increase by 3% the number of low socio-economic 9th grade students scoring at Proficient or above on the Algebra portion of the CST; from 6% to 9% by the end of the 2006-07 school year.</p> <p>To demonstrate at least 65% of low socio-economic 9th grade students scoring at <i>Proficient or above on the Geometry</i> portion of the CST by the end of the 2006-07 school year.</p> <p>Because the number of English Learner students is not statistically significant; to support English Learner students in earning a GPA of 2.0 and above in their math class by the end of the 2006-07 school year.</p> <p>To increase by 3% the percent of special education 9th grade students scoring at Proficient or above on the algebra portion of the CST from 43% to 46% by the end of the 2006-07 school year.</p>	<p>Average grade of C or better for low socio-economic students in Math at each marking period.</p> <p>Average grade of C or better in the English Learner sub-group in math at each marking period.</p> <p>Benchmark testing administered to algebra and geometry students four times per year.</p> <p>Students enrolled in Algebra I will receive passing grades quarterly in the 06-07 school year.</p> <p>Implement benchmark testing in math as indicator of goal achievement.</p> <p>STAR scores and CST scores on the 2007 administration of the STAR exam.</p>	<p>On-going professional development to assure consistency and cohesion.</p> <p>Counselors and administrators review past two years of CST data. Develop an action plan for students in low socio-economic and English Learner sub-groups, to include support classes or support programs in math by the end of the first quarter.</p> <p>Members of the math department develop and implement additional supplemental standards-based mathematics activities, integrating them into the math curriculum (ongoing).</p>	<p>Principal and teacher leaders.</p> <p>Counselors and administrators.</p> <p>Department chairs and teachers</p>

School Goals for Improving Student Achievement
San Dieguito Academy

YR. 2006-2007

SC approved revision DRAFT

Goal # 3 Increase the percentage of students scoring at Proficient or above on the CST- Social Science and Science portion of the CST exam.

Smart Objective(s) (Strategic and specific, measurable, attainable, results-based, time bound)	Benchmark Indicators (Evidence of Progress)	Activities/Time Frame	Responsible Parties
<p>To increase by 10% the percent of economically disadvantaged students scoring at Proficient or above by the end of the 2006-07 school year on the social science and science portions of the exam.</p> <p>For 9th graders, Earth and Space will improve from 9% to 19% on the CST 06-07.</p> <p>For 11th graders, Us History will improve from 28% to 38% on the CST 06-07. Biology will improve from 41% to 51%.</p> <p>To increase by 10% the percent of students with disabilities scoring at Proficient or above by the end of the 2006-07 school year on the social science and science portions of the exam.</p> <p>For 9th graders, Earth and Space will improve from 36% to 46% on the CST 06-07.</p> <p>For 11th graders, Us History will improve from 10% to 20% on the CST 06-07.</p>	<p>Average grade of C or better for all students in social science and science in each grading period.</p> <p>Benchmark testing in social science and science.</p> <p>STAR scores and CST scores on the 2007 administration of the STAR exam.</p>	<p>Ongoing professional development to assure consistency and cohesion.</p> <p>Social science and science teachers develop and implement additional supplemental standards-based reading, writing, and research activities, integrating them into the Social Science and Science curriculum.</p>	<p>Administrators and teacher leaders</p> <p>Social science and science teachers</p>

**School Goals for Improving Student Achievement
San Dieguito Academy**

YR. 2006-2007

SC approved revision DRAFT

Goal # 4 Educate all students in an environment that is safe, drug-free, and conducive to learning.

Smart Objective(s) (Strategic and specific, measurable, attainable, results-based, time bound)	Benchmark Indicators (Evidence of Progress)	Activities/Time Frame	Responsible Parties
<p>To increase by 5% the number of students who report feeling safe on campus, from 74% to 79% of 9th graders, and from 84% to 89% of 11th graders as reported on the California Healthy Kids Survey.</p> <p>To decrease by 3% the percent of students who report lifetime substance use of marijuana on the California Healthy Kids Survey, from 37% to 34%.</p> <p>To decrease by 3% the percent of students who report lifetime substance use of alcohol on the California Healthy Kids Survey, from 67% to 64%.</p>	<p>Voluntary participation in the READI program.</p> <p>California Healthy Kids Survey Spring 2007.</p> <p>Voluntary and involuntary participation in Insight and Sobriety support groups.</p> <p>.</p>	<p>On-going student-led prevention activities such as PALs and other positive activities.</p> <p>Health curriculum</p> <p>Positive prevention activities/ Project Options, school-wide learning activities</p>	<p>Students and staff, including teachers, counselors, classified, and administrators.</p> <p>Health, PE teachers</p> <p>Administrators, UCSD staff, homeroom advisors.</p>

**School Goals for Improving Student Achievement
San Dieguito Academy**

YR. 2006-2007

SC approved revision DRAFT

Goal # 5 All students will be educated in an environment that encourages student connection to school and the outside community.

Smart Objective(s) (Strategic and specific, measurable, attainable, results-based, time bound)	Benchmark Indicators (Evidence of Progress)	Activities/Time Frame	Responsible Parties
<p>To increase by 3% the number of all students who report feeling connected to people at school, as measured on the California Healthy Kids Survey; from 87% to 90% of all students, from 86% to 89% of 9th graders, and from 87% to 90% of 11 th graders on the 2007 California Healthy Kids Survey.</p>	<p>The number of students who have joined clubs, groups, or sports on campus.</p> <p>Students participating in AVID program.</p> <p>Students in support classes.</p> <p>Students in volunteer activities, internships, job-shadowing, community links.</p> <p>Number of students participating in support groups or seeing a PAL.</p> <p>Number of students and teachers reporting increased student connectedness to school through homeroom.</p>	<p>Gather data on club and activity enrollment quarterly.</p> <p>Freshmen and new student participation in Link Crew activities the first month of school.</p> <p>Students on NESST/WINGS list with action plans, reviewed quarterly.</p> <p>Weekly homeroom prompts to elicit discussion.</p>	<p>All school personnel, including teachers, counselors, classified, and administrators.</p> <p>ASB advisor and administrators.</p> <p>Teachers of 9th and 10th graders refer to NESST/WINGS and develop action plans.</p> <p>Assistant principal and homeroom teachers.</p>

Categorical Funding/Budget

Programs Included in this Plan – San Dieguito Academy

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Estimated Allocation	Expenditures as of 9/27/06	Estimated Balance
X Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners <i>EIA funding/expenditures are restricted for use on activities, programs and services for English Learners only.</i>	\$14,195	\$1,073	\$13,122
X School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs. <i>Library funding/expenditures must follow School Library Improvement funding regulations.</i>	\$32,664 \$7,405	\$1,000 \$0	\$31,664 \$7405
X Gifted and Talented Education <i>GATE funding/expenditures are restricted for use on activities, programs and services to support the recruitment and extended learning opportunities of GATE students.</i>	\$15,259	\$0	\$15,259
Total amount of state categorical funds allocated to this school	\$69,523	\$2,073	\$67,450

Federal Programs under No Child Left Behind (NCLB)	Estimated Allocation	Expenditures as of 9/27/06	Estimated Balance
Total amount of federal categorical funds allocated to this school	\$ 0	\$ 0	\$ 0
Total amount of state and federal categorical funds allocated to this school	\$ 69,523	\$ 2,073	\$ 67,450

SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001 requires that this plan 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:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Barbara Gauthier	X				
Neal Glasgow		X			
Leslie Gushwa		X			
J. Bromelsiek		X			
John West		X			
Amy Johnson		X			
Leah Ryan Sonnich			X		
Carol Hutmacher			X		
Jeanne Jones			X		
Kitty Chow					X
Gabe Folb					X
Hilary Ross					X
Rachele Kresch					X
Addy Dierker					X
Kim Heller				X	
Lisa Houston				X	
Marla Strich				X	
Holly Manno				X	
Rhea Stewart				X	
Numbers of members of each category	1	5	3	5	5

RECOMMENDATIONS AND ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):
 - ___ School Advisory Committee for State Compensatory Education Programs
 - ___ English Learner Advisory Committee
 - ___ Community Advisory Committee for Special Education Programs
 - ___ Gifted and Talented Education Program Advisory Committee
 - ___ Other (*list*)
4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council on: to be adopted after Board review.

Attested:

Barbara Gauthier
Typed name of school principal

to be signed after Board review
Signature of school principal

Date

Jeanne Jones
Typed name of SSC chairperson

to be signed after Board review
Signature of SSC chairperson

Date

DRAFT

2006 – 2007

**Single Plan for Student
Achievement**

Sunset High School

SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT SUNSET HIGH SCHOOL

37-68346-3737384

CDS Code

Date of this revision: November 1, 2006

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

Contact Person: Don Rizzi

Position: Principal

Telephone Number: (760) 753-3860

Address: 684 Requeza Street, Encinitas, CA 92024

E-mail address: don.rizzi@sduhsd.net

San Dieguito Union High School District

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

School Vision

and

Mission Statement

School Vision and Mission

VISION: Sunset High School

- provides a supportive learning environment which recognizes the uniqueness of the student
- provides individualized instruction guided by state standards to promote academic achievement
- encourages respect and responsibility
- promotes students' self-concepts and personal commitment to succeed
- provides support and opportunities for student connectedness.

MISSION: Sunset High School prepares its graduates to be:

1. SELF-DIRECTED LEARNERS WHO
 - ◆ reflect on and monitor their own academic and personal growth.
 - ◆ develop and use effective strategies to overcome obstacles and become lifelong learners.
 - ◆ recognize and adhere to appropriate behavior that will aid in their social and academic development.
 - ◆ effectively use technology.
2. COLLABORATIVE WORKERS WHO
 - ◆ exhibit communication and group interaction skills.
 - ◆ employ problem-solving and decision-making skills.
 - ◆ demonstrate concern, tolerance and respect for others while valuing diversity in groups.
3. EFFECTIVE COMMUNICATORS WHO
 - ◆ use self-expression to explore ideas and emotions.
 - ◆ read, write, speak and listen effectively and critically.
4. CRITICAL THINKERS WHO
 - ◆ use a variety of resources to obtain pertinent information.
 - ◆ form logical information as evidenced by completion of standards-based curriculum.
5. RESPONSIBLE CITIZENS WHO
 - ◆ respect and appreciate individuality and diversity of people and cultures by contributing their service to the school and community.
 - ◆ take the initiative and seek out service opportunities.
6. RESILIENT INDIVIDUALS WHO
 - ◆ value and strive for mental, emotional and physical well being.
 - ◆ demonstrate adaptability and personal growth.
 - ◆ seek creative, positive, non-violent resolution to conflict.
 - ◆ accept responsibility for their actions.

School Profile

School Profile

Sunset High School is the continuation high school serving the San Dieguito Union High School District. As of the October, 2006, CBEDS 155 students were enrolled at Sunset, but during the school year the number typically climbs to approximately 180 - 200 students. As of this report, November 1, 2006, there are 156 students enrolled.

Students are referred to Sunset from other district schools for a variety of reasons. Almost all students referred are considered at-risk. Students are referred to Sunset because they are behind in credits; some are foster children; some have unstable home lives; others have attendance, truancy, or behavior problems; some have sobriety issues; some feel they just don't fit in at the larger schools, and some come here to graduate early.

Sunset High School's curriculum and graduation requirements are aligned with the other high schools in the district. Textbooks are approved by the California Department of Education and adopted by the San Dieguito Union High School District. The textbooks, supplemental materials, and course requirements are standards-based. Sunset's curriculum and the education we provide are driven by the state academic standards and the quest to raise performance for all students. Within these parameters, Sunset's teachers and principal plan and carry out staff development activities.

The California Standards Tests (CSTs), California High School Exit Exam, and District Writing Assessment are administered each year. As a result of student test scores, staff development activities and course modifications are often implemented to meet the areas of greatest student need.

Small class sizes, one-on-one student-teacher interaction, student-paced, individualized instruction, and wide availability of technology provide opportunities for all students (special and regular education) to meet standards and excel academically.

Our Resource Specialist ensures that an Individual Education Plan (IEP) is on file and updated regularly for each student placed in Special Education. All Special Education students are mainstreamed at Sunset and have access to the Resource room where they can receive extra help. The Resource Specialist serves as an advisor to her students and she works closely with students and staff to create successful learning experiences. The Special Education program currently includes approximately 14% of the school population (23 special education students). In addition to receiving individual help from the resource teacher, Sunset's Special Education students are placed according to their specific IEP's (SDC, ED, OHI etc.). Similarly, students with 504 plans receive the individual attention and accommodations necessary according to their plan, as the resource teacher oversees each placement.

Support groups are available to all students and are an integral part of Sunset. Trained facilitators run these groups, and, at the present time, 150 students participate in weekly support groups. All facilitators are school staff members, and the counselor co-facilitates groups as a major part of her job. About 95% of the students are in group. Type of groups may include: General, Women's, Men's, Latino Men's, Anger Management, and Sobriety. Students who participate in support groups benefit in a variety of ways including becoming more effective at communication and introspection, as well as valuing and respecting others.

A main focus of the district Strategic Plan is Student Connectedness and Well-Being, and Student Assistance Services (S.A.S.) is a major component of that strategy. Because Sunset's S.A.S. program was already well established and extremely successful, Sunset was able to provide facilitator training, inservice presentations, and a model of our S.A.S. program to personnel

throughout the district. At the same time, Sunset has benefited from the Student Connectedness and Well-Being focus by receiving materials and assistance from district sources.

In addition to groups that promote self-awareness, Sunset High School also offers the Sunset Helping Others (SHO) Program to students. SHO is a leadership and tutoring program in which Sunset students go to various junior high schools in the district and work in classrooms or individually to tutor younger students and act as peer counselors.

The staff at Sunset has been actively working to expand its Career Pathways Program. Sunset has a careers class that offers students career exploration, as well as training in job skills. The class also offers a technology-based interest survey to help focus students' career interests. Students further interested in career training during high school are able to explore vocational classes at the local community colleges or other high schools through a master catalog available from advisors. In addition, we have been working with local businesses to find internships and employment opportunities for our students. We will be holding a Career Day in the spring in which members of the community will speak to our students about their jobs and industries. In order to further develop our Career Pathways Program, we have taken both student and parent surveys to determine which industry would be of most interest and benefit to our community and students. Both surveys indicate that the industry most interesting to our students and parents is the Arts, followed by education and business. We are now investigating what resources are available to offer a pathway in the Arts on campus. We look forward to being able to offer our students more career training opportunities in the near future.

Regular staff meetings provide opportunity for staff members to address school issues and student concerns. Communication with the home by email or voice mail occurs after these meetings. Six month Progress Reports and letters are sent home to parents. Other relevant information is also sent home at these times.

Sunset students are required to attend school four hours a day, five days a week. Though the state of California requires continuation school students to attend only fifteen hours a week, Sunset's requirement is more stringent. Teachers teach five periods and are available after school for individual help or tutoring. Students generally enroll in four classes at a time, and because they work at their own pace, they can finish a class as quickly or slowly as they are willing and able. When a class is completed, another one is assigned. Credits can be earned in a variety of ways within the school and also through independent study in the areas of physical education, foreign language, work experience, leadership, music, and the arts. Students can earn additional credits by attending community college, taking classes at one of the comprehensive high schools, attending private school classes, or by taking Adult Education classes.

Sunset High School's motto is "Respect and Responsibility." Because a student who respects him or herself will usually respect others, we emphasize improving self-concept. A large sign hangs in the office over the students' time clock: RESPECT. Students are constantly reminded of how much we value respect. Staff members set an example by respecting one another and students and not tolerating disrespectful behavior on campus or in the classrooms.

The school is very student centered with an emphasis on these qualities and on helping students to recognize their own potentials and possibilities. We have an advisor system whereby all teachers, the counselor, and the principal serve as advisors to a group of ten to thirty students with whom they have daily contact. This allows the fostering of closer relationships and makes students more aware and accountable for their progress, attendance, and behavior.

We at Sunset are dedicated to making the campus, curriculum, and teachers accessible, supportive, and encouraging for the students. Some have never viewed school in a positive way.

We strive to provide each student a sound education and a caring and challenging learning community.

Student Performance Data and Summary

Summary of Progress Made

on 2005-06

Planned Improvements

Goal #1 – To Increase the high school graduation credit completion rate for all Sunset students.

Objective:

To increase the percent of high school graduation credits earned by long-term (90 day or more enrollment) students from 76.31% to 82% as reported on the ASAM June 2006 report

- **This goal met as Sunset increased its actual Credit Completion to 88.8%.**

Goal #2 – To increase student performance in Math .

Objective 1:

Increase the percent of long-term (90 days or more enrollment) students receiving credit for Algebra from 30% to 50% by the end of 2005-06.

- **The percentages in this goal were incorrect due to a lack of records and the retirement of our Math teacher.**
- **With our new student information system, we have been able to come up with more accurate statistics.**

Objective 2:

To increase the percent of long-term students passing the CAHSEE math portion from 68% to 75% during the 2005-06 school year.

- **Sunset was successful in this goal although the transient nature of our student body makes it very difficult to measure.**

Goal #3 – To increase Career Pathway education opportunities for Sunset students.

Objective 1:

Identify two Career Pathways based on student, parent, community, and staff input, by the end of the 2005-06 school year.

- **Students, staff and parents were surveyed during 2005-2006 by our Careers teacher. Working together with SDUHSD staff we were able to create a ROP class, ROP Graphic Design. It was funded but we were not able to find a teacher.**

Goal #4 – To increase student connectedness and campus safety.

Objective 1:

By June, 2006, increase the percent of students indicating “connectedness” on the Healthy Kids Survey:

Feel close to people at school: from 48% to 75%,

Feel like a part of school: from 61% to 90%, and

Feel safe at school: from 94% to 100%

- **Since no survey was taken last year, this goal was not measurable.**

Objective 2:

Increase number of support groups offered from 14 to 18 by June, 2006.

- **The groups actually were increase from 10 to 12.**

Objective 3:

Identify and implement a minimum of 3 “unique” opportunities/ activities to build connectedness by June, 2006.

- **All day school fishing trips.**
- **Quarterly assemblies**
- **Shade structure was built where almost all students can gather during break-time to eat and socialize.**

**Planned Improvements
in Student Performance
2006-2007**

Planned Improvements in Student Performance

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index, Standardized Testing and Reporting (STAR), and local measures of pupil achievement. The school site council analyzed available data on the academic performance of all students, including educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtained and considered the input of the school community. Based upon this analysis, the council has established the following performance improvement goals, actions and expenditures.

Sunset High School
 site name
 2006-07

Goal #1 : To increase the high school graduation credit completion rate for all Sunset students.

S.M.A.R.T. Objective(s) <small>(Strategic & Specific, Measurable, Attainable, Results-Based, Time Bound)</small>	Benchmark Indicators (Evidence of Progress)	Activities	TimeFrame/When	Responsible Parties	Budget
<p>-To increase the percent of high school graduation credits earned by long-term (90 days or more enrollment) students from 82% to a rate of 88% as reported on the ASAM form in June 2007.</p>	<p>-Annual count of "Course Completion for Credit Report" forms to compare with 05-06 numbers</p> <p>-Teacher feedback at weekly staff meetings</p>	<p>-Continue to improve student advisement/ student planning component, including goal setting and time management skill building, to ensure students will be successful in completing credits/courses attempted. Include creation/ implementation of a student tool (form) to assist with goal setting and time management.</p> <p>-To explore the possibility of monitoring "Course Completion for Credit Reports" forms due to new Aries system. Could not do this in the former SIS system.</p> <p>- teachers to report numbers to Principal's secretary at the end of each month, this data will be shared at staff meetings, culminating with the final comparison of the 06-07 end count to the 05-06 data.</p>	<p>-Ongoing throughout 2006-07 school year, with monthly updates to be given at staff meetings and inservice activities.</p> <p>-during the year</p> <p>- Monthly</p> <p>- Weekly</p>	<p>-Principal, counselor and teachers.</p> <p>- Principal's Secretary</p> <p>-Principal, counselor and teachers</p> <p>- Staff</p>	

		<p>-Continue weekly reviews of individual student progress at staff meetings, adjust course enrollment on a need basis.</p>			
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Sunset High School
2006-07

Goal # 2: To increase student performance in Math.

S.M.A.R.T. Objective(s) <small>(Strategic & Specific, Measurable, Attainable, Results-Based, Time Bound)</small>	Benchmark Indicators (Evidence of Progress)	Activities	TimeFrame/When	Responsible Parties	Budget
<p>1) To increase the percent of long-term (90 days or more enrollment) students receiving credit for Algebra from 19 (2005-2006) to 30 by the end of the 2006-07 school year.</p> <p>2) To increase the percent of long-term students (90 days or more enrollment) passing the CAHSEE math portion from 75% to 90% during the 2006-07 school year.</p>	<p>-Monthly count of students enrolled in Algebra course to compare with 04-05 numbers.</p> <p>-Monthly count of students enrolled in CAHSEE math support class</p> <p>-End of year final count for both Algebra enrollment and CAHSEE math pass rate</p> <p>-Teacher feedback at weekly staff meetings</p>	<p>-Ensure alignment of all math curriculum to California state standards.</p> <p>-Provide professional development/training for “Getting Ready for Algebra” curriculum and CAHSEE Math support course/curriculum.</p> <p>-Implement “Getting Ready for Algebra” curriculum in Pre-Algebra course.</p> <p>-Implement CAHSEE math support course/s.</p> <p>-Continue to improve student advisement/ student planning component including: goal setting, emphasis on the relationship of “good” attendance to academic achievement, celebrating successes to motivate students, and promoting positive self-images for those students who have limited experience with academic success.</p>	<p>- ongoing</p> <p>- January 2007</p> <p>- January 2007 (after P.D./ curriculum training)</p> <p>- January 2007 (after P.D./ curriculum training)</p> <p>- Ongoing throughout 2006-07 school year, with monthly updates to be given at staff meetings and inservice activities.</p> <p>-End of each month</p> <p>-Weekly</p>	<p>-Math teacher/s-with principal as facilitator</p> <p>-Principal</p> <p>-Principal, counselor and Math teacher/s</p> <p>-Principal, counselor and Math teacher/s</p> <p>-Principal, counselor and teachers</p> <p>- Principal’s Administrative Assistant and Principal</p>	

		<p>-Monitor monthly counts of Algebra and CAHSEE math support enrollment, this data will be shared at staff meetings, culminating with the final comparison of the 06-07 end count to the 05-06 data.</p> <p>-Continue weekly reviews of individual student progress at staff meetings, adjust course enrollment on a need basis.</p>		<p>-Principal and staff</p>	
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Sunset High School
2006-07

Goal # 3: To increase Career Pathway education opportunities for Sunset students.

S.M.A.R.T. Objective(s) <small>(Strategic & Specific, Measurable, Attainable, Results-Based, Time Bound)</small>	Benchmark Indicators (Evidence of Progress)	Activities	TimeFrame/When	Responsible Parties	Budget
<p>-Continue to develop and begin to implement two Career Pathways, based on student, parent, community, and staff input, by the end of the 2006-07 school year.</p>	<p>-Update the student, parent, community and staff surveys.</p> <p>-Agendas/minutes from Pathways' Planning meetings</p> <p>- A ROP class will be held at Sunset for our students at the start of the second semester.</p>	<p>-Continue discussion/planning for identifying meaningful Career Pathways for Sunset students.</p> <p>-Develop, administer, and tally results of the updated student Career Pathways Interest survey.</p> <p>-Develop, mail, and tally results of updated parent/community survey.</p> <p>-Review results with staff to begin narrowing down Pathways' choices- based on resources available- utilize School to Career unit at County Office for curriculum review, as well as District Personnel for expertise</p>	<p>-November/December, 2006</p> <p>- November/December, 2006</p> <p>-January,2007</p> <p>-Begin narrowing in January/February 2006, with 2 Pathways identified by June, 2007.</p>	<p>-Principal, District Office personnel, Career teacher, and counselor</p> <p>-Career teacher, counselor, teachers to administer</p> <p>-Career teacher and support staff</p> <p>-Principal, Career teacher and staff</p>	

Sunset High School
2006-07

Goal # 4: To increase student connectedness and campus safety.

S.M.A.R.T. Objective(s) <small>(Strategic & Specific, Measurable, Attainable, Results-Based, Time Bound)</small>	Benchmark Indicators (Evidence of Progress)	Activities	TimeFrame/When	Responsible Parties	Budget
<p>1) To increase the percent of students indicating “connectedness” on the Healthy Kids Survey: Feel close to people at school: from 48% to 60% Feel like a part of school: from 61% to 95%. Feel safe at school: from 94% to 100% By June, 2007.</p> <p>2) Increase number of support groups offered from 13 to 15 by June, 2007.</p> <p>3) Identify and implement a minimum of 3 “unique” opportunities/ activities to build connectedness by June, 2007.</p>	<p>1) a. UCSD survey results from 2005-06 b. Monthly review of suspension/expulsion rates c. Feedback from students and staff.</p> <p>2) Actual number of groups offered, attendance records/ student sign ins</p> <p>3) Student/Staff Interest surveys, attendance sheets</p>	<p>- Review of 2004-05 HKS data with staff, students and parents/community.</p> <p>-Coordinate Spring survey activity with UCSD.</p> <p>-Monitor, tally and then review suspension/expulsion rates on a monthly basis with staff members.</p> <p>-Conduct student/staff interest survey to identify additional support groups needed, as well as identify “unique” opportunities and/or activities to promote student connectedness.</p> <p>-Tally results and share with staff for final consensus.</p> <p>-Provide professional development/training opportunities for newly identified activities- if needed</p> <p>-Implement identified “unique” opportunities/ activities</p>	<p>-September/October, 2006</p> <p>-January, 2007</p> <p>-Ongoing 2006-07 school year, monthly basis</p> <p>-January, 2007</p> <p>-February, 2007</p> <p>-Mid-February, 2007</p> <p>-March through June, 2007</p>	<p>-Principal, counselor and teachers</p> <p>-Principal</p> <p>-Campus Supervisor, Principal</p> <p>-Counselor and teachers</p> <p>-Principal and support staff</p> <p>-Principal to coordinate</p> <p>-Teachers, counselor, support staff and principal</p>	

Categorical Funding/Budget

Programs Included in this Plan – Sunset

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Estimated Allocation	Expenditures as of 9/27/06	Estimated Balance
X Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners <i>EIA funding/expenditures are restricted for use on activities, programs and services for English Learners only.</i>	\$4,208	\$0	\$4,208
X School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs. <i>Library funding/expenditures must follow School Library Improvement funding regulations.</i>	\$7,151 \$825	\$0 \$0	\$7,151 \$825
X Gifted and Talented Education <i>GATE funding/expenditures are restricted for use on activities, programs and services to support the recruitment and extended learning opportunities of GATE students.</i>	\$470	\$0	\$470
Total amount of state categorical funds allocated to this school	\$12,654	\$12,654	\$12,654

Federal Programs under No Child Left Behind (NCLB)	Estimated Allocation	Expenditures as of 9/27/06	Estimated Balance
Total amount of federal categorical funds allocated to this school	\$ 0	\$ 0	\$ 0
Total amount of state and federal categorical funds allocated to this school	\$ 12,654	\$ 12,654	\$ 12,654

DRAFT

SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT TORREY PINES HIGH SCHOOL

37686463730033
CDS Code

Date of this revision: November 1, 2006

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact:

Contact Person: Elloise Bennett
Position: Assistant Principal
Telephone Number: 858-755-0125, ext 2223
Address: 3710 Del Mar Heights Rd, San Diego, CA
E-Mail Address: elloise.bennett@sduhsd.net

San Dieguito Union High School District

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

School Vision and Mission

Vision:

"Our vision is to be a dynamic community of lifelong learners who make significant contributions in our world."

Mission:

Torrey Pines High School will prepare its graduates to be:

1. Self-directed learners who:

- **set challenging goals and determine priorities necessary to achieve them**
- **know where to find answers to questions**
- **organize their responsibilities and adapt to change**
- **practice healthy solutions to manage stress**

2. Effective communicators who:

- **listen skillfully**
- **read, write, and speak effectively and critically**
- **access and evaluate information using a variety of means, including technology and world language**
- **develop positive relationships**

3. Collaborative workers who:

- **participate effectively in a variety of leadership and supportive roles**
- **respect individuals of different cultures, backgrounds, and abilities**
- **exhibit personal and intellectual integrity**
- **resolve conflicts peacefully**

4. Quality producers who:

- **create intellectual, artistic, practical and physical products**
- **implement and use technology effectively**
- **use career-related technical and practical skills**
- **take pride in their work**

5. World citizens and active community participants who:

- **engage in service learning activities**
- **apply a wide variety of strategies for managing complex issues**
- **understand the diverse and dynamic nature of international relationships**
- **practice habits that are environmentally friendly**



Committed to Equity and Excellence

Profile 2006

San Dieguito Union High School District

Information

Mail: 710 Encinitas Blvd.
Encinitas, California 92024
Location: 3710 Del Mar
Heights Rd.
San Diego, CA
Ph: 858-755-0125
Fax: 858-481-0098
CEEB #050466
Website: www.tphs.net

Superintendent

Dr. Peggy Lynch, 760-753-6491
San Dieguito Union High School District

Leadership

Brett Killeen, Principal
Rick Ayala, Assistant Principal
Eloise Bennett, Assistant Principal
Barbara Stroud,
Assistant Principal

Counselors

Brennan Dean
Sally Gervasini
Linsy Glassman
Jesse Gonzalez
Mary Sanchez-Allwein
Jayme Williams

Registrar

Andy Shephard

Accreditation

Torrey Pines High School is
accredited by the Western Assoc.
of Schools and Colleges (WASC).

Policy

It is the policy of the San
Dieguito Union High School District
to prohibit discrimination or
harassment on the basis of sex,
disability, race, color, national origin,
religious creed, age, marital status,
or sexual orientation in its
educational programs and the
activities which it operates.

**Torrey Pines is
Home of the Falcons**

School and Community: The Torrey Pines Falcons

Torrey Pines, a three-time National Blue Ribbon School and a California Distinguished School, is an exemplary institution within a strong secondary school district. The 2,918 students in grades 9-12 represent communities in the coastal areas of northern San Diego County. Neighboring institutions such as the University of California/San Diego, Scripps Institute of Oceanography, the Salk Institute, the Scripps Clinic and Research Foundation, and Neurocrine, as well as nearby high tech giants like Qualcomm, Peregrine and Cisco Systems, all influence the high standard of education and expectation at Torrey Pines.

Student success is supported by tutoring centers on campus, over 300 parent volunteers, 150 extracurricular student clubs, and the TPHS Foundation. Falcon students consistently earn top honors at academic competitions including a gold medal at the International Physics Olympiad, the San Diego Science Fair, the national journalism convention, and drama and video film events. We also offer a comprehensive Division I interscholastic athletics program with 26 different varsity-level sports whose athletes have earned 116 CIF championships since 1974.

Grading Calculation (GPA)

Courses	Regular Courses	Honors/AP
A Excellent	4 points	5 points
B Above average	3 points	4 points
C Average	2 points	3 points
D Passing	1 point	1 point
I Incomplete	0 points	
P Passing	0 points	
W Withdraw	0 points	

Grades for Advanced Placement (AP) and Honors courses are computed on a five-point scale and are designated on the transcript with a plus symbol (+). Beginning with the Class of 2008, 9th and 10th grade Honors classes will not be weighted.

Please note: Torrey Pines High School does not compute numerical class ranking.

Graduation Requirements

Torrey Pines graduates are required to earn a minimum of 230 credits, five for each semester class passed with a "D" or better. These include:

- 8 semesters English
- 6 semesters Math
- 4 semesters Science
- 4 semesters P.E.
- 1 semester Health/ Practical Art
- 2 semesters World History, U.S. History, and Government/Economics
- 2 semesters Visual or Performing Arts

In addition, passing Algebra I as well as the Math and English Language Arts portions of the California High School Exit Exam are required for graduation.

"Our vision is to be a dynamic community of lifelong learners who make significant contributions in our world."

College Eligibility and Selection

- Class of 2006 graduates who met or exceeded University of California/CSU requirements: 630 out of 809 seniors
- Approximate percentage of students who planned to attend a 4-year college: 88%
- Approximate percentage of students who planned to attend a 2-year college: 8%

Source: CBEDS 2006 (California Basic Educational Data System), TPHS Senior Survey, May 2006.

Honors & Advanced Placement

- AP American Govt.
- AP Art History
- AP Biology
- AP Calculus AB
- AP Calculus BC
- AP/Honors Chemistry
- AP Computer Science A, B
- AP Drawing Portfolio
- AP Economics
- AP English Language
- AP English Literature
- AP Environmental Science
- AP European History
- AP French Language
- AP Japanese Language
- AP Music Theory
- AP Physics B
- AP Physics C
- AP Probability/Statistics
- AP Psychology
- AP Spanish Language
- AP Spanish Literature
- AP Two-Dimensional Design Portfolio
- AP U.S. History
- AP World History
- Calculus C/D*
- Calculus D/Linear Algebra*
- Advanced Topics in Math*
- Advanced Acting
- Honors Algebra 2/Trigonometry
- AP Chemistry
- Honors English 9
- Honors English 10
- Honors Geometry

* Asterisk denotes classes taught in collaboration with San Diego State University.

Colleges and Universities Attended by Class of 2006

- American Intercontinental
- American Musical and Dramatic Academy
- Arizona State University
- Art Center College of Design
- Art Institute of Orange County
- Art Institute of San Diego
- Boston College
- Boston University
- Brandeis University
- Brigham Young University, Idaho
- Brigham Young University, Utah
- Brown University
- Bryn Mawr College
- Bucknell University
- Cal Poly Pomona
- Cal Poly San Luis Obispo
- Cal State Channel Islands
- Cal State Chico
- Cal State Long Beach
- Cal State Fullerton
- Cal State Monterey Bay
- Cal State Northridge
- Cal State San Marcos
- Carnegie Mellon
- Case Western Reserve University
- Chapman University
- Colgate University
- College of Charleston
- Columbia University
- Cornell University
- Curry College
- Dartmouth College
- DePaul University
- Digipen Institute of Technology
- Fairfield College
- Fashion Institute of Design and Merchandising
- Fordham University
- Fort Lewis College
- George Washington University
- Georgetown University
- Gonzaga University
- Harvard University
- Haverford University
- Indiana University
- Iona College
- Johns Hopkins University
- Knox College
- Laguna Beach Institute of Art and Design
- Lewis and Clark College
- Loyola Marymount University
- Loyola University of Chicago
- Marymount University
- Miami University at Oxford
- Michigan State University
- MIT
- National Hispanic University
- New School of Architecture and Design
- New York University
- Northeastern University
- Northwestern University
- NUT
- Oberlin College
- Occidental College
- Ohio State University
- Parsons Art School
- Pepperdine University
- Point Loma Nazarene University
- Pomona College
- Portland State University
- Princeton University
- Purdue University
- Randolph-Macon Women's College
- Rice University
- Sacramento State University
- San Diego State University
- San Francisco State University
- Santa Clara University
- Sarah Lawrence
- Scripps College
- Sonoma State University
- Southern Methodist University
- St. Mary's College
- Stanford
- Syracuse University
- Texas Christian University
- Tulane University
- UC Berkeley
- UC Davis
- UC Irvine
- UC Los Angeles
- UC Merced
- UC Riverside
- UC San Diego
- UC Santa Barbara
- UC Santa Cruz
- University of Advancing Technology
- University of Arizona
- University of Chicago
- University of Colorado, Boulder
- University of Connecticut
- University of Denver
- University of Georgia
- University of Hawaii, Hilo
- University of Illinois
- University of Michigan
- University of Nevada, Las Vegas
- University of Northern Texas
- University of Notre Dame
- University of Oklahoma
- University of Oregon
- University of Pennsylvania
- University of San Diego
- University of Southern California
- University of Texas, Austin
- University of the Pacific
- University of Utah
- University of Washington
- University of Wisconsin
- University of Wyoming
- Vassar College
- Villanova
- Washington State University
- Whitman College
- Willamette University
- Xavier College
- Yale University

College Admission Testing and Advanced Placement Statistics

SAT I 2005/06

Percent of seniors taking SAT	77%
Mean critical reading SAT	570
Mean math SAT	612
Mean writing SAT	577

ACT 2005/06

Percent of seniors taking ACT	33%
Composite scores	25.7

AP* 2005/06

Number of AP students tested	1204
Number of AP exams taken	2663
Percentage of qualifying scores**	78%

API 832

Participation rate, based on all students in grades 9-11	100%
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*Advanced Placement; **Score of 3, 4 or 5. Sources: 2005 College-bound Seniors-Profile of SAT Program Test Taking; The College Board; 2005 ACT High School Profile Report; 2005 Summary of Current Year Grades, Advanced Placement Program, College Board.

National Merit Scholarship Program

Each year, many Torrey Pines seniors are honored through the College Board's National Merit Scholarship Program, a prestigious recognition based on high PSAT scores.

Finalists (spring 2006).....	23
Semi-finalists (fall 2006).....	24

Source: National Merit Scholarship Program 2006

Take P.R.I.D.E.

Passion • Respect • Integrity • Diversity • Empathy

School Profile

Torrey Pines is an exemplary high school within a strong secondary school district. The 2,900 students in grades 9-12 represent communities in the coastal areas of northern San Diego County. Neighboring institutions such as the University of California/San Diego, Scripps Institution of Oceanography, the Salk Institute, the Scripps Clinic and Research Foundation, and nearby high-tech giants like Qualcomm, all influence the high standard of education and expectation at Torrey Pines.

Our students come from largely middle class and upper middle class families with advanced degrees. While most ethnic groups remain fairly stable, the Asian/Filipino/Pacific Islander population has grown with each entering class over the past five years. Recently, new faculty members have been added to the staff with minority ethnic backgrounds, which better mirrors our student population.

The facility opened in 1974, and has been continually expanded and modernized. The campus currently houses multiple computer labs including digital film, a black-box theater, a stadium, a library media center, publication production labs, a world languages lab, a state of the art auto shop, a home economics facility, a wood shop, and three multi-media presentation rooms.

Our commitment to student success has resulted in recognition at national levels. Torrey Pines was honored three times as a National Blue Ribbon School (1987, 1993, and 1997) and was selected as a New American High School in 2000. School athletic teams have earned over 306 championships since 1974. Students have received state, national and international honors in speech and debate, journalism, math and science. The College Board has recently recognized our Math and Science Departments as among the top 15 schools in the state in terms of participation and test scores, making us eligible to apply for the Siemens Grant Award for Math and Science.

Student success is supported in a variety of means: innovative offerings as the Work Experience Program, reading labs, and the team-taught Humanities Academy at the 10th and 11th grade levels, on campus tutoring centers, over 500 active parent volunteers, extended Media Center hours, and an outstanding Foundation that partners with our school for success. We also offer a comprehensive Division I interscholastic athletics program with 24 different varsity-level sports, and listed 150 extracurricular student clubs in 2005-06. An active Associated Student Body (ASB) supports these clubs in a multitude of interest areas. Torrey Pines recognizes the increasingly important role community service or "service learning" plays in the education and personal growth of its students. Large numbers of students are involved in service projects that are curriculum based, community oriented, and largely student initiated.

As a high achieving school with more that 50% of our students attending a four-year

university after high school, we offer rigorous academic preparation through a combination of Honors and Advanced Placement courses, as well as partnering with San Diego State University to offer on-campus college Calculus courses. In May 2006, we administered 2663 Advanced Placement Exams to 1204 candidates, an increase of over 300 candidates in two years. 77% of our senior class sat for the SAT exam, earning an average mean total of 1182. Our expanded access program has led to increased participation in this college-preparation and eligibility process. 100% of our graduating AVID seniors were accepted to 4-year schools for the second year in a row.

Our commitment to excellence extends, however, beyond the college-bound pathway. To assist students interested in exploring other options beyond high school we have a flourishing Regional Occupational Program and offer career preparation courses such as Computer Assisted Drafting, Auto Technology, Wood Shop, Business Math, Digital media and design courses, as well as World Language courses that prepare students for business interactions. We also offer a Work Experience program that encourages students to develop career-related experience and skills by completing internships or working while receiving high school credit. We encourage students to prepare for career options by taking exams such as the ASVAB – and making use of career guidance software such as ‘Choices!’ We’ve also recently opened a specialized college-career center, staffed during and after school hours to provide students and parents with a resource for career research and preparation.

Alignment of curriculum, instruction and materials to content and performance standards is an on-going process which relies upon analysis of state and local assessments to modify instruction and improve student achievement. Staff development time is frequently spent on course consistency, data analysis and application to the classroom.

All courses are aligned to the California Content Standards. Additional support is available to students through support classes and tutoring centers.

Services provided to enable underperforming students to meet standards include:

- **Specialized Support Staff:** Torrey Pines has six full-time counselors, a full-time library media teacher, and a health technician. School psychologists, speech language pathologists, and hearing specialists are available five days per week. Itinerant assistive technology and occupational therapists are available two to three times per week. Other specialized staff include resource teachers, bilingual and special education aides, and teachers for severely handicapped students, emotionally disturbed students, Advancement via Individual Determination (AVID) students, and alternative education students.
- **Special Education Services:** We offer a range of courses to provide the least restricted environment for students qualifying for special education. Available courses include core classes in English, math, social science and science. Resource teachers team-teach in regular education classes to support students with learning disabilities. The Learning Center is available throughout the day for students having difficulties. At the Learning Center students are able to obtain

individual help. Torrey Pines is one of the regional schools serving severely handicapped students.

- English Learner Services: At Torrey Pines, teachers in our English Language Development (ELD) Program, supported by an onsite coordinator, receive specialized training in language acquisition skills. Instructional aides are assigned to ELD classes. We are pleased to provide additional support to EL families through Computer Crossroads, which provides free computers to students at home. The English Learner Advisory Committee (ELAC) meets monthly. All sheltered classes are college prep. The teachers in the sheltered classes are Crosscultural Language and Academic Development (CLAD) certified and use Specially Designed Academic Instruction in English (SDAIE) strategies.

We identify struggling students as early as the ninth grade and monitor their progress toward graduation by monitoring the D/F lists through personal calls to their home by counselors. Our counselors provide a wide range of support programs and groups through the Student Success Services for students at risk of dropping out or failing. Counselors also meet with students one-on-one to develop a plan for improving each student's experience at school. A Student Success Team refers students for appropriate school services and programs. These may include alternative educational placement, academic tutoring, or alternative schedules for students who have a difficult time attending school because of a need to work.

School, district and community barriers to improvements in student achievement include changing demographics and reduced budgets. Fortunately, significant additional funds are raised each year by the Torrey Pines High School Foundation and the Parent Volunteer Association. Many of our programs would not be possible without the support of the Foundation, which raises funds and in-kind donations of over \$500,000 annually to enhance educational and developmental opportunities in areas such as athletics and visual and performing arts as well as academic classrooms.

Student Performance Data and Summary

STAR Results

		2002-2003	2003-2004	2004-2005	2005-2006
ELA	All Grades				
	Grade 9	79%	77%	78%	81%
	Grade 10	74%	66%	73%	72%
	Grade 11	76%	58%	61%	68%
Math (Summative)	All Grades	72%	55%	64%	59%
	Grade 10	88%	80%	86%	96%
	Grade 11	70%	50%	60%	55%
Algebra I	All Grades	15%	13%	8%	12%
	Grade 9	18%	15%	12%	15%
	Grade 10	8%	3%	2%	7%
	Grade 11	4%	0%	0%	0%
Geometry	All Grades	54%	52%	52%	58%
	Grade 9	73%	67%	68%	72%
	Grade 10	21%	11%	17%	25%
	Grade 11	6%	0%	16%	0%
Algebra II	All Grades	56%	40%	44%	47%
	Grade 9	98%	91%	96%	94%
	Grade 10	64%	44%	51%	54%
	Grade 11	18%	6%	10%	6%
Biology	All Grades	85%	76%	71%	75%
	Grade 9	93%	95%	86%	86%
	Grade 10	75%	54%	63%	55%
	Grade 11	80%	76%	54%	69%
Chemistry	All Grades	77%	67%	67%	59%
	Grade 10	86%	77%	83%	74%
	Grade 11	62%	44%	43%	41%
Earth Science	All Grades	70%	73%	57%	40%
	Grade 9	73%	75%	59%	44%
	Grade 10	32%	50%	n/a	n/a
Physics	All Grades	79%	63%	66%	78%
	Grade 11	80%	63%	66%	79%
World History	Grade 10	68%	54%	61%	56%
US History	Grade 11	77%	58%	58%	68%

Subgroups Performance on STAR - % Proficient													
	ELA 9	ELA 10	ELA 11	Alg I	Geo	Alg II	Sum. Math	World Hist.	US Hist.	Bio	Chem	Earth Sci.	Phys
English Learners													
2004	18	39	3	0	33	65	75	35	17	40	--	--	--
2005	13	0	13	15	24	38	--	0	14	24	--	--	--
2006	21	6	8	6	29	31	--	3	8	22	27	--	--
Redesignated Fluent English Proficiency													
2004	67	53	--	--	48	85	--	43	--	77	--	67	--
2005	50	61	52	0	42	62	80	57	63	60	87	--	79
2006	65	5	59	0	70	56	68	50	65	75	64	--	--
Socioeconomically Disadvantaged													
2004	39	26	17	6	11	25	--	19	19	--	--	56	--
2005	34	24	33	4	28	19	--	19	26	38	45	--	--
2006	37	26	24	3	18	22	--	20	29	33	25	--	--
Students with Disabilities													
2004	31	22	19	2	16	25	--	27	21	42	--	60	--
2005	27	23	23	6	14	21	27	27	24	37	--	58	--
2006	31	21	27	5	26	15	58	22	32	45	33	37	--
GATE Students													
2004	95	85	79	29	75	53	60	73	76	91	76	81	65
2005	98	93	82	--	81	63	72	80	76	90	77	83	72
2006	--	100	84	n/a	--	40	72	100	83	88	65	--	80

Academic Performance Index (API)				
	API Score	Statewide Rank	Similar Schools Rank	Met API Target?
2003	855	10	9	Yes
2004	--	--	--	N/A
2005	821	10	5	Yes
2006	832			Yes

Sub Group API Results			
Group	2002-2003*	2004-2005	2005-2006
African American	--	--	--
American Indian/Alaska Native	--	--	--
Asian	926	904	*exceeded target
Filipino	--	--	--
Hispanic/Latino	627	646	647
Pacific Islander	--	--	--
White	864	824	*exceeded target
Socioeconomically Disadvantaged	602	625	626
English Learners		--	--
Students with Disabilities		594	595

CAHSEE Results

*Percent of TPHS Students who have passed the California High School Exit Examination in **English Language Arts** (Grade 10 and All students testing – Combined administrations)*

	2002-2003		2003-2004		2004-2005		2005-2006	
	Gr. 10	All	Gr. 10	All	Gr. 10	All	Gr. 10	All
Schoolwide	96	93	96	96	95	91	94	87
Statewide				75	76	65		77
Male	92		95		89	89	93	83
Female	95		98		94	94	96	92
White not Hispanic	98		97		95		98	94
Hispanic/Latino	51		85		63		65	49
Asian	99		100		93		97	93
African American/Black	83		--		10		--	--
American Indian/Alaskan Native	--		--		2		--	--
Filipino	--		--		8		--	--
Pacific Islander	--		--		5		--	--
Multiple/No response	80		93		--		--	--
English Only	98		97		94		98	93
Redesignated FEP	--	--	94	94	97	97	93	88
English Learner	49	49	72	72	33	28	32	35
Special Education	76	76	79	79	74	61	73	58
Socioeconomically Disadvantaged	38	38	77	77	77	61	69	50
Non-Socioecon. Disadvantaged	96	96	97	97	97	94	97	93

*Percent of TPHS Students who have passed the California High School Exit Examination in **Mathematics** (Grade 10 and All students testing – Combined administrations)*

	2002-2003		2003-2004		2004-2005		2005-2006	
	Gr. 10	All	Gr. 10	All	Gr. 10	All	Gr. 10	All
Schoolwide	88	88	96	96	96	92	94	88
Statewide		43			74	65		75
Male	88		96		90		93	87
Female	88		97		95		96	90
White not Hispanic	92		98		95		97	91
Hispanic/Latino	50		87		68		72	60
Asian	97		98		98		99	99
African American/Black	58		--		77		--	--
American Indian/Alaskan Native	--		--		--		--	--
Filipino	--		--		--		--	--
Pacific Islander	--		--		--		--	--
Multiple/No response	83		93		--		--	--
English Only	93		97				97	90
Redesignated FEP	--		100	100	97	97	86	87
English Learner	57	57	91	91	54	56	70	62

Special Education	58	58	80	80	78	62	64	54
Socioeconomically Disadvantaged	35	35	85	85	73	65	76	66
Non-Socioecon. Disadvantaged	92	92	98	98	98	95	96	92

College Entrance Exam Results

Graduation Class		2002	2003	2004	2005	2006
SAT	% of Seniors Taking	80	76	77	85	77
	Mean Verbal	565	563	583	571	570 * Reading
	Mean Math	608	607	617	609	612
	Mean Total	1173	1170	1200	1180	577 * Writing
AC T	% of Seniors Taking	29	28	31	36	33
	Avg. Composite Score	24.7	24.7	25.6	25.3	25.7

AP Results – Three-Year Comparison

AP Subject	2004 # of Exams	2004 % Passing	2005 # of Exams	2005 % Passing	2006 # of Exams	2006 % Passing	% +/- between 05 & 06
AP Art History	24	96	39	97	48	77	-20
AP Biology	75	95	103	96	98	98	+2
AP Calculus AB	178	89	228	83	212	94	+11
AP Calculus BC	47	96	52	94	44	98	+4
AP Chemistry	81	95	78	95	77	100	+5
AP Comp Science A	36	81	26	100	35	69	-31
AP Comp Science AB	3	100	11	100	8	100	0
AP Econ/MAC	156	84	147	78	153	82	+4
AP Econ/MIC	2	50			1	100	--
AP Eng. Lang.	294	75	318	80	411	76	-4
AP Eng. Lit.	263	84	251	77	280	84	+7
AP Env. Science			2	100	39	77	-23
AP Euro. History	28	89	13	92	18	94	+2
AP French Lang.	21	71	22	36	25	56	+20
AP French Lit.	5	80	4	50	5	20	-30
AP German	4	100	3	100	2	100	0
AP Govt/Pol Comp	2	50			1	1	--
AP Gov/Pol US	115	62	120	52	117	72	+20
AP Music Theory	23	74	17	88	20	95	+7
AP Physics B	184	41	173	56	167	73	+17
AP Physics C- E&M	21	95	23	83	29	83	0
AP Physics C - Mech	78	77	68	65	67	75	+10
AP Psychology	14	71	170	37	123	64	+27
AP Span. Language	112	60	68	82	80	80	-2
AP Span. Literature	27	89	23	100			--
AP Statistics	104	79	107	74	95	87	+13
AP Studio Art – Draw	6	100	11	73	12	33	-40
AP Studio Art – 2D	6	100	8	25	5	0	-25
AP Studio Art – 3D					1	100	
AP US History	144	59	165	64	269	60	-4
AP World History	69	84	210	70	221	72	+2
Total Exams	2122		2460		2663		+203
Total Candidates	904		1122		1204		+82
Overall % Passing		75		73		78	+5

Summary of Data

The above data was reviewed by the council as well as an ad-hoc committee of parents, students and staff members. While we have obvious successes, such as the high SAT mean total score, AP pass and participation rate, and increased API score from 821 to 832, we are still charged with a duty to provide support and access to every student to success in their classrooms. The following was observed:

- AP participation in testing increased by 82 students from the previous year, almost 300 more students than in 2004. Schoolwide pass rate increased from 73% to 78% from 2005 to 2006. Pass rate on several exams also increased with participation holding steady for those areas: those include AP Calculus AB and BC, Chemistry, English Literature, Government, and Physics B. Psychology saw an increase in pass rate, but a drop in participation. Disaggregated data by ethnic group, parent educational level, and economic status will be received from College Board in November.
- CST results from STAR testing saw schoolwide percentage proficient gains in a variety of areas including: Algebra I, Geometry, Algebra II, Biology, Physics and US History. In English Language Arts increases were seen at the 9th and 11th grade levels. Areas for concern include World History and Chemistry, which saw drops in percentages proficient.
- Algebra I CST results continues to be an area of focus despite showing increased proficiency levels at schoolwide level, and in grades 9 and 10. Increases were small for this area which is a graduation requirement.
- Subgroup results showed consistent increases in Math and ELA. English Learners saw increases in ELA grade 9 and 10 and for the first time in three years had not only enough students from this subgroup taking Chemistry to be able to receive a statistically significant score, but saw 27% scoring proficient or above!
- Socioeconomically disadvantaged students saw increases in percent proficient in ELA grade 9 and 10, Algebra II, World History and US History, but with small drops in Geometry and Algebra I.
- Students with disabilities – an area in which we have taken care as a school to ensure that all students test – saw increases as well in ELA 9, ELA 11, Geometry, Summative Math, US History and Bio. Like our EL subgroup, for the first time in three years there were also enough students taking Chemistry to enable a score – with 33% scoring proficient or above.
- Our GATE population also saw some proficiency percentage increases – in ELA 10 and 11, World and US history, and Physics. Unfortunately there were declines in Chemistry, Biology, and Algebra II.
- Subgroup API results also showed increases, although very minor. 1 point increases were seen for our Hispanic/Latino, Socioeconomically disadvantaged, and students with disabilities subgroups. Both our Asian and White groups exceeded targets and had no score reported.
- CAHSEE pass rates remain high, with a schoolwide pass rate of 94% for first-time test takers in Math and English.

Summary of Progress Made on 2004-05 Planned Improvements (Goals)

Our review process included the following: Detailed review by the entire council of each goal and objective as well as a review of data for each goal and objective. A sub-committee met to review activities implemented and to select additional activities to be implemented in the future.

Goal #1: To increase the number of students scoring at Proficient or Above on the CST-English Language Arts portion.

We are excited that our schoolwide, general population CST ELA 06 results showed gains in grade 9 (78 to 81%) and grade 11(61 to 68%.) Unfortunately our grade 10 percentage proficient declined 1% to 72% proficient or above. Specific objectives for this goal area were:

- Objectives #1: *To increase the percentage of **Economically Disadvantaged** students per grade level who are scoring proficient or above in grade 9 from 34% to 50%, grade 10 from 24% to 50% and grade 11 from 33% to 50%.*

Our socio-economically disadvantaged subgroup saw a 3% gain in the percentage of students scoring proficient or above in grade 9 (for a total of 37%) and a 2% increase in grade 10 – to 26%. At grade 11, there was a decrease in percent proficient – going from 33% to 24%. Because of this decline, and with continued student achievement in mind, we will continue with this objective in the 2006-2007 school year, but with adjusted targets. Activities targeting this group that has been successful include: enrollment in support classes, implementation of computerized software, supporting a variety of tutoring centers, providing Saturday classes and professional development. Continued focus will also be in the arena of preparing these students for college and careers and supporting them towards that goal – either through scholarships for college entrance testing, through the new College Career Center, outreach activities and programs, and mentoring with peers through Peer Mentoring programs.

- Objective #2: *To increase the percentage of English Learner students per grade level who are scoring proficient or above in grade 9 from 14% to 40%, grade 10 from 0 to 40% and grade 11 from 13% to 40%.*

Our English Learner population, both EL and Redesignated students, saw a growth in the percentage proficient at grade 9 – EL went from 13% to 21% proficient or above, and RFEP went from 50 to 65%. EL students also showed increases in grade 10, going from 0% proficient to 6%. RFEP saw a 7% increase in grade 11. Our continued dedication to our EL program and inclusion of this goal with adjusted growth targets for 2006-2007 will hopefully see continued successes. We've implemented activities such as a special peer tutoring program as well as a before school program, Saturday support classes, CAHSEE review classes and other activities such as a visit with a counselor to UCLA to help these students feel connected to school, understand the goals of college, and achieve success. We're also excited about the impact our newly established College and Career Center will have as a safe place for

students on campus, and as a resource to work with our EL coordinator to prepare these students for the future. 13 out of 21 EL level 1 students took the PSAT exam on October 18th in preparation for college, one student after being in the States only 3 weeks!

Goal #2: To increase the number of student scoring at Proficient or Above on the CST-Mathematics Algebra I portion.

As a high school graduation requirement, passing Algebra I is a critical step for all students. At TPHS we have a proportionally small group of students enrolled in Algebra I or pre-Algebra courses, but this remains as a high priority.

- Objective #1: *To increase the percentage of General Student Population who score at the Proficient level or above on the CST Algebra I exam from 48% to 70%.*

As stated above, this is a critical requirement for student achievement. An error, however, was discovered when reviewing this data. Our 2004-2005 results across grade level for the General Population was 8%, not 48% scoring at Proficient or Above. We've adjusted our goals based on the corrected data and realizable goals for this year. We've implemented activities such as tutoring by staff and peers, student 4-year planning for college to help them see the value of the course, professional development in techniques to support struggling students, including differentiation and technology resources. We have also held Saturday support sessions and specialized courses for CAHSEE preparation. We did see an increase, from 8% to 12% scoring at proficient or above, and with other new activities such as a double-block Intro to Algebra course to provide students with intensive support, we're expecting continued growth.

- Objective #2: *To increase the percentage of students in the Economically Disadvantaged and English Learner population who score at proficient or above on the CST for Algebra I: ED from 4% to 25%, EL from 15% to 30%.*

The 2006 results for the ED and EL populations saw drops in percentage scoring proficient or above for both groups. ED percentage proficient or above on the Algebra I exam went from 4% to 3%, and EL population percentage went from 5% to 6%. Although a variety of factors could contribute to this, including automatic penalties from the state depending on the student's grade level, we've intensified our program and adjusted our goals to be realistic but with high hopes. Last year we implemented programs such as Peer and teacher tutoring for math, as well as Saturday support programs targeting this group of students, but with limited attendance. In 2006-2007 we've expanded our Sheltered math options, added an Intro to Algebra course that is double-blocked, expanded tutoring and review opportunities in an EL setting during the week, and are working closely with our EL site coordinator to provide support, staff development opportunities, and address social and emotional needs of these students to help them feel connected to school and achievement.

Goal #3: To increase the number of under-represented students participating in the GATE program.

Torrey Pines has a large GATE population, with courses in Honors English 9 and 10, Honors Geometry and Algebra II, and Honors Pre-Calculus. We also offer more than 20 Advanced Placement courses to meet the needs of our GATE population. Our number of students enrolled in AP and Honors courses has increased over the past 2 years, partly due to large junior and senior classes, but also due to expanded access. AP testing participation has also increased, coupled with increases also in our schoolwide percentage of scores of a 3 or higher on the AP exams.

- *Objective #1: To increase the number of identified English Learner, Redesigned English Learners, and ethnic minority subgroups participating and achieving success in Honors or Advanced Placement courses.*

Our schoolwide success in AP testing participation and passing has been supported by a variety of strategies including: AP teacher training in GATE strategies to support a variety of levels of learners in one classroom, development of AP course syllabi as part of the AP Audit, AP teacher attendance at AP/College Board workshops and other professional development opportunities, and by funding tutoring, support materials and Saturday options. TPHS also offered this past summer a 2-day study skills workshop known as the GATEway workshop, with 70 students in attendance both days. Curriculum addressing study skills and strategies, critical thinking skills, and resources available was developed by a team of teachers and implemented. Follow-up workshops and repeat sessions of this workshop will be held throughout the year. AP/Honors Parent Orientation nights were also held to educate parents about the needs and demands of these rigorous courses, as well as guide them in course selection, 4-year planning, and college acceptance and credit policies. Increased participation rates in testing are an indication of a growing program, but disaggregated data is still expected from the College Board. We did see a sharp increase in AP participation of Economically Disadvantaged students, which often overlaps with some of our other subgroups – AP fee waiver reduction applications increased in number in 2006 to 76, from only 15 in 2005.

Torrey Pines High School – Single Plan for Student Achievement 2006-2007

Goal # 1: To increase the number of students scoring at Proficient or Above on the CST-English Language Arts portion.

S.M.A.R.T. Objective Number 1	Benchmark Indicators (Evidence of Progress)	Suggested Activities	Parties Responsible for implementation of activities	Proposed Funding Sources/ Estimated Cost
<p>1. To increase the percentage of Economically Disadvantaged students per grade level who are scoring proficient or above</p> <ul style="list-style-type: none"> • 9th grade from 37% to 40% • 10th grade from 26% to 30% • 11th grade from 24% to 40% <p>by the end of the 2006-07 school year as evidenced on the spring 2007 California Standards Tests.</p>	<ul style="list-style-type: none"> • Average score of 4 on DWA within the identified Economically Disadvantaged Student sub-group • CAHSEE ELA Pass rate for 10th grade ED students to increase from 69% to 75% • Average grade of B or higher in English within Economically Disadvantaged subgroup at the: <ul style="list-style-type: none"> ○ Quarter End ○ End of Semester ○ End of Course • Decrease the percentage of students failing in English within the Economically Disadvantaged subgroup at the: <ul style="list-style-type: none"> ○ progress report period ○ Quarter End ○ End of Semester ○ End of Course • Increase enrollment in the AVID program of this subgroup 	<ol style="list-style-type: none"> 1. Identify Economically Disadvantaged students scoring at Far Below Basic and Below Basic on CST-ELA and enroll in ELA & CAHSEE support class 2. Identify Economically Disadvantaged students who are within 5 to 10 points on their mean scaled score of Proficient on the CST-ELA and organize/implement study/tutorial groups to meet before or after school 3. Identify all Economically Disadvantaged students who are at the 300-340 mean scaled score and develop and implement supplemental, standards-based reading and writing activities to be integrated into their English coursework 4. Provide professional development opportunities for ELA support class and tutorial teachers which support this objective 5. Promote the formation of study groups consisting of peers. For Example: the Peer Tutoring Center. 6. Summer or Saturday opportunities to improve study skills, reading, and writing skills. 7. Continue and expand use of 	<p>Counselors- Identify and enroll students into ELA support classes, meet with students, develop four-year plans, advise on course selection, contact D/F recipients</p> <p>Teachers- Develop/Implement coursework, attend trainings, serve as tutors, develop new curriculum and systems to support students</p> <p>Administration – Support/Assist with Program Creation, support effort to identify students, review programs, review materials</p> <p>Communications Secretary - communicate goals, programs, and support methods to community</p> <p>Site Council– Oversee activities, communicate with council and administration, manage funds</p>	<p>General Fund District funded support classes Counselor, teacher duties SIP -to pay teachers hourly for curriculum development 60 hours curriculum writing = \$2,000 -to pay teachers hourly for tutorial 8 hours per week = \$10,000 per teacher - substitute pay for support teachers to attend district sponsored/recommended professional development 30 days of sub time = \$3000.00 - Communications services of secretary = \$20,000 per year. - Purchase software and technology support = \$3000 - Career-College center support = \$3,000 - Registration Fees/travel for off-campus professional development = \$4000</p>

		<p>computerized supplemental materials or programs to aid instruction such as Read 180.</p> <p>8. Counselors meet with ninth and 10th grade students to review graduation requirements and four-year plan</p> <p>9. Develop career and college guidance opportunities in one-on-one or small group settings through College/Career center and promote resources</p> <p>10. Develop a college visitation program for freshmen</p> <p>11. Support opportunities for study skills, career-goals, and college planning through AVID</p> <p>12. Communicate goals, methods, and strategies with staff, students, parents and broader community</p> <p>13. Coordinate Remote Tutoring opportunities with community groups closer to the home of students who utilize busses.</p> <p>14. Computer Crossroads - Collect and re-image donated computers to supply to students.</p> <p>15. Counselors contact D/F recipients in person at progress period and quarter.</p> <p>16. Explore and develop strategies to connect students emotionally and socially to school success.</p>		
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Torrey Pines High School – Single Plan for Student Achievement 2006-2007

Goal # 1: To increase the number of students scoring at Proficient or Above on the CST-English Language Arts portion.

S.M.A.R.T. Objective(s) Number Two	Benchmark Indicators (Evidence of Progress)	Suggested Activities	Parties Responsible for implementation of activities	Proposed Funding Sources/ Estimated Cost
<p>2. To increase the percentage of English Learner Students per grade level who are scoring proficient or above</p> <ul style="list-style-type: none"> • 9th grade from 21 % to 30 % • 10th grade from 6% to 20% • 11th grade from 8% to 20% <p>by the end of the 2006-07 school year as evidenced on the spring 2007 California Standards Tests.</p>	<ul style="list-style-type: none"> • Average score of 4 on DWA within the identified English Learner Student sub-group • CAHSEE ELA Pass rate for 10th grade EL students to increase from 32% to 42% • Average grade of B or higher in English within English Learner subgroup at the: <ul style="list-style-type: none"> ○ Quarter End ○ End of Semester ○ End of Course • Decrease the percentage of students failing in English within the English Learner subgroup at the: <ul style="list-style-type: none"> ○ progress report period ○ Quarter End ○ End of Semester ○ End of Course • Increase enrollment in the AVID program of this subgroup • increase the mean scaled score of identified English Learner Student sub-group 	<ol style="list-style-type: none"> 1. Identify English Learners with 6 years or more U. S. schooling scoring at Far Below Basic and Below Basic on CST-ELA and enroll in sheltered reading class 2. Identify English Learner Students who are within 5 to 10 points on their mean scaled score of Proficient on the CST-ELA and organize/implement study/tutorial groups to meet before or after school. For Example: The Breakfast Club 3. Identify all English Learner and RFEP Students who are at the 300-340 mean scaled score and develop and implement supplemental, standards-based reading and writing activities to be integrated into their mainstream English or ESL class coursework 4. Provide professional development opportunities for mainstream English, ESL, ELA support class, and tutorial teachers which support this objective 5. Provide small group intervention within the ESL or sheltered reading classes for English Learners enrolled in U.S. schools for less than 5 years 6. Promote the formation of study groups consisting of peers. For Example: the Peer Tutoring Center 	<p>Counselors- Identify and enroll ED students into ELA support classes, meet with students, develop four-year plans, advise on course selection</p> <p>Teachers- Develop/Implement coursework, attend trainings, serve as tutors, develop new curriculum and systems to support students</p> <p>Administration – Support/Assist with Program Creation, support effort to identify students, review programs, review materials</p> <p>Communications Secretary - communicate goals, programs, and support methods to community</p> <p>Site Council – Oversee activities, communicate with council and administration, manage funds</p> <p>ELA Coordinator – Provide guidance, support, feedback, and leadership in implementing activities and growing program</p>	<p>General Fund District funded support classes Counselor, teacher duties SIP -to pay teachers hourly for curriculum development 60 hours curriculum writing = \$2,000 -to pay teachers hourly for tutorial 8 hours per week = \$10,000 per teacher - substitute pay for support teachers to attend district sponsored/recommended professional development 30 days of sub time = \$3000.00 -Communications services of secretary = \$20,000 per year. - Purchase software and technology support = \$3000 - Guidance counselor =</p>

	<p>by the following grade level</p> <ul style="list-style-type: none"> ○ 9th grade by 15 points from 295 to 310 ○ 10th grade by 27 points from 273 to 300 ○ 11th grade by 10 points from 298 to 308 	<p>and International Friends Club</p> <p>7. Develop small settings and one-on-one opportunities for tutoring or intervention.</p> <p>8. Summer or Saturday opportunities to improve study skills, reading, and writing skills.</p> <p>9. Continue and expand use of computerized supplemental materials or programs to aid instruction such as EL Reading Smart.</p> <p>10. Counselors meet with ninth grade students to review graduation requirements and four-year plan</p> <p>11. Promote career and college guidance opportunities in one-on-one or small group settings such as weekly meetings with EL Coordinator</p> <p>12. Develop a college visitation program for underclassmen</p> <p>13. Support opportunities for study skills, career-goals, and college planning through AVID or other programs</p> <p>14. Communicate goals, methods, and strategies with staff, students, parents and broader community</p> <p>15. Counselors contact D/F recipients in person at progress period and quarter.</p> <p>16. Explore and develop strategies to connect students emotionally and socially to school success.</p>		<p>20 hours per week, 34 weeks = \$13,600 - Registration Fees/travel for off-campus professional development = \$4000</p> <p>EIA Bilingual aide to provide primary language support and small group instruction for students not meeting class benchmarks \$13,000.00</p>
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Torrey Pines High School – Single Plan for Student Achievement 2006-2007

Goal # 2: To increase the number of students scoring at Proficient or Above on the CST-Mathematics Algebra I portion.

S.M.A.R.T. Objective(s) Number One	Benchmark Indicators (Evidence of Progress)	Suggested Activities	Parties Responsible for implementation of activities	Proposed Funding Sources/ Estimated Cost
<p>1. To increase the percentage of students in the General Student Population who score at the proficient level or above on the CST – Algebra I from 12% to 16% by the end of the 2006-2007 school year as evidenced on the Spring 2007 administration of the CA Standards Tests.</p>	<ul style="list-style-type: none"> • Average mean scaled score within the General Student Population (EOC) to raise from 294 to 320 • CAHSEE Math Pass rate to increase from 88% for all grades to 95% • Average grade of B or higher in Algebra I or Pre-Algebra: <ul style="list-style-type: none"> ○ Quarter End ○ End of Semester ○ End of Course • Decrease the percentage of students failing in Algebra I or Pre-Algebra at the: <ul style="list-style-type: none"> ○ progress report period ○ Quarter End ○ End of Semester ○ End of Course • Increase enrollment in the AVID program of this subgroup 	<ol style="list-style-type: none"> 1. Identify all students scoring at Far Below Basic and Below Basic on CST-mathematics or algebra, analyze current support status and enroll appropriate students in Algebra and/or CAHSEE support class or newly developed double-block Intro-to Algebra Course. 2. Organize/implement small group tutorial to meet before or after school for identified students who are at scored at Basic on CST mathematics or algebra and not in support class 4. Provide professional development opportunities for, Pre-Algebra, Algebra, Algebra support class, and tutorial teachers which support this objective 5. Counselors meet with students individually to discuss 4-year plan, graduation requirements and math course pathways. 6. Promote the formation of study groups consisting of peers. For Example: the Peer Tutoring Center 7. Summer or Saturday opportunities to improve study skills, reading, and writing skills. 8. Implement computerized supplemental materials or programs to aid instruction such as calculators. 9. Promote and develop career and 	<p>Counselors- Identify and enroll students into appropriate and/or support classes, meet with students, develop four-year plans, advise on course selection</p> <p>Teachers- Develop/Implement coursework, attend trainings, serve as tutors, develop new curriculum and systems to support students</p> <p>Administration – Support/Assist with Program Creation, support effort to identify students, review programs, review materials</p> <p>Communications Secretary - communicate goals, programs, and support methods to community</p> <p>Site Council – Oversee activities, communicate with council and administration, manage funds</p>	<p>General Fund District funded support classes Counselor, teacher duties SIP -to pay teachers hourly for tutorial 8 hours per week = \$10,000 per teacher - substitute pay for Pre-Algebra, Algebra, and support teachers to attend district - sponsored/recommended professional development 30 days of sub time = \$3000.00 -Communications services of secretary = \$20,000 per year. - Purchase software and technology support = \$3000 - Guidance department support = 20 hours per week, 34 weeks = \$13,600</p>

		<p>college guidance opportunities in one-on-one or small group settings.</p> <p>10. Develop a college visitation program</p> <p>11. Support opportunities for study skills, career-goals, and college planning through AVID</p> <p>12. Communicate goals, methods, and strategies with staff, students, parents and broader community</p> <p>13. Provide supplemental materials to support new strategies or curriculum</p> <p>14. Develop benchmark exams and tools to be used within the department and within district for diagnostic purposes</p>		<p>- Registration Fees/travel for off-campus professional development = \$4000</p> <p>- Supplemental Materials = \$1500</p> <p>-to pay teachers hourly for curriculum development & benchmark development; 60 hours curriculum writing = \$2,000</p> <p>EIA/SIP</p> <p>-to pay for bilingual teachers or teacher aides to provide primary language support in small group tutorial for English Learners</p> <p>\$2500-SIP \$2500 - EIA \$5000.00 Total</p>
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Torrey Pines High School – Single Plan for Student Achievement 2006-2007

Goal # 2: To increase the number of students scoring at Proficient or Above on the CST-Mathematics Algebra I portion.

S.M.A.R.T. Objective(s) Number Two	Benchmark Indicators (Evidence of Progress)	Suggested Activities	Parties Responsible for implementation of activities	Proposed Funding Sources/ Estimated Cost
<p>2. To increase the percentage of students in the Economically Disadvantaged and English Learner population who score at the proficient level or above on the CST – Algebra I: ED: from 3% to 8% EL: from 6% to 10% by the end of the 2006-2007 school year as evidenced on the Spring 2007 administration of the CA Standards Tests.</p>	<ul style="list-style-type: none"> • Average mean scaled score for the EOC Economically Disadvantaged population to raise from 278 to 298 and the EOC English Learner population from 277 to 297. • CAHSEE Math Pass rate to increase from 62% to 72% for all grade EL students, and from 66% to 76% for ED all grade students • Average grade of B or higher in Algebra I or Pre-Algebra: <ul style="list-style-type: none"> ○ Quarter End ○ End of Semester ○ End of Course • Decrease the percentage of students failing in Algebra I or Pre-Algebra at the: <ul style="list-style-type: none"> ○ progress report period ○ Quarter End ○ End of Semester ○ End of Course • Increase enrollment in the AVID program of this subgroup 	<ol style="list-style-type: none"> 1. Identify all students scoring at Far Below Basic and Below Basic on CST-mathematics or algebra, analyze current support status and enroll appropriate students in Algebra and/or CAHSEE support class or new double-block Intro-To-Algebra course 2. Organize/implement small group tutorial to meet before or after school for identified students who are at scored at Basic on CST mathematics or algebra and not in support class 4. Provide professional development opportunities for, Pre-Algebra, Algebra, Algebra support class, and tutorial teachers which support this objective 5. Counselors meet with students individually to discuss 4-year plan, graduation requirements and math course pathways. 6. Promote the formation of study groups consisting of peers. For Example: the Peer Tutoring Center 7. Provide students with opportunities to develop social speaking skills. For Example: International Friends Club. 8. Summer or Saturday opportunities to improve study skills, reading, and writing skills. 9. Continue and maintain use of computerized supplemental materials or 	<p>Counselors- Identify and enroll students into appropriate and/or support classes, meet with students, develop four-year plans, advise on course selection</p> <p>Teachers- Develop/Implement coursework, attend trainings, serve as tutors, develop new curriculum and systems to support students</p> <p>Administration – Support/Assist with Program Creation, support effort to identify students, review programs, review materials</p> <p>Communications Secretary - communicate goals, programs, and support methods to community</p> <p>Site Council – Oversee activities, communicate with council and administration, manage funds</p> <p>ELA Coordinator – Provide guidance, support, feedback, and leadership in implementing activities and growing program</p>	<p>General Fund District funded support classes Counselor, teacher duties SIP -to pay teachers hourly for tutorial 8 hours per week = \$10,000 per teacher - substitute pay for Pre-Algebra, Algebra, and support teachers to attend district - sponsored/recommended professional development 30 days of sub time = \$3000.00 -Communications services of secretary = \$20,000 per year. - Purchase software and technology support = \$3000 - Guidance department support = 20 hours per week, 34 weeks = \$13,600 - Registration</p>

		<p>programs to aid instruction such as calculators.</p> <p>10. Promote career and college guidance opportunities in one-on-one or small group settings.</p> <p>11. Develop a college visitation program</p> <p>12. Support opportunities for study skills, career-goals, and college planning through AVID</p> <p>13. Communicate goals, methods, and strategies with staff, students, parents and broader community</p> <p>14. Provide supplemental materials to support new strategies or curriculum</p> <p>15. Develop benchmark exams and tools to be used within the department and within district for diagnostic purposes</p> <p>16. Explore opportunities for Peer Aides during classes</p>	<p>Fees/travel for off-campus professional development = \$4000 - Supplemental Materials = \$1500 -to pay teachers hourly for curriculum development & benchmark development; 60 hours curriculum writing = \$2,000</p> <p>EIA/SIP -to pay for bilingual teachers or teacher aides to provide primary language support in small group tutorial for English Learners \$2500-SIP \$2500 - EIA \$5000.00 Total</p>
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Torrey Pines High School – Single Plan for Student Achievement 2005-2006

Goal # 3: To increase the number of under-represented students participating in the GATE program

S.M.A.R.T. Objective(s) Number One	Benchmark Indicators (Evidence of Progress)	Suggested Activities	Parties Responsible for implementation of activities	Proposed Funding Sources/ Estimated Cost
<p>1. To increase the number of identified English Learner and Redesignated English Learner (RFEP), and ethnic minority sub-groups participating and achieving success in Honors or Advanced Placement Classes by the end of the 2006-07 school year as evidenced on the Fall 2007 Enrollment in these programs and AP exam participation in the Spring of 2007.</p>	<ul style="list-style-type: none"> • Average score of 5 or higher on DWA within the English Learner and RFEP Student sub-group enrolled in Honors or AP courses • Average grade of B in Honors/AP level English, Math, Science, Social Science classes for English Learner/RFEP Student subgroup & ethnic minorities at <ul style="list-style-type: none"> ○ Quarter End ○ End of Semester ○ End of Course • Decrease the percentage of students failing in Honors/AP level English, Math, Science, Social Science classes for English Learner/RFEP Student subgroup & ethnic minorities at: <ul style="list-style-type: none"> ○ progress report period ○ Quarter End ○ End of Semester ○ End of Course • Increase enrollment in the AVID program of ethnic minorities 	<ol style="list-style-type: none"> 1. Identify English Learners, Redesignated English Learners, and ethnic minority students who have the potential to succeed in Honors or AP classes but are not currently enrolled through AP Potential Report (Created from PSAT testing.) 2. Expand a seminar style preparation class (GATEway) to be held during summers or on Saturdays and to be taught by TPHS AP/honors class teachers to provide students with the academic skills necessary to succeed in Honors or AP classes the following year 4. Provide professional development opportunities for teachers of Honor/Advanced Placement courses specifically to support struggling students 5. Counselors meet with students individually to discuss 4-year plan, graduation requirements. 6. Promote the formation of study groups consisting of peers (For Example: the Peer Tutoring Center) as well as tutoring by teachers 7. Summer or Saturday mentoring opportunities to improve social skills of students to promote whole-student achievement 9. Implement supplemental materials to aid instruction, including technology 	<p>Counselors- Identify and enroll students into appropriate and/or support classes, meet with students, develop four-year plans, advise on course selection</p> <p>Teachers- Develop/Implement coursework, attend trainings, serve as tutors, develop new curriculum and systems to support students</p> <p>Administration – Support/Assist with Program Creation, support effort to identify students, review programs, review materials</p> <p>Communications Secretary - communicate goals, programs, and support methods to community</p> <p>Site Council – Oversee activities, communicate with council and administration, manage funds</p> <p>Advanced Placement Coordinator - Provide guidance, support, feedback, and leadership in implementing activities and growing program</p> <p>Honors Society Advisor – Assist in identifying students who qualify but may have</p>	<p>GATE</p> <ul style="list-style-type: none"> -to pay for teachers & materials for Mentoring & skills classes = \$5,000 - substitute pay for support teachers to attend district sponsored/recommended professional development 30 days of sub time = \$3000.00 - Registration fees and travel costs for professional development = \$5000 - Supplemental Materials = \$6,000 - -Communications services of secretary = \$20,000 per year. - Purchase software and technology support = \$3000 - Guidance department support = 20 hours per week, 34 weeks = \$13,600 - Honors Society

	<ul style="list-style-type: none"> • AP exam data for EL, RFEP and minority students 	<p>10. Establish career and college guidance opportunities in one-on-one or small group settings.</p> <p>11. Sponsor educational activities appropriate to student needs such as Science Olympiad, college visitations at the freshman level.</p> <p>12. Communicate goals, methods, and strategies with staff, students, parents and broader community</p> <p>14. Identify students who are not succeeding, need support, need extra motivation and provide a community of peers as well as opportunities for scholarships to attend special events/classes.</p> <p>15. Continue conducting Parent Orientation Nights to educate parents about rigor, demands, benefit of program</p> <p>16. Raise awareness of fee waiver and reduction opportunities for students for college entrance and AP exams</p> <p>17. Continue support of online and media center support resources</p> <p>18. Expand opportunities to educate students about AP course options.</p>	<p>special needs or require support, identify students who qualify for special assistance, including scholarships</p>	<p>Advisor Stipend = \$2000 - Parent Nights = \$2000</p> <p>EIA Instructional Aide (AVID tutor) to provide additional support within activity \$3,000.00</p>
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Library Plan for San Dieguito Union High School District

Site: Torrey Pines High School

Site Council Goals (highlighted in chart)

1. Purchase fiction and nonfiction to support the curriculum and recreational reading
2. Create broader, more integrated, comprehensive technology resources for students and teachers
3. Provide students with a computer, scanner and printer to make color copies available

Report on the above with documentation will be given to Site Council in Spring 2007.

	Where are we now?	Where do we want to be?	What we will do this year?	Responsible Parties	Percentage of Budget
COLLECTION					
# of Books Books per student ratio	22,983 books 7.9 books per student	16-20 books per student National average is 22 books per student	Continue to advocate and purchase books as funding becomes available 1. Purchase fiction and nonfiction to support the curriculum and recreational reading	LMT, Principal Students Staff	40%
Average age (copyright) of Nonfiction books	1980	1990+	Purchase as many current, new copyrighted books as possible	LMT	
Periodicals (print)	60+	Continue as is	Continue as is	LMT	10%
Non-print online databases	14	5 integrated resources and 10 reference multi- volume ebooks	Write proposals for additional funding 2. Create broader, more integrated, comprehensive technology resources for students and teachers	LMT	40%
STAFFING					
Library Media Teacher	1 full-time LMT	1	Continue as is	Principal District office	
Library Tech	1	2	Increase library staffing to 2	Principal District office	
	Where are we now?	Where do we want to be? <i>References Listed</i>	What we will do this year.	Responsible Parties	Percentage of Budget

		<i>Below*</i>			
ACCESS AND USE					
# of Hours open per week	42.5 hours	Continue as is	NA	LMT, Principal	
Open for after hour or community use?	Open an additional 4 hours per week for library and tutoring center; open for special events as scheduled	Continue as is	NA	NA	
# of materials circulated in 05-06	64,121 (includes items on reserve carts)	Continue as is	Continue as is	NA	
LIBRARY PROGRAM					
Information Literacy: Use, locate, evaluate and use information effectively	Research lessons as students begin and complete assignments; demonstrate resources to all students; freshmen orientations.	Increase my focus on the library and students.	Delegate textbook responsibilities to increase library time with students	LMT	
Flexible scheduling to meet class needs	Flexible schedule is available. Reservations are made on a needs basis	Continue as is.	Continue as is.	LMT	
Technology integration	Technology is fully integrated into the program	Add more wireless laptops for flexible usage; have scanner and color printer available for student use.	Continue to advocate for new equipment 3. Provide students with a computer, scanner and printer to make color copies available	LMT AP in charge of technology Principal Director of Tech	10 %
	Where are we now?	Where do we want to be? <i>References Listed Below*</i>	What we will do this year.	Responsible Parties	Percentage of Budget
Collaborative Planning and	Limited	Increase collaborative planning time with	Continue to advertise to teachers in a variety of ways	LMT	

teaching		teachers			
Reading Motivation	Book displays, Featured author evening events, Daytime "Cutting-edge Conversations," Student Friends of the Library contests & projects	Continue as is	Continue as is	LMT Library Tech	
LIBRARY PROGRAM					
Ethical use of Resources	Instruction is Integrated and reinforced into lessons, school subscription to Turnitin.com	Continue as is	Continue as is	LMT, Teachers	
BUDGET					
Sources	School budget, Friends of the Library, TPHS Foundation, State Funding, Site Council	10% increase each year with the school budget, Friends, Foundation, Site Council	Continue to advocate for adequate budget and yearly increases	LMT, Friends' President Principal, District	

State and Federal Program Allocation Sheet
Programs Included in this Plan – Torrey Pines High School

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Estimated Allocation	Expenditures as of 9/27/06	Estimated Balance
X Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners <i>EIA funding/expenditures are restricted for use on activities, programs and services for English Learners only.</i>	\$53,123	\$13,379	\$39,744
X <i>School and Library Improvement Program Block Grant</i> <u>Purpose:</u> Improve library and other school programs. <i>Library funding/expenditures must follow School Library Improvement funding regulations.</i>	\$119,152 \$15,665	\$22,183 \$0	\$96,969 \$15,665
X Gifted and Talented Education <i>GATE funding/expenditures are restricted for use on activities, programs and services to support the recruitment and extended learning opportunities of GATE students.</i>	\$34,091	\$2,010	\$32,081
Total amount of state categorical funds allocated to this school	\$222,031	\$37,572	\$184,459

Federal Programs under No Child Left Behind (NCLB)	Estimated Allocation	Expenditures as of 9/27/06	Estimated Balance
Total amount of federal categorical funds allocated to this school	\$ 0	\$ 0	\$ 0
Total amount of state and federal categorical funds allocated to this school	\$ 222,031	\$ 37,572	\$ 184,459

SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001 requires that this plan 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:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Brett Killeen	X				
Elloise Bennett			X		
Brennan Dean			X		
Luisa Figueroa		X			
Sarah Morawa-Harding		X			
Brenda Robinette		X			
Paige Pennock		X			
Carol Carrillo		X			
Elise Ochenduszko		X			
Danna Gunther			X		
Beverly Shone			X		
Nancy Chase				X	
Laz Gerhsernson				X	
Raj Pratha				X	
Carole Larson				X	
Elena Gomez				X	
Carly Stracka					X
Lina Kaisey					X
A.J. Mells					X
Ilana Newman					x
Numbers of members of each category	1	6	4	5	4

RECOMMENDATIONS AND ASSURANCES

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):
 - School Advisory Committee for State Compensatory Education Programs
 - English Learner Advisory Committee
 - Community Advisory Committee for Special Education Programs
 - Gifted and Talented Education Program Advisory Committee
 - Other (*list*)
4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council on: *November 7, 2006*

Attested:

Brett Killeen
School Principal

Brett A. Killeen
Signature of school principal

11/7/06
Date

Elloise Bennett
SSC chairperson

E. Bennett
Signature of SSC chairperson

11/7/06
Date

We, the members of the Torrey Pines High School Site Council, hereby approve of the Single Plan for Student Achievement as viewed on November 7, 2006.

Brett Killeen, Principal	<i>Brett Killeen</i>
Elloise Bennett, Assistant Principal,	<i>E. Bennett</i>
Brennan Dean, Counselor	<i>Brennan Dean</i>
Luisa Figueroa, Teacher	<i>Luisa Figueroa</i>
Sarah Morawa-Harding, Teacher	<i>Sarah Morawa-Harding</i>
Brenda Robinette, Teacher	Via email - approved
Paige Pennock, Teacher	<i>Paige Pennock</i>
Carol Carrillo, Teacher	<i>Carol Carrillo</i>
Elise Ochendusko, Teacher	<i>E. Ochendusko</i>
Danna Gunther, Attendance Clerk	<i>Danna Gunther</i>
Beverly Shone, Administrative Assist.	<i>Beverly Shone</i>
Nancy Chase, Parent	Via email - approved
Laz Gershenson, Parent	<i>L. Gershenson</i>
Raj Pratha, Parent	Not present
Carole Larson, Parent	Via email - approved
Elena Gomez, Parent	<i>Elena Gomez</i>
Carla Stracka, Student (**President)	<i>Carla Stracka</i>
Lina Kaisey, Student	<i>Lina Kaisey</i>
A.J. Mells, Student	<i>A.J. Mells</i>
Ilana Newman, Student	<i>Ilana Newman</i>

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: October 25, 2006

BOARD MEETING DATE: November 16, 2006

**PREPARED AND
SUBMITTED BY:** Peggy Lynch, Ed.D., *PL*
Superintendent

SUBJECT: Proposed Dates for 2007 Board Meetings

EXECUTIVE SUMMARY

Attached are proposed dates for the Regular Meetings of the Board of Trustees for 2007.

SUMMARY

It is recommended that the Board review the proposed dates for the 2007 meetings and make any recommendations for changes. This will return on the agenda for the December 14 Organizational Meeting for adoption.

FUNDING SOURCE

N/A

PL/sg
Attachment

AGENDA ITEM: 33

DRAFT

**PROPOSED DATES FOR
2007 BOARD MEETINGS**

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

Following are the dates for the regularly scheduled meetings of the Board of Trustees of the San Dieguito Union High School District for the 2007 calendar year:

January 18

February 1 and 15 (2/16 is Lincoln Day)

March 1 and 15

April 5 (Spring Break is 4/10 through 4/14)

May 3 and 17

June 7 and 21

July 19

August 16

September 6 and 20

October 4 and 18

November 15

* December 13 (CSBA is Nov. 29 to Dec. 1 in S.D.)

* The December meeting is moved to accommodate the Annual CSBA Conference and the adoption of the First Interim Budget Report.

/sdg

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: October 12, 2006

BOARD MEETING DATE: November 16, 2006

PREPARED BY: Rick Schmitt *RS*
Associate Superintendent/Educational Services

SUBMITTED BY: Peggy Lynch, Superintendent

SUBJECT: Uniform Complaint Procedures

EXECUTIVE SUMMARY

Attached are the revised Uniform Complaint Procedures (UCP) which include all policies, regulations, forms and administration of categorical programs. The forms meet all statutory requirements and achieve the intended outcomes of the categorical program.

The amended policies, regulations, notifications, and forms all meet the uniform complaint process to resolve complaints regarding alleged deficiencies related to instructional materials, facility conditions and teacher vacancy or misassignment, as well as specified programs. They also provides civil rights guarantees, and are compliant with revised Education Code and Government Code.

RECOMMENDATION:

This item is submitted for information and review on November 16, 2006, and will be resubmitted for action at the meeting scheduled for December 14, 2006.

FUNDING SOURCE:

Not applicable.

Attachment:

- UCP Board Policy 1312.3 revision
- UCP Administrative Regulation 1312.3/AR-1 revision
- UCP Form revision
- UCP Notice to Parents/Guardians Complaint Rights
- 2006-07 Annual Notification

AGENDA ITEM: 34

UNIFORM COMPLAINT PROCEDURES

The Board of Trustees recognizes that the District is primarily responsible for complying with applicable state and federal laws and regulations governing educational programs. The district shall investigate complaints alleging failure to comply with such laws and/or alleging discrimination and shall seek to resolve those complaints in accordance with the district's uniform complaint procedures. (5 CCR 4620)

The District shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination against any protected group as identified under Education Code 200 and 220 and Government Code 11135, including actual or perceived sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or age, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any district program or activity that receives or benefits from state financial assistance. (5 CCR 4610)

Uniform complaint procedures shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and career technical and technical training programs, child care and developmental programs, child nutrition programs, and special education programs. (5 CCR 4610)

Complaints related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, and teacher vacancies and misassignments shall be investigated pursuant to the District's ~~Williams e~~Uniform eComplaint pProcedure ~~(AR 1312.4)~~.

The Board of Trustees encourages the early, informal resolution of complaints at the site level whenever possible.

The Board of Trustees acknowledges and respects every individual's right to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This may include keeping the

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identity of the complainant confidential, as appropriate and except to the extent necessary to carry out the investigation or proceedings, as determined by the Superintendent or designee, on a case-by-case basis.

The Board of Trustees prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades, or work assignments of the complainant.

OPTIONAL:

The Board of Trustees recognizes that a neutral mediator can often suggest a compromise that is agreeable to all parties in a dispute. In accordance with uniform complaint procedures, whenever all parties to a complaint agree to try resolving their problem through mediation, the Superintendent or designee shall initiate that process. The Superintendent or designee shall ensure that the results are consistent with state and federal laws and regulations.

Legal Reference:

EDUCATION CODE

200-262.4	Prohibition of discrimination
8200-8498	Child care and development programs
8500-8538	Adult basic education
18100-18203	School libraries
32289	School safety plan, uniform complaint procedures
35146	Closed sessions
35160.5	Requirement of school district policies: parental complaints re: employees
35186	Williams Uniform Complaint Procedures
41500-41513	Categorical education block grants
48985	Notices in language other than English
49060-49079	Student Records
49490-49590	Child nutrition programs
52160-52178	Bilingual education programs
52300-52499.6	Career-technical education
52500-52616.24	Adult schools
52800-52870	School-based coordinated programs

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54000-54041 Economic impact aid programs
 54100-54145 Miller-Unruh Basic Reading Act
 54400-54425 Compensatory education programs
 54440-54445 Migrant education
 54460-54529 Compensatory education programs
 56000-56885 Special education programs
 59000-59300 Special schools and centers
 60650 Personal beliefs
 64000-64001 Consolidated application process

CODE OF REGULATIONS, TITLE 5

3080 Application of section
 4600-4687 Uniform Complaint Procedures
 4900-4965 Nondiscrimination in elementary and
 secondary education programs

PENAL CODE

422.6 Interference with constitutional right
 or privilege

GOVERNMENT CODE

54957-54957.8 Closed sessions

CIVIL RIGHTS ACT OF 1964

42 U.S.C.A. Section 2000c et seq.

TITLE IX, EDUCATION AMENDMENTS OF 1972

20 U.S.C.A. Section 1231g, 1681 et seq.

SECTION 504, REHABILITATION ACT OF 1973

29 U.S.C.A. Section 721, 761

EDUCATION CONSOLIDATION AND IMPROVEMENT ACT OF 1981

20 U.S.C.A. Section 3801 et seq.

GENERAL EDUCATION PROVISIONS ACT

20 U.S.C.A. 1221 et seq., especially:

FAMILY EDUCATION AND PRIVACY RIGHTS ACT OF 1974

20 U.S.C.A. Section 1221, 1232 g

34 CODE OF FEDERAL REGULATIONS, Section 100.7(e)

SENATE BILL 6

SENATE BILL 550

ASSEMBLY BILL 1550

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ASSEMBLY BILL 2727
ASSEMBLY BILL 3001

UNITED STATES CODE, TITLE 20

6301-6577	Title I basic programs
6601-6777	Title II preparing and recruiting high quality teachers and principals
6801-6871	Title III language instruction for limited English proficient and immigrant students
7101-7184	Safe and Drug-Free Schools and Communities Act
7201-7283g	Title V promoting informed parental choice and innovative programs
7301-7372	Title V rural and low-income school programs

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>
California Department of Education: <http://www.cde.ca.gov>
U.S. Department of Education, Office for Civil Rights:
<http://www.ed.gov/offices/OCR>

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UNIFORM COMPLAINT PROCEDURESDesignation of Person to Receive Complaint

The Board of Trustees designates the following compliance officer(s) to receive and investigate complaints and ensure district compliance with law:

Penny Cooper Francisco Rick Schmitt, Assistant Associate Superintendent
(Title or Position)

Eric Hall Steve Ma, Assistant Associate Superintendent
(Title or Position)

Terry King, Assistant Associate Superintendent
(Title or Position)

Eric Dill, Executive Director, Business Services

710 Encinitas Boulevard, Encinitas, CA 92024
(Address)

760-753-6491, ext. 5565, ext. 5518, ext. 5566, ext. 5597.

(Telephone Number)

~~The compliance officers shall ensure that employees designated to investigate such complaints are knowledgeable about the laws and programs for which they are responsible.~~

The Superintendent or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Superintendent or designee.

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For complaints concerning insufficiency of instructional materials, emergency or urgent facility conditions, and/or teacher vacancy or misassignment issues, the complaint shall be filed with the school principal or his or her designee at the school site where the complaint arises.

Notifications

The compliance officers shall meet the notification requirements of California Code of Regulations Title 5, Section 4622, and all other applicable law, including the annual dissemination of District complaint procedures and information about available appeals, civil law remedies and conditions under which a complaint may be taken directly to the State Department of Education.

Additionally, the school principal is responsible for ensuring that each classroom has the required standardized notice posted to notify parents and guardians of the opportunity to complain about instructional materials and facility issues. The notice shall be conspicuously posted in each classroom.

Procedures

The following procedures shall be used to address all complaints which allege that the district has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related action, including all information required for compliance with 5 CCR 4631 and 4633.

All parties involved in allegations shall be notified when a complaint is filed, when a complain meeting or hearing is scheduled, and when a decision or ruling is made.

Filing of Complaint:

1. Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the district on the Uniform Complaint Form attached.

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2. A complaint alleging unlawful discrimination shall be initiated no later than six months from the date when the alleged discrimination occurred, or six months from the date when the complainant acquired knowledge of the facts of the alleged discrimination. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subject to unlawful discrimination.
3. The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.
4. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, district staff shall assist him/her in the filing of the complaint.

Investigation of Complaint

The principal/designee or compliance officers shall make all reasonable efforts to investigate any problem within his or her authority. The investigation shall provide an opportunity for the complainant, or the complainant's representative, to present information relevant to the complaint. The investigation may include an opportunity for the parties to meet to discuss the complaint or to question each other or each other's witnesses.

A complainant's refusal to provide the district's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation of his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The district's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the

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investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Response:

1. For complaints processed by the compliance officers, a written decision shall be issued to the complainant within thirty (30) calendar days of receiving the complaint. This decision shall contain the findings and disposition of the complaint, including corrective actions if any, the rationale for such disposition, notice of the complainant's right to appeal to the Board of Trustees and the right to further appeal to the Department of Education, and the procedures to be followed for initiating an appeal to the Department. If an employee is disciplined according to established District policy as a result of the complaint, this report shall simply state that effective action was taken and that the employee was informed of District expectations. The report shall not give any additional information as to the nature of the disciplinary action. This time period may be extended by written agreement between the complainant and the District.
2. For complaints processed by the principal or designee, valid complaints must be remedied within a reasonable time period but not to exceed thirty (30) working days from the date the complaint was received. If a response was requested in the complaint, the principal/designee shall prepare and send to the complainant a written report within forty-five (45) working days of the initial filing of the complaint. This time period may be extended by written agreement between the complainant and the District.

Final Written Decision

1. The district's decision shall be in writing and sent to the complainant.
2. The district's decision shall be written in English and in the language of the complainant whenever feasible or as required

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by law.

3. The decision shall include:

- a. The findings of fact based on the evidence gathered
- b. The conclusion(s) of law
- c. Disposition of the complaint
- d. Rationale for such disposition
- e. Corrective actions, if any are warranted.
- f. Notice of the complainant's right to appeal the district's decision with 15 days to the CDE and procedures to be followed for initiating such an appeal.
- g. For discrimination complaints, notice that the complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.

4. If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the district expectations. The report shall not give any further information as to the nature of the disciplinary action.

5. If dissatisfied with the district's decision, the complainant may appeal in writing to the CDE within 15 days of receiving the district's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the

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district's decision.

6. Upon notification by the CDE that the complainant has appealed the district's decision, the Superintendent or designee shall forward the following documents to the CDE.
 - a. A copy of the original complaint
 - b. A copy of the decision
 - c. A summary of the nature and extent of the investigation conducted by the district, if not covered by the decision.
 - d. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties and gathered by the investigator
 - e. A report of any action taken to resolve the complaint.
 - f. A copy of the district's complaint procedures
 - g. Other relevant information requested by the CDE
7. The CDE may directly intervene in the complaint without waiting for action by the district when one of the conditions listed in 5 CCR 4650 exists, including cases in which the district has not taken action within 60 days of the date the complaint was filed with the district.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the district's complaint procedures as provided by law. Complainants may seek assistance from mediation centers or

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public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. Except as provided by law, for discrimination complaints, a complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the California Department of Education before pursuing civil law remedies. **The moratorium does not apply to injunctive relief and is applicable only if the district has appropriate, and in a timely manner, apprised the complainant of his/her right to file a complain in accordance with 5 CCR 4622.**

Direct State Intervention

The California Department of Education may directly intervene in the complaint without waiting for action by the District when one of the conditions listed in 5 CCR 4650 and other applicable law exists. In addition, the California Department of Education may also intervene in those cases where the District has not taken action with sixty (60) calendar days of the date the complaint was first filed with the District.

Reporting Requirements

~~The District's designee must submit a quarterly report, in the format as attached, to the county Superintendent and the Governing Board on the nature and resolution of complaints addressing insufficient instructional materials, teacher vacancies and misassignments, and emergency or urgent facilities issues.~~

~~The summaries must be publicly reported on a quarterly basis at a regularly scheduled meeting of the Governing Board.~~

Public Records

~~Complaints, responses and quarterly reports concerning insufficient instructional materials, teacher vacancies and misassignments, and emergency or urgent facilities issues will all be considered public records, to the extent required by law.~~

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UNIFORM COMPLAINT FORM

School Name: _____

Name (optional, but required if response is requested): _____

Date Submitted: _____

Subject of Complaint:

_____ Sufficiency of instructional materials

_____ Condition of facility

_____ Teacher vacancy or misassignment (file complaint at school site where complaint arises)

_____ Other

Please describe the complaint in detail. Add additional sheets, if necessary.

_____ I request a response. Direct response to:

_____ Name:

_____ Address:

_____ City/State/Zip Code:

_____ Phone:

Signature of Complainant

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UNIFORM COMPLAINT FORM

Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide contact information below.

Response requested: Yes No

Name: _____
Address: _____
Phone Number(s): Day _____ Night _____ Cell _____

Location of the problem that is the subject of this complaint:
School: _____
Course and Teacher Name: _____
Room Number or Name of Room: _____
Date problem was observed: _____

Specific issue(s) of the complaint. Please check all that apply:

- Unlawful discrimination against a protected individual or group in any district program
- Failure to comply with state/federal laws in one of the following programs:
 - Adult Education Child Care/Development
 - Consolidated Categorical Aid Child Nutrition
 - Career Technical Education Special Education
- Textbooks and Instructional Materials
 - Student does not have standards-aligned or state/district-adopted textbooks or other required instructional materials to use in class
 - Student does not have access to instructional materials to use at home or after school
 - Textbooks/instructional materials are in poor or unusable condition
- Teacher Vacancy or Misassignment
 - Vacancy exists at beginning semester as defined in §35186

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COMMUNITY RELATIONS

1312.3/AR-1
ATTACHMENT A

E.C.

- Teacher lacks credentials or training to teach English learners in assigned class with more than 20% English learners
- Teacher lacks subject matter competency
- Facility conditions pose an emergency or urgent threat to the health or safety of students or staff

Please describe the issue of your complaint in detail. You may attach additional pages if necessary to fully describe the situation:

Please file this complaint with the following:

Principal (Name)	Mr. Rick Schmitt
School (Name)	Assoc. Supt./Educational Services
Address	San Dieguito Union High School District
City/State/Zip	710 Encinitas Blvd. Encinitas CA 92024

Please provide a signature below. If you wish to remain anonymous, a signature is not required. However, all complaints, even anonymous complaints, should be dated:

Signature

Date

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~~UNIFORM COMPLAINT PROCEDURES: STANDARDIZED NOTICE~~

~~ATTENTION PARENTS AND GUARDIANS~~

~~IMPORTANT INFORMATION ABOUT INSTRUCTIONAL
-MATERIAL AND SCHOOL FACILITIES~~

~~State law requires the following:~~

- ~~1. There should be sufficient textbooks and instructional materials. Each student, including English learners, must have a textbook or instructional materials, or both to use in class and to take home to complete required homework assignments.~~
- ~~2. School facilities must be clean, safe and maintained in good repair.~~

~~If you do not think these requirements are being met, you can obtain a Uniform Complaint Form at the following location: Principal's Office.~~

~~Education Code Section 35186(f)~~

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UNIFORM COMPLAINT PROCEDURES

NOTICE TO PARENTS/GUARDIANS
COMPLAINT RIGHTS

Parents/Guardians:

Education Code 35186 requires that the following notice be posted in your child's classroom:

1. There should be sufficient textbooks and instructional materials. For there to be sufficient textbooks and instructional materials, each student, including English learners, must have a textbook or instructional material, or both, to use in class and to take home.
2. School facilities must be clean, safe, and maintained in good repair. Good repair means that the facility is maintained in a manner that assures that it is clean, safe and functional as determined by the Office of Public School Construction.
3. There should be no teacher vacancies or misassignments as defined in Education Code 35186(h) (1) and (2) and the district's administrative regulation AR 1312.4
4. To file a complaint regarding any of the above matters, complaint forms can be obtained in the principal's office.

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SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

ANNUAL NOTIFICATION 2006 – 2007

Please review the enclosed material and sign the *ANNUAL NOTIFICATION SIGNATURE PAGE*. The signature page must be submitted during August school business days in order to receive a class schedule.

Esta notificación anual la puede obtener en español en la escuela de su hijo/hija.

**SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
HEALTH EDUCATION, PUPIL SERVICES, AND PARENT OR STUDENTS' RIGHTS
REQUIRING ANNUAL NOTIFICATION**

Dear Parent/Guardian:

State and Federal laws require school districts to notify parents and guardians of minor pupils of parental rights. This law requires the parent/guardian to sign a notification form and return it to school. The signature is an acknowledgement that the parent/guardian has been informed of parental rights. This does not indicate consent to participate in any particular program has been either given or withheld. Some legislation requires additional notification to the parent/guardian during the school term, or at least 15 days prior to a specific activity. A separate letter will be sent to the parent/guardian prior to any of these specified activities or classes. A student will be excused when the parent files a written statement with the principal of the school, requesting that his/her child not participate. Other legislation grants certain rights, responsibilities, and protections that are included for your information. Note that the term, "parent", when used in this notification, includes a parent or legal guardian.

SCHOOL RULES/DISCIPLINE

SEXUAL HARASSMENT (EC §231.5): The District has adopted the following policy containing rules and procedures for reporting sexual harassment and pursuing remedies which shall be displayed in a prominent location and included in orientation for employees and students. "The Governing Board prohibits unlawful sexual harassment of or by anyone in or from the District. Sexual harassment is unwelcome sexual advances, request for sexual favors, and other verbal, visual, or physical contact of a sexual nature made by someone from or in the work or educational setting. Any student who engages in sexual harassment of another student or anyone from the district may be subject to disciplinary action up to and including dismissal."

HAZING PROHIBITION (EC §32050–32051): The District prohibits persons from conspiring to engage in hazing; including initiation activities.

STUDENT DISCIPLINE (EC §35291, §35291.5, & §35291.7): The District rules pertaining to student discipline, including those that govern suspension, expulsion, and due process, are included in this packet. Students shall be held accountable for their conduct while on school grounds, while going to and from school, during the lunch period, and during or while going to or coming from a school activity. Discipline rules are communicated to all students every year.

PARENT TO ATTEND CHILD'S CLASSES (EC §48900.1): If a teacher suspends a student, the teacher may require the student's parent to attend the student classes. Employers may not discriminate against parents who are required to comply with this requirement.

DRUG FREE CAMPUS (Chemical Abuse and Drug Prevention Education): Possession, use, or sale of narcotics, alcohol, or other controlled substances is prohibited and strictly enforced at all school activities. Records will be forwarded to local law enforcement, and district sanctions will result from violations.

DUTIES OF PUPILS (5 CCR, SEC. 300): Pupils are required to conform with school regulations, obey all directions, be diligent in study and respectful of teachers and others in authority, and refrain from the use of profane and vulgar language.

DUTIES OF TEACHERS (EC §44807): Every teacher shall hold students accountable for their conduct on the way to and from school and on campus.

LASER POINTERS: PROHIBITIONS ON SALES, POSSESSION AND USE (PC §417.27): Prohibits possession of a laser pointer by any student on any school premise, unless possession is for valid instruction. Further prohibits directing the beam of a laser pointer into the eyes of another or into a moving vehicle or into the eyes of a guide dog.

PERSISTENTLY DANGEROUS SCHOOLS: Parent shall be notified of schools considered to be "persistently dangerous" pursuant to California Department of Education guidelines, and notified of available options.

ATTENDANCE

ABSENCES (EC §48205, 48980, 49067, 46014): State law permits students to be absent for justifiable personal reasons including participation in religious exercises/instruction. Verified excused absences shall not result in a student losing academic credit or have his/her grade reduced resulting from missed assignments/tests that can reasonably be provided/completed.

INTRADISTRICT POLICY (EC §35160.5 (b)): The District has adopted rules and regulations establishing a Board Policy on Intradistrict/open enrollment within the District for residents of the District.

INTERDISTRICT ATTENDANCE (EC §46600): The governing boards of two or more school districts may enter into an agreement, for a term not to exceed five school years, for the interdistrict attendance of pupils who are residents of the districts. The agreement may provide for the admission to a district other than the district of residence of a pupil who requests a permit to attend a school district that is a party to the agreement and that maintains schools and classes to which the pupil requests admission. The agreement shall stipulate the terms and conditions under which interdistrict attendance shall be permitted or denied.

NOTIFICATION OF MINIMUM DAYS AND PUPIL-FREE STAFF DEVELOPMENT DAYS (EC §48980 (c)): Parents are notified (no later than one-month prior) of any scheduled minimum days or pupil-free staff development days.

STUDENT SERVICES/COURSES

CAREER PLANNING (EC §221.5): When all students are provided career counseling and course selection opportunities, all students are provided equal services in order to promote sex equity. Parents may participate in counseling sessions.

COURSES INVOLVING HARMFUL USE OF ANIMALS (EC §32255-32255.6): Pupils may choose to refrain from participating in educational projects involving the harmful or destructive use of animals.

HEALTH, FAMILY LIFE & SEX EDUCATION (EC §51240): Whenever any part of the instruction in health, family life, or sex education conflicts with religious training and beliefs or personal moral convictions of the parent, the student shall be excused from that part of the instruction upon written parent request.

INSTRUCTION ON AIDS, PREVENTION & SEX EDUCATION (EC §51201.5 (d), §51550 & 51938): Parents are notified in writing (with an option to exclude child from specific instruction) prior to any instruction or class in which human reproductive organs and their function or processes are described, illustrated, or discussed. Materials to be used may be reviewed prior to any instruction in class. Parents will be notified in writing 14 days prior to instruction in sexual health education and HIV/AIDS prevention education and research on student health behaviors and risks. The District may elect to provide instruction to be performed by outside consultants and may hold an assembly to deliver this education. A parent signature is required to indicate parent approval of student participation in this curriculum.

NOTICE OF ALTERNATIVE SCHOOLS (EC §58501): California State law authorizes all school districts to provide for alternative schools. The Education Code defines alternative school as a school or separate class group within a school, which is operated in a manner designed to:

- (a) Maximize the opportunity for students to develop the positive values of self-reliance, initiative, kindness, spontaneity, resourcefulness, courage, creativity, responsibility, and joy.
- (b) Recognize that the best learning takes place when the student learns because of his/her desire to learn.
- (c) Maintain a learning situation maximizing student self-motivation and encouraging the student in his/her own time to follow his/her own interests. These interests may result in whole, or in part, from a presentation by his/her choice of learning projects.
- (d) Maximize the opportunity for teachers, parents, and students to cooperatively develop the learning process and its subject matter. This opportunity shall be a continuous, permanent process.
- (e) Maximize the opportunity for students, teachers, and parents to continuously react to the changing world, including but not limited to, the community in which the school is located.

In the event any parent, pupil, or teacher is interested in further information concerning alternative schools, *the county superintendent of schools, the administrative office of this district, and the principal's office in each attendance unit have copies of the law available for your information.* This law particularly authorizes interested persons to request the governing board of the District to establish alternative school programs in each district.

CHILDREN IN HOMELESS SITUATIONS: Stephen Levy, the District liaison for homeless children, shall ensure the dissemination of public notice of the educational rights of students in homeless situations.

NO CHILD LEFT BEHIND: Districts receiving Title I funds shall notify parents of the following requirements:
Program Improvements – Parent shall be notified when their student’s school is identified as a “program improvement school” and the opportunities for school choice and/or supplemental instruction. **Teacher Qualifications** - Parent shall be notified that they may request specified professional qualifications of the student’s classroom teacher(s) and assigned paraprofessional(s).

HEALTH SERVICES/SAFETY

SCHOOL SAFETY PLAN (EC §35294.6 & 35294.8): Each school shall report annually on the status of its school safety plan, including a description of its key elements in the annual school accountability report card as well as holding a public meeting to allow for public opinion. It may be reviewed in the school office. The State Department of Education shall be notified regarding non-compliant safety plans by October 15th of every school year. The school safety plan shall include a discrimination and harassment policy.

CONFIDENTIAL MEDICAL SERVICES (EC §46010): The District may excuse grades 7-12 students for the purpose of obtaining confidential medical services without the consent of the pupil’s parent.

PUPILS WITH TEMPORARY DISABILITIES; INDIVIDUAL INSTRUCTION (EC §48206.3 – 48208): The parent of a student hospitalized due to a temporary disability shall notify the District where the pupil is receiving care and if an individualized instructional program is desired.

USE OF PESTICIDES (EC 48980.3): The District shall inform parents about the use of pesticides on school grounds. (pesticide schedule attached).

COMMUNICABLE DISEASES (EC §49403): The District may administer immunizing agents to prevent or control communicable diseases to pupils whose parents have consented in writing to such immunization.

PHYSICAL EXAMS (EC §49451): A student may be exempt from physical examination whenever the parents file a written statement with the school principal stating that they will not consent to routine physical examination for their student. Whenever there is good reason to believe the student is suffering from a recognized contagious or infectious disease, the student will be excluded from school attendance.

INSURANCE PLAN (EC §49472): The District provides parents the opportunity to purchase student insurance for medical and hospital services needed for student injuries while involved in school related activities (application available at school site).

CONTINUING MEDICATION REGIMEN (EC §49480): The parent of any public school student on a continuing medication regimen for a nonepisodic condition shall inform the school nurse and/or school health technician of the medication being taken, the current dosage and the name of the supervising physician. With consent of the parent of the student, the school nurse and/or school health technician may communicate with the physician and may counsel with the school personnel regarding the possible effects of the drug on the student’s physical, intellectual, and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose.

SELF-ADMINISTRATION OF MEDICATION (EC §49423)

With the appropriate written physician statement(s), a student may be assisted by a school nurse and/or carry and self-administer inhaled asthma medication and prescription auto-injectable epinephrine.

ASBESTOS (40 CFR 763.93): The District has a plan for eliminating health risks that are created by the presence of asbestos in school buildings. It may be reviewed at the District office.

SUN PROTECTIVE CLOTHING/USE OF SUNSCREEN (EC §35183.5): Requires school sites to allow for outdoor student use of sun-protective clothing and for the use of sunscreen.

SCHOOL BUSES: PASSENGER SAFETY (EC §39831.5): Requires safety regulations to be provided to all new students riding in school buses.

MISCELLANEOUS

SCHOOL ACCOUNTABILITY REPORT CARD (EC §35256): A copy of the school accountability report card is available upon request at the school site and also available on the District's web site – www.sduhsd.net

CALIFORNIA HIGH SCHOOL EXIT EXAM (EC §60850): Commencing with the 2005-2006 school year, each student completing 12th grade will be required to successfully pass the CAHSEE in order to receive a high school diploma from a California public school. Prohibits administering exam to students not receiving adequate notice (§EC 60850).

ALGEBRA GRADUATION REQUIREMENT (EC §51224.5 (B)): Commencing with the 2003-04 school year and each year thereafter, at least one course, or a combination of the two courses in mathematics required to be completed pursuant to subparagraph (B) of paragraph (1) of subdivision (a) of Section 51225.3 by pupils while in grades 9 to 12, inclusive, prior to receiving a diploma of graduation from high school, shall meet or exceed the rigor of the content standards for Algebra I, as adopted by the State Board of Education pursuant to Section 60605.

ACCESS TO INTERNET AND ON-LINE SITES (EC §48980 (I)): Students will have access to the District computer network system including Internet access. Parents and students will be required to sign an acceptable use policy to be distributed from each school site.

ADVANCED PLACEMENT EXAMINATION FEES (EC §48980 (m)): The District shall notify parents of the availability of state funds to cover the costs of advanced placement examination fees pursuant to Education Code §52244. Information may be obtained from your student's counselor.

PUPIL NUTRITION – REDUCED PRICE LUNCHES (EC §49520): Pupils may be eligible for free or reduced price meals (Application enclosed).

HIGH SCHOOL OPEN CAMPUS (EC §44808.5): The parent of a student attending an open school campus shall be informed if students are allowed to leave campus at lunchtime.

CSIS DISCLOSURE LANGUAGE: The San Dieguito Union High School District is participating with the California School of Information Services (CSIS) Program in the electronic transfer of student data for state reporting to the California Department of Education and to districts and/or public postsecondary institutions to which the student is transferring or applying for admission. All data maintained by the CSIS Program is in compliance with federal and state privacy and confidentiality requirements. Student information is encoded such that no personally identifiable information is retained by CSIS. Parents have the right to inspect student information maintained by the CSIS Program. Contact Joann Redman at (760) 753-6491 x-5541 to initiate this procedure.

DUE PROCESS/RIGHTS

NOTIFICATION OF PRIVACY RIGHTS OF PARENTS AND STUDENTS (EC §49073): Federal and state laws grant certain rights of privacy and rights of access to students and their parents. Full access to all personally identifiable written records maintained by the school district must be granted to: (1) Parents of students age 17 and younger, (2) Parents of students age 18 and older if the student is a dependent for tax purposes, (3) Students of age 18 or older, or students who are enrolled in an institution of post-secondary instruction (called "eligible students").

Parents, or an eligible student, may review individual records by making a request to the principal. The principal will ensure that explanations and interpretations are provided if requested. Information that is alleged to be inaccurate, or inappropriate, may be removed upon request. In addition, parents, or eligible students may receive a copy of any information in the records at a reasonable cost per page. District policies and procedures relating to: location, and types of records; kinds of information retained; persons responsible for records; directory information; access by other persons; review; and challenge of records are available through the principal at each school. When a student moves to a new district, records will be forwarded upon the request of the new school district. At the time of transfer the parent or eligible student may review, receive a copy of (at a reasonable fee), and/or challenge records. Parents and eligible students will be notified prior to the destruction of any special education records.

If you believe the District is not in compliance with federal regulations regarding privacy, you may file a complaint with the District's Custodian of Records, Denise Levine (760) 753-6491 x-5556.

PARENTS' RIGHTS UNDER THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA - §EC49063).

These rights include:

- The right to inspect and review their student's educational records;
- The right to request the correction of school records they believe to be inaccurate or misleading;
- The right to consent to disclosures of personally identifiable information contained in their student's educational records, except to the extent the act authorizes disclosure without consent; and
- The right to file a complaint with the Department of Education claiming a failure by the school District to comply with the provisions of the Act.

SPECIAL EDUCATION: CHILD FIND SYSTEM (§EC 56301): Any parent suspecting a child has exceptional needs (handicapped) may request an assessment for special education services through the school principal. Policy and procedure to include written notification to all parents of their rights pursuant to §EC 56300 [A copy of Procedural Safeguards (Parent Rights) may be obtained upon request].

REHABILITATION ACT OF 1973 (Section 504): It is the intent of the District to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973, are identified, evaluated, and provided with appropriate education services. Students may be disabled under Section 504 and thereby require program accommodation in order to receive an appropriate education even though they do not require services pursuant to the Individuals with Disabilities Education Act (IDEA). A student with a disability, under Section 504, is a student who has a physical or mental impairment, which substantially limits one or more major life activities. Major life activities include functions such as caring for one's self, performing manual tasks, walking, seeing, speaking, breathing, learning and working. For additional information, contact the Stephen Levy, at the District office at (760) 753-6491 x-5559.

SPECIAL EDUCATION COMPLAINTS (5 CCR, SEC.3080): State regulations require the District to establish procedures to deal with complaints regarding special education. If you believe that the District is in violation of federal or state law governing the identification or placement of special education students, or similar issues, you may file a written complaint with the District. State regulations require that the District forward your complaint to the State Superintendent of Public Instruction. Procedures are available for your review at your student's school.

SPECIAL EDUCATION (IDEA): Federal law requires a free and appropriate education in the least restrictive environment to be offered to qualified pupils with disabilities ages 3 through 21 years.

UNIFORM COMPLAINT PROCEDURES (5 CCR 4622) & Board Policy #1312.3 A/R-1: The District uniform complaint procedure may be obtained through the school office. The purpose of this procedure is to provide individuals with the opportunity to register concerns regarding any alleged violation of federal and/or state laws governing educational programs. In order to identify appropriate subjects of complaint, a notice shall be posted in each classroom in each school in the school district notifying parents and guardians of the following:

- 1) There should be sufficient textbooks and instructional materials. For there to be sufficient textbooks and instructional materials each pupil, including English learners, must have a textbook or instructional materials, or both, to use in class and to take home to complete required homework assignments.
- 2) School facilities must be clean, safe, and maintained in good repair.
- 3) The location at which to obtain a form to file a complaint in case of a shortage. Posting a notice downloadable from the Web site of the department shall satisfy this requirement.

COMPLAINTS CONCERNING DEFICIENCIES RELATED TO INSTRUCTIONAL MATERIALS (EC635186 (Amended by AB 831, Ch. 118, Statutes of 2005) Requires that notice be given to a parent regarding school deficiencies to contain a statement informing parents and guardians of teacher vacancies or misassignments.

STATEMENT OF NONDISCRIMINATION (TITLE VI CRA '64): The District has a policy of nondiscrimination on the basis of race, sex, color, limited English language skills, handicap or national origin. This policy applies to all students insofar as participation in programs and activities is concerned, with few exceptions such as contact sports. In accordance with federal law, complaints alleging noncompliance with this policy should be directed to the school principal. Appeals may be made to the Executive Director of Pupil Services, Denise Levine, at the District Office, (760) 753-6491 x-5556.

2006-2007 ANNUAL NOTIFICATION SIGNATURE PAGE

DIRECTORY INFORMATION:

The District makes student *directory information* available in accordance with state and federal laws. This means that each student's name, birthdate, birthplace, address, telephone number, major course of study, participation in school activities, dates of attendance, awards, and previous school attendance may be released in accordance with board policy. In addition, height and weight of athletes may be made available. Appropriate directory information may be provided to any agency or person except private, profit-making organizations. Names and addresses of seniors or terminating students may be given to public or private schools, colleges, employers and military recruiters.

Upon written request from the parent of a student age 17 or younger, the District will withhold directory information about the student. If the student is 18 or older or enrolled in an institution of post-secondary instruction and makes a written request, the pupil's request to deny access to directory information will be honored. Requests must be submitted within 30 calendar days of the receipt of this notification.

If you **DO NOT** elect to allow directory information to be released to any outside agency, including the military, please sign below and return to the school attendance office within 30 days. Parent signature will prohibit the District from providing directory information to the military, news media, schools, parent-teacher organizations, employers, and similar parties.

OPTIONAL SIGNATURE: Please check if you DO NOT want information regarding your student released to:

- Military Colleges & Universities Employers
 Internet (photos and interviews on school's web site regarding school activities/athletics)
 News Media (photos and/or interviews regarding school activities/athletics)
 Yearbook ("no release" indicates that you do not want your child's photo in the yearbook)

Student Name (print): _____ School of Attendance/Grade Level: _____
Parent/Guardian Name (print): _____
Parent/Guardian Signature: _____ Date: _____

MEDICATION (EC §49423): Any student who must take prescribed medication at school must submit written instructions from the physician and a written parental request for assistance in administering the medications.

Medication: Student is on a continuing medication program: YES _____ NO _____

If YES, you have my permission to contact the physician listed below:

Physician Name: _____ Telephone #: _____

Medication: _____ Dosage: _____

PARENT/GUARDIAN ACKNOWLEDGEMENT OF SPECIFIC SCHOOL ACTIVITIES:

Education Code Section 48982 ***REQUIRES*** parents to sign and return this acknowledgement to the school attendance office indicating you have been informed of your rights; however, your signature does not authorize consent to participate in any particular program that has either been given or withheld.

I hereby acknowledge receipt of information regarding my rights, responsibilities and protections. I also attest, under penalty of perjury, that I am a resident of the District, as previously verified, or attend under an approved Interdistrict Agreement.

Parent Name (print): _____ Student Name (print): _____

Required Parent Signature: _____ Date: _____

RETURN THIS PAGE TO YOUR STUDENT'S SCHOOL

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT DISCIPLINE GUIDELINES

Students involved in any of the following problem areas will face disciplinary action ranging from an individual conference to expulsion from school, subject to a case-by-case consideration:

PROBLEM AREAS

Tardiness	Misuse of Auto on Campus	Sexual Harassment/Assault
Unexcused Absence	Forgery	Alcohol/Drugs/Paraphernalia & Look-A-Likes
Threats/Intimidation	Hate/Violence	Defiance of Authority
Gambling	Physical Assault	Cheating
Arson	Disruptive Behavior	Theft/Breaking & Entering
Smoking/Tobacco	Weapons/Facsimiles	Obscenity/Profanity/Vulgarity
Robbery/Extortion	Destruction of Property	Bus Referral/Misbehavior
Fighting	Explosive Devices	Knowingly Received Stolen Property
Hazing	Possession of Laser Pointer	Gang Apparel

LAW ENFORCEMENT

School officials may notify appropriate law enforcement authorities regarding problem areas violating state law. If appropriate, school officials will make an attempt to notify parent or guardian. Any action law enforcement authorities take will be in addition to the action taken by the school.

SUSPENSION AND EXPULSION

During a period of suspension, it is at the discretion of each individual teacher whether assignments will be provided or credit given; however, students are always encouraged to complete all required course work.

If a student has been recommended for expulsion, a formal hearing will be conducted in accordance with the Education Code and District Board Policy. Students and parents will be notified in writing and provided instructions regarding their due process rights. The final decision on expulsion will be made by the San Dieguito Union High School District Governing Board of Trustees.

MANDATORY EXPULSION

Education Code Section 48915c requires principals and superintendents to immediately suspend and recommend expulsion for any of the following offenses:

- (1) Possessing, selling, or otherwise furnishing a firearm
- (2) Brandishing a knife at another person
- (3) Unlawfully selling a controlled substance
- (4) Committing or attempting to commit a sexual assault or sexual battery
- (5) Possession of an explosive

DUE PROCESS

Compulsory school attendance is a right that can be abrogated only through due process to include a conference to be informed of the charges and an opportunity to deny the charges and present evidence (5144.1/AR-1). Appeal – The pupil, parent, or guardian has the right to appeal to the Director of Pupil Personnel Services any decision to suspend, and the right to appeal to the County Board of Education any decision to expel (5144.1/AR-1). For more detailed information about the District's policies, regulations and school rules, please contact your school principal or the Director of Pupil Personnel Services at the District office.

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

Administrative Regulation Issued: August 8, 1984

Administrative Regulation Revised: June 23, 2003

Administrative Regulation Revised: February 10, 2004

Administrative Regulation Revised: May 28, 2004