

San Dieguito

Union High School District

710 Encinitas Blvd.
Encinitas, CA 92024-3357
(760) 753-6491
(760) 954-3501 (fax)
www.sduhsd.net

Board of Trustees:

Joyce Dalessandro
Linda Friedman
Barbara Groth
Beth Hergesheimer
Deanna Rich

Terry King,
Interim Superintendent

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

THURSDAY, MAY 1, 2008
6:30 PM

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

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

PUBLIC COMMENTS

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

Persons wishing to address the Board on any school-related issue not elsewhere on the agenda are invited to do so under the "Public Comments" item. If you wish to speak under Public Comments, please follow the same directions (above) for speaking to agenda items. Complaints or charges against an employee are not permitted in an open meeting of the Board of Trustees.

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

In accordance with the Brown Act, unless an item has been placed on the published agenda, there shall be no 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.

CONSENT CALENDAR

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

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

CLOSED SESSION

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

CELL PHONES/PAGERS

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

In compliance with the Americans with Disabilities Act, if you need special assistance, disability-related modifications, or accommodations, including auxiliary aids or services, in order to participate in the public meetings of the District's Governing Board, please FAX the office of the District Superintendent at (760) 943-3501. Notification 72 hours prior to the meeting will enable the District to make reasonable arrangements to ensure accommodation and accessibility to this meeting. Upon request, the District shall also make available this agenda and all other public records associated with the meeting in appropriate alternative formats for persons with a disability.

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

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

AGENDA

THURSDAY, MAY 1, 2008
6:30 PM

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

PRELIMINARY FUNCTIONS(ITEMS 1 – 6)

1. Call to Order; Public Comments Regarding Closed Session Items6:00 PM
2. **Closed Session** **6:05 PM**
 - 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 Section 54957.8.
Agency Negotiators: Superintendent and Associate Superintendents (3)
Employee Organizations: San Dieguito Faculty Association / Classified School Employees Association
 - C. Consideration and/or deliberation of student discipline matters. (2 cases)
3. **Regular Meeting / Open Session****6:30 PM**
4. Pledge of Allegiance
5. Report Out of Closed Session
6. Approval of Minutes of the Board Workshops (2) and Regular Meeting of April 17, 2008.
Motion by _____, second by _____, to approve the Minutes of all Board Workshops and the Regular Board meeting, as shown in the attached supplements.

NON-ACTION ITEMS(ITEMS 7 – 10)

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.

7. Reports and Updates, Student Board Members
8. Reports and Updates, Board of Trustees
9. Superintendent’s Reports, Briefings and Legislative Updates Terry King
10. Earl Warren Middle School Update Anna Pedroza, Principal

CONSENT AGENDA ITEMS.....(ITEMS 11 – 15)

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

11. SUPERINTENDENT

- A. ACCEPTANCE OF GIFTS AND DONATIONS, AS SHOWN IN THE ATTACHED SUPPLEMENT.
- B. APPROVAL OF FIELD TRIP REQUESTS, AS SHOWN IN THE ATTACHED SUPPLEMENT.

12. HUMAN RESOURCES

A. APPROVAL OF PERSONNEL REPORTS

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

- 1. Approval of Certificated and/or Classified Personnel Reports as shown in the attached supplement.

B. APPROVAL/RATIFICATION OF AGREEMENT

No agreements submitted.

13. EDUCATIONAL SERVICES

A. APPROVAL/RATIFICATION OF AGREEMENTS

No agreements submitted.

14. PUPIL SERVICES

A. APPROVAL/RATIFICATION OF NON-PUBLIC SCHOOL / NON-PUBLIC AGENCY CONTRACTS

No NPS/NPA contracts submitted.

B. APPROVAL/RATIFICATION OF AGREEMENTS

No agreements submitted.

C. APPROVAL/RATIFICATION OF PARENT SETTLEMENT AND RELEASE AGREEMENTS

Approve/ratify the following Parent Settlement and Release Agreements, to be funded by the General Fund 06-00/Special Education, and authorize the Executive Director of Pupil Services to execute the agreements:

- 1. OAH Case No. N2007100268, in the amount of \$20,000.00

15. BUSINESS

A. APPROVAL/RATIFICATION OF AGREEMENTS

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

- 1. Roesling Nakamura Terada Architects, Inc. to provide design, contract document preparation, and construction administration support for the Replace Roofing at Various Locations at Earl Warren Middle School and Torrey Pines High School project, during the period April 18, 2008 through October 31, 2008, for an amount not to exceed \$19,000.00 plus reimbursable expenses, to be expended from the Deferred Maintenance Fund 14-00.

B. APPROVAL/RATIFICATION OF AMENDMENT TO AGREEMENTS

No agreements submitted.

C. AWARD OF CONTRACTS

No contracts submitted.

D. APPROVAL OF CHANGE ORDERS

Approve Change Orders to the following projects, and authorize Eric R. Dill or Stephen G. Ma to execute the change orders:

- 1. Change Order No. 1 – Earl Warren Middle School Overhang Demolition project B2008-14, contract entered into with Blair Rasmussen Construction, extending the contract time by 17 calendar days.

E. 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:

- 1. Earl Warren Middle School Overhang Demolition project B2008-14, contract entered into with Blair Rasmussen Construction.

F. ADOPTION OF RESOLUTION AUTHORIZING TEMPORARY TRANSFER OF FUNDS

Adopt the resolution authorizing a temporary transfer of funds, as shown in the attached supplement.

G. APPROVAL OF BUSINESS REPORTS

- 1. Purchase Orders
- 2. Instant Money
- 3. Membership Listing

ROLL CALL VOTE FOR CONSENT AGENDA(ITEMS 11 – 15)

Board of Trustees:

- _____ Joyce Dalessandro
- _____ Linda Friedman
- _____ Barbara Groth
- _____ Beth Hergesheimer
- _____ Deanna Rich

Student Advisory Board Members:

- _____ Meredith Adams, La Costa Canyon
- _____ Chloe Deis-Groff, San Dieguito Academy
- _____ Kaylee Falvo, Sunset
- _____ Ilana Newman, Torrey Pines
- _____ Kelly Kean, Canyon Crest Academy

DISCUSSION / ACTION ITEMS..... (ITEMS 16 -20)

16. APPROVAL OF MATH TEXTBOOK ADOPTION

Motion by _____, second by _____, to approve the Proposed Math Textbook Adoption as shown in the attached supplement.

17. APPROVAL OF WORK EXPERIENCE PLAN APPLICATION

Motion by _____, second by _____, to approve Work Experience Plan Application as shown in the attached supplement.

18. APPROVAL OF MODIFIED PASSING CAHSEE SCORES FOR 2007-08 TEST ADMINISTRATION

Motion by _____, second by _____, to approve Modified Passing CAHSEE Scores as shown in the attached supplement.

19. ADOPTION OF RESOLUTIONS / COMMUNITY FACILITIES DISTRICTS 94-1, 94-2, 94-3, 95-1, 95-2, 99-1, 99-2 & 99-3

Adopt the attached resolutions for Community Facilities Districts 94-1, 94-2, 94-3, 95-1, 95-2, 99-1, 99-2 & 99-3, in connection with the restructuring and remarketing of the San Dieguito Public Facilities Authority \$91,125,000 Revenue Refunding Bonds, Series 2006 (the "Bonds"), the Board will consider approving amending the Loan Agreement entered into in connection with the Bonds to increase the principal amount of the CFD 03-1 Loan or to provide that the payments under an Installment Purchase Agreement with CFD 03-1 shall be used to make payments on the Bonds and that any such Installment Purchase Agreement or loan modification with CFD 03-1 shall be a "Parity Obligation" as defined in the Loan Agreement and that any conditions contained in the Loan Agreement with respect to conditions to incurring a Parity Obligation are waived in this instance.

Motion by _____, second by _____, to adopt the attached resolutions for Community Facilities Districts 94-1, 94-2, 94-3 95-1, 95-2, 99-1, 99-2 & 99-3, as shown in the attached supplements.

20. ADOPTION OF RESOLUTION / COMMUNITY FACILITIES DISTRICT 03-1

Adopt the attached resolution for Community Facilities District 03-1 considering approving increasing the principal amount of the CFD 03-1 Loan or entering into an Installment Purchase Agreement with the San Dieguito Public Facilities Authority as may be necessary or desirable in connection with the restructuring and remarketing of the San Dieguito Public Facilities Authority \$91,125,000 Revenue Refunding Bonds, Series 2006 (the "Bonds") and to finance the acquisition, construction and/or installation of certain school facilities. The Board will also consider approving amending the Loan Agreement entered into in connection with the Bonds to provide for such loan modification or to provide that the payments under any such Installment Purchase Agreement shall be used to make payments on the Bonds and to provide that any such Installment Purchase Agreement or loan modification shall be a "Parity Obligation" as defined in the Loan Agreement and that any conditions contained in the Loan Agreement with respect to conditions to incurring a Parity Obligation are waived in this instance.

Motion by _____, second by _____, to adopt the attached resolutions for Community Facilities Districts 03-1, as shown in the attached supplement.

INFORMATION ITEMS..... (ITEMS 21 - 33)

21. Business Services Update Steve Ma, Associate Superintendent
22. 2008-09 Tentative Budget / Special Funds
23. Educational Services Update Rick Schmitt, Associate Superintendent
24. Review of 2008 Tenth Grade CAHSEE Results
25. 2007-08 SINGLE PLAN FOR STUDENT ACHIEVEMENTS (SPSA) FOR SCHOOL SITES
This item is being submitted for first reading and will be resubmitted for approval on May 15, 2008.
26. CARL D. PERKINS CAREER TECHNICAL EDUCATION APPLICATION FOR FUNDING / CTE PROGRAMS
This item is being submitted for first reading and will be resubmitted for approval on May 15, 2008.
27. CARL D. PERKINS CAREER TECHNICAL EDUCATION APPLICATION FOR FUNDING / ADULT EDUCATION
This item is being submitted for first reading and will be resubmitted for approval on May 15, 2008.
28. Human Resources Update..... Terry King, Associate Superintendent
29. Public Comments
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. (See Board Agenda Cover Sheet)
30. Future Agenda Items
31. Adjournment to Closed Session (if scheduled)

CLOSED SESSION (if required)

- 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 Section 54957.8.
Agency Negotiators: Superintendent and Associate Superintendents (3)
Employee Organizations: San Dieguito Faculty Association / California School Employees Association
 - C. Consideration and/or deliberation of student discipline matters. (2 cases)
32. Report from Closed Session (if required)
 33. Adjournment of Meeting

*The next regularly scheduled Board Meeting will be held on **May 15, 2008, at 6:30 PM** in the SDUHSD District Office Board Room 101. The District Office is located at 710 Encinitas Blvd., Encinitas, CA, 92024.*

ITEM 6 / Facilities BWS

San Dieguito

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Board of Trustees:

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Interim Superintendent

Terry King
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SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

BOARD OF TRUSTEES FACILITIES WORKSHOP

MINUTES

**THURSDAY, APRIL 17, 2008
3:00 PM**

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

A Facilities Workshop of the Governing Board of the San Dieguito Union High School District took place on Thursday, April 17, 2008, at the above location.

Board Members in Attendance

Ms. Groth was not in attendance; all other Board Members were present.

District Administrators in Attendance

Ken Noah, Superintendent (Incoming)
Terry King, Interim Superintendent
Steve Ma, Associate Superintendent, Business
Rick Schmitt, Associate Superintendent, Educational Services
John Addleman, Financial Planning Analyst
Eric Dill, Executive Director, Business Services
Joann Schultz, Executive Assistant, Business
Becky Banning, Recording Secretary / Executive Assistant to the Superintendent

Guests in Attendance

Glen Casterline, Bond Logistix
Ralph Holmes, De La Rosa & Co
Chris Lynch, Jones Hall (Via teleconference)
Masood Sohaili, Manatt (Via teleconference)
Lauren Spiegel, Manatt Phelps Phillips (Via teleconference)
Seth Taft, De La Rosa & Co (Via teleconference)

1. CALL TO ORDER – President Hergesheimer called the meeting to order at 3:00 PM.

DISCUSSION / ACTION ITEMS

2. ADOPTION OF RESOLUTIONS / COMMUNITY FACILITIES DISTRICTS 94-1, 94-2, 94-3, 95-1, 95-2, 99-1, 99-2, 99-3 & 03-1

Adopt the attached resolutions for Community Facilities Districts 94-1, 94-2, 94-3, 95-1, 95-2, 99-1, 99-2, 99-3 & 03-1 considering approval of a restructuring of the San Dieguito Public Facilities Authority \$91,125,000 Revenue Refunding Bonds, Series 2006, which restructure will include changing the interest rate mode payable with respect to the bonds and remarketing a senior, subordinate and, if determined necessary or desirable, a super-subordinate series of bonds. In connection with such restructuring, the Board will also consider approving amending the Loan Agreement, Installment Purchase Agreements and other documents executed in connection with the issuance of the bonds. In addition, the Board will also consider approving a remarketing memo.

ITEM 6 / Facilities BWS

It was moved by Ms. Rich, seconded by Ms. Friedman, to adopt the resolutions as presented.
Motion carried. (4 ayes; 0 nays; 1 absent).

3. ADJOURNMENT – The meeting was adjourned at 3:35 PM.

Linda Friedman, Board Clerk

Date

Terry King, Interim Superintendent

Date

ITEM 6 / Special BWS

San Dieguito

Union High School District

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Terry King
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Sunset HS
Torrey Pines HS

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

BOARD OF TRUSTEES SPECIAL BOARD WORKSHOP

MINUTES

THURSDAY, APRIL 17, 2008
4:00 PM

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

A Special Workshop of the Governing Board of the San Dieguito Union High School District took place on Thursday, April 17, 2008, at the above location.

Board Members in Attendance

Ms. Groth was not in attendance; all other Board Members were present.

Administrators in Attendance

Ken Noah, Superintendent (Incoming)
Terry King, Interim Superintendent
Steve Ma, Associate Superintendent, Business
Rick Schmitt, Associate Superintendent, Educational Services
Becky Banning, Recording Secretary / Executive Assistant to the Superintendent

Guests in Attendance

There were no guests in attendance.

INFORMATION ITEMS

1. CALL TO ORDER – President Hergesheimer called the meeting to order at 4:00 PM.
2. BOARD AND SUPERINTENDENT’S WORKING AGREEMENTS – Incoming Superintendent Ken Noah facilitated a workshop intended to help establish Board and Superintendent operational and communication agreements. The workshop included discussions about basic tenets, Board job descriptions, annual planning and evaluation, and Board and Superintendent expectations.
3. ADJOURNMENT – The meeting was adjourned at 5:45 PM.

Linda Friedman, Board Clerk	Date

Terry King, Interim Superintendent	Date

San Dieguito

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Interim Superintendent:

Terry King

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

THURSDAY, APRIL 17, 2008

SDUHSD DISTRICT OFFICE

BOARD RM 101

PRELIMINARY FUNCTIONS (AGENDA ITEMS 1 – 6)

1. Call to Order / Public Comments (Agenda Item 1)
There were no comments from the public presented.

2. **CLOSED SESSION**(AGENDA ITEM 2)
President Beth Hergesheimer called the meeting to order at 6:00 PM on Thursday, April 17, 2008, to receive public comments on the closed session agenda items. There were no public comments, and the Board convened to closed session in the small board room to discuss:
 - A. 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. Labor-related issues with Labor Negotiators, pursuant to Government Code Section 54957.8
Agency Negotiators: Superintendent and Associate Superintendents
Employee Organizations: San Dieguito Faculty Association / California School Employees Association
 - C. Conference with legal counsel to discuss current or potential litigation (1 case)

REGULAR MEETING / OPEN SESSION

Members in Attendance

Ms. Groth was not in attendance. All other Board of Trustees members were present.

Student Members present were Meredith Adams, La Costa Canyon; Chloe Deis-Groff, San Dieguito Academy; and Ilana Newman, Torrey Pines High

Administrators Present

Kenneth Noah, Superintendent (Incoming)
Terry King, Interim Superintendent
Steve Ma, Associate Superintendent, Business
Rick Schmitt, Associate Superintendent, Educational Services
Eric Dill, Executive Director, Business Services
Michael Grove, Principal, Carmel Valley Middle School
Becky Banning, Recording Secretary / Executive Assistant to the 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

ITEM 6 / Regular Mtg

3. Reconvene / Call to Order(AGENDA ITEM 3)

The regular meeting of the Board of Trustees was called to order at 6:33 PM by President Beth Hergesheimer.

4. Salute to Flag (Agenda Item 4)

Chloe Deis-Groff led the salute to the flag.

5. Report Out of Closed Session..... (Agenda Item 5)

No report was presented.

6. Approval of Minutes (Agenda Item 6)

It was moved by Deanna Rich, seconded by Linda Friedman, that the Minutes of the Board Workshops of March 12th, March 20th, and April 3rd, 2008, and the Regular Board Meeting of March 20th, 2008, be approved as written. **Motion carried.** (4 ayes; 0 nays; 1 absent).

NON-ACTION ITEMS (AGENDA ITEMS 7 - 10)

7. Student Board Member Reports (Agenda Item 7)

All students reported on current events and pending activities at their respective schools.

8. Board of Trustees Updates and Reports..... (Agenda Item 8)

Ms. Dalessandro attended a Canyon Crest Academy production of Grease; the San Diego City / School Liaison meeting; the Canyon Crest Academy Foundation Gala event with Board President Beth Hergesheimer; a farewell lunch with Dr. Lynch and the other Board members; and participated in interviewing scholarship applicants at Torrey Pines.

Ms. Friedman attended a district Parent Rep / Site Council meeting; a career technology workshop at San Dieguito Academy; and a Legislative Action Network meeting at the district.

Ms. Hergesheimer attended the North Coast Legislative Network meeting and visited La Costa Canyon High School, Carmel Valley Middle School, and Canyon Crest Academy.

Ms. Rich attended the Legislative Action Network District meeting with Linda Friedman and informed the Board of an organized rally scheduled to take place later this week, to protest against the current state budget cuts.

9. Superintendent’s Reports, Briefings and Legislative Updates (Agenda Item 9)

Ms. King attended a PTA Superintendent Forum where superintendents gave updates on their districts. She also updated the Board on pending calendar events and activities.

10. Update, Carmel Valley Middle School..... Michael Grove, Principal

Mr. Grove gave highlights of the 2007-08 school year, which included updates on continuing efforts in general academic support, social/emotional connections, expansion of access to more rigorous class offerings, systematic support of under-achieving students, CVMS growth management collaborations with Earl Warren Middle School, and new developments. Mr. Grove also announced that Carmel Valley Middle school has maintained the highest API of any middle school in San Diego County, at 934.

ITEM 6 / Regular Mtg

CONSENT AGENDA ITEMS..... (AGENDA ITEMS 11 – 15)

It was moved by Linda Friedman, seconded by Joyce Dalessandro, that all consent agenda items listed below be approved as written. **Motion carried.** (4 ayes; 0 nays; 1 absent).

11. SUPERINTENDENT

- A. ACCEPTANCE OF GIFTS AND DONATIONS, AS SHOWN IN THE ATTACHED SUPPLEMENT.
- B. APPROVAL OF FIELD TRIP REQUESTS, AS SHOWN IN THE ATTACHED SUPPLEMENT.

12. HUMAN RESOURCES

- A. APPROVAL OF PERSONNEL REPORTS
Approval of matters pertaining to employment of personnel, salaries, leaves of absence, resignations, changes in assignments, extra duty assignments, and consultant services:
Approval of Certificated and/or Classified Personnel Reports as shown in the attached supplement.
- B. APPROVAL/RATIFICATION OF AGREEMENT
No agreements submitted.

13. EDUCATIONAL SERVICES

- A. APPROVAL/RATIFICATION OF AGREEMENTS
No agreements submitted.

14. PUPIL SERVICES

- A. APPROVAL/RATIFICATION OF NON-PUBLIC SCHOOL / NON-PUBLIC AGENCY CONTRACTS
No NPS/NPA contracts submitted.
- B. APPROVAL/RATIFICATION OF AGREEMENTS
Approve/ratify entering into the following agreements and authorize Eric R. Dill, Stephen G. Ma, or Terry King to execute the agreements:
 - 1. Institute for Child and Family Development to provide assessment and treatment services for Reactive Attachment Disorder (RAD), during the period April 1, 2008 through June 30, 2008, at the rate of \$130.00 per hour, to be expended from the General Fund/Restricted 06-00.

15. BUSINESS

- A. APPROVAL/RATIFICATION OF AGREEMENTS
Approve/ratify entering into the following agreements and authorize Eric R. Dill, Stephen G. Ma, or Terry King to execute the agreements:
 - 1. Balboa Ambulance Service, Inc. to provide medical standby coverage during the Torrey Pines High School graduation ceremony on June 12, 2008, at the rate of \$100.00 per hour, to be expended from the General Fund 03-00.

ITEM 6 / Regular Mtg

2. Carlsbad Unified School District for extracurricular transportation services to be provided by the Transportation Department, on April 18, 2008 and May 23, 2008, to be reimbursed by CUSD at the rate of \$3.86 per mile plus the driver's hourly rate (or at the applicable overtime rate) for driver standby.
3. San Diego County Superintendent of Schools/County Office of Education to provide credential services for Adult Education teachers, during the period July 1, 2008 through June 30, 2009, for an amount not to exceed \$306.00, to be expended from the Adult Education Fund 11-00.
4. Retriever Payment Systems, Inc. and ACH Direct, Inc. to provide credit card processing/merchant services and check clearing/merchant services, respectively, for the Transportation Department bus pass program, during the period April 18, 2008 until terminated in writing by either party, at the credit card discount rate of 1.99%, \$0.20 per transaction, and \$20.00 monthly fee, and the check clearing rate of \$0.05 per transaction and \$9.95 monthly fee, to be expended from the General Fund/Restricted 06-00, and authorize Eric R. Dill or Stephen G. Ma to sign all pertinent documents.

B. APPROVAL/RATIFICATION OF AMENDMENT TO AGREEMENTS

No amendment to agreements submitted.

C. AWARD OF CONTRACTS

Award the following contracts and authorize Eric R. Dill or Stephen G. Ma to execute all pertinent documents:

1. Recreation Masters, Inc. for the Outdoor Fitness Equipment & Installation at Carmel Valley Middle School and Oak Crest Middle School project B2008-15, for an amount of \$55,000.00, to be expended from the General Fund/Restricted 06-00.
2. Urban Tree Care, Inc. for the Tree Maintenance, Trimming, & Removal at District Locations unit cost contract B2008-13, during the period May 1, 2008 through April 30, 2009, with options to renew two additional one-year periods, at the unit prices listed on the attachment, to be expended from the fund to which the project is charged.

D. APPROVAL OF CHANGE ORDERS

No change orders submitted.

E. ACCEPTANCE OF CONSTRUCTION PROJECTS

No construction projects submitted.

F. ADOPTION OF RESOLUTION / TAX & REVENUE ANTICIPATION NOTES (TRAN) FOR 2008-09

Adopt the attached resolution for Tax and Revenue Anticipation Notes (TRAN) for fiscal year 2008-09.

G. AUTHORIZATION TO OPEN CHECKING ACCOUNT / TRANSPORTATION DEPARTMENT / CREDIT CARD SERVICES

Authorize the opening of a checking account for the Transportation Department to accept credit card payments for transportation fees.

ITEM 6 / Regular Mtg

H. ADOPTION OF RESOLUTION / AUTHORIZED AGENT TO SIGN SCHOOL ORDERS

Adopt the attached resolution designating Terry King or David R. Bevilaqua or Stephen G. Ma to sign school orders (commercial warrants), effective April 18, 2008 through June 30, 2008.

I. ADOPTION OF RESOLUTION / TERMINATION OF RETIREMENT PLAN

Adopt the attached resolution Terminating the Profit Sharing Retirement Plan, effective April 18, 2008.

J. APPROVAL OF BUSINESS REPORTS

1. Purchase Orders
2. Instant Money
3. Membership Listing

DISCUSSION / ACTION ITEMS..... (AGENDA ITEMS 16 - 22)

16. APPROVAL OF PROPOSED BOARD POLICY REVISIONS, #1330/AR-1, "COMMUNITY RELATIONS, PUBLIC USE OF DISTRICT FACILITIES" AND DELETION OF #1330/AR-2 & AR-3, "USE FEE SCHEDULE"

It was moved by Linda Friedman, seconded by Joyce Dalessandro, to approve proposed Board Policy Revisions, #1330/AR-1 and *delete* #1330/AR-2 & AR-3, as presented. **Motion carried.** (4 ayes; 0 nays; 1 absent).

17. APPROVAL OF NEW BOARD POLICY PROPOSAL, CLASS DESCRIPTION, #4216.3-09.3, "DIRECTOR OF STUDENT INFORMATION SERVICES", AND PROPOSED ALLOCATION ON MANAGEMENT SALARY SCHEDULE, AS SHOWN IN THE ATTACHED SUPPLEMENT.

It was moved by Joyce Dalessandro, seconded by Deanna Rich, to approve New Board Policy #4216.3-09.3, Class Description, and Proposed Allocation on Management Salary Schedule, as presented. **Motion carried.** (4 ayes; 0 nays; 1 absent).

18. APPROVAL OF NEW BOARD POLICY PROPOSAL, CLASS DESCRIPTION, #4216.3-03.3, "DIRECTOR OF PLANNING AND FINANCIAL MANAGEMENT", AND PROPOSED ALLOCATION ON MANAGEMENT SALARY SCHEDULE, AS SHOWN IN THE ATTACHED SUPPLEMENT.

It was moved by Linda Friedman, seconded by Deanna Rich, to approve New Board Policy #4216.3-03.3, Class Description, and Proposed Allocation on Management Salary Schedule, as presented. **Motion carried.** (4 ayes; 0 nays; 1 absent).

19. APPROVAL OF LEGISLATIVE ACTION NETWORK PLATFORM, 2008, AS SHOWN IN THE ATTACHED SUPPLEMENT.

It was moved by Joyce Dalessandro, seconded by Linda Friedman, to approve the Legislative Action Network Platform, 2008, as presented. **Motion carried.** (4 ayes; 0 nays; 1 absent).

20. APPROVAL OF RESOLUTION DESIGNATING MAY 14, 2008, AS DAY OF THE TEACHER, AS SHOWN IN THE ATTACHED SUPPLEMENT.

It was moved by Meredith Adams, seconded by Chloe Deis-Groff, to approve *Day of the Teacher* Resolution as presented. **Motion carried.** (4 ayes; 0 nays; 1 absent).

ITEM 6 / Regular Mtg

21. COMMUNITY FACILITIES DISTRICT NO. 94-2 / ANNEXATION NO. 2 / ADOPTION OF RESOLUTION OF ANNEXATION (Annexation of certain portions of La Costa Oaks / Real Estate Collateral Management Co. – Carlsbad)

- a) Public Hearing – A Public Hearing was opened and closed by President Hergesheimer. There were no comments from the public.
- b) It was moved by Ms. Rich, seconded by Ms. Friedman, 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. 94-2. **Motion carried.** (4 ayes; 0 nays; 1 absent).

22. APPROVAL OF RESOLUTION OF LAYOFF AND/OR REDUCTIONS IN ASSIGNMENT, AS SHOWN IN THE ATTACHED SUPPLEMENT.

It was moved by Joyce Dalessandro, seconded by Deanna Rich, to approve the attached Resolution of Layoff, as presented. **Motion carried.** (4 ayes; 0 nays; 1 absent).

INFORMATION ITEMS..... (AGENDA ITEMS 23 - 33)

23. Business Services Update Steve Ma, Associate Superintendent
Mr. Ma reported on the status of a funding application process for a new performing arts center at San Dieguito Academy. More information will follow.

Mr. Ma and Mr. Schmitt met with four parents who are interested in funding the construction of a swimming pool at one of the school sites. Further consideration would include review of state guidelines and ensuring that all district safety requirements are met. More information will follow.

24. Labor Compliance Program Annual Report 2008, Reporting Period March 1, 2007 through February 29, 2008

Mr. Ma presented the Board with an annual report of activities in this program, as required by the rules and regulations of the Labor Compliance Program.

25. Educational Services Update Rick Schmitt, Associate Superintendent

Mr. Schmitt updated the Board on the status of this year’s high school selection process, and announced that all students, grades eight through eleven, were able to enroll in their first school of choice, including all students placed on a wait list after the lottery drawings for Canyon Crest and San Dieguito Academies.

Mr. Schmitt also reported on a recent strategic planning committee meeting and future plans and approaches to focus on student achievement.

26. Review of Math Textbook Adoption Rick Schmitt, Associate Superintendent

This item was presented for first reading and will be resubmitted for Board approval on May 1, 2008.

27. Work Experience Plan Application Rick Schmitt, Associate Superintendent

This item was presented for first reading and will be resubmitted for Board approval on May 1, 2008.

ITEM 6 / Regular Mtg

- 28. Human Resources Update.....Terry King, Associate Superintendent
Ms. King announced the promotion of Mr. Rick Ayala, from assistant principal to principal of a continuation high school and the selection of Assistant Principal Desiree Manuel as a Fulbright scholar who will be going to Argentina this summer. She also announced the dates of the upcoming Employee Recognition event and the BTSA Colloquium in May.
- 29. PUBLIC COMMENTS (Agenda Item 29)
There were no public comments presented at this meeting.
- 30. Future Agenda Items (Agenda Item 30)
Ms. Rich requested a letter be written to Councilman Scott Peters expressing the district's gratitude for his support and assistance with several district improvements, including lowering the speed limit in a very busy area near our schools.
- 31. Adjournment to Closed Session (Agenda Item 31)
The Board of Trustees adjourned to Closed Session at 7:28 PM.
- 32. Report out of Closed Session (Agenda Item 32)
There was nothing further to report out of Closed Session.
- 33. Adjournment of Meeting (Agenda Item 33)
There being no further business, the meeting was adjourned at 8:30 PM.

Linda Friedman, Clerk

_____/_____/_____
Date

Terry King, Interim Superintendent

_____/_____/_____
Date

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: April 22, 2008

BOARD MEETING DATE: May 1, 2008

**PREPARED AND
SUBMITTED BY:** Terry King, Interim Superintendent

SUBJECT: ACCEPTANCE OF GIFTS AND DONATIONS

.....

EXECUTIVE SUMMARY

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

RECOMMENDATION:

The administration recommends that the Board accept the gifts and donations to the district as shown on the following report.

FUNDING SOURCE:

Not applicable

PL/bb

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: April 22, 2008

BOARD MEETING DATE: May 1, 2008

**PREPARED AND
SUBMITTED BY:** Terry King, Interim Superintendent

SUBJECT: APPROVAL / RATIFICATION OF
FIELD TRIPS

.....

EXECUTIVE SUMMARY

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

RECOMMENDATION:

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

FUNDING SOURCE:

As listed on attached report.

TK/bb

ITEM 11B

**FIELD TRIP REPORT
SDUHSD BOARD MEETING
May 1, 2008**

Date(s) of Field Trip	Site	Sponsor, Last Name	First Name	Team / Club	Total # Students	Total # Chaperones	Purpose / Conference Name	City	State	Loss of Class Time	* \$ Cost
4/24/08-4/27/08	TP	Meigs	Anne	Tennis	3	2	CIF Tournament	Ojai	CA	2 days	N/A
(To Be Ratified)											

* 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: April 22, 2008

BOARD MEETING DATE: May 1, 2008

**PREPARED AND
SUBMITTED BY:** Terry King, Interim Superintendent

SUBJECT: APPROVAL OF CERTIFICATED and
CLASSIFIED PERSONNEL

EXECUTIVE SUMMARY

Please find the following Personnel actions attached for Board Approval:

Certificated

Employment
Leave of Absence

Classified

Employment
Change in Assignment
Resignation

RECOMMENDATION:

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

FUNDING SOURCE:

General Fund

PERSONNEL LIST

CERTIFICATED PERSONNEL

Employment

1. **Agatha Brown**, 20% Temporary Teacher for the 2008-09 school year, effective 8/19/08 through 6/12/09.
2. **David Clark**, 20% Temporary Retired School Psychologist for the 2008-09 school year, effective 8/19/08 through 6/12/09.
3. **Jennifer Dahlquist**, 100% Temporary Teacher for the 2008-09 school year, effective 8/19/08 through 6/12/09.
4. **Laurel Damm**, 100% Temporary Teacher for the 2008-09 school year, effective 8/19/08 through 6/12/09.
5. **Greta Erbe**, 60% Temporary Teacher for the 2008-09 school year, effective 8/19/08 through 6/12/09.
6. **Joy Garcia**, 100% Temporary Teacher for the 2008-09 school year, effective 8/19/08 through 6/12/09.
7. **Michael Godebu**, 100% Temporary Teacher for the 2008-09 school year, effective 8/19/08 through 6/12/09.
8. **Craig Griesemer**, 100% Temporary Teacher for the 2008-09 school year, effective 8/19/08 through 6/12/09.
9. **Gary Lewis**, 100% Temporary Speech/Language Pathologist for the 2008-09 school year, effective 8/19/08 through 6/12/09.
10. **Stephanie Logan**, 100% Temporary Speech/Language Pathologist for the 2008-09 school year, effective 8/19/08 through 6/12/09.
11. **Laura McCormick**, 60% Temporary Teacher for the 2008-09 school year, effective 8/19/08 through 6/12/09.
12. **Marilyn Pugh**, 15% Retired Administrator for the 2008-09 school year, effective 7/01/08 through 6/30/09.
13. **Robert Shockney**, 80% Temporary Teacher for the 2008-09 school year, effective 8/19/08 through 6/12/09.
14. **Gina Tashjian**, 100% Temporary Speech/Language Pathologist for the 2008-09 school year, effective 8/19/08 through 6/12/09.
15. **Erin Zoumaras**, 40% Temporary Teacher for the 2008-09 school year, effective 8/19/08 through 6/12/09.

Leave of Absence

1. **Kristin Gluhak**, Speech/Language Pathologist, 100% Unpaid Leave of Absence for child-rearing purposes, effective 4/21/08 through 5/20/08. She will resume her full-time position effective 5/21/08.
2. **M. Victoria Sanchez**, Teacher, 100% Unpaid Leave of Absence for child-rearing purposes for the remainder of the 2007-08 school year, effective 4/03/08 through 6/12/08.
3. **Amy Villanova**, Teacher, 100% Unpaid Leave of Absence for child-rearing purposes for the remainder of the 2007-08 school year, effective 4/17/08 through 6/12/08.
4. **Geoff Westermeyer**, Teacher, Sabbatical Leave for the 2008-09 school year, effective 8/19/08 through 6/12/09.

dr
5/01/08
certbdagenda

PERSONNEL LIST

CLASSIFIED PERSONNEL

Employment

1. George, Amber, At Will Employee, effective 3/25/08 – 6/5/08
2. Gonzales, Donna, Secretary, effective 6/23/08 – 7/18/08 summer employment
3. Gonzalez, Cian, Student Worker Nutrition Services, effective 3/08 – 6/12/08
4. Hibbs, Cory, At Will Employee, effective 4/14/08 – 4/18/08
5. Kahn, Jeff, At Will Employee, effective 4/15/08 – 6/5/08
6. Scheinfeld, Marisa, At Will Employee, effective 4/15/08 – 6/5/08

The following employees have been hired for summer school employment as Campus Supervisors High School, effective 6/23/08 – 7/31/08:

Branson, Lori
Cavoulas, John
Harvey, Tracy

Meeks, Tom
Reyes, Silverio
Sanchez, Denise

Change in Assignment

1. Webb, Robert, from 100% Custodian to 100% Warehouse Delivery Worker, effective 3/19/08
2. Reyes, Silverio, from 48.75% Campus Supervisor Middle School to 100% Campus Supervisor High School, effective 4/14/08 – 6/12/08

Termination

1. Brown, Stacey, Instructional Assistant SpEd SH, effective 4/1/08

Resignation

1. Hudson, Allen, Grounds/Maintenance Equipment Operator, resigning for the purpose of retirement effective 8/9/08.
2. Ordway, Jeanne, Administrative Assistant, resigning for the purpose of retirement effective 9/1/08.
3. Pavlovich, Margaret, Instructional Assistant-Bilingual, resigning for the purpose of retirement effective 6/12/08.
4. Robison, Deanna, Nutrition Services Assistant I, effective 4/30/08.
5. Wilder, Caryn, Transportation Dispatcher, resigning for the purpose of retirement effective 8/1/08.

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: April 14, 2008

BOARD MEETING DATE: May 1, 2008

PREPARED BY: Bruce Cochrane, Executive Director
Pupil Services

SUBMITTED BY: Terry King
Interim Superintendent

SUBJECT: Approval of Parent Settlement

EXECUTIVE SUMMARY

The attached Parent Settlement Agreements Report summarizes an executed parent settlement and release agreement regarding special education services for a special education student for the 2007-2008 school year.

RECOMMENDATION

Approve/ratify parent settlement agreement and authorize the Executive Director of Pupil Services to execute the agreement, as shown on the attached report.

FUNDING SOURCE

General Fund 06-00/Special Education Budget – Estimated \$20,000.00

TK/ddb
Attachment

ITEM 14C

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

PARENT SETTLEMENT AGREEMENTS 2007-2008

Board Date: May 1, 2008

Student ID No.	OAH Case No.	Description of Settlement	Date Executed	Amount
776695	N2007100268	Office of Administrative Hearing: Compromise and Release Agreement	12-13-07	\$20,000.00
			TOTAL	\$20,000.00

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: April 25, 2008

BOARD MEETING DATE: May 1, 2008

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

SUBMITTED BY: Terry King
Interim Superintendent

SUBJECT: APPROVAL/RATIFICATION OF
PROFESSIONAL SERVICES CONTRACTS/
BUSINESS

EXECUTIVE SUMMARY

The attached Professional Services Report/Business summarizes one contract totaling \$19,000.00, 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.

ITEM 15A

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

BUSINESS - PROFESSIONAL SERVICES REPORT

Date: 05-01-08

<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>
04/18/08 – 10/31/08	Roesling Nakamura Terada Architects, Inc.	Provide design, contract document preparation, and construction administration support for the Replace Roofing at Various Locations at Earl Warren Middle School and Torrey Pines High School project	Deferred Maintenance 14-00	\$19,000.00 plus reimbursable expenses

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: April 21, 2008

BOARD MEETING DATE: May 1, 2008

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

SUBMITTED BY: Terry King
Interim Superintendent

SUBJECT: APPROVAL OF CHANGE ORDER

EXECUTIVE SUMMARY

The Earl Warren Middle School Overhang Demolition project B2008-14 is now complete. The project was completed on schedule and without any additional costs or issues. 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 1 to the Earl Warren Middle School Overhang Demolition project B2008-14, contract entered into with Blair Rasmussen Construction, increasing the contract time by 17 calendar days, and authorize Eric R. Dill or Stephen G. Ma to execute the change order.

FUNDING SOURCE:

N/A

ITEM 15D



ROESLING
NAKAMURA
TERADA
Architects, Inc.

363 FIFTH AVENUE
SAN DIEGO
CALIFORNIA 92101
619 233-1023
FAX 619 233-0014
mail@rntarchitects.com

Change Order

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

Project:	Earl Warren Middle School Overhang	CO No:	01
	Demolition - B2008-14	Initiation Date:	April 14, 2008
To Contractor:	Blair Rasmussen Construction	Project No:	444.03
	11305 Rancho Bernardo Road, Ste. 107	Contract For:	
	San Diego, CA 92127	Contract Date:	April 5, 2008

The Contract is changed as follows:
Extend contract time by 17 days.

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

The original (Contract Sum) (~~Guaranteed Maximum Price~~) was \$ 56,670.00
 Net change by previously authorized Change Orders \$ 0
 The (Contract Sum) (~~Guaranteed Maximum Price~~) prior to this Change Order was \$ 56,670.00
 The (Contract Sum) (~~Guaranteed Maximum Price~~) will be (increased) (~~decreased~~) (unchanged) by
 this Change Order \$ 0
 The new (Contract Sum) (~~Guaranteed Maximum Price~~) including this Change Order will be \$ 56,670.00
 The Contract Time will be (Increased) (~~decreased~~) (~~unchanged~~) by (17) days
 The date of Substantial Completion as of the date of this Change Order therefore is May 1, 2008
 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 4-14-08

CONTRACTOR Blair Rasmussen Construction

ADDRESS 11305 Rancho Bernardo Rd., San Diego, CA 92129

BY [Signature] DATE 4/24/08

OWNER San Dieguito Union High School District

ADDRESS 710 Encinitas Blvd. Encinitas, CA 92024

BY _____ DATE _____

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: April 21, 2008

BOARD MEETING DATE: May 1, 2008

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

SUBMITTED BY: Terry King
Interim Superintendent

SUBJECT: ACCEPTANCE OF CONSTRUCTION PROJECT

EXECUTIVE SUMMARY

The Earl Warren Middle School Overhang Demolition project B2008-14 is now complete. The project was completed on time and does not have any outstanding issues. It is recommended that the Board of Trustees accept this project as complete.

RECOMMENDATION:

It is recommended that the Board accept the following construction 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:

1. Earl Warren Middle School Overhang Demolition project B2008-14, contract entered into with Blair Rasmussen Construction.

FUNDING SOURCE:

N/A

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: April 22, 2008

BOARD MEETING DATE: May 1, 2008

PREPARED BY: David R. Bevilaqua, Exec. Dir., Finance
Steve Ma, Assoc. Superintendent, Business

SUBMITTED BY: Terry King
Interim Superintendent

SUBJECT: ADOPTION OF RESOLUTION AUTHORIZING
TEMPORARY TRANSFER OF FUNDS

EXECUTIVE SUMMARY

The California Constitution and Education Code allow the Governing Board of public school districts to authorize a temporary transfer of funds from the County Treasurer, should cash flow needs arise.

San Dieguito Union High School District has been fortunate in the past number of years, to have adequate cash reserves either in the General Fund, or one of the special funds. General Fund budgets have been adopted in the past with line items transferring in up to five million dollars. With dwindling cash reserves, a temporary transfer has been needed in October and/or November in order to meet the cash requirements to process payroll. Any borrowed amounts have been repaid to the originating fund as soon as local property tax income is received.

With construction projects coming to a close, special funds no longer have the cash reserves sometimes needed by the General Fund. Therefore, it is suggested the Board adopt this resolution, which allows a temporary loan from the County Treasurer, in an amount not to exceed 85% of expected local property taxes.

Should a temporary transfer be needed, it is anticipated the amount would not exceed ten million dollars, and would be repaid with current year property tax income, before June 30, 2009.

RECOMMENDATION:

It is recommended that the Board adopt the resolution authorizing a temporary transfer of funds, as shown in the attached supplement.

ITEM 15F

RESOLUTION FORM

RESOLUTION OF GOVERNING BOARD OF
SAN DIEGUITO UHS DISTRICT REQUESTING
TEMPORARY TRANSFER OF FUNDS

County Office Use Only		
Date of Transfer	Amount of Transfer	Available Balance
_____	\$ _____	\$ _____
_____	\$ _____	\$ _____
_____	\$ _____	\$ _____
_____	\$ _____	\$ _____

On motion of member _____, seconded by member _____
the following resolution is adopted:

WHEREAS, the California Constitution, Article XVI, Section 6 and Education Code section 42620 or 85220 provide that the Treasurer of the County shall have the power and it shall be his duty to make such temporary transfer from the funds in his custody as may be necessary to provide funds for meeting the obligations incurred for maintenance purposes by any district whose funds are in his custody and are paid out solely through his office; such temporary transfer of funds shall be made only upon resolution adopted by the governing board of the County to make such temporary transfer; such temporary transfer of funds shall not exceed 85% of taxes accruing to the district, shall not be made prior to the first day of the fiscal year nor after the last Monday in April of the current fiscal year, and shall be replaced from the taxes accruing to such district before any other obligation of the district is met from such taxes; and

WHEREAS, on June 19, 2008, the governing board will:

- Adopt a tentative budget (community college only)
- Adopt a final budget
- Adopt a revised final budget (school district only)

for this district for the fiscal year 2008-09 pursuant to the provisions of the Education Code sections 42127 or 70901, and taxes accruing to the district for said fiscal year are estimated to be \$ 70,081,315; and

WHEREAS, taxes accrued to this district during the 2007-08 fiscal year were \$ 70,081,315; and

WHEREAS, it is necessary to provide funds for meeting obligations incurred for maintenance purposes by this district; AND NOW THEREFORE

IT IS RESOLVED AND ORDERED pursuant to the provisions of the California Constitution, Article XVI, Section 6, and Education Code section 42620 or 85220 as follows:

1. The Board of Supervisors of the County of San Diego is requested to direct the Treasurer of the County of San Diego to make a temporary transfer from the funds in

ITEM 15F

his custody to this district during the 2008-09 fiscal year to meet obligations incurred for maintenance purposes in the amount of:

(a) \$ 11,913,824 for the period from July 1 until August 31 not to exceed 17% of the authorized limit.

(b) \$ 59,569,118 after August 31 but not to exceed a total of 85% of taxes accruing to the district. This amount represents the total available temporary transfer approved by the governing board for the 2008-09 fiscal year inclusive of the 17% shown in (a) above.

2. If directed by the Board of Supervisors, funds will be transferred to this district by the Treasurer of the County of San Diego in sums as requested by the District Superintendent and certified by him/her to be necessary to provide funds for meeting the obligations incurred for maintenance purposes by the district not to exceed the maximum amount herein specified, provided the Treasurer determines that funds in his custody are available for such transfers.
3. The Clerk/Secretary of this Board is directed to file a copy of this resolution with the Board of Supervisors, the County Superintendent of Schools, the County Auditor and Controller, and the County Treasurer-Tax Collector.

PASSED AND ADOPTED by the Governing Board of the San Dieguito Union High School District, County of San Diego, State of California, this 1st day of May, 2008 by the following vote:

AYES:

NOES:

ABSENT:

STATE OF CALIFORNIA)
COUNTY OF SAN DIEGO)

I, Terry King, ~~Clerk~~/Secretary of the Governing Board of the San Dieguito UHS District, County of San Diego, State of California, do hereby certify that the foregoing is a true copy of a resolution adopted by said Board at a meeting thereof, at the time and by the vote therein stated, which original resolution is on file in the office of said Board.

May 1, 2008
Date

~~Chris~~ Secretary of the Governing Board

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: April 18, 2008

BOARD MEETING DATE: May 1, 2008

PREPARED BY: Stephen G. Ma
Associate Superintendent, Business

SUBMITTED BY: Terry King, Interim 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

js
Attachments

ITEM 15G

PO/BOARD/REPORT

SAN DIEGUITO UNION HIGH
FROM 04/01/08 THRU 04/22/08

1

PO NBR	DATE	FUND	VENDOR	LOC	DESCRIPTION	AMOUNT
283446	04/01/08	06	BAUDVILLE INC	010	MATERIALS AND SUPPLI	\$144.72
283447	04/01/08	06	BARNES & NOBLE BOOKS	024	MATERIALS AND SUPPLI	\$43.10
283448	04/01/08	06	ANYTHING EDUCATIONAL	010	MATERIALS AND SUPPLI	\$410.50
283449	04/01/08	03	BARNES & NOBLE BOOKS	008	MATERIALS AND SUPPLI	\$300.00
283450	04/01/08	03	SAN DIEGO POSTAL	001	MATERIALS AND SUPPLI	\$300.92
283451	04/01/08	06	ALLOY INTERACTIVE IN	024	LIC/SOFTWARE	\$5,940.00
283452	04/01/08	03	EXPRESS PRINT	026	PRINTING	\$511.81
283453	04/01/08	11	CARMEL VALLEY POOL/R	009	RENTS & LEASES	\$765.00
283454	04/01/08	03/06	NORTH COUNTY TIMES	001	ADVERTISING	\$334.56
283455	04/01/08	03	CORPORATE EXPRESS	004	DUPLICATING SUPPLIES	\$1,068.88
283456	04/01/08	06	CALUMET PHOTOGRAPHIC	033	MATERIALS AND SUPPLI	\$2,198.06
283457	04/01/08	03	CA DEPT OF EDUCATION	030	BOOKS OTHER THAN TEX	\$504.02
283458	04/01/08	06	YAHNKE, DALE AND JUL	030	OTHER SERV. & OPER.EX	\$5,000.00
283459	04/01/08	06	PROED CO	005	MATERIALS AND SUPPLI	\$274.36
283460	04/01/08	06	OFFICE DEPOT	030	MATERIALS AND SUPPLI	\$49.52
283461	04/01/08	03	PEARSON & AGS ASSESS	013	MATERIALS AND SUPPLI	\$125.99
283462	04/01/08	03	ACADEMIC SUPPLIER	005	SOFTWARE/DP SUPPLIES	\$145.39
283463	04/01/08	03	COMPUSOURCE/ADB ENTE	012	MATERIALS AND SUPPLI	\$198.91
283464	04/02/08	03	SAN DIEGUITO TROPHY	020	MATERIALS AND SUPPLI	\$31.56
283465	04/02/08	06	LIGHTNING TECHNOLOGY	035	REPL.TECH.EQPT	\$45,014.57
283466	04/03/08	06	JIST PUBLISHING	030	BOOKS OTHER THAN TEX	\$105.90
283467	04/03/08	03	DELL COMPUTER CORPOR	035	MAT/SUP/EQUIP TECHNO	\$3,332.06
283468	04/03/08	03	COLLEGE BOARD PUBLIC	005	MATERIALS AND SUPPLI	\$32.94
283469	04/03/08	03	ISLAND ROOTS PROTECT	005	OTHER SERV. & OPER.EX	\$1,458.00
283470	04/03/08	03	DANDELIONS FLORIST	005	MATERIALS AND SUPPLI	\$280.15
283471	04/03/08	03	MEETING SERVICES INC	005	RENTS & LEASES	\$3,582.75
283472	04/03/08	03	ACADEMIC SUPPLIER	030	OFFICE SUPPLIES	\$109.69
283473	04/03/08	03	ACADEMIC SUPPLIER	005	MATERIALS AND SUPPLI	\$344.22
283474	04/03/08	06	ACADEMIC SUPPLIER	013	MATERIALS AND SUPPLI	\$73.83
283475	04/03/08	03	SEHI-PROCOMP COMPUTE	026	MATERIALS AND SUPPLI	\$127.39
283476	04/04/08	03	BALBOA AMBULANCE	005	OTHER SERV. & OPER.EX	\$400.00
283477	04/04/08	03	OFFICE DEPOT	030	OFFICE SUPPLIES	\$107.66
283478	04/04/08	03	OFFICE DEPOT	030	OFFICE SUPPLIES	\$189.13
283479	04/04/08	03	CORPORATE EXPRESS	005	MATERIALS AND SUPPLI	\$349.06
283480	04/04/08	03	STAPLES STORES	005	MATERIALS AND SUPPLI	\$215.49
283481	04/04/08	25-19	DOLINKA GROUP LLC	021	PROF/CONSULT./OPER E	\$70,000.00
283482	04/04/08	03	CART MART INC	014	REPAIRS BY VENDORS	\$143.15
283483	04/04/08	25-19	BLAIR RASMUSSEN CONS	025	IMPROVEMENT	\$56,670.00
283484	04/04/08	03	SAN DIEGUITO UHSD CA	026	MATERIALS AND SUPPLI	\$47.41
283485	04/08/08	03	ARBOR SCIENTIFIC	008	MATERIALS AND SUPPLI	\$359.72
283486	04/08/08	03	VISUAL LEARNING COMP	008	MATERIALS AND SUPPLI	\$337.17
283487	04/08/08	06	ONE STOP TONER AND I	033	SOFTWARE/DP SUPPLIES	\$75.38
283488	04/08/08	06	SARGENT WELCH SCIENT	013	NON CAPITALIZED EQUI	\$5,982.02
283489	04/08/08	06	LOGICAL CHOICE TECHN	013	NON CAPITALIZED EQUI	\$2,521.34
283490	04/08/08	06	INGRAM	004	OTHER BOOKS-LIBRARY	\$536.44
283491	04/08/08	03	CORPORATE EXPRESS	024	MATERIALS AND SUPPLI	\$1,000.00
283492	04/08/08	03	ONE STOP TONER AND I	008	MATERIALS AND SUPPLI	\$80.80
283493	04/08/08	03	HANSEN LIBRARY SALES	013	MATERIALS AND SUPPLI	\$711.04
283494	04/08/08	03	B AND H PHOTO-VIDEO-	013	MATERIALS AND SUPPLI	\$323.24
283495	04/08/08	03	RHINO ART COMPANY IN	010	MATERIALS AND SUPPLI	\$300.00
283496	04/08/08	03	MACGILL DISCOUNT SCH	010	MATERIALS AND SUPPLI	\$146.47
283497	04/08/08	03	B AND H PHOTO-VIDEO-	010	MATERIALS AND SUPPLI	\$102.31
283498	04/08/08	03	GREAT SCOTT TREE SER	025	OTHER SERV. & OPER.EX	\$2,434.17
283499	04/08/08	03	SIMPLOT PARTNERS	025	GROUNDS-REPAIR MATER	\$339.41
283500	04/08/08	11	EXPRESS PRINT	009	PRINTING	\$851.23

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PO/BOARD/REPORT

SAN DIEGUITO UNION HIGH
FROM 04/01/08 THRU 04/22/08

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PO NBR	DATE	FUND	VENDOR	LOC	DESCRIPTION	AMOUNT
283501	04/08/08	25-19	BLAIR RASMUSSEN CONS	025	IMPROVEMENT	\$10,657.00
283502	04/08/08	25-19	NORTH COUNTY TIMES	025	IMPROVEMENT	\$301.76
283503	04/08/08	03	NOVELL INC	035	LIC/SOFTWARE	\$24,800.00
283504	04/08/08	03	EDLINE	005	LIC/SOFTWARE	\$77.20
283505	04/09/08	03	BORDERS, BOOKS AND M	010	MATERIALS AND SUPPLI	\$21.55
283506	04/09/08	03	CORPORATE EXPRESS	014	MATERIALS AND SUPPLI	\$74.46
283507	04/09/08	03	ACADEMIC SUPPLIER	014	MATERIALS AND SUPPLI	\$501.25
283508	04/09/08	03	ACADEMIC SUPPLIER	012	MATERIALS AND SUPPLI	\$249.98
283509	04/09/08	06	ATTAINMENT COMPANY	010	BOOKS OTHER THAN TEX	\$209.72
283510	04/10/08	03	DEMCO INC	014	MATERIALS AND SUPPLI	\$285.62
283511	04/10/08	06	SAN DIEGO YOUTH GAA	008	MATERIALS AND SUPPLI	\$920.00
283513	04/10/08	06	WALSWORTH PUBLISHING	006	PRINTING	\$1,485.00
283514	04/10/08	03	SUNDIEGO CHARTER COM	028	FLD. TRIPS BY PRV. C	\$10,000.00
283515	04/10/08	03	PATHWAY COMMUNICATIO	035	MATERIALS AND SUPPLI	\$1,169.92
283516	04/10/08	03	ACADEMIC SUPPLIER	014	MATERIALS AND SUPPLI	\$227.12
283517	04/10/08	03	CORPORATE EXPRESS	003	OFFICE SUPPLIES	\$32.93
283518	04/10/08	03	CORPORATE EXPRESS	014	MATERIALS AND SUPPLI	\$40.15
283519	04/10/08	06	P C I EDUCATIONAL PU	010	BOOKS OTHER THAN TEX	\$2,672.69
283520	04/11/08	13	WORLD WIDE PRODUCE	031	PURCHASES FOOD	\$27,000.00
283521	04/11/08	13	CORPORATE EXPRESS	031	MATERIALS AND SUPPLI	\$500.00
283522	04/11/08	13	CAMPUS FOODS INC.	031	PURCHASES FOOD	\$10,000.00
283523	04/14/08	03	TIME CLOCK SALES & S	006	REPAIRS BY VENDORS	\$256.00
283524	04/14/08	03	HARCOURT ASSESSMENT	030	MATERIALS AND SUPPLI	\$231.34
283525	04/14/08	03	PEARSON LEARNING GRO	008	MATERIALS AND SUPPLI	\$23.31
283527	04/14/08	03	MODERN SCHOOL SUPPLI	005	MATERIALS AND SUPPLI	\$811.01
283528	04/15/08	03	FROG PUBLICATIONS	008	MATERIALS AND SUPPLI	\$219.78
283529	04/15/08	03	ONE STOP TONER AND I	008	MATERIALS AND SUPPLI	\$59.25
283531	04/15/08	03	CORPORATE EXPRESS	008	MATERIALS AND SUPPLI	\$192.05
283532	04/15/08	03	MARK'S BOBCAT SERVIC	025	REPAIRS BY VENDORS	\$590.00
283533	04/15/08	03	CHALLENGE NEWS	025	ADVERTISING	\$56.25
283534	04/15/08	03	JOHNSON FLOORING INC	025	REPAIRS BY VENDORS	\$950.00
283535	04/15/08	03	GEARY PACIFIC SUPPLY	025	BLDG.-REPAIR MATERIA	\$424.66
283536	04/15/08	03	BLICK, DICK (DICK BL	005	MATERIALS AND SUPPLI	\$847.46
283537	04/15/08	03	CORPORATE EXPRESS	010	DUPLICATING SUPPLIES	\$2,137.76
283538	04/15/08	06	OAK GROVE INSTITUTE	030	OTHER CONTR-N.P.S.	\$15,099.84
283539	04/15/08	03	FEDEX	032	COMMUNICATIONS-POSTA	\$730.91
283540	04/15/08	03	CORPORATE EXPRESS	013	MATERIALS AND SUPPLI	\$52.64
283541	04/15/08	03	BLICK, DICK (DICK BL	005	MATERIALS AND SUPPLI	\$359.91
283542	04/15/08	06	BLICK, DICK (DICK BL	014	NON CAPITALIZED EQUI	\$764.74
283543	04/16/08	03	ACADEMIC SUPPLIER	014	MATERIALS AND SUPPLI	\$517.09
283544	04/16/08	03	E C S IMAGING, INC.	001	OTHER SERV.& OPER.EX	\$5,500.00
283545	04/16/08	06	DELTA EDUCATION	030	BOOKS OTHER THAN TEX	\$4,410.89
283546	04/16/08	03	ACADEMIC SUPPLIER	014	MATERIALS AND SUPPLI	\$84.69
283547	04/16/08	06	S R A /MCGRAW HILL	010	BOOKS OTHER THAN TEX	\$8,270.25
283548	04/16/08	06	AMAZON.COM	005	MATERIALS AND SUPPLI	\$31.31
283549	04/16/08	03	SEHI-PROCOMP COMPUTE	035	SOFTWARE/DP SUPPLIES	\$161.39
283550	04/16/08	06	SCHOOL OUTFITTERS	013	NON CAPITALIZED EQUI	\$1,255.09
283551	04/17/08	03	ACADEMIC SUPPLIER	014	MATERIALS AND SUPPLI	\$369.15
283552	04/17/08	03	ACADEMIC SUPPLIER	030	OFFICE SUPPLIES	\$156.93
283553	04/17/08	03	RAPHAEL'S PARTY RENT	014	RENTS & LEASES	\$1,419.08
283554	04/17/08	03	A C T	014	MATERIALS AND SUPPLI	\$966.00
283555	04/17/08	06	TROXELL COMMUNICATIO	012	NON CAPITALIZED EQUI	\$828.85
283556	04/17/08	06	B AND H PHOTO-VIDEO-	012	MATERIALS AND SUPPLI	\$420.12
283557	04/17/08	13	CORPORATE EXPRESS	014	MATERIALS AND SUPPLI	\$55.56
283558	04/17/08	03	WAXIE SANITARY SUPPL	013	CUSTODIAL SUPPLIES	\$1,000.00

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PO/BOARD/REPORT

SAN DIEGUITO UNION HIGH
FROM 04/01/08 THRU 04/22/08

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PO NBR	DATE	FUND	VENDOR	LOC	DESCRIPTION	AMOUNT
283559	04/17/08	03	CORPORATE EXPRESS	013	OFFICE SUPPLIES	\$300.00
283560	04/17/08	06	JIM ADAN & ASSOCIATE	010	MATERIALS AND SUPPLI	\$335.17
283561	04/17/08	03	CORPORATE EXPRESS	024	MATERIALS AND SUPPLI	\$62.76
283562	04/17/08	03/06	CHEAP JOE'S ART STUF	010	MATERIALS AND SUPPLI	\$538.64
283563	04/17/08	06	VALLEY MOULDING AND	010	MATERIALS AND SUPPLI	\$649.78
283564	04/17/08	06	LYNN CARD COMPANY	004	PRINTING	\$101.75
283565	04/17/08	03	DELL COMPUTER CORPOR	035	MAT/SUP/EQUIP TECHNO	\$1,504.68
283566	04/17/08	03	CORPORATE EXPRESS	003	DUPLICATING SUPPLIES	\$1,068.88
283567	04/18/08	06	FRY'S	033	MATERIALS AND SUPPLI	\$1,200.00
283568	04/18/08	03	COLLEGE-BOUND SENIOR	010	MATERIALS AND SUPPLI	\$90.00
283570	04/18/08	03	THYSSENKRUPP ELEVATO	025	REPAIRS BY VENDORS	\$260.00
283571	04/18/08	03	FREDRICKS ELECTRIC I	025	REPAIRS BY VENDORS	\$14,689.25
283572	04/18/08	03	SURFACE TECHNOLOGY	025	CUSTODIAL SUPPLIES	\$217.57
283573	04/18/08	03	FILIPPI'S PIZZA GROT	025	MATERIALS AND SUPPLI	\$125.00
283574	04/18/08	03	APEX DRUM CO INC	025	GROUPS-REPAIR MATER	\$306.88
283575	04/18/08	25-19	TOMARK SPORTS	025	LAND IMPROVEMENTS	\$2,161.48
283576	04/18/08	06	VON'S GROCERY COMPAN	008	MATERIALS AND SUPPLI	\$100.00
283577	04/18/08	06	MIDWEST TECHNOLOGY P	005	MATERIALS AND SUPPLI	\$991.36
283578	04/18/08	06	INSTITUTE FOR CHILD	030	PROF/CONSULT./OPER E	\$2,000.00
283579	04/21/08	03	REUBEN H FLEET SPACE	012	FEES - ADMISSIONS, T	\$125.00
283580	04/21/08	06	RENAISSANCE LEARNING	030	MATERIALS AND SUPPLI	\$1,741.45
283581	04/22/08	03	BORDERS, BOOKS AND M	008	MATERIALS AND SUPPLI	\$300.00
283582	04/22/08	03	YOGI'S	025	MATERIALS AND SUPPLI	\$150.00
283583	04/22/08	03	NORTH COUNTY TIMES	025	ADVERTISING	\$268.96
283585	04/22/08	03	CORPORATE EXPRESS	013	MATERIALS AND SUPPLI	\$25.95
283586	04/22/08	06	POWER SYSTEMS INC	013	MATERIALS AND SUPPLI	\$1,969.08
283588	04/22/08	03	GREAT SCOTT TREE SER	025	OTHER SERV.& OPER.EX	\$2,039.46
283589	04/22/08	06	BARNES & NOBLE BOOKS	024	MATERIALS AND SUPPLI	\$43.10
283590	04/22/08	03	OFFICE DEPOT	010	MATERIALS AND SUPPLI	\$90.38
283591	04/22/08	03	FILM AROBICS INC	010	MATERIALS AND SUPPLI	\$90.32
283592	04/22/08	03	BARNES & NOBLE BOOKS	010	MATERIALS AND SUPPLI	\$29.04
283594	04/22/08	03	NASCO MODESTO	010	MATERIALS AND SUPPLI	\$61.42
283595	04/22/08	03	TEACHER DIRECT	010	MATERIALS AND SUPPLI	\$90.12
283596	04/22/08	06	SAN DIEGUITO UHSD CA	010	MATERIALS AND SUPPLI	\$140.35
283597	04/22/08	03	SAN DIEGUITO UHSD CA	014	MATERIALS AND SUPPLI	\$478.95
283598	04/22/08	03	SAN DIEGUITO UHSD CA	022	MATERIALS AND SUPPLI	\$16.16
283599	04/22/08	03	SAN DIEGUITO UHSD CA	014	MATERIALS AND SUPPLI	\$895.00
283601	04/22/08	03	SAX ARTS & CRAFTS	005	MATERIALS AND SUPPLI	\$376.79
283602	04/22/08	03	CORPORATE EXPRESS	005	MATERIALS AND SUPPLI	\$39.53
283603	04/22/08	06	AMERICAN TECHNICAL P	005	MATERIALS AND SUPPLI	\$108.98
283604	04/22/08	06	AREY JONES EDUCATION	030	MAT/SUP/EQUIP TECHNO	\$1,700.76
283605	04/22/08	06	RIVERSIDE PUBLISHING	010	MATERIALS AND SUPPLI	\$705.32
680083	04/01/08	03	OFFICE DEPOT	001	STORES	\$455.78
680084	04/09/08	03	UNITED HEALTH SUPPLI	001	STORES	\$270.26
680085	04/09/08	03	PIONEER STATIONERS I	001	STORES	\$134.73
680086	04/18/08	03	CORPORATE EXPRESS	001	STORES	\$592.87
780107	04/01/08	03	FOLLETT EDUCATIONAL	005	TEXTBOOKS	\$599.36
780118	04/01/08	03	LAPTOPS PLUS - USA	035	SOFTWARE/DP SUPPLIES	\$183.16
780125	04/04/08	03	ONE STOP TONER AND I	035	REPAIRS BY VENDORS	\$143.64
780126	04/08/08	03	MARK - COSTELLO COMP	025	REPAIRS BY VENDORS	\$300.00
780128	04/15/08	03	H D SUPPLY WATERWORK	025	GROUPS-REPAIR MATER	\$208.60
780131	04/15/08	03	STOP THE SUN	025	OTHER SERV.& OPER.EX	\$380.00
880054	04/01/08	06	SAN DIEGO STATE UNIV	022	CONFERENCE,WORKSHOP,	\$250.00
880055	04/14/08	03	SAN DIEGO CO SUPERIN	022	CONFERENCE,WORKSHOP,	\$390.00

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PO/BOARD/REPORT

SAN DIEGUITO UNION HIGH
FROM 04/01/08 THRU 04/22/08

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PO NBR	DATE	FUND	VENDOR	LOC	DESCRIPTION	AMOUNT

REPORT TOTAL						\$399,608.82

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INSTANT MONEY REPORT FOR THE PERIOD 04/01/08 THROUGH 04/22/08

<i>Check #</i>	<i>Vendor</i>	<i>Amount</i>
10354	DHL EXPRESS	\$21.42
10355	CITY OF ENCINITAS	\$30.00
10356	EDDIES MARKET	\$200.00
10357	FEDEX	\$166.43
	<i>Total</i>	<u>\$417.85</u>

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Individual Membership Listings
For the Period of April 1, 2008 through April 22, 2008

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

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: April 21, 2008

BOARD MEETING DATE: May 1, 2008

PREPARED BY: Rick Schmitt, Associate Superintendent/Educational Services

SUBMITTED BY: Terry King, Interim Superintendent

SUBJECT: MATH TEXTBOOK ADOPTION

EXECUTIVE SUMMARY

Every seven years, major academic departments are given an opportunity to adopt new textbooks. This is the year of the Math adoption.

The Math adoption process began in August under the leadership of the Math Department Coordinator, Brian Shay. All math teachers were given an opportunity to participate in the review process. Mr. Shay shared the process and progress with the Parent Curriculum Advisory Committee, which was also given an opportunity to review the texts. On April 1, a community "Textbook Preview Night" was held. The entire community was invited to attend to review the books and provide feedback. Publishers of textbooks and programs under consideration were present to answer questions from community members.

After the Math department reached agreement, Mr. Shay met again with the Parent Curriculum Advisory Committee and discussed and shared the department's recommendations.

On February 20, 2008, Mr. Shay presented the department recommendation to the District Coordinating Council. Council members had an opportunity to review the texts. The Coordinating Council approved the selection and recommended that the Board of Trustees approve the materials for adoption.

Attached you will find a list of materials recommended for adoption.

RECOMMENDATION:

It is recommended that the Board approve the adoption of the recommended Math textbooks as listed on the attached document.

FUNDING SOURCE:

State Instructional Materials Funding

SDUHSD Mathematics Textbook Adoption, 2008 Final Mathematics Department Recommendation

Course Title	Book Title	Publisher	Author & Copyright
Pre Algebra Essentials	Pre-Algebra	Prentice Hall	Charles, et. al., 2009
Pre Algebra	Pre-Algebra	Prentice Hall	Charles, et. al., 2009
Pre Algebra Honors	Mathematics, Course 2, Structure and Method	McDougal Littell	Dolciani, et. al., 2008
Algebra Readiness (MS)	Algebra Readiness	Prentice Hall	Charles, et. al., 2009
Algebra Readiness (HS)	Algebra Readiness	Glencoe	Price, 2008
Algebra I	Algebra 1	Prentice Hall	Bellman, et. al., 2009
Algebra I Honors	Algebra 1	McDougal Littell	Dolciani, et. al., 1992
Geometry	Geometry	Prentice Hall	Bass, et. al., 2009
Geometry Honors	College Geometry	Pearson Prentice Hall	Musser, et. al., 2 nd Edition, 2008
Algebra II	Algebra 2	McDougal Littell	Larson, et. al., 2008
Algebra II Honors/Trigonometry	Algebra and Trigonometry	Thomson Brooks/Cole	Stewart, 2 nd Edition, 2007
Math Analysis with Trigonometry (formerly Pre Calculus)	Pre Calculus	Prentice Hall	Blitzer, 3 rd Edition, 2007
Pre Calculus Honors	Calculus I with Pre Calculus	Houghton Mifflin	Larson, 2 nd Edition, 2006
Calculus (all levels)	Calculus, Early Transcendentals	Thomson Brooks/Cole	Stewart, 6 th Edition, 2007
Statistics	Elementary Statistics	Pearson Prentice Hall	Triola, 10 th Edition, 2007
AP Statistics	The Practice of Statistics	W.H. Freeman	Yates, et. al., 3 rd Edition, 2008
Linear Algebra	Elementary Linear Algebra	Wiley	Anton, 8 th Edition, 2000
Discrete Math	For All Practical Purposes	W.H. Freeman	Comap, 7 th Edition, 2006

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: April 18, 2008

BOARD MEETING DATE: May 1, 2008

PREPARED BY: Rick Schmitt
Associate Superintendent/Educational Services

SUBMITTED BY: Terry King, Interim Superintendent

SUBJECT: APPROVAL OF WORK EXPERIENCE PLAN
APPLICATION

EXECUTIVE SUMMARY

As part of federal and state laws, the California Labor Code, and the California Education Code, the District is required to submit to the Board for approval a Work Experience Education Plan.

The following plan has been reviewed and approved by the SDUHSD work experience teachers.

RECOMMENDATION:

It is recommended that the Board approve the SDUHSD Work Experience Education Plan.

FUNDING SOURCE:

Not applicable.

SECONDARY DISTRICT PLAN FOR WORK EXPERIENCE EDUCATION (WEE) APPLICATION

San Dieguito Union High School District

Local Education Agency (LEA)

CDS

710 Encinitas Blvd

LEA Address: Street

Encinitas, CA

City

92024

Zip Code

Place an "X" in the appropriate box(es) to identify the conditions under which WEE will operate.

	Exploratory WEE	General WEE	Vocational WEE
Regular School	[X]	[X]	[X]
Summer School	[]	[x]	[]

(Each student not to exceed a total of 40 credits. See assurance # 13)

Assurances for Work Experience Education (WEE)

In addition to complying with appropriate federal and state laws, *California Labor Code*, *California Education Code*, and *California Code of Regulations*, Title V, Work Experience Education, the district agrees to the following assurances:

1. **District Plan:** The district plan for Work Experience Education (WEE) has been approved and adopted by the local governing board. (EC §51762 & CCR, Title V § 10070)
2. **Responsibility for District Plan:** The Work Experience Education teacher-coordinator shall implement and/or comply with the assurances contained herein. The school district administration is responsible for those assurances outside the purview of the WEE teacher coordinator (e.g. Assurances 14, 15, 17, and 18).
3. **Credential:** The WEE teacher-coordinator possesses a valid secondary-level credential, has two years of occupational experience outside the field of education, and has knowledge of the educational purposes, standards, laws, and regulations regarding WEE. (EC §51762 & CCR, Title V § 10075)
4. **Enrollment in WEE:**
 - 4.a. The WEE teacher-coordinator approves students for enrollment in WEE (EC §51760)
 - 4.b. At the time of enrollment, students are at least 16 years of age (EC §51760.3(a))

Exceptions:

 - Students in grade 11 or higher. (EC §51760.3(a)(i))
 - Students enrolled in Exploratory WEE may be 12 years of age and in the middle school. (Title V § 1007 1 (c))

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- Principal may certify exemption. (EC §51760.3(a)(2)(3))
 - WEE may be identified on the IEP. (EC §51760.3(a)(4))
5. Minimum Day: The minimum day for students is three periods totaling at least 180 minutes in duration (including WEE). (EC §46144)
Exceptions:
- Continuation high school students (EC §46145)
 - Graduating WEE students in the last semester of their senior years (EC §46147)
6. Pupil/Teacher-Coordinator Ratio: The pupil/teacher-coordinator ratio in WEE does not exceed 125 pupils per one full-time equivalent certificated WEE teacher-coordinator. Only duties and time directly related to the operation of WEE are considered when determining the pupil/teacher-coordinator ratio (EC §46300(b))
Exceptions:
- Ratio may be waived by the State Board of Education. (EC §46300(b))
7. Related Classroom Instruction:
- 7.a. The WEE teacher-coordinator is responsible for preparing and conducting related classroom instruction (EC §51760, §51762.5(b) & CCR, Title V § 10073)
- 7.b. Related classroom instruction or guidance for each semester and type of WEE is conducted by the WEE teacher-coordinator a minimum equivalent of one instructional period per week offered in sessions scheduled intermittently throughout the semester. (EC §51760.3(b))
8. Course Description: The **district course description**, with major units of instruction for each semester and for each type of Work Experience Education offered **is attached** (CCR, Title V § 10073)
9. Work Sites:
- 9.a. The WEE teacher-coordinator identifies, selects, and/or approves work sites. (EC §51762.5(a) & CCR, Title V § 10072)
9. b. A minimum of two on site contacts per semester with a supervisor at each work site and minimum of one on site contact during the summer school session is mandated for completion by the WEE teacher coordinator. (CCR, Title V § 10074)
10. Training Agreement: A written formal training agreement identifying the responsibilities of the school district, employer, parent (or legal guardian), and student is developed for each WEE student. (EC § 51762.5(p) & CCR, Title V § 10071) The following are a part of the formal training agreement:
- 10.a. The student objectives to be accomplished at the work site (CCR, Title V § 10071)
- 10.b. The work site offers a reasonable probability of continuous employment for the student during the period for which the student is enrolled in WEE. (EC § 51760 & § 51762.5)
- 10.c. The employer has adequate equipment, materials, and other facilities to provide appropriate learning opportunities. (EC § 51760 & CCR, Title V § 10072)
- 10.d. Work conditions will not endanger the health, safety, welfare, or morals of the student (EC § 49116, § 51762 & CCR, Title V § 10072)
- 10.e. The employer provides adequate adult supervision to ensure that:

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- (1) The Exploratory WEE student is provided opportunities to observe and sample a variety of conditions of work to ascertain his/her interests and suitability for occupations being explored.
 - (2) The General WEE student is provided opportunities to gain occupational skills.
 - (3) The Vocational WEE student is provided opportunities to reinforce and extend the job skills and knowledge learned through the school career/vocational education instructional program (CCR, Title V § 10071 & § 10072)
- 10.f. The employer, as required by law, provides Workers' Compensation Insurance coverage whenever there is an employee/employer relationship. Students enrolled in Exploratory WEE are provided Workers' Compensation Insurance through the local school district.(EC § 51768, § 51769 & CCR, Title V § 10071)
- 10.g. The employer maintains student's hourly work records and cooperates in rating his/her achievement at the work site. (EC § 51762.5 & CCR, Title V § 10072)
- 10.h. The employer assures the district that he/she does not discriminate on the basis of race, creed, color, sex, or religion. (EC § 51760.3(c)) & CCR, Title V § 10071)
11. Work Permits: All work permits for students enrolled in WE are issued or verified by the WEE teacher-coordinator. (EC § 49110)
 - 11.a. The District will limit regular work permits to a maximum of 36 hours per week. (Board Approval of this Plan)**
 - 11.b. The District will limit students enrolled in WE to a maximum of 48 hours per week. (Board Approval of this Plan)**
 - 11.c. The District will allow the maximum hours to be worked during vacation to be 48.**
 - 11.d. During the regular school year, all students wishing to obtain a work permit must be passing all classes they are currently enrolled in. If a student receives a failing mark, the permit will be placed on probation. The student will have the next grading period to improve any failing marks. If the student receives a failing mark while on probation, their work permit will be revoked for the period it takes for the student to improve all failing grades and meet the requirements of this provision. (Board Approval of this Plan)**
12. Exploratory WEE: For each student enrolled in Exploratory WEE, a limit on the number of hours of observation is established at each observation site. (CCR, Title V § 10071(c))
13. Granting Credit: A student satisfactorily completing WEE program requirements may earn a maximum of 40 semester credits made up of one or a combination of two or more of the following:
 - (1) Exploratory WEE - Ten (10) semester credits for each semester with a maximum of forty (40) semester credits.
 - (2) General WEE - Ten (10) semester credits for each semester with a maximum of forty (40) semester credits.
14. Professional Development: A provision is made for WEE professional development for new and continuing teacher-coordinators and other support personnel in WEE, to ensure the quality of the WEE program. (EC § 51762)

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15. Clerical Services & Records: A provision is made for clerical services to assist the professional in meeting the goals and objectives of Work Experience Education and to assure the accuracy, completeness, and quality of the records. The district shall maintain records including:
 - 15.a. Type of WEE in which each student is enrolled, where the student is employed, the type of job held or observation sites and hours of rotation. (EC § 51762.5)
 - 15.b. Work permit issued, if applicable. (EC § 49110) Note: Not required for Exploratory WEE.
 - 15.c. Employer's report of student's hourly work record and performance on the job. (EC § 51762.5)
 - 15.d. Report of employer consultations. (EC § 51762.5 & CCR, Title V § 10074)
 - 15.e. Ratings of each student, including his/her grade. (EC § 51760.3 & § 51762.5)
 - 15.f. Formal training agreement for each employer and student that describes the responsibilities of the employer, student, school, and parent (legal guardian). (EC § 51762.5 & CCR, Title V § 10071)
16. Summer School: Work Experience Education during the summer is conducted in the same time period as the rest of the approved summer school and conforms to all appropriate federal and state laws, *California Labor Code*, *California Education Code*, and *California Code of Regulations*, Title 5 rules and regulations applicable to Work Experience Education.
17. Civil Rights Act: Work Experience Education covered by this plan shall be in compliance with Title VI and Title VII of the Civil Rights Act of 1964 and with Title 5 of the California Code of Regulations. (EC § 51762)
18. Nondiscrimination: Work Experience Education covered by this plan shall be in compliance with Title IX (Nondiscrimination on the Basis of Sex) of the Education Amendments of 1972. (EC § 51762)

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I hereby certify that to the best of my knowledge the provisions for Work Experience Education outlined in the attached plan meet all California Department of Education requirements.

District Superintendent
(Please type or print)

Signature

Date

Designee (Attach authorization)
(Please type or print)

Signature

Date

Designee Address

City

Zip Code

Local Governing Board Approved:

Date

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PERSON PREPARING APPLICATION

Jim Anthony
Work Experience Coordinator
Torrey Pines High School
3710 Del Mar Heights Rd.
San Diego, CA 92130
858-755-0125 x2101
james.anthony@sduhsd.net

Brian Baum
Work Experience Coordinator
Canyon Crest Academy
5951 Village Center Loop Rd.
San Diego, CA 92130
858-350-0253 x4144
brian.baum@sduhsd.net

FOR STATE USE ONLY

Approved by:

Date

Phone

E-mail:

All copies must bear the **original signature** of the district superintendent or designee.

Submit three (3) copies of the plan to:

Work Experience Education Office
California Department of Education
1430 N Street, Suite 4503
Sacramento, CA 95814
(916) 323-5087
FAX (916) 322-1757

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Course Title:	Work Experience Education	Curricular Area:	Career Technical Education
Schools:	Torrey Pines High La Costa Canyon High Canyon Crest Academy San Dieguito Academy	Length:	One semester/year
		Credits:	Up to 10 per semester, 40 maximum in program
Grade Level:	11 and 12	Prerequisite:	Must be at least 16 years of age Must be employed
		Prepared by:	Jim Anthony, Brian Baum

Course Description

Work Experience Education is an elective class that combines paid employment with classroom instruction. Students attend their own jobs during the week, and also attend a class session once a week at school. Students will develop: positive work habits and attitude, self-confidence, job skills, and a personal portfolio which can be used to locate, secure, and retain employment in the community.

Students must have teacher-approved, legal employment while enrolled in this elective. Course grade and credit is earned by completion of the course requirements which include attending class, submitting paycheck stubs, keeping monthly time reports, completing class assignments, submitting required forms, and maintaining employment.

The course curriculum includes: how to get a job, keep a job, leave a job, economic awareness, and career awareness. Students will develop a portfolio, which shows the abilities, knowledge, and skills achieved. Students will receive a course certificate upon completion of the portfolio and two semesters of Work Experience Education.

General Goals and Requirements of Course

Work Experience Education is designed to give students credit for a learning experience. It is part of their total education, which will prepare them for full-time employment and adult responsibilities.

The uniqueness of offering credit for a learning experience off-campus in a community classroom enables students to gain a greater variety of learning. Students should realize that it is a privilege to leave campus and have a recognized on-the-job learning situation. Work Experience Education students must accept certain responsibilities along with the benefits of this program.

Student Requirements to Be Properly Enrolled

- Students must have a job.
- Students must be at least 16 years of age.
- Students must turn in a signed *Training Agreement* and complete the *Student Data Sheet*, *Individual Training Plan*, and *Employee Evaluation Form*.
- Students must have a current *Work Permit*, if under 18 years of age.

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Steps Necessary to Complete Enrollment

1. Students will take the *Work Experience Education* packet home for employer and parent's signature.
2. If under 18 years of age, to obtain a Work Permit students will need a *Request for Work Permit (BI-1)* form signed by parents and employer. Students over 18 years of age do not require a Work Permit.
3. All forms will be completed, signed, and returned to the Work Experience Office within one week of enrolling in the program. The Request for Work Permit application should also be returned to the Work Experience teacher after the employer has completed and signed their portion of the form. Pre-enrolled students will be dropped from the class, if these requirements are not met.
4. Students will pick-up their Work Permit from the Work Experience teacher, sign it, and take the permit to their employer. At this point, their enrollment is complete.

Adopted Textbook

None

CDE Work Experience Education Program and Framework / Curriculum Standards

Goals

1: Employment Cycle – Students will demonstrate job seeking skills, skills for keeping and advancing on a job, and demonstrate skills for making a positive impression when leaving a job.

2: Economic Awareness – Students will understand wage systems, payroll deductions, taxation, insurance benefits, basic business operations and personal money management.

3: Career Development – Students will demonstrate an awareness of career opportunities and will utilize the career decision making process to identify career choices and develop a plan for achieving carer goals.

Standards

1.0 Job Seeking Skills

Students understand the steps of the hiring process and demonstrate ways to successfully obtain employment.

- 1.1 Students understand basic labor laws and know how to contact government agencies when necessary.
- 1.2 Students will demonstrate knowledge of resources available including internet based web sites to locate employment opportunities.
- 1.3 Students will understand how to properly compose and format a business letter and are able to compose one, such as a resume cover letter and/or an interview thank you letter.
- 1.4 Students will demonstrate how to appropriately complete job applications.
- 1.5 Students understand and know how to create a properly formatted resume and reference sheet.

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- 1.6 Students will create a “Portfolio” that demonstrates skills and experiences for use when seeking employment.
- 1.7 Students know how to identify and demonstrate effective job interview skills and techniques.
- 1.8 Students will identify and practice appropriate responses to potential interview questions.
- 1.9 Students will identify discriminatory practices related to that employment process including recognition of inappropriate interview questions and will practice actions/responses to such situations.
- 1.10 Students know the appropriate documents that can be presented to the employer for federal “I-9” form immediately after being hired.

2.0 Understanding the Workplace and Keeping a Job

Students understand employer expectations, responding to supervisor’s evaluations and taking steps to improve job performance. Students recognize and respond appropriately to various workplace salutations to create effective and safe work environment.

- 2.1 Students understand basic labor laws including safety regulations, sexual harassment, employment contracts, union agreements, etc.
- 2.2 Students understand employer expectations of employees and will review their own performance evaluations to identify areas of improvement and plan steps for improvement.
- 2.3 Students know the common reasons why employees are fired and are able to identify steps taken to avoid being fired.
- 2.4 Students recognize and discuss laws, issues, and ethical practices relating to workplace privacy involving: communications, internet usage, workplace searches, video camera surveillance, personnel files, etc.
- 2.5 Students can identify the most common workplace accidents and steps to take to avoid these personally hazardous situations.
- 2.6 Students understand and know how to respond to crime at work with emphasis on personal safety.
- 2.7 Students know how to recognize sexual harassment when it occurs and know the appropriate actions that needs to be taken to have a non-offensive work environment.
- 2.8 Students learn how to develop a plan for obtaining pay raises and/or promotions.

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- 2.9 Students will identify situations at work that require ethical actions and decision making. Examples are: reasons for missing work, reporting actions of others to supervisors, issues of honesty, etc.

3.0 Leaving a Job

Students understand their legal rights when leaving a job and demonstrate skills for making a positive impression upon terminating their employment.

- 3.1 Students understand basic labor laws pertaining to leaving a job including the legal concept of “Wrongful Termination”.
- 3.2 Students know how to create a properly formatted letter of resignation from their job.

4.0 Wages, Taxation, Benefits, Money Management

Students understand their paycheck including common deductions/taxation; financial aspects of business operations; and exhibit knowledge of personal financial management.

- 4.1 Students use and demonstrate the purpose and effect of a W-4 Form for income tax withholding.
- 4.2 Given a W-2 Form and a Federal Income Tax 1040EZ Form, students know how to read their W-2 and use the information to complete the 1040EZ to file a basic tax return
- 4.3 Students recognize and can discuss the most common deductions on a paycheck stub.
- 4.4 Students will identify, describe and differentiate forms of compensation and benefits including required insurance such as: State Disability, Worker’s Compensation, Unemployment, Social Security and Medicare as well as understand other forms of insurance the employees may obtain.
- 4.5 Students demonstrate a basic understanding of personal money practices (budgets, banking) including the establishment and use of credit.
- 4.6 Students understand and can identify operational business issues which may include revenues, expenses, employee scheduling, product pricing, etc.

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5.0 Career Selection, Investigation and Planning

Students will evaluate their interests and skills to identify careers for investigation, culminating in development of a personal career plan.

- 5.1 Utilizing interest, aptitude, skills, and values assessments, students will identify careers for investigation that fit their personal profile.
- 5.2 Students will use a variety of resources such as those found in print, the internet, and software based programs to investigate employment trends and hiring projections or careers of interest.
- 5.3 Students will demonstrate knowledge of resources available to access wage/salary information relating to personal careers of interest.
- 5.4 Students will investigate training/education requirements for careers of interest as well as fees and entrance requirements of educational organizations.
- 5.5 Students will develop a written career plan identifying related employment opportunities, hiring/wage projections, and training/education requirements.

Grading Criteria

Students receive a letter grade for Work Experience Education. Students will earn a grade in Work Experience Education based on assignments completed, class participation, and employer evaluation.

Grading will be based on the following criteria:

- Students must remain enrolled and attend class regularly during the period of employment.
- Students must report immediately to the employer and/or Work Experience teacher any job change, illness, or unsatisfactory working conditions.
- Students must cooperate with the employer and Work Experience teacher at all times.
- Students must maintain satisfactory grades in all schoolwork (see “Other Important Information”).
- Students must have a Student Data Sheet on file.
- Students must have a Training Agreement on file.

Grades will be determined by:

- Employee evaluation (completed during employer/teacher visits)
- Satisfactorily complete all related instruction and assignments (including “Hour” requirements set forth by the district)
- Class participation (points earned while attending class)

Credit will be determined by:

- The maximum number of credits that can be earned is based upon the Variable Credit requirements, including the option of Double Credit (up to 10 credits maximum per semester)
- Students must work a minimum of 18 hours per credit
- Students must turn in paycheck stubs on a regular basis.

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- The Work Experience teacher will work with the school registrar and counseling to issue grades and credits in a timely manner.

Other Important Information

- A minor student enrolled in Work Experience Education may obtain a special “work experience” work permit. This permit will allow the student to work a maximum of 48 hours per week and/or eight hours per day while school is in session.
- Minor students enrolled in the San Dieguito Union High School District will only be allowed to work between the hours of 5:00 a.m. and 12:30 a.m. while school is in session.
- The definition of “school in session” is any week in which a student must attend school one day.
- In the San Dieguito Union High School District a minor student issued a “regular” work permit is allowed to work a maximum of 4 hours per day Monday through Thursday; 8 hours per day Friday, Saturday, and Sunday; for a maximum of 36 hours per week.
- Students enrolled in Work Experience Education must maintain satisfactory grades in all schoolwork. If upon enrollment, or any subsequent grading period, a student receives an “F” grade in any course while enrolled in Work Experience Education, the student will be placed on Work Experience probation. The student will have until the next grading period to improve the “F” grade. If a student has an “F” grade in **any** course for the grading period immediately following the grading period in which the student was placed on Work Experience probation, the student will be dropped from their Work Experience Education class. The student will not be allowed to enroll in Work Experience Education until the next open enrollment period in which the student has no “Fs” in the previous grading period. This policy does not apply to summer school Work Experience Education and for a grading period in which a transfer student is enrolled in Work Experience Education (a transfer student is a student from a different district). A continuing student with multiple failing grades will not be allowed to enroll in Work Experience Education.
- Summer school Work Experience Education will be similar to the regular school year Work Experience Education class with the exception of only one employer visit/evaluation.

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WEE STANDARDS ALIGNED CURRICULUM - 1AB			
	FIRST SEMESTER LESSONS - 1A	WORK EXPERIENCE STANDARDS	LANGUAGE ARTS STANDARDS
1	Registration and Enrollment	4.0	W 2.5
2	Orientation/Course Requirements	3.0, 3.1	W 2.5
3	Labor Laws Affecting Minors	2.1, 2.4, 3.1	R 2.1, 2.3, 2.6
4	Labor Laws - Sexual Harassment	2.1, 2.2, 2.3, 3.1	R 2.1, 2.3, 2.6
5	Values Assessment Survey	1.7, 1.8, 2.2	R 2.0
6	Aptitude & Skills Assessment	1.9, 2.2	R 2.0
7	Career Assessment	1.7, 1.9, 5.1	R 2.0
8	Job Outlook - Employment Projections	1.10, 5.2	R 2.1, 2.3, 2.6, W 1.3
9	Earning a Living Wage	1.10, 2.8, 5.3	R 2.1, 2.3, 2.6, W 1.3
10	Career Paths	5.0	R 2.1, 2.3, 2.6, W 1.3
11	Income Taxes - History and Preparation	4.1, 4.2, 4.3	R 2.1, 2.3, 2.6, W 1.7
12	Attitude & Reliability Survey - Employer Expectations	1.8, 2.2, 2.4	R 2.0
13	Work Situations/Service, Teaming Survey	2.4, 2.5, 2.7, 2.9	R 2.0
14	Don't Get Fired! - Employer Expectations	1.10, 2.3	R 2.0, 2.6, 3.2, LS 1.1
15	Privacy in the Workplace	2.4	R 2.0, 2.6
16	Job Safety/Worker's Rights	2.1, 2.4, 2.9	R 2.0, 2.6
17	Letter of Resignation/Rights Upon Termination	1.10, 3.0	R 2.0, W 1.1, 1.3
18	Course Evaluation	3.0, 4.0	W 1.3
	SECOND SEMESTER LESSONS - 1B		
1	Registration and Enrollment	4.0	W 2.5
2	Orientation/Course Requirements	3.0, 3.1	W 2.5
3	Labor Law/Hazardous Occupations	2.1, 2.4, 3.1	R 2.1, 2.3, 2.6
4	Tax Withholding/W-4 Forms/Payroll Deductions	4.1, 4.3, 4.4	R 2.1, 2.3
5	Portfolio Assignment	1.2, 1.3, 1.5, 1.6	W 1.0, 1.1, 2.6
6	Understanding the Internet	1.2	R 2.3, 2.6, LS 1.14
7	Resume - Reference - Personal Statement	1.1, 1.3, 1.5	W 2.5, 2.6, WO 1.0
8	Employment Applications - Cover Letter	1.3, 1.5	W 2.5, 2.6, WO 1.0
9	Employment Interview Skills	1.7, 1.9	R 2.0, LS 1.6-1.9, 2.0, 2.1
10	Interview Questions & Discrimination/Thank You	1.7, 1.9	LS 1.0, 1.4, 1.5, 1.6, 1.8, 1.14, 2.1, 2.2
11	You're Hired! Forms i-9 & W-4, Background Check	1.10, 2.1, 4.1	R 2.1, 2.3
12	Fringe Benefits - Legislated	2.1	R 2.1, 2.3, 2.6
13	Fringe Benefits - Optional	2.1	R 2.1, 2.3
14	Insurance Benefits	2.1, 4.4	R 2.1, 2.3
15	Retirement Benefits/Social Security	2.1, 4.4	R 2.3, 2.6
16	Budgets/Credit/Banking	4.5, 4.6	R 2.1, 2.3, 2.6
17	Portfolio Assignment	1.2, 1.3, 1.5, 1.6	LS 2.1, 2.2, 2.4
18	Course Evaluation	3.0, 4.0	W 1.3

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WEE STANDARDS ALIGNED CURRICULUM - 2AB			
	THIRD SEMESTER LESSONS - 2A	WORK EXPERIENCE STANDARDS	LANGUAGE ARTS STANDARDS
1	Registration and Enrollment	4.0	W 2.5
2	Orientation/Course Requirements	3.0, 3.1	W 2.5
3	Labor Laws/Hazardous Occupations	2.1, 2.4, 3.1	R 2.1, 2.3, 2.6
4	Labor Laws/Sexual Harassment	2.1, 2.2, 2.3, 3.1	R 2.1, 2.3, 2.6
5	Portfolio Assignments	1.2, 1.3, 1.5, 1.6	W 2.5, 2.6
6	Advanced Resume Formats	1.1, 1.3, 1.5	W 2.5, 2.6, WO 1.0
7	Employment Applications Online	1.2, 1.4	W 2.5
8	Pre-Employment Screening & Equal Employment Opportunities	1.0	R 2.1, 2.3
9	Interviews and Follow-Up	1.7, 1.9	R 2.0, LS 1.6-1.9, 2.0, 2.1
10	Employment Documents	4.3	R 2.0, 2.1, 2.3
11	Portfolio Assignments	1.2, 1.3, 1.5, 1.6	W 1.0, 1.1, 1.3, 1.5, 1.7, 1.9, 2.5, WO 1.0-1.3,
12	Opportunities for Advancement	2.8	R 2.0, 2.1, 2.4, 2.5, LS 1.6, 2.1, 2.2
13	Alcohol and Drug Policy/Testing	2.4	R 2.1, 2.3, 2.6
14	Workplace Violence - Dealing with Crime	2.6	R 2.0, 2.1, 2.3, W 1.7, LS 2.2
15	Letter of Resignation/Rights Upon Termination	1.10, 3.0	W 1.1, 1.3, 1.7, 2.5
16	Wrongful Termination	3.1	R 2.0, 2.1, 2.3, 2.4, 2.6
17	Income Taxes - Federal and State	4.2	R 2.0, 2.1, 2.3, 2.6, W 1.7
18	Course Evaluation	3.0, 4.0	W 1.3
FOURTH SEMESTER LESSONS - 2B			
1	Registration and Enrollment	4.0	W 2.5
2	Orientation/Course Requirements	3.0, 3.1	W 2.5
3	Tax Withholding/W-4 Forms/Payroll Deductions	4.1, 4.3, 4.4	R 2.1, 2.3, 2.6, W 1.7
4	State & Federal Income Taxes - Preparation	4.2	R 2.1, 2.3, 2.6, W 1.7
5	Aspects of Management	2.0, 4.6	R 2.1, 2.3, W 1.1, 1.3, 1.5, 1.7, 1.9, 2.5, WO 1.0-1.3
6	Fringe Benefits	2.1	LS 1.0, 2.5, 2.6, WO 1.0-1.3
7	Business Day-to-Day Operations Class Projects	2.0, 4.6	W 1.0, 1.1, 1.3, 1.5, 1.7, 1.9, 2.5, WO 1.0-1.3, LS 1.0
8	Business Day-to-Day Operations Class Projects	2.0, 4.6	same of 7 above
9	Business Project Presentations/Business Situations	2.9, 4.6	same of 7 above
10	Auto/Household/Life/Home Insurance	4.5	R 2.0, 2.1, 2.3, 2.4
11	Current Workplace Issues or Class Speaker	2.4, 2.5, 2.9	R 2.1, 2.3, 2.4, LS 1.14
12	Financial Planning - Banking/ATM/Checking	4.5	R 2.1, 2.3, W 1.7, 2.6
13	Tax Shelter/Money Market/Credit Card/Disclosure	4.5	R 2.1, 2.3, W 1.7, 2.6
14	Budgets/Expenses	4.5	R 2.1, 2.3, W 1.7, 2.6

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San Dieguito Union High School District

Course of Study for Work Experience Education

15	Municipal Services	4.5	R 2.1, 2.3, W 1.7, 2.6
16	Presentations of Projects	2.0, 4.6	W 1.0, 1.1, 1.3, 1.5, 1.7, 2.5, 2.6, WO 1.0-1.3, LS 1.0, 1.4, 1.5, 1.6, 1.7, 1.8
17	Presentations of Projects	2.0, 4.6	same as 16 above
18	Course Evaluation	3.0, 4.0	W 1.3

San Dieguito Union High School District

Work Experience Education

Guidelines and Required Forms

The State Department of Education and the San Dieguito District have set up certain requirements that must be met before a student can be enrolled in Work Experience Education (WEE).

ENROLLMENT REQUIREMENTS: A student must be 16 years old. A student must have a job that meets current Industrial Welfare Commission Industry and Occupation Orders (minimum or training wage) before enrolling in WEE. In order to earn the maximum credits allowed per semester, a student must work an average of 10 hours per week. A student must meet the school's minimum day enrollment requirement. A student will be enrolled in a single WEE course and earn up to 10 credits per semester. Consult with a school counselor concerning home period options.

PACKET: Each semester a new packet is required. This includes a *Student Data Sheet, Training Agreement, Individual Training Plan, Employee Evaluation Form, Letter to Employer, and Work Permit application* (when applicable). Enrollment is NOT complete until this packet is completed and turned in to the Work Experience instructor. A student can be dropped from the course if this is not completed in the specified time frame.

CHECK STUBS/TIME SHEETS: A student must have their work hours recorded each time they are paid. If a student is paid by check, they bring the check stub to the Work Experience teacher.

RELATED INSTRUCTION: Grades are earned by a combination of hours worked, participation in the program, AND completing all required related instruction. During each class session the student will be expected to do the written assignment given by the teacher. Different topics will be covered related to working and employment.

CLASS SESSIONS: State law requires students to attend one class session each week. There are NO exceptions. If a student is absent from a class they MUST make it up. Consult with the WEE instructor to find out how to make up classes. The student will receive a lower grade for classes and assignments not made up.

CREDITS: A student may earn as many as 10 credits each semester, but not more than 40 credits in WEE while in high school.

WEE WORK PERMITS: A special WEE work permit can be obtained by the student enrolled in WEE. This entitles them to be allowed to work an additional 12 hours per week. The student must submit a new Request for Work Permit (B1-1) to the WEE teacher to obtain this permit.

Training Agreement

[copy available to signatory parties upon request]

School: _____ Semester: **Fall** **Spring** **Summer**

Last Name _____ First Name _____

Social Security Number _____ DOB _____ Age _____

Employer _____ Supervisor's Name _____

Employer's Address _____ City _____ Zip Code _____

RESPONSIBILITIES OF THE STUDENT:

It shall be the responsibility of the student enrolled in this program to:

- a. Follow all school and job rules.
- b. Maintain regular attendance and satisfactory grades (no F's) in ALL classes.
- c. Maintain satisfactory performance on the job.
- d. Develop skills of increasing value to the employer.
- e. Notify the employer in advance whenever there is an unavoidable absence.
- f. Turn in time sheets or check stubs each pay period to the Work Experience teacher.
- g. Notify the Work Experience teacher if the job is terminated.
- h. Attend Related Instruction classes and complete assignments as required.

Student Signature

Date

RESPONSIBILITIES OF THE PARENT:

It shall be the responsibility of the parent to:

- a. Approve the student's job and enrollment in the Work Experience Education program.
- b. Accept the responsibility for transportation of the student to and from the job and the Related Instruction class.
- c. Accept the responsibility for liability, if incurred. (The district will not authorize nor be held responsible for the mode of transportation.)
- d. Assist and encourage the student to carry out the duties and responsibilities of the job and Work Experience Education program.

Parent Signature

Date

RESPONSIBILITIES OF THE SCHOOL:

It shall be the responsibility of the school to:

- a. Inform the student of program rules and regulations and issue a work permit, if applicable, for the approved training site.
- b. Verify the student is eligible to enroll in Work Experience Education.
- c. Ensure that the student is properly enrolled in Work Experience Education in the district's computer system.
- d. Observe the student's place of employment and consult with the employer regarding evaluation of student performance.
- e. Determine the student's grade by a combination of job performance and class performance.
- f. Work with the student, parent, and employer to resolve any problems that might arise.

WEE Teacher Signature

Date

RESPONSIBILITIES OF THE EMPLOYER:

It shall be the responsibility of the employer to:

- a. Instruct the student in rules, regulations, and duties of the job.
- b. Abide by State and Federal Laws/Regulations pertaining to employment.
- c. Provide adequate supervision for student and assist him/her to progress.
- d. Discuss job performance of the student with the program teacher and complete the program written evaluations.
- e. Confer with the teacher regarding the student about pertinent problems pertaining to the job.
- f. Provide adequate insurance, including Worker's Compensation Insurance.
- g. Maintain a copy of the student's valid work permit, if applicable.
- h. Provide a workplace setting that is not discriminatory on the basis of race, color, sex, religion, national origin, handicap, or age.

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Employer Signature

Date

**SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
WORK EXPERIENCE PROGRAM - INDIVIDUAL TRAINING PLAN**

LAST FIRST BIRTHDATE STUDENT ID GRADE

ADDRESS CITY ZIP CODE TELEPHONE COUNSELOR

NAME OF BUSINESS TELEPHONE JOB SITE SUPERVISOR

ADDRESS CITY ZIP CODE JOB DESCRIPTION

TEACHER DATE ENROLLED DATE TERMINATED TOTAL HRS PER WEEK

DATE VERIFIED BY:

SIGNATURE OF WORK EXPERIENCE TEACHER

COMMENTS:

INDIVIDUAL TRAINING PLAN

NOTE TO EMPLOYER: This training plan is required prior to enrollment for all Work Experience Education students. If the student continues in the Program for a second semester the next individual training plan will be brought to the worksite by the Work Experience Education Teacher.

Possible work activities performed this semester (actual tasks)

1. _____
2. _____
3. _____
4. _____

Possible concepts and observations done this year (concepts learned at the worksite)

1. _____
2. _____
3. _____
4. _____

SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
Education through Work Experience / Internship
Work Experience / Internship Student Rating Form

Student _____

Year _____

School _____

1st Quarter _____

2nd Quarter _____

3rd Quarter _____

4th Quarter _____

Employer _____

Supervisor's Name _____

Instructions: Please check one statement in each category that best describes your student-learner's attitude and performance. Additional comments are welcome! After you have completed this rating form please return to your student-learner.

LIST STUDENT'S JOB DUTIES: _____

1. PUNCTUALITY

- ALWAYS ON TIME
- USUALLY ON TIME
- FREQUENTLY LATE: No. of days _____

6. RELATIONS WITH OTHERS

- IS CONSIDERATE OF OTHERS
- SHOULD BE MORE CONSIDERATE
- HAS BEEN DISCOURTEOUS / RUDE

2. ATTENDANCE

- OUTSTANDING
- SELDOM ABSENT
- FREQUENTLY LATE: No. of day's _____

7. INITIATIVE

- INITIATES TASKS; IS SELF-DIRECTED
- REQUIRES NORMAL DIRECTION
- NEEDS CONSIDERABLE DIRECTION

3. PERSONAL APPEARANCE

- ALWAYS APPROPRIATE
- OCCASIONALLY NOT APPROPRIATE
- APPEARANCE NEEDS TO BE DISCUSSED

8. WORK SAFETY

- OBSERVES ALL SAFETY RULES
- USUALLY OBSERVES SAFETY RULES
- IS CARELESS IN WORK HABITS

NOTE WHY: _____

9. JOB PERFORMANCE

- IS ACCURATE
- USUALLY ACCURATE
- OUTPUT IS UNSATISFACTORY

4. ATTITUDE TOWARDS LEARNING

- IS ENTHUSIASTIC; COOPERATIVE
- GENERALLY COOPERATIVE
- RELUCTANT TO DO MORE THAN REQUIRED

OVERALL RATING

- 5 EXCELLENT
- 4 GOOD
- 3 AVERAGE
- 2 IMPROVEMENT NEEDED
- 1 UNSATISFACTORY

5. ATTITUDE TOWARD SUPERVISION

- PROFITS BY SUGGESTIONS
- DIFFICULTY ACCEPTING SUGGESTIONS
- DOES NOT ACT ON SUGGESTIONS

SINCE YOUR STUDENT-LEARNER'S PREVIOUS RATING, HE/SHE HAS:

IMPROVED REMAINED THE SAME BECOME LAX FIRST RATING

ADDITIONAL COMMENTS IF APPLICABLE: _____

CHECK IF YOU WOULD LIKE ME TO CONTACT YOU

SIGNATURE _____ DATE _____

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: April 18, 2008

BOARD MEETING DATE: May 1, 2008

PREPARED BY: David Jaffe
Executive Director, Curriculum & Assessment

SUBMITTED BY: Terry King
Interim Superintendent

SUBJECT: APPROVAL OF MODIFIED PASSING
CAHSEE SCORES FOR 2007-2008 TEST
ADMINISTRATION

EXECUTIVE SUMMARY

All students must pass the CAHSEE as a condition of receiving a high school diploma. If specified in the student's Individualized Educational Plan (IEP), students with disabilities may use modifications on one or both parts of the CAHSEE. If the student uses the modification and receives a passing score, the score is not valid.

However, at the request of a parent/guardian, a school principal may submit a request for a waiver to the District Board of Trustees for students with disabilities who took the CAHSEE with modifications **and** received the equivalent of a passing score on one or both parts of the CAHSEE.

The students listed below in took the CAHSEE in the 2007-2008 school year with an allowable modification and received a **passing 'MODIFIED' score**.

RECOMMENDATION:

It is recommended that the Board validate the equivalent of a passing score for eligible students who used allowable modifications outlined in their IEP and ratify, that for these eligible students, the CAHSEE requirement has been satisfied.

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Students who took the CAHSEE during the 2007-2008 school year with allowable modifications and received the equivalent of a passing score:

Canyon Crest Academy

ID# 012925 (12th grade)

ID# 014303 (12th grade)

La Costa Canyon High School

ID# 010113 (12th grade)

ID# 010256 (12th grade)

ID# 012162 (12th grade)

Sunset High School

ID# 006859 (12th grade)

ID# 346973 (12th grade)

Torrey Pines High

ID# 008128 (11th grade)

ID# 017789 (12th grade)

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: April 24, 2008

BOARD MEETING DATE: May 1, 2008

PREPARED BY: Stephen G. Ma
Associate Superintendent, Business

SUBMITTED BY: Terry King
Interim Superintendent

SUBJECT: **ADOPTION OF RESOLUTIONS / COMMUNITY FACILITIES DISTRICTS 94-1, 94-2, 94-3, 95-1, 95-2, 99-1, 99-2 & 99-3**

EXECUTIVE SUMMARY

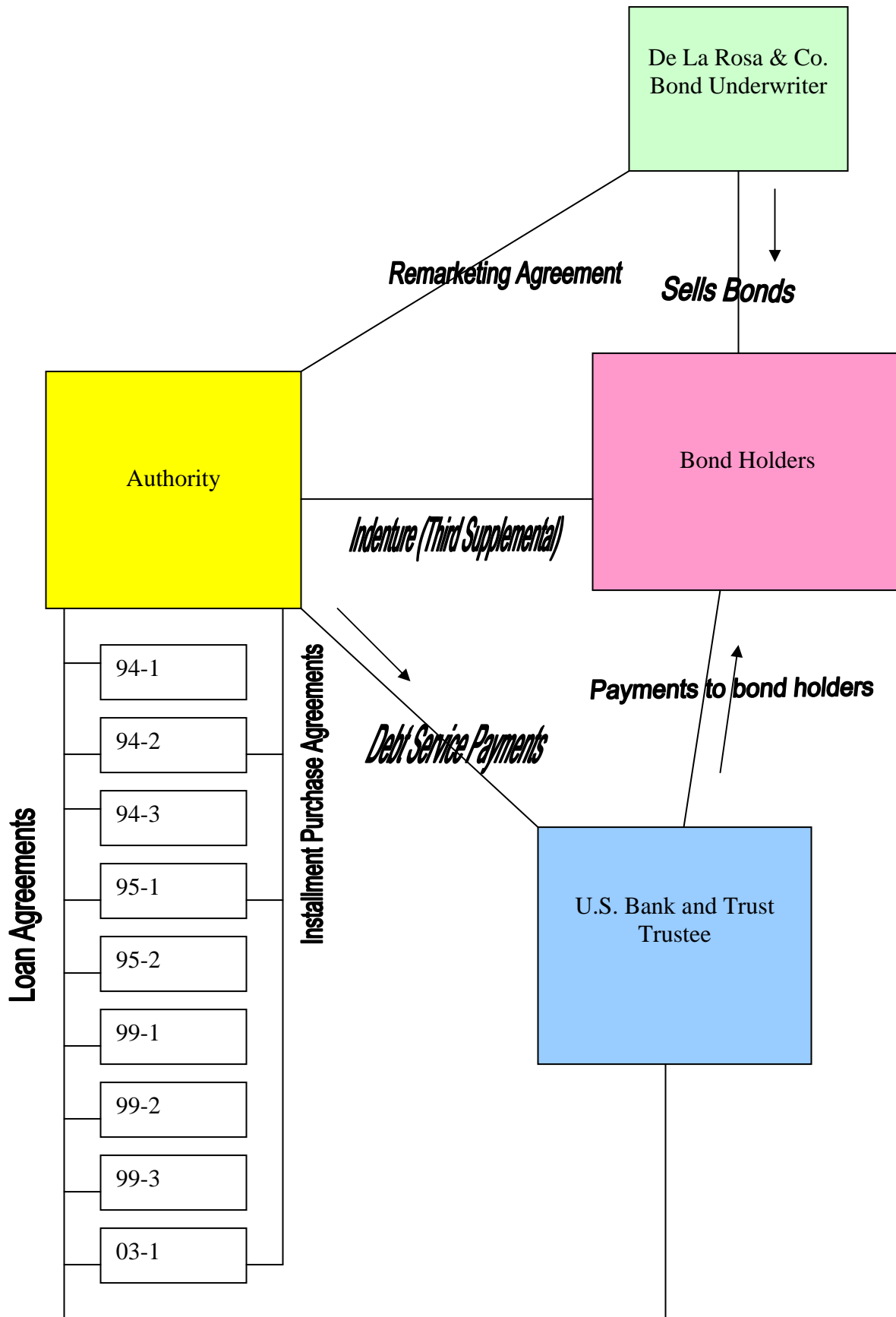
The bond team continues to move forward with the remarketing of the 2006 Revenue Refunding Bonds into a fixed rate mode. One of the reasons the team is able to remarket the bonds to a fixed rate mode is because of the growth in special taxes. The Community Facilities District with the largest growth since 2006 is CFD 03-1. In order, to take advantage of this growth relative to the other community facilities districts, our underwriter, EJ De La Rosa, feels that it may be necessary to revise the individual community facilities districts loan agreements to align with the current special tax collections and each districts future amortization. This would include increasing the principal amount of the CFD 03-1 loan or to have CFD 03-1 enter into an Installment Purchase Agreement with the San Dieguito Public Facilities Authority as necessary or desirable.

RECOMMENDATION:

It is recommended that the Board Adopt the attached resolutions for Community Facilities Districts 94-1, 94-2, 94-3, 95-1, 95-2, 99-1, 99-2 & 99-3, in connection with the restructuring and remarketing of the San Dieguito Public Facilities Authority \$91,125,000 Revenue Refunding Bonds, Series 2006 (the "Bonds"), the Board will consider approving amending the Loan Agreement entered into in connection with the Bonds to increase the principal amount of the CFD 03-1 Loan or to provide that the payments under an Installment Purchase Agreement with CFD 03-1 shall be used to make payments on the Bonds and that any such Installment Purchase Agreement or loan modification with CFD 03-1 shall be a "Parity Obligation" as defined in the Loan Agreement and that any conditions contained in the Loan Agreement with respect to conditions to incurring a Parity Obligation are waived in this instance.

js
Attachments

ITEM 19



**RESOLUTION
OF THE BOARD OF TRUSTEES
OF THE SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
ACTING AS LEGISLATIVE BODY
OF THE COMMUNITY FACILITIES DISTRICT NO. 94-1
OF THE SAN DIEGUITO UNION HIGH SCHOOL DISTRICT AUTHORIZING
THE APPROVAL OF CERTAIN MODIFICATIONS TO THE LOAN
AGREEMENT AND TAKING CERTAIN OTHER ACTIONS RELATED
THERE TO**

WHEREAS, the San Dieguito Union High School District (the “**School District**”) has formed the Community Facilities District No. 94-1 of the School District (the “**District**”) along with eight other community facilities districts (collectively with the District, the “**Districts**”) pursuant to the Mello-Roos Community Facilities Act of 1982, as amended, constituting Chapter 2.5, Division 2, Title 5 (commencing with Section 53311) of the California Government Code (the “**Act**”) in order to finance and reimburse the acquisition and construction of various public facilities benefiting the Districts;

WHEREAS, in order to assist the Districts in financing and reimbursing the acquisition and construction of various public facilities benefiting the Districts, the San Dieguito Public Facilities Authority (the “**Authority**”) previously issued \$40,655,000 aggregate principal amount of its Revenue Bonds, 1998 Series A (Tax-Exempt) (the “**1998A Bonds**”), \$4,005,000 aggregate principal amount of its Revenue Bonds, 1998 Series B (Taxable) (the “**1998B Bonds**”) and \$48,440,000 aggregate principal amount of its Revenue Bonds, Series 2004 (collectively with the 1998A Bonds and the 1998B Bonds, the “**Prior Bonds**”);

WHEREAS, in order to defease the Prior Bonds and further assist the Districts in financing and reimbursing the acquisition and construction of various public facilities, the Authority issued its Revenue Refunding Bonds, Series 2006 (the “**Bonds**”) pursuant to that certain Indenture of Trust dated as of July 1, 2006, as amended by that certain First Supplemental Indenture of Trust, dated March 17, 2008 and as further amended by that certain Second Supplemental Indenture of Trust, dated April 8, 2008 (the “**Indenture**”) by and between the Authority and U.S. Bank National Association, as trustee of the Bonds;

WHEREAS, in connection with the issuance of the Bonds, the Districts, the Authority and the Trustee entered into that certain Loan Agreement dated as of July 1, 2006 (the “**Loan Agreement**”);

WHEREAS, the Authority proposes to convert the interest rate on the Bonds;

WHEREAS, the District previously executed certain Resolutions consenting to the conversion of the interest rate on the Bonds and taking certain actions in connection therewith on March 12, 2008 and on April 17, 2008 (the “**Prior Resolutions**”);

WHEREAS, in connection with the Authority’s restructuring and remarketing of the Bonds, it may be necessary or desirable to increase the principal amount of the loan made by the Authority to Community Facilities District No. 03-1 (“**CFD 03-1**”) in the original principal

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amount of \$8,828,688.80 (the “**CFD 03-1 Loan**”) and/or to enter into an installment purchase agreement between CFD 03-1 and the Authority to finance the acquisition, construction and/or installation of certain school facilities (an “**Installment Purchase Agreement**”);

WHEREAS, in connection with the a modification to the CFD 03-1 Loan and/or the entering into the Installment Purchase Agreement, the Loan Agreement may be amended and the District’s consent is required to effect such amendment; and

WHEREAS, the District is authorized to undertake all of the above pursuant to applicable laws of the State of California;

NOW, THEREFORE, this Board of Trustees acting as the legislative body for the District (this “**Board**”) does find, resolve, determine and order as follows:

Section 1. This Board hereby approves amending the Loan Agreement entered into in connection with the Bonds to provide (a) for the modification to the CFD 03-1 Loan, (b) that the payments under any Installment Purchase Agreement shall be used to make payments on the Bonds, (c) that any Installment Purchase Agreement or loan modification shall be a "Parity Obligation" as defined in the Loan Agreement, and/or (d) that any conditions contained in the Loan Agreement with respect to conditions to incurring a Parity Obligation are waived in this instance.

Section 2. The members of this Board, the officers of the District and their authorized representatives are, and each of them acting alone is, hereby authorized and directed to take such actions and to execute such documents, instruments and certificates, as may be necessary to effectuate the purposes of this Resolution.

This Resolution shall take effect immediately upon its passage.

[Remainder of this page intentionally left blank]

ITEM 19

The foregoing Resolution was on the 1st day of May, 2008, adopted by the Board of Trustees of the San Dieguito Union High School District acting as legislative body of the Community Facilities District No. 94-1 of the San Dieguito Union High School District.

BOARD OF TRUSTEES OF THE SAN
DIEGUITO UNION HIGH SCHOOL DISTRICT

By: _____
President

ATTEST:

By: _____
Title: _____

**RESOLUTION
OF THE BOARD OF TRUSTEES
OF THE SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
ACTING AS LEGISLATIVE BODY
OF THE COMMUNITY FACILITIES DISTRICT NO. 94-2
OF THE SAN DIEGUITO UNION HIGH SCHOOL DISTRICT AUTHORIZING
THE APPROVAL OF CERTAIN MODIFICATIONS TO THE LOAN
AGREEMENT AND TAKING CERTAIN OTHER ACTIONS RELATED
THERE TO**

WHEREAS, the San Dieguito Union High School District (the “**School District**”) has formed the Community Facilities District No. 94-2 of the School District (the “**District**”) along with eight other community facilities districts (collectively with the District, the “**Districts**”) pursuant to the Mello-Roos Community Facilities Act of 1982, as amended, constituting Chapter 2.5, Division 2, Title 5 (commencing with Section 53311) of the California Government Code (the “**Act**”) in order to finance and reimburse the acquisition and construction of various public facilities benefiting the Districts;

WHEREAS, in order to assist the Districts in financing and reimbursing the acquisition and construction of various public facilities benefiting the Districts, the San Dieguito Public Facilities Authority (the “**Authority**”) previously issued \$40,655,000 aggregate principal amount of its Revenue Bonds, 1998 Series A (Tax-Exempt) (the “**1998A Bonds**”), \$4,005,000 aggregate principal amount of its Revenue Bonds, 1998 Series B (Taxable) (the “**1998B Bonds**”) and \$48,440,000 aggregate principal amount of its Revenue Bonds, Series 2004 (collectively with the 1998A Bonds and the 1998B Bonds, the “**Prior Bonds**”);

WHEREAS, in order to defease the Prior Bonds and further assist the Districts in financing and reimbursing the acquisition and construction of various public facilities, the Authority issued its Revenue Refunding Bonds, Series 2006 (the “**Bonds**”) pursuant to that certain Indenture of Trust dated as of July 1, 2006, as amended by that certain First Supplemental Indenture of Trust, dated March 17, 2008 and as further amended by that certain Second Supplemental Indenture of Trust, dated April 8, 2008 (the “**Indenture**”) by and between the Authority and U.S. Bank National Association, as trustee of the Bonds;

WHEREAS, in connection with the issuance of the Bonds, the Districts, the Authority and the Trustee entered into that certain Loan Agreement dated as of July 1, 2006 (the “**Loan Agreement**”);

WHEREAS, the Authority proposes to convert the interest rate on the Bonds;

WHEREAS, the District previously executed certain Resolutions consenting to the conversion of the interest rate on the Bonds and taking certain actions in connection therewith on March 12, 2008 and on April 17, 2008 (the “**Prior Resolutions**”);

WHEREAS, in connection with the Authority’s restructuring and remarketing of the Bonds, it may be necessary or desirable to increase the principal amount of the loan made by the Authority to Community Facilities District No. 03-1 (“**CFD 03-1**”) in the original principal

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amount of \$8,828,688.80 (the “**CFD 03-1 Loan**”) and/or to enter into an installment purchase agreement between CFD 03-1 and the Authority to finance the acquisition, construction and/or installation of certain school facilities (an “**Installment Purchase Agreement**”);

WHEREAS, in connection with the a modification to the CFD 03-1 Loan and/or the entering into the Installment Purchase Agreement, the Loan Agreement may be amended and the District’s consent is required to effect such amendment; and

WHEREAS, the District is authorized to undertake all of the above pursuant to applicable laws of the State of California;

NOW, THEREFORE, this Board of Trustees acting as the legislative body for the District (this “**Board**”) does find, resolve, determine and order as follows:

Section 1. This Board hereby approves amending the Loan Agreement entered into in connection with the Bonds to provide (a) for the modification to the CFD 03-1 Loan, (b) that the payments under any Installment Purchase Agreement shall be used to make payments on the Bonds, (c) that any Installment Purchase Agreement or loan modification shall be a "Parity Obligation" as defined in the Loan Agreement, and/or (d) that any conditions contained in the Loan Agreement with respect to conditions to incurring a Parity Obligation are waived in this instance.

Section 2. The members of this Board, the officers of the District and their authorized representatives are, and each of them acting alone is, hereby authorized and directed to take such actions and to execute such documents, instruments and certificates, as may be necessary to effectuate the purposes of this Resolution.

This Resolution shall take effect immediately upon its passage.

[Remainder of this page intentionally left blank]

ITEM 19

The foregoing Resolution was on the 1st day of May, 2008, adopted by the Board of Trustees of the San Dieguito Union High School District acting as legislative body of the Community Facilities District No. 94-2 of the San Dieguito Union High School District.

BOARD OF TRUSTEES OF THE SAN
DIEGUITO UNION HIGH SCHOOL DISTRICT

By: _____
President

ATTEST:

By: _____
Title: _____

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STATE OF CALIFORNIA)
) ss]
COUNTY OF SAN DIEGO)

I, _____, 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 acting as the legislative body for the Community Facilities District No. 94-2 at a meeting of said Board held on the 1st day of May, 2008, and that it was so adopted by the following vote:

AYES: MEMBERS:

NOES: MEMBERS:

ABSTAIN: MEMBERS:

ABSENT: MEMBERS:

President of the Board of Trustees

**RESOLUTION
OF THE BOARD OF TRUSTEES
OF THE SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
ACTING AS LEGISLATIVE BODY
OF THE COMMUNITY FACILITIES DISTRICT NO. 94-3
OF THE SAN DIEGUITO UNION HIGH SCHOOL DISTRICT AUTHORIZING
THE APPROVAL OF CERTAIN MODIFICATIONS TO THE LOAN
AGREEMENT AND TAKING CERTAIN OTHER ACTIONS RELATED
THERE TO**

WHEREAS, the San Dieguito Union High School District (the “**School District**”) has formed the Community Facilities District No. 94-3 of the School District (the “**District**”) along with eight other community facilities districts (collectively with the District, the “**Districts**”) pursuant to the Mello-Roos Community Facilities Act of 1982, as amended, constituting Chapter 2.5, Division 2, Title 5 (commencing with Section 53311) of the California Government Code (the “**Act**”) in order to finance and reimburse the acquisition and construction of various public facilities benefiting the Districts;

WHEREAS, in order to assist the Districts in financing and reimbursing the acquisition and construction of various public facilities benefiting the Districts, the San Dieguito Public Facilities Authority (the “**Authority**”) previously issued \$40,655,000 aggregate principal amount of its Revenue Bonds, 1998 Series A (Tax-Exempt) (the “**1998A Bonds**”), \$4,005,000 aggregate principal amount of its Revenue Bonds, 1998 Series B (Taxable) (the “**1998B Bonds**”) and \$48,440,000 aggregate principal amount of its Revenue Bonds, Series 2004 (collectively with the 1998A Bonds and the 1998B Bonds, the “**Prior Bonds**”);

WHEREAS, in order to defease the Prior Bonds and further assist the Districts in financing and reimbursing the acquisition and construction of various public facilities, the Authority issued its Revenue Refunding Bonds, Series 2006 (the “**Bonds**”) pursuant to that certain Indenture of Trust dated as of July 1, 2006, as amended by that certain First Supplemental Indenture of Trust, dated March 17, 2008 and as further amended by that certain Second Supplemental Indenture of Trust, dated April 8, 2008 (the “**Indenture**”) by and between the Authority and U.S. Bank National Association, as trustee of the Bonds;

WHEREAS, in connection with the issuance of the Bonds, the Districts, the Authority and the Trustee entered into that certain Loan Agreement dated as of July 1, 2006 (the “**Loan Agreement**”);

WHEREAS, the Authority proposes to convert the interest rate on the Bonds;

WHEREAS, the District previously executed certain Resolutions consenting to the conversion of the interest rate on the Bonds and taking certain actions in connection therewith on March 12, 2008 and on April 17, 2008 (the “**Prior Resolutions**”);

WHEREAS, in connection with the Authority’s restructuring and remarketing of the Bonds, it may be necessary or desirable to increase the principal amount of the loan made by the Authority to Community Facilities District No. 03-1 (“**CFD 03-1**”) in the original principal

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amount of \$8,828,688.80 (the “**CFD 03-1 Loan**”) and/or to enter into an installment purchase agreement between CFD 03-1 and the Authority to finance the acquisition, construction and/or installation of certain school facilities (an “**Installment Purchase Agreement**”);

WHEREAS, in connection with the a modification to the CFD 03-1 Loan and/or the entering into the Installment Purchase Agreement, the Loan Agreement may be amended and the District’s consent is required to effect such amendment; and

WHEREAS, the District is authorized to undertake all of the above pursuant to applicable laws of the State of California;

NOW, THEREFORE, this Board of Trustees acting as the legislative body for the District (this “**Board**”) does find, resolve, determine and order as follows:

Section 1. This Board hereby approves amending the Loan Agreement entered into in connection with the Bonds to provide (a) for the modification to the CFD 03-1 Loan, (b) that the payments under any Installment Purchase Agreement shall be used to make payments on the Bonds, (c) that any Installment Purchase Agreement or loan modification shall be a "Parity Obligation" as defined in the Loan Agreement, and/or (d) that any conditions contained in the Loan Agreement with respect to conditions to incurring a Parity Obligation are waived in this instance.

Section 2. The members of this Board, the officers of the District and their authorized representatives are, and each of them acting alone is, hereby authorized and directed to take such actions and to execute such documents, instruments and certificates, as may be necessary to effectuate the purposes of this Resolution.

This Resolution shall take effect immediately upon its passage.

[Remainder of this page intentionally left blank]

ITEM 19

The foregoing Resolution was on the 1st day of May, 2008, adopted by the Board of Trustees of the San Dieguito Union High School District acting as legislative body of the Community Facilities District No. 94-3 of the San Dieguito Union High School District.

BOARD OF TRUSTEES OF THE SAN
DIEGUITO UNION HIGH SCHOOL DISTRICT

By: _____
President

ATTEST:

By: _____
Title: _____

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STATE OF CALIFORNIA)
) ss]
COUNTY OF SAN DIEGO)

I, _____, 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 acting as the legislative body for the Community Facilities District No. 94-3 at a meeting of said Board held on the 1st day of May, 2008, and that it was so adopted by the following vote:

AYES: MEMBERS:

NOES: MEMBERS:

ABSTAIN: MEMBERS:

ABSENT: MEMBERS:

President of the Board of Trustees

**RESOLUTION
OF THE BOARD OF TRUSTEES
OF THE SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
ACTING AS LEGISLATIVE BODY
OF THE COMMUNITY FACILITIES DISTRICT NO. 95-1
OF THE SAN DIEGUITO UNION HIGH SCHOOL DISTRICT AUTHORIZING
THE APPROVAL OF CERTAIN MODIFICATIONS TO THE LOAN
AGREEMENT AND TAKING CERTAIN OTHER ACTIONS RELATED
THERE TO**

WHEREAS, the San Dieguito Union High School District (the “**School District**”) has formed the Community Facilities District No. 95-1 of the School District (the “**District**”) along with eight other community facilities districts (collectively with the District, the “**Districts**”) pursuant to the Mello-Roos Community Facilities Act of 1982, as amended, constituting Chapter 2.5, Division 2, Title 5 (commencing with Section 53311) of the California Government Code (the “**Act**”) in order to finance and reimburse the acquisition and construction of various public facilities benefiting the Districts;

WHEREAS, in order to assist the Districts in financing and reimbursing the acquisition and construction of various public facilities benefiting the Districts, the San Dieguito Public Facilities Authority (the “**Authority**”) previously issued \$40,655,000 aggregate principal amount of its Revenue Bonds, 1998 Series A (Tax-Exempt) (the “**1998A Bonds**”), \$4,005,000 aggregate principal amount of its Revenue Bonds, 1998 Series B (Taxable) (the “**1998B Bonds**”) and \$48,440,000 aggregate principal amount of its Revenue Bonds, Series 2004 (collectively with the 1998A Bonds and the 1998B Bonds, the “**Prior Bonds**”);

WHEREAS, in order to defease the Prior Bonds and further assist the Districts in financing and reimbursing the acquisition and construction of various public facilities, the Authority issued its Revenue Refunding Bonds, Series 2006 (the “**Bonds**”) pursuant to that certain Indenture of Trust dated as of July 1, 2006, as amended by that certain First Supplemental Indenture of Trust, dated March 17, 2008 and as further amended by that certain Second Supplemental Indenture of Trust, dated April 8, 2008 (the “**Indenture**”) by and between the Authority and U.S. Bank National Association, as trustee of the Bonds;

WHEREAS, in connection with the issuance of the Bonds, the Districts, the Authority and the Trustee entered into that certain Loan Agreement dated as of July 1, 2006 (the “**Loan Agreement**”);

WHEREAS, the Authority proposes to convert the interest rate on the Bonds;

WHEREAS, the District previously executed certain Resolutions consenting to the conversion of the interest rate on the Bonds and taking certain actions in connection therewith on March 12, 2008 and on April 17, 2008 (the “**Prior Resolutions**”);

WHEREAS, in connection with the Authority’s restructuring and remarketing of the Bonds, it may be necessary or desirable to increase the principal amount of the loan made by the Authority to Community Facilities District No. 03-1 (“**CFD 03-1**”) in the original principal

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amount of \$8,828,688.80 (the “**CFD 03-1 Loan**”) and/or to enter into an installment purchase agreement between CFD 03-1 and the Authority to finance the acquisition, construction and/or installation of certain school facilities (an “**Installment Purchase Agreement**”);

WHEREAS, in connection with the a modification to the CFD 03-1 Loan and/or the entering into the Installment Purchase Agreement, the Loan Agreement may be amended and the District’s consent is required to effect such amendment; and

WHEREAS, the District is authorized to undertake all of the above pursuant to applicable laws of the State of California;

NOW, THEREFORE, this Board of Trustees acting as the legislative body for the District (this “**Board**”) does find, resolve, determine and order as follows:

Section 1. This Board hereby approves amending the Loan Agreement entered into in connection with the Bonds to provide (a) for the modification to the CFD 03-1 Loan, (b) that the payments under any Installment Purchase Agreement shall be used to make payments on the Bonds, (c) that any Installment Purchase Agreement or loan modification shall be a "Parity Obligation" as defined in the Loan Agreement, and/or (d) that any conditions contained in the Loan Agreement with respect to conditions to incurring a Parity Obligation are waived in this instance.

Section 2. The members of this Board, the officers of the District and their authorized representatives are, and each of them acting alone is, hereby authorized and directed to take such actions and to execute such documents, instruments and certificates, as may be necessary to effectuate the purposes of this Resolution.

This Resolution shall take effect immediately upon its passage.

[Remainder of this page intentionally left blank]

ITEM 19

The foregoing Resolution was on the 1st day of May, 2008, adopted by the Board of Trustees of the San Dieguito Union High School District acting as legislative body of the Community Facilities District No. 95-1 of the San Dieguito Union High School District.

BOARD OF TRUSTEES OF THE SAN
DIEGUITO UNION HIGH SCHOOL DISTRICT

By: _____
President

ATTEST:

By: _____
Title: _____

ITEM 19

STATE OF CALIFORNIA)
) ss]
COUNTY OF SAN DIEGO)

I, _____, 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 acting as the legislative body for the Community Facilities District No. 95-1 at a meeting of said Board held on the 1st day of May, 2008, and that it was so adopted by the following vote:

AYES: MEMBERS:

NOES: MEMBERS:

ABSTAIN: MEMBERS:

ABSENT: MEMBERS:

President of the Board of Trustees

**RESOLUTION
OF THE BOARD OF TRUSTEES
OF THE SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
ACTING AS LEGISLATIVE BODY
OF THE COMMUNITY FACILITIES DISTRICT NO. 95-2
OF THE SAN DIEGUITO UNION HIGH SCHOOL DISTRICT AUTHORIZING
THE APPROVAL OF CERTAIN MODIFICATIONS TO THE LOAN
AGREEMENT AND TAKING CERTAIN OTHER ACTIONS RELATED
THERE TO**

WHEREAS, the San Dieguito Union High School District (the “**School District**”) has formed the Community Facilities District No. 95-2 of the School District (the “**District**”) along with eight other community facilities districts (collectively with the District, the “**Districts**”) pursuant to the Mello-Roos Community Facilities Act of 1982, as amended, constituting Chapter 2.5, Division 2, Title 5 (commencing with Section 53311) of the California Government Code (the “**Act**”) in order to finance and reimburse the acquisition and construction of various public facilities benefiting the Districts;

WHEREAS, in order to assist the Districts in financing and reimbursing the acquisition and construction of various public facilities benefiting the Districts, the San Dieguito Public Facilities Authority (the “**Authority**”) previously issued \$40,655,000 aggregate principal amount of its Revenue Bonds, 1998 Series A (Tax-Exempt) (the “**1998A Bonds**”), \$4,005,000 aggregate principal amount of its Revenue Bonds, 1998 Series B (Taxable) (the “**1998B Bonds**”) and \$48,440,000 aggregate principal amount of its Revenue Bonds, Series 2004 (collectively with the 1998A Bonds and the 1998B Bonds, the “**Prior Bonds**”);

WHEREAS, in order to defease the Prior Bonds and further assist the Districts in financing and reimbursing the acquisition and construction of various public facilities, the Authority issued its Revenue Refunding Bonds, Series 2006 (the “**Bonds**”) pursuant to that certain Indenture of Trust dated as of July 1, 2006, as amended by that certain First Supplemental Indenture of Trust, dated March 17, 2008 and as further amended by that certain Second Supplemental Indenture of Trust, dated April 8, 2008 (the “**Indenture**”) by and between the Authority and U.S. Bank National Association, as trustee of the Bonds;

WHEREAS, in connection with the issuance of the Bonds, the Districts, the Authority and the Trustee entered into that certain Loan Agreement dated as of July 1, 2006 (the “**Loan Agreement**”);

WHEREAS, the Authority proposes to convert the interest rate on the Bonds;

WHEREAS, the District previously executed certain Resolutions consenting to the conversion of the interest rate on the Bonds and taking certain actions in connection therewith on March 12, 2008 and on April 17, 2008 (the “**Prior Resolutions**”);

WHEREAS, in connection with the Authority’s restructuring and remarketing of the Bonds, it may be necessary or desirable to increase the principal amount of the loan made by the Authority to Community Facilities District No. 03-1 (“**CFD 03-1**”) in the original principal

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amount of \$8,828,688.80 (the “**CFD 03-1 Loan**”) and/or to enter into an installment purchase agreement between CFD 03-1 and the Authority to finance the acquisition, construction and/or installation of certain school facilities (an “**Installment Purchase Agreement**”);

WHEREAS, in connection with the a modification to the CFD 03-1 Loan and/or the entering into the Installment Purchase Agreement, the Loan Agreement may be amended and the District’s consent is required to effect such amendment; and

WHEREAS, the District is authorized to undertake all of the above pursuant to applicable laws of the State of California;

NOW, THEREFORE, this Board of Trustees acting as the legislative body for the District (this “**Board**”) does find, resolve, determine and order as follows:

Section 1. This Board hereby approves amending the Loan Agreement entered into in connection with the Bonds to provide (a) for the modification to the CFD 03-1 Loan, (b) that the payments under any Installment Purchase Agreement shall be used to make payments on the Bonds, (c) that any Installment Purchase Agreement or loan modification shall be a "Parity Obligation" as defined in the Loan Agreement, and/or (d) that any conditions contained in the Loan Agreement with respect to conditions to incurring a Parity Obligation are waived in this instance.

Section 2. The members of this Board, the officers of the District and their authorized representatives are, and each of them acting alone is, hereby authorized and directed to take such actions and to execute such documents, instruments and certificates, as may be necessary to effectuate the purposes of this Resolution.

This Resolution shall take effect immediately upon its passage.

[Remainder of this page intentionally left blank]

ITEM 19

The foregoing Resolution was on the 1st day of May, 2008, adopted by the Board of Trustees of the San Dieguito Union High School District acting as legislative body of the Community Facilities District No. 95-2 of the San Dieguito Union High School District.

BOARD OF TRUSTEES OF THE SAN
DIEGUITO UNION HIGH SCHOOL DISTRICT

By: _____
President

ATTEST:

By: _____
Title: _____

**RESOLUTION
OF THE BOARD OF TRUSTEES
OF THE SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
ACTING AS LEGISLATIVE BODY
OF THE COMMUNITY FACILITIES DISTRICT NO. 99-1
OF THE SAN DIEGUITO UNION HIGH SCHOOL DISTRICT AUTHORIZING
THE APPROVAL OF CERTAIN MODIFICATIONS TO THE LOAN
AGREEMENT AND TAKING CERTAIN OTHER ACTIONS RELATED
THERE TO**

WHEREAS, the San Dieguito Union High School District (the “**School District**”) has formed the Community Facilities District No. 99-1 of the School District (the “**District**”) along with eight other community facilities districts (collectively with the District, the “**Districts**”) pursuant to the Mello-Roos Community Facilities Act of 1982, as amended, constituting Chapter 2.5, Division 2, Title 5 (commencing with Section 53311) of the California Government Code (the “**Act**”) in order to finance and reimburse the acquisition and construction of various public facilities benefiting the Districts;

WHEREAS, in order to assist the Districts in financing and reimbursing the acquisition and construction of various public facilities benefiting the Districts, the San Dieguito Public Facilities Authority (the “**Authority**”) previously issued \$40,655,000 aggregate principal amount of its Revenue Bonds, 1998 Series A (Tax-Exempt) (the “**1998A Bonds**”), \$4,005,000 aggregate principal amount of its Revenue Bonds, 1998 Series B (Taxable) (the “**1998B Bonds**”) and \$48,440,000 aggregate principal amount of its Revenue Bonds, Series 2004 (collectively with the 1998A Bonds and the 1998B Bonds, the “**Prior Bonds**”);

WHEREAS, in order to defease the Prior Bonds and further assist the Districts in financing and reimbursing the acquisition and construction of various public facilities, the Authority issued its Revenue Refunding Bonds, Series 2006 (the “**Bonds**”) pursuant to that certain Indenture of Trust dated as of July 1, 2006, as amended by that certain First Supplemental Indenture of Trust, dated March 17, 2008 and as further amended by that certain Second Supplemental Indenture of Trust, dated April 8, 2008 (the “**Indenture**”) by and between the Authority and U.S. Bank National Association, as trustee of the Bonds;

WHEREAS, in connection with the issuance of the Bonds, the Districts, the Authority and the Trustee entered into that certain Loan Agreement dated as of July 1, 2006 (the “**Loan Agreement**”);

WHEREAS, the Authority proposes to convert the interest rate on the Bonds;

WHEREAS, the District previously executed certain Resolutions consenting to the conversion of the interest rate on the Bonds and taking certain actions in connection therewith on March 12, 2008 and on April 17, 2008 (the “**Prior Resolutions**”);

WHEREAS, in connection with the Authority’s restructuring and remarketing of the Bonds, it may be necessary or desirable to increase the principal amount of the loan made by the Authority to Community Facilities District No. 03-1 (“**CFD 03-1**”) in the original principal

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amount of \$8,828,688.80 (the “**CFD 03-1 Loan**”) and/or to enter into an installment purchase agreement between CFD 03-1 and the Authority to finance the acquisition, construction and/or installation of certain school facilities (an “**Installment Purchase Agreement**”);

WHEREAS, in connection with the a modification to the CFD 03-1 Loan and/or the entering into the Installment Purchase Agreement, the Loan Agreement may be amended and the District’s consent is required to effect such amendment; and

WHEREAS, the District is authorized to undertake all of the above pursuant to applicable laws of the State of California;

NOW, THEREFORE, this Board of Trustees acting as the legislative body for the District (this “**Board**”) does find, resolve, determine and order as follows:

Section 1. This Board hereby approves amending the Loan Agreement entered into in connection with the Bonds to provide (a) for the modification to the CFD 03-1 Loan, (b) that the payments under any Installment Purchase Agreement shall be used to make payments on the Bonds, (c) that any Installment Purchase Agreement or loan modification shall be a "Parity Obligation" as defined in the Loan Agreement, and/or (d) that any conditions contained in the Loan Agreement with respect to conditions to incurring a Parity Obligation are waived in this instance.

Section 2. The members of this Board, the officers of the District and their authorized representatives are, and each of them acting alone is, hereby authorized and directed to take such actions and to execute such documents, instruments and certificates, as may be necessary to effectuate the purposes of this Resolution.

This Resolution shall take effect immediately upon its passage.

[Remainder of this page intentionally left blank]

ITEM 19

The foregoing Resolution was on the 1st day of May, 2008, adopted by the Board of Trustees of the San Dieguito Union High School District acting as legislative body of the Community Facilities District No. 99-1 of the San Dieguito Union High School District.

BOARD OF TRUSTEES OF THE SAN
DIEGUITO UNION HIGH SCHOOL DISTRICT

By: _____
President

ATTEST:

By: _____
Title: _____

**RESOLUTION
OF THE BOARD OF TRUSTEES
OF THE SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
ACTING AS LEGISLATIVE BODY
OF THE COMMUNITY FACILITIES DISTRICT NO. 99-2
OF THE SAN DIEGUITO UNION HIGH SCHOOL DISTRICT AUTHORIZING
THE APPROVAL OF CERTAIN MODIFICATIONS TO THE LOAN
AGREEMENT AND TAKING CERTAIN OTHER ACTIONS RELATED
THERE TO**

WHEREAS, the San Dieguito Union High School District (the “**School District**”) has formed the Community Facilities District No. 99-2 of the School District (the “**District**”) along with eight other community facilities districts (collectively with the District, the “**Districts**”) pursuant to the Mello-Roos Community Facilities Act of 1982, as amended, constituting Chapter 2.5, Division 2, Title 5 (commencing with Section 53311) of the California Government Code (the “**Act**”) in order to finance and reimburse the acquisition and construction of various public facilities benefiting the Districts;

WHEREAS, in order to assist the Districts in financing and reimbursing the acquisition and construction of various public facilities benefiting the Districts, the San Dieguito Public Facilities Authority (the “**Authority**”) previously issued \$40,655,000 aggregate principal amount of its Revenue Bonds, 1998 Series A (Tax-Exempt) (the “**1998A Bonds**”), \$4,005,000 aggregate principal amount of its Revenue Bonds, 1998 Series B (Taxable) (the “**1998B Bonds**”) and \$48,440,000 aggregate principal amount of its Revenue Bonds, Series 2004 (collectively with the 1998A Bonds and the 1998B Bonds, the “**Prior Bonds**”);

WHEREAS, in order to defease the Prior Bonds and further assist the Districts in financing and reimbursing the acquisition and construction of various public facilities, the Authority issued its Revenue Refunding Bonds, Series 2006 (the “**Bonds**”) pursuant to that certain Indenture of Trust dated as of July 1, 2006, as amended by that certain First Supplemental Indenture of Trust, dated March 17, 2008 and as further amended by that certain Second Supplemental Indenture of Trust, dated April 8, 2008 (the “**Indenture**”) by and between the Authority and U.S. Bank National Association, as trustee of the Bonds;

WHEREAS, in connection with the issuance of the Bonds, the Districts, the Authority and the Trustee entered into that certain Loan Agreement dated as of July 1, 2006 (the “**Loan Agreement**”);

WHEREAS, the Authority proposes to convert the interest rate on the Bonds;

WHEREAS, the District previously executed certain Resolutions consenting to the conversion of the interest rate on the Bonds and taking certain actions in connection therewith on March 12, 2008 and on April 17, 2008 (the “**Prior Resolutions**”);

WHEREAS, in connection with the Authority’s restructuring and remarketing of the Bonds, it may be necessary or desirable to increase the principal amount of the loan made by the Authority to Community Facilities District No. 03-1 (“**CFD 03-1**”) in the original principal

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amount of \$8,828,688.80 (the “**CFD 03-1 Loan**”) and/or to enter into an installment purchase agreement between CFD 03-1 and the Authority to finance the acquisition, construction and/or installation of certain school facilities (an “**Installment Purchase Agreement**”);

WHEREAS, in connection with the a modification to the CFD 03-1 Loan and/or the entering into the Installment Purchase Agreement, the Loan Agreement may be amended and the District’s consent is required to effect such amendment; and

WHEREAS, the District is authorized to undertake all of the above pursuant to applicable laws of the State of California;

NOW, THEREFORE, this Board of Trustees acting as the legislative body for the District (this “**Board**”) does find, resolve, determine and order as follows:

Section 1. This Board hereby approves amending the Loan Agreement entered into in connection with the Bonds to provide (a) for the modification to the CFD 03-1 Loan, (b) that the payments under any Installment Purchase Agreement shall be used to make payments on the Bonds, (c) that any Installment Purchase Agreement or loan modification shall be a "Parity Obligation" as defined in the Loan Agreement, and/or (d) that any conditions contained in the Loan Agreement with respect to conditions to incurring a Parity Obligation are waived in this instance.

Section 2. The members of this Board, the officers of the District and their authorized representatives are, and each of them acting alone is, hereby authorized and directed to take such actions and to execute such documents, instruments and certificates, as may be necessary to effectuate the purposes of this Resolution.

This Resolution shall take effect immediately upon its passage.

[Remainder of this page intentionally left blank]

ITEM 19

The foregoing Resolution was on the 1st day of May, 2008, adopted by the Board of Trustees of the San Dieguito Union High School District acting as legislative body of the Community Facilities District No. 99-2 of the San Dieguito Union High School District.

BOARD OF TRUSTEES OF THE SAN
DIEGUITO UNION HIGH SCHOOL DISTRICT

By: _____
President

ATTEST:

By: _____
Title: _____

ITEM 19

STATE OF CALIFORNIA)
) ss]
COUNTY OF SAN DIEGO)

I, _____, 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 acting as the legislative body for the Community Facilities District No. 99-2 at a meeting of said Board held on the 1st day of May, 2008, and that it was so adopted by the following vote:

AYES: MEMBERS:

NOES: MEMBERS:

ABSTAIN: MEMBERS:

ABSENT: MEMBERS:

President of the Board of Trustees

**RESOLUTION
OF THE BOARD OF TRUSTEES
OF THE SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
ACTING AS LEGISLATIVE BODY
OF THE COMMUNITY FACILITIES DISTRICT NO. 99-3
OF THE SAN DIEGUITO UNION HIGH SCHOOL DISTRICT AUTHORIZING
THE APPROVAL OF CERTAIN MODIFICATIONS TO THE LOAN
AGREEMENT AND TAKING CERTAIN OTHER ACTIONS RELATED
THERE TO**

WHEREAS, the San Dieguito Union High School District (the “**School District**”) has formed the Community Facilities District No. 99-3 of the School District (the “**District**”) along with eight other community facilities districts (collectively with the District, the “**Districts**”) pursuant to the Mello-Roos Community Facilities Act of 1982, as amended, constituting Chapter 2.5, Division 2, Title 5 (commencing with Section 53311) of the California Government Code (the “**Act**”) in order to finance and reimburse the acquisition and construction of various public facilities benefiting the Districts;

WHEREAS, in order to assist the Districts in financing and reimbursing the acquisition and construction of various public facilities benefiting the Districts, the San Dieguito Public Facilities Authority (the “**Authority**”) previously issued \$40,655,000 aggregate principal amount of its Revenue Bonds, 1998 Series A (Tax-Exempt) (the “**1998A Bonds**”), \$4,005,000 aggregate principal amount of its Revenue Bonds, 1998 Series B (Taxable) (the “**1998B Bonds**”) and \$48,440,000 aggregate principal amount of its Revenue Bonds, Series 2004 (collectively with the 1998A Bonds and the 1998B Bonds, the “**Prior Bonds**”);

WHEREAS, in order to defease the Prior Bonds and further assist the Districts in financing and reimbursing the acquisition and construction of various public facilities, the Authority issued its Revenue Refunding Bonds, Series 2006 (the “**Bonds**”) pursuant to that certain Indenture of Trust dated as of July 1, 2006, as amended by that certain First Supplemental Indenture of Trust, dated March 17, 2008 and as further amended by that certain Second Supplemental Indenture of Trust, dated April 8, 2008 (the “**Indenture**”) by and between the Authority and U.S. Bank National Association, as trustee of the Bonds;

WHEREAS, in connection with the issuance of the Bonds, the Districts, the Authority and the Trustee entered into that certain Loan Agreement dated as of July 1, 2006 (the “**Loan Agreement**”);

WHEREAS, the Authority proposes to convert the interest rate on the Bonds;

WHEREAS, the District previously executed certain Resolutions consenting to the conversion of the interest rate on the Bonds and taking certain actions in connection therewith on March 12, 2008 and on April 17, 2008 (the “**Prior Resolutions**”);

WHEREAS, in connection with the Authority’s restructuring and remarketing of the Bonds, it may be necessary or desirable to increase the principal amount of the loan made by the Authority to Community Facilities District No. 03-1 (“**CFD 03-1**”) in the original principal

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amount of \$8,828,688.80 (the “**CFD 03-1 Loan**”) and/or to enter into an installment purchase agreement between CFD 03-1 and the Authority to finance the acquisition, construction and/or installation of certain school facilities (an “**Installment Purchase Agreement**”);

WHEREAS, in connection with the a modification to the CFD 03-1 Loan and/or the entering into the Installment Purchase Agreement, the Loan Agreement may be amended and the District’s consent is required to effect such amendment; and

WHEREAS, the District is authorized to undertake all of the above pursuant to applicable laws of the State of California;

NOW, THEREFORE, this Board of Trustees acting as the legislative body for the District (this “**Board**”) does find, resolve, determine and order as follows:

Section 1. This Board hereby approves amending the Loan Agreement entered into in connection with the Bonds to provide (a) for the modification to the CFD 03-1 Loan, (b) that the payments under any Installment Purchase Agreement shall be used to make payments on the Bonds, (c) that any Installment Purchase Agreement or loan modification shall be a "Parity Obligation" as defined in the Loan Agreement, and/or (d) that any conditions contained in the Loan Agreement with respect to conditions to incurring a Parity Obligation are waived in this instance.

Section 2. The members of this Board, the officers of the District and their authorized representatives are, and each of them acting alone is, hereby authorized and directed to take such actions and to execute such documents, instruments and certificates, as may be necessary to effectuate the purposes of this Resolution.

This Resolution shall take effect immediately upon its passage.

[Remainder of this page intentionally left blank]

ITEM 19

The foregoing Resolution was on the 1st day of May, 2008, adopted by the Board of Trustees of the San Dieguito Union High School District acting as legislative body of the Community Facilities District No. 99-3 of the San Dieguito Union High School District.

BOARD OF TRUSTEES OF THE SAN
DIEGUITO UNION HIGH SCHOOL DISTRICT

By: _____
President

ATTEST:

By: _____
Title: _____

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: April 24, 2008

BOARD MEETING DATE: May 1, 2008

PREPARED BY: Stephen G. Ma
Associate Superintendent, Business

SUBMITTED BY: Terry King
Interim Superintendent

SUBJECT: ADOPTION OF RESOLUTION / COMMUNITY
FACILITIES DISTRICT 03-1

EXECUTIVE SUMMARY

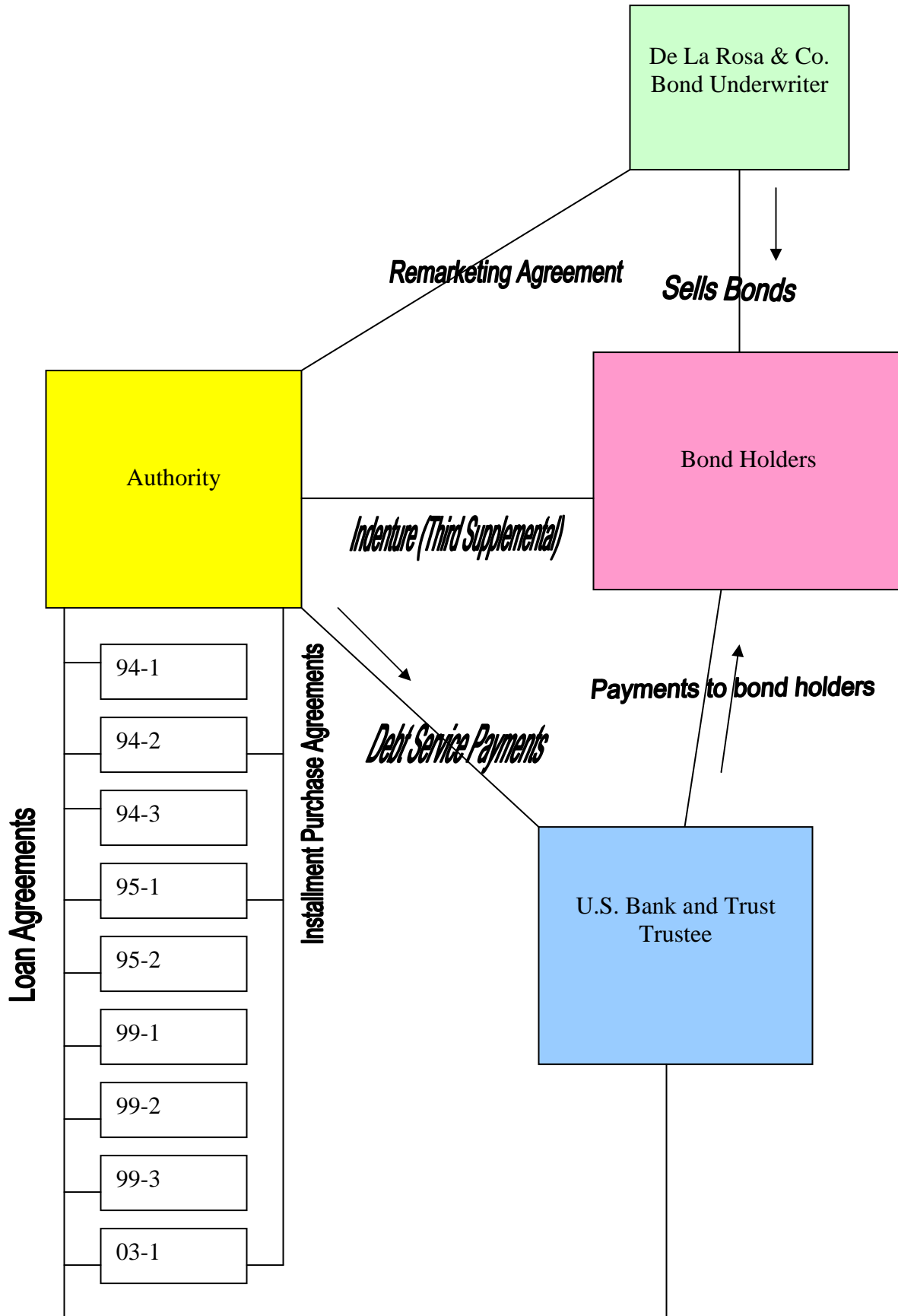
The bond team continues to move forward with the remarketing of the 2006 Revenue Refunding Bonds into a fixed rate mode. One of the reasons the team is able to remarket the bonds to a fixed rate mode is because of the growth in special taxes. The Community Facilities District with the largest growth since 2006 is CFD 03-1. In order, to take advantage of this growth relative to the other community facilities districts, our underwriter, EJ De La Rosa, feels that it may be necessary to revise the individual community facilities districts loan agreements to align with the current special tax collections and each districts future amortization. This would include increasing the principal amount of the CFD 03-1 loan or to have CFD 03-1 enter into an Installment Purchase Agreement with the San Dieguito Public Facilities Authority as necessary or desirable.

RECOMMENDATION:

Adopt the attached resolution for Community Facilities District 03-1 considering approving increasing the principal amount of the CFD 03-1 Loan or entering into an Installment Purchase Agreement with the San Dieguito Public Facilities Authority as may be necessary or desirable in connection with the restructuring and remarketing of the San Dieguito Public Facilities Authority \$91,125,000 Revenue Refunding Bonds, Series 2006 (the "Bonds") and to finance the acquisition, construction and/or installation of certain school facilities. The Board will also consider approving amending the Loan Agreement entered into in connection with the Bonds to provide for such loan modification or to provide that the payments under any such Installment Purchase Agreement shall be used to make payments on the Bonds and to provide that any such Installment Purchase Agreement or loan modification shall be a "Parity Obligation" as defined in the Loan Agreement and that any conditions contained in the Loan Agreement with respect to conditions to incurring a Parity Obligation are waived in this instance.

js
Attachments

ITEM 20



**RESOLUTION
OF THE BOARD OF TRUSTEES
OF THE SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
ACTING AS LEGISLATIVE BODY
OF THE COMMUNITY FACILITIES DISTRICT NO. 03-1
OF THE SAN DIEGUITO UNION HIGH SCHOOL DISTRICT AUTHORIZING
AN INCREASE IN THE PRINCIPAL AMOUNT OF THE CFD 03-1 LOAN;
AUTHORIZING THE DISTRICT TO ENTER INTO AN INSTALLMENT
PURCHASE AGREEMENT; AND TAKING CERTAIN OTHER ACTIONS
RELATED THERETO**

WHEREAS, the San Dieguito Union High School District (the “**School District**”) has formed the Community Facilities District No. 03-1 of the School District (the “**District**”) along with eight other community facilities districts (collectively with the District, the “**Districts**”) pursuant to the Mello-Roos Community Facilities Act of 1982, as amended, constituting Chapter 2.5, Division 2, Title 5 (commencing with Section 53311) of the California Government Code (the “**Act**”) in order to finance and reimburse the acquisition and construction of various public facilities benefiting the Districts;

WHEREAS, in order to assist the Districts in financing and reimbursing the acquisition and construction of various public facilities benefiting the Districts, the San Dieguito Public Facilities Authority (the “**Authority**”) previously issued \$40,655,000 aggregate principal amount of its Revenue Bonds, 1998 Series A (Tax-Exempt) (the “**1998A Bonds**”), \$4,005,000 aggregate principal amount of its Revenue Bonds, 1998 Series B (Taxable) (the “**1998B Bonds**”) and \$48,440,000 aggregate principal amount of its Revenue Bonds, Series 2004 (collectively with the 1998A Bonds and the 1998B Bonds, the “**Prior Bonds**”);

WHEREAS, in order to defease the Prior Bonds and further assist the Districts in financing and reimbursing the acquisition and construction of various public facilities, the Authority issued its Revenue Refunding Bonds, Series 2006 (the “**Bonds**”) pursuant to that certain Indenture of Trust dated as of July 1, 2006, as amended by that certain First Supplemental Indenture of Trust, dated March 17, 2008 and as further amended by that certain Second Supplemental Indenture of Trust, dated April 8, 2008 (the “**Indenture**”) by and between the Authority and U.S. Bank National Association, as trustee of the Bonds;

WHEREAS, in connection with the issuance of the Bonds, the Districts, the Authority and the Trustee entered into that certain Loan Agreement dated as of July 1, 2006 (the “**Loan Agreement**”);

WHEREAS, the Authority proposes to convert the interest rate on the Bonds;

WHEREAS, the District previously executed certain Resolutions consenting to the conversion of the interest rate on the Bonds and taking certain actions in connection therewith on March 12, 2008 and on April 17, 2008 (the “**Prior Resolutions**”);

WHEREAS, in connection with the Authority’s restructuring and remarketing of the Bonds, it may be necessary or desirable to increase the principal amount of the loan made by

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the Authority to the District in the original principal amount of \$8,828,688.80 (the “**CFD 03-1 Loan**”) and/or to cause the District to enter into an installment purchase agreement with the Authority to finance the acquisition, construction and/or installation of certain school facilities (an “**Installment Purchase Agreement**”); and

WHEREAS, the District is authorized to undertake all of the above pursuant to applicable laws of the State of California;

NOW, THEREFORE, this Board of Trustees acting as the legislative body for the District (this “**Board**”) does find, resolve, determine and order as follows:

Section 1. This Board hereby approves increasing the principal amount of the CFD 03-1 Loan and/or entering into the Installment Purchase Agreement as may be necessary or desirable in connection with the restructuring and remarketing of the Bonds and to finance the acquisition, construction and/or installation of certain school facilities and taking all actions necessary or desirable in connection therewith.

Section 2. This Board hereby approves amending the Loan Agreement entered into in connection with the Bonds to provide (a) for the modification to the CFD 03-1 Loan, (b) that the payments under any Installment Purchase Agreement shall be used to make payments on the Bonds, (c) that any Installment Purchase Agreement or loan modification shall be a "Parity Obligation" as defined in the Loan Agreement, and/or (d) that any conditions contained in the Loan Agreement with respect to conditions to incurring a Parity Obligation are waived in this instance.

Section 3. The members of this Board, the officers of the District and their authorized representatives are, and each of them acting alone is, hereby authorized and directed to take such actions and to execute such documents, instruments and certificates, as may be necessary to effectuate the purposes of this Resolution.

This Resolution shall take effect immediately upon its passage.

[Remainder of this page intentionally left blank]

ITEM 20

The foregoing Resolution was on the 1st day of May, 2008, adopted by the Board of Trustees of the San Dieguito Union High School District acting as legislative body of the Community Facilities District No. 03-1 of the San Dieguito Union High School District.

BOARD OF TRUSTEES OF THE SAN
DIEGUITO UNION HIGH SCHOOL DISTRICT

By: _____
President

ATTEST:

By: _____
Title: _____

ITEM 20

STATE OF CALIFORNIA)
) ss]
COUNTY OF SAN DIEGO)

I, _____, 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 acting as the legislative body for the Community Facilities District No. 03-1 at a meeting of said Board held on the 1st day of May, 2008, 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: April 22, 2008

BOARD MEETING DATE: May 1, 2008

PREPARED BY: David R. Bevilaqua, Exec. Dir., Finance
Steve Ma, Assoc. Superintendent, Business

SUBMITTED BY: Terry King
Interim Superintendent

SUBJECT: REVIEW THE 2008-09 TENTATIVE BUDGETS
FOR SPECIAL FUNDS

EXECUTIVE SUMMARY

Tentative 2008-09 budgets, for all District Special Funds are included on the following pages. You will see:

- Exhibit A - An overview of each fund, assumptions used when budgeting, status of projects, purpose(s) for which funds will be used, trends experienced, and relative information.
- Exhibit B - Budget data in summary form with projected ending balances for 2007-08 and 2008-09.
- Exhibit C - A list of all capital projects requested for 2008-09. These projects are included in the budget of the appropriate fund.

Special funds, as well as general funds, will be brought to the Board for final approval on June 19, 2008.

RECOMMENDATION:

It is recommended that the Board review the 2008-09 tentative budgets for special funds.

FUNDING SOURCE: Special Funds (11-00, 13-00, 14-00, 15-00, 17-42, 21-09, 25-18, 25-19, 35-00, 40-00, 67-16, 67-30)

EXHIBIT A

*SAN DIEGUITO UNION HIGH SCHOOL DISTRICT
Business Division/Finance Department*

SPECIAL FUNDS - OVERVIEW

Information relative to special funds, other than the General Fund, gives a brief description of the activities of the fund, specific projects, and financial trends.

Adult Education Fund, 11-00

For the 2007-08 school year the Adult School has been settling into new office and classroom space. The new space is working out very well to accommodate the high school diploma classes, ESL testing, and numerous community based classes. As planned, the larger classroom hosts a yoga class, followed by an ESL class, followed by a Spanish class, a real estate workshop, and in the fall, computer classes as well. The budget includes the first of three payments to the district for construction costs.

The number of students in ESL, High School Diploma/GED, Pre-School, and Older Adults programs continues to grow. Of 5,000 students, 1800 are enrolled in mandated programs. The Annual Job Fair is scheduled for May 2008, bringing ESL students together with High School students searching for employment thru numerous community resources.

Workforce Investment Act (WIA) remains strong as "benchmarks" for progress are attained by ESL and HS diploma students. The higher the number of benchmarks, the larger the grant amount. Last year \$293,000.00 was earned which contributed dramatically to our overall 2007-08 budget.

Cafeteria Fund, 13-00

School lunch nutrition standards have caused increased expenses and decreased revenue for 2007-08. As a result, menus, staffing and productivity are under close scrutiny. The contract with Del Mar Union is in the second year and participation averages 1200 meals per day. For 2008-09 marketing efforts will be enhanced as will technology to provide faster meal service. Increased prices are expected to be requested for Del Mar Union as well as district meals due to increased food and labor costs. Managing the challenges of open campuses and single lunch periods continues.

Deferred Maintenance Fund, 14-00

The two revenue sources for this fund are state and district; unlike some prior years, the state has fully funded their share recently. Expenditures in this fund are determined by a district submitted, 5 year plan which is approved by the state. The declining balance is attributable to the district maintaining the aggressive 5 year plan, mostly at the older campuses [TPHS, EWMS, and OCMS]. In the future, the 5 year plan will be adjusted, while continuing to meet the needs of the district, and maintaining a modest balance in this fund.

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Pupil Transportation Equipment Fund, 15-00

This fund was created by Board resolution earlier this year for the purpose of accounting separately for income and expenses related to the acquisition of pupil transportation equipment. Thus far, there has been no activity in this fund.

Special Reserve Other Than Capital Outlay, 17-42

The purpose of this fund is to supplement the opening of new schools and possibly GASB 45 obligations. This fund helped the district meet reserve requirements in 2006-07. In the approved General Fund budget, all income received for Mandated Cost reimbursements will be transferred to the Special Reserve Fund.

Building Fund, 21-09

This fund is used exclusively to account for one-time income from North City West JPA. The balance will diminish until funds are depleted.

Capital Facilities, 25-18

Developer fees generated by agreements before 1987, this is a dwindling resource fund. More information and data is included which reflect income and expenditures by object code.

Capital Facilities, 25-19

Used for developer fees collected after 1987 and before many of the currently established Mello-Roos districts were formed. The use of these funds are limited to capital expenditures related to enrollment growth.

County School Facilities Fund, 35-00

This fund is used exclusively to account for income from the state for construction of school facilities. Construction at CCA, TP, and SDA has been completed. Therefore, the fund balance will be distributed into two separate funds, which will be determined. It is possible that the district will be receiving two different grants in the 2008-09 school year. The CTE Grant, if awarded will be used at SDA, and a modernization grant which will be used at both Sunset HS and EW.

Special Reserve for Capital Projects, 40-00

This fund is being used by the TP Foundation for architectural expenses relating to the Visual Performing Arts Center at TPHS. This fund balance will decline until all funds are depleted.

Self-Insurance Fund, 67-16

This fund is used as an escrow account for funds generated as a result of participation in the insurance waiver program for certificated staff. The balance in this fund grows until a distribution is agreed upon between the district and SDFA.

Deductible Insurance Loss Fund, 67-30

This fund is used to pay deductible amounts on insurance claims and to pay for repairs and reimbursements when claims are not made to insurance providers.

ITEM 22

San Dieguito Union High School District
Business Services/Finance Department

EXHIBIT B

Special Funds - Balance Summary
2007-08 Estimated / 2008-09 Proposed

	Adult Ed. Fund 11-00 07-08 Est.	Adult Ed. Fund 11-00 08-09 Prop.		Cafeteria Fund 13-00 07-08 Est.	Cafeteria Fund 13-00 08-09 Prop.		Defer. Maint. Fund 14-00 07-08 Est.	Defer. Maint. Fund 14-00 08-09 Prop.
INCOME	1,340,336	1,385,253		3,110,680	3,205,040		1,026,745	993,800
EXPENDITURES	1,342,586	1,359,656		3,187,304	3,421,312		1,218,871	970,000
Expenditures (over)/under Revenue	(2,250)	25,597		(76,624)	(216,272)		(192,126)	23,800
FUND BALANCE, RESERVES: Beginning Balance - July 1	498,192	495,942		718,182	641,558		1,041,055	848,929
Ending Balance - June 30 Reserve for economic uncertainty	495,942	521,539		641,558	425,286		848,929	872,729

The Adult Education Fund is used to account separately for federal, state, and local revenues and expenditures for adult education programs.

The Cafeteria Fund is used to account separately for federal, state, and local revenue and expenditures to operate the food service program.

The Deferred Maintenance Fund is used to separately account for state apportionments and district contributions and expenditures for deferred maintenance purposes.

ITEM 22

San Dieguito Union High School District
Business Services/Finance Department

Special Funds - Balance Summary 2007-08 Estimated / 2008-09 Proposed

	Bus Replacement Fund 15-00 07-08 Est.	Bus Replacement Fund 15-00 08-09 Prop.	Sp. Res. w/o Cap. Out. Fund 17-42 07-08 Est.	Sp. Res. w/o Cap. Out. Fund 17-42 08-09 Prop.	Building Fund 21-09 07-08 Est.	Building Fund 21-09 08-09 Prop.
INCOME	-	-	48,104	96,000	11,668	10,950
EXPENDITURES	-	-	-	-	-	-
Expenditures (over)/under Revenue	-	-	48,104	96,000	11,668	10,950
FUND BALANCE, RESERVES: Beginning Balance - July 1	-	-	2,264,000	2,312,104	353,329	364,997
Ending Balance - June 30 Reserve for economic uncertainty	-	-	2,312,104	2,408,104	364,997	375,947

Activity in this new fund will be reported at a later date.

The Special Reserve Fund for Other Than Capital Outlay Projects is used primarily to provide for the accumulation of General Fund moneys for general operating purposes. These funds have been reserved for the additional costs associated with opening new school sites.

This Building Fund is used exclusively to account for income for North City West JPA for construction of Canyon Crest Academy.

ITEM 22

*San Dieguito Union High School District
Business Services/Finance Department*

Special Funds - Balance Summary 2007-08 Estimated / 2008-09 Proposed

	Cap. Fac. Fund 25-18 07-08 Est.	Cap. Fac. Fund 25-18 08-09 Prop.		Cap. Fac. Fund 25-19 07-08 Est.	Cap. Fac. Fund 25-19 08-09 Prop.		SSF Fund 35-00 07-08 Est.	SSF Fund 35-00 08-09 Prop.
INCOME	515,000	91,949		1,070,000	834,598		10,376	-
EXPENDITURES	1,021,371	662,109		2,021,957	125,500		421,898	-
Expenditures (over)/under Revenue	(506,371)	(570,160)		(951,957)	709,098		(411,522)	-
FUND BALANCE, RESERVES: Beginning Balance - July 1	1,738,364	1,231,993		3,444,887	2,492,930		492,685	81,163
Ending Balance - June 30 Reserve for economic uncertainty	1,231,993	661,833		2,492,930	3,202,028		81,163	81,163

Fund 25-18 Consists of developer fees generated by agreements entered into prior to 1987.

The use of these funds is restricted to the cost of construction/reconstruction of facilities as a result of student population growth.

Fund 25-19 consists of developer fees generated from the "per square foot fee" that the state authorized beginning in January 1987.

The use of these funds is restricted to the cost of construction/reconstruction of facilities as a result of student population growth.

The County School Facilities Fund is used to receive apportionments from the State School Facilities Fund for new school facility construction, modernization projects, and facility hardship grants.

ITEM 22

San Dieguito Union High School District
Business Services/Finance Department

Special Funds - Balance Summary 2007-08 Estimated / 2008-09 Proposed

	Spec Res Cap. Proj Fund 40-00 07-08 Est.	Spec Res Cap. Proj Fund 40-00 08-09 Prop.	Self Ins. Fund 67-16 07-08 Est.	Self Ins. Fund 67-16 08-09 Prop.	Deduct. Ins. Loss Fund 67-30 07-08 Est.	Deduct. Ins. Loss Fund 67-30 08-09 Prop.
INCOME	390,000	-	61,392	-	71,627	4,500
EXPENDITURES	390,000	-	510,000	-	50,000	50,000
Expenditures (over)/under Revenue	-	-	(448,608)	-	21,627	(45,500)
FUND BALANCE, RESERVES: Beginning Balance - July 1	751	751	449,111	503	96,974	118,601
Ending Balance - June 30 Reserve for economic uncertainty	751	751	503	503	118,601	73,101

The Special Reserve Fund for Capital Outlay Projects is used to separately account for the remodel of the transportation yard.

Insurance Premium Reduction Fund, Fund 67-16, is established as a trust account for amounts not spent on insurance premiums for certificated employees who declined health insurance; these funds will be expended to offset future increases to premiums.

Deductible Insurance Loss Fund, Fund 67-30, is established to separate moneys used for the purpose of claims, administrative costs, services, deductible insurance amounts, costs of excess insurance, and other related costs.

EXHIBIT C

2008-09 Capital Facilities Projects

Fund	Site	Type	Project Description	Estimated Cost	Start Date	Advance Funds Needed
25-19	CVMS	Safety	Eye Washes - Science Classrooms	\$8,000	Summer	
25-19	CVMS	CF	Carmel Creek Slope Renovation	\$20,000	Summer	
25-19	DNO	CF	Voice Mail System	\$6,000	Summer	
25-19	EWMS	CF	Gate/Pathway To Boys & Girls Club	\$19,000	Summer	
25-19	LCC	CF	Add A/C to Dance Room	\$20,000	Summer	
25-19	OC	CF	Resod Quads & Concrete Work	\$30,000	Summer	
25-19	SDA	CF	Electric Panel in IV Building	\$10,000	07/08*	
25-19	TRANS	CF	Asphalt, Drainage & Catch Basins	\$15,000	07/08*	
25-19	D.O.	CF	Server Room	\$80,000	07/08*	
25-18	TP	CF	Sod, Tree Removal, Mow Curbs	\$10,000	07/08*	
25-18	M&O	CF	Mower (Lease To Purchase)	\$102,000	7/1/08	(Note: Based on \$1700/mo @ 60 months)
25-18	TRANS	CF	Bus Replacement	\$100,000	7/1/08	(Note: Direct Purchase)

*Existing 07/08 projects that will carry over their 07/08 balances plus the added estimated cost for 08/09

Fund	Site	Type	Project Description	Current Budget #
25-19	SDA	CF	Electric Panel in IV Building	25-19-0000-806-0000-8100-5600-001-321
25-19	TRANS	CF	Asphalt, Drainage & Catch Basins	25-19-0000-836-0000-8100-5600-001-322
25-19	D.O.	CF	Server Room	25-19-0000-859-0000-8100-5600-001-323
25-18	TP	CF	Sod, Tree Removal, Mow Curbs	25-18-0000-857-0000-8100-5800-090-324

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: April 21, 2008

BOARD MEETING DATE: May 1, 2008

PREPARED BY: David Jaffe
Executive Director, Curriculum & Assessment

SUBMITTED BY: Terry King
Interim Superintendent

SUBJECT: 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 plans includes school goals, activities and expenditures for improving the academic performance of student 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 of the Site Plans for Student Achievement at the May 15, 2008 Board meeting.

FUNDING SOURCE:

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

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Overview - Single Plan for Student Achievement (SPSA) 2007-2008

- Each plan focuses on improving academic achievement for all students and for subgroups. The methods of improving achievement are unique to each school reflecting the personal commitment that sites have put forward in personalizing these plans to their own site needs.
- All schools set goals in the following areas:
 - ◆ Increase the number of students proficient in English Language Arts
 - ◆ Increase the number of students proficient in Mathematics with a focus on increasing the number proficient in Algebra I
 - ◆ Increase the number of students in subgroups enrolling in and successfully completing Honors/AP level coursework
 - ◆ Creating safe environments where students feel connected to school
- Within each general goal for English Language Arts and Mathematics, schools set sub-goals targeting underperforming students across all subgroups.
- Growth targets in the various goals range from 2% to 25%, based on site specific discussions, baseline data and actual performance on the 2006-2007 goals.
- All plans have been developed by the school-site councils with the advice of any applicable school advisory committees, including:
 - ◆ English Learner Advisory Committee
 - ◆ Site Advisory Committee for Special Education Programs
 - ◆ Site Gifted and Talented Advisory Committee
- All required Signature sheets and Assurances are on file for each site plan.
- Site Plan budgets vary in terms of allocations, based on categorical program participation, and have been reviewed to ensure spending/activities are in compliance with funding regulations.
- Site Councils will continue to monitor progress on goals/activities/funding and may adjust those accordingly on a needs' basis. Any modifications/adjustments (including discretionary money expenditures) will be submitted to the Board of Trustees in an addendum format for approval.

SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT OAK CREST MIDDLE SCHOOL

37-68346-6059737

CDS Code

Date of this revision: 11/26/07

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: terry.calen@sduhsd.net

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.

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GENERAL DATA AND DEMOGRAPHICS

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: 927
Geographic Location: Suburban in an area of high growth
Socio-Economic: Diversified, with a high percentage of middle to high middle income

English Learners:	101
Special Education:	82
504 Plans:	12
GATE:	347
Low income:	146
African American:	11
Asian American/Pacific Islander:	54
Latino/Hispanic:	196
White/Other:	11
Parents with some college	71
Parents with college degree	157

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

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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 Pre-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 88% 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

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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 two History Festival Days where students display their projects based on themes they've learned throughout the school year. Last year 68% 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 ELD 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, 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 core special day classes, or our TAPS program, students are placed based on their individual needs. We have a team of three 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

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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, English Learner Advisory Committee (ELAC) 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.

Summary of Progress Made on 2006-07 Goals

A review of the data supplied by the California Department of Education on the Spring 2007 assessments show some significant gains in some areas and some modest declines in other areas. There are also significant gains in some goals that just missed the target percentage. Here is a summary of the data:

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

Economically Disadvantage from 33% to 38%

7th grade met goal - 39%

8th grade did not meet goal – 32%

English Language Learners from 18% to 25%

7th and 8th grade did not meet goal

Special Education Students from 12% to 25%

7th grade met goal – 25%

8th grade met goal - 26%

Hispanic/Latino from 32% to 37%

7th grade met goal – 43%

8th grade met goal – 40%

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

Economically Disadvantage from 27% to 32%

7th grade did not meet goal - 26%

8th grade did not meet goal – 22%

8th grade Algebra – 89%

English Language Learners from 13% to 25%

7th and 8th grade did not meet goal

8th grade Algebra – 66%

Special Education Students from 12% to 25%

7th and 8th grade did not meet goal

8th grade Algebra – 50%

Hispanic/Latino from 32% to 37%

7th grade did not meet goal – 29%

8th grade did not meet goal – 23%

8th grade Algebra – 74%

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

Economically Disadvantage from 33% to 38%

8th grade did not meet goal – 37%

English Language Learners from 14% to 25%

8th grade met goal – 26%

Special Education Students from 16% to 28%

8th grade did not meet goal – 25%

Hispanic/Latino from 16% to 28%

8th grade met goal – 42%

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

Economically Disadvantage from 36% to 40%

8th grade did not meet goal – 39%

English Language Learners from 14% to 25%

8th grade did not meet goal – 18%

Special Education Students from 16% to 28%

8th grade met goal – 38%

Hispanic/Latino from 43% to 48%

8th grade did not meet goal – 46%

Goal #5: To increase the number of students reporting on the Healthy Kids Survey that they feel connected and safe at school.

Feel a part of the school from 74% to 90%

Did not meet goal – 83%

Feel happy at school from 78% to 90%

Did not meet goal – 86%

Feel safe at school from 79% to 90%

Did not meet goal – 88%

Relational aggression from 40% to 10%

Did not meet goal- 38%

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DataQuest home > API home > Reports > Current Page

2006-07 Accountability Progress Reporting (APR)



School Report - API Growth and Targets Met
2007 Growth Academic Performance Index (API) Report

California Department of Education
Policy and Evaluation
8/

School: Oak Crest Middle
LEA: San Dieguito Union High
County: San Diego
CDS Code: 37-68346-6059737
School Type: Middle

2007 Growth API 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 office of education.)

Direct Funded Charter School: No

2006-07 APR		2006-07 State API				2007 Federal AYP and PI		
Summary	Glossary	2006 Base	Guide	2007 Growth	Guide	AYP	PI	Guid

State Accountability: Academic Performance Index (API)

Number of Students included in the 2007 Growth API	API				Met Growth Target		
	2007 Growth	2006 Base	2006-07 Growth Target	2006-07 Growth	Schoolwide	Comparable Improvement (CI)	Bc Schor anc
	885	865	858	A	7	Yes	Yes

Similar Schools

Median API	
2007 Growth	2006 Base
852	850

Click on the median value heading to link to the list of 2006 Base / similar schools. This list contains schools which were selected specifically for the reported school for the 2006 Base API Report.

Subgroups

	Number of Students Included in 2007 API	Numerically Significant in Both Years	Subgroup API				M Sub Gr Te
			2007 Growth	2006 Base	2006-07 Growth Target	2006-07 Growth	
African American (not of Hispanic origin)	7	No					
American Indian or Alaska Native	3	No					
Asian	40	No					
Filipino	5	No					

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Hispanic or Latino	173	Yes	710	701	5	9	Y
Pacific Islander	7	No					
White (not of Hispanic origin)	646	Yes	902	895	A	7	Y
Socioeconomically Disadvantaged	140	Yes	688	665	7	23	Y
English Learners	131	No					
Students with Disabilities	68	No					

Click on the column header to view notes.

In order to meet federal requirements of No Child Left Behind, a 2007 Growth API is posted even if a school or LEA had no 2006 Base API if a school had significant population changes from 2006 to 2007. 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 2006 or 2007. 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 2006.

"B" means the school did not have a valid 2006 Base API 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" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.

"E" indicates this school was an ASAM school in the 2006 Base API Report and has no target information even though the school is not 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 2007 Growth API of 590 or a one-point increase from the 2006 Base API to 2007 Growth API for a school or LEA.

School Goals for Improving Student Achievement
Oak Crest Middle School
2007-08

ITEM 25 / OCMS

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 37% to 40% or better as measured by the results of the 2008 STAR test.</p> <p>To increase the percentage of English Language Learners scoring at the proficient level for CST-English Language Arts from 31% to 38% or better as measured by the results of the 2008 STAR test.</p> <p>To increase the percentage of Special Education students scoring at the proficient level for CST-English Language Arts from 31% to 38% or better as measured by the results of the 2008 STAR test.</p> <p>To increase the percentage of Hispanic or Latino students scoring at the proficient level for CST-English Language Arts from 38% to 45% or better as measured by the results of the 2008 STAR test.</p>	<p>English Language Arts CST results - August, 2008</p> <p>Monitor grades every 6 weeks beginning October, 2008</p> <p>Monitor Direct Writing Scores of 4 or higher – April 2008</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, 2008</p> <p>Provide support programs to English Language Learners scoring Basic, Below Basic, Far Below Basic on the ELA/CST – August, 2008</p> <p>Provide support programs to Special Education students Basic, Below Basic, Far Below Basic on the ELA/CST – August, 2008</p> <p>Provide support programs for Hispanic or Latino students – August, 2008</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>Title 1: Read 180 \$80,000</p> <p>Title 1: Coordinator \$40,000</p> <p>Title 1: IA Salary \$13,000</p> <p>Title 1: HW Club \$12,681</p> <p>EIA: IA Salary \$13,000</p> <p>EIA: Coordinator \$22,500</p> <p>ELAP: IA salary \$31,000</p> <p>Library Block Grant \$4,570</p> <p>SIP: Safari Montage \$3500</p> <p>SIP: Staff Collaboration \$9,000</p> <p>SIP: Staff Conferences \$3000</p>

School Goals for Improving Student Achievement
Oak Crest Middle School
2007-08

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 33% to 40% or better as measured by the results of the 2008 STAR test.</p> <p>To increase the percentage of English Language Learners scoring at the proficient level for CST-Math from 29% to 36% or better as measured by the results of the 2008 STAR test.</p> <p>To increase the percentage of Special Education students scoring at the proficient level for CST-Math from 22% to 36% or better as measured by the results of the 2008 STAR test.</p> <p>To increase the percentage of Hispanic or Latino students scoring at the proficient level for CST-Math from 34% to 40% or better as measured by the results of the 2008 STAR test.</p>	<p>Math CST results - August, 2008</p> <p>Monitor grades every 6 weeks beginning October, 2008</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, 2008</p> <p>Provide support programs for English Language Learners scoring Basic, Below Basic, Far Below Basic on the Math/CST – August, 2008</p> <p>Provide support programs for Special Education students Basic, Below Basic, Far Below Basic on the Math/CST – August, 2008</p> <p>Provide support programs for Hispanic or Latino students. -August 2008</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, 2008</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>Title 1: CLR PA2 PA7 Topics \$60,000</p> <p>Title 1: Coordinator</p> <p>Title 1 : IA salary</p> <p>Title 1: HW Club</p> <p>EIA: IA salary</p> <p>SIP: Safari Montage</p> <p>SIP: Staff Collaboration</p> <p>SIP: Staff Conferences</p>

School Goals for Improving Student Achievement
Oak Crest Middle School
2007-08

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 37% to 40% or better as measured by the results of the 2008 STAR test.</p> <p>To increase the percentage of English Language Learners scoring at the proficient level for CST-History from 26% to 30% or better as measured by the results of the 2008 STAR test.</p> <p>To increase the percentage of Special Education students scoring at the proficient level for CST-History from 23% to 30% or better as measured by the results of the 2008 STAR test.</p> <p>To increase the percentage of Hispanic or Latino students scoring at the proficient level for CST-History from 42% to 50% or better as measured by the results of the 2008 STAR test.</p>	<p>History CST results - August, 2007</p> <p>Monitor grades every 6 weeks beginning October, 2007</p> <p>Monitor benchmark assessment scores</p>	<p>Provide support programs for economically disadvantaged students– August, 2008</p> <p>Provide support programs for English Language Learners – August, 2008</p> <p>Provide support programs for Special Ed students– August, 2008</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, 2008</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>Title 1: HW Club</p> <p>EIA: IA salary</p> <p>Title 1 : IA salary</p> <p>Title 1: Coordinator</p> <p>SIP: Safari Montage</p> <p>SIP: Staff Collaboration</p> <p>SIP: Staff Conferences</p>

School Goals for Improving Student Achievement
Oak Crest Middle School
2007-08

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 39% to 45% or better as measured by the results of the 2008 STAR test.</p> <p>To increase the percentage of English Language Learners scoring at the proficient level for CST-Science from 18% to 25% or better as measured by the results of the 2008 STAR test.</p> <p>To increase the percentage of Special Education students scoring at the proficient level for CST-Science from 38% to 45% or better as measured by the results of the 2008 STAR test.</p> <p>To increase the percentage of Hispanic or Latino students scoring at the proficient level for CST-Science from 46% to 50% or better as measured by the results of the 2008 STAR test.</p>	<p>Science CST results - August, 2008</p> <p>Monitor grades every 6 weeks beginning October, 2007</p> <p>Monitor benchmark assessment scores</p>	<p>Provide support programs for economically disadvantaged students– August, 2008</p> <p>Provide support programs for English Language Learners – August, 2008</p> <p>Provide support programs for Special Ed students– August, 2008</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, 2008</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>Title 1: HW Club</p> <p>Title 1: Coordinator</p> <p>SIP : Safari Montage</p> <p>SIP: Staff Collaboration</p> <p>SIP: Staff Conferences</p>

**School Goals for Improving Student Achievement
Oak Crest Middle School
2007-08**

ITEM 25 / OCMS

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 83% to 90%</p> <p>To increase the percentage of students reporting that they are happy to be at school from 86% to 90%</p> <p>To increase the percentage of students reporting that they feel safe at school from 88% to 95%</p> <p>To decrease the percentage of students reporting relational aggression from 40% to 20%</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 and bullying.</p> <p>Monitor number of students participating in community service opportunities.</p> <p>Monitor number of bully box referrals</p>	<p>Administer the UCSD Healthy Kids Survey-Jan 2009</p> <p>Increase communication about extra curricular activities available to students.</p> <p>Schedule assemblies focusing on anti-bully and anti harassment.</p> <p>Continue 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>Tupe: \$3,329</p> <p>Tupe: Materials and field trips</p> <p>SIP: Staff Conferences</p> <p>SIP: \$8000</p>

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ITEM 25 / CCA

SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT Canyon Crest Academy
San Dieguito Union High School District

37-68346-0106328
CDS Code

Date of this revision: January, 2007

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 : Donna Wolosin

Position: President

Telephone Number: 858 509 2694

Address: 5951 Village Center Loop Rd.

E-mail address: dgwolosin@san.rr.com

San Dieguito Union High School District

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

Revision Date: January, 2007

ITEM 25 / CCA

School Vision and Mission

Vision

Canyon Crest Academy (CCA) is a learning community based on the values of shared responsibility and mutual respect among teachers, staff, parents and students. Canyon Crest Academy commits to providing positive, meaningful and rigorous learning experiences that promote the intellectual, social, physical and creative development of 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 fourth year of operation. It is the newest school to be added to the San Dieguito Union High School District (SDUHSD). CCA offers a full range of AP and honors courses similar to those courses offered at the other high schools in the San Dieguito District. CCA offers all California Interscholastic Federation (CIF) sports with the exception of football. CCA features a California Department of Education, Specialized Secondary Program called Envision that focuses on arts and technology in the arts. CCA also offers a specialized program in science and math called Quest, a specialized program in Engineering sponsored by Project Lead the Way, Inc., and a business entrepreneurial program designed around the student lounge entitled The Nest. CCA is on a 4 by 4 schedule that includes grades nine through twelve. It is a school of choice available to all ninth through twelfth graders in the SDUHSD district.

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 a current enrollment of approximately 1800 students, Canyon Crest Academy has quickly grown from the 350 student enrollment that attended the first year beginning on August 30, 2004.

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

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CCA is one of two schools in the district who implement the 4x4 schedule. This schedule is designed to enhance student learning and create more elective opportunities. Students take four classes that meet 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 has taken an unusual approach to building all four grade levels. It has taken a total of four years to build our 9th through 12th grades. Each year a new 9th grade class was added. 2007 – 2008 is our first year with a senior class. Developing one class at a time helped 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. Many of the new courses currently being offered 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. CCA supports this philosophy through our staff recruitment process which includes, for all interviewees, questions regarding their experience with collaboration, and their willingness to participate as a team member. The yearly schedule is designed to support staff collaboration. Staff collaboration time is set aside each 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 courses in engineering. 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 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.

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The Quest program is also a specialized program that is designed to enhance the already excellent math science courses that are already in place. Quest will offer hands-on project based instruction that will add a practical dimension to math science curriculum. It is designed in many respects to answer the question, "When will I ever use this?" It is also being built so that components fit within the UC A-G requirements, the SDUHSD Practical Art graduation requirement, and within the ROP/CTE structure. CCA will launch the first two courses in the 2nd term of the 2007-2008 school year.

The Nest Project is designed to give students the chance to not only study the theory behind small business management, marketing plans, product development, business plans, and business accounting but to provide them with the opportunity to apply these skills via the working student lounge also known as The Nest.

Student Performance Data and Summary (see appendix 1)

Reports include:

1. 2007 API Report
2. STAR 2006-2007 Report
3. CAHSEE 2006-2007 Report

Summary of Progress Made on 2006-2007 Planned Improvements (Goals)

Goal #1 To increase the number of students scoring at proficient or above on the CST-Mathematics Algebra I portion from 30% to 40%.

Results

- 167 total students tested in Algebra I
- 29 9th graders scored proficient or above = 26%. This is a decrease of 4% from the 30% in 2005-2006
- 7 10th graders scored proficient or above = 18%. This is an increase of 8% from the 10% in 2006-2006
- Mean scaled score decreased from 323 to 320.3 for 9th graders
- Mean scaled score increased for 10th graders from 281 to 299.6
- 97% of all students passed the CAHSEE math portion
- Overall goal was not met and there was a 4% decrease in 9th graders, but there was a 11% overall increase of algebra students who scored proficient or above
- We exceeded our goal of 96% pass rate on the high school exit exam (CAHSEE)

Goal #2 To increase the number of 9th grade students enrolled in grade level math from 70% to 77% and to increase the number of 10th grade students enrolled in grade level math from 68% to 75%.

Results

- 65% of 9th graders completed grade level math
- 68% of 10th graders completed grade level math
- Goal was not met

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- Factors to consider
 - An increase in the number of 9th graders who took the STAR test increased from 436 in 2006 to 476 in 2007
 - An increase in the number of 10th graders who took the STAR test increased from 402 in 2006 to 467 in 2007

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

Results

- 80% of 9th graders scored proficient or above
- 76% of 10th graders scored proficient or above
- 33 (7%) of 9th graders score less than basic
- 56 (12%) of 10th graders score less than basic
- 94% of all students combined passed the CAHSEE ELA portion
- 97% of 10th graders passed the CAHSEE ELA portion
- Although 97% of 10th graders passed the CAHSEE ELA portion, the goal was not met of maintaining a 97% for all students combined
- Factors to consider
 - 40 more 9th graders took the STAR –ELA portion in 2007 than in 2006.
 - 65 more 10th graders took the STAR –ELA portion in 2007 than in 2006.

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

Results

- 671 students are enrolled in 1503 AP classes for 2007-2008
- It is not known if these are ESL students
- 133 or 20% of these students are American Indian, Asian, Hispanic or Latino, Afro American or other minority
- These students comprise 7.5% of the total student body.
- No baseline established, so it is not possible to determine if the number of underrepresented students has increased for the 2007-2008 school year

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CCA GATE/AP count-diversity – 2007-2008

Identified Group	Total # enrolled/% of school total	# Gate identified	% GATE identified/% of sub-group total	# Enrolled in AP/% of sub-total group
American Indian	6 .003%	1	16%	0
Chinese	72 .05%	56	77%	42 58%
Japanese	18 .01%	6	33%	4 22%
Korean	10 .005%	5	50%	3 30%
Vietnamese	10 .005%	5	50%	4 40%
Asian Indian	24 .013%	6	25%	5 20%
Other Asian	17 .009%	7	41%	5 29%
Hawaiian	1 .000%	1	100%	0
Other Pacific Islander	3 .001%	2	66%	1 33%
Filipino	7 .003%	2	28%	1 14%
Hispanic or Latino	99 .056%	23	23%	15 15%
White	1467 83%	512	35%	276 18%
Other not Specified	8 .004%	3	38%	1 13%
Black or African American	15	0	0	0

Summary of Progress Made on 2006-07 Planned Improvements (Goals)

- Goal 1. The target of 40% of all students taking the Algebra CST to score proficient or above was not met. 26% of 9th graders scored proficient or above and 18% 10th graders scored proficient or above. The CAHSEE Math pass rate did however remain strong at 97% pass rate overall with 10th graders showing some improvement in this category.
- Goal 2. The target of increased enrollment for grade level math was not met. 10th graders remained constant at 68% and 9th graders dropped from 70% to 65%.
- Goal 3. The target of a 90% of all students scoring proficient or above on the ELA CST was not met. 9th graders scored at a rate of 80% proficient and above and 10th graders scored at a rate of 76% proficient or above.
- Goal 4. This goal lacks baseline data so it is not possible to chart changes, however there are currently 137 underrepresented students enrolled in AP and Honors courses.

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Planned Improvements in Student Performance 2005-06 (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: Increase the number of students scoring proficient for Math CST scores in Algebra I, II, and Geometry for 9th grade by 10%, 10th and 11th grade by 5%.

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 students scoring proficient or above in Alg I, Alg II, and Geometry by 5% to 10% percentage points. as evidenced by the results of the CST scores 2007-2008.</p>	<ul style="list-style-type: none"> • CAHSEE Math Pass rates at 95% or better. • 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 2007-2008. 	<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 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. 5. Summer or Saturday opportunities to improve study skills, 	<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 SIP - Staffing for tutoring / student seminars = \$6,000</p> <p>-Substitute pay for pre-algebra, algebra and resource teachers to attend district sponsored / recommended professional development = \$1000</p> <p>-Conference Fees/Travel Expense = \$1500</p> <p>-Purchase Technology / Software support = \$3,000</p>

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		<p>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. Continue to 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: Increase enrollment/completion of grade level math in 9th, 10th, and 11th by 7%.

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 taking grade level math. Currently 75% of 9th graders taking math, 71% of 10th graders taking math, and 59% of 11th graders taking math are at grade level or above. We would like to raise the % in each category by 7%. As evidenced by the number of 9th grade students who are registered in geometry or higher, at 10th graders who registered in Algebra II or higher, and 11th graders registered pre-calc or higher.</p>	<ul style="list-style-type: none"> • Average grade of B or higher in Algebra I, Geom., or Pre-Calc: <ul style="list-style-type: none"> ○ Quarter End ○ End of Semester ○ End of Course • Decrease the percentage of students failing in Algebra I, Geometry or Pre-Calc 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, Geometry, Algebra II, Pre-Calc, Pre- 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 year). 5. Summer or Saturday opportunities to improve study skills, reading, and writing skills. 6. Implement computerized supplemental materials through 	<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 - Staffing for tutoring / student seminars = \$6,000</p> <p>-Substitute pay for pre-algebra, algebra and resource teachers to attend district sponsored / recommended professional development = \$1000</p> <p>-Conference Fees/Travel Expense = \$1500</p> <p>-Purchase Technology / Software support = \$3,000</p>

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		<p>CAHSEE prep software.</p> <p>7. Establish career and college guidance opportunities in one-on-one or small group settings.</p> <p>8. Continue to 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: Increase the schoolwide percentage of students scoring proficient on ELA CST

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</p> <ul style="list-style-type: none"> • 9th grade from 86% to 90% • 10th grade has no prior data. Goal is to have 90% of all students score proficient or above <p>by the end of the 2007-08 school year as evidenced on the spring 2008 California Standards Tests.</p>	<ul style="list-style-type: none"> • Average score of 4 on DWA • CAHSEE ELA Pass rate to of 94%. • 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 students to review graduation requirements and four-year plan. 8. Establish career and college guidance opportunities in one-on-one or small group settings. 9. Communicate goals, methods, and strategies with staff, students, parents and broader community. 	<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</p> <p>SIP - Staffing for tutoring / student seminars = \$6,000</p> <p>-Substitute pay for language arts and resource teachers to attend district sponsored / recommended professional development = \$1000</p> <p>Conference Fees/Travel Expense = \$1500</p> <p>Purchase Technology / Software support = \$3,000</p>

Revision Date: January, 2007

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

Goal # 4: Increase number of under represented students participating and being successful in Honors/AP classes.

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>I. To increase the number of underrepresented minority groups participating and achieving success in Honors or Advanced Placement Classes by the end of the 2007-08 school year as evidenced on the Fall 2008 Enrollment in these programs. 133 or 29% of students currently enrolled in AP/Honors courses are underrepresented minorities.</p>	<ul style="list-style-type: none"> • Average score of 5 or higher on DWA within the English Learner and RFEP Student subgroup 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 Orientation Nights to educate parents about rigor, demands, benefit of AP/honors 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>Department Chairs- Provide guidance, support, feedback, and leadership in implementing activities and growing program</p>	<p>GATE -AP Summer Training, Registration fees and travel costs for = \$3000</p> <p>- Supplemental Materials = \$2,000</p> <p>- Purchase software and technology support = \$3000</p> <p>- Parent Info Nights = \$1000</p>

Revision Date: January, 2007

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Categorical Funding/Budget

\$10,000	Tutoring – 16 weeks * 2 days/wk * 6 teachers *\$30.72/hr
\$1,000	Substitute pay for English, pre-algebra, algebra and resource teachers to attend district sponsored/recommended professional development
\$1,500	Conference Fees/Travel Expense
\$3,000	Purchase Technology/Software support
\$3,000	AP Summer training for teachers
\$1,000	Parent/Student Registration info nights
\$4,500	Teacher/Staff Grants
<hr/>	
\$23,500 Total	

Revision Date: January, 2007

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School Site Council Membership Signatures/ Recommendations and Assurances

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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
Brian Kohn	X				
Wolosin, Donna				X	
Hyam, Joyce				X	
McCloskey, Kari				X	
Atkinson, Sue		X			
Brunkhorst, Derek		X			
Srivastava, Vikas		X			
Wolosin, David					X
McCloskey, Victoria					X
Numbers of members of each category	1	3		3	2

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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*)
 - *Academic Department Chairpersons*
 - *Special Education Department members and chair*
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: January 22, 2008.

Attested:

Brian Kohn
Typed name of school principal

Signature of school principal

Date

Donna Wolosin
Typed name of SSC chairperson

Signature of SSC chairperson

Date

**SINGLE PLAN FOR STUDENT ACHIEVEMENT
LA COSTA CANYON HIGH SCHOOL
2007-2008**

San Dieguito Union High School District

37683463731007
CDS Code

October 23, 2007

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: Craig Lewis

Position: Principal

Telephone Number: 760.436.6136, ext. 6000

Address: One Maverick Way
Carlsbad, CA 92009

E-mail address: craig.lewis@sduhsd.net

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

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

WASC Action Plan goals

Achievement Gap

The difference between the API scores for the overall school population and two of our major sub-groups shows significant achievement gaps for Socioeconomic Disadvantaged students and Hispanic students.

We will reduce the achievement gap by 25% over 5 years, as shown by the annual API score between high achieving and low achieving students by providing academic support for those two significant sub-groups. The target for Socioeconomic Disadvantaged students is to reduce the gap to 222 and for Hispanic students to reduce the gap to 166.

Career Pathway Exploration and Opportunities

We will increase the awareness of career opportunities for all students by providing expanded access to career exploration research and career oriented courses, as measured by school-wide surveys, course offerings, and enrollment in Internship and ROP classes.

Course Consistency through Standards-Based Assessment

La Costa Canyon High school will provide more consistency within courses and departments with respect to grades assigned to individual students and will increase the correlation of the ESLRs to our current rigorous instruction, embedding them in daily lessons to ensure explicit attainment

Student Connectedness

La Costa Canyon High School will implement various models for promoting responsibility, acceptance, and a sense of community by increasing student involvement in a variety of clubs, programs, and extra-curricular activities that will enable students to connect to the school in meaningful ways.

SDUHSD Strategic Plan Priorities 2007-2008

Academic Excellence: We will provide and support a challenging, diverse curriculum that is accessible and promotes further exploration.

- Improve academic achievement for all students
- Eliminate achievement gap
- Address academic course consistency

Student Connection: We will create and support programs and processes to connect each student to school, education, and community, and to foster personal well-being.

- Analyze, publish, and address Healthy Kids' Survey findings
- Develop more student-to-student support
- Expand student involvement in addressing student connection to school and community
- Foster parent/community support and responsibility

Character Development: We will model, mentor, and acknowledge programs and processes that foster compassionate, ethical, and responsible behavior.

- Develop and implement recommendations of the District's Code-of-Ethics Task Force
- Academic Honesty

Staff Development: We will create and implement an innovative, comprehensive recruitment and staff development plan, producing a world-class workforce.

- Implement staff development based on multiple assessments and disaggregated data
- Support staff development that meets the needs of students

Integrated Technology: We will incorporate the use of technology in all aspects of instruction and support services.

- Implement a new student data system
- Analyze the Total Cost of Operations in implementing a new technology program
- Provide teacher and classified technical support
- Implement and communicate the district's guided Technology Master Plan

Communication: We will implement an interactive, community-wide communication network.

- Create and publish consistent expectations for parents, student, and staff
- Expand vertical communications-articulaton-6th to 7th and 8th to 9th regarding all students
- Expand strategic public relations with community at large
- Disseminate consistent district message at each site through current communication vehicle

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 approximately 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, and 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 2007 and a National Blue Ribbon School in 2002. La Costa Canyon's API is 806. 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 2007, we administered 1673 Advanced Placement Exams to 727 candidates. 478 students sat for the SAT exam, earning an average mean total of 1619. 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

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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 77% White, 16% Latino, 1% Asian/Filipino/Pacific Islander, and 1% African American. Of the approximate 152 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 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 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, and social studies. 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.

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- English Learner Services: At La Costa Canyon, teachers in our English Learners (EL) Program are supported by one 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	684	626	605	627	2542
Student Race Categories (number of students; report for all students enrolled in the school):					
American Indian or Alaska Native	3	2	4	2	11
Asian	32	23	31	28	102
Black or African-American	12	6	2	6	26
Hispanic or Latino	102	102	105	89	398
Native Hawaiian or Other Pacific Islander	10	14	3	5	32
White	525	478	458	496	1968
More than One Race	-	-	-	-	-
Other Student Demographics	0	1	3	1	5
Limited English Proficient/English Language Learners					
Limited English Proficient/English Language Learners	39	35	48	30	152

Academic Performance Index (API) 2007 Results

Number of Students	2007 Growth	2006 Base	2006-07 Growth	Met School wide targets	Comparable Improvement
1726	806	803	+3	yes	yes

Adequate Yearly Progress (AYP) 2007 Results

Met AYP	Met school-wide participation rate	Met school-wide test score goals	Met sub-group test participation rate	Met AYI for AYP	Met graduation rate
Yes	Yes	Yes	Yes	Yes	Yes

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2007 CAHSEE Results

	Subject	10 th grade students tested	% passing
LCCHS	Math	549	91
	ELA	602	89
District	Math	2169	94
	ELA	2174	93

STAR 2007 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	610	46	29	16	7	3
10 th grade	590	34	29	21	10	6
11 th grade	601	36	24	17	10	13
Mathematics						
Algebra I	359	1	21	33	35	11
Geometry	503	20	28	27	18	6
Algebra II	444	11	37	24	18	11
Summative Math	259	32	37	17	10	3
Social Science						
World History	600	14	28	29	13	15
US History	587	25	28	22	14	11
Science						
Biology	636	24	40	24	8	4
Chemistry	465	12	30	43	9	6
Earth Science	256	7	34	36	12	11
Physics	179	35	30	31	3	1

2007 College entrance exams:

	SAT	ACT
Number of students taking exam:	478	263
Average score:	1619	2304

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**La Costa Canyon High School
Advanced Placement Results (May 2007)**

AP Subject	# Enrolled	# of Exams	% enrolled that tested	# Passed	% Passing
AP Biology	88	60	68	42	70
AP Calculus AB	84	82	98	69	84
AP Calculus BC	60	60	100	60	100
AP Chemistry	45	44	98	35	80
AP Comp Science A	22	15	68	5	33
AP Econ/MAC	220	123	56	60	49
AP Eng. Lang.	270	244	90	146	60
AP Eng. Lit.	256	224	88	111	50
AP Env. Science	53	27	51	10	37
AP French Lang.	5	6	100	1	17
AP Gov/Pol US	236	140	59	69	49
AP Music Theory	19	8	42	0	0
AP Physics B	76	70	92	57	81
AP Physics C	26	23	88	17	74
AP Span. Language	53	52	98	32	62
AP Span. Literature	0	8	-	2	25
AP Statistics	16	11	69	8	73
AP Studio Art – Drawing	62	15	24	10	67
AP Studio Art – 2D	36	21	58	8	38
AP Studio Art – 3D	27	14	52	11	79
AP Art History	23	18	78	10	56
AP US History	217	199	92	118	59
AP World History	179	149	83	55	37
Total Exams		1623		955	
Total Candidates		727			
Overall % Passing		59%			

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La Costa Canyon High School

Summary of Progress Made on 2006-07 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 percentage of **Economically Disadvantaged** students per grade level who are scoring proficient or above on the ELA assessment

- 9th grade from 35% to 50%
- 10th grade from 28% to 50%
- 11th grade from 14% to 40%

by the end of the 2006-07 school year as evidenced on the spring 2007 California Standards Tests.

Economically Disadvantaged	Grade 9	Grade 10	Grade 11
2006	35	28	14
2007	33	24	28
2007 goal	50	50	40
Met goal	no	no	no

Smart goal: To increase the percentage of **English Learner** Students per grade level who are scoring proficient or above on the ELA assessment

- 9th grade from 2% to 25%
- 10th grade from 3% to 25%
- 11th grade from 3% to 25%

by the end of the 2005-06 school year as evidenced on the spring 2007 California Standards Tests.

English Learners	Grade 9	Grade 10	Grade 11
2006	2	3	3
2007	10	0	6
2007 goal	25	25	25
Met goal	no	no	no

Smart goal: To increase the percentage of **Hispanic** students per grade level who are scoring proficient or above on the ELA assessment

- 9th grade from 29% to 40%
- 10th grade from 15% to 40%
- 11th grade from 6% to 30%

by the end of the 2006-07 school year as evidenced on the spring 2007 California Standards Tests.

Hispanic	Grade 9	Grade 10	Grade 11
2006	29	15	6
2007	38	32	31
2007 goal	40	40	30
Met goal	no	no	yes

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Smart goal: To increase the percentage of students with **Disabilities** per grade level who are scoring proficient or above on the ELA assessment

- 9th grade from 29% to 40%
- 10th grade from 15% to 40%
- 11th grade from 6% to 30%

by the end of the 2006-07 school year as evidenced on the spring 2007 California Standards Tests.

Disabilities	Grade 9	Grade 10	Grade 11
2006	29	15	6
2007	19	19	5
2007 goal	40	40	30
Met goal	no	no	no

Smart goal: 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.

All Students	Grade 11
2006	55
2007	60
2007 goal	70
Met goal	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 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.

Smart goal: 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:
Economically Disadvantaged: from 18% to 40%

English Learner: from 10% to 40%

Hispanic: 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.

Algebra 1	All Students	Economically Disadvantaged	English Learner	Hispanic
2006	31	18	10	19
2007	22	11	6	11
2007 goal	50	40	40	40
Met goal	no	no	no	no

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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

AP Subject	Number in Classes		Overall Enrollment		Number also in AVID	
	06-07	07-08	06-07	07-08	06-07	07-08
AP Biology	16	16	93	70	-	-
AP Calculus AB	10	5	94	82	-	1
AP Calculus BC	12	11	61	70	1	-
AP Chemistry	10	14	47	64	-	2
AP Economics Micro	33	29	223	166	6	10
AP English Language	40	55	275	265	12	14
AP English Literature	45	45	263	259	9	17
AP Environmental Science	8	22	58	172	-	4
AP French Language	2	2	5	7	-	1
AP French Literature	2	0	2	2	-	-
AP Government, US Politics	41	30	245	174	11	10
AP Music Theory	2	5	21	15	-	1
AP Physics B	19	11	96	54	2	-
AP Physics C	6	4	26	21	-	-
AP Psychology	0	8	62	77	-	2
AP Spanish Language	35	35	23	51	19	17
AP Studio Art – Drawing	10	10	68	56	1	-
AP Studio Art – 2D	16	11	72	61	-	-
AP Studio Art – 3D	4	6	26	21	2	2
AP US History	29	41	226	219	7	9
AP World History	35	33	185	235	6	2

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La Costa Canyon High School – Single Plan for Student Achievement 2007-2008

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 33% to 40% • 10th grade from 24% to 40% • 11th grade from 28% to 40% <p>by the end of the 2007-08 school year as evidenced on the spring 2008 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 43% to 60% • 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 10% from 127 to 140 students. 	<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. ELA tutoring after school by: <ul style="list-style-type: none"> ▪ Two English Dept. teachers per Monday, Tuesday, Wednesday, and Thursday. ▪ Or two paid tutors from Cal St San Marcos (Student teachers – English). 3. Academic Saturday School ELA support: <ul style="list-style-type: none"> ▪ 2 teachers for 20 Saturdays Or 2 tutors from CSUSM (Student teachers – English) 4. Determine power standards for each English course, create common assessments to measure student mastery of standards, and use results to improve program. 6. Support opportunities for study skills, career-goals, and college planning through AVID 7. Implement strategies, staff development and supplemental materials that Social Science and Science teachers can use to help students acquire academic vocabulary. 8. Instructional support through additional copier capacity. 	<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</p> <p>SIP *TRLD conference for 1 English Teacher = \$1,200 *Workshop and subs for Special Education Teachers = \$3,200 *Quarterly release days for English department to work on Standard's based common assessments = \$4,400</p> <p>EIA *2 Bilingual aides to provide primary language support and small group instruction for students not meeting class benchmarks= (\$31,799 already encumbered) *After school tutoring support and Academic Saturday School for EL learners= \$9,200 *CABE for 6 English Language Teachers = \$7,800 *CABE for Spanish for Spanish Speaker Teachers = \$3900 *Sub pay for Sheltered Science teachers to meet and construct materials = \$540 *Model materials for Sheltered</p>

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				<p>Science classes = \$500 *Demonstration materials for Sheltered Science classes = \$750 *Document camera for Reading/ELD room = \$900</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 10% to 25% • 10th grade from 0% to 25% • 11th grade from 6% to 25% <p>by the end of the 2007-08 school year as evidenced on the spring 2008 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 22% school-wide, to 40% • 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 	<p>1. Develop English Language Skills through developing Spanish language Skills LCD Projector: Used with the document camera and/or computer. Teacher & students create and present multimedia presentations. Document camera: Ability to quickly display student work for teaching writing. Displaying students' projects & presentations meets 3 of the fundamental English Standards. Seeing a variety of work will develop fluency as writers. Developing skills in literary analysis in Spanish increases the ability of the students to apply these skills to literature in English.</p> <p>2. ELA tutoring after school by:</p> <ul style="list-style-type: none"> ▪ One English Dept. teacher per Monday, Tuesday, Wednesday, and Thursday. ▪ Or two paid tutors from Cal St San Marcos (Student teachers – English). <p>3. Academic Saturday School ELA support:</p> <ul style="list-style-type: none"> ▪ One teacher for 20 Saturdays or 2 tutors from CSUSM (Student teachers – English) <p>4. Determine power standards for each English course, create common assessments to measure student mastery of standards, and use results to improve program.</p> <p>5. Provide professional development opportunities for mainstream English, ESL, ELA support class, and tutorial teachers that supports this objective</p> <p>6. Annual ELD Field Trip—Provides academic enrichment for EL students, increasing their interest in school and</p>	<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>	

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		<p>exposing them to opportunities outside the classroom. Students feel inspired to challenge themselves in school by taking more advanced classes.</p> <p>7. Counselors meet with ninth grade students to review graduation requirements and four-year plan</p> <p>8. Develop a college visitation program</p> <p>9. Implement strategies and supp. materials that Social Science and Science teachers can use to help students acquire academic vocabulary.</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 38% to 50% • 10th grade from 32% to 50% • 11th grade from 31% to 50% <p>by the end of the 2007-08 school year as evidenced on the spring 2008 California Standards Tests.</p>	<ul style="list-style-type: none"> • CAHSEE ELA Pass rate to increase from 49% school-wide, to 60% • Average score of 4 on DWA within the identified Hispanic student sub-group • Decrease the percentage of students failing in English within the English Learner subgroup at the: <ul style="list-style-type: none"> o progress report period o Quarter End o End of Semester o End of Course • Increase enrollment in the AVID program 10% from 127 to 140 students. 	<p>1. Identify Hispanic students scoring at Far Below Basic and Below Basic on CST-ELA and enroll in ELA & CAHSEE support class</p> <p>2. ELA tutoring after school by:</p> <ul style="list-style-type: none"> ▪ Two English Dept. teachers per Monday, Tuesday, Wednesday, and Thursday. ▪ Or two paid tutors from Cal St San Marcos (Student teachers – English). <p>3. Academic Saturday School ELA support:</p> <ul style="list-style-type: none"> ▪ 2 teachers for 20 Saturdays Or 2 tutors from CSUSM (Student teachers – English) <p>4. Determine power standards for each English course, create common assessments to measure student mastery of standards, and use results to improve program.</p> <p>5. Develop a college visitation program</p> <p>6. Support opportunities for study skills, career-goals, and college planning through AVID</p> <p>7. Implement strategies, staff development and supplemental materials that Social Science and Science teachers can use to help students acquire academic vocabulary.</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>	

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<p>4. To increase the percentage of students with Disabilities per grade level who are scoring proficient or above on the ELA assessment</p> <ul style="list-style-type: none"> • 9th grade from 19% to 40% • 10th grade from 19% to 40% • 11th grade from 5% to 30% <p>by the end of the 2007-08 school year as evidenced on the spring 2008 California Standards Tests.</p>	<ul style="list-style-type: none"> • CAHSEE ELA Pass rate to increase from 42% to 60% 	<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. ELA tutoring after school by: <ul style="list-style-type: none"> ▪ Two English Dept. teachers per Monday, Tuesday, Wednesday, and Thursday. ▪ Or two paid tutors from Cal St San Marcos (Student teachers – English). 3. Academic Saturday School ELA support: <ul style="list-style-type: none"> ▪ 2 teachers for 20 Saturdays Or 2 tutors from CSUSM (Student teachers – English) 4. Determine power standards for each English course, create common assessments to measure student mastery of standards, and use results to improve program. 5. Provide staff development opportunities for special education teachers for at risk students and test taking skills. 6. Implement strategies, staff development and supplemental materials that Social Science and Science teachers can use to help students acquire academic vocabulary.. 7. Counselors meet with ninth grade students to review graduation requirements and four-year plan 8. 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>	
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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 22% to 50% by the end of the 2007-2008 school year as evidenced on the Spring 2008 administration of the CA Standards Tests.</p>	<ul style="list-style-type: none"> • CAHSEE Math Pass rate to increase from 91% school-wide, to 95% for first time takers • 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 10% from 127 to 140 students. 	<ol style="list-style-type: none"> 1. Math tutoring after school by: <ul style="list-style-type: none"> ▪ Two Math Dept. teachers per Monday, Tuesday, Wednesday, and Thursday. ▪ Or two paid tutors from Cal St San Marcos (Student teachers – Math). 2. Academic Saturday School Math support: <ul style="list-style-type: none"> ▪ 2 teachers for 20 Saturdays Or 2 tutors from CSUSM (Student teachers – Math) 3. Provide professional development opportunities for, Pre-Algebra, Algebra, Algebra support class, and tutorial teachers that support this objective 4. Counselors meet with students individually to discuss 4-year plan, graduation requirements and math course pathways. 5. Support opportunities for study skills, career-goals, and college planning though AVID. 6. Provide supplemental materials to support new strategies or curriculum 7. 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 SIP *Five teachers to California Math Teachers’ Conference = \$2,500 *Supplemental Workbooks and supplies = \$1000 *Quarterly release days for Math department to work on Standard’s based common assessments = \$6,000</p> <p>EIA *2 Bilingual aides to provide primary language support and small group instruction for students not meeting class benchmarks=(\$31,799 already encumbered) *After school tutoring support and Academic Saturday School for EL learners= \$9,200 *After school ELD math support class = \$7,000</p>
<p>2. To increase the percentage of students in the Economically Disadvantaged, English Learner, and</p>	<ul style="list-style-type: none"> • 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 	<ol style="list-style-type: none"> 1. Math tutoring after school for EL students by: <ul style="list-style-type: none"> ▪ One Math Dept. teacher per Monday, Tuesday, Wednesday, and Thursday. ▪ Or two paid tutors from Cal St San 	<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</p>	

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<p>Hispanic population who score at the proficient level or above on the CST – Algebra I: ED: from 11% to 25% EL: from 6% to 25% Hispanic: from 11% to 25% by the end of the 2007-2008 school year as evidenced on the Spring 2008 administration of the CA Standards Tests.</p>	<ul style="list-style-type: none"> o End of Semester o End of Course • Decrease the percentage of students failing in Algebra I or Pre-Algebra at the: <ul style="list-style-type: none"> o progress report period o Quarter End o End of Semester o End of Course • Increase enrollment in the AVID program 10% from 127 to 140 students. 	<p>Marcos (Student teachers – Math).</p> <ol style="list-style-type: none"> 2. Academic Saturday School Math support: <ul style="list-style-type: none"> ▪ 1 teachers for 20 Saturdays Or 2 tutors from CSUSM (Student teachers – Math) 3. Provide professional development opportunities for, Pre-Algebra, Algebra, Algebra support class, and tutorial teachers that support this objective 4. Counselors meet with students individually to discuss 4-year plan, graduation requirements and math course pathways. 5. Support opportunities for study skills, career-goals, and college planning through AVID 6. Provide supplemental materials to support new strategies or curriculum 7. Determine power standards for each Math course, create common assessments to measure student mastery of standards, and use results to improve program. 	<p>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>	
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La Costa Canyon High School – Single Plan for Student Achievement 2007-2008

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 from 18% to 30% by the end of the 2007-08 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 • 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. Provide review sessions to help students prepare for AP exams. 3. Provide professional development opportunities for teachers of Honor/Advanced Placement courses 4. Provide opportunities for AP teachers to visit prerequisite classes to explain AP. 5. Provide supplemental materials to aid instruction, including technology 6. Establish career and college guidance opportunities in one-on-one or small group settings. 7. Sponsor educational activities appropriate to student needs such as college visitations. 8. Conduct Parent Orientation Nights to educate parents about rigor, demands, benefit of program. 9. Annual ELD Field Trip—Provides academic enrichment for EL students, increasing their interest in school and exposing them to opportunities outside the classroom. Students feel inspired to challenge themselves in school by taking more advanced classes. 10. Support VPA in maintenance and problems with MAC lab. 11. Document camera station for AP Spanish 12. Counseling outreach to all sub-groups 	<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"> *Field trip for EL students = \$1400 *6 field trips for AVID students = \$1000 *60 TI 84 calculators to support students who can't afford them = \$4,800 * Supplemental materials for AP art = \$1,000 * Supplemental materials for Drama program = \$500 * Supplemental materials for Music program = \$500 * Supplemental materials for Video program = \$500 *Subs for AP Social Science teachers = \$400 *Method Test Prep for students = \$3,000 *Laser printer/scanner for Math department = \$800 *provide 15 TI presenters to math teachers = \$4020 *Provide 4 hours AP exam review / AP teacher = \$4080 *2 imac computers for VPA = \$2700 *Supplemental support for Dance = \$750 *Document camera station = \$1800 for AP Spanish *Pay counselors for

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				additional night/after school presentations = \$4000
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La Costa Canyon High School – Single Plan for Student Achievement 2007-2008

Goal # 4: To update and provide access to technology for all students and staff.

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 provide access to students to up to the date technology in the school setting.</p> <p>2. To provide up to date instructional technology to teachers.</p>	<ul style="list-style-type: none"> • Monitor acquisition and set-up of technology. • Monitor teacher and student use of new technology 	<ol style="list-style-type: none"> 1. Create plan to publicize new computer lab in 821. 2. Replace science equipment. 3. Implement document camera stations and provide training to teachers in how to set up stations with both document cameras and computers. 4. Help newspaper staff transition from only paper to paper/video delivery of the school newspaper. 	<p>Teachers- Develop/Implement coursework and instructional plans to use the technology</p> <p>Administration – Support/Assist with acquiring technology, provide training for teachers to use technology.</p>	<p>One Time Site Discretionary</p> <ul style="list-style-type: none"> *Replace computer lab in room 821 = \$50,000 *Replace Science data collection devices = \$12,750 *Provide 18 document camera stations to teachers = \$32,400 *Provide one imac for newspaper production = \$3000 *Provide 2 pc computers for newspaper production = \$1500 *Additional copier = \$12,000

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La Costa Canyon High School – Single Plan for Student Achievement 2007-2008

Goal # 5: To implement various models for promoting responsibility, acceptance, and a sense of community

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. Develop a character education program to address needs of the school community.</p>	<ul style="list-style-type: none"> • Climate committee to monitor number of tardies and number of students at each tardy level • Climate committee to monitor impact on amount of trash on campus 	<ol style="list-style-type: none"> 1. Create and implement tardy policy with teacher and student buy-in. 2. Teachers inform students of policy. 3. Inform parents of policy on school website and through Connect-Ed. 4. Create and implement school cleanliness policy with teacher and student buy-in. 5. Teachers inform students of policy. 6. Inform parents of policy on school website and through Connect-Ed. 7. Celebrate and publicize changes in behaviors. 8. Establish an awards system with ASB for students who exhibit character. 	<p>Teachers- Develop/Implement policies Climate Committee – Collect input and establish program. Administration – Support/Assist with implementation of new policies, work to inform the greater school community</p>	<p>One Time Site Discretionary *WASC expenses = \$750</p>

La Costa Canyon High School 2007

ADDRESS: One Maverick Way, Carlsbad, CA 92009
GRADE RANGE: 9-12 SCHEDULE: Traditional

PHONE: (760) 436-6136 PRINCIPAL: Craig Lewis

TEACHERS AND STUDENTS

Teachers

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of teachers(FTE)	111	56	56
Students per teacher	26	20	21
Average years of teaching experience	15	13	13
Teachers with one or two years of teaching experience	9%	14%	15%
Full credential holders	100%	93%	92%
Trainee credential holders	0%	1%	4%
Emergency permit holders	0%	4%	4%

Our teachers bring an average of 15 years of teaching experience to their classes. 100 percent have a full credential. Statewide about 92 percent of high school teachers hold this credential.

Average Class Sizes

CORE COURSE	OUR SCHOOL	COUNTY AVG	STATE AVG
English	33	24	26
History/social science	29	28	27
Math	31	26	27
Science	31	27	29

SOURCE: 2005 CBEDS data, California Dept. of Education. County and state averages represent high schools only.

The average class size of core courses varies at our school from a low of 25 students to a high of 37 students. Our average class size for all classes school-wide is 31 students. The average class size school-wide for other high schools in the state is 27 students.

Students

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Number of students	2542	1,305	1,314
English learners	6%	13%	15%
Low-income students	10%	34%	39%
Students whose parents attended/graduated college	87%	64%	58%

The factors above may affect students' performance in school. Most of the 170 students at our school designated as English learners speak Spanish at home.

COLLEGE PREPARATION

KEY FACTOR	OUR SCHOOL	COUNTY AVG	STATE AVG
Students meeting UC or CSU course requirements	65%	39%	38%
AP exams passed per 100 juniors and seniors	68	31	23
Students attending UC	15%	7%	8%
Students attending CSU	22%	13%	12%
Students attending community colleges	31%	25%	31%

Three factors indicate how effectively we prepare students for college: whether students are taking the courses required for college admission, whether the school offers Advanced Placement (AP) courses, and where students ultimately enroll in the state's public college system.

ACADEMIC PERFORMANCE

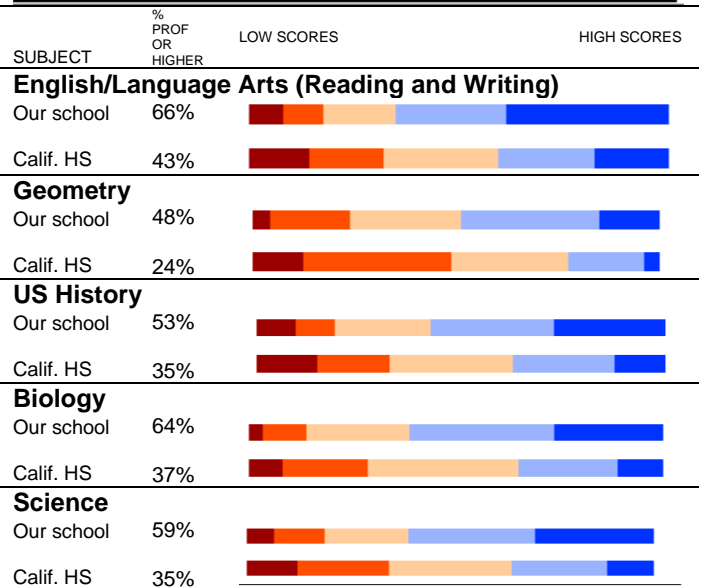
California Standards Tests

This series of tests is based on what California students are expected to know and learn at each grade level.

Student Proficiency

BAR GRAPHS SHOW THESE PROFICIENCY GROUPS FROM LEFT TO RIGHT:

FAR BELOW BASIC BELOW BASIC BASIC PROFICIENT ADVANCED



MEASURES OF ACADEMIC PROGRESS

ACADEMIC PERFORMANCE INDEX (API): This is California's way of rating schools. Using student test scores, the API places schools on a scale from 200 to 1000. Our school's API was 806, compared with 700 for the average high school. The state expects schools to attain an API of 800 eventually.

ADEQUATE YEARLY PROGRESS (AYP): This is a federal measure that requires schools to meet test score goals school-wide and for all significant subgroups of students. We met all 12 criteria for yearly progress, according to the US Dept. of Education. As a result, we succeeded at making Adequate Yearly Progress. Note that the number of criteria may vary from school to school.

CALIFORNIA API ACADEMIC PERFORMANCE INDEX		FEDERAL AYP ADEQUATE YEARLY PROGRESS	
Met school-wide growth target	Yes	Met AYP	Yes
Met growth target for prior school	Yes	Met school-wide test participation rate	Yes
API score	806	Met school-wide test score goals	Yes
Growth attained from prior year	+3	Met subgroup test participation rate	Yes
Met subgroup growth targets	Yes	Met API for AYP	Yes
Under-performing School	No	Met graduation rate	Yes
		Program Improvement school	No

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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>			\$86,894
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>			\$59,029 \$12,660
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>			\$44,496
X One Time Grant			\$111,999
Total amount of state categorical funds allocated to this school			\$302,418

2007 – 2008

**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: December, 2007

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 2006-07 will not be officially released until May 2008

Student Performance Data

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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	
	05	06	05	06	05	06	05	06	05	06	05	06	05	06
Year														
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

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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

Summary of Progress Made

on 2006-07

Planned Improvements

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Summary of Progress Made on 2006-2007 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 2007-2008

Planned Improvements in Student Performance in 2007-08

Equity in education is important to San Dieguito Academy and the School Site Council. On the whole, our students do very well. The council reviewed CST data and individual transcripts and grade reports of students identified in our under-performing subgroups. A special team of counselors, administrators, special education teachers, teachers of English learners, and school psychologists 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 performance (26% - 30%). However, in mathematics 8% of ninth graders in geometry are proficient, compared to 52% of the general population. Eleventh graders with disabilities also made progress. Their English Language Arts scores rose (16% - 24%) and their US History scores also dropped slightly.

The **economically disadvantaged students** make up 11% of our student population. They have demonstrated academic improvement in ninth grade. Ninth graders rose from 35% in English Language Arts to 49% (compared to the general population of 79%), and from 0% to 19% in geometry (compared to 52% of the general population of ninth graders). Economically disadvantaged eleventh graders did not improve, however. In English Language Arts they dropped from 39% to 27%. While this data does not represent the same cohort of students, the lack of academic progress does cause concern.

The **English language learners** at San Dieguito Academy are a unique population. The vast majority of these students have been in the United States schools for eight to nine years, yet many remain in the ELD program based on CELDT scores and teacher reports. 304 students are designated as English learners, though many have now tested out of the program. 79% of general population ninth graders are considered proficient in English Language Arts, but only 35% of eleventh graders in this subgroup are proficient. In geometry, the academic success rate of ninth grade ELL students is only 6%.

Additionally, attitudes towards student connection improved by 2% for ninth graders overall, and 1% for eleventh graders, as evidenced by the Healthy Kids Survey provided by UCSD. Alcohol use remained relatively consistent. Marijuana use dropped by 2%.

In keeping with the 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 2007-2008 school year, SPSA goals will continue to 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 to specifically target these students. Areas of emphasis include English Language Arts and Mathematics, (particularly Algebra and Geometry). Since these two math classes are foundational, we have decided to focus our efforts here.

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School Goals for Improving Student Achievement
San Dieguito Academy

YR. 2007-2008

SC approved 12/18/07

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 49% of 9th graders to 52%.</p> <p>To increase by 5% the percent of 11th graders identified as economically disadvantaged scoring at Proficient or above from 39% to 43% by the end of the 2007-08 school year.</p> <p>Support English Learner students in earning a GPA of 2.0 and above in their English class by the end of the 2007-08 school year.</p> <p>To increase the percent of 9th grade students with disabilities scoring at Proficient or above by 3%: from 30%% to 33% on the CST by the end of the 2007-08 school year.</p> <p>To increase the percent of 11th grade students with disabilities scoring at Proficient or above by 3%: from 24% to 27% on the CST by the end of the 2007-08 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 2008 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. 2007-2008

SC approved 12/18/07

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 economically disadvantaged 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 economically disadvantaged 9th grade students scoring at Proficient or above on the Geometry portion of the CST by the end of the 2007-08 school year.</p> <p>Support English Learner students in earning a GPA of 2.0 and above in their math class by the end of the 2007-08 school year.</p> <p>Increase by 3% the percent of 9th grade students with disabilities 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 economically disadvantaged 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>Students enrolled in Algebra I will receive passing grades quarterly in the 07-08 school year.</p> <p>STAR scores and CST scores on the 2008 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. 2007-2008

SC approved 12/18/07

Goal # 3 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 3% the number of students who report feeling connected to people on campus, from 89% to 92% of 9th graders, and from 88% to 91% 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 35% to 32%.</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>Increase the number of students that voluntary participate in the READI program.</p> <p>Completion of California Healthy Kids Survey Spring 2008.</p> <p>Increase voluntary participation in drug and alcohol focused support groups.</p> <p>.</p> <p>Increase voluntary participation in Project Options – Alcohol Prevention Program</p>	<p>Voluntary participation in READI measured quarterly.</p> <p>Spring 2008</p> <p>Participation measured every semester</p> <p>Health curriculum</p> <p>Measured every semester</p>	<p>READI Program Coordinator</p> <p>Principal, homeroom teachers</p> <p>Counselors and group facilitators</p> <p>Health, PE teachers</p> <p>UCSD staff</p>

Categorical Funding/Budget

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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 <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>	\$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

Estimated Budget

San Dieguito Academy Single Plan for Student Achievement 2007-08 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.

Estimated \$ 47,651.00 SIP
 \$ 7,835.00 Library
 \$ 23,255.00 EIA
 \$ 19,333.00 GATE

Object #	Title	SIP/Library	GATE	EIA
1100-012	Substitutes	\$ 2,000	\$ 2,000	\$ 1,000
1100-040	Extra Curricular	\$ 8,000	\$ 1,000	\$ 2,000
2900-000	Tutoring Classified	\$ 1,000	0	\$ 1,000
4300-000	Instructional Supplies	\$ 14,486	\$ 8,333	\$ 9,255
4300-004	Computer Supplies	\$ 2,000	\$ 500	\$ 500
4300-005	Duplicating	\$ 500	\$ 500	\$ 500
4300-008	Licenses/software	\$ 1,000	\$ 500	\$ 500
4400-000	Non-Capitalized Equipment	\$10,000	\$ 2,000	\$ 2,000
4400-009	Mat/Equipment Technology	\$ 4,000	\$ 2,000	\$ 3,000
5200-020	Conferences	\$ 6,000	\$ 1,000	\$ 2,000
5200-030	Mileage	\$ 500	\$ 500	\$ 500
5600-003	Repairs	\$ 4,000	500	\$ 500
5800-028	Printing	\$ 2,000	\$ 500	\$ 500
TOTALS:		\$55,486.00	\$19,333.00	\$23,255.00

Total amount of state and federal categorical funds allocated to this school:
 \$98,074.00

School Site Council Membership Signatures, Recommendations and Assurances

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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			
Jocelyn Brommelsiek		X			
Linda Hauck		X			
Marie Williams		X			
Amy Johnson		X			
Nadine Coune			X		
Jeanne Jones			X		
Michelle Joel					X
Andrew Kang					X
Hilary Ross					X
Rachele Kresch					X
Jake Novack					X
Dee Smith				X	
Denise Ross				X	
Brett Tiano				X	
Debbie McDonnell				X	
Rhea Stewart				X	
Numbers of members of each category	1	6	2	5	5

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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
 - X English Learner Advisory Committee
 - ___ Community Advisory Committee for Special Education Programs
 - X Gifted and Talented Education Program Advisory Committee
 - X Other (*list*)
 - Student Support Services team
 - AVID Advisory Board
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

2007 – 2008

**Single Plan for Student
Achievement**

**Sunset Continuation
High School**

SINGLE PLAN FOR STUDENT ACHIEVEMENT
AT SUNSET CONTINUATION HIGH SCHOOL

37-68346-3737384
CDS Code

Date of this revision: January 28, 2008

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

Mission Statement - Sunset High School

Sunset High School develops respectful, responsible, self-directed learners by fostering a safe, supportive, and flexible learning environment in which students can experience academic success and personal growth.

Mission Statement - North Coast High School

North Coast High School provides an accepting, safe, and supportive learning environment for self-directed learners in a flexible, independent study atmosphere.

Vision Statement - Sunset and North Coast

We inspire students to strive, learn and succeed, thus encouraging students to manifest their potential.

GRADUATION GOALS EXPECTED SCHOOLWIDE LEARNING RESULTS (ESLR's)

SUNSET HIGH SCHOOL prepares its graduates to be:

1. SELF-DIRECTED LEARNERS WHO
 - a. Reflect on and monitor their academic and personal growth.
 - b. Develop and use effective strategies to overcome obstacles and become lifelong learners.
 - c. Recognize and adhere to appropriate behavior that will aid in their social and academic development.
 - d. Effectively use technology.
2. COLLABORATIVE WORKERS WHO
 - a. Exhibit communication and group interaction skills.
 - b. Employ problem-solving and decision-making skills.
 - c. Demonstrate concern, tolerance and respect for others while valuing diversity in groups.
3. EFFECTIVE COMMUNICATORS WHO
 - a. Use self-expression to explore ideas and emotions.
 - b. Read, write, speak and listen effectively and critically.
4. CRITICAL THINKERS WHO
 - a. Use a variety of resources to obtain pertinent information.

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- b. Form logical information as evidenced by completion of standards-based curriculum.
5. RESPONSIBLE CITIZENS WHO
- a. Respect and appreciate individuality and diversity of people and cultures who take the time to appreciate the value of contributing service to school and community.
 - b. Successfully transition from high school prepared with a general plan for the future.
 - c. Have an awareness of college, vocational training and other career options.
6. RESILIENT INDIVIDUALS WHO
- a. Value and strive for mental, emotional and physical well being.
 - b. Demonstrate adaptability and personal growth.
 - c. Seek creative, positive, non-violent resolution to conflict.
 - d. 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 2007, CBEDS 117 students were enrolled at Sunset, but during the school year the number typically climbs to approximately 170 students. As of this report, January 28, 2008, there are 140 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 (CST's), 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 22% of the school population (30 special education students). 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, we have 14 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 include: General, Women's, Men's, Latino Men's, Anger Management, and Sobriety and Advanced 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.

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A main focus of the district Strategic Plan has been Student Connectedness and Well-Being. Because Sunset's Group program was already well established and extremely successful, Sunset was able to provide facilitator training, inservice presentations, and a model of our 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.

Weekly staff meetings provide opportunity for staff members to address school issues and student concerns. Six week Progress Reports and letters are sent home to parents after these meetings. 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 two - 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 AND RESPONSIBILITY**. 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 extremely student-centered with an emphasis on these qualities and on helping students to recognize their own potentials and possibilities. We have an advisor/advisee 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.

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We 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

California Department of Education

2006-07 Alternative Schools Accountability Model (ASAM) School Report

Detail School Report

School: Sunset High (Continuation) District: San Dieguito Union High
CDS Code: 37-68346-3737384 County: San Diego

This Detailed School Report provides information regarding the performance achieved for each ASAM indicator your school selected.

Indicator 2: Suspension

Indicator 2: Suspension—a measure of school performance in changing and improving students' behavior and readiness to learn.

Your school's performance level is at **Sufficient**. During school year 2006-07 **13.7 %** of long-term students receiving classroom-based instruction received out-of-school suspensions.

Performance Standards for **Suspension**

Your school is at Sufficient because the percent of long-term students receiving out-of-school suspensions falls within the corresponding range.	Immediate Action	Growth Plan	Sufficient	Commendable
	71 - 100	36 - 70.99	9 - 35.99	0 - 8.99
Your school's performance:	13.7 %			

Indicator 6: Attendance

Indicator 6: Attendance—a measure of school performance in improving student attendance and persistence.

Your school's performance level is at **Sufficient**. During school year 2006-07 **90.0 %** of total enrollment days were attended by long-term students.

Performance Standards for **Attendance**

Your school is at Sufficient because the percent of long-term students who attended classes everyday falls within the corresponding range.	Immediate Action	Growth Plan	Sufficient	Commendable
	0 - 64.989	65 - 83.99	84 - 94.99	95 - 100
Your school's performance:	90.0 %			

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Indicator 13A: Credit Completion (Actual)

Indicator 13A:Credit Completion (Actual)—a measure of school performance emphasizing strategies for improving credit completion and academic progress, regardless of instructional strategy used.

Your school's performance level is at **Sufficient**. During the school year 2006-07 **88.3 %** of attempted graduation credits was earned by long-term students

Performance Standards for **Credit Completion (Actual)**

Your school is at Sufficient because the monthly actual number of credits completed by long-term students falls within the corresponding range.	Immediate Action	Growth Plan	Sufficient	Commendable
	0 - 66.99	67 - 81.99	82 - 96.99	97 - 100
Your school's performance:	88.3 %			

Summary of Progress Made

On 2007-08

Planned Improvements

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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 days or more enrollment) students from 82% to a rate of 88% as reported on the ASAM form in June 2007.

- **Our credit completion rate decreased from 88.8% in 2005-06 to 88.3% in 2006-07.**
- **Looking at 3 year results, we have had 88% for the last three years.**

Goal #2 – To increase student performance in Math.

Objective:

To increase the percentage of long-term students passing the math portion of the CAHSEE.

- **In 2006-07, 60% (37/62) of all students passed**
- **In 2005-06, 58% (35/60) of all students passed**
- **In 2004-05, 68% (26/38) of all students passed**

- **In 2006-07, 81% (25/31) of the 10th graders passed**
- **In 2005-06, 61% (17/28) of the 10th graders passed**
- **In 2004-05, 79% (19/24) of the 10th graders passed**

Goal #3 – To increase Career Pathway education opportunities for Sunset students.

Objective 1:

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.

- **Students, staff and parents were surveyed (appendix 2) during 2005-06 by our *Careers* teacher**
- **We have implemented a daily, 90 minute, ROP Media Design class**
- **Through WASC self study process, we continue to work on the second pathway**

Goal #4 – To increase student connectedness and campus safety.

Objective 1:

To increase the percentage 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.

- **Feeling close to people at school has increased to 80%**
- **Feeling like part of the school has increased to 85%**
- **Feeling safe at school has increased to 93%**

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Objective 2:

Increase number of support groups offered from 13 to 15 by June, 2007.

- **We presently have 14 support groups for the Fall semester of '07-08. Increasing from that number is not practical given our staffing and number of rooms.**

Objective 3:

Identify and implement a minimum of 3 “unique” opportunities/ activities to build connectedness by June, 2007.

- **Guest speakers presented to interested students on finding success by following a “different” pathway.**
- **Quarterly assemblies.**
- **Shade structure was built where almost all students can gather during break-time to eat and socialize. There are plans to increase the size of the shade structure and to make the campus more “student-friendly.”**
- **Weekly group support sessions continue to be an awesome way to build connectedness.**

Planned Improvements in Student Performance 2007-2008

Sunset High School
2006-07

Goal #1 : To increase the high school graduation credit completion rate for all Sunset students.

S.M.A.R.T. Objective(s) (Strategic & Specific, Measurable, Attainable, Results-Based, Time Bound)	Benchmark Indicators (Evidence of Progress)	Activities	Timeframe/When	Responsible Parties
<p>1) To increase the percentage of high school graduation credits earned by long-term (90 days or more enrollment) students, by the end of the 2007-08 school year</p>	<p>1) Annual count of “Course Completion for Credit Report” forms to compare with numbers from the past two years</p> <p>1) ASAM results for 2007 – 08 school year</p> <p>1) Teacher feedback at weekly staff meeting</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>- Continue to develop stimulating, innovative and relevant curriculum</p> <p>- Use of direct instruction when applicable</p> <p>-Continue reviews of individual student progress at weekly staff meetings, adjust course enrollment on a need basis</p> <p>- Enhance ELD and CAHSEE course curriculum</p>	<p>-Ongoing throughout 2007-08 school year, with monthly updates to be given at staff meetings and inservice activities.</p> <p>- ongoing</p> <p>- ongoing</p> <p>- Weekly</p> <p>- ongoing</p>	<p>-Principal, counselor and teachers</p> <p>- Teachers.</p> <p>- Teachers.</p> <p>-Principal, counselor and teachers</p> <p>- Teachers</p>

Sunset High School
2006-07

Goal # 2: To increase Career Pathway education opportunities for Sunset students.

S.M.A.R.T. Objective(s) (Strategic & Specific, Measurable, Attainable, Results-Based, Time Bound)	Benchmark Indicators (Evidence of Progress)	Activities	Timeframe/When	Responsible Parties
1) Continue to develop two career pathways based on student, parent, community, and staff input, by the end of the 2007-08 school year. 2) Develop Internship and Mentorship opportunities for our students, by the end of the 2007-08 school year.	1) ROP class will continue with increased enrollment 2) Parent and student surveys 2) Senior Portfolios	-Update the student, parent, community and staff surveys. -Continue discussion/planning for identifying meaningful career pathways for Sunset students -Survey students and families for career interests -Develop, mail, and tally results of parent/community survey - Use district resources for contacting community businesses	- ongoing - Spring, 2008 - Spring, 2008 - Spring, 2008 - Ongoing	-Entire staff -Entire staff -Career teacher, counselor, teachers to administer -Career teacher and support staff -Principal, Career teacher and staff

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Sunset High School
2006-07

Goal # 3: To increase student connectedness and campus safety.

S.M.A.R.T. Objective(s) (Strategic & Specific, Measurable, Attainable, Results-Based, Time Bound)	Benchmark Indicators (Evidence of Progress)	Activities	Timeframe/When	Responsible Parties
<p>1) To increase the percent of students indicating “connectedness” on the Healthy Kids Survey:</p> <ul style="list-style-type: none"> - Feel close to people at school from 80% to 85% - Feel like a part of school: from 85% to 90% - Feel safe at school: from 93% to 100% <p>by June, 2008</p> <p>2) Continue to offer student support groups in response to student input.</p>	<p>1) UCSD survey results</p> <p>1) Quarterly review of suspension/expulsion rates</p> <p>1) Feedback from students and staff discussed at weekly staff meeting</p> <p>2) Actual number of groups offered, attendance records/ student sign ins</p>	<ul style="list-style-type: none"> - Review of HKS data with staff, students and parents/community. -Coordinate Spring survey activity with UCSD. -Monitor, tally and then review suspension/expulsion rates on a monthly basis with staff members. -Conduct student/staff interest survey to identify additional support groups needed, as well as identify “unique” opportunities and/or activities to promote student connectedness. -Tally results and share with staff for final consensus. 	<ul style="list-style-type: none"> -September/October, 2006 -January, 2007 -Ongoing 2007-08 school year, quarterly basis -Winter, 2008 -February, 2007 	<ul style="list-style-type: none"> -Principal, counselor and teachers -Principal -Campus Supervisor, Principal -Counselor and teachers -Principal and support staff

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<p>3) Identify and implement a minimum of 2 “unique” opportunities/ activities to build connectedness by June, 2008.</p> <p>4) Maintain and strengthen advisor/advisee structure fostering close ties to academic, social, and emotional development</p>	<p>3) Student/Staff Interest surveys, attendance sheets</p> <p>4) Student and parent feedback</p> <p>4) Increased participation in enhanced learning opportunities (Mira Costa, Palomar, SDA, LCC, TPHS, CCA, ROP)</p>	<p>-Provide professional development/training opportunities for newly identified activities- if needed</p> <p>-Implement identified “unique” opportunities/ activities</p> <p>- Discussion at weekly staff meeting</p> <p>- Counselor/advisor communication</p>	<p>-Spring, 2008</p> <p>-March through June, 2007</p> <p>- ongoing</p>	<p>-Principal and/pr counselor to coordinate</p> <p>-Teachers, counselor, support staff and principal</p> <p>- Principal, Counselor, teachers</p>
--	--	---	--	---

Categorical Funding/Budget

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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 1/28/08	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>	SS 8,105 NC \$1,817	\$3427 0	\$4,678 \$1,817
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>	SS \$6,811 NC \$5,601	\$0 \$0	\$6,811 \$5,601
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>	SS \$616	\$0	\$616
Total amount of state categorical funds allocated to this school	\$22,950	\$3,427	\$19,523

Federal Programs under No Child Left Behind (NCLB)	Estimated Allocation	Expenditures as of 1/28/08	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	\$22,950	\$3,427	\$19,523

Categorical Funding/Budget

Sunset Continuation High School

\$2,000 Substitutes – School Business/Professional Dev.

\$7,950 -for English-
Instructional Materials and Supplies

\$5,000 Printing

\$8,000 Conferences

\$22,950 Total

School Site Council

Membership Signatures, Recommendations and Assurances

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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
Don Rizzi	X				
Terry Hendlin			X		
Leann Lindemeier		X			
Don Hollins		X			
Dawn Heizer		X			
Diana DeRosa Cafferty			X		
Wendy Woodward			X		
Jennifer Galey				X	
Eric Hall				X	
Skye Simonelli					X
Christina Flores					X
Ondrea Rosen					X
Numbers of members of each category	1	3	3	2	3

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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
 - NA 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:

Don Rizzi
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 AT TORREY PINES HIGH SCHOOL

37686463730033
CDS Code

Date of this revision: November 15, 2007

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: Rick Ayala
Position: Assistant Principal
Telephone Number: 858-755-0125, ext 2271
Address: 3710 Del Mar Heights Rd, San Diego, CA 92130
E-Mail Address: rick.ayala@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

School Profile

Torrey Pines is an exemplary high school within a strong secondary school district. The 2,650 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 such 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 115 extracurricular student clubs in 2007-2008. 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 nearly 90% of our students attending a four-year university

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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 2007, we administered 2,685 Advanced Placement Exams to 1,169 candidates. This represents a 7% increase over the last three years in the number of candidates in relation to the total student population. Moreover, the percentage of students passing AP exams has increased 7% over the past three years from 73% in 2005 to 80 % in 2007. Our expanded access program has led to increased participation in this college-preparation and eligibility process. 78% of our senior class sat for the SAT exam, earning an average mean total of 1189. 100% of our graduating AVID seniors were accepted to 4-year schools for the third year in a row. Our Academic Performance Index (API) improved for the third consecutive year to 852 in 2007.

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 seven 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.

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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 Learner (ELL) Program, supported by an onsite coordinator, receive specialized training in language acquisition skills. Instructional aides are assigned to ELD and sheltered classes. We are pleased to provide additional support to EL families through Computer Crossroads, which provides free computers to students at home and on-campus tutoring. The English Learner Advisory Committee (ELAC) meets monthly. All sheltered classes meet college preparatory requirements. 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 \$2,000,000 annually to enhance educational and developmental opportunities in areas such as athletics and visual and performing arts as well as academic classrooms.

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STAR/CST Results

Percent of Students Scoring Proficient or Above on STAR CST Exam		2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
ELA	Grade 9	79%	77%	78%	81%	82%
	Grade 10	74%	66%	73%	72%	70%
	Grade 11	76%	58%	61%	68%	70%
Math (Summative)	All Grades	72%	55%	64%	59%	65%
	Grade 10	88%	80%	86%	96%	98%
	Grade 11	70%	50%	60%	55%	59%
Algebra I	All Grades	15%	13%	8%	12%	11%
	Grade 9	18%	15%	12%	15%	13%
	Grade 10	8%	3%	2%	7%	5%
	Grade 11	4%	0%	0%	0%	13%
Geometry	All Grades	54%	52%	52%	58%	54%
	Grade 9	73%	67%	68%	72%	69%
	Grade 10	21%	11%	17%	25%	9%
	Grade 11	6%	0%	16%	0%	8%
Algebra II	All Grades	56%	40%	44%	47%	52%
	Grade 9	98%	91%	96%	94%	94%
	Grade 10	64%	44%	51%	54%	53%
	Grade 11	18%	6%	10%	6%	11%
Biology	All Grades	85%	76%	71%	75%	73%
	Grade 9	93%	95%	86%	86%	81%
	Grade 10	75%	54%	63%	55%	34%
	Grade 11	80%	76%	54%	69%	79%
Chemistry	All Grades	77%	67%	67%	59%	67%
	Grade 10	86%	77%	83%	74%	74%
	Grade 11	62%	44%	43%	41%	46%
Earth Science	All Grades	70%	73%	57%	40%	43%
	Grade 9	73%	75%	59%	44%	44%
	Grade 10	32%	50%	N/a	N/a	40%
Physics	All Grades	79%	63%	66%	78%	68%
	Grade 11	80%	63%	66%	79%	68%
	Grade 10	N/a	N/a	N/a	N/a	88%
World History	Grade 10	68%	54%	61%	56%	62%
US History	Grade 11	77%	58%	58%	68%	63%

N/a = not enough results reported for data

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Academic Performance Index (API)

School-wide Results

Academic Performance Index (API)				
	Base API Score	Statewide Rank	Similar Schools Rank	Met API Target?
2003	855	10	9	Yes
2004	--	--	--	No
2005	821	10	5	Yes
2006	838	10	6	Yes
2007	852	Not yet available	Not yet available	Yes

Note: Among schools that tested at least 2,000 students, TPHS ranked (tied) for fourth in California.

Subgroup Results

Subgroup API Results					
Group	2002*	2004	2005	2006	2007
African American	--	--	--	--	--
American Indian/Alaska Native	--	--	--	--	--
Asian	926	904	*exceeded target	910	913
Filipino	--	--	--	--	--
Hispanic/Latino	627	646	647	633	672
Pacific Islander	--	--	--	--	--
White	864	824	*exceeded target	845	855
Socioeconomically Disadvantaged	602	625	626	646	622
English Learners		--	--	--	--
Students with Disabilities		594	595	603	569

(*--' indicates group size that is numerically insignificant, * no data available for 2003)

Adequate Yearly Progress (AYP)

	2002-2003		2003-2004		2004-2005		2005-2006		2006-2007	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math
AYP Goal % Proficient	11.2	9.6	11.2	9.6	22.3	20.9	22.3	20.9	22.3	20.9
School-wide	89	81	86	82	87	85	87	84	86.4	84
Asian	93	97	90	92	91	96	91	95	90.7	94.7
Hispanic/Latino	56	43	53	53	49	47	46	39	50.9	48.1
White	91	81	90	83	91	87	91	87	90.8	86.5
SES Disadvantaged	46	28	43	42	49	48	50	44	36.8	39.5
English Learner	41	57	60	76	35	44	34	46	37.2	51.2
Disabled Students	50	31	53	37	42	39	32	32	35	30

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Subgroups Performance on STAR - % Proficient (Including all 2007 data released as of report date)													
	ELA 9	ELA 10	ELA 11	Alg I	Geo	ALg II	Sum. Math	World Hist.	US Hist.	Bio	Chem	Earth Sci.	Phys
English Learners													
2005	13	0	13	15	24	38	--	0	14	24	--	--	--
2006	21	6	8	6	29	31	--	3	8	22	27	--	--
2007	21	12	6	0	22	33	--	20	7	17	64	--	--
Redesignated Fluent English Proficiency													
2005	50	61	52	0	42	62	80	57	63	60	87	--	79
2006	65	50	59	0	70	56	68	50	65	75	64	--	--
2007	62	58	47	8	44	73	65	48	48	50	71	--	--
Socioeconomically Disadvantaged													
2005	34	24	33	4	28	19	--	19	26	38	45	--	--
2006	37	26	24	3	18	22	--	20	29	33	25	--	--
2007	23	19	23	4	18	21	25	10	27	27	--	--	--
Students with Disabilities													
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	--
2007	30	15	11	2	8	--	--	15	22	--	--	--	--
GATE Students													
2005	98	93	82	--	81	63	72	80	76	90	77	83	72
2006	--	100	84	--	--	40	72	100	83	88	65	--	80
2007	99	94	95	--	86	82	84	83	83	94	84	--	79

(-- indicates not enough test takers for valid data)

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California High School Exit Exam (CAHSEE) Results

<i>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)</i>								
	2003-2004		2004-2005		2005-2006		2006-2007	
	Gr. 10	All	Gr. 10	All	Gr. 10	All	Gr.10	All
School-wide	96	96	95	91	94	87	94	91
Statewide		75	76	65	77	61		
Male	95		89	89	93	83	92	88
Female	98		94	94	96	92	96	94
White not Hispanic	97		95		98	94	98	97
Hispanic/Latino	85		63		65	49	68	57
Asian	100		93		97	93	94	92
African American/Black	--		10		--	--	--	--
American Indian/Alaskan Native	--		2		--	--	--	--
Filipino	--		8		--	--	--	--
Pacific Islander	--		5		--	--	--	--
Multiple/No response	93		--		--	--	--	--
English Only	97		94		98	93	97	96
Redesignated FEP	94	94	97	97	93	88	93	94
English Learner	72	72	33	28	32	35	46	37
Special Education	79	79	74	61	73	58	63	50
Socioeconomically Disadvantaged	77	77	77	61	69	50	60	50
Non-Socioecon. Disadvantaged	97	97	97	94	97	93	98	95

('--' indicates less than 10 documents processed)

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<i>Percent of TPHS Students who have passed the California High School Exit Examination in Mathematics (Grade 10 and All students testing – Combined administrations)</i>								
	2003-2004		2004-2005		2005-2006		2006-2007	
	Gr. 10	All	Gr. 10	All	Gr. 10	All	Gr. 10	All
School-wide	96	96	96	92	94	88	95	94
Statewide			74	65	76	59		
Male	96		90		93	87	94	92
Female	97		95		96	90	96	95
White not Hispanic	98		95		97	91	97	96
Hispanic/Latino	87		68		72	60	73	73
Asian	98		98		99	99	99	99
African American/Black	--		77		--	--	--	55
American Indian/Alaskan Native	--		--		--	--	--	--
Filipino	--		--		--	--	--	--
Pacific Islander	--		--		--	--	--	--
Multiple/No response	93		--			--	--	--
English Only	97				97	90	96	96
Redesignated FEP	100	100	97	97	86	87	97	97
English Learner	91	91	54	56	70	62	68	64
Special Education	80	80	78	62	64	54	64	60
Socioeconomically Disadvantaged	85	85	73	65	76	66	63	59
Non-Socioecon. Disadvantaged	98	98	98	95	96	92	99	98

('--' indicates less than 10 documents processed)

College Entrance Exam Results

SAT and ACT Results							
Graduation Class		2002	2003	2004	2005	2006	2007
SAT	% of Seniors Taking	80	76	77	85	77	78%
	Mean Verbal	565	563	583	571	570 *	576 *
	Mean Math	608	607	617	609	612	613
	Mean Total	1173	1170	1200	1180	577 *	582 *
ACT	% of Seniors Taking	29	28	31	36	33	34
	Avg. Composite Score	24.7	24.7	25.6	25.3	25.7	25.3

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Advanced Placement Results

AP Subject	2005 # of Exams	2005 % Passing	2006 # of Exams	2006 % Passing	2007 # of Exams	2007 % Passing	% +/- between 06 & 07
AP Art History	39	97	48	77	43	79	+2
AP Biology	103	96	98	98	145	92	-6
AP Calculus AB	228	83	212	94	201	95	+1
AP Calculus BC	52	94	44	98	37	95	-3
AP Chemistry	78	95	77	100	67	97	-3
AP Chinese					14	100	
AP Comp Science A	26	100	35	69	41	90	+21
AP Comp Science AB	11	100	8	100	10	70	-30
AP Econ/MAC	147	78	153	82	167	76	-5
AP Eng. Lang.	318	80	411	76	311	84	+8
AP Eng. Lit.	251	77	280	84	327	80	-4
AP Env. Science	2	100	39	77	38	87	+10
AP Euro. History	13	92	18	94	17	88	-6
AP French Lang.	22	36	25	56	22	77	+21
AP French Lit.	4	50	5	20	0		
AP German	3	100	2	100	4	100	0
AP Gov/Pol US	120	52	117	72	150	63	-9
AP Japanese					23	78	
AP Music Theory	17	88	20	95	10	100	+5
AP Physics B	173	56	167	73	172	70	-3
AP Physics C- E&M	23	83	29	83	26	88	+5
AP Physics C - Mech	68	65	67	75	67	87	+12
AP Psychology	170	37	123	64	139	67	+3
AP Span. Language	68	82	80	80	51	90	+10
AP Span. Literature	23	100			14	71	
AP Statistics	107	74	95	87	89	79	-8
AP Studio Art – Draw	11	73	12	33	8	63	+30
AP Studio Art – 2D	8	25	5	0	15	93	+93
AP Studio Art – 3D			1	100	1	100	0
AP US History	165	64	269	60	250	66	+6
AP World History	210	70	221	72	226	77	+5
Total Exams	2460		2663		2685		+22
Total Candidates	1122		1204		1169		-35
% of Population	34%		38%		41%		+3%
Overall % Passing		73		78		80	+2

AP Results School wide	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Number of Candidates	742	906	1122	1204	1169

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Number of Exams with Passing Score	1351	1596	1787	2077	2136
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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 838 to 852, we are still charged with a duty to provide support and access to every student to success in their classrooms. The following was observed:

- 1,169 students participated in AP exams and a total of, 2,685 exams were taken. AP participation in testing increased by 3% from the previous year and 7% since 2005. The percentage of the student population participating in AP exams increased from 38% in 2006 to 41% in 2007. The school-wide pass rate increased from 78% to 80% from 2006 to 2007. 15 exams experienced an increase in the percentage of students passing. Pass rate on several exams also increased with participation holding steady for those areas: those include AP Calculus AB, Computer Science A, Environmental Science, French Language, Psychology, Physics C, Studio Art 2-D, US History and World History. English Language saw an increase in pass rate, but a drop in participation.
- CST results from STAR testing saw school-wide percentage proficient gains in a variety of areas including: Summative Math, Algebra II, Chemistry, Earth Science, and World History. In English Language Arts increases were seen at the 9th and 11th grade levels. Areas for concern include Physics, Geometry, and US History, which saw drops in percentages proficient.
- Algebra I CST results continue to be an area of focus despite showing an increased proficiency level in grade 11. School-wide proficiency dropped by 1%.
- Subgroup results showed decreased API and proficiency results for socio-economically disadvantaged students and students with disabilities.
- English Learners saw significant increases in proficiency in ELA grade 10, World History, and Chemistry. Socio-economically 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 9 and 11, Geometry, Algebra II, Summative Math, Biology, and Chemistry. Unfortunately there were declines in ELA 10 and World History.
- Subgroup API results also showed increases among Asian, Hispanic/Latino, and White students. Our Hispanic/Latino subgroup API increased the most from 633 to 672.

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- CAHSEE pass rates remain high, with a school-wide pass rate of 94% for first-time test takers in Math and English.

Summary of Progress Made on 2006-07 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 school-wide, general population CST ELA 07 results showed gains in grade 9 (81% to 82%) and grade 11(68% to 70%.) Unfortunately our grade 10 percentage proficient declined 2% to 70% 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 37% to 40%, grade 10 from 26% to 30% and grade 11 from 24% to 40%.*

Our socio-economically disadvantaged subgroup saw a 17% decrease in the percentage of students scoring proficient or above in grade 9 (for a total of 23%), an 11% decrease in grade 10 (for a total of 19%), and a 17% decrease in grade 11 (for a total of 23%). Because of this decline, and with continued student achievement in mind, we will continue with this objective in the 2007-2008 school year, but with adjusted targets. Activities targeting this group include: enrollment in support classes, implementation of computerized software, supporting a variety of tutoring centers, and providing 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 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 21% to 30%, grade 10 from 6 to 20% and grade 11 from 8% to 20%.*

Our English Learner population, both EL and Redesignated students (RFEP), did not see much change in proficiency levels at grade 9. EL stayed at 21% proficient or above, and RFEP dropped from 65% to 62%. EL students also showed increases in grade 10, going from 6% proficient to 12%. RFEP saw an 8% increase in grade 10 from 50% to 58%. 11th-grade EL students decreased from 8 to 6% and RFEP 11th-grade students decreased from 59% to 47%. Our continued dedication to our EL program and inclusion of this goal with adjusted growth targets for 2007-2008 will hopefully see improvement. We've implemented activities such as a special peer tutoring program as well as a before and after school tutoring programs, CAHSEE prep classes and other activities such as counselor and administrator visits to help these students feel connected to school, understand the goals of college, and achieve success.

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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 lead teacher to prepare these students for the future.

Goal #2: To increase the number of students 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 12% to 16%.*

The General Student Population saw a slight decrease in proficiency from 12% to 11%. This is a critical requirement for student achievement. 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 have specialized courses for CAHSEE preparation. 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 (ED) and English Learner (EL) population who score at proficient or above on the CST for Algebra I: ED from 3% to 8%, EL from 6% to 10%.*

The 2007 results saw the ED percentage of proficient or above on the Algebra I exam increase from 3% to 4%, and EL population percentage decreased from 6% to 0%. We've intensified our program and adjusted our goals to be realistic but with high hopes. We've implemented programs such as peer and teacher tutoring for math targeting this group of students. 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 percentage of students enrolled in AP and Honors courses has increased over the past 3 years, partly due to expanded access. AP testing participation has also increased, coupled with increases also in our school-wide percentage of scores of a 3 or higher on the AP exams.

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- Objective #1: *To increase the number of identified English Learner, Redesignated English Learners, and ethnic minority subgroups participating and achieving success in Honors or Advanced Placement courses.*

16 EL, 59 RFEP, 8 African-American and 43 Hispanic students are enrolled in AP classes this school year. We have seen a slight decrease in the number of students participating in AP classes, but we also have less students overall than we did last year. Our school-wide 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, and support materials. Curriculum addressing study skills and strategies, critical thinking skills, and resources available was developed by a team of teachers and implemented. 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 have seen 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 from only 15 in 2005 to more than 70 in 2007.

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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 23% to 25% • 10th grade from 19% to 21% • 11th grade from 23% to 25% <p>by the end of the 2007-08 school year as evidenced on the Spring 2008 California Standards Tests (CSTs).</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 60% to 62% • 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 teachers which support this objective 5. Promote the formation of study groups consisting of peers. For Example: the Peer Tutoring Center. 6. Summer opportunities to improve study skills, reading, and writing skills. 7. Continue and expand use of computerized supplemental materials or programs to aid instruction such as document cameras. 	<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</p> <p>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 = \$25,000 - Career-College center support = \$3,000 - Registration Fees/travel for off-campus professional development = \$3,000</p>

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		<p>8. Counselors meet with all 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. Continue to promote the 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. Support opportunities for study skills, career-goals, and college planning</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 2007-2008

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 score at the proficient level or above</p> <ul style="list-style-type: none"> • 9th grade from 21 % to 23 % • 10th grade from 12% to 14% • 11th grade from 6% to 8% <p>by the end of the 2007-08 school year as evidenced on the Spring 2008 California Standards Tests (CSTs).</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 46% to 48% • 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 	<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. 3. Identify all English Learner and RFEP Students in the mainstream who are at the 300-340 mean scaled score and help EL teachers develop and implement supplemental, standards-based reading and writing activities to be integrated into their mainstream English coursework 4. Provide professional development opportunities for mainstream English, ELD, ELA support class, and tutorial teachers which support this objective 5. Provide small group intervention through the use of instructional aides within the ELD program 6. Promote the formation of study groups consisting of peers. For Example: the Peer Tutoring Center and Breakfast Club 	<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>EL Lead Teacher– 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 = \$25,000 - Guidance counselor =</p>

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		<p>7. Develop small settings and one-on-one opportunities for tutoring or intervention.</p> <p>8. Summer 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. Continue to promote a college visitation program for underclassmen</p> <p>13. Support opportunities for study skills, career-goals, and college planning through ELD program</p> <p>14. Communicate goals, methods, and strategies with staff, students, parents and broader community. For example: ELAC and Success Night, teacher in-services.</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. Encourage participation in extracurricular and social events.</p> <p>17. EL Lead Teacher to support student and teacher needs</p>		<p>20 hours per week, 34 weeks = \$13,600 - Registration Fees/travel for off-campus professional development = \$3,000</p>
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Torrey Pines High School – Single Plan for Student Achievement 2007-2008

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 11% to 13% by the end of the 2007-08 school year as evidenced on the Spring 2008 California Standards Tests (CSTs).</p>	<ul style="list-style-type: none"> • CAHSEE Math Pass rate to increase from 91% for all grades to 93% • 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 3. Provide professional development opportunities for, Pre-Algebra, Algebra, Algebra support class, and tutorial teachers which support this objective 4. Counselors meet with students individually to discuss 4-year plan, graduation requirements, math course pathways, and course profiles. 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. Implement computerized supplemental materials or programs to aid instruction such as calculators. 8. 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 = \$25,000 - Guidance department support = 20 hours per week, 34 weeks = \$13,600</p>

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		<p>college guidance opportunities in one-on-one or small group settings.</p> <p>9. Develop a college visitation program</p> <p>10. Support opportunities for study skills, career-goals, and college planning through AVID</p> <p>11. Communicate goals, methods, and strategies with staff, students, parents and broader community</p> <p>12. Provide supplemental materials to support new strategies or curriculum</p> <p>13. 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 = \$3,000</p> <p>- Supplemental Materials = \$1500</p> <p>-to pay teachers hourly for curriculum development & benchmark development; 60 hours curriculum writing = \$2,000</p>
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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 populations who score at the proficient level or above on the CST – Algebra I: ED: from 4% to 6% EL: from 0% to 2% by the end of the 2007-08 school year as evidenced on the Spring 2008 administration of the California Standards Tests (CSTs).</p>	<ul style="list-style-type: none"> • CAHSEE Math Pass rate to increase from 64% to 66% for all grade EL students, and from 59% to 61% 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, such as Breakfast Club, 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 3. Provide professional development opportunities for, Pre-Algebra, Algebra, Algebra support class, and bilingual aides which support this objective 4. Counselors meet with students individually to discuss 4-year plan, graduation requirements, math course pathways, and course profiles. 5. Promote the formation of study groups consisting of peers. For Example: the Peer Tutoring Center and Breakfast Club 6. Provide students with opportunities to develop social speaking skills. Encourage participation in extracurricular and social events. 7. Summer opportunities to improve 	<p>Counselors- Identify and enroll students into appropriate and/or support classes, meet with students, develop four-year plans, advise on course selection Teachers- Develop/Implement coursework, attend trainings, serve as tutors, develop new curriculum and systems to support students Administration – Support/Assist with Program Creation, support effort to identify students, review programs, review materials Communications Secretary - communicate goals, programs, and support methods to community Site Council – Oversee activities, communicate with council and administration, manage funds EL Lead Teacher– 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 = \$25,000 - Guidance department support = 20 hours per week, 34 weeks =</p>

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		<p>math skills.</p> <p>8. Continue and maintain use of computerized supplemental materials or programs to aid instruction such as calculators, sketch pads, and document cameras.</p> <p>9. Promote career and college guidance opportunities in one-on-one or small group settings.</p> <p>10. Continue to promote the college visitation program</p> <p>11. Support opportunities for study skills, career-goals, and college planning though the EL program</p> <p>12. Communicate goals, methods, and strategies with staff, students, parents and broader community. For example, EL Success Night.</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>15. Explore opportunities for Peer Aides during classes</p> <p>16. Maintain current class sizes for sheltered students</p>		<p>\$13,600</p> <ul style="list-style-type: none">- Registration Fees/travel for off-campus professional development = \$3,000- Supplemental Materials = \$1500-to pay teachers hourly for curriculum development & benchmark development; 60 hours curriculum writing = \$2,000
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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 in Honors or Advanced Placement classes by the end of the 2007-08 school year as evidenced by the Fall 2007 enrollment in these classes and AP exam participation in the Spring of 2008.</p> <p>The goals are:</p> <p>*16 English Learners in 07-08 in AP Classes will grow to 18 English</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 	<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 to be held during summers 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 3. Provide professional development opportunities for teachers of Honor/Advanced Placement courses specifically to support struggling students 4. Counselors meet with students individually to discuss 4-year plan, graduation requirements. 5. Promote the formation of study groups consisting of peers (For Example: the Peer Tutoring Center) as well as tutoring by teachers 6. Implement supplemental materials to aid instruction, including technology 7. Establish career and college guidance opportunities in one-on-one or small group settings. 	<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 –</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 = \$7,000 - 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 =

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<p>Learners * 59 Redesignated English Learners will increase to 61 enrolled in AP classes * 8 African American students in AP courses in 07-08 will increase to 10 * 43 Hispanic students in AP courses in 07-08 will increase to 45</p> <p>*** Ethnic goals based on groups with less than 40% enrolled in AP course</p>	<p>AVID program of ethnic minorities</p> <ul style="list-style-type: none"> • AP exam data for EL, RFEP and minority students 	<p>8. Sponsor educational activities appropriate to student needs such as Science Olympiad, college visitations at the freshman level.</p> <p>9. Communicate goals, methods, and strategies with staff, students, parents and broader community</p> <p>10. 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. EL Lead Teacher to identify EL students with D or F grades. Admin/Counseling to identify African-American and Hispanic students with D or F grades.</p> <p>11. Continue conducting Parent Orientation Nights to educate parents about rigor, demands, benefit of program</p> <p>12. Raise awareness of fee waiver and reduction opportunities for students for college entrance and AP exams</p> <p>13. Continue support of online and media center support resources</p> <p>14. Expand opportunities to educate students about AP course options.</p> <p>15. Administrators visit EL and AVID class to encourage and promote opportunities</p> <p>16. EL college visits</p>	<p>Assist in identifying students who qualify but may have special needs or require support, identify students who qualify for special assistance, including scholarships</p>	<p>\$13,600</p> <ul style="list-style-type: none"> - Honors Society Advisor Stipend = \$2000 - Parent Nights = \$2000
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Torrey Pines High School Library Plan**SMART Goals:**

- Purchase fiction and nonfiction to support the curriculum and recreational reading
- Create broader, more integrated, comprehensive technology resources for students and teachers
- Provide students with a user friendly "Research Links" webpage and research possibilities to them

Report on the above with documentation will be given to Site Council in Spring 2008.

	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	1989	2000+ It takes 1000 books to increase the average age of the collection	Purchase as many current, new copyrighted books as possible	LMT	
Periodicals (print)	51	Continue as is	Continue as is	LMT	10%
Non-print online databases	15	Increase 5 integrated resources and 10 reference multi-volume eBooks web subscriptions	Write proposals for additional funding 2. Create broader, more integrated, comprehensive technology resources for students and teachers	LMT	40%
	Where are we now?	Where do we want to be?	What we will do this year?	Responsible Parties	Percentage of Budget
STAFFING					
Librarian	60%*	1	Increase certificated librarian to 1	Principal	

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	*20% spent on textbooks			District office	
Library Tech	30%* 60% spent on textbooks	2	Increase library staffing to 2	Principal District office	
ACCESS AND USE					
# of Hours open per week	51 hours	Continue as is	NA	LMT, Principal	
Open for after hour or community use?	Open M-Thurs. 7:15 am - 6 pm	Continue as is	NA	NA	
# of materials circulated in '06-'07	64,121 (includes items on reserve carts)	Continue as is	NA	NA	
	Where are we now?	Where do we want to be?	What we will do this year?	Responsible Parties	Percentage of Budget
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. Provide students with a user friendly "Research Links" webpage and research possibilities	LMT	
Flexible scheduling to meet class needs	Flexible schedule is available. Reservations	Continue as is.	Continue as is.	LMT	

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	are made on a needs basis				
Technology integration	Technology is fully integrated into program	Add more wireless laptops for flexible usage	Continue to advocate for new technology Create an updated vision for the library of the future	LMT AP in charge of technology Principal Director of Tech	10 %
	Where are we now?	Where do we want to be?	What we will do this year?	Responsible Parties	Percentage of Budget
Collaborative Planning and teaching	Limited	Increase collaborative planning time with teachers	Continue to advertise to teachers in a variety of ways	LMT	
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					

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	Where are we now?	Where do we want to be?	What we will do this year?	Responsible Parties	Percentage of Budget
Ethical use of Resources	Instruction is Integrated and reinforced into lessons	Continue as is	Continue as is	LMT, Teachers	
	Where are we now?	Where do we want to be?	What we will do this year?	Responsible Parties	Percentage of Budget
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	

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How does Torrey Pines Library Compare to an Exemplary High School Library?

***Exemplary high school library as defined in Standards and Guidelines for Strong School Libraries, California School Library Association, 2004.**

	Torrey Pines High School	Exemplary High School*
COLLECTION		
# of Books Books per student ratio	7.9 books per student	25+ current books per student that meet curriculum and recreational needs of a diverse school population
Average age (copyright) of Nonfiction books	1989 (It takes ~1,000 books to increase the copyright date by a year.)	current
Periodicals (print)	Meets criteria.	50+ periodical subscriptions for reference and recreational use
Non Print/online databases	15 paid web subscriptions free to students 24/7	Free access and/or paid subscription to 20+ distinct services that address curricular needs of a diverse school population
STAFFING		
Library Media Teacher Library Tech	60% library media teacher 30% library tech	(Over 2500 ADA) 2+ library media teachers 2 technicians 1 clerk
ACCESS AND USE		
# of Hours open per week Open for after hour or community use?	51 hours. Meets criteria for an exemplary library	Provides access to a variety of learning experiences in the library media center before, during, and after the instructional day, and when appropriate, beyond the school year. Digital resources are available 24/7.

	Torrey Pines High School	Exemplary High School
LIBRARY PROGRAM		
Information Literacy: Use, locate, evaluate and use information	Gaps still exist in knowledge between high achieving and low achieving students. High achieving students also continue to need guidance in achieving deeper	Students are achieving all the information literacy standards, indicators, and skills appropriate for their grade level.

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effectively	understandings.	
Flexible scheduling to meet class needs	Meets criteria	Individuals, small groups, and classes are afforded full access on a flexible, responsive schedule to accommodate immediate and long-term learning needs in a "learning laboratory" setting (p.36)
Technology integration	Meets criteria	Students, staff and community are able to access, produce and communicate digital information successfully. (p. 8) Fully automated and integrated library catalog and circulation system that is networked district-wide (p. 49) Web-based online public access catalog (OPAC) available to all users on-site and remotely. (p. 49)
Collaborative Planning and teaching	The library media teacher continues to work towards accomplishing indicators of professional standards 4,9 and 11 in relation to role as collaborative teacher (p. 18-23)	The library media teacher accomplishes all of the indicators of professional standards 4,9 and 11 in relation to role as collaborative teacher (p. 18-23)
Reading Motivation	The library media teacher continues to work towards accomplishing all of the indicators of professional standard 3 in relation to role as information specialist (p. 20-21).	The library media teacher accomplishes all of the indicators of professional standard 3 in relation to role as information specialist (p. 20-21)
Ethical use of Resources	Meets criteria.	Students practice ethical behavior in regard to information and information technology (p. 14)

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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				
Rick Ayala			X		
Lauren Dowell			X		
Robert Caughey		X			
Carol Carrillo		X			
Lisa Hendricks		X			
Ashley Moritz			X		
Elise Ochenduszko		X			
Paige Pennock		X			
Danna Gunther			X		
Lori Wilson			X		
Carol Gershenson				X	
Corinne Hackbart				X	
Carole Larson				X	
Raj Pratha				X	
Ron Rabens				X	
Michelle Chow					X
Claire Galente					X
Miranda Greenberg					X
AJ Mells					X
Mallory Murphy					X

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.

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Carmel Valley Middle School

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

Date of this revision: 3-10-08

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*

Telephone 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

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 our **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 frequent staff development opportunities to provide training for staff in the areas of identified needs, and to conduct other school wide change efforts (collecting and analyzing student work and data, creating common assessments, prioritizing needs, goal setting, 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, and non-sheltered math courses. Most teachers have CLAD/EL certification and some have received SDAIE training. Seventy seven percent (77%) of the staff is EL certified. An adult aide assists in ELD and sheltered classes.
- **Educationally disadvantaged students** are recruited for enrollment in an AVID class. Most 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, Before School Enrichment, math & ELA support electives, Saturday Seminar, Bobcat Connection, etc.). (See Appendix IV)
- **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 waiver 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 in targeted regular education classes, 2) providing special education instructional assistants in some classes and, 3) Special Education courses in the areas of Math, ELA, Reading, and High School Exit Exam (HSEE) classes. A school psychologist and speech therapist also provide Designated Instructional Services to students with special needs. All teachers receive on-going training in strategies to assist special needs students. Students with moderate to severe disabilities can enroll in our Transitional Academic Program (TAP) which focuses on functional academics and life skills.

All students engage in a high-quality, well-balanced **standards-based** core curriculum, yet teachers acknowledge that students are at different developmental stages and that some may take longer to succeed and respond to different approaches. Consequently, curriculum and instructional practices are varied in order to address the academic, social, and personal needs of each student, including students who are learning English, economically disadvantaged, underachieving, gifted and talented, of average ability, and 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) homeroom and before and after school tutoring c) peer tutoring, d) counseling programs to facilitate readiness to learn, and e) Math and ELA support electives (see Appendix IV).

Teachers respond to students' linguistic and cultural backgrounds by providing Specially Designed Academic Instruction in English (SDAIE) in sheltered and ELD courses. Sheltered and ELD 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 according to district criteria 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 the summer Parent Orientation, quarterly Parent Forums, PTSA parent organization, School Site Council, SSS Advisory Board, GATE Committee, English Learner Advisory Committee, and a huge variety of volunteering opportunities. 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 Middle School's 2007 API is 934 (out of 1000). The school is in the highest statewide performance band (10), with a 2007 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 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 Appendix 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 district-wide standards-based Direct Writing Assessment is annually administered to all 8th grade students. During the 2007-08 school year we have continued to develop and employ course-specific common formative assessments which will be administered school-wide on a quarterly basis. 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. Students targeted for and participating in intervention programs are assessed three times per year using a computer-based formative assessment program call Measures of Academic Progress (MAP) and this data is used to inform instruction, measure individual growth, and assess program effectiveness.

Conclusions from Student Performance Data

Our students as a whole outperformed district, county and state averages across all measures with over 80% of our students scoring Proficient or better on all CST's. While these results are impressive there is still room for improvement. We still have achievement discrepancies between certain sub-group populations in relation to overall school performance. These most significant of these discrepancies are discussed below:

Economic Status: There is a discrepancy between the CST achievement of Economically Disadvantaged students and those who are not classified as Economically Disadvantaged. The number of students classified as Economically Disadvantaged during STAR testing was 31 (2.3 % of school population). On average, Economically Disadvantaged students (as a group) under-performed their non Economically Disadvantaged peers by 45% across all subject areas.

English Proficiency: There is a discrepancy in the CST English/Language Arts, Science, and History-Social Science results between English Proficient/English Only students and English Learner students. There was no significant discrepancy between the CST math results of the two groups. Our English Learner population was 46 students (3.4% of school population) during STAR testing in Spring 2007. On average, English Learner students (as a group) under-performed their English Proficient/English Only peers by 60% on CST English/Language Arts, Science, and History-Social Science.

Special Education Status: There is a discrepancy between the CST achievement of our students with special needs (those with active IEP's at the time of testing) and those without IEP's. The number of students classified as Special Education during STAR testing was 108 students (7.9 % of school

population). On average, Special Education students (as a group) under-performed their non-Special Education peers by 40% across all subject areas.

Math Course Enrollment: There is a discrepancy in the CST results of our 8th grade students enrolled in Pre-Algebra (below grade level) and other 8th graders enrolled in Algebra or Geometry classes (at or above grade level). The number of 8th grade students enrolled in Pre-Algebra classes during STAR testing was 113 students (16.5% of 8th grade population) while 81.6% of our 8th graders were enrolled in Algebra, Geometry, or Algebra II classes. On average, 8th graders enrolled in Pre-Algebra classes (as a group) under-performed their 8th grade peers by 61% on the Math CST.

It should also be noted that there is significant crossover among the underperforming groups discussed above. For example, many of the 8th graders enrolled in Pre-Algebra classes also fall into the Special Education sub-group and a disproportionate number of the Economically Disadvantage students also fall into the Special Education sub-group. Although the overall number and percentage of these underperforming students is relatively small in relation to the school population as a whole, our goal is to target these students for improvement and increased academic achievement in order to close the achievement gap between these groups and the population as a whole.

IV. Summary of Progress Made on 2006-07 Goals

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

CST ELA	2007		2006		2005	
	7	8	7	8	7	8
% Advanced	59	54	57	59	51	49
% Proficient	30	25	28	27	36	32
% Basic	8	16	10	12	10	15
% Below Basic	2	2	3	2	2	3
% Far Below Basic	1	3	1	1	1	1

In 2005, 81% of our 8th grade students scored Proficient or better, in 2006, this percentage went up to 86%, and in 2007 this percentage went down to 79%. In 2005, 87% of our 7th graders scored Proficient or above, in 2006 this percentage went down to 85%, and in 2007, this percentage went up to 89%. The fluctuation 7% decrease could be attributable to variety of factors but is most likely due to the fact that these test results represent the achievement of different groups of students. Of concern is the fact that of our 2006 7th graders, 85% scored Proficient or above and one year later 79% of this same group of students scored Proficient or above. This indicates that this cohort group of students failed to maintain or improve their performance on the CST's.

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

CST Math 7	2007		2006		2005	
	7	8	7	8	7	8
% Advanced	55	N/A	57	N/A	60	N/A
% Proficient	30	N/A	26	N/A	25	N/A
% Basic	11	N/A	11	N/A	11	N/A
% Below Basic	3	N/A	4	N/A	4	N/A
% Far Below Basic	1	N/A	1	N/A	0	N/A

In 2005, 85% of our 7th graders scored Proficient or above and in 2006 this percentage went down to 83% and in 2007 this percentage went up to 85%. This fluctuation could be attributable to variety of factors but is most likely due to two contributing factors: 1) the fact that these test results represent the achievement of different groups of students, 2) our ongoing efforts to move more students into ever more rigorous math classes regardless of grade level means that we are skimming the top students out of Pre-Alg 1 into Pre-Alg 7 and out of Pre-Alg 7 into Algebra or Geometry which is likely to depress the 7th Grade Gen. Math Test scores. Of significant note is that starting with 2007, all 7th graders took subject specific math tests whereas prior to 2007, all 7th grade students, regardless of math class enrollment, took the same 7th Grade General Math Test. This is significant because in 2007 our strongest 7th grade math students took the more challenging Algebra and Geometry tests which skimmed the strongest performing 7th grade students from the group score for the 7th Grade Gen Math Test. We were pleased to see that despite this change, our 7th Grade Gen. Math Test group did as well or better than past groups. Unfortunately, due to our students coming from over 10 different feeder elementary schools, it is not possible to analyze the achievement of cohort groups from 6th to 7th grade.

CST Gen. Math 8 (Pre-Alg 2)	2007		2006		2005	
	7	8	7	8	7	8
% Advanced	N/A	4	N/A	4	N/A	9
% Proficient	N/A	24	N/A	25	N/A	30
% Basic	N/A	49	N/A	50	N/A	40
% Below Basic	N/A	18	N/A	16	N/A	13
% Far Below Basic	N/A	6	N/A	4	N/A	7

In 2005, 39% of our 8th grade Pre-Algebra 2 students scored Proficient or above, in 2006 this percentage went down to 29%, and in 2007 this percentage went down again slightly to 28%. This small decline could be attributable to variety of factors but is most likely due to two contributing factors: 1) the fact that these test results represent the achievement of different groups of students, 2) our ongoing efforts to move more students out of Pre-Alg 2 and into Algebra at the 8th grade level means that we are skimming the top students out of Pre-Alg 2 to move them into Algebra which is likely to depress the Pre-Alg 2 scores. Given that we once again decreased the number of students taking the 8th Grade Gen. Math CST, we are pleased that the performance of the remaining students did not decline significantly. Unfortunately, due to the subject-specific tests in math at the 8th grade level it is not possible to analyze the achievement of cohort groups from 7th to 8th grade.

CST Algebra I	2007		2006		2005	
	7	8	7	8	7	8
% Advanced	94	34	N/A	45	N/A	35
% Proficient	3	44	N/A	37	N/A	44
% Basic	1	17	N/A	14	N/A	18
% Below Basic	0	5	N/A	3	N/A	3
% Far Below Basic	3	1	N/A	0	N/A	0

In 2005, 79% of our 8th grade Algebra students scored Proficient or above, in 2006 this percentage increased to 82%, and in 2007 this percentage went down to 78%. This fluctuation could be attributable to variety of factors but is most likely due to two contributing factors: 1) the fact that these test results represent the achievement of different groups of students, 2) our ongoing efforts to move more students into ever more rigorous math classes means that we are skimming the top 8th grade students out of Pre-Alg 2 into Algebra I which is likely to depress the 8th grade group achievement on the Algebra CST. For the first time in 2007, 7th graders took course specific math tests and our 7th graders enrolled in Algebra performed very well on this assessment with 97% of them scoring Proficient or better. Unfortunately, due to the subject-specific tests in math at the 8th grade level it is not possible to analyze the achievement of cohort groups from 7th to 8th grade.

CST Geometry	2007		2006		2005	
	7	8	7	8	7	8
% Advanced	N/A	93	N/A	93	N/A	84
% Proficient	N/A	7	N/A	7	N/A	16
% Basic	N/A	0	N/A	0	N/A	0
% Below Basic	N/A	0	N/A	0	N/A	0
% Far Below Basic	N/A	0	N/A	0	N/A	0

In 2005, 100% of our 8th grade Geometry students scored Proficient or above and both 2006 and 2007 this percentage remained the same. This success should be viewed with the understanding that these two test results represent the achievement of different groups of students. Regardless, we are excited that all of our Geometry students are achieving at a high level. We are also excited that the percentage of students scoring Advanced on this test increased from 84 in 2005 to 93 in both 2006 and 2007. Unfortunately, due to the subject-specific tests in math at the 8th grade level it is not possible to analyze the achievement of cohort groups from 7th to 8th grade.

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

CST Science	2007		2006	
	7	8	7	8
% Advanced	N/A	58	N/A	54
% Proficient	N/A	21	N/A	27
% Basic	N/A	13	N/A	13
% Below Basic	N/A	7	N/A	5
% Far Below Basic	N/A	1	N/A	1

The CST Science test was given to 8th graders for the first time in 2006. In 2006, 81% of our 8th grade students scored Proficient or above and in 2007 this percentage went down to 79%. This small decline could be attributable to variety of factors but is most likely due to the fact that these test results represent the achievement of different groups of students. Unfortunately, due to the CST Science test being given intermittently (6th, 8th, and 10th grades) it is not possible to analyze the achievement of cohort groups from 7th to 8th grade.

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

CST History-SS	2007		2006		2005	
	7	8	7	8	7	8
% Advanced	N/A	60	N/A	64	N/A	46
% Proficient	N/A	20	N/A	20	N/A	30
% Basic	N/A	12	N/A	11	N/A	18
% Below Basic	N/A	5	N/A	3	N/A	5
% Far Below Basic	N/A	3	N/A	2	N/A	1

In 2005, 76% of our 8th grade students scored Proficient or above, in 2006 this percentage increased to 84%, and in 2007 this percentage went down to 80%. This fluctuation could be attributable to variety of factors but is most likely due to the fact that these test results represent the achievement of different groups of students. Unfortunately, due to the CST History-SS test being given intermittently (8th and 11th grades) it is not possible to analyze the achievement of cohort groups from 7th to 8th grade.

Goal #5: To increase the percentage of students who report feeling safe and connected to school.

CVMS Calif. Healthy Kids Survey Data	2007		2005	
	7	8	7	8
Feel Safe at School	79%	84%	90%	88%
Feel Like a Part of School	79%	83%	83%	78%

The California Healthy Kids Survey is given to students every other year. Using the 2005 results as our baseline, we found that in 2007, 11% fewer of our 7th grade students felt safe at school while 4% fewer of our 8th graders felt safe at school. In 2007, 4% fewer of our 7th graders felt like a part of our school but among 8th graders 5% more felt like a part of school. These results could be attributable to variety of

factors but are most likely due to the fact that these survey results represent the feelings of different groups of students. Unfortunately, due to the Calif. Healthy Kids Survey being given every other year, it is not possible to analyze the results of cohort groups from 7th to 8th grade. We do have concern that in these two areas (safety & connectedness) our site results are worse than the district mean while across almost every other measure on the HKS, we are at or better than the district mean. We are determined to conduct research into why this is so – we suspect that our large and growing student population has significant impact on our students’ feelings of safety and connectedness.

Goal #6: To decrease the percentage of students who report having used drugs/alcohol/tobacco.

CVMS Calif. Healthy Kids Survey Data	2007		2005	
	7	8	7	8
Lifetime Use of Alcohol	10%	18%	7%	19%
Lifetime Use of Marijuana	1%	3%	2%	8%
Lifetime Use of Cigarettes	2%	3%	3%	7%

The California Healthy Kids Survey is given to students every other year. Using the 2005 results as our baseline, we found that in 2007 we saw modest decreases across all categories of reported lifetime use except for one. Both 7th and 8th grade students reported decreased lifetime use of marijuana and cigarettes and our 8th graders reported decreased lifetime use of alcohol. Our 2007 7th graders reported a slight increase in lifetime use of alcohol (7% to 10%). These results could be attributable to variety of factors but are most likely due to the fact that these survey results represent the lifetime use of different groups of students. Unfortunately, due to the Calif. Healthy Kids Survey being given every other year, it is not possible to analyze the results of cohort groups from 7th to 8th grade. We are pleased to see a decrease across most measures and feel that at least some of this success can be attributed to our efforts with our new LifeSkills prevention curriculum. We are also pleased that all of these results are below the district mean.

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
2007-08**

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 3% or better as measured by the results of the 2008 STAR test.</p> <p>To increase the percentage of English Language Learners scoring at the proficient level for CST-English Language Arts by 3% or better as measured by the results of the 2008 STAR test.</p> <p>To increase the percentage of Special Education students scoring at the proficient level for CST-English Language Arts by 3% or better as measured by the results of the 2008 STAR test.</p> <p>To increase the number of Redesignated Fully English Proficient students at the 8th grade level scoring at the proficient level for CST English Language Arts by 3% or better as measured by the 2008 STAR test.</p>	<p>English Language Arts CST results - August, 2008</p> <p>Monitor grades every 6 weeks beginning October, 2007</p> <p>Monitor Direct Writing Scores of 3 or higher - August, 2007</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, 2007</p> <p>Provide support programs before, during and after school for students who under-perform on benchmarks – August, 2007 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>Implement and revise quarterly ELA benchmark assessments. Use assessment data to inform instructional activities, identify areas of curricular/instructional weakness, and identify struggling students for intervention. - ongoing</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.

<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 increase the percentage of economically disadvantaged students scoring at the proficient level for CST-Math by 3% or better as measured by the results of the 2008 STAR test.</p> <p>To increase the percentage of Special Education students scoring at the proficient level for CST-Math by 3% or better as measured by the results of the 2008 STAR test.</p> <p>To increase the percentage of Pre-Algebra 2 students scoring at the Proficient level for CST Math by 3% or better as measured by the results of the 2008 STAR test.</p>	<p>Math CST results - August, 2008</p> <p>Monitor grades every 6 weeks beginning October, 2007</p> <p>Quarterly Math Benchmark Assessments</p>	<p>Identify all students (including economically disadvantaged & Sped students) scoring Basic, Below Basic, Far Below Basic on the ELA/CST – August, 2007</p> <p>Provide support programs before, during and after school for students who under-perform on benchmarks – October 2007 to June 2008.</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, 2007 and on going</p> <p>Implement and revise quarterly Math benchmark assessments. Use assessment data to inform instructional activities, identify areas of curricular/instructional weakness, and identify struggling students for intervention. - ongoing</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.

<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 increase the percentage of economically disadvantaged students scoring at the proficient level for CST-Science by 3% or better as measured by the results of the 2008 STAR test.</p> <p>To increase the percentage of English Language Learners scoring at the proficient level for CST-Science by 3% or better as measured by the results of the 2008 STAR test.</p> <p>To increase the percentage of Special Education students scoring at the proficient level for CST-Science by 3% or better as measured by the results of the 2008 STAR test.</p> <p>To increase the number of Redesignated Fully English Proficient students at the 8th grade level scoring at the proficient level for CST Science by 3% or better as measured by the 2008 STAR test.</p>	<p>Science CST results - August, 2008</p> <p>Monitor grades every 6 weeks beginning October, 2007</p>	<p>Identify all students (including economically disadvantaged, EL, & Sped students) scoring Basic, Below Basic, Far Below Basic on the CST Science – August, 2007</p> <p>Research & develop intervention strategies for underperforming students – June, 2007 to June 2008.</p> <p>Create and implement and revise quarterly Science benchmark assessments. Use assessment data to inform instructional activities, identify areas of curricular/instructional weakness, and identify struggling students for intervention. - ongoing</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.

<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 scoring at the proficient level for CST-H-SS by 3% or better as measured by the results of the 2008 STAR test.</p> <p>To increase the percentage of English Language Learners scoring at the proficient level for CST-H-SS by 3% or better as measured by the results of the 2008 STAR test.</p> <p>To increase the percentage of Special Education students scoring at the proficient level for CST-H-SS by 3% or better as measured by the results of the 2008 STAR test.</p> <p>To increase the number of Redesignated Fully English Proficient students at the 8th grade level scoring at the proficient level for CST-H-SS by 3% or better as measured by the 2008 STAR test.</p>	<p>History-SS CST results - August, 2008</p> <p>Monitor grades every 6 weeks beginning October, 2007</p>	<p>Identify all students (including economically disadvantaged, EL, & Sped students) scoring Basic, Below Basic, Far Below Basic on the CST History-SS – August, 2007</p> <p>Research & develop intervention strategies for underperforming students – June 2007 to June, 2008</p> <p>Create, implement, and revise quarterly Social Science benchmark assessments. Use assessment data to inform instructional activities, identify areas of curricular/instructional weakness, and identify struggling students for intervention. - 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>History Dept.</p> <p>Administration, Staff Development Committee, Dept. Chairs</p>

Goal #5: To increase the number of students scoring at proficient or above on the CVMS World Language Benchmark Assessments.

<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 increase the percentage of students scoring Proficient or better on the CVMS quarterly benchmark assessments by 5% or better as measured by the results of the 2008-09 quarterly benchmark assessments.</p>	<p>CVMS World Language Quarterly Benchmark Assessment results – August 2008 – June 2009.</p>	<p>Implement and revise quarterly World Language Quarterly benchmark assessments for Spanish I – Oct., 2007 – June 2008</p> <p>Gather baseline student achievement data for future reference. Oct. 2007 – June 2008</p> <p>Use assessment data to inform instructional activities, identify areas of curricular/instructional weakness, and identify struggling students for intervention. - ongoing</p> <p>Support and provide professional development in support of this goal – on going</p>	<p>World Language Dept.</p> <p>World Language Dept.</p> <p>World Language Dept. & Administration</p> <p>Administration, Staff Development Committee, World Language Dept.</p>

Goal #6: To increase the percentage of students who report feeling safe and free from harassment at school.

<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 increase the percentage of students who report that they feel safe while at school by 5% or better (from 81% to 86%) as measured by the Spring 2009 Healthy Kids Survey. (Composite of <i>Strongly Agree</i>, <i>Agree</i>, <i>Neutral</i> responses from both 7th & 8th graders)</p> <p>To increase the percentage of students who report that they are free from ethnic harassment while at school by 5% or better (from 84% to 89%) as measured by the Spring 2009 Healthy Kids Survey. (Students reporting zero incidents of ethnic harassment)</p> <p>To increase the percentage of students who report that they are free from religious harassment while at school by 5% or better (from 87% to 92%) as measured by the Spring 2009 Healthy Kids Survey. (Students reporting zero incidents of religious harassment)</p>	<p>Quarterly mini-surveys</p>	<p>Student focus groups and surveys to research and identify cause/s of feelings of lack of safety while at school – Spring 2008</p> <p>Student focus groups and surveys to research and identify location and means of harassment. – Spring 2008</p> <p>Develop targeted initiatives to address needs identified through research listed above – Spring 2008 and ongoing</p> <p>Develop and implement quarterly mini-surveys to assess progress of initiatives – Spring 2008</p> <p>Support and provide professional development activities relating to this goal - ongoing</p>	<p>Assistant Principals, Counselors</p> <p>Assistant Principals & Counselors</p> <p>Administration</p> <p>Administration & Counselors</p> <p>Site Council, Staff Development Committee, Administration</p>

Goal #7: To increase the percentage of students who report feeling connected to and valued at school.

<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 increase the percentage of students who report that they feel cared for by an adult at school by 5% or better (from 79% to 84%) as measured by the Spring 2009 Healthy Kids Survey. (Composite of <i>Pretty Much True</i> and <i>Very Much True</i> responses from both 7th & 8th graders)</p> <p>To increase the percentage of students who report that adults at school believe in their success by 5% or better (from 82% to 87%) as measured by the Spring 2009 Healthy Kids Survey. (Composite of <i>Pretty Much True</i> and <i>Very Much True</i> responses from both 7th & 8th graders)</p> <p>To increase the percentage of students who report feeling close to people at school by 5% or better (from 81% to 86%) as measured by the Spring 2009 Healthy Kids Survey. (Composite of <i>Strongly Agree</i>, <i>Agree</i>, <i>Neutral</i> responses from both 7th & 8th graders)</p> <p>To increase the percentage of students who report feeling that they do things which make a difference at school by 5% or better (from 81% to 86%) as measured by the Spring 2009 Healthy Kids Survey. (Composite of <i>Pretty Much True</i> and <i>Very Much True</i> responses from both 7th & 8th graders)</p>	<p>Quarterly mini-surveys</p>	<p>Student focus groups and surveys to research and identify behaviors & attitudes exhibited by adults at school that cause students to feel cared for/not cared for – Spring 2008</p> <p>Student focus groups and surveys to research and identify behaviors & attitudes exhibited by adults at school that cause students to feel supported – Spring 2008</p> <p>Student focus groups and surveys to research and identify behaviors & attitudes that cause students to feel close/connected to others at school – Spring 2008</p> <p>Develop targeted initiatives to address needs identified through research listed above – Spring 2008 and ongoing</p> <p>Develop and implement quarterly mini-surveys to assess progress of initiatives – Spring 2008</p> <p>Support and provide professional development activities relating to this goal - ongoing</p>	<p>Assistant Principals, Counselors</p> <p>Assistant Principals, Counselors</p> <p>Assistant Principals, Counselors</p> <p>Administration & Counselors</p> <p>Administration & Counselors</p> <p>Site Council, Staff Development Committee, Administration</p>

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 2007-2008 Single Plan for Student Achievement Carmel Valley Middle School

Object Numbers	Object Titles	SIP	GATE	EIA
1100-012	Substitutes-School Business	5,000	3,000	3,500
1100-040	Extra Curricular Activity	10,000	3,000	3,000
2100-001	Instructional Aides	500		17,540
2100-003	AVID Tutors			
2400-058	Clerical	500		
4200-000	Other Books			
4300-001	Instructional Supplies & Materials	45,330	30,959	11,709
4300-010	Office Supplies			
4300-005	Duplicating	2,000		200
5800-001	Consultants	1,000		
5200-020	Conferences	5,000	1,000	2,000
5200-030	Mileage	500		
5600-003	Repairs			
5800-055	Other Contracts			
5800-025	Printing	1,000	500	
6400-000	Equipment	5,000		3,000
Totals		75,330	38,459	38,749

Total amount of state and federal categorical funds allocated to this school: \$152,538.00

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				
Michael Wilson		X			
Jamie Swope		X			
Heather Michel		X			
Mary Freeman		X			
Jorie Rankin			X		
Bobby Rombach					X
Michael Chen					X
Priya Bisarya					X
Sally Orpin				X	
JoAnn Schorn				X	
Mary Neal				X	
Numbers of members of each category	1	4	1	3	3

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

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: 2-13-08.

Attested:

Michael Grove
Typed name of school principal

Signature of school principal

Date

Michael Wilson
Typed name of SSC chairperson

Signature of SSC chairperson

Date

2007-08

**SINGLE PLAN FOR
STUDENT ACHIEVEMENT**



Diegueño Middle School

SINGLE PLAN FOR STUDENT ACHIEVEMENT AT DIEGUEÑO MIDDLE SCHOOL

37-68346-610479
(CDS Code)

December, 2007

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:	898
Geographic Location:	Suburban in an area of high growth
Socio-Economic:	Diversified, with a high percentage of middle to high middle income
English Learners:	64
Special Education:	80
504 Plans:	17
GATE:	410
Low Income:	91
African American:	.4%
Asian American/Pacific Islander:	2%
Latino/Hispanic:	15%
White/European American/Other:	75%
Parents with some college:	14%
Parents with college degree:	36%

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 84% 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.

ITEM 25 / DNO

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. 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). Classroom instruction includes a strong focus 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 a CAHSEE 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, the Academic Center for Excellence (ACE), 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 ACE. 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.

ITEM 25 / DNO

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 certificated Bilingual Resource Specialist for immediate assistance on campus and during parent information nights and parent forums. Information is provided by our telephone "Connect Ed" in both English and Spanish. The "E-Option" provides all students and parents with daily communication through e-mail. The Aeries program provides student information to staff, students, and parents. 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, Pre-Algebra Topics, Math 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 every other year and the results are the focus of all staff during that 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 2007 was 880 (out of 1000). This is a decrease of 14 points compared to last year's API. One hundred percent 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. The STAR Writing Test is administered yearly to 7th grade students. 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. Over the last five years, scores of most of these subgroups have increased significantly.

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, Homework Clubs, and the ACE program as well as in-school support programs. Their response has been overwhelmingly positive regarding these programs.

[DataQuest home](#) > [API home](#) > [Reports](#) > Current Page

2006-07 Accountability Progress Reporting (APR)



School Report - API Growth and Targets
Met
2007 Growth Academic Performance Index (API) Report

California Department of Education
Policy and Evaluation
8/07

School: Diegueno Middle
LEA: San Dieguito Union High
County: San Diego
CDS Code: 37-68346-6104749
School Type: Middle

2007 Growth API 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 office of education.)

Direct Funded Charter School: No

2006-07 APR		2006-07 State API				2007 Federal AYP and PI		
Summary	Glossary	2006 Base	Guide	2007 Growth	Guide	AYP	PI	Guid

State Accountability: Academic Performance Index (API)

Number of Students included in the 2007 Growth API	API				Met Growth Target		
	2007 Growth	2006 Base	2006-07 Growth Target	2006-07 Growth	Schoolwide	Comparable Improvement (CI)	By School
868	880	894	A	-14	Yes	No	N

[Similar Schools](#)

Median API	
2007 Growth	2006 Base
859	858

Click on the median value heading to link to the list of 2006 Base / similar schools. This list contains schools which were selected specifically for the reported school for the 2006 Base API Report.

[Subgroups](#)

	Number of Students Included in 2007 API	Numerically Significant in Both Years	Subgroup API				N Sub Gr Ta
			2007 Growth	2006 Base	2006-07 Growth Target	2006-07 Growth	
African American (not of Hispanic origin)	6	No					
American Indian or Alaska Native	0	No					
Asian	63	No					
Filipino	6	No					

2007 Growth API School Report - Diegueno Middle

Hispanic or Latino	120	Yes	757	757	5	0	I
Pacific Islander	1	No					
White (not of Hispanic origin)	672	Yes	895	913	A	-18	Y
Socioeconomically Disadvantaged	109	No	727				
English Learners	89	No					
Students with Disabilities	58	No					

Click on the column header to view notes.

In order to meet federal requirements of No Child Left Behind, a 2007 Growth API is posted even if a school or LEA had no 2006 Base API or if a school had significant population changes from 2006 to 2007. 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 2006 or 2007. 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 2006.
- "B" means the school did not have a valid 2006 Base API 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" means this is either an LEA, an Alternative Schools Accountability Model (ASAM) school, or a special education school. Target information is not applicable to LEAs, ASAM schools, or special education schools.
- "E" indicates this school was an ASAM school in the 2006 Base API 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 2007 Growth API of 590 or a one-point increase from the 2006 Base API to 2007 Growth API for a school or LEA.

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2006-07 Accountability Progress Reporting (APR)



School Overview
2007 Adequate Yearly Progress (AYP) Report

California Department of Education
Policy and Evaluation
8/07

School: Diegueno Middle
LEA: San Dieguito Union High
County: San Diego
CDS Code: 37-68346-6104749
School Type: Middle

2007 AYP and PI Links:

- School Chart
- School Report
- School PI Status
- LEA List of schools
- County List of Schools

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

Direct Funded Charter School: No

2006-07 APR		2006-07 State API				2007 Federal AYP and PI		
Summary	Glossary	2006 Base	Guide	2007 Growth	Guide	AYP	PI	Guid

Federal Accountability: Adequate Yearly Progress (AYP)

Made AYP: Yes
Met 17 of 17 AYP Criteria

Met AYP Criteria:	English-Language Arts	Mathematics
Participation Rate	Yes	Yes
Percent Proficient	Yes	Yes
Academic Performance Index (API)		Yes
- Additional Indicator for AYP		
Graduation Rate		N/A

Met 2007 AYP Criteria

GROUPS

Schoolwide

- African American or Black (not of Hispanic origin)
- American Indian or Alaska Native
- Asian
- Filipino
- Hispanic or Latino
- Pacific Islander
- White (not of Hispanic origin)
- Socioeconomically Disadvantaged
- English Learners
- Students with Disabilities

	Participation Rate		Percent Proficient	
	English-Language Arts	Mathematics	English-Language Arts	Mathematics
	Yes	Yes	Yes	Yes
African American or Black (not of Hispanic origin)	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	Yes	Yes	Yes	Yes
Pacific Islander	--	--	--	--
White (not of Hispanic origin)	Yes	Yes	Yes	Yes
Socioeconomically Disadvantaged	Yes	Yes	Yes	Yes
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--

California Standardized Testing and Reporting (STAR)

Diegueno Middle School

All Students

Total Enrollment on First Day of Testing: 888
 Total Number Tested: 888
 Total Number Tested in Selected Subgroup: 888

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 - 2007

Grades

	2	3	4	5	6	7	8	9	10
Reported Enrollment						445	443		
CST English-Language Arts									
Students Tested						445	443		
% of Enrollment						100.0 %	100.0 %		
Students with Scores						444	443		
Mean Scale Score						388.1	385.5		
% Advanced						40 %	43 %		
% Proficient						38 %	36 %		
% Basic						15 %	16 %		
% Below Basic						5 %	3 %		
% Far Below Basic						2 %	3 %		
CST Mathematics									
Students Tested						443			
% of Enrollment						99.6 %			
Students with Scores						443			
Mean Scale Score						386.7			
% Advanced						34 %			
% Proficient						35 %			
% Basic						20 %			
% Below Basic						8 %			
% Far Below Basic						4 %			
CST General Mathematics (Grades 6 & 7 Standards)									
Students Tested							149		
% of Enrollment							33.6 %		
Students with Scores							149		
Mean Scale Score							347.0		
% Advanced							7 %		
% Proficient							45 %		
% Basic							30 %		
% Below Basic							11 %		
% Far Below Basic							7 %		
CST Algebra I									
Students Tested						2	286		
% of Enrollment						0.4 %	64.6 %		
Students with Scores						2	286		
Mean Scale Score						*	418.8		
% Advanced						*	39 %		
% Proficient						*	45 %		

% Basic	*	14 %
% Below Basic	*	2 %
% Far Below Basic	*	0 %
CST Algebra II		
Students Tested		2
% of Enrollment		0.5 %
Students with Scores		2
Mean Scale Score		*
% Advanced		*
% Proficient		*
% Basic		*
% Below Basic		*
% Far Below Basic		*
CST History - Social Science Grade 8 Cumulative		
Students Tested		442
% of Enrollment		99.8 %
Students with Scores		442
Mean Scale Score		378.4
% Advanced		37 %
% Proficient		34 %
% Basic		17 %
% Below Basic		8 %
% Far Below Basic		5 %
CST Science - Grade 5, Grade 8, and Grade 10 Life Science		
Students Tested		429
% of Enrollment		96.8 %
Students with Scores		429
Mean Scale Score		380.7
% Advanced		37 %
% Proficient		29 %
% Basic		23 %
% Below Basic		8 %
% Far Below Basic		3 %

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California Department of Education

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Diegueno AYP and API 2002-2007

Diegueno						
ELA	2002	2003	2004	2005	2006	2007
White	71.9	72.8	73	78.8	83.6	81.7
Hispanic	28.2	30.7	30.4	42.9	47.5	55.6
Econ Disadvtge	23.6	24.5	28.3	34.6	42.5	46.2
English Learner	11.14	22.2	14.9	31	44	41.9
Students with Dis.	18	26	18.2	24.6	27.4	36.2
MATH	2002	2003	2004	2005	2006	2007
White	71.9	71	70.7	74	80.8	73.1
Hispanic	31.6	34.4	38.2	38.9	54.9	55
Econ Disadvtge	24.7	28.6	33	31.8	52.8	47.7
English Learner	19.6	28.3	20.8	32.1	53.8	44.9
Students with Dis.	24	19.1	14.8	28.2	27.9	26.2

Diegueno Middle School	2003 Growth	2004 Growth	2005 Growth	2006 Growth	2007 Growth
Hispanic or Latino	676	661	698	751	757
Pacific Islander					
White (not of Hispanic origin)	876	879	898	918	895
<u>Socioeconomically Disadvantaged</u>	660	641	669	729	727
<u>English Learners</u>					
<u>Students with Disabilities</u>					

**SUMMARY OF
PROGRESS MADE
ON 2006-07
PLANNED
IMPROVEMENTS
(GOALS)**

SUMMARY OF PROGRESS MADE ON 2006-07 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 grade students scoring proficient or higher decreased slightly from 82% to 78%. The number of 8th grade students scoring proficient or higher increased from 74% to 79%. The 7th grade Economically Disadvantaged students decreased slightly from 45% to 41% while the 8th grade students increased from 31% to 48% proficient or higher. The 7th grade English Learner students decreased from 24% to 19% and there were no 8th grade students scoring proficient or higher, dropping from 17%. The 7th grade re-classified English Learner students decreased from 89% to 73% proficient or higher while the 8th grade students increased from 60% to 79%. The 7th grade students with disabilities dropped from 40% to 25% while the 8th grade students increased from 18% to 38%. However, all subgroups, with the exception of the English Learner students, demonstrated significant growth on the AYP score. Counselors and principal continue to meet regularly to review student progress. Departments are implementing benchmark tests to measure student progress. Support programs are offered before school, during lunch, after school, during the school day, and on one Saturday per month. "Road to Success" parent forums are held at least once per year.

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 decreased from 77% to 69%. In the area of General Mathematics, 8th grade students decreased from 53% to 52%. In the area of Algebra, 8th grade students decreased from 89% to 84% proficient or higher. The 7th grade Economically Disadvantaged students decreased from 47% to 34% proficient or higher in General Mathematics while the 8th grade students increased from 38% to 51% proficient or higher. The 8th grade Economically Disadvantaged students decreased from 91% to 82% proficient or higher on the Algebra test. Seventh grade English Learner students decreased from 23% to 25% proficient or higher. The 7th grade re-classified English Learner students decreased from 23% to 9% proficient or higher while 8th grade students increased from 23% to 25% proficient or higher. The 7th grade re-classified English Learner students increased from 73% to 87%. Seventh grade students with a disability decreased from 33% to 19% on the General Math test while the 8th grade students increased from 22% to 28% proficient or higher. All subgroups showed a slight decrease on the AYP score compared to last year. Counselors and principal continue to meet regularly to review student progress. Departments are implementing benchmark tests to measure student progress. Support programs are offered before school, during lunch, after school, during the school day, and on one Saturday per month. "Road to Success" parent forums are held at least once per year.

Goal #3: To increase the number of under-represented students in higher level academic classes including the GATE program.

Summary of progress made: We continue to work on increasing the number of under-represented students in challenging academic classes. Currently, fourteen 7th grade students are participating in the honors programs (4 low socio-economic, 2 English Learner, 3 AVID, and 4 students with disabilities). Eight out of fourteen 8th grade AVID students are participating in Algebra and three 8th grade students participating in Honors Algebra. Our goal is to increase this number each year.

Goal #4: To provide a safe and drug-free school environment for all students to be successful academically and socially.

Summary of progress made: Department Chairs have received and reviewed the Healthy Kids Survey. All staff will receive and review this document as well. Staff continue to work on "student connection" activities with students, including implementation of the school-wide "Character Counts" program. Science classes continue to focus on drug, alcohol, and tobacco education instruction as do some of the physical education classes. Our student planners provide students with additional drug information ("Just Say No") and "Character Counts" information. The District READI program focuses on providing counseling and drug education for students in lieu of official suspension and for students who believe they need this program. Students who do bring drugs/paraphernalia to school will attend this program or be 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 that school year. The Site Safety Committee meets once a month as does the District Safety Committee.

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 four computer labs for student use: the media center, the computer lab for student/staff use, the Multi-Media computer lab, and the Career Tech elective lab. All 7th grade students participate in the "Career Choices" technology program with an overall goal of establishing a career information portfolio for each student. Our English Learner students take one semester each year to access the computer elective program. All certificated staff and approximately 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
2007-08**

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

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<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 scoring at the proficient level for CST-English Language Arts from 41% to 45% or better in the 7th grade and 48% to 53% or better in the 8th grade 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 19% to 24% or better in the 7th grade and 0% to 5% or better in the 8th grade 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 25% to 30% or better in the 7th grade and 32% to 42% or better in the 8th grade as measured by the results of the 2006 STAR test.</p>	<p>English Language Arts CST results - August, 2007</p> <p>Monitor grades every 6 weeks beginning October, 2007</p> <p>Monitor Direct Writing Scores of 4 or higher - August, 2007</p> <p>Benchmark test results for 2006-07</p>	<p>Identify economically disadvantaged students scoring Basic, Below Basic, Far Below Basic on the ELA/CST – August, 2007</p> <p>Identify all English Language Learners scoring Basic, Below Basic, Far Below Basic on the ELA/CST – August, 2007</p> <p>Identify all Special Education students Basic, Below Basic, Far Below Basic on the ELA/CST – August, 2007</p> <p>Provide support programs during and after school – 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, 2007</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
2007-08**

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

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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 34% to 38% or better in the 7th grade and 51% to 55% or better in the 8th grade as measured by the results of the 2007 STAR test, and increased enrollment in Algebra I.</p> <p>To increase the percentage of English Language Learners scoring at the proficient level for CST-Math from 9% to 15% or better in the 7th grade and 25% to 30% or better in the 8th grade as measured by the results of the 2007 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 19% to 24% or better in the 7th grade and 28% to 32% or better in the 8th grade as measured by the results of the 2007 STAR test, and increase enrollment in Algebra I.</p>	<p>Math CST results - August, 2007</p> <p>Monitor grades every 6 weeks beginning October, 2007</p> <p>Quarterly Math Benchmark exams.</p>	<p>Identify economically disadvantaged students scoring Basic, Below Basic, Far Below Basic on the Math/CST – August, 2007</p> <p>Identify all English Language Learners scoring Basic, Below Basic, Far Below Basic on the Math/CST – August, 2007</p> <p>Identify all Special Education students Basic, Below Basic, Far Below Basic on the Math/CST – August, 2007</p> <p>Provide support programs during and after school – 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, 2007</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
2007-08**

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, 2007	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. There are 18 AVID students currently in the GATE program.	Identify students as English Language Learners – August, 2007	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, 2007	Principal, Counselors
		Provide support programs during and after school – August, 2007	Principal, Counselors and Teachers
		Communicate with parents and students regarding support programs – ongoing	Principal, Counselors

**School Goals for Improving Student Achievement
Diegueno Middle School
2007-08**

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
<p>A school safety and emergency procedure plan will be created and updated yearly; site Safety Committee to meet monthly per sign-in sheet and agenda.</p> <p>Continue to promote the “Team Diegueño” school-wide approach to an anti-bullying, drug-free, safe environment for all students and staff. Increase the number of students feeling safe/connected from 84% feeling safe to 86% feeling safe based on Healthy Kids Survey.</p> <p>Continue to review the results of the Healthy Kids Survey and implement strategies and programs to provide a safe environment for all students.</p>	<p>Survey all staff each month to give safety ideas/violations to the Safety Committee.</p> <p>Regular emergency drills and evaluations, students and staff discussion and input, yearly update of safety and emergency plan, monthly site and district safety meetings.</p> <p>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).</p>	<p>September, 2007 – June, 2008</p> <p>September, 2007 – June, 2008</p> <p>September, 2007 – June, 2008</p>	<p>Principal, Assistant Principal, Staff, District Office</p> <p>Principal, Staff, Students, Parents</p> <p>Principal, Staff, Parents</p>

**School Goals for Improving Student Achievement
Diegueno Middle School
2007-08**

Goal #5: To implement a guided master plan that will incorporate the use of technology for all students.

26

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 offer 100% of 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 and CSMART electives.</p> <p>To continue to provide the technology-based “Career Choices” to 100% of all students during 7th and/or 8th grade.</p> <p>To continue to survey 100% of teachers and 20% of all students yearly using the CTAP technology survey.</p> <p>Utilize the Library Allocation Funds to increase the number of computers in the media center from 32 to 36.</p>	<p>Increase the number of students enrolled in Multi-Media/CSMART each semester.</p> <p>Increase and monitor the number of English Learners, economically disadvantaged, and special education students enrolling in the Multi-Media/CSMART class each semester.</p> <p>Increase the number of students participating in “Career Choices” during the year.</p> <p>100% of teachers and 20% of students will participate in the yearly CTAP technology survey.</p>	<p>All students will be provided with the choice of the Multi-Media or CSMART elective each semester.</p> <p>Identify and monitor English learners, economically disadvantaged, and special education students enrolled.</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, 2007-08.</p> <p>“Career Choices” will be offered during the school day through a specified department (i.e. Math) – August-June, 2007-08.</p> <p>Identify and monitor staff and student who will participate in the yearly CTAP technology survey beginning in Jan, 2008.</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						
4200-000	Other Books	1%				100%	
4300-000	Inst. Mat.	20%	47%		40%		20%
4300-005	Duplicating	3%	12%		8%		
4300-010	Office Supp.	3%					
5200-020	Conferences	26%	12%		52%		
5800-025	Printing	3%	6%				20%
6400-000	Equipment	29%					
	Aides/Staff			100%	95%		50%
Totals		\$43,895	\$120,121	\$131,609	\$39,582	\$3,278	\$18,393

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		\$4,500	\$53,872	-0-		

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
Marilyn Pugh	x				
Sally Nagy		x			
Catherine O'Connell					x
Blair Bender					x
Katie Fuller					x
Lil Locke			x		
Maria Bulger				x	
Sue Friedman		x			
Anna Gershenfeld		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*)

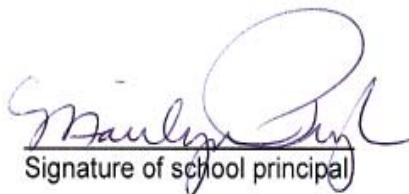
4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.

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: October 10, 2006

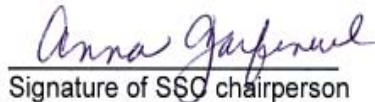
Attested:

Marilyn Pugh
Typed name of school principal


Signature of school principal

10-10-2006
Date

Anna Garfinkel
Typed name of SSC chairperson


Signature of SSC chairperson

10-10-2006
Date

SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT EARL WARREN MIDDLE SCHOOL

37-68346-6061998
CDS Code

October, 2007

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
Principal:	Anna Pedroza
Superintendent:	Dr. Peggy Lynch
School Established:	1954
Type of School:	Middle School, grades 7 & 8, traditional calendar
Current Enrollment:	607
Geographic Location:	Suburban
Socio-Economic:	Diversified, with a high percentage of middle to high middle income

English Learners:	35
Special Education:	74
504 Plans:	05
GATE:	316
Low Income:	59

Chinese	01.65%
Japanese	01.15%
Korean	01.48%
Vietnamese	00.16%
Asian Indian	01.32%
Cambodian	00.33%
Other Asian	00.99%
Guamaman	00.16%
Filipino	00.49%
Hispanic	12.52%
African American	00.66%
White	78.91%
Other	00.16%

Parents with some college:	10.38%
Parents with college degree:	80.07%

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, and English 8 Honors. 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 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 they 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, 83% 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.

English Language Learners are placed in English language development and sheltered classes based on their language proficiency level as measured on the California English Language Development Test (CELDT). The ELD class uses English Language Development 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, digital arts, Japanese, math X, drama, 1st and 2nd year Spanish, and yearbook. Choices in Physical Education including Adapted Physical Education, Independent Study Physical Education, skate, and surf. 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 the 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 and accommodations 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 guide instruction, improve student achievement, and provide students with increased opportunities to participate in mainstream classes. All teachers of special education students and 504 students are provided with each student's IEP goals or 504 plan. Curriculum can be modified to meet the goals listed in the plans. The Direct Writing Test is given each year to all 8th grade students while 7th grade students take the STAR Writing Test. The STAR test is given in the spring and is used for class placement, program placement, and promotion-retention criteria. California Standards Test 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 annually 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 2007 was 903 (out of 1000). This is a decrease of 2 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 were administered the California English Language Development Test (CELDT). The results are as follows: 6 students scored at the Advance level; 13 students scored at the Early Advance level; 11 students scored at the Intermediate level; 2 students scored at the Early Intermediate level; and 5 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 annually to 8th grade students. In addition, math placements tests are used to ensure appropriate placement of all students.

Progress reports are given to students quarterly. Every five weeks, notification is sent to all students working at a D or F level. Parents have access to student grades on the Aries computer system. Additionally, teachers utilize a variety of communication methods to keep students and parents up-to-date on student achievement, such as emails and websites.

Conclusions from Student Performance Data

A discrepancy exists between the achievement of subgroups (economically disadvantaged, English Learners, and students with disabilities) and the general population. Although the number of students in each subgroup is small, assistance must be provided for these students to improve achievement. The goal is for each student to demonstrate proficiency.

Conclusion from Parent, Teacher, and Student Input

Continued support and input from parents, teachers, and students is vital for students to experience success. Parent support for school activities and events is strong. They are diligent in encouraging student attendance and in arranging transportation for after school opportunities for academic help. 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 and attendance has been high.

Data Reviewed

**SUMMARY OF
PROGRESS MADE ON
2006-07 PLANNED
IMPROVEMNTS
(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 all students who scored at the proficient level or higher dropped slightly from 82% to 80%. In 2006, 85% of 7th graders scored at the proficient level or higher. In 2007, this percentage dropped to 84%. The 8th grade percentage decreased from 79% to 75%.

The percentage of economically disadvantaged 8th grade students scoring proficient increased from 26% to 27%. Only seven 8th grade students tested as English Learners and none scored at a proficient level. The percentage for 8th grade students with disabilities decreased from 46% to 28%.

None of the four objectives of this goal was met. Gains were made toward the objective to increase the percentage of economically disadvantaged 8th grade students scoring at a proficient level, however the full objective was not met. This goal will be continued in the 2007-2008 school year.

GOAL #2: To increase the number of students scoring Proficient on the California Standards Tests/Mathematics.

Summary of progress made: Overall, the percentage of Earl Warren students who scored at a proficient level on a 2007 California Standards Test (CST) in Mathematics dropped slightly from 79% to 78%.

Significant gains were made among 7th grade English Learners in the area of Mathematics. Twenty-six (26) students tested in this subgroup. The percentage of these students who scored at a proficient level increased from 25% to 42%. In order to track the progress of this particular group, the objective will be updated to work toward increasing the percentage of 8th grade English Learners scoring Proficient on the CST-General Mathematics.

The percentage of economically disadvantaged 8th grade students decreased from 17% to 13%. 8th grade students with disabilities dropped from 39% to 8% with twenty-six (26) students tested.

The numbers of students enrolled in a below grade level Math class grew slightly in the general education setting. Forty-seven (47) students were enrolled in such a class in 2006 and forty-nine (49) are enrolled in 2007. However, students enrolled in a modified special education Math class dramatically decreased from 31 to 16. The significant implication of this fact is that more students are accessing the general education curriculum.

One of four objectives was met toward this goal. This goal will be continued in the 2007-2008 school year.

GOAL #3: To increase the number of students scoring Advanced on the California Standards Tests.

Summary of progress made: The percentage of 8th grade students who scored at the advanced level on the California Standards Test English/Language Arts decreased from 47% to 45%. The percentage of students who scored at the advanced level on the Algebra California Standards Test decreased from 53% to 29%. It is important to note that the percentage of 8th grade students taking Algebra 1 has increased in from 60% in 2006 to 79% in 2007.

Neither of the two objectives of this goal was met and the goal will be continued in the 2007-2008 school year.

GOAL #4: To increased the percentage of students who report feeling safe and connected to school.

Summary of progress made: According to the 2007 Healthy Kids Survey, Earl Warren Middle School students reported the lowest percentages of harassment at school of all the middle schools in the District. Below are the results when students were asked whether or not they had experienced harassment based on the identified factors:

Ethnicity	12%
Religion	9%
Gender	5%
Disability	3%

According to the same survey, 84% of students reported feeling connected to the school. In this category, Earl Warren Middle School students represented the highest percentage of students who feel connected to their school among all the middle schools in the District.

**School Goals for Improving Student Achievement
Earl Warren Middle School
2007-08**

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
<p>To increase the percentage of economically disadvantaged 8th grade students scoring at the proficient level on the CST-English Language Arts when compared to the scores of the same group who were tested at the 7th grade level in 2007 (41%).</p>	<p>English Language Arts CST results – August, 2007</p> <p>Monitor grades every 6 weeks beginning October, 2007</p>	<p>Provide economically disadvantaged students, English Language Learners, and Special Education students scoring Basic, Below Basic, Far Below Basic on the ELA/CST – August, 2007 with support</p>	<p>Principal, Counselor, Student Study Team, Title 1 Coordinator, ESL Lead Teacher, Special Education team</p>
<p>To increase the percentage of 8th grade English Language Learners scoring at the proficient level on the CST-English Language Arts when compared to the scores of the same group who were tested at the 7th grade level in 2007 (26%).</p>	<p>Monitor Direct Writing Scores of 3 or below – January, 2008</p> <p>Quarterly benchmark assessments</p>	<p>Provide support programs before, during and after school to support ELA development – on-going</p>	<p>Principal, Counselor, and Teachers</p>
<p>To increase the percentage of 8th grade Special Education students scoring at the proficient level on the CST-English Language Arts when compared to the scores of the same group who were tested at the 7th grade level in 2007 (44%).</p>		<p>Communicate with parents and students regarding support programs – ongoing</p>	<p>Principal, Counselor, And Teachers</p>
<p>To increase the percentage of all 8th grade students scoring at the Proficient or Advanced level on the CST-English Language Arts when compared to the scores of the same group who were tested at the 7th grade level in 2007 (84%).</p>		<p>Conference with parents and students with D/ F on progress report/report card</p>	<p>Principal, Counselor Teachers</p>
		<p>Increase teacher access to technology- to promote additional communication avenues with parents, access to real-time data, & improve course instruction</p>	<p>Principal, Technology Dept./ Site Tech., and Teachers</p>

**School Goals for Improving Student Achievement
Earl Warren Middle School
2007-08**

Goal #2: To increase the number of students scoring proficient on the California Standards Tests/Mathematics.

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 on any CST- Mathematics test to better than 13% .</p> <p>To increase the percentage of 8th grade English Language Learners scoring at the Proficient level on any CST- Mathematics test to better than 0%.</p> <p>To increase the percentage of 8th grade Special Education students scoring at the Proficient level on any CST- Mathematics test to better than 8%.</p> <p>To decrease the number of students enrolled in a below grade level mathematics course.</p>	<p>Math CST results – August, 2007</p> <p>Monitor grades every 6 weeks beginning October, 2007</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, 2007 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, 2007</p> <p>Increase teacher access to technology- to promote additional communication avenues with parents, access to real-time data, & improve course instruction</p>	<p>Principal, Counselor, Title 1 Coordinator, ESL Lead Teacher, Student Study Team, Math teachers</p> <p>Principal, Counselor, Teachers</p> <p>Counselor</p> <p>Principal, Technology Dept./ Site Tech., and Teachers</p>

**School Goals for Improving Student Achievement
Earl Warren Middle School
2007-08**

Goal #3: To increase the number of students scoring Advanced on the CA English Language Arts and Algebra 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 number of 8th grade students scoring Advanced on the CST-English/Language Arts when compared to the number who scored Advanced in 2007 (135).</p> <p>To increase the number of 8th grade students scoring Advanced on the CST-Algebra when compared to the number who scored Advanced in 2007 (69).</p>	<p>Monitor the grades and tests scores of students who 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, 2007</p> <p>Identify students who 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>Increase teacher access to technology- to promote additional communication avenues with parents, access to real-time data, & improve course instruction</p>	<p>Principal, Counselor, Title 1 Coordinator</p> <p>Principal, Counselor and Teachers</p> <p>Principal, Counselor</p> <p>Principal, teachers</p> <p>Principal, Technology Dept./ Site Tech., and 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>The percentage of students who report feeling safe at school will be 80% or higher as measured on a student survey administered by the Student Support Services Team.</p> <p>The percentage of students who report feeling connected to the school will be 80% or higher as measured on a student survey administered by the Student Support Services Team.</p>	<p>Administer 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>Monitor number of students participating in extra curricular activities, including clubs.</p>	<p>Introduce Character Counts curriculum</p> <p>Schedule assemblies/speakers focusing on anti-bullying and anti harassment.</p> <p>Increase communication about extra curricular activities available to students</p> <p>Organize/provide speakers on various topics related to connectedness, coordinate student lead activities, student participation in local conferences/workshops, and provide leadership activities/incentives for all</p>	<p>Principal, Counselor, Teachers, ASB Advisor.</p> <p>Assistant Principal, Counselor.</p> <p>Principal, Counselor.</p> <p>Principal, Counselor, Teachers, ASB Advisor, HAV Advisor, and other staff.</p>

Programs Included in this Plan – Earl Warren MS

ITEM 25 / EWMS

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 (Including Carryover)	Expenditures as of 12/11/2007	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>	\$21,614	\$12,711	\$8903
X <i>School and Library Improvement Program Block Grant</i> <u>Purpose:</u> Improve school programs.	\$27287	\$613	\$26,674
X <i>Tobacco-Use Prevention Education</i> <i>Purpose: Eliminate tobacco use among students.</i> <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>	\$2,076	\$641	\$1,435
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>	\$8,069	\$0	\$8,069
Total amount of state categorical funds allocated to this school	\$59,046	\$13,965	\$45,081

ITEM 25 / EWMS

Federal Programs under No Child Left Behind (NCLB)	Estimated Allocation	Expenditures as of 12/11/2007	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>	<p>\$105,039 (\$87, 305 new + \$17, 734 deferred)</p>	<p>\$52,360</p>	<p>\$52,679</p>
<p>Total amount of federal categorical funds allocated to this school</p>	<p>\$105,039</p>	<p>\$52,360</p>	<p>\$52,679</p>
<p>Total amount of state and federal categorical funds allocated to this school</p>	<p>\$164085</p>	<p>\$66,325</p>	<p>\$97,760</p>

Estimated Categorical Funding/Budget:

Estimated Amount:	Activities:	Funding Source:
\$12,711	Portion of Classified Salary (Capurso)	EIA
\$52,679	Portion of Certificated Salaries- EL Lead Teacher (Naraghi) and Support Class teachers (M Lewis/ Mellander)	Title I
\$12,919	Before and After school tutoring – 25 weeks – 15 hours per week @ \$34.45/hr	SIP/Title I/ GATE
\$10,000	Teacher /Staff grants- curriculum/program development	SIP/GATE
\$5,000	Substitute pay for teachers to implement technology enhanced communication plan for all Goal activities, attend professional development, dept. and grade level collaboration, etc.	SIP/ Title I
\$5,000	Character Counts Curriculum/Anti-Bullying/Connectedness/Healthy Choices Speakers, student conference costs, on-campus activities and materials/ curriculum/student incentives.	TUPE/SIP
\$20,000	Purchase technology/ software support (including computers, projectors/monitors and other media devices for classrooms)	SIP/Title I
\$20,000	Instructional/ supplemental materials and supplies to support Goal activities	SIP/Title I
Total: \$138,309		

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
Cara Schukoske	X				
Stephanie Lewis		X			
Eric Schaller		X			
Samantha Greenstein		X			
Pandora Johnson			X		
Jody Doucette				X	
Ellen Mitgang				X	
Ken Morris				X	
Debra Schade				X	
Nick Lyon					X
Total members in each category	1	3	1	4	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 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*):
 - X English Learner Advisory Committee
 - X Advisory Committee for Special Education Programs
 - X 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

Stephanie Lewis
Typed name of SSC chairperson

To be signed after Board review _____
Signature of SSC chairperson Date

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: April 15, 2008

BOARD MEETING DATE: May 1, 2008

PREPARED BY: Rick Schmitt, Associate Superintendent/Educational Services

SUBMITTED BY: Terry King, Interim Superintendent

SUBJECT: **Approval of Carl D. Perkins Career Technical Education Application for Funding**

EXECUTIVE SUMMARY

Attached is the 2008-09 Career Technical Education Application for Funding. The San Dieguito Union High School District will use funds allocated from the Carl D. Perkins Career and Technical Education Improvement Act of 2006, section 131, to improve CTE Programs. Expenditures will include:

- the purchase of equipment to improve technology in the following programs: **Engineering** – rapid prototyping equipment; **Entrepreneurship** – color laser printers, PA system and photocopiers; **Automotive Service Technology**: wheel balancers, small engine dyno; **Media and Digital Arts**: video cameras, computer work stations
- the cost of substitute teachers for CTE staff attending Professional Development activities, CTE staff conference attendance, district curriculum and alignment workshops, and Special Populations workshops
- the purchase of accountability software
- the purchase of software and supplies for programs targeted to improve core indicators

RECOMMENDATION:

This item is being submitted for a first read and will be resubmitted for action at the May 15, 2008 meeting.

FUNDING SOURCE:

Not applicable.

ITEM 26

CALIFORNIA DEPARTMENT OF EDUCATION
Secondary, Postsecondary, and Adult Leadership Division
CDE 100 (1/08)

DUE DATE: May 1, 2008

CAREER TECHNICAL EDUCATION APPLICATION FOR FUNDING

Carl D. Perkins Career & Technical Education Improvement Act of 2006

LOCAL EDUCATIONAL AGENCY: (LEA) SAN DIEGUITO UNION HIGH SCHOOL DISTRICT	COUNTY-DISTRICT (CD) CODE: 37-68346	PROGRAM YEAR 2008-2009
ADDRESS OF LEA: 710 ENCINITAS BLVD. ENCINITAS, CALIFORNIA 92024	Return Original and One Copy To: Secondary, Postsecondary, and Adult Leadership Division California Department of Education 1430 N Street, Suite 4503 Sacramento, CA 95814 Attention: Russ Weikle	
ALLOCATION AMOUNT: \$90,948.00	CHECK APPROPRIATE BOX: <input type="checkbox"/> Sec. 112 - State Institutions <input checked="" type="checkbox"/> Sec. 131 - Secondary <input type="checkbox"/> Sec. 132 - Adult/ROCP	BOARD APPROVAL DATE: MAY 1, 2008

PERKINS COORDINATOR: ROGER D. TAYLOR	Telephone Number: (760) 753-1121
TITLE: ROP/CTE COORDINATOR	Ext: 5114
	FAX Number: (760) 753-2561
	Email Address: roger.taylor@sduhsd.net

PERKINS COORDINATOR'S ADDRESS:
(If different from LEA address above)

NAME OF LEA SUPERINTENDENT OR ADMINISTRATOR: **TERRY KING**

CERTIFICATION: I hereby certify that all applicable state and federal rules and regulations will be observed; that to the best of my knowledge, the information contained in this application is correct and complete; and that the assurances contained in the LEA's application are accepted as the basic conditions in the operations of this program for local participation and assistance.

PRINTED NAME OF SUPERINTENDENT OR AUTHORIZED AGENT: **TERRY KING** TITLE: **ASSOCIATE SUPERINTENDENT**

SIGNATURE OF SUPERINTENDENT OR AUTHORIZED AGENT: DATE:

Terry King

April 25, 2008

CALIFORNIA DEPARTMENT OF EDUCATION USE ONLY	
REVIEWED AND RECOMMENDING SUBSTANTIAL APPROVAL:	DATE:
REVIEWED AND RECOMMENDED FOR APPROVAL BY:	DATE:

ITEM 26

CALIFORNIA DEPARTMENT OF EDUCATION
Secondary, Postsecondary, and Adult Leadership Division
CDE 100-SP (1/08)

CAREER TECHNICAL EDUCATION APPLICATION
Carl D. Perkins Career and Technical
Education Improvement Act of 2006

SIGN-OFF FORM FOR REPRESENTATIVES OF SPECIAL POPULATIONS

The Perkins Act requires local agencies to implement strategies to overcome barriers that are lowering special population student rates of access to, or success, in CTE programs assisted with the funds. Additionally, these programs must be designed to enable special populations to meet the performance level targets established for the programs, and provide the activities needed to prepare special population students for high skill, high wage, or high demand occupation that will lead to self-sufficiency.

This form confirms that the LEA coordinators/administrators responsible for the administration of each of the programs associated with the special population groups has reviewed and approved the 2008-2009 application for Perkins funds. Each Special Population category **MUST** be signed by the designated administrator or certificated representative of the LEA responsible for that program.

Economically Disadvantaged (Title I Coordinator/Administrator)

Printed Name Albert Martin Title: Director, Instructional Support
Signature *Albert Martin* Date 3/25/08

Limited English Proficient (LEP) (English Learner Coordinator/Administrator)

Printed Name Albert Martin Title: Director, Instructional Support
Signature *Albert Martin* Date 3/25/08

Disabled (Handicapped) (Special Education Coordinator/Administrator)

Printed Name Stephen Levy Title Coordinator of Pupil Personnel
Signature *Stephen B Levy* Date 3/27/08

Single Parent or Single Pregnant Women (Title IX Coordinator/Administrator)

Printed Name Denise Stanley Title Principal, San Dieguito Adult School
Signature *Denise Stanley* Date 4-1-08

Gender Equity or Nontraditional Training (Title IX Coordinator/Administrator)

Printed Name Stephen Levy Title Coordinator of Pupil Personnel
Signature *Stephen B Levy* Date 3/27/08

Displaced Homemaker (Title IX Coordinator/Administrator)
(Required only on Section 132 applications)

Printed Name _____ Title _____
Signature _____ Date _____

SECTION I: ASSURANCES AND CERTIFICATIONS

General Assurances

California Department of Education General Assurances required for grants supported by state and federal funds.

Note: By signing the grant application and including a copy of this document with it, the authorized official agrees to the assurances presented here. No signature should be placed on this page.

Discrimination

As the duly authorized representative of the applicant, I certify that the applicant will comply with all federal statutes relating to nondiscrimination, including (a) Title VI of the Civil Rights Act of 1964 (45 United States Code [USC] sections 2000d through 2000d-4) prohibiting discrimination on the basis of race, color, or national origin; Title IX of the Education Amendments of 1972 (20 USC sections 1681-1683) prohibiting discrimination on the basis of sex; Section 504 of the Rehabilitation Act of 1973 (29 USC Section 794) prohibiting discrimination on the basis of handicap; and The Age Discrimination Act (42 USC Section 6101, et seq.) prohibiting discrimination on the basis of age.

Costs

As the duly authorized representative of the applicant, I certify that the applicant will comply with the general cost principles set forth in federal regulations, 34 Code of Federal Regulations (CFR) Section 74.27 and 34 CFR Section 80.22, and the Office of Management and Budget circulars applicable to my entity.

I further certify that the applicant will comply with the expenditure requirements set forth in the federal Education Department General Administrative Regulations (EDGAR) contained in Title 34 of the CFR.

Records

As the duly authorized representative of the applicant, I certify that the applicant will make reports to the state or federal agency designated in the application as may reasonably be necessary to enable those agencies to perform their duties. The applicant will maintain and provide access to all records used in the preparation of such reports for a period of five years. Such records shall include, but not be limited to, records which fully disclose the amount and disposition by the recipient of funds, the total cost of the activity for which the funds are used, the share of the cost provided from other sources, and such other records as will facilitate an effective audit. The recipient shall maintain such records for five years after the completion of the activities for which the funds are used. (Please Note: This record maintenance and accessibility requirement may be modified by program-specific documents associated with the grant award notification.)

Applicable Law

As the duly authorized representative of the applicant, I certify that the applicant will comply with all state and federal statutes, regulations, program plans, and eligibility requirements applicable to each program under which federal and state funds are made available through the application.

Debarment and Suspension

Certification regarding debarment, suspension, ineligibility and voluntary exclusion--lower tier covered transactions.

This certification is required by the U. S. Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 *Code of Federal Regulations* Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled A Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in

ITEM 26

addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

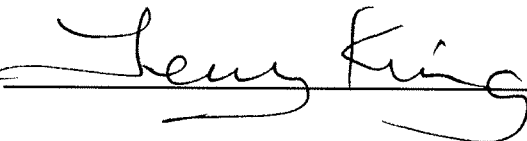
1. The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
2. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Name of Applicant: **SAN DIEGUITO UNION HIGH SCHOOL DISTRICT**

Name of Program: **CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT OF**
1998

Printed Name and Title of Authorized Representative: **TERRY KING**

ASSISTANT SUPERINTENDENT

Signature: 

Date: April 25, 2008

Drug-Free Workplace

Certification regarding state and federal drug-free workplace requirements.

Note: Any entity, whether an agency or an individual, must complete, sign, and return this certification with its grant application to the California Department of Education.

Grantees Other Than Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *Code of Federal Regulations (CFR)* Part 85, Subpart F, for grantees, as defined at 34 *CFR* Part 85, Sections 85.605 and 85.610

- A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
 - a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition
 - b. Establishing an on-going drug-free awareness program to inform employees about:
 1. The dangers of drug abuse in the workplace
 2. The grantee's policy of maintaining a drug-free workplace
 3. Any available drug counseling, rehabilitation, and employee assistance programs
 4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace
 - c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a)
 - d. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
 1. Abide by the terms of the statement
 2. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction
 - e. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer or other designee. Notice shall include the identification number(s) of each affected grant.
 - f. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
 1. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency
 - g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

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- B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (street address, city, county, state, zip code)

SAN DIEGUITO ACADEMY, 800 SANTA FE DR., ENCINITAS, CA 92024

CANYON CREST ACADEMY, 5951 VILLAGE CENTER LOOP ROAD, SAN DIEGO, CA 92130

LA COSTA CANYON HIGH SCHOOL, ONE MAVERICK WAY, CARLSBAD, CA 92009

TORREY PINES HIGH SCHOOL, 3710 EL MAR HEIGHTS RD., SAN DIEGO, CA 92130

Check if there are workplaces on file that are not identified here.

Grantees Who Are Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *CFR* Part 85, Subpart F, for grantees, as defined at 34 *CFR* Part 85, Sections 85.605 and 85.610

- A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
- B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction to every grant officer or designee, in writing, within 10 calendar days of the conviction. Notice shall include the identification number(s) of each affected grant. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

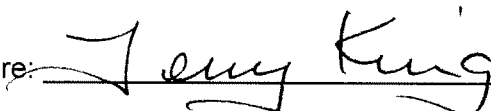
Name of Applicant: SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

Name of Program: CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION

ACT OF 1998

Printed Name and Title of Authorized Representative: TERRY KING, ASSISTANT

SUPERINTENDENT

Signature: 

Date: April 25, 2008

Lobbying

Certification regarding lobbying for federal grants in excess of \$100,000.

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 *Code of Federal Regulations (CFR)* Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

As required by Section 1352, Title 31 of the *U.S. Code*, and implemented at 34 *CFR* Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 *CFR* Part 82, Sections 82.105 and 82.110, the applicant certifies that:

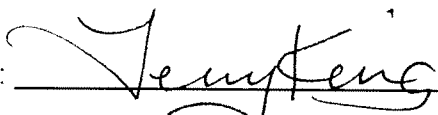
- a. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- b. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," (revised Jul-1997) in accordance with its instructions;
- c. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

Name of Program: CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION
ACT OF 1998

Printed Name and Title of Authorized Representative: TERRY KING, ASSISTANT
SUPERINTENDENT

Signature:  Date: April 25, 2008

SECTION II: PERKINS ASSURANCES AND CERTIFICATIONS

Carl D. Perkins Career & Technical Education Improvement Act of 2006 special assurances required for funding.

1. The eligible recipient will provide a career technical education (CTE) program that is of such size, scope, and quality to bring about improvement in the quality of CTE programs. **[Perkins IV, Section 134(b)(6)]**
2. In compliance with Office of Vocational and Adult Education (OVAE) Program Memorandum 99-11, local agencies receiving Perkins IV funds for CTE programs for adults will be represented on the Local Workforce Investment Board (WIB); enter into a Memorandum of Understanding with the local WIB relating to the operation of the One-Stop system, including a description of services, how the cost of the identified services and operating costs of the system will be funded, and the methods for referral; make available the core services that are applicable to Career Technical Education Improvement Act of 2006 (Perkins IV) through the One-Stop delivery system, either in lieu of or in addition to making these services available at the site of the particular program; and use a portion of the Perkins IV funds (or provide services with such funds) to create and maintain the One-Stop delivery system and to provide applicable core services through the One-Stop delivery system.
3. The eligible recipient that uses funds under this Act for in-service and preservice CTE professional development programs for CTE teachers, administrators, and other personnel will, upon written request, permit the participation in such programs of CTE teachers, administrators, and other personnel in nonprofit private schools offering CTE programs located in the geographical area served by such recipient. **[Perkins IV, Section 317(a)]**
4. The eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in CTE programs and activities receiving funding under this Act of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient. **[Perkins IV, Section 317(b)(1)]**.
5. The eligible recipient will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in CTE programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools. **[Perkins IV, Section 317(b)(2)]**.
6. Nothing in the Act shall be construed to be inconsistent with applicable Federal law prohibiting discrimination on the basis of race, color, sex, national origin, age, or disability in the provision of Federal programs or services. **[Perkins IV, Section 316]**
7. The eligible recipient will ensure that students who are economically disadvantaged, students of limited English proficiency, and students with special needs are assisted to succeed with support services such as counseling, English-language instruction, child care, and special aids. **[CFR 403.190(A)(2)(II)(b)]**
8. Curriculum, instruction, and assessment are designed to serve all students, including students who are members of special populations.

Use of funds

1. Funds made available under the Perkins Act for CTE activities will supplement, and will not supplant, non-federal funds expended to carry out CTE activities and technical preparation activities. **[Perkins IV, Section 311]**
2. All of the funds made available under this Act will be used in accordance with the requirements of this Act. **[Perkins IV, Section 6]**
3. No funds made available under the Perkins Act shall be used to require any secondary school student to choose or pursue a specific career path or major; and to mandate that any individual will be required to participate in a CTE program, including a CTE program that requires the attainment of a federally funded skill level, standard, or certificate of mastery. **[Perkins IV, Section 314]**
4. No funds made available under the Perkins Act will be used to provide CTE programs for students prior to the 7th grade except that equipment and facilities purchased with funds under the Perkins Act may be used for such students. **[Perkins IV, Section 315]**
5. No funds will be used to acquire equipment or software in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity, the employees of the purchasing entity, or any affiliate of such an organization. **[Perkins IV, Section 122(c)(12)]**
6. The funding for development and implementation of the Integrated and Career-Related Education Continuum as described in the California State Plan for Carl D. Perkins CTE will be limited to programs as described in the local plan that (a) begin no earlier than grade seven; (b) include a clearly defined sequence of courses that prepare students for career entry and postsecondary education; (c) are part of a sequence that may include a capstone course at the high school, ROCP or community college; (d) are taught by a qualified CTE teacher, and (e) integrates CTE and academic instruction.
7. The eligible recipient will comply with the requirements of this Perkins Act, Title I, and the provisions of the State plan, including the provision of a financial audit of funds received under this title which may be included as part of an audit of other Federal or State programs. **[Perkins IV, Section 122(c)(11)]**

Consortia Requirements

1. Consortiums formed to meet the minimum allocation requirement will use funds only for purposes and programs that are mutually beneficial to all members of the consortium.
2. Funds will not be reallocated to individual members of the consortium for purposes or programs benefiting only one member of the consortium. **[Perkins IV, Sections 131(f)(2) and 132(a)(3)(B)]**

Local Plan Requirements

Eligible recipients desiring financial assistance under Perkins IV shall in accordance with requirements established by the State submit a Local Plan to the State prior to October 31, 2008. The Local Plan shall cover the same period of time as the State Plan and describe how each funded program sequence will meet the requirements established in the Carl D. Perkins Career and Technical Education Improvement Act of 2006 and the 2008-2012 State Plan and shall:

1. Describe how the career and technical education programs required under section 135(b) will be carried out with funds received under this title.
2. Describe how the career and technical education activities will be carried out with respect to meeting State and local adjusted levels of performance established under section 113.
3. Describe how the eligible recipient will--
 - (A) offer the appropriate courses of not less than 1 of the career and technical programs of study described in section 122(c)(1)(A);
 - (B) improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in--
 - (i) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and
 - (ii) career and technical education subjects;
 - (C) provide students with strong experience in, and understanding of, all aspects of an industry;
 - (D) ensure that students who participate in such career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students; and
 - (E) encourage career and technical education students at the secondary level to enroll in rigorous and challenging courses in core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965);
4. Describe how comprehensive professional development (including initial teacher preparation) for career and technical education, academic, guidance, and administrative personnel will be provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education (including curriculum development).
5. Describe how parents, students, academic and career and technical education teachers, faculty, administrators, career guidance and academic counselors, representatives of tech prep consortia (if applicable), representatives of the entities participating in activities described in section 117 of Public Law 105-220 (if applicable), representatives of business (including small business) and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of career and technical education programs assisted under this title, and how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of this title, including career and technical programs of study.

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6. Provide assurances that the eligible recipient will provide a career and technical education program that is of such size, scope, and quality to bring about improvement in the quality of career and technical education programs.

7. Describe the process that will be used to evaluate and continuously improve the performance of the eligible recipient.
8. Describe how the eligible recipient will
 - (A) Review career and technical education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs, for special populations.
 - (B) Provide programs that are designed to enable the special populations to meet the local adjusted levels of performance.
 - (C) Provide activities to prepare special populations, including single parents and displaced homemakers, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.
9. Describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations.
10. Describe how funds will be used to promote preparation for non-traditional fields.
11. Describe how career guidance and academic counseling will be provided to career and technical education students, including linkages to future education and training opportunities.
12. Describe efforts to improve--
 - (A) The recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and
 - (B) The transition to teaching from business and industry.

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Perkins Requirements of Local Programs Assisted with Perkins funds

Eligible recipients will ensure that each of the following nine Perkins IV section 135(b) requirements are being met in each program in which Perkins IV funds are used.

1. Provide activities that strengthen students' academic and career and technical skills through the integration of academics with career and technical education (CTE) programs in a **coherent sequence of courses**, such as career and technical programs of study to ensure students' learning.
2. Link career and technical education at the secondary level and career and technical education at the postsecondary level, including **offering not less than one career and technical program of study** described in section 122(c)(1)(A).
3. Provide students with strong experience in and understanding of all aspects of an industry.
4. Develop, improve or expand the use of technology in vocational and technical education, which *may* include;
 - training of career technical education personnel, to use state-of-the-art technology, which may include distance learning
 - providing career technical education students with the academic, and career and technical skills that lead to entry into the technology fields; or
 - encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs
5. Provide professional development programs consistent with section 122 to teachers, counselors, and administrators that include:
 - the effective integration and use of challenging academic and career technical education provided jointly with academic teachers;
 - effective teaching skills based on research that includes promising practices;
 - effective practices to improve parental and community involvement;
 - effective use of scientifically based research and data to improve instruction;
 - Support of education programs for teachers of career technical education students, to ensure that such teachers stay current with all aspects of an industry;
 - Internship programs that provide relevant business experience; and
 - Programs designed to train teacher specifically in the effective use and application of technology to improve instruction.
6. Develop and implement evaluations of the career technical programs carried out with these funds including an assessment of how the needs of special populations are being met.
7. Initiate, improve, expand, and modernize quality career technical education programs.
8. Provide services and activities that are of sufficient size, scope, and quality to be effective.
9. Provide activities to prepare special population students enrolled in career technical education programs for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

State Established CTE Quality Criteria Requirements of Programs Assisted with Perkins IV funds

Perkins IV Section 135(b)(8) requires each CTE program assisted with the funds to provide services and activities that are of sufficient size, scope, and quality to be effective. The 2008-2012 California State Plan for CTE identifies thirteen planning, organization, and instructional elements determined by the state to be critical to high quality CTE programs. These elements are incorporated into the following required criteria requirements of all programs assisted with the funds.

Curriculum, Instruction and Assessment

- Curriculum and assessment are aligned with the California CTE Model Curriculum Standards and Framework and Secretary's Commission on Achieving Necessary Skills (SCANS) and employability competencies;
- Instruction is standards-based, sufficient in duration, current and relevant, and develops the knowledge, attitudes, and skills currently required for entry into careers in the program area;
- A comprehensive assessment system is used to measure student competence in the application of CTE and academic knowledge and skills required in the program area; and
- The program provides for certification of students who achieve industry-recognized skill and knowledge requirements.

Leadership and Citizenship Development

- Each program includes a career technical student organization or alternative leadership activity that is integral to instruction and is supported by the administration of the local education agency. Alternative leadership activities must be designed to provide students with (a) effective leadership skills; (b) increased confidence in themselves and their work; (c) enhanced character, citizenship, volunteerism, and patriotism; (d) an understanding of the importance of a healthy lifestyle; (e) an understanding of the need to strive for excellence in scholarship; and (f) an awareness of the importance and relevance of the career cluster addressed by the CTE program.
- Leadership, citizenship, and interpersonal skills instruction in teamwork, communications, human relations, and social interaction is provided through the program.

Practical Application of Occupation Skills

- Each program provides practical application and experiences through actual or simulated work-based learning assignments.

Qualified and Competent Personnel

- Each program is staffed by qualified CTE teachers, meaning teachers who;
 - a. Possess a standard secondary, single subject or designated subject credential that authorizes the teaching of the CTE courses(s) to which they are assigned, and
 - b. Can document employment experience, outside of education, in the career pathway addressed by the program or other evidence of equivalent proficiency.

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Facilities, Equipment, and Materials

- ~~Facilities, equipment, and materials are comparable to those currently used by business and industry.~~
- Facilities and equipment are purchased or modified, as needed, to accommodate the needs of special population students.

Community, Business, and Industry Involvement

- Program has an advisory committee which includes business and industry representatives that meets at least once annually to provide relevant advice and support on current and changing labor markets, current industry standards and practices, emerging technical skills, curriculum content and student outcomes, and job placement.

Career Guidance

- Career guidance activities are ongoing and include the dissemination of career opportunity and career path information to students, parents, and counselors.
- CTE instruction includes career planning, employability skills, and articulation options, and provides students with information relevant to their career path goals.
- Career guidance activities provide students, parents, and counselors with information on nontraditional careers in program area.

Program Promotion

- Planned activities are conducted to promote the program to all concerned groups, including students of all ability levels, parents, counselors, site and district administrators, postsecondary agencies and representatives from business and industry.
- Activities are conducted to improve the articulation and alignment of the program with instruction provided by feeder school and advanced education and training opportunities.

Student Support Services

- Program provides for full participation of special population students, meaning that special population students are provided with the additional services needed for success.

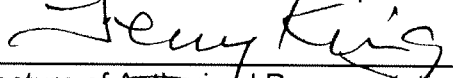
Program Accountability and Planning

- Program improvements are developed and implemented based on an analysis of prior-year program accountability data, including the (a) number of students enrolled in the program (including the enrollment of special population students), (b) number and percent of program completers, (c) number and percent of secondary program completers who receive diplomas, (d) number of completers placed in the military, further education/training, or employment, and (e) number of nontraditional program concentrators and completers.

The undersigned certifies that the requirements of the Perkins Act, the State Plan, the use of funds, local program requirements and the ten quality indicators as stated above will be met for the 2008-2009 program year in coordination with the local plan and that written documentation or specified data will be on file, provided to the State as requested, and available for future monitoring and compliance reviews.

TERRY KING

Printed Name of Authorized Representative


Signature of Authorized Representative

ASSISTANT SUPERINTENDENT

Title of Authorized Representative

April 25, 2008

Date

SECTION III (SECONDARY): Assessment of Career Technical Education programs.

Section 123(b) of the Perkins Act requires states to conduct an annual evaluation of the progress and efforts recipients are making toward achieving the core indicator performance levels established for the State's CTE programs. This section of the application is used to collect the required information and evidence on the efforts being taken or planned by the LEAs to achieve the State-established performance levels. (Core indicator data can be found on the Perkins website at <http://www.cde.ca.gov/ci/ct/pk/forms.asp>)

Instructions: For each Core Indicator:

- Review the definition, and State-established level of performance for 2006-2007.
- Provide your agency's performance level for each core indicator in each year in the chart below. Check "yes" if your agency met/exceeded the State-established level of performance for each indicator and "no" for those indicators not met.
- Use the improvement plan worksheet (next page) to describe the actions being taken and/or planned by your agency to improve the performance level in that core indicator.

Core Indicator	Definition	LEA Level 2004/05	LEA Level 2005/06	LEA Level 2006/07	Difference 2005/06 2006/07	State Level 2006/07	90% or more of the State level
1S1 Academic Attainment	Numerator: Number of 12 th Grade CTE Program Completers earning a high school diploma by June 30 Denominator: Number of 12 th Grade CTE Program Completers	<u>100</u> %	<u>100</u> %	<u>100</u> %	<u>100</u> %	85.75%	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
1S2 Skill Attainment	Numerator: Number of Secondary CTE Program Completers Denominator: Number of Secondary CTE Concentrators	_____ %	<u>7.51</u> %	<u>5.52</u> %	<u>-1.99</u> %	48.34%	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
2S1 High School Completion	Numerator: Number of 12 th Grade CTE Program Completers earning a high school diploma by June 30 Denominator: Number of 12 th Grade CTE Program Completers	<u>100</u> %	<u>100</u> %	<u>100</u> %	<u>100</u> %	85.75%	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
3S1 Total Placement	Numerator: Number of 12 th Grade CTE Program Completers placed in Military, Advanced Education/Training, or Employment Denominator: Number of 12 th Grade CTE Program Completers	<u>100</u> %	<u>100</u> %	<u>83.33</u> %	<u>-16.67</u> %	78.21%	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
4S1 Nontrad Participation	Numerator: Sum of Secondary Males and Females enrolled in nontraditional industry sector programs Denominator: Sum of Secondary Males and Females enrolled in all sector programs	<u>38.76</u> %	<u>28.62</u> %	<u>36.11</u> %	<u>7.48</u> %	48.78%	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
4S2 Nontrad Completion	Numerator: Sum of Secondary Males and Females that complete nontraditional industry-sector CTE programs Denominator: Sum of Secondary Males and Females enrolled in nontraditional industry-sector CTE programs	<u>4.67</u> %	<u>0</u> %	<u>15.27</u> %	<u>15.27</u> %	50.68%	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

PLAN TO IMPROVE CORE INDICATOR PERFORMANCE LEVELS

In accordance with the local program improvement requirement established in Section 123(b), eligible recipients (LEAs) of Perkins IV funds must achieve no less than 90 percent of each of the annual agreed-upon core indicator performance levels. Eligible recipients who fail to achieve the annual 90 percent requirement for any of the core indicators must develop and implement a program improvement plan for meeting the requirement the succeeding year.

Instructions: *The LEA must provide responses to questions 1 and 2 below for each core indicator for which it failed to achieve 90 percent of the established State performance level for the 2006-07 program year, as evidenced by the “no” responses in the final column on pages 16 or 17.*

1. Describe the reasons for not meeting the State established levels of performance.

1S2—Skill Attainment, In all but one of our district CTE programs of study, an ROP course provides the capstone course with the certification of student competency within the program of study. With next year's inclusion of secondary ROP data, this indicator should be well within state guidelines.

4S1—Nontrad Participation, This has been a difficult area for our LEA to show improvement due to the district's high number of college-bound students that are not sampling entry level career areas for immediate post high school employment. Up until year 2007-08, the district has not provided as many opportunities for nontraditional career studies because of student demand for high level academic electives. The district has just completed the third year of its yearly Strategic Planning Initiative for CTE. The infusion of CTE into all areas of the student middle and high school experience will hopefully result in student excitement and enrollment in the nontrad industry sector programs. Many of our programs that are more sought after are provided through the ROP system (Health Essentials, Engineering) and are not in the present data system. Next year's inclusion of the ROP parallel E-1 data will result in improvement in the 4S1 core indicator data.

4S2__Nontrad Completion, The addition of core indicator data of ROP capstone courses will indicate complete data for our district CTE courses of study. District CTE planners feel strongly that the additional data collection plus the improvements cited in above 4S1 narrative will result in major improvement in nontrad completers.

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2. Describe the actions being taken and/or planned by your agency to increase the level of performance in each core indicator not meeting the State established level. How are these proposed actions likely to result in performance level improvement?

1S2—Skill Attainment, the 08-09 inclusion of ROP program data will give the complete picture of district programs of study with introductory and at least 300 hours of student competency in concentrator courses. The district has increased the CTE graduation requirement from 5 to 10 credits for the 2008-09 school years. Each school site has identified the CTE course of studies that they intend to emphasize and district open enrollment allows all district students access to those programs. Each site has developed a CTE brochure to aide in recruitment and to advertise their particular CTE programs of study. Those factors, as well as acceptance of CTE courses by the CSU system will encourage students to utilize available career programs at the site of their choice.

4S1—Nontrad Participation, This has been an on-going problem area for our district that relates to the high number of college bound students that attend district schools. Many of those students opt for advanced level academic electives in an effort to insure entry in prestigious colleges and universities. The district has just completed the 3rd year of the CTE Planning Initiative wherein, each site has developed CTE programs of student as well as marketing materials to encourage all students to pursue career education. The district has increased the CTE graduation requirement from 5 to 10 credits for the 2008-09 school years. This increase along with the CSU acceptance of CTE course work for entry should help encourage students to enroll in CTE programs of study. Additionally, several new courses of study (Health, Biotech, Medical Careers; Fashion Careers, Engineering) are very well represented by non gender specific employees.

4S2—Nontrad Completion, The addition of the ROP data for our district sites should show an increase in the number of nontraditional students enrolled in CTE industry sector programs.

SECTION IV: Identification of required Program of Study and program sequences to be assisted with the 2007-2008 funds

Requirement for Local participation in programs assisted with Section 131 funds: As a condition of receiving section 131 funds, LEAs must be actively involved in the delivery of CTE programs, meaning that an LEA must provide at least one CTE sequence of courses that includes at least one district-funded course. Additionally, LEAs must provide at least one course in each industry sector assisted with the funds. The course may be introductory or advanced and though not necessarily integral to the sequence of courses being assisted with the funds, must be clearly integral to one or more of the sequences of courses offered in the industry sector. While it is expected that most LEAs will be able to comply with these requirements in the 2008-09 program year, full implementation of the requirement will be delayed until the 2009-2010 program year to provide districts with the additional time needed to add additional courses or revise existing courses.

Program of Study Requirement: LEAs seeking assistance with Perkins IV funds are required to link CTE at the secondary level and CTE at the postsecondary level, including by offering the relevant elements of not less than one CTE Program of Study. A program of study as described in section 122(1)(A);

- Incorporates secondary education and postsecondary education elements;
- Includes coherent and rigorous content, aligned with challenging academic standards, and relevant career technical content aligned with the California CTE Standards and Framework in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;
- May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and
- Leads to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

Program of Study Description: Describe how the appropriate courses of not less than one career technical education Program of Study will be offered during the 2008-09 school year. Include the name of the Program of Study, the efforts made to articulate the secondary program with the postsecondary program, and the industry-recognized credential, certificate, or degree that will be achieved.

Program of Study name: Information Technology

Description: This program of study consists of: Keyboarding, Computer Applications I, and Computer Applications II. This is a VESL program wherein students complete the introductory and concentrator courses culminating in competency in Microsoft Office Suite software and basic office practice skills. Students earn the ROP certificate of competency. Ongoing efforts are in place to articulate this program with the Mira Costa Community College Business/Office Applications program.

Program of Study name: Welding Technology

Description: This program includes Introductory, Intermediate, and Certification level welding courses. Students may test for the welding operator American Welding Society and A.S.M.E. individual certification. Our local community college has not been interested in an articulation agreement having cancelled the former agreement ten years past.

Identification of the CTE sequence of courses to be assisted with Perkins IV funds during the 2008-2009 program year

Instructions: Based on the evaluation of the CTE programs offered, a local needs assessment, and a review of the core performance indicators identify each sequence to be assisted with current year Perkins IV funds.

- Identify the occupational program title (occupation), and indicate the number of sites where this exact sequence is conducted.
- List all CTE courses in the sequence and check the appropriate course level, funding source, and duration (in hours) for each course.
- Sequences culminating in an ROCP course should list the ROCP course name and indicate that course as the capstone class.

NOTE: Section IV must be submitted for each approved CTE sequence to be assisted with Perkins IV funds. Only those sequences included in the LEA's approved 2008-2012 local plan are eligible for assistance with Perkins funds.

Industry Sector: **ENGINEERING AND DESIGN** Occupational Program Title: **ENGINEERING TECHNOLOGY
CARMEL VALLEY MIDDLE SCHOOL
CANYON CREST H.S. ACADEMY
LA COSTA CANYON HIGH SCHOOL
SAN DIEGUITO H.S. ACADEMY**

District funded course provided in this sector if not included in this sequence: Introduction to Engineering Design

Sequence of Courses Name of Course	Course Level			Primary Funding Source		Perkins Funded Yes or No	Total Duration (In hours)
	Intro.	Concentration	Capstone	District/COE	ROCP		
EXPLORING TECHNOLOGY	X			X		NO	90
INTRODUCTION TO ENGINEERING DESIGN		X			X	NO	180
CAD DRAFTING		X			X	YES	180
PRINCIPLES OF ENGINEERING		X			X	YES	180
ENGINEERING DESIGN & DEVELOPMENT			X		X	YES	180

INDICATE THE AMOUNT EXPECTED TO BE DIRECTLY EXPENDED IN THIS SEQUENCE \$10,000

Provide a detailed explanation of how the expenditure of Perkins funds will improve this program sequence and increase student levels of performance. Do not prorate any funds used for salaries. Include only items or services that have a direct impact on this program sequence.

4000—Instructional Supplies and Software for three site programs. This expenditure will allow software updates for district Engineering Programs so they remain current.

Identification of the CTE sequence of courses to be assisted with Perkins IV funds during the 2008-2009 program year

Instructions: Based on the evaluation of the CTE programs offered, a local needs assessment, and a review of the core performance indicators identify each sequence to be assisted with current year Perkins IV funds.

- Identify the occupational program title (occupation), and indicate the number of sites where this exact sequence is conducted.
- List all CTE courses in the sequence and check the appropriate course level, funding source, and duration (in hours) for each course.
- Sequences culminating in an ROCP course should list the ROCP course name and indicate that course as the capstone class.

NOTE: Section IV must be submitted for each approved CTE sequence to be assisted with Perkins IV funds. Only those sequences included in the LEA's approved 2008-2012 local plan are eligible for assistance with Perkins funds.

Industry Sector: **MARKETING, SALES, AND SERVICE**

Occupational Program Title: **ENTREPRENEURSHIP
CANYON CREST H. S. ACADEMY
LA COSTA CANYON HIGH SCHOOL
TORREY PINES HIGH SCHOOL**

District funded course provided in this sector if not included in this sequence: Introduction to Business/Business Math

Sequence of Courses Name of Course	Course Level			Primary Funding Source		Perkins Funded Yes or No	Total Duration (In hours)
	Intro.	Concentration	Capstone	District/COE	ROCP		
COMPUTER APPLICATIONS	X			X		YES	136-180
MARKETING PRINCIPLES		X			X	NO	136-180
BUSINESS OWNERSHIP/MANAGEMENT		X			X	NO	136-180
VIRTUAL ENTERPRISE			X		X	NO	136-180

INDICATE THE AMOUNT EXPECTED TO BE DIRECTLY EXPENDED IN THIS SEQUENCE \$20,000

Provide a detailed explanation of how the expenditure of Perkins funds will improve this program sequence and increase student levels of performance. Do not prorate any funds used for salaries. Include only items or services that have a direct impact on this program sequence.

4400-20,000. This expenditure will provide capital equipment items for three Business/Entrepreneurship programs of study. Its such as computer workstations, printers, and specialized office equipment.

Identification of the CTE sequence of courses to be assisted with Perkins IV funds during the 2008-2009 program year

Instructions: Based on the evaluation of the CTE programs offered, a local needs assessment, and a review of the core performance indicators identify each sequence to be assisted with current year Perkins IV funds.

- Identify the occupational program title (occupation), and indicate the number of sites where this exact sequence is conducted.
- List all CTE courses in the sequence and check the appropriate course level, funding source, and duration (in hours) for each course.
- Sequences culminating in an ROCP course should list the ROCP course name and indicate that course as the capstone class.

NOTE: Section IV must be submitted for each approved CTE sequence to be assisted with Perkins IV funds. Only those sequences included in the LEA's approved 2008-2012 local plan are eligible for assistance with Perkins funds.

Industry Sector: TRANSPORTATION

Occupational Program Title: AUTOMOTIVE SERVICES TECHNOLOGY
SAN DIEGUITO H.S. ACADEMY
TORREY PINES HIGH SCHOOL

District funded course provided in this sector if not included in this sequence: Introduction to Business

Sequence of Courses Name of Course	Course Level			Primary Funding Source		Perkins Funded Yes or No	Total Duration (In hours)
	Intro.	Concentration	Capstone	District/COE	ROCP		
INTRODUCTION TO TECHNOLOGY	X			X		YES	136-180
AUTO TECHNOLOGY		X		X		YES	136-180
SMALL ENGINE MOTOR SPORTS ENGINEERING		X			X	NO	136-180
AUTO ENGINE PERFORMANCE			X		X	NO	136-180

INDICATE THE AMOUNT EXPECTED TO BE DIRECTLY EXPENDED IN THIS SEQUENCE \$20,000

Provide a detailed explanation of how the expenditure of Perkins funds will improve this program sequence and increase student levels of performance. Do not prorate any funds used for salaries. Include only items or services that have a direct impact on this program sequence.

4400-\$20,000. THIS EXPENDITURE WILL PROVIDE CAPITAL EQUIPMENT ITEMS FOR TWO SITE AUTOMOTIVE PROGRAMS OF STUDY.

Identification of the CTE sequence of courses to be assisted with Perkins IV funds during the 2008-2009 program year

Instructions: Based on the evaluation of the CTE programs offered, a local needs assessment, and a review of the core performance indicators identify each sequence to be assisted with current year Perkins IV funds.

- Identify the occupational program title (occupation), and indicate the number of sites where this exact sequence is conducted.
- List all CTE courses in the sequence and check the appropriate course level, funding source, and duration (in hours) for each course.
- Sequences culminating in an ROCP course should list the ROCP course name and indicate that course as the capstone class.

NOTE: Section IV must be submitted for each approved CTE sequence to be assisted with Perkins IV funds. Only those sequences included in the LEA's approved 2008-2012 local plan are eligible for assistance with Perkins funds.

Industry Sector: ARTS, MEDIA, AND ENTERTAINMENT

Occupational Program Title: MEDIA AND DESIGN ARTS-CANYON CREST ACADEMY

District funded course provided in this sector if not included in this sequence: Introduction to Business

Sequence of Courses Name of Course	Course Level			Primary Funding Source		Perkins Funded Yes or No	Total Duration (In hours)
	Intro.	Concentration	Capstone	District/COE	ROCP		
VIDEO AND FILM PRODUCTION	X			X		YES	136-180
AUDIO TECH I		X		X		YES	136-180
AUDIO TECH II		X			X	NO	136-180

INDICATE THE AMOUNT EXPECTED TO BE DIRECTLY EXPENDED IN THIS SEQUENCE \$20,000

Provide a detailed explanation of how the expenditure of Perkins funds will improve this program sequence and increase student levels of performance. Do not prorate any funds used for salaries. Include only items or services that have a direct impact on this program sequence.

4000-\$20,000. THIS EXPENDITURE WILL PROVIDE SOFTWARE UPDATES AND HARDWARE RECORDING ARTS EQUIPMENT FOR THE MEDIA AND DESIGN ARTS PROGRAM.

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SECTION V: Identification of budget expenditures for the 2008-2009 funds

As stated in Section 135(a) of the Carl D. Perkins Career and Technical Education Improvement Act of 2006, "each eligible recipient that receives the funds shall use such funds to improve CTE programs." **This means all planned expenditures must be directly related to improving CTE programs.**

The following factors must be considered when expending Perkins funds:

- As stated on page 16, core indicators shall be addressed, and where there are deficiencies, funds shall be expended for program improvement to meet the State established level of performance.
- Funds shall be expended only in approved programs (those programs for which the LEA superintendent/director has signed assurances as meeting all of the established criteria and only those programs included in the LEA's approved 2008-2012 Local Plan are eligible for Perkins funding).
- Capital outlay expenditures (any single item over \$5,000) must be approved by the State prior to purchase. Any funds expended for Capital outlay must be deducted from the total allocation before calculating the 5% allowed to administer the grant.

Instructions: Provide a detailed description of all other expenditures listed on the Budget and Expenditure Schedule (CDE 101-A) that were not described in the previous section. The description should include a thorough explanation of how these expenditures will improve the CTE program.

Account#	Object Description	Description of Expected Improvement
1000		
3000	Salaries Benefits	Substitute teachers for CTE staff attending Professional Development activities Such as standards alignment, Special Populations Training will help deficiencies in present core indicators.
4000	Instructional Supplies	Software and supplies for programs targeted to improve core indicators.
4400	Instructional Equipment	Equipment to improve technology of subject programs: Engineering —Rapid prototyping equip. Entrepreneurship —Color laser printer (3) P.A. system (1) Copiers (2) Auto Service Tech: Wheel balancers (2) Small Engine Dyno. Media & Digital Arts: video cameras (4), Computer work stations (2)
5000	Professional Development	Conference attendance District curriculum alignment workshops Special Populations workshops
5000	Accountability	Software for E-1, E-2 (4)

CALIFORNIA DEPARTMENT OF EDUCATION
Secondary, Postsecondary, and Adult Leadership Division
CDE 101-A (1/08)

**Program Year 2008-2009
BUDGET AND EXPENDITURE SCHEDULE**

CAREER TECHNICAL EDUCATION APPLICATION
Carl D. Perkins Career and Technical
Education Improvement Act of 2006

Local Educational Agency (LEA): SAN DIEGUITO UNION HIGH SCHOOL DISTRICT

CD Code: 37-68346

Authorized Signature: *Roger D. Taylor*

Total Allocation: **90,948.00**
Indirect Cost Rate: **5%**

Select One
 ORIGINAL BUDGET
 END-OF-YEAR CLAIM
 REVISION DATE:

Funding Source and Purpose:
 Section 131 Secondary
 Section 132 ROCP and Adult
 Section 112 State Institutions

Object of Expenditure Classifications	(A) Instruction (Including Career Technical Student Organizations)	(B) Professional Development	(C) Curriculum Development	(D) Research Evaluation & Data Development	(E) Guidance & Counseling	(F) Transportation & Child Care For Participants	(G) Administration or Indirect Costs (Must not exceed 5% of total expenditure)	(H) Total
1000	Certificated Salaries	\$2,000.00	\$5000.00				\$1,589.00	\$8589.00
2000	Classified Salaries							
3000	Employee Benefits	\$220.00	\$550.00					\$770.00
4000	Books/ Supplies	\$15,000.00						\$15,000.00
4400	Equipment Less Than \$5000.00	\$57,589.00						\$57,589.00
5000	Services/ Operating Expenditures		\$5000.00	\$2,000.00	\$2,000.00			\$9,000.00
6000	Capital Outlay							
7000	Indirect Costs							
	Total	\$74,809.00	\$5,550.00	\$2,000.00	\$2,000.00		\$1,589.00	\$90,948.00

1. Heading: Enter the name of the local education agency (district) applying for funding. Enter county and district code numbers (CD Code).
2. Enter the total allocation amount and the agency's indirect cost rate as a percent.
3. Identify "Original Budget," "End-of-Year Claim," or "Revision" by checking the appropriate box.
4. Check the appropriate box for the funding source/purpose (only one per page).
5. Object of Expenditure Classifications and Funding Categories.
 - Enter the proposed/actual expenditures for the funding source checked.
 - Refer to the current *California School Accounting Manual* for clarification of object of expenditures 1000 through 7000.
 - Please note that a single capital outlay of more than \$5,000 requires prior approval from the Department of Education.
 - A maximum of 5% of Perkins funds may be budgeted/expended for direct and/or indirect costs (Column K) less any funds expended on capital outlay.

San Dieguito Union High School District

INFORMATION REGARDING BOARD AGENDA ITEM

TO: BOARD OF TRUSTEES

DATE OF REPORT: April 15, 2008

BOARD MEETING DATE: May 1, 2008

PREPARED BY: Rick Schmitt, Associate Superintendent/Educational Services

SUBMITTED BY: Terry King, Interim Superintendent

SUBJECT: **Approval of Carl D. Perkins Career Technical Education Application for Funding**

EXECUTIVE SUMMARY

Attached is the 2008-09 Career Technical Education Application for Funding. The San Dieguito Union High School District will use funds allocated from the Carl D. Perkins Career and Technical Education Improvement Act of 2006, section 132, to 1) partially fund bilingual instructional assistants for the following programs of study: Information Support Services and Welding Technology, and 2) purchase an additional computer workstation for the computer lab.

RECOMMENDATION:

This item is being submitted for a first read and will be resubmitted for action at the May 15, 2008 meeting.

FUNDING SOURCE:

Not applicable.

CALIFORNIA DEPARTMENT OF EDUCATION
Secondary, Postsecondary, and Adult Leadership Division
CDE 100 (1/08)

DUE DATE: April 18, 2008

CAREER TECHNICAL EDUCATION APPLICATION FOR FUNDING
Carl D. Perkins Career & Technical Education Improvement Act of 2006

LOCAL EDUCATIONAL AGENCY: (LEA) San Dieguito Union High School District	COUNTY-DISTRICT (CD) CODE: 37-68346	PROGRAM YEAR 2008-2009
ADDRESS OF LEA: 710 Encinitas Blvd. Encinitas, California 92024	Return Original and Electronic Files to: San Diego County Office of Education 6401 Linda Vista Road, Room 409 San Diego, Ca 92111 Email: ofelia@sdcoe.net Attention: Ofelia Dominguez	
ALLOCATION AMOUNT: \$11,218.00	CHECK APPROPRIATE BOX: <input type="checkbox"/> Sec. 112 - State Institutions <input type="checkbox"/> Sec. 131 - Secondary <input checked="" type="checkbox"/> Sec. 132 - Adult/ROCP	BOARD APPROVAL DATE: May 1, 2008

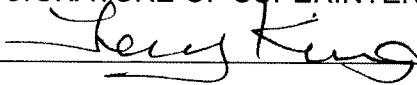
PERKINS COORDINATOR: Roger D. Taylor	Telephone Number: (760) 753-1121 Ext: 5114 FAX Number: (760) 753-2561 Email Address: roger.taylor@sduhsd.net
TITLE: ROP/CTE Coordinator	

PERKINS COORDINATOR'S ADDRESS:
(If different from LEA address above)

NAME OF LEA SUPERINTENDENT OR ADMINISTRATOR:
Terry King

CERTIFICATION: I hereby certify that all applicable state and federal rules and regulations will be observed; that to the best of my knowledge, the information contained in this application is correct and complete; and that the assurances contained in the LEA's application are accepted as the basic conditions in the operations of this program for local participation and assistance.

PRINTED NAME OF SUPERINTENDENT OR AUTHORIZED AGENT: **Terry King** TITLE: _____
 _____ April 25, 2008

SIGNATURE OF SUPERINTENDENT OR AUTHORIZED AGENT:  DATE: _____
 _____ April 25, 2008

CALIFORNIA DEPARTMENT OF EDUCATION USE ONLY

REVIEWED AND RECOMMENDING SUBSTANTIAL APPROVAL:	DATE:
REVIEWED AND RECOMMENDED FOR APPROVAL BY:	DATE:

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CALIFORNIA DEPARTMENT OF EDUCATION
Secondary, Postsecondary, and Adult Leadership Division
CDE 100-SP (1/08)


CAREER TECHNICAL EDUCATION APPLICATION
Carl D. Perkins Career and Technical
Education Improvement Act of 2006

SIGN-OFF FORM FOR REPRESENTATIVES OF SPECIAL POPULATIONS


The Perkins Act requires local agencies to implement strategies to overcome barriers that are lowering special population student rates of access to, or success, in CTE programs assisted with the funds. Additionally, these programs must be designed to enable special populations to meet the performance level targets established for the programs, and provide the activities needed to prepare special population students for high skill, high wage, or high demand occupation that will lead to self-sufficiency.

This form confirms that the LEA coordinators/administrators responsible for the administration of each of the programs associated with the special population groups has reviewed and approved the 2008-2009 application for Perkins funds. Each Special Population category **MUST** be signed by the designated administrator or certificated representative of the LEA responsible for that program.

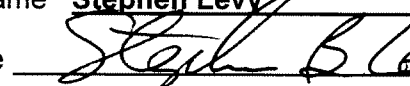
Economically Disadvantaged (Title I Coordinator/Administrator)

Printed Name Albert Martin Title: Director, Instructional Support
Signature  Date 3/25/08


Limited English Proficient (LEP) (English Learner Coordinator/Administrator)

Printed Name Albert Martin Title: Director, Instructional Support
Signature  Date 3/25/08


Disabled (Handicapped) (Special Education Coordinator/Administrator)

Printed Name Stephen Levy Title Coordinator of Pupil Personnel
Signature  Date 3/27/08

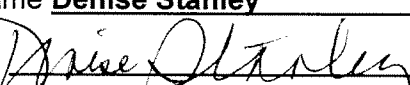
Single Parent or Single Pregnant Women (Title IX Coordinator/Administrator)

Printed Name Denise Stanley Title Principal, San Dieguito Adult School
Signature  Date 4-1-08

Gender Equity or Nontraditional Training (Title IX Coordinator/Administrator)

Printed Name Stephen Levy Title Coordinator of Pupil Personnel
Signature  Date 3/27/08

Displaced Homemaker (Title IX Coordinator/Administrator)
(Required only on Section 132 applications)

Printed Name Denise Stanley Title Principal, San Dieguito Adult School
Signature  Date 4-1-08

SECTION I: ASSURANCES AND CERTIFICATIONS

General Assurances

California Department of Education General Assurances required for grants supported by state and federal funds.

Note: By signing the grant application and including a copy of this document with it, the authorized official agrees to the assurances presented here. No signature should be placed on this page.

Discrimination

As the duly authorized representative of the applicant, I certify that the applicant will comply with all federal statutes relating to nondiscrimination, including (a) Title VI of the Civil Rights Act of 1964 (45 United States Code [USC] sections 2000d through 2000d-4) prohibiting discrimination on the basis of race, color, or national origin; Title IX of the Education Amendments of 1972 (20 USC sections 1681-1683) prohibiting discrimination on the basis of sex; Section 504 of the Rehabilitation Act of 1973 (29 USC Section 794) prohibiting discrimination on the basis of handicap; and The Age Discrimination Act (42 USC Section 6101, et seq.) prohibiting discrimination on the basis of age.

Costs

As the duly authorized representative of the applicant, I certify that the applicant will comply with the general cost principles set forth in federal regulations, 34 Code of Federal Regulations (CFR) Section 74.27 and 34 CFR Section 80.22, and the Office of Management and Budget circulars applicable to my entity.

I further certify that the applicant will comply with the expenditure requirements set forth in the federal Education Department General Administrative Regulations (EDGAR) contained in Title 34 of the CFR.

Records

As the duly authorized representative of the applicant, I certify that the applicant will make reports to the state or federal agency designated in the application as may reasonably be necessary to enable those agencies to perform their duties. The applicant will maintain and provide access to all records used in the preparation of such reports for a period of five years. Such records shall include, but not be limited to, records which fully disclose the amount and disposition by the recipient of funds, the total cost of the activity for which the funds are used, the share of the cost provided from other sources, and such other records as will facilitate an effective audit. The recipient shall maintain such records for five years after the completion of the activities for which the funds are used. (Please Note: This record maintenance and accessibility requirement may be modified by program-specific documents associated with the grant award notification.)

Applicable Law

As the duly authorized representative of the applicant, I certify that the applicant will comply with all state and federal statutes, regulations, program plans, and eligibility requirements applicable to each program under which federal and state funds are made available through the application.

Debarment and Suspension

Certification regarding debarment, suspension, ineligibility and voluntary exclusion--lower tier covered transactions.

This certification is required by the U. S. Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 *Code of Federal Regulations* Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled A Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may but is not required to, check the Nonprocurement List.
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

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9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

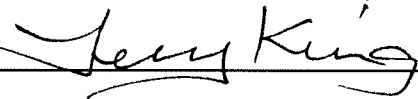
Certification

1. The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
2. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Name of Applicant: **San Dieguito Union High School District**

Name of Program: **Carl D. Perkins Vocational and Technical Education Act of 1998**

Printed Name and Title of Authorized Representative: **Terry King, Associate Superintendent**

Signature:  Date: April 25, 2008

Drug-Free Workplace

Certification regarding state and federal drug-free workplace requirements.

Note: Any entity, whether an agency or an individual, must complete, sign, and return this certification with its grant application to the California Department of Education.

Grantees Other Than Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *Code of Federal Regulations (CFR)* Part 85, Subpart F, for grantees, as defined at 34 *CFR* Part 85, Sections 85.605 and 85.610

- A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
 - a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition
 - b. Establishing an on-going drug-free awareness program to inform employees about:
 1. The dangers of drug abuse in the workplace
 2. The grantee's policy of maintaining a drug-free workplace
 3. Any available drug counseling, rehabilitation, and employee assistance programs
 4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace
 - c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a)
 - d. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
 1. Abide by the terms of the statement
 2. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction
 - e. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer or other designee. Notice shall include the identification number(s) of each affected grant.
 - f. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
 1. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency

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g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (street address, city, county, state, zip code)

San Dieguito Academy 800 Santa Fe Dr., Encinitas, CA 92024

Check if there are workplaces on file that are not identified here.

Grantees Who Are Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *CFR* Part 85, Subpart F, for grantees, as defined at 34 *CFR* Part 85, Sections 85.605 and 85.610

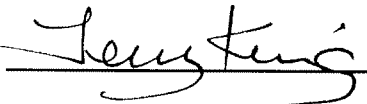
- A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
- B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction to every grant officer or designee, in writing, within 10 calendar days of the conviction. Notice shall include the identification number(s) of each affected grant. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: **San Dieguito Union high School District**

Name of Program: **Carl D. Perkins Vocational and Technical Education Act of 1998**

Printed Name and Title of Authorized Representative: **Terry King, Associate Superintendent**

Signature: 

Date: April 25, 2008

Lobbying

Certification regarding lobbying for federal grants in excess of \$100,000.

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 *Code of Federal Regulations (CFR)* Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

As required by Section 1352, Title 31 of the *U.S. Code*, and implemented at 34 *CFR* Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 *CFR* Part 82, Sections 82.105 and 82.110, the applicant certifies that:

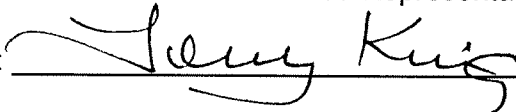
- a. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- b. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," (revised Jul-1997) in accordance with its instructions;
- c. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: **San Dieguito Union high School District**

Name of Program: **Carl D. Perkins Vocational and Technical Education Act of 1998**

Printed Name and Title of Authorized Representative: **Terry King, Associate Superintendent**

Signature:  Date: April 25, 2008

SECTION II: PERKINS ASSURANCES AND CERTIFICATIONS

Carl D. Perkins Career & Technical Education Improvement Act of 2006 special assurances required for funding.

1. The eligible recipient will provide a career technical education (CTE) program that is of such size, scope, and quality to bring about improvement in the quality of CTE programs. **[Perkins IV, Section 134(b)(6)]**
2. In compliance with Office of Vocational and Adult Education (OVAE) Program Memorandum 99-11, local agencies receiving Perkins IV funds for CTE programs for adults will be represented on the Local Workforce Investment Board (WIB); enter into a Memorandum of Understanding with the local WIB relating to the operation of the One-Stop system, including a description of services, how the cost of the identified services and operating costs of the system will be funded, and the methods for referral; make available the core services that are applicable to Career Technical Education Improvement Act of 2006 (Perkins IV) through the One-Stop delivery system, either in lieu of or in addition to making these services available at the site of the particular program; and use a portion of the Perkins IV funds (or provide services with such funds) to create and maintain the One-Stop delivery system and to provide applicable core services through the One-Stop delivery system.
3. The eligible recipient that uses funds under this Act for in-service and preservice CTE professional development programs for CTE teachers, administrators, and other personnel will, upon written request, permit the participation in such programs of CTE teachers, administrators, and other personnel in nonprofit private schools offering CTE programs located in the geographical area served by such recipient. **[Perkins IV, Section 317(a)]**
4. The eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in CTE programs and activities receiving funding under this Act of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient. **[Perkins IV, Section 317(b)(1)]**.
5. The eligible recipient will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in CTE programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools. **[Perkins IV, Section 317(b)(2)]**.
6. Nothing in the Act shall be construed to be inconsistent with applicable Federal law prohibiting discrimination on the basis of race, color, sex, national origin, age, or disability in the provision of Federal programs or services. **[Perkins IV, Section 316]**
7. The eligible recipient will ensure that students who are economically disadvantaged, students of limited English proficiency, and students with special needs are assisted to succeed with support services such as counseling, English-language instruction, child care, and special aids. **[CFR 403.190(A)(2)(II)(b)]**
8. Curriculum, instruction, and assessment are designed to serve all students, including students who are members of special populations.

Use of funds

1. Funds made available under the Perkins Act for CTE activities will supplement, and will not supplant, non-federal funds expended to carry out CTE activities and technical preparation activities. **[Perkins IV, Section 311]**
2. All of the funds made available under this Act will be used in accordance with the requirements of this Act. **[Perkins IV, Section 6]**
3. No funds made available under the Perkins Act shall be used to require any secondary school student to choose or pursue a specific career path or major; and to mandate that any individual will be required to participate in a CTE program, including a CTE program that requires the attainment of a federally funded skill level, standard, or certificate of mastery. **[Perkins IV, Section 314]**
4. No funds made available under the Perkins Act will be used to provide CTE programs for students prior to the 7th grade except that equipment and facilities purchased with funds under the Perkins Act may be used for such students. **[Perkins IV, Section 315]**
5. No funds will be used to acquire equipment or software in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity, the employees of the purchasing entity, or any affiliate of such an organization. **[Perkins IV, Section 122(c)(12)]**
6. The funding for development and implementation of the Integrated and Career-Related Education Continuum as described in the California State Plan for Carl D. Perkins CTE will be limited to programs as described in the local plan that (a) begin no earlier than grade seven; (b) include a clearly defined sequence of courses that prepare students for career entry and postsecondary education; (c) are part of a sequence that may include a capstone course at the high school, ROCP or community college; (d) are taught by a qualified CTE teacher, and (e) integrates CTE and academic instruction.
7. The eligible recipient will comply with the requirements of this Perkins Act, Title I, and the provisions of the State plan, including the provision of a financial audit of funds received under this title which may be included as part of an audit of other Federal or State programs. **[Perkins IV, Section 122(c)(11)]**

Consortia Requirements

1. Consortia formed to meet the minimum allocation requirement will use funds only for purposes and programs that are mutually beneficial to all members of the consortium.
2. Funds will not be reallocated to individual members of the consortium for purposes or programs benefiting only one member of the consortium. **[Perkins IV, Sections 131(f)(2) and 132(a)(3)(B)]**

Local Plan Requirements

Eligible recipients desiring financial assistance under Perkins IV shall in accordance with requirements established by the State submit a Local Plan to the State prior to October 31, 2008. The Local Plan shall cover the same period of time as the State Plan and describe how each funded program sequence will meet the requirements established in the Carl D. Perkins Career and Technical Education Improvement Act of 2006 and the 2008-2012 State Plan and shall:

1. Describe how the career and technical education programs required under section 135(b) will be carried out with funds received under this title.
2. Describe how the career and technical education activities will be carried out with respect to meeting State and local adjusted levels of performance established under section 113.
3. Describe how the eligible recipient will--
 - (A) offer the appropriate courses of not less than 1 of the career and technical programs of study described in section 122(c)(1)(A);
 - (B) improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in--
 - (i) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and
 - (ii) career and technical education subjects;
 - (C) provide students with strong experience in, and understanding of, all aspects of an industry;
 - (D) ensure that students who participate in such career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students; and
 - (E) encourage career and technical education students at the secondary level to enroll in rigorous and challenging courses in core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965);
4. Describe how comprehensive professional development (including initial teacher preparation) for career and technical education, academic, guidance, and administrative personnel will be provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education (including curriculum development).
5. Describe how parents, students, academic and career and technical education teachers, faculty, administrators, career guidance and academic counselors, representatives of tech prep consortia (if applicable), representatives of the entities participating in activities described in section 117 of Public Law 105-220 (if applicable), representatives of business (including small business) and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of career and technical education programs assisted under this title, and how such individuals and entities are effectively informed about, and assisted

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in understanding, the requirements of this title, including career and technical programs of study.

- ~~6. Provide assurances that the eligible recipient will provide a career and technical education program that is of such size, scope, and quality to bring about improvement in the quality of career and technical education programs.~~
7. Describe the process that will be used to evaluate and continuously improve the performance of the eligible recipient.
8. Describe how the eligible recipient will
 - (A) Review career and technical education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs, for special populations.
 - (B) Provide programs that are designed to enable the special populations to meet the local adjusted levels of performance.
 - (C) Provide activities to prepare special populations, including single parents and displaced homemakers, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.
9. Describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations.
10. Describe how funds will be used to promote preparation for non-traditional fields.
11. Describe how career guidance and academic counseling will be provided to career and technical education students, including linkages to future education and training opportunities.
12. Describe efforts to improve--
 - (A) The recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and
 - (B) The transition to teaching from business and industry.

Perkins Requirements of Local Programs Assisted with Perkins funds

Eligible recipients will ensure that each of the following nine Perkins IV section 135(b) requirements are being met in each program in which Perkins IV funds are used.

1. Provide activities that strengthen students' academic and career and technical skills through the integration of academics with career and technical education (CTE) programs in a **coherent sequence of courses**, such as career and technical programs of study to ensure students' learning.
2. Link career and technical education at the secondary level and career and technical education at the postsecondary level, including **offering not less than one career and technical program of study** described in section 122(c)(1)(A).
3. Provide students with strong experience in and understanding of all aspects of an industry.
4. Develop, improve or expand the use of technology in vocational and technical education, which *may* include;
 - training of career technical education personnel, to use state-of-the-art technology, which may include distance learning
 - providing career technical education students with the academic, and career and technical skills that lead to entry into the technology fields; or
 - encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs
5. Provide professional development programs consistent with section 122 to teachers, counselors, and administrators that include:
 - the effective integration and use of challenging academic and career technical education provided jointly with academic teachers;
 - effective teaching skills based on research that includes promising practices;
 - effective practices to improve parental and community involvement;
 - effective use of scientifically based research and data to improve instruction;
 - Support of education programs for teachers of career technical education students, to ensure that such teachers stay current with all aspects of an industry;
 - Internship programs that provide relevant business experience; and
 - Programs designed to train teacher specifically in the effective use and application of technology to improve instruction.
6. Develop and implement evaluations of the career technical programs carried out with these funds including an assessment of how the needs of special populations are being met.
7. Initiate, improve, expand, and modernize quality career technical education programs.
8. Provide services and activities that are of sufficient size, scope, and quality to be effective.
9. Provide activities to prepare special population students enrolled in career technical education programs for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

State Established CTE Quality Criteria Requirements of Programs Assisted with Perkins IV funds

Perkins IV Section 135(b)(8) requires each CTE program assisted with the funds to provide services and activities that are of sufficient size, scope, and quality to be effective. The 2008-2012 California State Plan for CTE identifies thirteen planning, organization, and instructional elements determined by the state to be critical to high quality CTE programs. These elements are incorporated into the following required criteria requirements of all programs assisted with the funds.

Curriculum, Instruction and Assessment

- Curriculum and assessment are aligned with the California CTE Model Curriculum Standards and Framework and Secretary's Commission on Achieving Necessary Skills (SCANS) and employability competencies;
- Instruction is standards-based, sufficient in duration, current and relevant, and develops the knowledge, attitudes, and skills currently required for entry into careers in the program area;
- A comprehensive assessment system is used to measure student competence in the application of CTE and academic knowledge and skills required in the program area; and
- The program provides for certification of students who achieve industry-recognized skill and knowledge requirements.

Leadership and Citizenship Development

- Each program includes a career technical student organization or alternative leadership activity that is integral to instruction and is supported by the administration of the local education agency. Alternative leadership activities must be designed to provide students with (a) effective leadership skills; (b) increased confidence in themselves and their work; (c) enhanced character, citizenship, volunteerism, and patriotism; (d) an understanding of the importance of a healthy lifestyle; (e) an understanding of the need to strive for excellence in scholarship; and (f) an awareness of the importance and relevance of the career cluster addressed by the CTE program.
- Leadership, citizenship, and interpersonal skills instruction in teamwork, communications, human relations, and social interaction is provided through the program.

Practical Application of Occupation Skills

- Each program provides practical application and experiences through actual or simulated work-based learning assignments.

Qualified and Competent Personnel

- Each program is staffed by qualified CTE teachers, meaning teachers who;
 - a. Possess a standard secondary, single subject or designated subject credential that authorizes the teaching of the CTE courses(s) to which they are assigned, and
 - b. Can document employment experience, outside of education, in the career pathway addressed by the program or other evidence of equivalent proficiency.

ITEM 27

Facilities, Equipment, and Materials

- Facilities, equipment, and materials are comparable to those currently used by business and industry.
- Facilities and equipment are purchased or modified, as needed, to accommodate the needs of special population students.

Community, Business, and Industry Involvement

- Program has an advisory committee which includes business and industry representatives that meets at least once annually to provide relevant advice and support on current and changing labor markets, current industry standards and practices, emerging technical skills, curriculum content and student outcomes, and job placement.

Career Guidance

- Career guidance activities are ongoing and include the dissemination of career opportunity and career path information to students, parents, and counselors.
- CTE instruction includes career planning, employability skills, and articulation options, and provides students with information relevant to their career path goals.
- Career guidance activities provide students, parents, and counselors with information on nontraditional careers in program area.

Program Promotion

- Planned activities are conducted to promote the program to all concerned groups, including students of all ability levels, parents, counselors, site and district administrators, postsecondary agencies and representatives from business and industry.
- Activities are conducted to improve the articulation and alignment of the program with instruction provided by feeder school and advanced education and training opportunities.

Student Support Services

- Program provides for full participation of special population students, meaning that special population students are provided with the additional services needed for success.

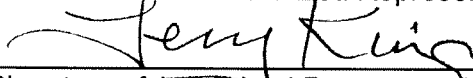
Program Accountability and Planning

- Program improvements are developed and implemented based on an analysis of prior-year program accountability data, including the (a) number of students enrolled in the program (including the enrollment of special population students), (b) number and percent of program completers, (c) number and percent of secondary program completers who receive diplomas, (d) number of completers placed in the military, further education/training, or employment, and (e) number of nontraditional program concentrators and completers.

The undersigned certifies that the requirements of the Perkins Act, the State Plan, the use of funds, local program requirements and the ten quality indicators as stated above will be met for the 2008-2009 program year in coordination with the local plan and that written documentation or specified data will be on file, provided to the State as requested, and available for future monitoring and compliance reviews.

Terry King

Printed Name of Authorized Representative


Signature of Authorized Representative

Associate Superintendent

Title of Authorized Representative

April 25, 2008

Date

SECTION III (SECONDARY): Assessment of Career Technical Education programs.

Section 123(b) of the Perkins Act requires states to conduct an annual evaluation of the progress and efforts recipients are making toward achieving the core indicator performance levels established for the State’s CTE programs. This section of the application is used to collect the required information and evidence on the efforts being taken or planned by the LEAs to achieve the State-established performance levels. (Core indicator data can be found on the Perkins website at <http://www.cde.ca.gov/ci/ct/pk/forms.asp>)

Instructions: For each Core Indicator:

- Review the definition, and State-established level of performance for 2006-2007.
- Provide your agency’s performance level for each core indicator in each year in the chart below. Check “yes” if your agency met/exceeded the State-established level of performance for each indicator and “no” for those indicators not met.
- Use the improvement plan worksheet (next page) to describe the actions being taken and/or planned by your agency to improve the performance level in that core indicator.

Core Indicator	Definition	LEA Level 2004/05	LEA Level 2005/06	LEA Level 2006/07	Difference 2005/06 2006/07	State Level 2006/07	90% or more of the State level
1S1 Academic Attainment	Numerator: Number of 12 th Grade CTE Program Completers earning a high school diploma by June 30 Denominator: Number of 12 th Grade CTE Program Completers	_____ %	_____ %	_____ %	_____ %	85.75%	<input type="checkbox"/> Yes <input type="checkbox"/> No
1S2 Skill Attainment	Numerator: Number of Secondary CTE Program Completers Denominator: Number of Secondary CTE Concentrators	_____ %	_____ %	_____ %	_____ %	48.34%	<input type="checkbox"/> Yes <input type="checkbox"/> No
2S1 High School Completion	Numerator: Number of 12 th Grade CTE Program Completers earning a high school diploma by June 30 Denominator: Number of 12 th Grade CTE Program Completers	_____ %	_____ %	_____ %	_____ %	85.75%	<input type="checkbox"/> Yes <input type="checkbox"/> No
3S1 Total Placement	Numerator: Number of 12 th Grade CTE Program Completers placed in Military, Advanced Education/Training, or Employment Denominator: Number of 12 th Grade CTE Program Completers	_____ %	_____ %	_____ %	_____ %	78.21%	<input type="checkbox"/> Yes <input type="checkbox"/> No
4S1 Nontrad Participation	Numerator: Sum of Secondary Males and Females enrolled in nontraditional industry sector programs Denominator: Sum of Secondary Males and Females enrolled in all sector programs	_____ %	_____ %	_____ %	_____ %	48.78%	<input type="checkbox"/> Yes <input type="checkbox"/> No
4S2 Nontrad Completion	Numerator: Sum of Secondary Males and Females that complete nontraditional industry-sector CTE programs Denominator: Sum of Secondary Males and Females enrolled in nontraditional industry-sector CTE programs	_____ %	_____ %	_____ %	_____ %	50.68%	<input type="checkbox"/> Yes <input type="checkbox"/> No

SECTION III (ADULT):

Section 123(b) of the Perkins Act requires states to conduct an annual evaluation of the progress and efforts recipients are making toward achieving the core indicator performance levels established for the State's CTE programs. This section of the application is used to collect the required information and evidence on the efforts being taken or planned by the LEAs to achieve the State-established performance levels. (Core indicator data can be found on the Perkins website at <http://www.cde.ca.gov/ci/ct/pk/forms.asp>)

Instructions: For each Core Indicator:

- Review the definition, and State-established level of performance for 2006-2007.
- Provide your agency's performance level for each core indicator in each year in the chart below. Check "yes" if your agency met/exceeded the State-established level of performance for each indicator and "no" for those indicators not met.
- Use the improvement plan worksheet (next page) to describe the actions being taken and/or planned by your agency to improve the performance level in that core indicator.

Core Indicator	Definition	LEA Level 2004/05	LEA Level 2005/06	LEA Level 2006/07	Difference 2005/06 2006/07	State Level 2006/07	90% or more of the State level
1A1 Academic Attainment	Numerator: Number of Adult CTE Program Completers Denominator: Number of Adult CTE Program Concentrators	_____ %	_____ %	_____ %	_____ %	52.73%	<input type="checkbox"/> Yes <input type="checkbox"/> No
1A2 Skill Attainment	Numerator: Number of Adult CTE Program Completers Denominator: Number of Adult CTE Program Concentrators	_____ %	_____ %	_____ %	_____ %	52.73%	<input type="checkbox"/> Yes <input type="checkbox"/> No
2A1 High School Completion	Numerator: Number of Adult CTE Program Completers Denominator: Number of Adult CTE Program Concentrators	_____ %	_____ %	_____ %	_____ %	52.73%	<input type="checkbox"/> Yes <input type="checkbox"/> No
3A1 Total Placement	Numerator: Number of Adult CTE Program Completers placed in Military, Advanced Education/Training, or Employment Denominator: Number of Adult CTE Program Completers	_____ %	_____ %	_____ %	_____ %	67.41%	<input type="checkbox"/> Yes <input type="checkbox"/> No
4A1 Nontrad Participation	Numerator: Sum of Adult Males and Females enrolled in nontraditional industry-sector CTE programs Denominator: Sum of Adult Males and Females enrolled in all industry-sector CTE programs	_____ %	_____ %	_____ %	_____ %	62.90%	<input type="checkbox"/> Yes <input type="checkbox"/> No
4A2 Nontrad Completion	Numerator: Sum of Adult Males and Females that complete nontraditional industry sector CTE programs Denominator: Sum of Adult Males and Females enrolled in nontraditional CTE industry-sector programs	_____ %	_____ %	_____ %	_____ %	53.93%	<input type="checkbox"/> Yes <input type="checkbox"/> No

SECTION IV: Identification of required Program of Study and program sequences to be assisted with the 2007-2008 funds

Requirement for Local participation in programs assisted with Section 131 funds: As a condition of receiving section 131 funds, LEAs must be actively involved in the delivery of CTE programs, meaning that an LEA must provide at least one CTE sequence of courses that includes at least one district-funded course. Additionally, LEAs must provide at least one course in each industry sector assisted with the funds. The course may be introductory or advanced and though not necessarily integral to the sequence of courses being assisted with the funds, must be clearly integral to one or more of the sequences of courses offered in the industry sector. While it is expected that most LEAs will be able to comply with these requirements in the 2008-09 program year, full implementation of the requirement will be delayed until the 2009-2010 program year to provide districts with the additional time needed to add additional courses or revise existing courses.

Program of Study Requirement: LEAs seeking assistance with Perkins IV funds are required to link CTE at the secondary level and CTE at the postsecondary level, including by offering the relevant elements of not less than one CTE Program of Study. A program of study as described in section 122(1)(A);

- Incorporates secondary education and postsecondary education elements;
- Includes coherent and rigorous content, aligned with challenging academic standards, and relevant career technical content aligned with the California CTE Standards and Framework in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;
- May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and
- Leads to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

Program of Study Description: Describe how the appropriate courses of not less than one career technical education Program of Study will be offered during the 2008-09 school year. Include the name of the Program of Study, the efforts made to articulate the secondary program with the postsecondary program, and the industry-recognized credential, certificate, or degree that will be achieved.

Program of Study name: Information Technology

Description: This program of study consists of: Keyboarding, Computer Applications I, and Computer Applications II. This is a VESL program wherein students complete the introductory and concentrator courses culminating in competency in Microsoft Office Suite software and basic office practice skills. Students earn the ROP certificate of competency. Ongoing efforts are in place to articulate this program with the Mira Costa Community College Business/Office Applications program.

Program of Study name: Welding Technology

Description: This program includes Introductory, Intermediate, and Certification level welding courses. Students may test for the welding operator American Welding Society and A.S.M.E. individual certification. Our local community college has not been interested in an articulation agreement having cancelled the former agreement ten years past.

Identification of the CTE sequence of courses to be assisted with Perkins IV funds during the 2008-2009 program year

Instructions: Based on the evaluation of the CTE programs offered, a local needs assessment, and a review of the core performance indicators identify each sequence to be assisted with current year Perkins IV funds.

- Identify the occupational program title (occupation), and indicate the number of sites where this exact sequence is conducted.
- List all CTE courses in the sequence and check the appropriate course level, funding source, and duration (in hours) for each course.
- Sequences culminating in an ROCP course should list the ROCP course name and indicate that course as the capstone class.

NOTE: Section IV must be submitted for each approved CTE sequence to be assisted with Perkins IV funds. Only those sequences included in the LEA's approved 2008-2012 local plan are eligible for assistance with Perkins funds.

Industry Sector: Information Technology **Occupational Program Title:** Information Support Services

District funded course provided in this sector if not included in this sequence: _____

Sequence of Courses		Course Level			Primary Funding Source		Perkins Funded Yes or No	Total Duration (In hours)
		Intro.	Concentration	Capstone	District/COE	ROCP		
Name of Course								
Keyboarding		X			X		No	90
Computer Applications I			X			X	Yes	180
Computer Applications II				X		X	Yes	180
							Yes No	
							Yes No	
							Yes No	

Indicate the amount expected to be directly expended in this sequence **\$5,889.00**

Provide a detailed explanation of how the expenditure of Perkins funds will improve this program sequence and increase student levels of performance. Do not prorate any funds used for salaries. Include only items or services that have a direct impact on this program sequence.

\$3,889.00 –Salary and benefits for a bilingual instructional assistant to help transition students from their native language to English terms and communication within the program of study.

\$2000.00-one computer workstation to add to the capacity of the computer lab for the program.

\$5,889.00

Identification of the CTE sequence of courses to be assisted with Perkins IV funds during the 2008-2009 program year

Instructions: Based on the evaluation of the CTE programs offered, a local needs assessment, and a review of the core performance indicators identify each sequence to be assisted with current year Perkins IV funds.

- Identify the occupational program title (occupation), and indicate the number of sites where this exact sequence is conducted.
- List all CTE courses in the sequence and check the appropriate course level, funding source, and duration (in hours) for each course.
- Sequences culminating in an ROCP course should list the ROCP course name and indicate that course as the capstone class.

NOTE: Section IV must be submitted for each approved CTE sequence to be assisted with Perkins IV funds. Only those sequences included in the LEA's approved 2008-2012 local plan are eligible for assistance with Perkins funds.

Industry Sector: Manufacturing and Product Development **Occupational Program Title:** Welding Technology

District funded course provided in this sector if not included in this sequence: Metals Technology 1 & 2

Sequence of Courses		Course Level			Primary Funding Source		Perkins Funded Yes or No	Total Duration (In hours)
		Intro.	Concentration	Capstone	District/COE	ROCP		
Introductory Welding		X				X	Yes	136
Intermediate Welding			X			X	Yes	136
Welding Certification				X		X	Yes	136

Indicate the amount expected to be directly expended in this sequence \$5,889.00

Provide a detailed explanation of how the expenditure of Perkins funds will improve this program sequence and increase student levels of performance. Do not prorate any funds used for salaries. Include only items or services that have a direct impact on this program sequence.

5,329.00-provide two class equivalent instructional assistant to provide direct instructional services to welding students.

SECTION V: Identification of budget expenditures for the 2008-2009 funds

As stated in Section 135(a) of the Carl D. Perkins Career and Technical Education Improvement Act of 2006, "each eligible recipient that receives the funds shall use such funds to improve CTE programs." **This means all planned expenditures must be directly related to improving CTE programs.**

The following factors must be considered when expending Perkins funds:

- As stated on page 16, core indicators shall be addressed, and where there are deficiencies, funds shall be expended for program improvement to meet the State established level of performance.
- Funds shall be expended only in approved programs (those programs for which the LEA superintendent/director has signed assurances as meeting all of the established criteria and only those programs included in the LEA's approved 2008-2012 Local Plan are eligible for Perkins funding).
- Capital outlay expenditures (any single item over \$5,000) must be approved by the State **prior** to purchase. Any funds expended for Capital outlay must be deducted from the total allocation before calculating the 5% allowed to administer the grant.

Instructions: *Provide a detailed description of all other expenditures listed on the Budget and Expenditure Schedule (CDE 101-A) that were not described in the previous section. The description should include a thorough explanation of how these expenditures will improve the CTE program.*

<i>Account#</i>	<i>Object Description</i>	<i>Description of Expected Improvement</i>
2000	<i>Classified Salary</i>	<i>One-on-one assistance for student support Has demonstrated real student success in Information Tech. and Welding Tech. programs.</i>
3000	<i>Classified benefits</i>	<i>Estimated at 11% of hourly salary</i>
4400	<i>Equipment</i>	<i>Computer workstation increase to increase Student class size from 32 to 34.</i>

Please return to Ofelia Dominguez at SDCOE by 4/18/2008

San Diego County Office of Education
Regional Occupational Program Perkins 132
CDE 101-A San Diego Version

Program Year 2008-2009
BUDGET AND EXPENDITURE SCHEDULE

Carl D. Perkins Career & Technical Education Improvement Act of 2006

District/College: San Dieguito Union High School District Person Completing Form: Roger D. Taylor

Authorized Signature: *Roger D. Taylor*

Total Allocation: 0
Indirect Cost Rate: 3%

Select One
 ORIGINAL BUDGET
 END-OF-YEAR EXPENDITURE CLAIM
 Revision Date:

Funding Source/Purpose:
 Section 131 - Secondary
 Section 132 - ROCP & Adult
 Section 112 - State Institutions

Object of Expenditure Classifications		(A) Instruction (Including Career Technical Student Organizations)	(B) Professional Development	(C) Curriculum Development	(D) Research Evaluation & Data Development	(E) Guidance & Counseling	(F) Transportation & Child Care For Participants	(G) Special Populations Services (Including Coordination)	(H) Apprenticeship	(I) Tech Prep	(J) Incarcerated Students	(K) Administration or Indirect Costs (Must not be greater than 3% of total expenditure)	(L) Total
1000	Certificated salaries	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
2000	Classified salaries	\$8,296	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$8,296	
3000	Employee benefits	\$922	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$922	
4000	Books & supplies	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
4400	Equipment Less Than \$ 5000	\$2,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	no indirects	\$2,000	
5000	Services and other operating expenditures	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
6000	Capital outlay \$ 5000 & over	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	no indirects	\$0	
7000	Indirect Costs										\$0	\$0	
Total		\$11,218	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$11,218	

Admin/Indirect Cost Limit: \$277

1. **Heading:** Enter the name of the local educational agency (district) applying for funding. Enter county and district code numbers (CD Code).
2. Enter the total allocation amount and the agency's indirect cost rate (use decimal)
3. Identify "Original Budget", "End-of-Year Claim", or "Revision" by checking the appropriate box.
4. Check the appropriate box for the funding source/purpose (only one per page).
5. **Object of Expenditure Classifications and Funding Categories.**
 - Enter the proposed/actual expenditures for the funding source checked
 - Refer to the current *California School Accounting Manual* for clarification of object of expenditures 1000 through 7000.
 - Please note that a single capital outlay of more than \$5,000 requires prior approval from the Department of Education.

SDCOE SPECIAL INSTRUCTIONS TO DISTRICTS

- By prior agreement, a maximum of 3% of federal Perkins funds may be expended by districts for administration and/or indirect costs (Column K). The administration/indirect cost limit is calculated by subtracting the totals in column L for object codes 4400 and 6000 from the total of all expenditures in columns A thru J and multiplying by 3%.
- Verify that the Total Funding amount is the sum of the subtotals as well as totals from Column (A) through Column (K) and does not exceed the allocation amount indicated on the contract amendment.
- Please return form via email to ofelia@sdcoe.net If that is not possible, fax to 858-268-9726
- An invoice is required for any expenditure for equipment in 4400 or 6000 line. Online ROP Inventory is required for any item costing \$500 or more.
- Invoices to Ofelia Dominguez as soon as possible at: Room 409 San Diego County Office of Education, 6401 Linda Vista Road, San Diego 92111-7399