



**BOARD OF TRUSTEES  
REGULAR BOARD MEETING**

**Board of Trustees**  
Joyce Dalessandro  
Barbara Groth  
Beth Hergesheimer  
Amy Herman  
John Salazar

**Superintendent**  
Ken Noah

**Union High School District**

**THURSDAY, MARCH 15, 2012  
6:30 PM**

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

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

**PUBLIC COMMENTS**

If you wish to speak regarding an item on the agenda, please complete a speaker slip located at the sign-in desk and present it to the Secretary to the Board prior to the start of the meeting. When the Board President invites you to the podium, please state your name, 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 agenda and non-agenda items shall not exceed twenty (20) minutes. An individual speaker's allotted time may not be increased by a donation of time from others in attendance.

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

**PUBLIC INSPECTION OF DOCUMENTS**

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

**CONSENT CALENDAR**

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

**CLOSED SESSION**

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

**CELL PHONES/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.

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

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

**AGENDA**

**THURSDAY, MARCH 15, 2012  
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 ITEMS ..... 6:00 PM
- 2. **CLOSED SESSION** ..... **6:01 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.* (2 Issues)
  - B. To 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 (1 case)

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

- 3. RECONVENE REGULAR BOARD MEETING / CALL TO ORDER ..... BOARD PRESIDENT  
\* WELCOME / MEETING PROTOCOL REMARKS
- 4. PLEDGE OF ALLEGIANCE
- 5. REPORT OUT OF CLOSED SESSION
- 6. APPROVAL OF MINUTES OF THE REGULAR BOARD MEETING OF MARCH 1, 2012  
Motion by \_\_\_\_\_, second by \_\_\_\_\_, to approve the Minutes of the March 1<sup>st</sup> Board Meeting, as shown in the attached supplement(s).

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

- 7. STUDENT UPDATES.....STUDENT BOARD REPRESENTATIVES
- 8. BOARD REPORTS AND UPDATES ..... BOARD OF TRUSTEES
- 9. SUPERINTENDENT’S REPORTS, BRIEFINGS, AND LEGISLATIVE UPDATES..... KEN NOAH
- 10. STUDENT RECOGNITION / SCHOOL UPDATE, CARMEL VALLEY MIDDLE SCHOOL
  - A. STUDENT RECOGNITION, “[REFLECTIONS AWARD OF EXCELLENCE](#)” ....PTA NORTH COASTAL COUNCIL  
Visual Arts: Michelle Hao, Amanda Chen; Literature: Eric Wang, Sarah Sek; Music: Nlshanth Krishnan
  - B. SCHOOL UPDATE ..... LAURIE FRANCIS, 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. GIFTS AND DONATIONS  
Accept the Gifts and Donations, as shown in the attached supplement(s).

B. FIELD TRIP REQUESTS

Accept the Field Trips, as shown in the attached supplement(s).

**12. HUMAN RESOURCES**

A. PERSONNEL REPORTS

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

1. Certificated and/or Classified Personnel Reports, as shown in the attached supplement(s).

**13. EDUCATIONAL SERVICES**

A. APPROVAL/RATIFICATION OF AGREEMENTS

(None submitted)

**14. PUPIL SERVICES**

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

Approve entering into the following non-public school / non-public agency master contracts (NPS/NPAs), independent contractor agreements (ICAs), and or memorandums of understanding (MOUs), to be funded by the General Fund 06-00/Special Education, and authorize Christina M. Bennett or Eric R. Dill to execute all pertinent documents.

1. San Dieguito Union High School District – Coastal Learning Academy to provide special education instruction/services to Carlsbad Unified School District, Oceanside Unified School District, and San Marcos Unified School District, during the 2011-2012 school year, to be reimbursed \$20,007.50 per student per school year.
2. C.A.R.E.S. - Center for Autism Research, Evaluation & Service, during the period March 1, 2012 through June 30, 2012.
3. Catalyst Therapy, Inc. to provide occupational therapy assessments and therapy, during the period February 2, 2012 through June 30, 2012, at the rates of \$150.00 per hour for therapy and \$750.00 per assessment.

B. 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. Student ID No. 8038144348, in the amount of \$17,256.78
2. Student ID No. 4010660910, in the amount of \$40,595.40

**15. BUSINESS**

A. APPROVAL/RATIFICATION OF AGREEMENTS

Approve/ratify entering into the following agreements and authorize Christina M. Bennett, Eric R. Dill, or Ken Noah to execute the agreements:

1. Mission Linen Supply dba Mission Linen and Uniform Service, to provide work shirts, work pants, work shorts, shop towels, glass towels, laundry bags, and laundry service for the San Dieguito Union High School District Transportation Department, during the period March 16, 2012 through March 15, 2015, for an annual not to exceed amount of \$6,850.00, to be expended from the General Fund/Restricted 06-00.
2. MSDSpro, LLC, to provide software maintenance support for Web Inventory Manager, during the period February 11, 2012 through February 10, 2013, in the amount of \$1,710.00, to be expended from the General Fund 03-00.
3. LDP Associates, Inc., to provide recertification, maintenance, parts, labor, 24x7 tech support, on-site service, and training for the San Dieguito Union High School server room back up power supply equipment and air conditioning systems, beginning when the

equipment has been recertified and continuing for one year from that date, in the amount of \$12,700.00, to be expended from the General Fund 03-00.

B. APPROVAL/RATIFICATION OF AMENDMENT TO AGREEMENTS

(None Submitted)

C. AWARD/RATIFICATION OF CONTRACTS

Award/ratify the following contracts and authorize Christina M. Bennett or Eric R. Dill to execute all pertinent documents:

1. The Brickman Group, LTD., LLC, to provide parking lot landscape improvements project B2012-11 at La Costa Canyon High School, in an amount not to exceed \$69,598.00, to be expended through 2010A Lease Revenue Bonds (QSCB).

D. ACCEPTANCE OF CONSTRUCTION PROJECTS

(None Submitted)

E. APPROVAL OF BUSINESS REPORTS

Approve the following business reports:

1. Purchase Orders
2. Membership Listing (None Submitted)

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

_____Joyce Dalessandro	_____Amanda Godfrey, San Dieguito Academy
_____Barbara Groth	_____Eddie Gelman, Torrey Pines High School
_____Beth Hergesheimer	_____McKenzie Kastl, La Costa Canyon High School
_____Amy Herman	_____Skylar Christensen, Sunset High School
_____John Salazar	_____Jon Zhang, Canyon Crest Academy

**DISCUSSION / ACTION ITEMS..... (ITEMS 16 – 19)**

16. ADOPTION OF RESOLUTION / STATUTORY FEE INCREASE / WITH URGENCY

A. PUBLIC HEARING

B. ADOPTION OF RESOLUTION WITH URGENCY

Motion by\_\_\_\_\_, second by\_\_\_\_\_, to adopt the resolution levying fees on development projects, with urgency (30-day maximum), as shown in the attached supplement.

17. APPROVAL OF BOARD POLICY REVISION, #4341.1, ATTACHMENT A, "MANAGEMENT SALARY SCHEDULE"

Motion by\_\_\_\_\_, second by\_\_\_\_\_, to approve revision of BP #4341.1, Attachment A, "Management Salary Schedule", as shown in the attached supplement(s).

18. APPROVAL OF LOCAL EDUCATION AGENCY PLAN (LEAP)

Approval of the Local Education Agency Plan (LEAP), from July 1, 2011 through June 30, 2016, in accordance with guidelines for implementation of federal and state-funded categorical programs.

Motion by\_\_\_\_\_, second by\_\_\_\_\_, to approve the LEAP Plan, as shown in the attached supplement(s).

19. APPROVAL OF ADDENDUM, TITLE I PROGRAM IMPROVEMENT (PI), YEAR 2

Approval of Title I Addendum describing the SDUHSD vision for student achievement, and the challenges and needs related to the English Learner, Socioeconomically Disadvantaged and Students with Disabilities subgroups because they represent the only subgroups that failed to achieve AYP for the last two years.

Motion by\_\_\_\_\_, second by\_\_\_\_\_, to approve the Title I Addendum as shown in the attached supplement(s).

**INFORMATION ITEMS..... (ITEMS 20 - 27)**

- 20. BUSINESS SERVICES UPDATE..... ERIC DILL, ASSOCIATE SUPERINTENDENT
- 21. HUMAN RESOURCES UPDATE ..... TERRY KING, ASSOCIATE SUPERINTENDENT
- 22. EDUCATIONAL SERVICES UPDATE..... RICK SCHMITT, ASSOCIATE SUPERINTENDENT
- 23. 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)

24. FUTURE AGENDA ITEMS

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

- 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.*  
(2 Issues)
- B. To 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 (1 case)

26. REPORT FROM CLOSED SESSION (AS NECESSARY)

27. MEETING ADJOURNED

*The next regularly scheduled Board Meeting will be held on [Thursday, April 5, 2012, at 6:30 PM](#) in the SDUHSD District Office Board Room 101. The District Office is located at 710 Encinitas Blvd., Encinitas, CA, 92024.*

Board of Trustees  
Joyce Dalessandro  
Barbara Groth  
Beth Hergesheimer  
Amy Herman  
John Salazar

Superintendent  
Ken Noah



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

**MARCH 1, 2012**

**THURSDAY, MARCH 1, 2012**  
**6:30 PM**

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

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

1. President Dalessandro called the meeting to order at 6:00 PM to receive public comments on Closed Session agenda items. No public comments were presented.
2. CLOSED SESSION ..... (ITEM 2)  
The Board convened to Closed Session at 6:01 PM to:
  - 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.* (1 Issue)
  - B. To 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 (1 case)

**OPEN SESSION / ATTENDANCE**

BOARD OF TRUSTEES

Joyce Dalessandro  
Barbara Groth  
Beth Hergesheimer  
Amy Herman  
John Salazar

STUDENT BOARD REPRESENTATIVES

Amanda Godfrey, San Dieguito Academy  
Eddie Gelman, Torrey Pines High School  
Skylar Christensen, Sunset  
Jon Zhang, Canyon Crest Academy

DISTRICT ADMINISTRATORS / STAFF

Ken Noah, Superintendent  
Eric Dill, Associate Superintendent, Business Services  
Terry King, Associate Superintendent, Human Resources  
Rick Schmitt, Associate Superintendent, Educational Services  
Anna Pedroza, Principal, Oak Crest Middle School  
Delores Perley, Director, Finance  
John Addleman, Director, Planning & Financial Management  
Becky Banning, Executive Assistant to the Superintendent / Recording Secretary

3. RECONVENE REGULAR MEETING / CALL TO ORDER ..... (ITEM 3)  
The regular meeting of the Board of Trustees was called to order at 6:30 PM by President Dalessandro.



- 4. PLEDGE OF ALLEGIANCE ..... (ITEM 4)  
Ms. Dalessandro led the Pledge of Allegiance.
- 5. REPORT OUT OF CLOSED SESSION ..... (ITEM 5)  
The board voted unanimously to release the Director of Special Education at the end of the 2011-12 school year and non-reelect that employee for the 2012-13 school year. The board also voted unanimously to release two (2) certificated administrative employees at the end of the 2011-12 school year and reassign those employees to other administrative positions for the 2012-13 school year. No other action was taken.
- 6. APPROVAL OF MINUTES OF THE BOARD WORKSHOP AND REGULAR BOARD MEETING OF FEBRUARY 16, 2012.  
It was moved by Ms. Herman, seconded by Ms. Hergesheimer, to approve the Minutes of the February 16<sup>th</sup> meetings (2), as presented. Motion unanimously carried.

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

- 7. STUDENT UPDATES ..... STUDENT BOARD REPRESENTATIVES
  - A. OATH OF OFFICE, SKYLAR CHRISTENSEN, SUNSET HIGH SCHOOL, ..... KEN NOAH  
Superintendent Noah administered the Oath of Office to Skylar Christensen of Sunset High School.  
Student Board Representatives gave updates on events and activities at their schools.
- 8. BOARD UPDATES ..... (ITEM 8)  
Ms. Joyce Dalessandro visited Carmel Valley Middle School and attended a Solana Beach City School Liaison committee meeting held earlier that morning. On behalf of the Board, Mrs. Dalessandro also presented Mr. Noah with a gift and congratulated him on the birth of his granddaughter.  
  
Ms. Barbara Groth visited Earl Warren Middle School and attended a North City West JPA meeting.  
  
Ms. Beth Hergesheimer visited Earl Warren Middle School and La Costa Canyon High School, and attended the North Coast Education Legislative Action Network (LAN) Committee Meeting hosted by San Dieguito Union High School District. Mr. Dave Walrath, legislative advocate, was the keynote speaker.  
  
Ms. Amy Herman went to a school production of Kiss Me Kate, visited Earl Warren Middle School, and attended the North Coast Education LAN meeting.  
  
Mr. John Salazar attended a fundraiser event for Torrey Pines High School, and a Torrey Pines High School game against San Ysidro.
- 9. SUPERINTENDENT’S REPORTS, BRIEFINGS AND LEGISLATIVE UPDATES  
Superintendent Noah announced an upcoming dinner scholarship event sponsored by Mexican America Education Guidance Association, (MAEGA), at Tony’s Jacal; announced a Principal’s Tea event commemorating San Dieguito Academy’s 75<sup>th</sup> anniversary on March 19<sup>th</sup>; gave legislative updates presented by Mr. Dave Walrath during today’s LAN meeting; announced the upcoming Parent Site Representative Council Meeting; and gave an update on the status of equalization of North Coastal Consortium for Special Education (NCCSE) funds.
- 10. UPDATE, OAK CREST MIDDLE SCHOOL ..... ANNA PEDROZA, PRINCIPAL  
Principal Pedroza celebrated accomplishments in student academic achievement, staff and student connections, and program interventions. Interventions include before-school assistance for students struggling with English, after-school assistance for those struggling with Math, and a combination of both offered in a class during the school day. The school has begun a mentoring program and an individual recognition program for students that show improvement. The parent foundation recently purchased student netbooks to be used in science classes. Mrs. Pedroza has been connecting with elementary principals in the area and she and Assistant Principal Molly Ravenscroft have visited the elementary sites. There are also tours being offered for incoming parents. She has made it a goal to

build positive relationships with staff and has gotten to know every member of her staff. Principal Pedroza has recently been asked and has accepted to serve on the Board of the Boys and Girls Club.

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

It was moved by Ms. Groth, seconded by Ms. Herman, that all remaining consent Items 11 through 15, be approved as listed below. Motion unanimously carried.

**11. SUPERINTENDENT**

A. GIFTS AND DONATIONS

Accept the Gifts and Donations, as presented.

B. FIELD TRIP REQUESTS

Accept the Field Trips, as presented.

**12. HUMAN RESOURCES**

A. PERSONNEL REPORTS

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

1. Certificated and/or Classified Personnel Reports, as presented.

**13. EDUCATIONAL SERVICES**

A. APPROVAL/RATIFICATION OF AGREEMENTS

(None submitted)

**14. PUPIL SERVICES**

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

Approve entering into the following non-public school / non-public agency master contracts (NPS/NPAs), independent contractor agreements (ICAs), and or memorandums of understanding (MOUs), to be funded by the General Fund 06-00/Special Education, and authorize Christina M. Bennett or Eric R. Dill to execute all pertinent documents.

1. Encinitas Learning Center, during the period January 15, 2012 through June 30, 2012.
2. Alternative Learning Strategy Center, during the period February 1, 2012 through June 30, 2012.

**15. BUSINESS**

A. APPROVAL/RATIFICATION OF AGREEMENTS

Approve/ratify entering into the following agreements and authorize Christina M. Bennett, Eric R. Dill, or Ken Noah to execute the agreements:

1. Laura Siem to conduct dance workshops and create choreography for student dancers at La Costa Canyon High School, during the period of March 1, 2012 through May 30, 2012, in the amount of \$800.00, to be paid for by the La Costa Canyon High School Associated Student Body.
2. Emmi Bissell to conduct dance workshops and create choreography for student dancers at La Costa Canyon High School, during the period of March 1, 2012 through May 30, 2012, in the amount of \$350.00, to be paid for by the La Costa Canyon High School Associated Student Body.
3. Morningstar Productions, LLC, to provide sound and stage equipment and services for Canyon Crest Academy graduation, during the period June 13, 2012 through June 15,



2012, for an amount not to exceed \$9,662.73, to be expended from the General Fund 03-00 and reimbursed by the Canyon Crest Academy Foundation.

B. APPROVAL/RATIFICATION OF AMENDMENT TO AGREEMENTS

Approve/ratify amending the following agreements and authorize Christina M. Bennett or Eric R. Dill to execute the agreements:

1. La Costa Valley Homeowners Association, extending the license to use facilities for school bus off-loading and loading of students for access to the pedestrian bridge, for an additional one-year period, April 1, 2012 through March 31, 2013, at the consideration of \$100.00 per year, to be expended from the General Fund 03-00.

C. AWARD/RATIFICATION OF CONTRACTS

(None Submitted)

D. ACCEPTANCE OF CONSTRUCTION PROJECTS

(None Submitted)

E. APPROVAL OF BUSINESS REPORTS

Approve the following business reports:

1. Purchase Orders
2. Membership Listing (None Submitted)

**DISCUSSION / ACTION ITEMS ..... (ITEMS 16 – 19)**

16. CSBA DELEGATE ASSEMBLY ELECTIONS, 2012, (9 VACANCIES)

It was moved by Ms. Hergesheimer, seconded by Ms. Herman, to vote for all incumbents (8), and Mr. Jay Petrek of San Marcos Unified School District, to serve on the CSBA Delegate Assembly, 2012, as presented. Motion unanimously carried.

17. APPROVAL AND CERTIFICATION OF THE 2011-12 GENERAL FUND 2<sup>ND</sup> INTERIM BUDGET

It was moved by Ms. Groth, seconded by Ms. Hergesheimer, to approve and certify the 2011-12 2<sup>nd</sup> Interim General Fund Budget and approve the positive certification regarding the District's ability to meet its financial obligations the remainder of this fiscal year and two subsequent years, and supporting documents as required by AB 2861, Chapter 1150, Statutes of 1986, as presented. Motion unanimously carried.

18. APPROVAL OF AMENDMENT TO AGREEMENT / DOLINKA GROUP, LLC / TO OBTAIN COMMUNITY INPUT RELATED TO POTENTIAL GENERAL OBLIGATION BOND MEASURE

It was moved by Ms. Hergesheimer, seconded by Ms. Herman, to approve amending the agreement entered into with Dolinka Group, LLC to obtain community input related to placing a GO Bond measure on the ballot, including developing a community outreach program, identifying key stakeholders, creating factual non-advocacy information and material, designing, conducting, and interpreting a limited baseline public opinion poll, and development of potential ballot language, during the period March 1, 2012 through July 31, 2012, in the amount of \$2,000.00 per month, and during the period August 1, 2012 through August 15, 2012, in the amount of \$1,500.00, plus \$18,000.00 at the time the limited baseline public opinion poll is completed, plus expenses related to the expanded scope of work, to be expended from Capital Facilities Fund 25-18, and authorize Christina M. Bennett, Eric R. Dill, or Ken Noah to execute the agreement. Aye, 4; Noes, 1 (J. Salazar); Abstain, 0; Absent, 0; Motion carried.

\* 19. ADOPTION OF RESOLUTION / 2012A LEASE REVENUE BONDS / TORREY PINES HIGH SCHOOL PROJECTS

Public Comments:

The following member of the public / Torrey Pines Foundation addressed the board regarding Item 19:

- Mark Bath

It was then moved by Eddie Gelman, seconded by Barbara Groth, to adopt the attached Resolution of the Board of Trustees of the San Dieguito Union High School District (The "Board"), Authorizing the Issuance by the San Dieguito Public Facilities Authority of Lease Revenue Bonds, Distribution of an Official Statement and Taking Certain Other Actions Related Thereto. Motion unanimously carried.

*\*IMMEDIATELY FOLLOWING ACTION ON THIS ITEM, THE BOARD TEMPORARILY ADJOURNED AND SUMMONED A MEETING OF THE SAN DIEGUITO PUBLIC FACILITIES AUTHORITY, THEN RECONVENED THE REGULAR MEETING.*

**INFORMATION ITEMS.....(ITEMS 20 - 27)**

20. BUSINESS SERVICES UPDATE ..... ERIC DILL, ASSOCIATE SUPERINTENDENT

Mr. Dill gave an update on the nutrition services program, and reported that more students are eating more fruits and vegetables this year than ever. He commended Mr. Rick Mariam, Director of Nutrition Services, for his efforts.

21. HUMAN RESOURCES UPDATE ..... TERRY KING, ASSOCIATE SUPERINTENDENT

Ms. King addressed the consent agenda personnel action item 12A, and stated that there will be notices going out to teachers with one year contracts later this month; however, they are not layoff notices and said the district is very hopeful that teachers will be offered new contracts.

22. EDUCATIONAL SERVICES UPDATE ..... RICK SCHMITT, ASSOCIATE SUPERINTENDENT

Mr. Schmitt addressed the Final outcome of the Academic Performance Index (API) for 2011 and distributed a comparison chart by school, from 2009 through 2011. (See attached handout).

23. PUBLIC COMMENTS - The following community members presented public comments:

- Natividad Alcalá
- Salvador Alcalá
- Elizabeth Lopez
- Adriana Ortiz

24. FUTURE AGENDA ITEMS - None discussed.

25. ADJOURNMENT TO CLOSED SESSION – Not required.

26. CLOSED SESSION – Nothing further to report out of closed session.

27. ADJOURNMENT OF MEETING - Meeting adjourned at 8:23 PM.

\_\_\_\_\_  
Amy Herman, Board Clerk

\_\_\_\_ / \_\_\_\_ / 2012  
Date

\_\_\_\_\_  
Ken Noah, Superintendent

\_\_\_\_ / \_\_\_\_ / 2012  
Date

## 2011 Final Academic Performance Index (API)

### SDUHSD

#### *Middle Schools*

School	2009 API	2010 API	2011 API	Single Year Change
<i>Carmel Valley MS</i>	960	967	971	+4
<i>Diegueno MS</i>	848	889	913	+24
<i>Earl Warren MS</i>	933	929	925	-4
<i>Oak Crest MS</i>	872	889	902	+13

#### *High Schools*

School	2009 API	2010 API	2011 API	Single Year Change
<i>Canyon Crest Academy</i>	867	892	910	+18
<i>La Costa Canyon HS</i>	819	815	819	+4
<i>San Dieguito Academy</i>	815	845	854	+9
<i>Torrey Pines HS</i>	860	871	882	+11

#### *Alternative Schools*

School	2009 API	2010 API	2011 API	Single Year Change
North Coast	732	706	793	+87
Sunset	708	571	660	+89

#### *District & Sub-Groups*

	2009 API	2010 API	2011 API	Single Year Change
SDUHSD	862	877	887	+10
English Learners	672	696	711	+15
Special Education	645	646	680	+34
Low-SES	671	678	736	+58
Latino	713	736	766	+30

# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** March 7, 2012

**BOARD MEETING DATE:** March 15, 2012

**PREPARED AND  
SUBMITTED BY:** Ken Noah, 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

KN/bb

**GIFTS AND DONATIONS**  
**SDUHSD BOARD MEETING**  
**March 15, 2012**

Item #	Donation	Description	Donor	Department	School Site
1	\$ 100.00	Science Supplies	Randall Smith/Stacy Bermingham	Science	EWMS
2	\$20.00	Science Supplies	Daryl G. & Tracy Anderson	Science	DNO
3	\$20.00	Science Supplies	Monica and Joel Johnston	Science	DNO
4	\$20.00	Science Supplies	Daniel Hogan & Diane Crombie-Hogan	Science	DNO
5	\$457.31	Quest Shelving (Robotics)	Canyon Crest Academy Foundation	Science	CCA
6	\$1,482.12	Tutor Center Funding	San Dieguito Academy Foundation	Various	SDA
7	\$6,000.00	Writing Lab Tutor Funding	San Dieguito Academy Foundation	Various	SDA
8	\$13,000.00	Misc. Expenses	Carmel Valley MS PTSA	Various	CVMS
9	\$104.85	Classroom books	Carmel Valley MS PTSA	Various	CVMS
10	\$6,000.00	Technology	Carmel Valley MS PTSA	Various	CVMS
11	\$1,300.00	Supplies	Carmel Valley MS PTSA	Various	CVMS
12	\$40.45	Misc. Donations	TRUiST - Johnson and Johnson	Various	CCA
13	\$25.00	Misc. Donations	Mission Federal Credit Union	Adult Ed.	SDA
14	*\$4060.00	Trees	Tom Merriman	Landscaping	SDA
15					
16					
17					
18					
19					
20					
	\$ 28,569.73	<b>Monetary Donations</b>			
	\$4,060.00	<b>*Value of Donated Items</b>			
	\$ 32,629.73	<b>TOTAL VALUE</b>			

# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** March 5, 2012

**BOARD MEETING DATE:** March 15, 2012

**PREPARED BY:** Rick Schmitt  
Associate Superintendent/Educational Services

**SUBMITTED BY:** Ken Noah, Superintendent

**SUBJECT:** APPROVAL / RATIFICATION OF FIELD  
TRIP REQUESTS

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### EXECUTIVE SUMMARY

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

### RECOMMENDATION:

The administration recommends that the Board approve / ratify the field trips, as shown on the attached supplement.

### FUNDING SOURCE:

As listed on the attached supplement.



**FIELD TRIP REQUESTS**  
**SDUHSD BOARD MEETING**  
**MARCH 15, 2012**

Item #	Date	Sponsor, Last Name	First Name	School Team/Club	Total # Students	Total # Chaperones	Event Description / Name of Conference	City	State	Loss of Class Time	\$ Cost
1	4/5/12 - 4/7/12	Berend	Jason	SDA ROP Engineering Design Students	35	10	FIRST Robotics Competition	Madera	CA	2	Paid by Foundation
2	4/26/12 - 4/28/12	Berend	Jason	SDA ROP Engineering Design Students	25	6	FIRST Robotics Competition	St. Louis	MO	3	Paid by Foundation
4	3/16/12	Newman	Blaze	SDA AVID	12	2	Knott's Berry Farm Trip	Anaheim	CA	None	\$450 (Parent Donations)
5	6/8/12 - 6/10/12	Killmar	Nona	TPHS Academic Team	6	1	PACE National Championship	St. Louis	MO	1	\$2,500 (Parent Donations)
6	5/24/12 - 5/27/12	Killmar	Nona	TPHS Academic Team	6	1	NAQT HS National Championship	Atlanta	GA	1	\$3,000 (Parent Donations)
7	3/30/12 - 3/31/12	Kaye	Sarah	TPHS Dance Team	35	7	National Dance Competition	Anaheim	CA	1	\$5,000 (Parent Donations)
8	3/16/12 - 3/17/12	Raley	Susan	LCC Advanced Acting	20	2	Theater Festival	Fullerton	CA	1	35 (Parent Donations)
9	3/23/12 - 3/25/12	Raley	Susan	LCC Advanced Acting	20	2	Drama Competition	Ontario	CA	1	\$100 (Parent Donations)
10	3/16/12 - 3/17/12	Meigs	Anne	TPHS Boys Tennis	12	2	Tennis Tournament	Newport Beach	CA	1	\$350 (Parent Donations)

\* 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:** March 6, 2012

**BOARD MEETING DATE:** March 15, 2012

**PREPARED BY:** Terry King  
Associate Superintendent/Human Resources

**SUBMITTED BY:** Ken Noah  
Superintendent

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

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### EXECUTIVE SUMMARY

Please find the following Personnel actions attached for Board Approval:

#### Certificated

Employment  
Resignation

#### RECOMMENDATION:

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

#### FUNDING SOURCE:

General Fund

## PERSONNEL LIST

### CERTIFICATED PERSONNEL

#### Employment

1. **Alexis Alegre**, 80% Temporary School Psychologist at Canyon Crest Academy for the 2012-13 school year, effective 8/21/12 through 6/14/13.
2. **Melissa Barry**, 100% Temporary Teacher (English/Speech & Debate) at San Dieguito Academy for the 2012-13 school year, effective 8/21/12 through 6/14/13.
3. **Michele Brown**, 100% Temporary Teacher (English/Teacher on Special Assignment) at Sunset High for the 2012-13 school year, effective 8/21/12 through 6/14/13.
4. **Julia Chowdhury**, 100% Temporary Speech Therapist at Earl Warren Middle School for the 2012-13 school year, effective 8/21/12 through 6/14/13.
5. **Mary Ann Dittman**, 100% Temporary District Nurse at Earl Warren Middle School for the 2012-13 school year, effective 8/21/12 through 6/14/13.
6. **Scott Drechsel**, 100% Temporary Teacher (music) at Carmel Valley Middle School for the 2012-13 school year, effective 8/21/12 through 6/14/13.
7. **Margaret Dubel**, 100% Temporary Teacher (English/Speech & Debate) at La Costa Canyon High School for the 2012-13 school year, effective 8/21/12 through 6/14/13.
8. **Kathryn Francois**, 80% Temporary Teacher (American Sign Language) at La Costa Canyon High School for the 2012-13 school year, effective 8/21/12 through 6/14/13.
9. **Linda Huston**, 20% Temporary Retired Teacher (English) at Diegueno Middle School for the 2012-13 school year, effective 8/21/12 through 6/14/13.
10. **Melissa Magin**, 100% Temporary Speech Therapist at Canyon Crest Academy for the 2012-13 school year, effective 8/21/12 through 6/14/13.
11. **Jennifer Magruder**, 100% Temporary Counselor at Torrey Pines High School for the 2012-13 school year, effective 8/08/12 through 6/14/13.
12. **Casey Sovacool**, 100% Temporary Teacher (Special Education – Mild/Moderate – SEAS) at La Costa Canyon High School for the 2012-13 school year, effective 8/21/12 through 6/14/13.
13. **Sean Sovacool**, 100% Temporary Teacher (P.E./Social Science) at La Costa Canyon High School for the 2012-13 school year, effective 8/21/12 through 6/14/13.
14. **Laura Spaulding**, 100% Temporary Teacher (Special Education – Severely Handicapped) at Oak Crest Middle School for the 2012-13 school year, effective 8/21/12 through 6/14/13.
15. **Rebecca Stoff**, 100% Temporary Counselor at Canyon Crest Academy for the 2012-13 school year, effective 8/08/12 through 6/14/13.
16. **Gina Tashjian**, 100% Temporary Speech Therapist at San Dieguito Academy for the 2012-13 school year, effective 8/21/12 through 6/14/13.
17. **MaryJo Vatalare**, 100% Temporary Teacher (Special Education – Mild/Moderate – SEAS) at La Costa Canyon High School for the 2012-13 school year, effective 8/21/12 through 6/14/13.

#### Resignation

1. **Andrea Cartwright**, Teacher (English) currently on Unpaid Leave of Absence for the 2011-12 school year, resignation from employment, effective 3/07/12.
2. **Jacqueline Fletcher**, Teacher (Special Education – Mild/Moderate) at Sunset High School, resignation for retirement purposes, effective 6/30/12.
3. **William Miller**, Teacher (math) currently on Unpaid Leave of Absence for the 2011-12 school year, resignation from employment, effective 3/07/12.

# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** March 2, 2012

**BOARD MEETING DATE:** March 15, 2012

**PREPARED BY:** Bruce Cochrane, Executive Director,  
Pupil Services  
Rick Schmitt, Associate Superintendent,  
Educational Services

**SUBMITTED BY:** Ken Noah  
Superintendent

**SUBJECT:** APPROVAL/RATIFICATION OF AGREEMENTS

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### EXECUTIVE SUMMARY

The attached Pupil Services Agreements report summarizes three agreements.

### RECOMMENDATION:

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

### FUNDING SOURCE:

As noted on the attached report.

**SAN DIEGUITO UNION HIGH SCHOOL DISTRICT BOARD MEETING**

ITEM 14A

**PUPIL SERVICES AGREEMENTS**

**DATE: 3-15-12**

<b><u>Contract Effective Dates</u></b>	<b><u>Contractor/Vendor</u></b>	<b><u>Description of Services</u></b>	<b><u>School/ Department Budget</u></b>	<b><u>Fee Not to Exceed</u></b>
08/30/11 – 06/15/12	Carlsbad Unified, Oceanside Unified & San Marcos Unified School Districts MOU's	San Dieguito Union High School District – Coastal Learning Academy to provide special education instruction/services during the 2011-12 school year.	NA	To be reimbursed \$20,007.50 per student per school year.
03/01/12 – 06/30/12	C.A.R.E.S. – Center for Autism Research, Evaluation and Services NPA	Behavior Intervention Implementation (BII) – Tutor Behavior Intervention Implementation (BID) – Supervision & Assessments	General Fund/ Restricted 06-00	\$50.00/Hr. – BII \$100.00/Hr. – BID \$1,250.00 - Assessment
02/02/12 – 06/30/12	Catalyst Therapy, Inc. ICA	Occupational Therapy Assessments and Therapy	General-Fund/ Restricted 06-00	\$150/Hr. – Therapy \$750.00/Assessment

# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** March 1, 2012

**BOARD MEETING DATE:** March 15, 2012

**PREPARED BY:** Bruce Cochrane, Executive Director,  
Pupil Services  
Rick Schmitt, Associate Superintendent,  
Educational Services

**SUBMITTED BY:** Ken Noah  
Superintendent

**SUBJECT:** APPROVAL OF PARENT SETTLEMENT  
AND RELEASE AGREEMENT

-----

### EXECUTIVE SUMMARY

The attached Pupil Services report for Parent Settlement and Release Agreements summarizes two Settlement Agreements that provided services for a Special Education Student.

### RECOMMENDATION

The administration recommends that the Board approve and/or ratify the Parent Settlement Agreement, and authorize the Executive Director of Pupil Services to execute the agreements, as shown on the attached Pupil Services report.

### FUNDING SOURCE

General Fund 06-00/Special Education Budget

KN/ddb  
Attachment



**SAN DIEGUITO UNION HIGH SCHOOL DISTRICT BOARD MEETING**

ITEM 14B

**PUPIL SERVICES AGREEMENTS**

**DATE: March 15, 2012**

<u>Student SSID No.</u>	<u>Description of Services</u>	<u>Date Executed</u>	<u>School/ Department Budget</u>	<u>Amount</u>
8038144348	Settlement Agreement	1-26-12	General Fund/ Restricted 06-00	\$17,256.78
4010660910	Settlement Agreement	1-26-12	General Fund/ Restricted 06-00	\$40,595.40

# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** March 7, 2012

**BOARD MEETING DATE:** March 15, 2012

**PREPARED BY:** Christina M. Bennett, Director of Purchasing/Risk Mgt  
Eric R. Dill, Associate Superintendent/Business

**SUBMITTED BY:** Ken Noah  
Superintendent

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

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### EXECUTIVE SUMMARY

The attached Professional Services Report/Business summarizes three contracts.

### RECOMMENDATION:

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

### FUNDING SOURCE:

As noted on attached report.

**SAN DIEGUITO UNION HIGH SCHOOL DISTRICT**

**BUSINESS - PROFESSIONAL SERVICES REPORT**

**Date: 03-15-12**

<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>
3/16/12 – 03/15/15	Mission Linen Supply dba Mission Linen and Uniform Service	Provide work shirts, work pants, work shorts, shop towels, glass towels, laundry bags, and laundry service for the San Dieguito Union High School District Transportation Department	General Fund/Restricted 06-00	\$6,850.00
02/11/12 – 02/10/13	MSDSpro, LLC	Provide software maintenance support for Web Inventory Manager	General Fund 03-00	\$1,710.00
One year from equipment recertify date	LDP Associates, Inc.	Provide recertification, maintenance, parts, labor, 24x7 tech support, on-site service, and training for the San Dieguito Union High School server room back up power supply equipment and air conditioning systems	General Fund 03-00	\$12,700.00

# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** March 7, 2012

**BOARD MEETING DATE:** March 15, 2012

**PREPARED BY:** Christina M. Bennett, Director of Purchasing/Risk Mgt  
Eric R. Dill, Associate Superintendent/Business

**SUBMITTED BY:** Ken Noah  
Superintendent

**SUBJECT:** AWARD/RATIFICATION OF CONTRACT

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### EXECUTIVE SUMMARY

On February 22, 2012 two bids were received for the La Costa Canyon High School Parking Lot Landscape Improvements Project B2012-11. The bid submittals were reviewed by District staff for compliance and determination of the lowest responsive and responsible bidder. A bid recap is attached.

### RECOMMENDATION:

Award a contract for the La Costa Canyon High School Parking Lot Landscape Improvements Project B2012-11 to The Brickman Group, LTD, LLC, for an amount not to exceed \$69,598.00, and authorize Christina M. Bennett or Eric R. Dill to execute all pertinent documents.

### FUNDING SOURCE:

2010A Lease Revenue Bonds (QSCB)



# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** March 6, 2012

**BOARD MEETING DATE:** March 15, 2012

**PREPARED BY:** Eric R. Dill  
Associate Superintendent, Business

**SUBMITTED BY:** Ken Noah, Superintendent

**SUBJECT:** APPROVAL OF BUSINESS REPORTS

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### EXECUTIVE SUMMARY

Please find the following business reports submitted for your approval:

- a) Purchase Orders
- b) Membership Listings (None Submitted)

### RECOMMENDATION:

It is recommended that the Board approve the following business reports: a) Purchase Orders, and b) Membership Listings (None Submitted).

### FUNDING SOURCE:

Not applicable

js  
Attachments



PO/BOARD/REPORT

SAN DIEGUITO UNION HIGH  
FROM 02/21/12 THRU 03/05/121  
ITEM 15E

PO NBR	DATE	FUND	VENDOR	LOC	DESCRIPTION	AMOUNT
221940	02/21/12	06	ADAPTABLE DESIGNS, I	030	MATERIALS AND SUPPLI	\$38.22
221941	02/21/12	03	JURMAN'S EMERGENCY T	023	OTHER SERV.& OPER.EX	\$120.00
221942	02/21/12	03	COMM USA INC	014	REPAIRS BY VENDORS	\$45.00
221943	02/21/12	06	MISSION FEDERAL CRED	030	MATERIALS AND SUPPLI	\$49.82
221944	02/21/12	06	PEARSON ASSESSMENT &	030	MATERIALS AND SUPPLI	\$130.20
221945	02/21/12	06	UNITED HEALTH SUPPLI	030	MATERIALS AND SUPPLI	\$133.61
221946	02/21/12	03	M S D S PRO, LLC	037	COMPUTER LICENSING	\$5,510.00
221947	02/22/12	13	NAKED JUICE	031	PURCHASES FOOD	\$3,000.00
221948	02/22/12	06	E N C O	013	MATERIALS AND SUPPLI	\$171.71
221949	02/22/12	03	ONE STOP TONER AND I	005	MATERIALS AND SUPPLI	\$235.93
221950	02/22/12	06	DOCUMENT TRACKING SE	024	COMPUTER LICENSING	\$2,495.00
221951	02/22/12	03	SUPPLY MASTER INC	003	MATERIALS AND SUPPLI	\$181.02
221952	02/22/12	03/06	ONE STOP TONER AND I	030	MATERIALS AND SUPPLI	\$162.62
221953	02/22/12	03	H2GLOBAL ENTERPRISES	035	CONSULTANTS-COMPUTER	\$750.00
221954	02/22/12	03	EN POINTE TECHNOLOGI	035	COMPUTER LICENSING	\$123.35
221955	02/22/12	06	TROXELL COMMUNICATIO	035	MATERIALS AND SUPPLI	\$323.24
221956	02/23/12	06	MISSION FEDERAL CRED	030	FEES - ADMISSIONS, T	\$420.00
221957	02/23/12	03	LEUCADIA PIZZERIA	023	MATERIALS AND SUPPLI	\$500.00
221958	02/23/12	03	STAPLES ADVANTAGE	003	MATERIALS AND SUPPLI	\$248.03
221961	02/23/12	03	MISSION FEDERAL CRED	035	REPAIRS BY VENDORS	\$611.44
221962	02/23/12	03	LIGHTNING TECHNOLOGY	035	COMPUTER SUPPLIES	\$446.41
221963	02/23/12	03	PAXTON/PATTERSON	035	MATERIALS AND SUPPLI	\$742.18
221964	02/23/12	03	SUPPLY MASTER INC	012	MATERIALS AND SUPPLI	\$133.61
221965	02/24/12	06	AREY JONES EDUCATION	030	MATERIALS AND SUPPLI	\$185.06
221966	02/24/12	03	AMAZON.COM	003	MATERIALS AND SUPPLI	\$60.85
221967	02/24/12	03	STAPLES ADVANTAGE	023	MATERIALS AND SUPPLI	\$29.69
221968	02/24/12	03	APPERSON EDUCATION P	014	MATERIALS AND SUPPLI	\$60.57
221969	02/24/12	25-18	NORTH COUNTY TIMES	025	LAND IMPROVEMENTS	\$367.36
221970	02/24/12	03	STAPLES ADVANTAGE	008	MATERIALS AND SUPPLI	\$500.00
221972	02/24/12	03	WARD'S NATURAL SCIEN	003	MATERIALS AND SUPPLI	\$63.28
221973	02/24/12	03	FROGUTS INC	003	COMPUTER LICENSING	\$308.00
221975	02/24/12	03	MISSION FEDERAL CRED	013	MATERIALS AND SUPPLI	\$36.45
221976	02/24/12	03	AVI - SPL	008	MATERIALS AND SUPPLI	\$214.55
221977	02/24/12	03	STAPLES STORES	004	MATERIALS AND SUPPLI	\$150.81
221978	02/24/12	03	TROXELL COMMUNICATIO	004	MATERIALS AND SUPPLI	\$992.68
221979	02/24/12	06	VALENCIA'S	028	REPAIRS-VEHICLES	\$125.00
221980	02/24/12	06	CHIPS WINDSHEILD REP	028	REPAIRS-VEHICLES	\$30.00
221981	02/24/12	06	SUPPLY MASTER INC	030	MATERIALS AND SUPPLI	\$322.12
221982	02/27/12	03	LAB AIDS	003	MATERIALS AND SUPPLI	\$138.97
221983	02/27/12	03	ATLAS PEN & PENCIL C	008	MATERIALS AND SUPPLI	\$142.88
221984	02/27/12	03	STAPLES ADVANTAGE	007	MATERIALS AND SUPPLI	\$58.16
221986	02/27/12	03	LA COSTA CANYON HIGH	010	MATERIALS AND SUPPLI	\$390.00
221987	02/27/12	06	YELLOWSTONE BOYS & G	030	SUB/ROOM & BOARD	\$65,062.00
221988	02/27/12	03	AIR GAS WEST	010	RENTS & LEASES	\$180.00
221989	02/27/12	06	YELLOWSTONE BOYS & G	030	SUB/ROOM & BOARD	\$72,498.00
221990	02/27/12	06	YELLOWSTONE BOYS & G	030	ROOM & BOARD	\$36,689.00
221991	02/27/12	03	OFFICE DEPOT	004	MATERIALS AND SUPPLI	\$110.55
221992	02/27/12	03	STAPLES ADVANTAGE	008	MATERIALS AND SUPPLI	\$38.80
221993	02/27/12	03	SARGENT WELCH SCIENT	003	MATERIALS AND SUPPLI	\$284.87
221994	02/27/12	03	C S N O	030	MATERIALS AND SUPPLI	\$89.81
221995	02/27/12	03	TROXELL COMMUNICATIO	013	MATERIALS AND SUPPLI	\$323.24
221996	02/27/12	06	N C L B	032	TRAVEL AND CONFERENC	\$1,514.85
221997	02/27/12	06	N C L B	032	TRAVEL AND CONFERENC	\$1,496.40
221998	02/27/12	06	TOOL DEPOT	013	MATERIALS AND SUPPLI	\$1,805.70
221999	02/27/12	03	VERNIER SOFTWARE & T	004	COMPUTER SOFTWARE	\$1,444.18

PO/BOARD/REPORT

SAN DIEGUITO UNION HIGH  
FROM 02/21/12 THRU 03/05/122  
ITEM 15E

PO NBR	DATE	FUND	VENDOR	LOC	DESCRIPTION	AMOUNT
222000	02/27/12	06	AMAZON.COM	005	MATERIALS AND SUPPLI	\$209.72
222002	02/27/12	03	TROXELL COMMUNICATIO	035	MATERIALS AND SUPPLI	\$6,303.23
222003	02/27/12	03	SUPPLY MASTER INC	012	MATERIALS AND SUPPLI	\$237.05
222004	02/27/12	06	MISSION FEDERAL CRED	005	MATERIALS AND SUPPLI	\$338.07
222005	02/27/12	03	STAPLES ADVANTAGE	003	DUPLICATING SUPPLIES	\$622.80
222007	02/27/12	03	STAPLES ADVANTAGE	013	PRINTING	\$59.37
222008	02/27/12	06	ONE STOP TONER AND I	030	MATERIALS AND SUPPLI	\$58.16
222009	02/27/12	03	C C S PRESENTATION S	004	MATERIALS AND SUPPLI	\$312.48
222010	02/27/12	03	FREDRICKS ELECTRIC I	035	NON-CAPITALIZED IMPR	\$12,693.80
222011	02/27/12	03	D A D ASPHALT	025	REPAIRS BY VENDORS	\$2,415.40
222012	02/27/12	03	BLACKBOARD CONNECT I	035	COMPUTER LICENSING	\$31,820.00
222013	02/27/12	03	CHALLENGE DAY	010	PROF/CONSULT./OPER E	\$1,969.53
222014	02/27/12	25-19	NORTH COUNTY TIMES	036	ADVERTISING	\$180.40
222015	02/27/12	03	ONE STOP TONER AND I	014	MATERIALS AND SUPPLI	\$75.41
222016	02/28/12	03	AMAZON.COM	012	MATERIALS AND SUPPLI	\$103.44
222017	02/28/12	03	PROCURETECH	035	COMPUTER SUPPLIES	\$690.83
222018	02/28/12	03	SOUTHWEST SCHOOL/OFF	003	MATERIALS AND SUPPLI	\$10.30
222019	02/28/12	03	DESIGNATRONICS	035	REPAIRS BY VENDORS	\$740.00
222020	02/28/12	03	PERMA BOUND	010	MATERIALS AND SUPPLI	\$2,620.91
222021	02/28/12	03	LIGHTNING TECHNOLOGY	035	COMPUTER SUPPLIES	\$635.73
222023	02/28/12	03	COMM USA INC	005	MATERIALS AND SUPPLI	\$534.44
222024	02/29/12	03	HERFF JONES	010	PRINTING	\$2,883.83
222025	02/29/12	67-30	KARAM, LOUISA	037	OTHER INSURANCE	\$219.00
222026	02/29/12	03	ALPHA GRAPHICS	010	PRINTING	\$813.48
222027	02/29/12	03	PRESIDENT'S CHALLENG	004	MATERIALS AND SUPPLI	\$56.57
222028	02/29/12	03	UNITED HEALTH SUPPLI	004	MEDICAL SUPPLIES	\$54.74
222029	02/29/12	03	LYNDA.COM INC	012	COMPUTER LICENSING	\$538.75
222030	02/29/12	06	LATZ, MICHAEL &/OR J	030	OTHER SERV.& OPER.EX	\$188.08
222031	02/29/12	03	C AND H PHOTO	014	MATERIALS AND SUPPLI	\$214.42
222032	02/29/12	03/06	SCHOOL SPECIALTY, IN	005	MATERIALS AND SUPPLI	\$72.32
222033	02/29/12	06	SUPPLY MASTER INC	030	MATERIALS AND SUPPLI	\$241.90
222034	02/29/12	06	WEISER, ANATOLY	030	FEES - ADMISSIONS, T	\$108.00
222035	03/01/12	03	SUPPLY MASTER INC	035	MATERIALS AND SUPPLI	\$807.86
222036	03/01/12	03	HYPHENET, INC.	035	NON-CAPITALIZED TECH	\$2,384.91
222037	03/01/12	03	BLUEBERRY SOFTWARE L	035	COMPUTER LICENSING	\$4,800.00
222038	03/01/12	06	FOLLETT EDUCATIONAL	006	TEXTBOOKS	\$2,396.36
222039	03/01/12	06	SEHI-PROCOMP COMPUTE	030	MATERIALS AND SUPPLI	\$521.51
222040	03/01/12	03	OFFICE DEPOT	003	MATERIALS AND SUPPLI	\$147.40
222041	03/02/12	03	OFFICE DEPOT	008	MATERIALS AND SUPPLI	\$35.95
222042	03/02/12	03	DOOR SERVICE & REPAI	025	REPAIRS BY VENDORS	\$3,643.00
222043	03/02/12	03	DOOR SERVICE & REPAI	025	REPAIRS BY VENDORS	\$1,877.00
222044	03/02/12	03	FRONTIER FENCE COMPA	025	REPAIRS BY VENDORS	\$1,273.00
222045	03/02/12	06	MISSION FEDERAL CRED	013	TEXTBOOKS	\$275.99
222046	03/02/12	03	SCHOOLMART.COM	013	MATERIALS AND SUPPLI	\$402.68
222047	03/02/12	03	ONE STOP TONER AND I	008	MATERIALS AND SUPPLI	\$96.95
222048	03/02/12	03	ONE STOP TONER AND I	004	MATERIALS AND SUPPLI	\$42.01
222049	03/02/12	03	COLLEGE BOARD - AP	005	MATERIALS AND SUPPLI	\$223.73
222050	03/05/12	06	MANN, DANA	030	PROF/CONSULT./OPER E	\$1,316.40
222051	03/05/12	03	P A S SYSTEMS INTL	014	REPAIRS BY VENDORS	\$76.27
222052	03/05/12	06	PRENTKE ROMICH COMPA	030	NON CAPITALIZED EQUI	\$8,619.27
222053	03/05/12	03	STAPLES ADVANTAGE	014	MATERIALS AND SUPPLI	\$133.61
222054	03/05/12	03	RYONET CALIFORNIA	014	MATERIALS AND SUPPLI	\$413.72
222055	03/05/12	06	ENCINITAS LEARNING C	030	OTHER CONTR-N.P.S.	\$1,294.00
222056	03/05/12	03	MORNINGSTAR PRODUCTI	014	RENTS & LEASES	\$9,662.73
222057	03/05/12	06	SUPPLY MASTER INC	030	MATERIALS AND SUPPLI	\$58.08

PO/BOARD/REPORT

SAN DIEGUITO UNION HIGH  
FROM 02/21/12 THRU 03/05/12

<sup>3</sup>  
ITEM 15E

PO NBR	DATE	FUND	VENDOR	LOC	DESCRIPTION	AMOUNT
720020	02/27/12	03	LCD PRESENTATION SYS	035	REPAIRS BY VENDORS	\$425.00
720023	03/05/12	03	SUPPLY MASTER INC	006	MATERIALS AND SUPPLI	\$174.56
720024	02/22/12	03	K L M BIOSCIENTIFIC	004	MATERIALS AND SUPPLI	\$75.43
820032	02/27/12	03	SAN DIEGO COUNTY OFF	022	CONFERENCE,WORKSHOP,	\$25.00
820033	02/27/12	03	SAN DIEGO COUNTY OFF	022	CONFERENCE,WORKSHOP,	\$50.00
820034	02/27/12	03	SAN DIEGO COUNTY OFF	022	CONFERENCE,WORKSHOP,	\$25.00
820035	02/27/12	03	CA CITY SCHOOL SUPER	022	CONFERENCE,WORKSHOP,	\$125.00
REPORT TOTAL						\$311,709.80

Individual Membership Listings  
For the Period of February 21, 2012 through March 5, 2012

<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:** March 2, 2012

**BOARD MEETING DATE:** March 15, 2012

**PREPARED BY:** John Addleman, Director of Planning and  
Financial Management  
Eric Dill, Assoc. Supt. of Business Services

**SUBMITTED BY:** Ken Noah, Superintendent

**SUBJECT:** ADOPTION OF RESOLUTION / STATUTORY  
FEE INCREASE / WITH URGENCY

-----

### EXECUTIVE SUMMARY

The Board of Trustees approved an increase in developer fees at the February 16, 2012 Board meeting. In conjunction with that approval, the Board of Trustees adopted a resolution allowing the San Dieguito Union High School District to immediately levy the fee increase with urgency on development projects. The urgency provision expires in 30 days. The enclosed resolution extends the urgency provision for an additional 30 days, which then becomes coterminous with the original 60-day formal adoption period. Additionally, a public hearing is required in order to take public comment on the fee increase.

### RECOMMENDATION:

It is recommended that the Board:

- a) Hold a public hearing and
- b) Adopt a resolution levying fees on development projects, with urgency (30-day maximum), as shown in the attached supplement.

### FUNDING SOURCE:

N/A

ITEM 16

Resolution of the Board of Trustees)  
of the San Dieguito Union High )  
School District Levying Fees With )  
Urgency on Development Projects )  
Pursuant to Government Code )  
Section 65995 and Education Code )  
Section 17620 . . . . .)

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

WHEREAS, the territory with the San Dieguito Union High  
School District has experienced significant amounts of growth and  
new residential, commercial and industrial development in recent  
times, causing increased and changing student enrollments in the  
district's schools and placing demands upon the district's  
capital facilities; and

WHEREAS, Government Code Section 65995 and Education Code  
Section 17620 authorizes school districts, to levy a fee, charge,  
dedication, or other form of requirement against a development  
project, for the construction or reconstruction of school  
facilities and for certain administrative costs; and

WHEREAS, the legislation provided for an annual inflationary  
adjustment, California Government Code Section 65995 (b) (3); and

WHEREAS, this Board of Trustees has received and considered  
at a duly noticed public meeting a report from its Superintendent  
analyzing the capital facilities needs of the district and the



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revenue sources available, and has concluded that it is necessary to implement the authority of section 65995 section (b) (3) of the Government Code and Education Code 17620 to levy fees in the amounts stated below.

NOW, THEREFORE, BE IT RESOLVED by the Board of Trustees of the San Dieguito Union High School District as follows:

1. This Board finds, pursuant to Education Code Section 17620 that adoption of this resolution is not subject to the California Environmental Quality Act.

2. This Board adopts and levies the following fees upon any development project within the boundaries of the district, for the construction or reconstruction of school facilities:

A. City of Carlsbad; within Encinitas Elementary School District.

(1) \$1.68 per square foot of all assessable space of all new residential development except for any development project used exclusively for housing senior citizens, as described in Civil Code section 51.3, or as described in subdivision (k) of section 1569.2 of the Health and Safety Code or paragraph 1 of subdivision (b) of section 65995 of the

ITEM 16

Government Code and Education Code section 17620, or any mobile home or manufactured home that is located within a mobile home park, subdivision, cooperative or condominium for mobile homes limited to older persons as defined by the Federal Fair Housing Amendments of 1988.

- (2) \$.27 per square foot of chargeable covered and enclosed space for new residential development used exclusively for the housing of senior citizens, as described in section 51.3 of the Civil Code or as described in subdivision (k) of section 1569.2 of the Health and Safety Code or paragraph 1 of subdivision (b) of section 65995 of the Government Code or any mobile home or manufactured home that is located within a mobile home park, subdivision, cooperative or condominium for mobile homes limited to older persons as defined by the Federal Fair Housing Amendments of 1988 subject to limits applicable to commercial and industrial

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development provided by Government Code section 65995, subdivision (b) (2).

(3) \$1.68 per square foot of all other residential construction except mobile homes or manufactured homes to the extent of any resulting increase in assessable space if the increase exceeds 500 square feet.

(4) \$.27 per square foot of new covered or enclosed space for agricultural purposes; and

(5) \$.27 per square foot of chargeable covered and enclosed space in the case of commercial or industrial development,

B. City of Del Mar; within Del Mar Union School District.

(1) \$1.68 per square foot of all assessable space of all new residential development except for any development project used exclusively for housing senior citizens, as described in Civil Code section 51.3, or as described in subdivision (k) of section 1569.2 of the Health and Safety Code or paragraph 1 of subdivision (b) of section 65995 of the

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Government Code or any mobile home or manufactured home that is located within a mobile home park, subdivision, cooperative or condominium for mobile homes limited to older persons as defined by the Federal Fair Housing Amendments of 1988.

- (2) \$.27 per square foot of chargeable covered and enclosed space for new residential development used exclusively for the housing of senior citizens, as described in section 51.3 of the Civil Code or as described in subdivision (k) of section 1569.2 of the Health and Safety Code or paragraph 9 of subdivision (d) of section 65995 of the Government Code, and Education Code section 17620, or any mobile home or manufactured home that is located within a mobile home park, subdivision, cooperative or condominium for mobile homes limited to older persons as defined by the Federal Fair Housing Amendments of 1988 subject to limits applicable to commercial and industrial

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development provided by Government Code section 65995, subdivision (b) (2).

(3) \$1.68 per square foot of all other residential construction except mobile homes or manufactured homes to the extent of any resulting increase in assessable space if the increase exceeds 500 square feet.

(4) \$.27 per square foot of new covered or enclosed space for agricultural purposes; and

(5) \$.27 per square foot of chargeable covered and enclosed space in the case of commercial or industrial development,

C. City of Encinitas; within Cardiff, and Encinitas Elementary School Districts.

(1) \$1.68 per square foot of all assessable space of all new residential development except for any development project used exclusively for housing senior citizens, as described in Civil Code section 51.3, or as described in subdivision(k) of section 1569.2 of the Health and Safety Code or paragraph 1 of subdivision (b) of section 65995 of the Government Code,

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and Education Code section 17620, or any mobile home or manufactured home that is located within a mobile home park, subdivision, cooperative or condominium for mobile homes limited to older persons as defined by the Federal Fair Housing Amendments of 1988.

- (2) \$.27 per square foot of chargeable covered and enclosed space for new residential development used exclusively for the housing of senior citizens, as described in section 51.3 of the Civil Code or as described in subdivision (k) of section 1569.2 of the Health and Safety Code or paragraph 1 of subdivision (b) of section 65995 of the Government Code, and Education Code section 17620, or any mobile home or manufactured home that is located within a mobile home park, subdivision, cooperative or condominium for mobile homes limited to older persons as defined by the Federal Fair Housing Amendments of 1988 subject to limits

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applicable to commercial and industrial development provided by Government Code section 65995, subdivision (b) (2).

- (3) \$1.68 per square foot of all other residential construction except mobile homes or manufactured homes to the extent of any resulting increase in assessable space if the increase exceeds 500 square feet.
- (4) \$.27 per square foot of new covered or enclosed space for agricultural purposes; and
- (5) \$.27 per square foot of chargeable covered and enclosed space in the case of commercial or industrial development,

D. City of San Marcos; within Encinitas Elementary School District.

- (1) \$1.68 per square foot of all assessable space of all new residential development except for any development project used exclusively for housing senior citizens, as described in Civil Code section 51.3, or as described in subdivision (k) of section 1569.2 of the Health and Safety Code or paragraph 1 of

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subdivision (b) of section 65995 of the Government Code, and Education Code section 17620, or any mobile home or manufactured home that is located within a mobile home park, subdivision, cooperative or condominium for mobile homes limited to older persons as defined by the Federal Fair Housing Amendments of 1988.

- (2) \$.27 per square foot of chargeable covered and enclosed space for new residential development used exclusively for the housing of senior citizens, as described in section 51.3 of the Civil Code or as described in subdivision (k) of section 1569.2 of the Health and Safety Code or paragraph 1 of subdivision (b) of section 65995 of the Government Code, and Education Code section 17620, or any mobile home or manufactured home that is located within a mobile home park, subdivision, cooperative or condominium for mobile homes limited to older persons as defined by the Federal Fair Housing



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Amendments of 1988 subject to limits applicable to commercial and industrial development provided by Government Code section 65995, subdivision (b) (2).

- (3) \$1.68 per square foot of all other residential construction except mobile homes or manufactured homes to the extent of any resulting increase in assessable space if the increase exceeds 500 square feet.
- (4) \$.27 per square foot of new covered or enclosed space for agricultural purposes; and
- (5) \$.27 per square foot of chargeable covered and enclosed space in the case of commercial or industrial development,

E. City of San Marcos; within Rancho Santa Fe School District.

- (1) \$1.22 per square foot of all assessable space of all new residential development except for any development project used exclusively for housing senior citizens, as described in Civil Code section 51.3, or as described in subdivision (k) of section 1569.2 of the

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Health and Safety Code or paragraph 1 of subdivision (b) of section 65995 of the Government Code, and Education Code section 17620, or any mobile home or manufactured home that is located within a mobile home park, subdivision, cooperative or condominium for mobile homes limited to older persons as defined by the Federal Fair Housing Amendments of 1988.

- (2) \$0.19 per square foot of chargeable covered and enclosed space for new residential development used exclusively for the housing of senior citizens, as described in section 51.3 of the Civil Code or as described in subdivision (k) of section 1569.2 of the Health and Safety Code or paragraph 1 of subdivision (b) of section 65995 of the Government Code, and Education Code section 17620, or any mobile home or manufactured home that is located within a mobile home park, subdivision, cooperative or condominium for mobile homes limited to older persons as

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defined by the Federal Fair Housing Amendments of 1988 subject to limits applicable to commercial and industrial development provided by Government Code section 65995, subdivision (b) (2).

- (3) \$1.22 per square foot of all other residential construction except mobile homes or manufactured homes to the extent of any resulting increase in assessable space if the increase exceeds 500 square feet.
- (4) \$0.19 per square foot of new covered or enclosed space for agricultural purposes; and
- (5) \$0.19 per square foot of chargeable covered and enclosed space in the case of commercial or industrial development,

F. City of Solana Beach; within Solana Beach Elementary School District.

- (1) \$1.68 per square foot of all assessable space of all new residential development except for any development project used exclusively for housing senior citizens, as described in Civil Code section 51.3, or as described in

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subdivision (k) of section 1569.2 of the Health and Safety Code or paragraph 1 of subdivision (b) of section 65995 of the Government Code, and Education Code section 17620, or any mobile home or manufactured home that is located within a mobile home park, subdivision, cooperative or condominium for mobile homes limited to older persons as defined by the Federal Fair Housing Amendments of 1988.

- (2) \$.27 per square foot of chargeable covered and enclosed space for new residential development used exclusively for the housing of senior citizens, as described in section 51.3 of the Civil Code or as described in subdivision (k) of section 1569.2 of the Health and Safety Code or paragraph 1 of subdivision (b) of section 65995 of the Government Code, and Education Code section 17620, or any mobile home or manufactured home that is located within a mobile home park, subdivision, cooperative or condominium

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for mobile homes limited to older persons as defined by the Federal Fair Housing Amendments of 1988 subject to limits applicable to commercial and industrial development provided by Government Code section 65995, subdivision (b) (2).

- (3) \$1.68 per square foot of all other residential construction except mobile homes or manufactured homes to the extent of any resulting increase in assessable space if the increase exceeds 500 square feet.
- (4) \$.27 per square foot of new covered or enclosed space for agricultural purposes; and
- (5) \$.27 per square foot of chargeable covered and enclosed space in the case of commercial or industrial development,

G. County of San Diego; within Solana Beach Elementary and Encinitas Elementary School District.

- (1) \$1.68 per square foot of all assessable space of all new residential development except for any development project used exclusively for

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housing senior citizens, as described in Civil Code section 51.3, or as described in subdivision (k) of section 1569.2 of the Health and Safety Code or paragraph 9 of subdivision (d) of section 65995, and Education Code section 17620 of the Government Code or any mobile home or manufactured home that is located within a mobile home park, subdivision, cooperative or condominium for mobile homes limited to older persons as defined by the Federal Fair Housing Amendments of 1988.

- (2) \$.27 per square foot of chargeable covered and enclosed space for new residential development used exclusively for the housing of senior citizens, as described in section 51.3 of the Civil Code or as described in subdivision (k) of section 1569.2 of the Health and Safety Code or paragraph 9 of subdivision (d) of section 65995, and Education Code section 17620 of the Government Code or any mobile home or

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manufactured home that is located within a mobile home park, subdivision, cooperative or condominium for mobile homes limited to older persons as defined by the Federal Fair Housing Amendments of 1988 subject to limits applicable to commercial and industrial development provided by Government Code section 65995, subdivision (b) (2).

- (3) \$1.68 per square foot of all other residential construction except mobile homes or manufactured homes to the extent of any resulting increase in assessable space if the increase exceeds 500 square feet.
- (4) \$.27 per square foot of new covered or enclosed space for agricultural purposes; and
- (5) \$.27 per square foot of chargeable covered and enclosed space in the case of commercial or industrial development,

H. County of San Diego; within Rancho Santa Fe School District.

- (1) \$1.22 per square foot of all assessable space of all new residential development except for

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any development project used exclusively for housing senior citizens, as described in Civil Code section 51.3, or as described in subdivision (k) of section 1569.2 of the Health and Safety Code or paragraph 1 of subdivision (b) of section 65995 of the Government Code, and Education Code section 17620, or any mobile home or manufactured home that is located within a mobile home park, subdivision, cooperative or condominium for mobile homes limited to older persons as defined by the Federal Fair Housing Amendments of 1988.

- (2) \$0.19 per square foot of chargeable covered and enclosed space for new residential development used exclusively for the housing of senior citizens, as described in section 51.3 of the Civil Code or as described in subdivision (k) of section 1569.2 of the Health and Safety Code or paragraph 9 of subdivision (d) of section 65595 of the Government Code, and Education Code section



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17620, or any mobile home or manufactured home that is located within a mobile home park, subdivision, cooperative or condominium for mobile homes limited to older persons as defined by the Federal Fair Housing Amendments of 1988 subject to limits applicable to commercial and industrial development provided by Government Code section 65995, subdivision (b) (2).

- (3) \$1.22 per square foot of all other residential construction except mobile homes or manufactured homes to the extent of any resulting increase in assessable space if the increase exceeds 500 square feet.
- (4) \$0.19 per square foot of new covered or enclosed space for agricultural purposes; and
- (5) \$0.19 per square foot of chargeable covered and enclosed space in the case of commercial or industrial development,

3. City of San Diego.

Pursuant to Section 65974 (e) of the Government Code, the area known and defined by the City of San Diego as the North

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City West Planned District Ordinance, adopted November 5, 1979, is not subject to the provision of subdivision (b) of Government Code Section 65995.

The developer fees in the North City West Planned District are annually reviewed and defined by the North City West School Facilities Master Plan. School facility developer fees are collected and administered by the North City West School Facilities Financing Authority, which was formed under the provisions of Article I, Chapter 5, Division 7, Title I of the Government Code (commencing with Section 6500). The effective date of formation was April 15, 1983.

A. City of San Diego; within Del Mar Union School District. (Except North City West.)

- (1) \$1.68 per square foot of all assessable space of all new residential development except for any development project used exclusively for housing senior citizens, as described in Civil Code section 51.3, or as described in subdivision (k) of section 1569.2 of the Health and Safety Code or paragraph 1 of subdivision (b) of section 65995 of the Government Code, and Education Code section

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17620, or any mobile home or manufactured home that is located within a mobile home park, subdivision, cooperative or condominium for mobile homes limited to older persons as defined by the Federal Fair Housing Amendments of 1988.

- (2) \$.27 per square foot of chargeable covered and enclosed space for new residential development used exclusively for the housing of senior citizens, as described in section 51.3 of the Civil Code or as described in subdivision (k) of section 1569.2 of the Health and Safety Code or paragraph 1 of subdivision (b) of section 65995 of the Government Code, and Education Code section 17620, or any mobile home or manufactured home that is located within a mobile home park, subdivision, cooperative or condominium for mobile homes limited to older persons as defined by the Federal Fair Housing Amendments of 1988 subject to limits applicable to commercial and industrial

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development provided by Government Code section 65995, subdivision (b) (2).

(3) \$1.68 per square foot of all other residential construction except mobile homes or manufactured homes to the extent of any resulting increase in assessable space if the increase exceeds 500 square feet.

(4) \$.27 per square foot of new covered or enclosed space for agricultural purposes; and

(5) \$.27 per square foot of chargeable covered and enclosed space in the case of commercial or industrial development,

B. City of San Diego; within Solana Beach Elementary School District. (Except North City West.)

(1) \$1.68 per square foot of all assessable space of all new residential development except for any development project used exclusively for housing senior citizens, as described in Civil Code section 51.3, or as described in subdivision (k) of section 1569.2 of the Health and Safety Code or paragraph 1 of subdivision (b) of section 65995 of the

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Government Code, and Education Code section 17620, or any mobile home or manufactured home that is located within a mobile home park, subdivision, cooperative or condominium for mobile homes limited to older persons as defined by the Federal Fair Housing Amendments of 1988.

- (2) \$.27 per square foot of chargeable covered and enclosed space for new residential development used exclusively for the housing of senior citizens, as described in section 51.3 of the Civil Code or as described in subdivision (k) of section 1569.2 of the Health and Safety Code or paragraph 1 of subdivision (b) of section 65995 of the Government Code, and Education Code section 17620, or any mobile home or manufactured home that is located within a mobile home park, subdivision, cooperative or condominium for mobile homes limited to older persons as defined by the Federal Fair Housing Amendments of 1988 subject to limits

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applicable to commercial and industrial development provided by Government Code section 65995, subdivision (b) (2).

- (3) \$1.68 per square foot of all other residential construction except mobile homes or manufactured homes to the extent of any resulting increase in assessable space if the increase exceeds 500 square feet.
- (4) \$.27 per square foot of new covered or enclosed space for agricultural purposes; and
- (5) \$.27 per square foot of chargeable covered and enclosed space in the case of commercial or industrial development,

4. The government board finds that the amount of the above fees and charges to be imposed upon commercial and industrial construction bears a reasonable relationship, and shall be limited to, the needs of the community for elementary or high school facilities, and is reasonably related and shall be limited to the need for schools caused by such development.

5. The governing board finds further that the amount of fees and charges imposed upon residential, and commercial and industrial development projects is reasonably necessary to cover

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the cost of providing adequate school facilities within the boundaries of SCHOOL DISTRICT.

6. The governing board finds that the amounts of the above fees bears a reasonable relationship and are limited to the needs of the community for school facilities caused by such development, this board makes all the determinations required by Government Code Section 66001 as shown on the attached Exhibit A.

7. Pursuant to Government Code 65962, the Board of Trustees adopts this resolution as an urgency measure as an interim authorization to protect the public health, welfare and safety. The Board finds that a delay of the collection of the fees outlined above would cause a delay in the District's capital facilities plans and therefore cause future school overcrowding. This resolution extends the urgency resolution adopted on February 16, 2012 and becomes effective at 8:00 a.m. on March 18, 2012.

8. The Superintendent is directed to deliver a copy of this Resolution to the Building Officials of the County of San Diego, and the Cities of Carlsbad, Del Mar, Encinitas, San Diego, San Marcos, and Solana Beach, and to request that no building permits be issued after March 17, 2012 for development subject to the above fees absent certification from this district of

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compliance with said fee requirements.

PASSED AND ADOPTED at the Regular Meeting of the Governing Board of the San Dieguito Union High School District this 15th day of March, 2012 by the following vote:

	AYE	NO
_____ MEMBER	_____	_____
_____ MEMBER	_____	_____
_____ MEMBER	_____	_____
_____ MEMBER	_____	_____
_____ MEMBER	_____	_____



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STATE OF CALIFORNIA )  
  ) ss  
STATE OF CALIFORNIA )

I, Ken Noah, Secretary of the Governing Board, do hereby certify that the foregoing is a full, true and correct copy of a resolution passed and adopted by said Board at a regularly called and conducted meeting held on said date.

\_\_\_\_\_  
Secretary of the Governing Board

Exhibit A

Developer Fee Justification Study

**Developer Fee Justification Study  
February 2012**

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**San  
Dieguito**  
Union High School District

Committed to  
Equity and Excellence

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**Prepared by:  
San Dieguito Union High School District  
Planning & Financial Management Department**

## EXECUTIVE SUMMARY

- Education Code 17620 authorizes school districts to levy a fee, charge, dedication or other form of requirement against any development project for the construction or reconstruction of school facilities provided the district can show justification for levying of fees.
- In January 2012, the State Allocation Board increased the maximum statutory fees to \$3.20 per square foot for residential construction and \$0.51 per square foot for commercial/industrial construction (grades K-12). Of the maximum statutory fees, the San Dieguito Union High School District (“District”) will charge a prorated share as it relates to the grades the District serves. Should residential construction occur within the Rancho Santa Fe Elementary School District boundaries, \$1.22 per square foot of habitable living space will apply (grades 9-12) and all other areas \$1.68 per square foot of habitable living space (grades 7-12). Should commercial/industrial construction occur within the Rancho Santa Fe Elementary School District boundaries, \$0.19 per square foot of covered and enclosed space will apply (grades 9-12), and all other areas \$0.27 per square foot of covered and enclosed space (grades 7-12).
- This study finds that justification exists for levying residential construction fees in the San Dieguito Union High School District of at least \$5.71 per square foot.
- This study finds justification exists for levying fees in the San Dieguito Union High School District of between \$0.37 and \$29.82 per square foot for commercial/industrial construction.
- The current capacity of the District is 8,248 7-12 per the provisions of SB 50.
- The justification is based on this study’s finding that the District exceeds its 7-12<sup>th</sup> grade facility capacity and will continue to exceed the capacity into the 2016-17 school year.
- Each new residential unit to be constructed in the District will average 3,128 square feet and will generate an average of 0.263 7-12<sup>th</sup> grade students.
- Based on a weighted average facilities cost of \$67,923.33 per student, each new residential housing unit will represent a 7-12 grade school facilities mitigation need of approximately \$17,860.88.

## I. INTRODUCTION

Education Code Section 17620 (AB 2926, Chapter 887/Statutes 1986), stipulates that “the Governing Board of any school district is authorized to levy a fee, charge, dedication, or other forms of requirement against any development project for the construction or reconstruction of school facilities.” To levy and collect developer fees, a school district must show the correlation (or “nexus”) between new residential, commercial and industrial development and the need for new school facilities.

The original fees were established in 1987 and had a maximum of \$1.50 per square foot of new residential construction and \$0.25 per square foot of new commercial/industrial construction. This maximum amount is reviewed and adjusted every two years by the State Allocation Board (SAB) and corresponds to the statewide Class B construction index. The SAB increased the maximum fee at its January 2012 meeting to \$3.20 per square foot for residential and \$0.51 per square foot for commercial/industrial development (**Appendix A**).

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Developer fees may be used to finance new schools and equipment and to reconstruct existing facilities in order to maintain adequate housing for all the district's students. Other legitimate uses of fees include, but are not limited to: interim housing; site acquisition; replacement of extremely aged, inadequate portable classrooms; and housing for class-size reduction. Up to three percent of the fees collected may be used to defray the administrative costs incurred by the District in collecting these fees. Uses of the fees, which are specifically prohibited by law, are regular or routine maintenance of facilities, asbestos abatement incidental to construction or reconstruction, and deferred maintenance programs.

Additionally, Government Code Section 66008 (SB 1983), Chapter 569/Statutes 1996, (effective January 1, 1997) mandated that school districts be specific as to the intended use of the fees to be collected in their fee justification documents and to include the general locations of new school facilities and estimated construction timelines in the report. These timelines, however, are influenced by many factors, including actual, (as opposed to projected) phasing of new development, eligibility and availability of state school construction funds and availability of local funding.

In August 1998, the Governor signed into law Senate Bill 50, also known as the Leroy Greene School Facilities Act of 1998. This bill made major changes in the State Facilities Program as well as developer fee mitigation for school districts in California. Education Code 17620 was amended to provide the provisions of Government Code 65995.

The State School Facilities Program, which replaced the State Lease-Purchase Program, requires a match, based on the cost of the project. Except in the cases where a district can establish economic "hardship" status, all new state construction projects require a district contribution of 50% of the project cost. Modernization projects require a local share of 40% pursuant to AB 16 Chaptered 4/29/02.

The passage of SB 50 also repealed all locally imposed fees authorized by local ordinances and instituted the collection of three levels of developer fees. Level I fees are the current statutory fees (also referred to as the "Stirling Fee"), allowed under Education Code 17620. Level II developer fees are outlined in Government Code Section 65995.5. This code section allows a school district to impose a higher fee on residential construction if certain conditions are met. This level of developer fees is subject to a Facility Needs Analysis based on Government Code Section 65995.6. Level III developer fees are outlined in Government Code Section 65995.7. If state funding becomes available, this code section authorizes a school district, that has been approved to collect Level II fees, to collect a higher fee based on residential construction. However, if a district eventually receives state funding, this excess fee must be reimbursed to the developers or be subtracted from the amount of state funding.

### ***Purpose of Study***

The purpose of this Developer Fee Justification Report (or "nexus study") is to comply with the provisions of Education Code Section 17620 in relation to the levy and collection of developer fees. This study will substantiate that there is a "reasonable relationship" (a nexus) between residential, commercial and industrial development projects and the cost to provide adequate school facilities for the students generated from those developments. It will identify the expected revenue derived from fees from those developments; identify other potential sources of revenue for facilities (and their viability); and the additional students projected to enroll in district schools as a result of these development projects. It will also:

- Identify the purpose of the fee;
- Identify how the fee is to be used;
- Determine how a reasonable relationship exists between the fee's use and the type of development project on which the fee is imposed; and

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- Determine a reasonable relationship between the amount of the fee and the cost of the public facility or portion of the public facility attributable to the development on which the fee is imposed.

**II. REVENUE SOURCES FOR FUNDING SCHOOL FACILITIES**

There are two general sources that exist for funding facility construction and reconstruction: state sources and local sources. The district has considered the following available sources:

*State Sources*

**State School Facility Program**

The Leroy Greene Lease-Purchase Act of 1976 was reformed by Senate Bill 50 in August of 1998. The new program, entitled the School Facilities Program (SFP), provides funding under a “grant” program. Funding required from the District is based on a 50-50 state/district share for new construction projects and on an 80-20 state/district share for modernization/reconstruction projects. AB 16 signed by the Governor (2002) as an urgency measure changed the modernization program to a 60-40 state/district share.

Due to changes in the way eligibility for new construction and modernization funding is computed under the new School Facilities Program, the District has been able to establish eligibility for both state new construction and modernization funding. The following is the District’s current SFP funding levels for new construction and modernization based on a 2010/2011 New Construction Eligibility Analysis and a Modernization Eligibility Analysis respectively, prepared by School Facility Consultants.

However, without the passage of a new state-wide construction bond, the Office of Public School Construction forecasts that the State will not have bond authority available to meet the State’s share by the end of the calendar year 2012.

**Table 1  
State New Construction Eligibility (50-50)**

New Construction - Growth				
Grade Level	Total Grants	50% State Share	50% District Match	100% Funding
7-8	1377	\$13,270,149	\$13,270,149	\$26,540,298
9-12	194	\$2,378,440	\$2,378,440	\$4,756,880

**Table 2  
State Modernization Eligibility (60-40)**

Modernization				
Site	Eligible Grants	60% State Share	40% District Match	100% Funding
Diegueno	833	\$3,057,943	\$2,038,629	\$5,096,572
Earl Warren MS	486	\$1,784,106	\$1,189,404	\$2,973,510
Oak Crest MS	144	\$661,335	\$440,890	\$1,102,225
SDA	487	\$2,461,098	\$1,640,732	\$4,101,830
Sunset HS	145	\$696,580	\$464,387	\$1,160,967
Torrey Pines HS	1353	\$6,709,282	\$4,472,855	\$11,182,137

**Local Sources**

**School District General Funds**

The District’s general funds are needed by the District to provide for the operation of its instructional program. There are no unencumbered funds that could be used to construct new facilities or reconstruct existing facilities.

**Developer Fee Revenue**

Under the SB 50 law, districts may levy the current statutory developer fee as long as a district can justify collecting that fee. If a district desires to collect more than the statutory fee (Level II or Level III), the district must meet certain requirements outlined in the law, as well as conduct a needs assessment to enable a higher fee to be calculated. The District currently collects residential, and commercial and industrial fees at the statutory rate (Level I).

**Mello-Roos Community Facilities Act**

The Mello-Roos Community Facilities Act of 1982 allows school districts to establish a community facilities district in order to impose a special tax to raise funds to finance school facilities.

As of December 31, 2011, an unencumbered balance of \$346,314.03 was available for school facilities from the Revenue Refunding Bonds, Series 2006 issue.

**Lottery Funds**

Government Code Section 880.5 states: “It is the intent of this chapter that all funds allocated from the California State Lottery Education Fund shall be used exclusively for education of pupils and students and no funds shall be spent for acquisition of real property, construction of facilities, financing research, or any other non-instructional purpose.”

**III. DEVELOPER FEE JUSTIFICATION**

**District Capacity**

Determining capacity in accordance with the provisions of SB 50 allows districts to discount some teaching stations if they are portable classrooms. The capacity of a district is equal to the baseline capacity totals used to determine eligibility for state construction funding. *The State Allocation Board approved SAB 50-02 is attached as Appendix B.*

**Table 3  
Existing Capacity**

<u>Grade Level</u>	<u>Baseline Capacity</u>
7-8	3,078
9-12	4,806
<u>SDC</u>	<u>364</u>
<b>Total</b>	<b>8,248</b>

**Table 4  
Classroom Loading Summary  
District-wide**

<b>District Loading Capacity</b>
8,248

**Student Generation**

The District’s student yield was updated to reflect those used by DecisionInsite in their Fall, 2009 report, to identify the number of students anticipated to be generated by new residential development within the District. The yield factors are shown in Table 5a. The district-wide average student yield across all unit types, based upon a prorated share of 2006/2007 SanDAG occupied housing units, is shown in Table 5b.

**Table 5a  
Student Yield Factors  
Single Family Dwelling Units (SFD) and  
Multi-Family Dwelling Units (MFD)**

<b>Basis (Area and Unit Type)</b>	<b>7-8 SFD</b>	<b>7-8 MFD</b>	<b>9-12 SFD</b>	<b>9-12 MFD</b>
Cardiff	0.097	0.070	0.117	0.116
Del Mar	0.100	0.030	0.210	0.080
Encinitas	0.097	0.030	0.203	0.080
Rancho Santa Fe	0.100	0.210	0.117	0.116
Solana Beach	0.093	0.030	0.195	0.080

**Table 5b  
District-Wide Student Yield Factor**

<b>District Wide Grades 7-12</b>	0.263
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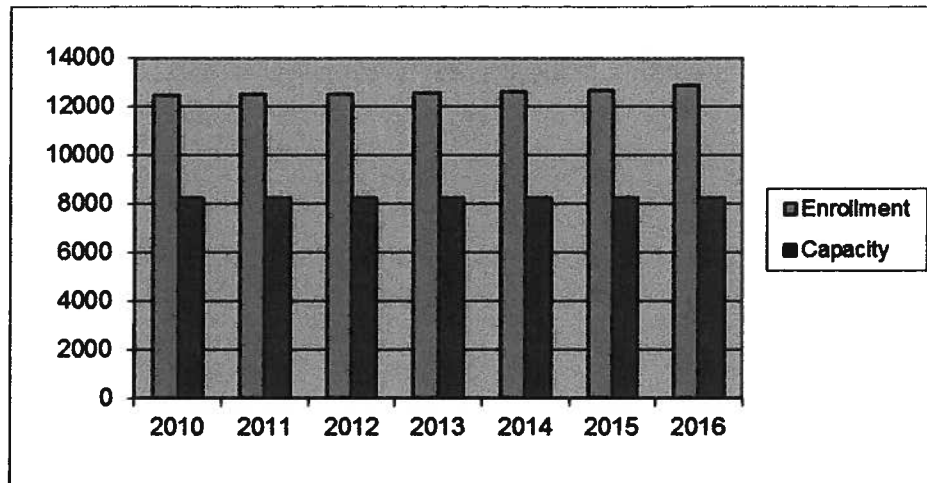
**Enrollment Projections and Development**

The enrollment projections used in this study utilize a seven year projection methodology. The methodology includes the calculation of incoming kindergarten classes, additional students from new housing, (referred to as student yield), the effects of student mobility, and a detailed review of planned residential development within the District.

The district-wide enrollment projections, (Davis Demographics, 2011), compared to the capacity of the District’s facilities is illustrated in Table 6.



**Table 6  
District-Wide  
Projection-Capacity Comparison**



***Residential Fee Projections***

To show a reasonable relationship exists between the construction of new housing units and the need for additional school facilities, it will be shown that each square foot of new assessable residential space will create a school facility cost impact on the District.

To determine the cost impact of residential construction on the District, the cost to house a student in new school facilities must be identified. Table 7 is based on actual costs incurred to building middle school and high school facilities in the District. The facilities cost calculations are included as **Appendix C**.

**Table 7  
Facility Cost per Student**

7-8	\$59,619.76
9-12	\$73,416.26
Weighted Ave.	\$67,923.34

Based on developer fees collected in the District, the average size of a new residence is approximately 3,128 square feet. Since each home generates an average of 0.263 7-12<sup>th</sup> grade students per unit for the District to house, each home will generate 0.000084 students per square foot (0.263 students per unit divided by the average home size of 3,128 square feet). The cost to house students is \$5.71 per square foot of new residential construction (\$67,923.34 per student multiplied by the square foot generation factor of 0.000084). This cost impact is based on each new student requiring new facilities.

The San Dieguito Union High School District is justified in the levying of residential developer fees up to \$5.71 per square foot of residential development. The District is currently collecting residential developer fees at the Level I rate.

***Identification of Proposed School Facilities***

Government Code Section 66008 mandated that school districts be specific on the intended use of the fees to be collected and include the general locations of new school facilities and estimated construction timelines in the report. The purpose of the fees being levied shall be used for the construction and/or reconstruction of school facilities. The District will construct and/or reconstruct school facilities, in part, with developer fees. The timelines of the proposed school facilities are influenced by many factors including actual phasing of new development, eligibility and availability of state school construction funds, and availability of local funds. **Appendix D** illustrates the projects and timing of funding as identified in the District's Annual and Five Year Reports for Fiscal Year 2010-2011.

**IV. COMMERCIAL/INDUSTRIAL FEE JUSTIFICATION*****Overview***

In order to levy fees on commercial and industrial development, existing law stipulates that the district "... must determine the impact of the increased number of employees anticipated to result from commercial and industrial development upon the cost of providing school facilities within the district. To make this determination, the study shall utilize employee generation estimates that are based on commercial and industrial factors within the district, as calculated on either an individual or categorical basis." The passage of Assembly Bill AB 530 (Chapter 633/Statutes of 1990) modified the requirements of AB 181 by allowing the use of employee generation factors. Assembly Bill 530 allows the use of the employee generation factors identified in the San Diego Association of Governments (SanDAG) report titled, San Diego Traffic Generators. This study, which was completed in January of 1990, identifies the number of employees generated for every 1,000 square feet of floor area for several demographic categories.

***Commercial/Industrial Development and Fee Projections***

Commercial/industrial development will attract additional workers to the District, and, because some of those workers will have school-age children, additional students will be generated in the District. As shown in Section III Table 6, adequate school facilities do not exist for these students. New commercial/industrial development, therefore, creates a fiscal impact to the District, generating a need for new school facilities.

This report multiplies the following five factors together to calculate the school facility cost incurred by the District per square foot of new commercial/industrial development:

- (1) Employees per square foot of new commercial/industrial development,
- (2) Percent of employees in the District that also live in the District,
- (3) Houses per employee,
- (4) Students per house, and
- (5) School facility cost per student.

The report calculates each of these factors in the next sections.

**A. Employees per Square Foot of Development**

As permitted by State law, the report uses results from a survey published by SanDAG to establish the number of employees per square foot of new commercial/industrial development projects.

**Table 8**  
**Employees per Square Foot of Commercial/Industrial**  
**Development, by Category**

<b>Commercial/Industrial Category</b>	<b>Average Square Foot per Employee</b>	<b>Employees per Average Square Foot</b>
Banks	354	0.00283
Community Shopping Centers	652	0.00153
Neighborhood Shopping Centers	369	0.00271
Industrial Business Parks	284	0.00352
Industrial Parks	742	0.00135
Rental Self Storage	15,541	0.00006
Scientific Research & Development	329	0.00304
Lodging	882	0.00113
Standard Commercial Office	209	0.00479
Large High Rise Com. Office	232	0.00431
Corporate Offices	372	0.00269
Medical Offices	234	0.00427

Source: 1990 SanDAG Traffic Generators report.

**B. Percentage of Employees Residing Within the District**

According to the 2000 U.S. Census data prepared by SANDAG (June 2003) there are 71,111 workers over the age of 16 in the San Dieguito Union High School District boundaries. Of these workers, 32,606 or 45.85% of the workers had a commute time of 20 minutes or less. It is assumed that a commute time of less than 20 minutes indicates the person is employed and lives within the District.

**C. Number of Households per Employee**

The 2000 U.S. Census data prepared by SANDAG (June 2003) shows there were 54,023 households and 71,111 workers over the age of 16 in the District's boundaries. Based on these two numbers, this indicates that there are approximately 1.32 workers per household. Likewise, this data indicates that there are 0.76 households for every one worker. The study therefore assumes that each new resident worker in the District will demand 0.76 housing units.

**D. Number of Students per Dwelling Unit**

As outlined in Table 5b, the study assumes that an average of 0.263 grades 7-12 students will reside in each housing unit.

**E. School Facility Cost per Student**

As outlined in Table 7, the study estimates that the school facility cost per grades 7-12 student is \$67,923.34.

**F. School Facility Cost per Square Foot of Commercial/Industrial Development**

Table 9 calculates the school facility cost generated by a square foot of new commercial/industrial development for each of the categories of commercial/industrial projects listed in Table 8.

School facility costs for development projects not included on this list may be estimated by using the closest employee-per-square foot ratio available for the proposed development or by following the District’s administrative procedures for appeals of school facility fee imposition.

**Table 9  
Facility Cost per Square Foot of Commercial/Industrial Development, by Category**

Commercial/Industrial Category	Employees per Square Foot	% Employees Residing in District	Dwelling Units per Employee	7-12 Students per Dwelling Unit	Cost per 7-12 Student	Cost per Square Foot
Banks	0.00283	0.4585	0.76	0.263	\$67,923.34	\$17.62
Community Shopping Centers	0.00153	0.4585	0.76	0.263	\$67,923.34	\$9.52
Neighborhood Shopping Centers	0.00271	0.4585	0.76	0.263	\$67,923.34	\$16.87
Industrial Business Parks	0.00352	0.4585	0.76	0.263	\$67,923.34	\$21.91
Industrial Parks	0.00135	0.4585	0.76	0.263	\$67,923.34	\$8.40
Rental Self Storage	0.00006	0.4585	0.76	0.263	\$67,923.34	\$0.37
Scientific Research & Development	0.00304	0.4585	0.76	0.263	\$67,923.34	\$18.92
Lodging	0.00113	0.4585	0.76	0.263	\$67,923.34	\$7.03
Standard Commercial Office	0.00479	0.4585	0.76	0.263	\$67,923.34	\$29.82
Large High Rise Com. Office	0.00431	0.4585	0.76	0.263	\$67,923.34	\$26.83
Corporate Offices	0.00269	0.4585	0.76	0.263	\$67,923.34	\$16.74
Medical Offices	0.00427	0.4585	0.76	0.263	\$67,923.34	\$26.58

The District is justified in collecting their prorated share of the Government Code maximum of \$0.51 per square foot for all categories of commercial/industrial development, because these categories, on a per square foot basis, generate a school facility cost greater than the District’s prorated share of the Government Code maximum.

The District’s prorated share of commercial/industrial construction is \$0.19 per square foot of covered and enclosed space if it resides in Rancho Santa Fe Elementary School District (grades 9-12), all other areas in the District will be \$0.27 per square foot of covered and enclosed space (grades 7-12).

**G. Calculating School Facility Cost of Commercial/Industrial Development with Residential Fee Offset**

A “residential fee offset” is calculated by (1) determining the number of homes that are associated with the employees generated by new commercial/industrial development and (2) calculating the residential fee revenues that the District will collect from those homes (*Note: Based on 2000 U.S. Census data and SanDAG 2010 estimates, the residential fee offset calculation assumes that 68 percent of the homes associated with new employees are new homes*).

ITEM 16

For purposes of calculating the residential fee offset, this study estimates that the District will collect \$1.68 per square foot of future residential development.

Subtracting the residential fee offset from the total school facility cost generated by commercial/industrial development produces a discounted school facility cost that takes into account revenues from “linked” residential units.

Table 10 calculates the facility cost of new commercial/industrial development while taking into account the revenues from linked residential units.

**Table 10**  
**School Facility Cost of New Commercial/Industrial Development**  
**Discounted by Residential Fee Offset**

Commercial/Industrial Category	Dwelling Unit per Square Foot Com/Ind	% Employees Residing in New Homes	Average Square Foot per Unit	District's Revenue per Square Foot Res. Dev.	Residential Offset per Comm/Ind Square Foot	School Facility Cost per Square Foot Comm/Ind Development	Cost per Square Foot Less Offset
Banks	0.00099	0.68	3128	1.68	\$3.54	\$17.62	\$14.08
Community Shopping Centers	0.00153	0.68	3128	1.68	\$5.47	\$9.52	\$4.05
Neighborhood Shopping Centers	0.00094	0.68	3128	1.68	\$3.36	\$16.87	\$13.51
Industrial Business Parks	0.00123	0.68	3128	1.68	\$4.40	\$21.91	\$17.51
Industrial Parks	0.00047	0.68	3128	1.68	\$1.68	\$8.40	\$6.72
Rental Self Storage	0.00002	0.68	3128	1.68	\$0.07	\$0.37	\$0.30
Scientific Research & Development	0.00106	0.68	3128	1.68	\$3.79	\$18.92	\$15.13
Lodging	0.00039	0.68	3128	1.68	\$1.39	\$7.03	\$5.64
Standard Commercial Office	0.00167	0.68	3128	1.68	\$5.97	\$29.82	\$23.85
Large High Rise Com. Office	0.00150	0.68	3128	1.68	\$5.36	\$26.83	\$21.47
Corporate Offices	0.00094	0.68	3128	1.68	\$3.36	\$16.74	\$13.38
Medical Offices	0.00149	0.68	3128	1.68	\$5.32	\$26.58	\$21.26

As the table shows, the school facility cost of all categories is greater than the District’s maximum prorated share of \$0.27 per square foot even when that cost is discounted by revenues from linked residential units.

For illustrative purposes, the report will compare the school facility cost generated by 140,000 square feet of new community shopping center development to the fee revenue it will provide to the District. This analysis is valid, however, for all types of commercial/industrial development except rental self-storage.

If the District were to charge \$0.27 per square foot of commercial/industrial development, it would collect \$37,800 from the 140,000 square feet of community shopping center development. Assuming that 68 percent of the employees of the community shopping center development live in new homes, the District will also collect approximately \$266,721 in revenue from residential developer fees (140,000 square feet x .00153 employees per square foot x 68% employees that live in new homes x 45.85% employees that live in District x 0.76 housing units per employee x 3,128 square feet per housing unit x \$1.68 revenue from residential developer fees). The 140,000 square feet of community shopping center development will create a school facilities cost of \$1,332,800 (140,000 square feet x \$9.52 [see Table 10] school facility cost per square foot of community shopping center).



Table 11 compares the school facility costs generated by 140,000 square feet of community shopping center development to the fee revenues it provides to the District.

**Table 11  
Comparison of Facility Cost and Fee Revenue Generated by  
New Community Shopping Center Development**

	<b>Fee Revenues</b>	<b>Facility Costs</b>	<b>Total Revenues (Costs)</b>
140,000 square feet of community shopping center development	\$37,800	\$1,332,800	(\$1,295,000)
New housing units associated with the development	\$266,721	N/A	\$266,721
<b>Total</b>	<b>\$304,521</b>	<b>\$1,332,800</b>	<b>(\$1,028,279)</b>

As the table shows, fee revenue from a community shopping center development will cover only 22.8 percent of the school facility cost it generates, even when that cost is discounted by the revenues from linked new housing units.

All categories of commercial/industrial development will generate more facility cost than fee revenue, because they all generate a facility cost greater than \$0.27 per square foot even when fees from linked residential units are considered.

**V. ESTABLISHING THE COST, BENEFIT AND BURDEN NEXUS**

***Establishment of a Cost Nexus***

The San Dieguito Union High School District chooses to construct and/or reconstruct facilities for the additional students created by development in the District, and the cost for providing new and/or reconstructed facilities exceeds the amount of developer fees to be collected. It is clear that when educational facilities are provided for students generated by new residential, commercial, and industrial development, the cost of new facilities exceeds developer fee generation, thereby establishing a cost nexus.

***Establishment of a Benefit Nexus***

Students generated by new residential, commercial, and industrial development will be attending district schools. Housing district students in new and/or reconstructed facilities will directly benefit those students from the new development projects upon which the fee is imposed; therefore, a benefit nexus is established.

***Establishment of a Burden Nexus***

The generation of new students by development will create a need for additional and/or reconstructed school facilities. The District must carry the burden of constructing new facilities required by the students generated by future development, and the need for facilities will be, in part, satisfied by the levying of developer fees; therefore, a burden nexus is established.

***Statement to Identify the Purpose of the Fee***

It is a requirement of AB 1600 that the District identify the purpose of the fee. The purpose of the fees being levied shall be used for the construction and/or reconstruction of school facilities. The District will provide for the construction and/or reconstruction of school facilities, in part, with developer fees as further described under VI. Findings, Section B.

***Establishment of a Special Account***

Pursuant to Government Code Section 66006, the District has established a special account into which fees for capital facilities are deposited. The fees collected in this account will be expended only for the purpose for which they were collected. Any interest income earned on the fees that are deposited in such an account must remain with the principal. The school district must make specific information available to the public within 180 days of the end of each fiscal year pertaining to the developer fee fund. The information required to be made available to the public by Section 66006(b)(1) was amended by SB 1693 and includes specific information on fees expended and refunds made during the year.

**VI. FINDINGS**

This Section shows that the District meets the requirements of Government Code Section 66001 regarding the collection of developer fees and summarizes other potential funding sources for the District's capital projects.

**A. Government Code Section 66001(a)(1) – Purpose of the Fee**

The purpose of collecting fees on residential and commercial/industrial development is to acquire funds to construct or reconstruct school facilities for the students generated by new residential and commercial/industrial developments.

**B. Government Code Section 66001(a)(2) – Use of the Fee**

The District's use of the fee will involve constructing and/or reconstructing school campuses and/or additional permanent facilities on existing school campuses. In addition, the District may need to purchase or lease portable classrooms to use for interim housing while permanent facilities are being constructed.

Revenue from fees collected on residential and commercial/industrial development may be used to pay for any of the following:

- (1) land (purchased or leased) for school facilities,
- (2) design of school facilities,
- (3) permit and plan check fees,
- (4) construction or reconstruction of school facilities,
- (5) testing and inspection of school sites and school buildings,
- (6) furniture for use in new school facilities,
- (7) interim school facilities (purchased or leased) to house students generated by new development while permanent facilities are being constructed,
- (8) legal and administrative costs associated with providing facilities to students generated by new development,

(9) administration of the collection of developer fees (including the costs of justifying the fees) and  
(10) miscellaneous purposes resulting from student enrollment growth caused by new residential development.

**C. Government Code Section 66001(a)(3) – Relationship Between the Fee’s Use and the Type of Project Upon Which the Fee is Imposed**

Future residential development will cause new families to move into the District and, consequently, will generate additional students in the District. As shown in Section III of this study, adequate school facilities do not exist for these students. Future residential development, therefore, creates a need for additional school facilities. The fee’s use (acquiring school facilities) is therefore reasonably related to the type of project (future residential development) upon which it is imposed.

New commercial/industrial development will cause new workers to move into the District. Because some of these workers will have school-age children, commercial/industrial will also generate new students in the District. As shown in Section III of this study, adequate school facilities do not exist for these students. New commercial/industrial development, therefore, creates a need for additional school facilities. The fee’s use (acquiring school facilities) is therefore reasonably related to the type of project (new commercial/industrial development) upon which it is imposed.

**D. Government Code Section 66001(a)(4) – Relationship Between the Need for the Public Facility and the Type of Project Upon Which the Fee is Imposed**

The District’s projected enrollment is larger than its pupil capacity. The District, therefore, does not have sufficient existing capacity to house students generated by future development. Future residential and commercial/industrial development in the District will generate additional students and, consequently, a need for additional school facilities. A relationship exists, therefore, between the District’s need to build additional school facilities and the construction of new residential and commercial/industrial development projects.

**E. Government Code Section 66001(b) – Relationship Between the Fee and the Cost of the Public Facility Attributable to the Development on Which the Fee is Imposed**

This study demonstrates that the school facility cost attributable to future residential development is \$5.71. Level I fees of up to \$5.71 per square foot on residential development are therefore fully justified.

This study also demonstrates that the school facility costs attributable to all categories of commercial/industrial development range from \$0.30 per square foot to \$23.85 per square foot, even when fees from linked residential units are accounted for. Level I fees of up to the prorated grades 7-12 share of \$0.27 on these types of development are therefore fully justified.

All school facility costs and fees in this study are calculated on a per-student basis to ensure that future developments only pay for impacts they cause.



SOURCES

Davis Demographics & Planning, Inc. District Wide Student Yield Factors – Fall 2004/2005, March 2005.

Davis Demographics & Planning, Inc. Fall 2011/12-Fall 2018/19 Student Population Projections by Residence, November 2011.

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Decision Insite. New Development Reports

Folsom Cordova Unified School District. Bi-Annual Developer Fee Justification Study, February 2006.

Office of Public School Construction. Construction Cost Index, Class B.

Pleasant Valley School District. School Facility Fee Justification Report for Residential, Commercial & Industrial Development Projects, March 2005.

San Diego Association of Governments. Census 2000 Profile San Dieguito Union High School District, June 2003.

San Diego Association of Governments. Population and Housing Estimates (2010) San Dieguito Union High School District, March 2011.

San Diego Association of Governments. Traffic Generators, January 1990.

San Dieguito Union High School District. 2010-2011 New Construction Eligibility Update, September, 2011.

San Dieguito Union High School District. Modernization Eligibility, September 2011.

**Appendix A**  
**State Allocation Board**  
**Agenda of January 25, 2012 Meeting**

REPORT OF THE EXECUTIVE OFFICER  
State Allocation Board Meeting, January 25, 2012

INDEX ADJUSTMENT ON THE ASSESSMENT FOR DEVELOPMENT

PURPOSE OF REPORT

To report the index adjustment on the assessment for development which may be levied pursuant to Education Code Section 17620.

DESCRIPTION

The law requires the maximum assessment for development be adjusted every two years by the change in the Class B construction cost index, as determined by the State Allocation Board (Board) at its January meeting. This item requests that the Board make the adjustment it considers appropriate.

AUTHORITY

Education Code Section 17620(a)(1) states the following: "The governing board of any school district is authorized to levy a fee, charge, dedication, or other requirement against any construction within the boundaries of the district, for the purpose of funding the construction or reconstruction of school facilities, subject to any limitations set forth in Chapter 4.9 (commencing with Section 65995) of Division 1 of Title 7 of the Government Code."

Government Code Section 65995(b)(3) states the following: "The amount of the limits set forth in paragraphs (1) and (2) shall be increased in 2000, and every two years thereafter, according to the adjustment for inflation set forth in the statewide cost index for class B construction, as determined by the State Allocation Board at its January meeting, which increase shall be effective as of the date of that meeting."

BACKGROUND

There are three levels that may be levied for developer's fees. The fees are levied on a per-square foot basis. The lowest fee, Level I, is assessed if the district conducts a Justification Study that establishes the connection between the development coming into the district and the assessment of fees to pay for the cost of the facilities needed to house future students. The Level II fee is assessed if a district makes a timely application to the Board for new construction funding, conducts a School Facility Needs Analysis pursuant to Government Code Section 65995.6, and satisfies at least two of the requirements listed in Government Code Section 65995.5(b)(3). The Level III fee is assessed when State bond funds are exhausted; the district may impose a developer's fee up to 100 percent of the School Facility Program new construction project cost.

In 2010, the Board did not adjust the fee since it decreased, which kept it at the 2008 rate of \$2.97 per square foot for Residential and \$.47 per square foot for Commercial/Industrial.

(Continued on Page Two)

STAFF ANALYSIS/STATEMENTS

The assessment for development fees for 2006, 2008, 2010, and 2012 are shown below for information. According to the Marshall & Swift (M&S) Eight California Cities Index and Ten Western States Index and the Lee Saylor Index, the cost index for Class B construction adjusted by 8.21, 6.70 and 5.49 percent respectively during the period of January 2010 through January 2012, requiring the assessment for development fees to be adjusted as follows:

Eight California Cities Index Maximum Level I Assessment Per Square Foot

	<u>2006</u>	<u>2008</u>	<u>2010</u>	<u>2012</u>
Residential	\$2.63	\$2.97	\$2.96	3.20
Commercial/Industrial	.42	.47	.47	.51

Ten Western States Index Maximum Level I Assessment Per Square Foot

	<u>2006</u>	<u>2008</u>	<u>2010</u>	<u>2012</u>
Residential	\$2.63	\$2.97	\$3.00	3.20
Commercial/Industrial	.42	.47	.47	.50

Lee Saylor Index Maximum Level I Assessment Per Square Foot

	<u>2006</u>	<u>2008</u>	<u>2010</u>	<u>2012</u>
Residential	\$2.62	\$2.86	\$2.98	3.14
Commercial/Industrial	.42	.46	.48	.51

The M&S Eight California Cities Index fits most appropriately for the construction projects in California. Additionally, it will provide more assessment collection to school districts than the alternate indices.

RECOMMENDATION

Adjust the 2012 maximum Level I assessment for development using the M&S Eight California Cities Index to be effective immediately.

**Appendix B**  
**State Allocation Board**  
**Approved 50-02**  
**Determination of Existing School Building Capacity**

ITEM 16

STATE OF CALIFORNIA  
**EXISTING SCHOOL BUILDING CAPACITY**  
SAB 50-02 (Rev. 09/02) Excel (Rev. 11/21/2002)

STATE ALLOCATION BOARD  
OFFICE OF PUBLIC SCHOOL CONSTRUCTION  
Page 4 of 4

SCHOOL DISTRICT SAN DIEGUITO UNION HIGH	FIVE DIGIT DISTRICT CODE NUMBER (see California Public School Directory) 68346
COUNTY SAN DIEGO	HIGH SCHOOL ATTENDANCE AREA (HSAA) OR SUPER HSAA (if applicable)

**PART I - Classroom Inventory**     NEW     ADJUSTED

	K-6	7-9	10-12	Non-Severe	Severe	Total
Line 1. Leased State Relocatable Classrooms		12	6			18
Line 2. Portable Classrooms leased less than 5 years						
Line 3. Interim Housing Portables leased less than 5 years						
Line 4. Interim Housing Portables leased at least 5 years						
Line 5. Portable Classrooms leased at least 5 years		10	1			11
Line 6. Portable Classrooms owned by district		52	73			125
Line 7. Permanent Classrooms		83	144	19	13	259
Line 8. Total (Lines 1 through 7)		157	224	19	13	413

**PART II - Available Classrooms**

Option A

	K-6	7-9	10-12	Non-Severe	Severe	Total
a. Part I, line 4						
b. Part I, line 5		10	1			11
c. Part I, line 6		52	73			125
d. Part I, line 7		83	144	19	13	259
e. Total (a, b, c, & d)		145	218	19	13	395

Option B

	K-6	7-9	10-12	Non-Severe	Severe	Total
a. Part I, line 8		157	224	19	13	413
b. Part I, lines 1,2,5 and 6 (total only)						154
c. 25 percent of Part I, line 7 (total only)						65
d. Subtract c from b (enter 0 if negative)		43	46			89
e. Total (a minus d)		114	178	19	13	324

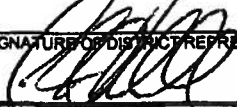
**PART III - Determination of Existing School Building Capacity**

	K-6	7-9	10-12	Non-Severe	Severe
Line 1. Classroom capacity		3,078	4,806	247	117
Line 2. SER adjustment					
Line 3. Operational Grants					
Line 4. Greater of line 2 or 3					
Line 5. Total of lines 1 and 4		3,078	4,806	247	117

I certify, as the District Representative, that the information reported on this form is true and correct and that:  
I am designated as an authorized district representative by the governing board of the district; and,  
This form is an exact duplicate (verbatim) of the form provided by the Office of Public School Construction (OPSC).  
In the event a conflict should exist, then the language in the OPSC form will prevail.

SIGNATURE OF DISTRICT REPRESENTATIVE

DATE



2-3-05

## **Appendix C**

### **Facilities Cost Calculations**

Calculation of Per-Pupil Site Development Costs

**Facility Construction Costs for a Middle School**

Facility construction costs for Carmel Valley Middle School are based on actual acquisition and constructions, increased by applicable adjustments to the construction cost by the Marshall & Swift Construction Cost Index 8 California Cities Class B (CCI). No adjustment to land value has been made in this calculation.

These costs are as follows:

Carmel Valley Middle School Construction per Notice to Proceed March 1998	Facility Construction Cost
Acquisition Cost	\$12,930,333.21
Construction Cost	\$23,798,673.65
Class B CCI Adjustment Factor (January 1998 to January 2012)	\$34,695,464.67
Total	\$71,424,471.53
Capacity of Projects	1198
Middle School Per-Pupil Facility Construction Cost	\$59,619.76

**Facility Construction Costs for a High School**

Facility construction costs for Canyon Crest Academy are based on actual acquisition and constructions, increased by applicable adjustments to the construction cost by the Marshall & Swift Construction Cost Index 8 California Cities Class B (CCI). No adjustment to land value has been made in this calculation.

These costs areas follows:

Canyon Crest Academy Construction per Notice to Proceed September 2003	Facility Construction Cost
Acquisition Cost	\$25,161,014.10
Construction Cost	\$74,893,790.20
Class B CCI Adjustment Factor (January 2004 to January 2012)	\$32,902,036.58
Total	\$132,956,840.88
Capacity of Projects	1811
High School Per-Pupil Facility Construction Cost	\$73,416.26

**Weighted Cost Per Student**

Weighted Average	\$67,923.33
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**Appendix D  
Projects and Timing  
Excerpts from District's  
Annual and Five Year Reports  
for Fiscal Year 2010-11**

**Schedule C - IDENTIFICATION OF ALL SOURCES AND AMOUNTS OF FUNDING ANTICIPATED TO COMPLETE FINANCING OF THE SCHOOL FACILITIES THE DISTRICT HAS IDENTIFIED IN THE DISTRICT'S REPORTS**

5-Year Report (2010-2011)  
Schedule C 10-11

Project	Est. Cost	State School			Reportable	Other
		Bldg. Program	Mello Roos	NCW	Fees	
<b>Canyon Crest Academy</b>						
2011 Facilities Action Plan*	\$35,196,660	unknown	unknown	unknown	unknown	unknown
<b>Carmel Valley Middle School</b>						
2011 Facilities Action Plan*	\$8,974,985	unknown	unknown	unknown	unknown	unknown
<b>Diegueno Middle School</b>						
2011 Facilities Action Plan*	\$30,065,174	\$3,057,943	unknown	unknown	unknown	unknown
<b>Earl Warren Middle School</b>						
Modernization*	\$3,101,014	\$1,860,608	unknown	unknown	unknown	unknown
2011 Facilities Action Plan*	\$32,016,557	\$119,132	unknown	unknown	unknown	unknown
<b>La Costa Canyon High School</b>						
2011 Facilities Action Plan*	\$41,352,250	unknown	unknown	unknown	unknown	unknown
<b>La Costa Valley Middle School *</b>						
	\$37,368,370	\$3,633,149 est.	unknown	unknown	unknown	unknown
<b>Maintenance Mod. &amp; Expansion *</b>						
	unknown	unknown	unknown	unknown	unknown	unknown
<b>Oak Crest Middle School</b>						
2011 Facilities Action Plan*	\$20,896,197	\$789,709	unknown	unknown	unknown	unknown
<b>Pacific Highlands Ranch M.S.*</b>						
	\$68,744,159	\$15,137,000 est.	unknown	unknown	unknown	unknown
<b>S.D. Academy High School</b>						
2011 Facilities Action Plan*	\$76,242,438	\$2,461,098	unknown	unknown	unknown	unknown
Performing Arts Complex	\$8,890,968	\$4,835,637	\$1,692,483	N/A	\$32,192	\$2,330,656
<b>Sunset High School</b>						
Modernization *	\$1,091,367	\$654,820	\$69,617	N/A	\$367,032	N/A
2011 Facilities Action Plan*	\$9,393,216	\$41,760	unknown	unknown	unknown	unknown
<b>Torrey Pines High School</b>						
2011 Facilities Action Plan*	\$76,683,247	6,709,282	unknown	unknown	unknown	unknown
Visual Performing Arts*	\$10,719,800	unknown	unknown	unknown	unknown	unknown
Energy Efficiency Improvements -- Phase 2 -- 4*	\$750,000	N/A	N/A	N/A	\$750,000	N/A
<b>Transportation Facility Improvements*</b>						
	11,600,000	unknown	unknown	unknown	unknown	unknown
<b>Districtwide</b>						
2011 Facilities Action Plan -- Tech.*	\$18,000,000	unknown	unknown	unknown	unknown	unknown
<b>TOTAL</b>	<b>\$491,086,402</b>	<b>\$39,300,138</b>	<b>\$1,762,100</b>	<b>\$0.00</b>	<b>\$1,149,224</b>	<b>\$2,330,656</b>

(\*) Projects in preliminary planning with no cost estimate and/or known completion date for financing. Facility Action Plans reflect multiple projects that reflect flexible, adaptable, sustainable, technology rich, and community centric projects, including new construction, classroom modernization, infrastructure improvements. Facility Action Plans are available for review in the Planning Department.

**Schedule D - IDENTIFICATION OF THE APPROXIMATE DATES ON WHICH THE FUNDING REFERRED TO IN SECTION C IS EXPECTED TO BE DEPOSITED INTO THE APPROPRIATE ACCOUNT OR FUND**

5-Year Report (2010-2011)  
Schedule D 10-11

Project	State School			Reportable	
	Bldg. Program	Mello Roos	NCW	Fees	Other
<b>Canyon Crest Academy</b>					
2011 Facilities Action Plan*	unknown	unknown	unknown	unknown	unknown
<b>Carmel Valley Middle School</b>					
2011 Facilities Action Plan*	unknown	unknown	unknown	unknown	unknown
<b>Diegueno Middle School</b>					
2011 Facilities Action Plan*	unknown	unknown	unknown	unknown	unknown
<b>Earl Warren Middle School</b>					
Modernization*	unknown	unknown	unknown	unknown	unknown
2011 Facilities Action Plan*	unknown	unknown	unknown	unknown	unknown
<b>La Costa Canyon High School</b>					
2011 Facilities Action Plan*	unknown	unknown	unknown	unknown	unknown
<b>La Costa Valley Middle School *</b>					
	unknown	unknown	unknown	unknown	unknown
<b>Maintenance Mod. &amp; Expansion *</b>					
	unknown	unknown	unknown	unknown	unknown
<b>Oak Crest Middle School</b>					
2011 Facilities Action Plan*	unknown	unknown	unknown	unknown	unknown
<b>Pacific Highlands Ranch M.S.*</b>					
	unknown	unknown	unknown	unknown	unknown
<b>S.D. Academy High School</b>					
2011 Facilities Action Plan*	unknown	unknown	unknown	unknown	unknown
Performing Arts Complex	2009/10	2009/10	N/A	2009/10	2009/10
<b>Sunset High School</b>					
Modernization *	unknown	unknown	unknown	unknown	unknown
2011 Facilities Action Plan*	unknown	unknown	unknown	unknown	unknown
<b>Torrey Pines High School</b>					
2011 Facilities Action Plan*	unknown	unknown	unknown	unknown	unknown
Visual Performing Arts*	unknown	unknown	unknown	unknown	unknown
Energy Efficiency Improvements – Phase 2 – 4*	unknown	unknown	unknown	unknown	unknown
<b>Transportation Facility Improvements*</b>					
	unknown	unknown	unknown	unknown	unknown
<b>Districtwide</b>					
2011 Facilities Action Plan – Tech.*	unknown	unknown	unknown	unknown	unknown

(\* ) Projects in preliminary planning with no cost estimate and/or known completion date for financing.

# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** March 7, 2012

**BOARD MEETING DATE:** March 15, 2012

**PREPARED BY:** Terry King  
Associate Superintendent  
Human Resources

**SUBMITTED BY:** Ken Noah  
Superintendent

**SUBJECT:** PROPOSED MANAGEMENT SALARY  
SCHEDULE REVISIONS

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### EXECUTIVE SUMMARY

The reorganization of the Educational Services Division has resulted in several changes in administrative responsibilities, as well as a reduction in management positions. The proposed salary schedule (attached) includes the elimination of one management position and reclassification of three positions. The proposed schedule would go into effect July 1, 2012, except for the revised position of Director of Pupil Personnel Services and Alternative Programs, proposed to be retroactive to February 1, 2012.

The proposed changes result in an expenditure reduction of \$132,406 for 2012-13.

### RECOMMENDATION:

It is recommended that the Board of Trustees approve the attached Management Salary Schedule, effective July 1, 2012, with the exception of the position of Director of Pupil Personnel Services and Alternative Programs, effective February 1, 2012.

**PERSONNEL / MANAGEMENT**

**4341.1 Attachment A**

**MANAGEMENT SALARY SCHEDULE  
(Effective 07/01/08)**

**ASSISTANT PRINCIPALS / PRINCIPALS / DIRECTORS / EXECUTIVE DIRECTORS**

GROUP	RANGE	TITLE	STEP 1	STEP 2	STEP 3	STEP 4	WORK DAYS
4	3	Principal, Sr. High School	122,012	127,963	134,205	140,768	220
4	4	Principal, Middle School	110,693	116,097	121,768	127,720	220
4	5	Asst. Principal, Sr. High School	103,714	108,785	114,113	119,708	210
4	6	Asst. Principal, Middle School	92,829	97,402	102,198	107,236	200
4	7	Principal, Adult School	106,068	111,237	116,662	122,367	215
4	89	<del>Exec.—Director of Pupil—Services</del> <b>Special Education</b>	<del>119,104</del> 110,693	<del>124,786</del> 116,097	<del>130,746</del> 121,768	<del>137,009</del> 127,720	<del>222</del> 220
4	8	Exec. Director of Curriculum & Assessment	119,104	124,786	130,746	137,009	222
4	1110	<del>Principal, Continuation High School</del> <b>Director of PPS and Alternative Programs</b>	<del>108,596</del> 110,693	<del>113,885</del> 116,097	<del>119,436</del> 121,768	<del>125,284</del> 127,720	215
4	12	Coordinator, Technical Education, EL, and AI	87,442	91,652	96,073	100,715	215
4	14	<del>Director of Special Education</del>	<del>103,748</del>	<del>108,937</del>	<del>114,380</del>	<del>120,094</del>	<del>220</del>
4	14	Director of <del>Educational Technology/ROP Project</del> <b>Management</b>	<del>103,748</del> 99,034	<del>108,937</del> 103,986	<del>114,380</del> 109,181	<del>120,094</del> 114,635	<del>220</del> 215
5	2	Director of Classified Personnel	102,209	107,137	112,313	117,750	246*
5	2	Director of Human Resources	102,209	107,137	112,313	117,750	246*
5	3	Director of Planning & Financial Management	79,168	83,125	87,281	91,644	246*
5	3	Director of Student Information Services	79,168	83,125	87,281	91,644	246*
5	4	Director of Transportation	88,035	92,435	97,057	101,908	246*
5	4	Director of Financial Services	88,035	92,435	97,057	101,908	246*
5	4	Director of Nutrition Services	88,035	92,435	97,057	101,908	246*
5	4	Director of Purchasing & Risk Management	88,035	92,435	97,057	101,908	246*
5	5	Executive Director of Operations	104,064	109,266	114,728	120,469	246*

\*246 days = 12-month employee

**DISTRICT SUPERINTENDENT / ASSOCIATE SUPERINTENDENTS**

GROUP	RANGE	TITLE	BASE				WORK DAYS
4	1	Superintendent (effective 7/1/08)	215,000				223
4	2	Associate Superintendent-Educational Svcs	162,265				223
4	9	Associate Superintendent-Human Resources	162,265				223
5	7	Associate Superintendent-Business	162,265				246

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

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

**LONGEVITY BENEFITS**

An increment of \$2,737 for a 12 month, 8 hours per day, full-time employee at the end of 10, 15, 20, 25 and 30 years in the district, shall be added to the employee's annual salary. The longevity increment of those employees employed less than 12 months or less than 8 hours per day will be prorated in accordance with the number of months and/or hours or regular employment.

# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** March 7, 2012

**BOARD MEETING DATE:** March 15, 2012

**PREPARED BY:** Dr. Michael Grove, Executive Director of Curriculum and Assessment

**SUBMITTED BY:** Ken Noah, Superintendent

**SUBJECT:** LOCAL EDUCATION AGENCY PLAN (LEAP)

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### EXECUTIVE SUMMARY

Local Education Agencies (LEAs) must develop a single, coordinated, and comprehensive plan that describes the educational services for all students that can be used to guide implementation of federal and state-funded programs, the allocation of resources, and reporting requirements. The development of such a plan involves a continuous cycle of planning, implementation, monitoring, assessing, parent and community involvement, and evaluation. The LEAP serves as a summary of all existing state and federal programs and establishes a focus for raising the academic performance of all student subgroups to achieve state academic standards. In the context of this plan, improvements in instruction, professional development, course offerings, counseling and prevention programs are means of achieving specific academic and support services goals for all groups of students, including identified under-performing student subgroups.

The duration of the plan will be five years (July 1, 2011 through June 30, 2016). The plan will be updated annually.

### RECOMMENDATION:

That the board approve the Local Education Agency Plan (LEAP) as submitted.

### FUNDING SOURCE:

Implementation of the plan will require use of Federal and State Categorical funds as well as General Funds allocated for staff development.

(Rev 12-07)  
California Department of Education  
School and District Accountability Division

(CDE use only)

Application #	
---------------	--

**No Child Left Behind Act of 2001**  
**LOCAL EDUCATIONAL AGENCY PLAN**



**LEA Plan Information:**

Name of Local Educational Agency (LEA): San Dieguito Union High School District

County/District Code:

Dates of Plan Duration (should be five-year plan): July 1, 2011- June 30, 2016

Date of Local Governing Board Approval:

District Superintendent: Ken Noah

Address: 710 Encinitas Blvd

City: Encinitas, CA

Zip code: 92024

Phone: 760-753-6491

Fax:

**Signatures** (Signatures must be original. Please use blue ink.)

The superintendent and governing board of the LEA submitting the application sign on behalf of all participants included in the preparation of the plan.

Ken Noah

Printed or typed name of Superintendent

Date

Signature of Superintendent

Joyce Dalessandro

Printed or typed name of Board President

Date

Signature of Board President

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## Part I Background and Overview

The No Child Left Behind (NCLB) Act of 2001 embodies four key principles:

- stronger accountability for results;
- greater flexibility and local control for states, school districts, and schools in the use of federal funds
- enhanced parental choice for parents of children from disadvantaged backgrounds, and
- a focus on what works, emphasizing teaching methods that have been demonstrated to be effective.

In May 2002, California's State Board of Education (SBE) demonstrated the state's commitment to the development of an accountability system to achieve the goals of NCLB by adopting five **Performance Goals**:

- 1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.**
- 2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**
- 3. By 2005-2006, all students will be taught by highly qualified teachers.**
- 4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.**
- 5. All students will graduate from high school.**

In addition, 12 performance indicators linked to those goals were adopted (see Appendix A), as specified by the U.S. Department of Education (USDE). Performance targets, developed for each indicator, were adopted by the SBE in May 2003.

Collectively, NCLB's goals, along with the performance indicators and targets, constitute California's framework for ESEA accountability. This framework provides the basis for the state's improvement efforts, informing policy decisions by SBE, and implementation efforts by CDE to fully realize the system envisioned by NCLB. It also provides a basis for coordination with California's Legislature and the Governor's Office.

Since 1995, California has been building an educational system consisting of five major components:

- rigorous academic standards
- standards-aligned instructional materials
- standards-based professional development

- standards-aligned assessment
- an accountability structure that measures school effectiveness in light of student achievement.

As a result, California is well positioned to implement the tenets of NCLB.

State and federally funded initiatives aimed at improving student achievement must complement each other and work in tandem in order to have the greatest impact. In California, the state and federal consolidated applications, competitive grants, the state accountability system, the Categorical Program Monitoring process, **local educational agency plans**, professional development opportunities, and technical assistance all are moving toward a level of alignment and streamlining. The result of this consolidation will be to provide a cohesive, comprehensive, and focused effort for supporting and improving the state's lowest-performing schools and appropriate reporting mechanisms.

## **Descriptions of the Consolidated Application, the Local Education Agency Plan, and the Categorical Program Monitoring**

In order to meet legislative requirements for specific state and federal programs and funding, California currently employs four major processes: the Consolidated State Application, the Local Educational Agency Plan, the school-level Single Plan for Student Achievement, and Categorical Program Monitoring. **California is moving toward more closely coordinating and streamlining these processes to eliminate redundancies and make them less labor intensive for LEA's, while continuing to fulfill all requirements outlined in state and federal law.**

Below is a brief description of the ways in which these various processes currently are used in California.

### ***The Consolidated Application (ConApp)***

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. Annually, in June, each LEA submits Part I of the Consolidated Application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs.

Part II of the Consolidated Application is submitted in the fall of each year; it contains the district entitlements for each funded program. Out of each state and federal program entitlement, districts allocate funds for indirect costs of

administration, for programs operated by the district office, and for programs operated at schools.

### ***The Single Plan for Student Achievement (School Plan)***

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 Section 64001)*, developed by schoolsite councils with the advice of any applicable school advisory committees. LEA's allocate NCLB funds to schools through the Consolidated Application for Title I, Part A, Title III (Limited English Proficient), and Title V (Innovative Programs/Parental Choice). LEA's may elect to allocate other funds to schools for inclusion in school plans. The content of the school plan includes school goals, activities, and expenditures for improving the academic performance of students to the proficient level and above. The plan delineates the actions that are required for program implementation and serves as the school's guide in evaluating progress toward meeting the goals.

### ***The Local Educational Agency Plan (LEA Plan)***

The approval of a Local Educational Agency Plan by the local school board and State Board of Education is a requirement for receiving federal funding subgrants for NCLB programs. The LEA Plan includes specific descriptions and assurances as outlined in the provisions included in NCLB. In essence, LEA Plans describe the actions that LEAs will take to ensure that they meet certain ***programmatic*** requirements, including student academic services designed to increase student achievement and performance, coordination of services, needs assessments, consultations, school choice, supplemental services, services to homeless students, and others as required. In addition, LEA Plans summarize assessment data, school goals and activities from the *Single Plans for Student Achievement* developed by the LEA's schools.

### ***Categorical Program Monitoring (CPM)***

State and federal law require CDE to monitor the implementation of categorical programs operated by local educational agencies. This state-level oversight is accomplished in part by conducting on-site reviews of eighteen such programs implemented by local schools and districts. Categorical Program Monitoring is conducted for each district once every four years by state staff and local administrators trained to review one or more of these programs. The purpose of the review is to verify ***compliance*** with requirements of each categorical program, and to ensure that program funds are spent to increase student achievement and performance.

### ***Development Process for the LEA Plan***

LEAs must develop a single, coordinated, and comprehensive Plan that describes the educational services for all students that can be used to guide implementation of federal and state-funded programs, the allocation of resources, and reporting requirements. The development of such a plan involves a continuous cycle of assessment, parent and community involvement, planning, implementation, monitoring, and evaluation. The duration of the Plan should be five years. The Plan should be periodically reviewed and updated as needed, but at least once each year.

In developing the Plan, the LEA will review its demographics, test results, performance, and resources. Given that the majority of such information is readily available in the School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the Academic Performance Index (API) results, and other data sources, the LEA will find the data easy to access via the Internet. (See Appendix B for links to each of the web sites containing student and staff demographic information, SARC, STAR, and API data.) **The LEA is expected to gather and review its own information from these resources and use it to inform the planning process.**

The LEA Plan can serve as a summary of all existing state and federal programs and establish a focus for raising the academic performance of all student groups to achieve state academic standards. In the context of this plan, improvements in instruction, professional development, course offerings, and counseling and prevention programs are means of achieving specific academic and support services goals for all groups of students, including identified under-performing student groups. **Federal law requires that school site administrators, teachers and parents from the LEA (which includes direct-funded charter schools) must be consulted in the planning, development, and revision of the LEA Plan.**

The LEA Plan can be completed using the following recommended steps for plan development.

#### ***Step One: Measure the Effectiveness of Current Improvement Strategies***

##### Analyze Student Performance

Conduct a comprehensive data analysis of student achievement, including multiple measures of student performance. Identify all relevant assessments and apply thoughtful analyses of current educational practices to establish benchmarks aimed at raising academic performance for all students, especially identified student groups.

Tables of data for your schools and district are available online:

- API Reports - <http://www.cde.ca.gov/ta/ac/ap>
- Standardized Testing and Reporting (STAR) data - <http://www.cde.ca.gov/ta/tg/sr>

- LEA Accountability Reports of Annual Measurable Achievement Objectives (AMAOs) for English learners - <http://www.cde.ca.gov/sp/el/t3/acct.asp>
- AYP Reports – <http://www.cde.ca.gov/ta/ac/ay>

### Analyze Current Educational Practices, Professional Development, Staffing, and Parental Involvement

Identify, review, and analyze data and related information on factors such as educational practices, parent and community involvement, professional development, support services, and resources that have an impact on student learning.

Over the past several years, CDE has developed several self-assessment tools that schools and districts can use to evaluate these factors and others needed to support academic student achievement:

- The Academic Program Survey (APS) – school-level survey of status of implementation of the nine essential program components
- District Assistance Survey (DAS) – district-level survey of status of implementation of nine essential program components
- Least Restrictive Environment Assessment – to examine educational practices for students with disabilities
- English Learner Subgroup Self Assessment (ELSSA) – to improve outcomes for English Learners

These tools can be found in the Virtual Library on the CDE web site at <http://www.cde.ca.gov/ta/lp/vl/improvtools.asp>.

(See Part II, Needs Assessment, for further details.)

### ***Step Two: Seek Input from Staff, Advisory Committees, and Community Members***

Seek the input of teachers, administrators, councils, committees, and community members (e.g., school site council; school health council; committees for Limited English Proficient, state compensatory education, gifted and talented education, special education, etc.) The most effective plans are those supported by the entire LEA community. The integration of existing program plans, such as Immediate Intervention/Underperforming Schools Program, High Priority Schools Grant Program, Alternative Education Programs, Focus on Learning: Secondary School Accreditation, and others does not eliminate any program requirements. The combined process must include the requirements of every program involved.

### ***Step Three: Develop or Revise Performance Goals***

Using the five NCLB performance goals and indicators (see Appendix A), develop local performance targets that are: a) derived from school and student subgroup performance data and analysis of related, scientifically based educational practices; b) attainable in the period specified in this Plan and consistent with statewide targets for all students

and subgroups; c) specific to the participants (i.e., students, teachers, administrators, paraprofessionals); and d) measurable.

#### ***Step Four: Revise Improvement Strategies and Expenditures***

For **district-operated** programs, identify the participants, expected performance gains, and means of evaluating gains. Indicate specific improvements and practical monitoring of their implementation and effectiveness. For **school-operated programs**, summarize those same elements from approved *Single Plans for Student Achievement*.

Identify available resources. Aside from fiscal resources available through federal and state funding, programmatic resources are available on the CDE Web site at <http://www.cde.ca.gov>. The Consolidated Application provides funding for **district-operated programs** (including reservations from Title I for various purposes, Title II, Title IV, and Tobacco-Use Prevention) as well as for **school-operated programs** (including Title I, Parts A and D, Title III, Title V, School Improvement, Economic Impact Aid, and 10<sup>th</sup> Grade Counseling).

#### ***Step Five: Local Governing Board Approval***

The LEA Plan must be approved by the local governing board prior to submittal to CDE. Ensure that all required signatures are affixed. All subsequent amendments should be approved by the local governing board and kept on file with the original LEA Plan.

#### ***Step Six: Monitor Implementation***

To verify achievement of performance targets, monitor areas such as: a) assignment and training of highly qualified staff; b) identification of participants; c) implementation of services; d) provision of materials and equipment; e) initial and ongoing assessment of performance; and f) progress made toward establishing a safe learning environment.

The analysis of data (student, school-wide, support services, professional development) is part of the ongoing program monitoring and evaluation. When results are **not** as expected, it may be helpful to consider the following: a) How are performance targets and activities based on student performance and factual assessment of current educational practice? b) How educationally sound is the plan to help reach the targets? c) How timely and effectively is the plan being implemented? d) If the plan has not been implemented as written, what were the obstacles to implementation?

## FEDERAL AND STATE PROGRAMS CHECKLIST

**Check (√) all applicable programs operated by the LEA. In the “other” category, list any additional programs that are reflected in this Plan.**

Federal Programs		State Programs	
<b>X</b>	Title I, Part A	<b>X</b>	EIA – State Compensatory Education
	Title I, Part B, Even Start		EIA – Limited English Proficient
	Title I, Part C, Migrant Education		State Migrant Education
	Title I, Part D, Neglected/Delinquent		School Improvement
<b>X</b>	Title II, Part A, Subpart 2, Improving Teacher Quality		Child Development Programs
<b>X</b>	Title II, Part D, Enhancing Education Through Technology		Educational Equity
<b>X</b>	Title III, Limited English Proficient	<b>X</b>	Gifted and Talented Education
<b>X</b>	Title III, Immigrants		Gifted and Talented Education
	Title IV, Part A, Safe and Drug-Free Schools and Communities		Tobacco Use Prevention Education (Prop 99)
<b>X</b>	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
<b>X</b>	Adult Education	<b>X</b>	School Safety and Violence Prevention Act (AB1113, AB 658)
	Career Technical Education		Tenth Grade Counseling
	McKinney-Vento Homeless Education		Healthy Start
<b>X</b>	IDEA, Special Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	21 <sup>st</sup> Century Community Learning Centers	<b>X</b>	Other (describe): TUPE Grant
	Other (describe):		Other (describe):
	Other (describe):		Other (describe):



## DISTRICT BUDGET FOR FEDERAL PROGRAMS—2010-11

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	\$161,449	541,183	\$580,784	83%
Title I, Part B, Even Start	N/A	N/A	N/A	N/A
Title I, Part C, Migrant Education	N/A	N/A	N/A	N/A
Title I, Part D, Neglected/Delinquent	N/A	N/A	N/A	N/A
Title II Part A, Subpart 2, Improving Teacher Quality	\$12,072	\$224,668	N/A	N/A
Title II, Part D, Enhancing Education Through Technology	\$-0-	\$8,726	N/A	N/A
Title III, Limited English Proficient	\$1,480	\$69,372	\$69,858	92%
Title III, Immigrants	\$24,477	\$41,475	\$64,416	92%
Title IV, Part A, Safe and Drug-free Schools and Communities	\$-0-	\$-0-	N/A	N/A
Title V, Part A, Innovative Programs – Parental Choice	\$190	0	N/A	N/A
Adult Education	\$-0-	\$199,765	\$199,765	100%
Career Technical Education	N/A	N/A	N/A	N/A
McKinney-Vento Homeless Education	N/A	N/A	N/A	N/A
IDEA, Special Education	\$-0-	\$1,806,127	\$1,695,604	94%
21 <sup>st</sup> Century Community Learning Centers	N/A	N/A	N/A	N/A
Other (describe)				
<b>TOTAL</b>	\$199,668	\$2,891,316	\$2,610,427	84%

## DISTRICT BUDGET FOR STATE PROGRAMS—2010-11

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
EIA – State Compensatory Education	\$102,372	\$381,848	\$421,694	\$87%
EIA – Limited English Proficient	N/A	N/A	N/A	N/A
State Migrant Education	N/A	N/A	N/A	N/A
School and Library Improvement Block Grant	N/A	N/A	N/A	N/A
Child Development Programs	N/A	N/A	N/A	N/A
Educational Equity	N/A	N/A	N/A	N/A
Gifted and Talented Education	\$-0-	\$-0-	N/A	N/A
Tobacco Use Prevention Education – (Prop. 99)	N/A	N/A	N/A	N/A
High Priority Schools Grant Program (HPSG)	N/A	N/A	N/A	N/A
School Safety and Violence Prevention Act (AB 1113)	\$-0-	\$-0-	N/A	N/A
Tenth Grade Counseling	N/A	N/A	N/A	N/A
Healthy Start	N/A	N/A	N/A	N/A
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)	N/A	N/A	N/A	N/A
Other (describe) Tobacco Use Prevention Education Competitive Grant	\$-0-	\$224,162	\$211,235	94%
<b>TOTAL</b>	\$102,372	\$606,010	\$632,929	89%

## **Part II: The Plan**

### **Needs Assessments**

**Academic Achievement  
Professional Development and Hiring  
School Safety**

### **Descriptions – District Planning**

#### **District Profile**

#### **Local Measures of Student Performance**

#### **Performance Goal 1**

#### **Performance Goal 2**

#### **Performance Goal 3**

#### **Performance Goal 4**

#### **Performance Goal 5**

#### **Additional Mandatory Title I Descriptions**

## ***Needs Assessment***

The passage of NCLB imposes a number of significant new requirements on LEAs as conditions for funding provided at the state and local levels. Among these are reporting requirements designed to facilitate accountability for improving **student academic performance, teacher quality, and school safety**. As such, a needs assessment to determine strengths and weaknesses in these areas must be conducted.

In determining specific areas of need to be addressed in the Plan, the LEA should review its demographics, test results, and resources. The majority of such information is readily available on the LEA's School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the California English Language Development Test (CELDT) results, the Academic Performance Index (API) results, CBEDS, DataQuest, and other data sources. This data is easily accessible via the Internet (see Appendix B for links to each of the Web sites that contain student and staff demographic information, SARC, STAR, CELDT, and API data). The LEA is expected to gather and review its own information from these resources to determine strengths and needs and to shape the planning process.

### **Academic Performance**

The needs assessment should include a focus on the academic areas highlighted in California's Performance Goals 1, 2, 3, and 5 (see Appendix A for a full listing of all of California's Performance Goals and Indicators), including:

- Statewide standards, assessment, and accountability
- Local assessments and accountability
- Coordination and integration of federal and state educational programs
- The LEA academic assessment plan

### **Teacher Quality**

Another component of the needs assessment should examine local needs for professional development and hiring. LEA teachers and administrators should participate in this process to identify activities that will provide:

- teachers with the subject matter knowledge and teaching skills to provide all students the opportunity to meet challenging state academic achievement standards, and
- principals the instructional leadership skills to help teachers provide all students the opportunity to meet the state's academic achievement standards.

### **School Safety and Prevention**

The LEA needs assessment also focuses on Performance Goal 4 (see Appendix A). It is based on an evaluation of objective data regarding the incidence of violence, alcohol, tobacco, and other illegal drug use in the elementary and secondary schools and the communities to be served. It includes the objective analysis of the current conditions and consequences regarding violence, alcohol, tobacco, and other illegal drug use, including delinquency and serious discipline problems, among students who attend such schools (including private school students who participate in the drug and violence prevention program). This analysis is based on ongoing local assessment or evaluation activities (Sec. 4115 (a)(1)(A)). California's Healthy Kids Survey may also provide useful information in this area. The Survey is available at [http://www.wested.org/pub/docs/chks\\_survey.html](http://www.wested.org/pub/docs/chks_survey.html).

### ***Descriptions – District Planning***

Once local strengths and needs are identified as a result of examining and evaluating current district-level data, specific descriptions can be written of how program goals will be implemented to improve student academic achievement. **On the pages that follow, the LEA will provide descriptions and information about how it plans to address the requirements of NCLB based upon results of the needs assessment.** Collectively, these descriptions, along with the Assurances in Part III of this document, comprise the LEA Plan.

## **District Profile**

### **San Dieguito Union High School District Mission Statement**

***Our mission is to provide a world-class education for all students through quality programs that engage students, inspire achievement and service to others, and prepare them to be lifelong learners and responsible members of society.***

San Dieguito Union High School District (SDUHSD) is one of the nation's finest districts, offering a wealth of academic and extracurricular opportunities in which its students can engage and excel. SDUHSD is composed of two traditional 9-12 high schools, two 9-12 high school academies, a continuation and an alternative high school, and four 7-8 middle schools. The 12, 238 students enrolled represent seven North Coastal San Diego County townships linked together in a highly educated and technologically advanced community. The district is situated in an area that thrives in the academic environment of UCSD, the research culture of Salk and Scripps Institutes, and the cutting edge computer and telephone industry that gave birth to the likes of Qualcomm.

SDUHSD has two traditional high schools, Torrey Pines High School and La Costa Canyon High School, each with an enrollment that exceeds 2,300 students. Canyon Crest Academy has an enrollment of 1850 students and San Dieguito Academy has an enrollment of 1,546 students. Both Academies are a school of choice open to students from throughout the district, which provide a student-centered environment for a limited number of enrollees as it prepares graduates for college or a career. The Academies four-by-four schedule, with its eight classes per year, allows great opportunity for students to try many elective courses and study specific curriculum in great depth; all the while maintaining a rigorous schedule that will prepare them for the most competitive colleges in the country. Students currently progress to the four high schools from four 7-8 middle schools in the district. The district also maintains alternative education programs for 16-18 year olds at the Sunset continuation High School campus.

All four high schools offer comparable academic programs at all grade levels. The programs are designed to meet all State requirements as well to prepare students for admission to higher learning institutions and 21<sup>st</sup> century work skills. There is a strong emphasis on acquiring a firm foundation in the basic skills that begin at the elementary level. Students who demonstrate proficiency in basic subject areas may select from a range of elective classes as they progress toward graduation. Elective programs include Art, drama, foreign language, music, speech and Career Technical Education (CTE) classes. All four high schools have interscholastic athletic programs, while middle schools offer opportunities through city and club-sponsored programs.

SDUHSD continues to provide a full continuum of services to under-represented students. Of critical concern are students scoring below the 40<sup>th</sup> percentile, especially those scoring in the lower quartile, of the STAR test. The majority are English language Learners with Spanish as their primary language. Most are burdened by language, economic, and cultural barriers that obstruct learning.

Currently, the district has 609 (5%) students identified as English language Learners. The San Dieguito Union High School District English Learner Program is an organized, content-based, culturally sensitive program of instruction in which participating students designated as English Learners (primary language other than English) receive English-as-a-Second Language courses and specially designed academic instruction in courses required for graduation.

Also included in this focus is a portion of the 1212 students within the Special Education program, representing 10% of our student population. SDUHSD offers a continuum of special education services for students with Individual Education Plans (IEPs) that define specific goals for students to achieve using unique instructional strategies and small group instruction. These services include, but are not limited to, adaptive physical education, assistive technology, occupational therapy, speech/language therapy and counseling. SDUHSD is part of a 14 district Special Education Consortium, NCCSE (North Coastal Consortium for Especial Education), which provides a variety of resources and professional development opportunities. Within the SDUHSD Special Education program, there are a variety of placement options available, including a model “school within a school” program.

Site principals closely monitor, track, and provide services to all students falling into an “at-risk” category. This information, as well as updates on students’ progress is shared frequently with our Board of trustees.

At SDUHSD we believe that all students can learn: Not on the same day...Not in the same way. Each has talents to be discovered, skills to be developed, and a mind to be nourished, which is the shared responsibility of the community.

## Local Measures of Student Performance (*other* than State-level assessments)

Per NCLB Section 1112 regarding Local Educational Agency Plans, each LEA must provide the following descriptions in its Plan:

**A description of high-quality student academic assessments, *if any*, that are in addition to the academic assessments described in the State Plan under section 1111(b) (3), *that the local educational agency and schools served under this part will use to:***

- a) determine the success of students in meeting the State student academic achievement standards and provide information to teachers, parents, and students on the progress being made toward meeting student academic achievement standards;
- b) assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving students to meet State student achievement academic standards and do well in the local curriculum;
- c) determine what revisions are needed to projects under this part so that such children meet the State student academic achievement standards; and
- d) identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments.

If the LEA uses such assessments in addition to State Academic assessments, please provide a succinct description below, and indicate grade levels and students served with such assessments.

Also, please describe any other indicators that will be used in addition to the academic indicators described in Section 1111 for the uses described in that Section.

### **Local Measures of Student Performance:**

SDUHSD incorporates a variety of high quality academic assessments, beyond the state assessments, to guide placement and instruction decisions. Placement criteria are standardized across the district and rely on a mixture of STAR results and local assessments. On an annual basis, SDUHSD students participate in the following:

- Common Benchmark Assessments (ongoing development)- students in grades 7-12 will be administered an untimed writing prompt according to the genre addressed in each grade level California English Language Art standards. Rubrics will be developed by a district-level committee to ensure that grading is standardized across all school sites.
- UCSD Math Diagnostic Placement Test (MDTP). Students in grades 7-12, including incoming 7<sup>th</sup> graders, are given UCSD math placement tests on an annual basis
- End of course exams



Results of these local assessments are provided to school personnel and distributed to students/parents. Additionally, students identified on state assessments as underperforming in the area of reading, are given local assessments (Scholastic Reading Inventory (SRI), READ 180) to provide additional information and to support individual remediation plans (grades 7-12).

SDUHSD recognizes that in order to measure student performance on state standards at the local level, additional work must be dedicated to creating benchmark assessments in the areas of language arts, math, science, and social science. These assessments are in addition to the end of course exams students currently take.

**Performance Goal 1: *All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014.***

**Planned Improvement in Student Performance in Reading**

(Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<b>1. Alignment of instruction with content standards:</b>				
1) Principals will receive training on standards and how to coach, supervise, and evaluate teachers according to their ability to teach standards.	Associate Superintendent of Instruction, Executive Director of Curriculum, Principals July 1, 2011- June 30, 2016	SDCOE-AB430 Training	\$3,400 per participant	General Fund
2) Site administrators and Department Chairs will continue to work with teaching staff to assure that all courses are aligned to CA content standards	Principals, teaching staff, district personnel July 1, 2011- June 30,2016	Substitute costs for teacher, presenter preparation time	\$95 per day sub costs	General Fund
3) Continue to use data director to evaluate and analyze student achievement data to find areas of strength and weaknesses as they relate to student performance on standards based assessments in the area of reading and language arts.	Principals, teaching staff, EL coordinator, other district personnel July 1, 2011- June 30, 2016	Data director licenses	\$6 per license	General Fund

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
4) Provide opportunities for all first and second year teachers to participate in the BTSA program	BTSA Coordinator, Site administrators July 1, 2011-June 30, 2016	Professional Development, BTSA	\$5,000	General Fund, BTSA
<b>2. Use of standards-aligned instructional materials and strategies:</b>  1) SDUHSD will continue to purchase materials on the State-Adopted list (K-8) or aligned with the standards (9-12) for Reading Intervention programs (READ 180, System 44)	Associate Sup. of Instruction, Executive Director of Curriculum, EL Coordinator May 2011-June 30, 2016	Cost of purchasing materials	READ 180 consumable materials and additional licenses for READ 180/System 44	Title I, Title III, EIA, Competitive Grants
2) Develop a consistent intervention entry/exit criteria and provide additional intervention instructional materials to address key prerequisite skills and concepts students need to access grade level ELA standards successfully	Director of Curriculum, EL Coordinator, Reading Intervention Teachers May 2011-June, 2016	Substitute Costs Duplication Costs	\$95 per day	General Fund

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
3) Continue to provide ongoing staff development for Reading Intervention Programs	Director of Curriculum, EL Coordinator, Teachers August 2011-June 2016	READ 180 Training Fees, Substitute costs	\$12,000	Title III, EIA
4) Teacher lesson plans will make explicit reference to the standards being taught	Principals, classroom teachers May 2011-June 2016	No additional related costs	N/A	N/A
3. <b>Extended learning time:</b>  1) SDUHSD will offer summer Reading Intervention Programs that develop language and reading skills	Summer School Principal, Teachers July 2011-June 2016	Summer school teacher salaries/benefits	\$8,000	Title I, Title II
2) Middle and High Schools will offer double periods of reading for students in need of intensive reading intervention.	Director of Curriculum, Principals, EL Coordinator and Director of Special Education July 2011-June 2016	No Extra Cost	N/A	N/A

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
3) A CAHSEE preparation class will be offered in addition to a student's regular English class to provide students with additional preparation to pass the CAHSEE	Director of Curriculum, Principals, EL Coordinator and Director of Special Education July 2011-June 2016	Salary and Benefits	\$10,000	Title I, General Funds
4) Tutorial sessions are offered before, during and after school for all students who are struggling in all academic areas	Principals, EL Coordinator July 2011-June 2016	Stipends and hourly teacher salaries	\$3,000	Title I, General Fund

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><b>4. Increased access to technology:</b></p> <p>1) Continue to use PLATO as an alternative online learning program throughout all four of the district's high schools</p>	<p>Director of Curriculum, Director of Technology July 2011-June 2016</p>	<p>Cost of PLATO licenses, teacher salaries and benefits</p>	<p>\$1000 per site</p>	<p>General</p>
<p>2) Train all administrators and teachers on how to effectively use Data Director as a tool to inform instruction, monitor student academic progress and analyze the effectiveness of academic interventions.</p>	<p>Director of Curriculum, All District Administrators July 2011-June 2016</p>	<p>Cost of Data Director trainings</p>	<p>\$12,000</p>	<p>General</p>
<p>3) Teachers will be trained to develop technology-rich lessons and to use those activities in their classrooms. These lessons will allow students to access a variety of resources, collect and analyze data, communicate with distant peers, and make use of individual student learning styles</p>	<p>Principals, Teachers July 2011-June 2016</p>	<p>Substitute Costs</p>	<p>\$95/day</p>	<p>General</p>

<p>4) All students will be able to present their work through various media. Provide access to multimedia computers, presentation software, digital cameras, web publishing software, digital video cameras, and an in-house television network in the media center, classroom, and/or computer labs.</p>	<p>Teachers, Students, Principals          July 2011-June 2016</p>	<p>Any costs associated with purchase of additional computers, software, etc.</p>	<p>\$1000 per site</p>	<p>General</p>
<p>Description of Specific Actions to Improve Education Practice in <b>Reading</b></p>	<p>Persons Involved/          Timeline</p>	<p>Related Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>5. <b>Staff development and professional collaboration aligned with standards-based instructional materials:</b></p> <p>1) District administrators will participate in AB430 training, with a module specifically devoted to reading</p>	<p>Associate Sup. of Instruction, Director of Curriculum          July 2011-June 2016</p>	<p>Training Costs</p>	<p>\$3,400 per participant</p>	<p>General Fund</p>
<p>2) Provide professional development focusing on designing and implementing lessons that allow for differentiation to meet the needs of each student</p>	<p>Executive Director of Curriculum, Principals          July 2011-June 2016</p>	<p>Substitute Costs          \$95/day</p>	<p>\$9,000</p>	<p>Title II</p>

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
3) Provide staff development time to identify best practices and develop interventions that meet the academic needs of each student	Director of Curriculum, Principals July 2011-June 2016	Substitute Costs	\$95/day	General Fund
4) Provide professional development for administrators and teachers focusing on developing valid, reliable and useful common assessments, analyzing results and implementing interventions designed to improve student achievement	Director of Curriculum, Principals July 2011-June 2016	Substitute Costs	\$95/day	General Fund
5) The SDUHSD recognizes the need to make data driven decisions regarding student achievement. All teachers and administrators will use Aeries and Data Director to analyze data, create formative assessments, and make data driven decisions based on this information. Once identified, students will receive intervention and support strategies designed to meet their specific needs.	Director of Curriculum, Principals July 2011-June 2016	Substitute Costs, Data Director Training costs	\$95/day	General Fund



Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6) Continue to implement a staff development program focusing on the continuation of improving technological proficiency for the novice, basic, intermediate, and experienced staff members.</p>	<p>Director of Curriculum, Principals            July 2011-June 2016</p>	<p>Substitute costs for staff training</p>	<p>\$2,000</p>	<p>General Fund</p>
<p><b>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</b></p> <p>1) Identify Key Communicators within the San Dieguito Union High School District community, including but not limited to: school foundations, parent-teacher organizations, businesses, civic and community organizations, non-profit organizations, clergy, non-parent community, senior citizens, etc.</p>	<p>Assistant Sup. of Instruction, Director of Curriculum, EL Coordinator, Director of Special Education            July 2011-June 2016</p>	<p>No Additional related costs</p>	<p>N/A</p>	<p>N/A</p>

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
2) Each school site will maintain a Site Council with staff, parent, and community representatives. Each council receives reports on overall assessment results in reading, and communicates the results to the entire school community. Site council provides input on how to improve school reading programs	Principals, Site Council members July 2011-June 2016	Monthly meetings, mailing and duplicating costs	\$1,500/site annually	General Fund
3) Create and publish a Superintendent's Annual Report providing information relative to district work and progress on annual initiatives and priorities.	Superintendent's Office Annually July 2011-June 2016	Duplicating and mailing costs	\$200	General Fund
4) Parents of students enrolled in Reading Intervention programs will be invited to meetings to discuss assessment results and reading program, translation services will be provided as needed.	Director of Curriculum, EL Coordinator, Principals, Teachers, Parents July 2011-June 2016	Site costs to mail invitations and make follow-up phone calls	\$500/site annually	General Fund

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><b>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</b></p> <p>1) Reading Intervention programs will be in place at all schools (7-12) to provide supplemental instruction to students below grade level in reading</p>	<p>Director of Curriculum, Principals, EL coordinator            July 2011-June 2016</p>	<p>READ 180 site licenses</p>	<p>\$195 per license</p>	<p>General Fund Title III</p>
<p><b>8. Monitoring program effectiveness:</b></p> <p>1) Assessment data and API results will be used to monitor programs and drive changes in instructional practice when needed</p>	<p>Executive Director of Curriculum, Principals            July 2011-June 2016</p>	<p>No additional related costs</p>	<p>N/A</p>	<p>N/A</p>
<p>2) Each school will have a Single Plan for Student Achievement, and the principal and Site Council have the responsibility for monitoring progress and making needed revisions.</p>	<p>Director of Curriculum, Principals, Site Council            July 2011-June 2016</p>	<p>No additional related costs</p>	<p>N/A</p>	<p>N/A</p>

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
3) Teachers will regularly assess student's mastery of standards by examining student work; re-teaching as necessary	Teachers July 2011-June 2016	No additional related costs	N/A	N/A
4) Teachers will utilize the district developed entry/exit criteria for Reading Intervention programs to monitor student progress	Teachers, EL Coordinator July 2011-June 2016	No additional related costs	N/A	N/A
<b>9. Targeting services and programs to lowest-performing student groups:</b>  1) Students in grades 7-12 scoring below the 25 <sup>th</sup> percentile in reading will receive intervention support	Principals, Director of Curriculum July 2011-June 2016	READ 180 site licenses	\$195 per license	General Fund
2) Students in grades 11 and 12 who fail the ELA section of the CAHSEE will be provided with PLATO support and after school tutoring	Principals, Teachers, EL Coordinator July 2011-June 2016	Any additional PLATO licenses, Teacher Salaries and benefits	\$5,000	Title I, Title III

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
3) The Special Education Department will create a team to evaluate the data of students with disabilities on both a programmatic/departmental level and the student level to ensure that students' programs match their needs	Director of Special Education July 2011-June 2016	Monthly meetings outside of normal contract day time.	\$4,000	Special Ed Funds
<b>10. Any additional services tied to student academic needs:</b>  1) Staff development and provision of resources for best-practices and strategies to teach reading across the content areas.	Associate Superintendent of Instruction, Director of Curriculum, Principals, SDCOE July 2011-June 2016	Substitute Costs, Training Fees	Sub Costs @\$95/day	Title I, Title III

**Performance Goal 1: *All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014.***

**Planned Improvement in Student Performance in Mathematics**

(Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><b>1. Alignment of instruction with content standards:</b></p> <p>1) Principals will receive training on standards and how to coach, supervise, and evaluate teachers according to their ability to teach standards.</p>	<p>Associate Superintendent of Instruction, Executive Director of Curriculum, Principals            July 1, 2011- June 30, 2016</p>	<p>SDCOE-AB430 Training</p>	<p>\$3,400 per participant</p>	<p>General Fund</p>
<p>2) Site administrators and Department Chairs will continue to work with teaching staff to assure that all courses are aligned to CA content standards</p>	<p>Principals, teaching staff, district personnel            July 1, 2011- June 30, 2016</p>	<p>Substitute costs for teacher, presenter preparation time</p>	<p>\$95 per day sub costs</p>	<p>General Fund</p>

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
3) Continue to use data director to evaluate and analyze student achievement data to find areas of strength and weaknesses as they relate to student performance on standards based assessments in the area of mathematics.	Principals, teaching staff, EL coordinator, other district personnel July 1, 2010-June 30, 2016	Data Director fees and any ancillary materials purchased	Annual fees per student for use of Data Director	General Fund
4) Provide opportunities for all first and second year teachers to participate in the BTSA program	BTSA Coordinator, Site administrators July 2011-June 2016	Professional Development, BTSA	TBD	General Fund, BTSA
<b>2. Use of standards-aligned instructional materials and strategies:</b>  1) Identify essential standards at each level of mathematics based on California State Standards (CST) and CAHSEE (backwards mapping)	Director of Curriculum, Math Dep. Chairs July 2011-June 2016	Substitute Costs	\$95/day	General Fund Instruction
2) Continue to develop district benchmark assessments to assess progress/mastery in mathematics	Director of Curriculum, Math Dep. Chairs July 2011-June 2016	Substitute Costs	\$95/day	General Fund Instruction

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
3) Share best-practice strategies for teaching mathematics through the content areas	Director of Curriculum, Teachers, SDCOE July 2011-June 2016	Substitute costs	\$95/day	General Fund Instruction
4) Teacher lesson plans in mathematics will make explicit reference to the standards being taught	Teachers July 2011-June 2016	No Extra costs	N/A	N/A
<b>3. Extended learning time:</b>  1) Schools provide double periods of math for students in need of additional time on task (i.e Algebra Topics).	Principals, Math teachers July 2011-June 2016	Additional math sections if applicable	\$12,000 per section	General Fund
2) High schools will offer CAHSEE Math intervention courses (PLATO) for all students who have not passed the math section of CAHSEE	Principals, Math teachers July 2011-June 2016	Additional PLATO licenses, Teachers salaries and benefits	\$300 per license \$12,000	General Fund, Grants



Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<b>4. Increased access to technology:</b>				
1) Train all administrators and teachers on how to effectively use Data Director as a tool to inform instruction, monitor student academic progress and analyze the effectiveness of academic interventions	Director of Curriculum, District Administrators, Teachers August 2011- June 2016	Training fees, teacher salaries and benefits	\$10,000	General Fund
2) Teachers will be trained to develop technology-rich lessons and to use those activities in their classrooms. These lessons will allow students to access a variety of resources, collect and analyze data, communicate with distant peers, and make use of individual student learning styles	Director of Curriculum, Principals, Teachers August 2011- June 2014	Teacher salaries and benefits, substitute costs	\$15,000	General Fund
3) All students will be able to present their work through various media. Provide access to multimedia computers, presentation software, digital cameras, web publishing software, digital video cameras, and an in-house television network in the media center, classroom, and/or computer labs.	Principals, Teachers July 2011-June 2016	No Extra costs	N/A	N/A
4) Continue to provide CAHSEE Math practice through PLATO online program	Principals, PLATO teachers July 2011-June 2016	Any additional licenses cost	\$300 per license	General, Categorical Funds

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><b>5. Staff development and professional collaboration aligned with standards-based instructional materials:</b></p> <p>1) Provide professional development focusing on designing and implementing math lessons that allow for differentiation to meet the needs of each student</p>	<p>Executive Director of Curriculum, Principals            July 2011-June 2016</p>	<p>Teachers' salaries and benefits</p>	<p>Substitute costs at \$95/day</p>	<p>General Fund</p>
<p>2) Teachers will have regularly scheduled collaboration time to develop common assessments, analyze assessment results for each student and develop interventions to support underperforming students in math</p> <p>Note: In schools where collaboration time is not embedded into the bell schedule, administration will work with department chairs to establish collaboration opportunities through release days and/or after school meetings</p>	<p>Principals, Math Department Chairs, Teachers            July 2011-June 2016</p>	<p>Salaries and benefits</p>	<p>\$10,000</p>	<p>General Fund, Title I, Title III</p>
<p>3) Provide staff development time to identify best practices and develop interventions that meet the academic needs of each student</p>	<p>Director of Curriculum, Principals, Teachers            July 2011-June 2016</p>	<p>Substitute fees if applicable</p>	<p>\$95/day</p>	<p>Title I, III</p>

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
4) When the district adopts new standards-based mathematics materials, all teachers will participate in professional development related to their use.	Director of Curriculum, Principals, Teachers July 2011-June 2016	Substitute fees if applicable	\$95/day	General Fund
<p><b>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</b></p> <p>1) Each school site maintains a Site Council with staff, parent, and community representatives. Each site council receives reports on overall assessment results in mathematics, and communicates the results to the entire school community. Site council has input on how to improve school math programs.</p>	Principals, site council members	Site council mailing and duplicating costs	\$1,000 per site annually	SIP
2) Middle school parents are invited to Family Math Nights throughout the school year	Middle School principals, Math Teachers July 2011-June 2016	Site costs, duplication and phone calls	\$500 per site annually	General Fund, Title I for Middle schools identified as Title I

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><b>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</b></p> <p>1) District provides instructional support at all school sites (AVID Tutors) in all Sheltered Math courses</p>	<p>Director of Curriculum, EL Coordinator                      July 2011-June 2016</p>	<p>AVID tutors salaries and benefits</p>	<p>\$16-20 per AVID tutor</p>	<p>Title III, EIA, Title I</p>
<p>2) All school sites offer Math tutoring during or after school hours</p>	<p>Middle and High School math teachers                      July 2011-June 2016</p>	<p>Teacher hourly</p>	<p>\$34.45/hour</p>	<p>General Fund, Title I</p>
<p><b>8. Monitoring program effectiveness:</b></p> <p>1) Assessment data and API results will be used to monitor programs and drive changes in instructional practice when needed</p>	<p>Executive Director of Curriculum, Principals                      July 2011-June 2016</p>	<p>No additional related costs</p>	<p>N/A</p>	<p>N/A</p>
<p>2) Each school will have a Single Plan for Student Achievement, and the principal and Site Council have the responsibility for monitoring progress and making needed revisions.</p>	<p>Principals, Site Council                      July 2011-June 2016</p>	<p>No additional related costs</p>	<p>N/A</p>	<p>N/A</p>

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
3) Teachers will regularly assess student's mastery of math standards by examining student work; re-teaching as necessary	Teachers July 2011-June 2016	No additional related costs	N/A	N/A
<b>9. Targeting services and programs to lowest-performing student groups:</b>  1) Students in grades 7-12 scoring below the 25 <sup>th</sup> percentile in mathematics will receive intervention support	Principals, Teachers July 2011-June 2016	No additional related costs	N/A	N/A
2) Students in grades 11 and 12 who fail the MATH section of the CAHSEE will be provided with PLATO support and after school tutoring	Principals, Teachers, EL Coordinator July 2011-June 2016	Any additional PLATO licenses, Teacher Salaries and benefits	\$5,000	General funds
3) Special Education Students will be offered CAHSEE Math support classes	Director of Special Education, Sp. Ed Teachers July 2011-June 2016	CAHSEE Math workbooks, Teachers' salaries and benefits	\$5000	Special Ed funds

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
4) AVID tutors will provide additional instructional support for English Learners in Sheltered Math Courses and in Math courses where EL students are clustered with Mainstream students	Curriculum Director, EL Coordinator August 2011- June 2016	AVID tutors salaries and benefits	\$16-20/hour	General Fund, Title III
5) The Special Education Department will create a team to evaluate the data of students with disabilities on both a programmatic/departmental level and the student level to ensure that students' programs match their needs	Director of Special Education July 2011-June 2016	Monthly meetings outside of normal contract day time.	\$4,000	Special Ed funds
<b>10. Any additional services tied to student academic needs:</b>				

**Performance Goal 2: *All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.***

**Planned Improvement in Programs for LEP Students and Immigrants (Title III)**  
(Summarize information from district-operated programs and approved school-level plans)

Required Activities	Description of how the LEA is meeting or plans to meet this requirement
<p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <p>a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;</p> <p>b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;</p> <p>c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <ul style="list-style-type: none"> <li>▪ meeting the annual measurable achievement objectives described in Section 3122;</li> <li>▪ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B));</li> <li>▪ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1));</li> </ul> <p>d. Describe how the LEA will promote parental and community participation in LEP programs.</p>	<p><b>Area A: Program Description</b></p> <p>The San Dieguito Union High School District English Learner Program is an organized, content-based, culturally sensitive program of instruction in which participating students designated as English Learners (primary language other than English) receive English-as-a-Second Language courses and specially designed academic instruction in courses required for graduation. The district currently provides its grade 7-12 English Learner students basic daily instructional services through the following program options:</p> <ol style="list-style-type: none"> <li>1) Mainstream English classes</li> <li>2) Structured English Immersion (SEI) classes</li> <li>3) Bilingual classes*</li> </ol> <p>*Participation in bilingual classes is based upon parental waiver requests. Parents are informed of their options upon enrollment.</p> <p><b>English Language Mainstream (ELM):</b> Students in grades 7-12 who have been assessed on the California English Language Development Test (CELDT) and have been found to be at “reasonable levels of fluency in English” (CELDT levels 4-5) receive daily instruction in ELD targeted to their language proficiency needs, and grade level instruction in the core content areas with ongoing attention paid to the language demands of the instruction. SDAIE strategies continue to be used in the ELM program. Teachers who work with EL students in the ELM program possess appropriate state authorizations.</p>

<p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <ul style="list-style-type: none"><li>a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;</li><li>b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;</li><li>c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:<ul style="list-style-type: none"><li>▪ meeting the annual measurable achievement objectives described in Section 3122;</li><li>▪ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B));</li><li>▪ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1));</li></ul></li><li>d. Describe how the LEA will promote parental and community participation in LEP programs.</li></ul>	<p><b>Structured English Immersion (SEI):</b> Students in grades 7-12 who have been assessed on the CELDT and found to be at “less than reasonable levels of fluency in English” (CELDT levels 1-3) receive daily designated instruction in ELD and access to core content subjects through SDAIE instruction. ELD instruction focuses on listening, speaking, reading and writing in English, is targeted to the student’s levels of proficiency in English, and is based on the ELD standards. Core content instruction is based on state grade level standards, and teachers utilize appropriate strategies to ensure comprehensibility of instruction. Both ELD and SDAIE content courses are taught by teachers with the appropriate state authorizations.</p> <p>District Title III funds will be used to provide the following supplemental activities to targeted EL students:</p> <ul style="list-style-type: none"><li>➤ Hire highly qualified personnel</li><li>➤ Hire AVID College students for classroom support</li><li>➤ Provide tutorials (before and after school hours) targeting EL students</li><li>➤ Purchase supplementary materials</li><li>➤ Offer Intervention programs (during the school day)</li><li>➤ Offer summer school targeted to specific EL student needs</li><li>➤ Provide ongoing professional development and coaching to teachers and support staff</li></ul>
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<p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <p>a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;</p> <p>b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;</p> <p>c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <ul style="list-style-type: none"> <li>▪ meeting the annual measurable achievement objectives described in Section 3122;</li> <li>▪ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B));</li> <li>▪ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1));</li> </ul> <p>d. Describe how the LEA will promote parental and community participation in LEP programs.</p>	<p><b>Area D: Community Involvement</b></p> <p>The SDUHS District will use Title III funds to encourage and promote broad involvement of the parents of EL students and the community. All schools currently have written parent involvement policies and EL parents are involved in developing site plans. All schools have a properly constituted English Learner Advisory Committee (ELAC). Each school has a parent and staff representative on the District English Learner Advisory Committee (DELAC). Leadership and parental involvement training is offered for DELAC parent leaders and members. Adult literacy, ELD, and citizenship classes are provided for parents and community members (i.e. PIQE, Adult Education program, Plaza Comunitaria program).</p> <p><b>Title III funds will :</b></p> <ul style="list-style-type: none"> <li>➤ Build capacity for strong parent involvement through technical assistance that will be made available for planning effective parent involvement and coordinating with other programs.</li> <li>➤ Provide both written and oral translation for parents who receive individual student assessment results and program descriptions.</li> <li>➤ Provide stipends for teachers to work with parents to implement a School-Parent Compact that describes the responsibilities of the school, parent, and students in improving student achievement.</li> <li>➤ Provide classes for parents to develop skills, techniques, and strategies to assist their children at home (PIQE).</li> <li>➤ Enable a training program for administrators and teachers on how to ensure that all communications that are sent home will be translated into the major languages represented at the sites.</li> <li>➤ Establish a bilingual web site for the District, with links to the schools that provides updated information on meetings, data, summer school information, etc.</li> <li>➤ Provide oral translation for every advisory meeting and parent conference at both the District and site level.</li> </ul>
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<p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <p>a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;</p> <p>b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;</p> <p>c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <ul style="list-style-type: none"> <li>▪ meeting the annual measurable achievement objectives described in Section 3122;</li> <li>▪ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B));</li> <li>▪ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1));</li> </ul> <p>d. Describe how the LEA will promote parental and community participation in LEP programs.</p>	<ul style="list-style-type: none"> <li>➤ Provide “silent” oral translating machines for use at District meetings and at school sites.</li> <li>➤ Hire staff to make phone calls to parents, provide transportation to meetings, and offer childcare.</li> </ul> <p>The SDUHSD currently offers daily ELD and SDAIE instruction in the core academic subjects in its SEI and ELM programs for the EL students. Program goals promote high expectations for student success while developing a positive self-concept in students. Standards-aligned content curricula and instruction are implemented at all sites. Ongoing monitoring of student progress takes place, with close attention paid to the achievement of your AYP goals.</p> <p><b>ELD:</b> Each EL student, upon assessment for language proficiency level, receives daily, targeted instruction in ELD appropriate to his/her level of fluency in English. EL students in grades 7-12 receive at least one period daily of ELD and use NGSP and Hampton Brown’s “EDGE” materials. ELD is taught by a qualified teacher. Each EL student currently receives access to core content through specially designed academic instruction in English (SDAIE). EL students at less than reasonable fluent in English are grouped together within their grade level for SDAIE instruction that is taught by a qualified teacher.</p> <p><b>Title III funds will enhance the current instructional program for EL students by providing:</b></p> <ul style="list-style-type: none"> <li>➤ Release time for teachers of EL students to meet by ELD level to discuss their academic progress by looking at samples of student work based on previously agreed-upon targeted essential standards and assessment</li> <li>➤ Supplemental reading materials for students at less than reasonable levels of fluency to supplement state-adopted ELA series</li> <li>➤ Planning time over the summer for teachers and coaches to develop ELD materials that connect to state-adopted ELA series that will “frontload” vocabulary, concepts, and language functions for EL students so that they will be more successful in English reading.</li> </ul>
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		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	<b>4. Upgrade program objectives and effective instruction strategies.</b>	<b>Yes</b>	<p><b>If yes, describe:</b></p> <p>As part of the SDUHS District’s Title III program, a 7-12 ELD Curriculum Committee will meet to :</p> <ul style="list-style-type: none"> <li>➤ Evaluate academic course content</li> <li>➤ Adopt supplementary materials</li> <li>➤ Review intervention programs</li> <li>➤ Develop intervention curricula</li> <li>➤ Develop local standards-based assessments</li> <li>➤ Review disaggregated data</li> <li>➤ Evaluate student progress</li> <li>➤ Determine the efficacy of programs for EL students</li> </ul> <p>These meetings will provide an opportunity for district-wide articulation and ensure consistency and coordination. A District Curriculum and Instructional Leadership Team will meet monthly to review and coordinate all site and district programs and develop plans to upgrade program objectives and effective instructional strategies.</p> <p>Title III funds will also be used to provide stipends for committee members to attend meetings after school and to provide for substitutes if release time is needed for committee members.</p>

Allowable Activities	<p>5. Provide –                  a. tutorials and academic or vocational education for LEP students;                  and                  b. intensified instruction.</p>	Yes	<p><b>If yes, describe:</b></p> <p>The SDUHS District will provide an intensive intervention curriculum that will focus on the specific needs of identified EL students in order to assist them in developing English language proficiency, high levels of academic proficiency, and in meeting re-designation and graduation criteria. Specific areas of focus include improvement in reading fluency, reading comprehension, word analysis, and vocabulary development. The Intervention program is designed to support and compliment the students' regular English Language Arts/English Language Development and core content instructional program. In addressing the need of the identified students, the Title III Intervention program will us consistent systematic instruction to :</p> <ul style="list-style-type: none"> <li>➤ Provide intensive and extensive opportunities to read</li> <li>➤ Acquire new knowledge and vocabulary through reading and writing</li> <li>➤ Engage in meaningful reading and writing</li> <li>➤ Do expository, narrative, response to literature and persuasive writing( based upon grade-level ELA standards and grade-span ELD standards)</li> </ul> <p>Research-based best practices and common characteristics of highly effective intervention programs form the basis for this program. These include:</p> <ul style="list-style-type: none"> <li>➤ Small classes, with small group or individual instruction (Cooper et al 2000)</li> <li>➤ Creative instruction (White and Johnson 1999)</li> <li>➤ High academic expectations and a clear academic focus (Ascher 1988)</li> <li>➤ Specific interventions and curriculum for teachers designed to meet identified student needs (White and Johnson 1999)</li> <li>➤ Sufficient time for advance planning (Ascher 1988)</li> <li>➤ Careful design and planning, which establishes clearly defined needs and goals (Planning and Evaluation Services)</li> </ul> <p>In order to encourage independent reading for pleasure and academic advancement, the EL students will have access to an extensive collection of materials at appropriate reading levels. Students will read daily and parents will be provided with a reading list reviewed at the District English Learner Advisory Committee (DELAC) meeting.</p>
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	<b>6. Develop and implement programs that are coordinated with other relevant programs and services.</b>	<b>Yes</b>	<b>If yes, describe:</b>  Using Title III funds, a variety of programs will be developed to extend the regular instructional program and focus on the needs of EL students. The following collaborative programs will be coordinated to meet each student's identified needs: <ul style="list-style-type: none"><li>➤ Current, existing intervention programs</li><li>➤ English Language Acquisition Program (ELAP) for grades 7-8</li><li>➤ Pupil promotion and retention program- Intensive Intervention Learning Plan</li><li>➤ Site tutoring programs</li><li>➤ AVID</li><li>➤ AP classes</li><li>➤ School to Career Program</li></ul>
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	<p><b>7. Improve the English proficiency and academic achievement of LEP children.</b></p>	<p><b>Yes</b></p>	<p><b>If yes, describe:</b></p> <p>The SDUHS District plans to develop and implement an English Learner Individualized Plan that will identify interventions and supplemental programs to meet identified EL students' individual needs in order to improve English proficiency and academic achievement. Title III funds will be used to develop the curriculum and assessments for this program. SDUHSD will use a revised Catch-up Plan to monitor English Learners in English Proficiency and relevant academic areas to inform instructional delivery and referral to academic interventions.</p> <p>In networks sponsored by the SDCOE (Bilingual Directors, LTELs network, etc), SDUHSD staff meets regularly with EL staff from other districts to dialogue, collaborate, and research programs in order to improve the SDUHSD EL program.</p>
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		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	<p><b>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –</b></p> <ul style="list-style-type: none"> <li>○ <b>To improve English language skills of LEP children; and</b></li> <li>○ <b>To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.</b></li> </ul>	<b>Yes</b>	<p><b>If yes, describe:</b></p> <p>As part of the District Strategic Plan the SDUHSD has put an increased emphasis on implementing effective parent involvement strategies across the district. Connecting the families with needed educational and social services is an essential part of creating an atmosphere conducive to academic success. The District offers the following classes and program to parents of EL children:</p> <ul style="list-style-type: none"> <li>➤ Health Services information meetings with Migrant Education program</li> <li>➤ Parent education classes</li> <li>➤ Adult literacy-Plaza Comunitaria Classes</li> <li>➤ Working with your child at home</li> <li>➤ Parenting and communications skills</li> <li>➤ Usted Como Padres series through SDCOE</li> <li>➤ Monthly parent meetings (ELAC and DELAC)</li> </ul> <p>All class instruction and materials will be translated into the primary language of the parents. Childcare will be provided at most meetings/classes. As often as possible, classes are held in the neighborhood of the attending parents.</p>

<p>9. Improve the instruction of LEP children by providing for –</p> <ul style="list-style-type: none"> <li>○ The acquisition or development of educational technology or instructional materials</li> <li>○ Access to, and participation in, electronic networks for materials, training, and communication; and</li> <li>○ Incorporation of the above resources into curricula and programs.</li> </ul>	<p><b>Yes</b></p>	<p><b>If yes, describe:</b></p> <p>The SDUHS District currently provides a ratio of 3 computers to each student at the high school level and 2.5 computers to each student at the middle school level. Each site employs a Technology Resource Teacher who works with all students to develop technology skills and follow the District’s Technology standards and expectations. A computer loan program has been established to provide low income families access to technology within their homes.</p> <p>Title III funds will be used to develop a website for the District’s EL Department that will provide links to appropriate personnel at each school site. Information included on this site will include listings of :</p> <ul style="list-style-type: none"> <li>● Adult ELD classes</li> <li>● Parent orientation classes</li> <li>● Other parent education classes</li> <li>● Program descriptions of services offered at each site</li> <li>● Information about parent rights</li> </ul> <p>The district website will be made available in Spanish, as well as English.</p>
<p>10. Other activities consistent with Title III.</p>	<p><b>Yes or No</b></p>	<p><b>If yes, describe:</b></p>

**Plans to Notify and Involve Parents of Limited-English-Proficient Students**

<p><b>Parents of Limited-English-Proficient students must be notified:</b> The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Required Activity</p> <ol style="list-style-type: none"> <li>1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):           <ol style="list-style-type: none"> <li>a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;</li> <li>b. the child’s level of English proficiency, how such level was assessed, and the status of the student’s academic achievement;</li> <li>c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction;</li> <li>d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;</li> <li>e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;</li> <li>f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools;</li> </ol> </li> </ol>	<p>Upon registration of their student, and annually thereafter, parents will receive a written explanation of the following information- see attached sample letter:</p> <ol style="list-style-type: none"> <li>a. The reason for the identification of their child as EL and in need of services (Home Language Survey response, score on initial CELDT test)</li> <li>b. The child’s level of English proficiency and how it was assessed (explanation of CELDT level, and explanation of CELDT exam), and the status of the student’s academic achievement. (For “annual” EL students, it is important to record CST and /or other academic information, GPA, and results of other district assessments).</li> <li>c. The method of instruction the student will receive (Program description that includes information on time in ELD and materials to be used, subjects to be taught in SDAIE and materials to be used, and authorization of teacher. In addition, benchmarks and yearly goals should be explained so that parents can monitor progress towards these goals.)</li> <li>d. How this program is designed to meet the needs of the child (design based on CCR requirements, research, past successful experiences.)</li> <li>e. How this program design helps their child learn English (emphasis on ELD component, training of teachers.)</li> <li>f. Specific exit requirements (what is the re-designation criteria) and expected rate of promotion and graduation if student participates in this program. (If student is an under-schooled newcomer, he/she may need more instructional time to catch up with his/her peers.)</li> </ol>



		Description of how the LEA is meeting or plans to meet this requirement.
Required Activity	<ul style="list-style-type: none"> <li>g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;</li> <li>h. information pertaining to parental rights that includes written guidance detailing –                             <ul style="list-style-type: none"> <li>i. the right that parents have to have their child immediately removed from such program upon their request; and</li> <li>ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available;</li> <li>iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>g) If the student has a disability, state how the services prescribed by the IEP work together with the program in which the student is enrolled to maximize his/her learning experiences.</li> <li>h) Parental rights (to withdraw from the program but not the services) and to choose a different program, see attached sample letter.</li> </ul> <p>Title III funds will be used to hire bilingual personnel (counselor, Instructional Services Specialist (ISS) at the district and site levels who will be available to parents to ensure full understanding of this information.</p> <p>While the student is being assessed, the parents receive a personal, private interview with a bilingual counselor/ISS. At this time they will receive a detailed explanation of the procedures and EL program placement options. When testing is complete, parents receive their child’s scores, the rationale for identification as EL or FEP, and an explanation of their child’s suggested program placement. Complete detailed explanation of all program information and parent rights are given in translated form, both oral and written.</p> <p>Following initial placement, progress is formally evaluated at three intervals during the year, and parents are informed in writing, of their child’s scores (report cards) and any changes in program or classification.</p> <p>Monthly site ELAC and District DELAC meetings focus on informing parents about instructional programs and how they can support their child’s academic achievement.</p>

**Note:** Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the school year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.

In addition to parent notification of assessment results and program participation. Title III funds support additional parent meetings to ensure their children are being properly included in all possible school services.

Annual parent notification, taking place within 30 days of the beginning of each school year, includes detailed complete program descriptions, options, and parent rights. Back to School Nights, held within the first 30 days of school are designed to provide translated information to parents. A bilingual assistant is available for individual mini conferences with parents with concerns or questions.

Upon registration, parent and student will receive a detailed program review as to required classes and procedures for student placement. Upon initial assessment, parents will receive score interpretation with a suggested program placement based on past academic performance, current CELDT scores and parent input. A complete and detailed description of student placement will be offered along with parent waiver. Monthly ELAC and DELAC meetings will focus on continuing information for parents pertaining to program participation and any time.

For students who enroll after the beginning of the school year, this process will take place within 2 weeks of being placed in a language program.

**LEA Parent Notification Failure to Make Progress**

If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.

IF the SDUHSD fails to make adequate yearly progress, as set for the CDE and federal guidelines, all parents will be notified of such failure in writing, in a language they understand no later than 30 days after such failure occurs. The EL Coordinator, bilingual counselors and staff will be available to answer any questions parents may have an to inform them of their right to choose another school within the local geographic region. More than one meeting will be held for all parents to explain AYP and the lack of school progress options. Childcare and translation will be provided.

**Plans to Provide Services for Immigrants**

<p><b>IF</b> the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e) ).</p>		<p>Description of how the LEA is meeting or plans to meet this requirement.</p>	
<p>Allowable Activities</p>	<p>1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:</p>	<p><b>Yes</b></p>	<p><b>If yes, describe:</b>            Title III funds will be used to provide PIQE (Parent Institute for Quality Education), an extensive, 9 week program of parent outreach and training. These sessions will be conducted in Spanish and provided at various locations throughout the District. Childcare will be provided. Additional parent classes will include:</p> <ul style="list-style-type: none"> <li>➤ Adult English as a Second Language</li> <li>➤ Adult primary language literacy</li> <li>➤ Citizenship classes</li> <li>➤ Family Literacy and Family Math</li> </ul> <p>Programs will be monitored through parent participation, evaluation forms, and increased participation in school events and activities.</p>
	<p>2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:</p>	<p><b>Yes</b></p>	<p><b>If yes, describe:</b>            Title III funds will be used to provide extensive professional growth opportunities for all teachers, administrators, and support staff that work with immigrant students. A needs assessment will be administered to those working with the newcomer students to determine topics to target. Workshop topics may include:</p> <ul style="list-style-type: none"> <li>➤ ELD for beginners</li> <li>➤ Differentiation of instruction</li> <li>➤ Balanced literacy</li> <li>➤ Literacy in the academic content areas</li> <li>➤ Diversity and Tolerance training</li> </ul>

	<p>3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;</p>	<p><b>Yes</b></p>	<p><b>If yes, describe:</b></p> <p>Title III Immigrant funds will serve the immigrant student population at large; however, a District and community needs assessment indicate that the dramatic rise in academic failure and drop-out numbers among immigrant students make it crucial to target a subgroup of these students that have been designated as most highly at-risk and provide them focused, individualized, intensive intervention support program. The District will identify a cohort of the most at-risk immigrant students and provide tutorial and mentoring support for them.</p> <p>AVID students from Mira Costa College, UCSD and CSUSM will provide tutoring. UCSD will provide the mentoring support. The bilingual counselor/IS Specialist will be responsible for the process of managing and processing the identification of immigrant students and matching them with appropriate tutors and mentors. Tutors and mentors will collaborate closely with the classroom and interventions teachers of the identified students to correctly focus instruction and support.</p>
<p>Allowable Activities</p>	<p>4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:</p>	<p><b>Yes</b></p>	<p><b>If yes, describe:</b></p> <p>Standards-based curricular materials, including educational software, will be identified for use in the implementation of the Title III Immigrant plans as described in #1, #2, #3, #5, # 6 and #7. Program funds will be used to purchase these materials. Computers will be loaned when necessary to provide equal access for the EL immigrant students.</p>

	<p>5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:</p>	<p><b>Yes</b></p>	<p><b>If yes, describe:</b></p> <p>Using Data Director, schools that are impacted with immigrant students will be identified. Upon identification, a needs assessment will be conducted and needs will be prioritized so that Immigrant funds will be utilized to ensure that the highest priority needs are met.</p> <p>The District will implement a “Newcomer Unit” at each site, which includes the following objectives for students:</p> <ul style="list-style-type: none"> <li>➤ Acquire sufficient English listening, speaking, reading and writing skills (at the intermediate level of fluency, as measured by the CELDT) to be able to participate successfully in the District’s SEI programs</li> <li>➤ Develop sufficient literacy skills in the primary language to foster conceptual development as the foundation for cognitive learning as well as to enhance the future development of English literacy</li> <li>➤ Develop study skills necessary to perform successfully in their new school environment</li> <li>➤ Develop an understanding and appreciation of their new cultural environment</li> </ul>
	<p>6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:</p>	<p><b>Yes</b></p>	<p><b>If yes, describe:</b></p> <p>A joint ELD and History /Social Science Curriculum Study Committee, at the site level, will meet to discuss Newcomer Unit and develop additional standards-aligned curriculum targeting and introduction to American Culture, History, and Government course. Teachers and instructional assistants will receive training on specific course/program implementation and strategies for meeting the needs of immigrant students.</p>

Allowable Activities	<p>7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:</p>	<p><b>Yes</b></p>	<p><b>If yes, describe:</b></p> <p>Successful changes in youth behavior and academic success require that parents be aware of and understand how they can reinforce the school's effort at home. The Title III Immigrant funds will develop parental involvement through:</p> <ul style="list-style-type: none"> <li>➤ Individual meetings with staff to discuss identified students' progress</li> <li>➤ Adult English as a Second Language and parenting classes</li> <li>➤ Activities with immigrant children and their parents designed to promote parent empowerment</li> <li>➤ Family/student counseling</li> <li>➤ Monthly parent meetings</li> </ul> <p>The bilingual district secretary will serve as a liaison between parents, students, schools, and community agencies. The bilingual secretary will work with the District EL Coordinator, to arrange monthly parent meetings, to be offered in the target languages at different locations, as well as at different times of the day and year to accommodate parents' needs and schedules. A 24 hour bilingual hot line is available at each school site. As needs are identified, families will be provided support services through the collaboration of the following services:</p> <ul style="list-style-type: none"> <li>➤ District EL Department</li> <li>➤ CBET</li> <li>➤ Catholic Charities</li> <li>➤ The Hispanic Network</li> <li>➤ Migrant Education Office- SDCOE North County Satellite Office</li> </ul> <p>In addition, through periodic monitoring of students' academic and behavioral progress, as well as the level of parental involvement, the Title III staff will ensure that immigrant families in need of services are assisted and that their children are making significant progress towards meeting grade-level Standards.</p>
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**Performance Goal 3: *By 2005-06, all students will be taught by highly qualified teachers.***

**Summary of Needs and Strengths for Professional Development**

Based on a needs assessment of teacher data for your district, include a narrative that describes areas of needed professional development and areas where adequate professional development opportunities exist.

**[Description of activities under Title II, Part A, Subpart 1, Grants to LEA]**

STRENGTHS	NEEDS
<ul style="list-style-type: none"> <li>➤ SDUHSD has a strong BTSA Induction program, which supports the professional growth of new teachers in research-based instructional strategies.</li> <li>➤ Membership in North County Professional Development Federation (NCPDF) a local SDCOE partnership, which secures consortia rates for outside speakers/professional development providers.</li> <li>➤ Excellent Collaborative relationship with San Diego county Office of Education (SDCOE).</li> <li>➤ Associate Superintendent of Educational Services will continue to host meetings with elementary Associate Superintendents to discuss curricular issues that impact the high school district.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Structured teacher collaboration time</li> <li>➤ Monitoring of Instruction and instructional practices</li> <li>➤ Common Benchmark assessments for all core and ELD classes at middle and high school levels</li> <li>➤ On-going professional development in the implementation of computer-based reading, math and English/ELD intervention programs that are differentiated to meet individual student needs.</li> <li>➤ Middle and high school teachers who teach sequential courses will be provided collaboration time to identify the content knowledge and essential skills necessary to be successful at the next level</li> </ul>



<p>Areas of focus for 2011-2012 are:</p> <ul style="list-style-type: none"><li>• Math sequencing – to ensure incoming middle school students are best prepared to successfully complete algebra in the eighth grade</li><li>• Timely transfer of accurate student demographic and academic information</li><li>• Identifying literacy skills necessary to be successful in core academics</li></ul>	<ul style="list-style-type: none"><li>➤ Provide back to school in-services (before the start of school each year) that will be dedicated to reviewing and analyzing California Standards Tests, California High School Exit Exam and Advanced Placement results</li><li>➤ Develop common site-based formative and summative assessments in all academic subjects</li><li>➤ Continue to ensure the curriculum of academic support programs (e.g. AVID, Academic Literacy, Study Island) align directly with content covered in core content areas</li></ul>
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**Performance Goal 3: *By 2005-06, all students will be taught by highly qualified teachers.***

**Planned Improvements for Professional Development (Title II)**  
 (Summarize information from district-operated programs and approved school-level plans)

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State’s challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <p>SDUHSD conducts yearly professional needs assessment of teachers and principals in relation to criteria for highly qualified professional development. School and district professional development goals are created to assist district staff to move toward proficiency in standards for all students. Professional development activities will be selected based on staff strengths and needs in relation to student achievement results</p>	<p>Associate Superintendent of Instruction, Director of Curriculum, Leadership Team                      July 2011-June 2016</p>	<p>Cost of conducting needs assessment survey</p>	<p>\$500</p>	<p>Title II-Part A</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p> <p>The Director of Curriculum and Assessment will review research on professional development activities that assist teachers and administrators to ensure all students will meet or exceed State content and academic achievement standards. Special attention will be paid to those topics that have the greatest impact on teacher’s ability to accelerate the learning of student in the lowest performing groups. The goal will be to design a system of professional development that is both coherent and differentiated based on teacher effectiveness and assignment. Professional development resources will be concentrated where they are needed most. The main focus of the professional development activities will be on improving student achievement.</p>	<p>Associate Superintendent of Instruction,                      Director of Curriculum,                      Leadership Team                      July 2011-June 2016</p>	<p>Teacher Stipends,                      Hourly</p>	<p>\$5000</p>	<p>Title II-Part A</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <p>At SDUHSD there is a considerable achievement gap between English fluent students and English Learner students. One broad reform strategy across the district is to have teachers and administrators acquire the necessary strategies for improving the academic achievement of our English Learner students as a regular part of professional development.</p> <p>English Learner professional development will include strategies that focus on the following:</p> <ul style="list-style-type: none"> <li>➤ Explicit English Language Development lessons for English Learners.</li> <li>➤ Identifying behaviors and strategies needed to accelerate our students at the Intermediate level of English language proficiency.</li> <li>➤ Using benchmark assessments and English Language Development standards to plan and monitor instruction.</li> <li>➤ Developing students' ability to use reading and writing as a tool for learning.</li> </ul>	<p>Associate Superintendent of Instruction,                      Director of Curriculum,                      Leadership Team                      July 2011-June 2016</p>	<p>Teacher Stipends,                      Hourly</p>	<p>\$5000</p>	<p>Title II-Part A</p>
Please provide a description of:	Persons Involved/	Related	Estimated Cost	Funding Source

	Timeline	Expenditures		
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <p>The SDUHSD Professional Development team will ensure that professional development activities are coordinated to address staff needs in assisting all students to meet or exceed State academic achievement standards. PD activities will be designed to help all teachers integrate standards-based curriculum, instructional practice, assessment and understanding of the strengths and needs of the student populations. Classroom management, interventions, working with student’s families, and other topics required by funding sources will be addressed within the context of ensuring all students meet or exceed State content and academic achievement standards.</p>	<p>Associate Superintendent of Instruction, Director of Curriculum, Leadership Team                      July 2011-June 2016</p>	<p>Teacher Stipends, Hourly</p>	<p>\$5000</p>	<p>Title II-Part A</p>
<p>Please provide a description of:</p>	<p>Persons Involved/</p>	<p>Related</p>	<p>Estimated Cost</p>	<p>Funding Source</p>

	Timeline	Expenditures		
<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <p>SDUHSD will provide professional development opportunities in the following areas:</p> <ul style="list-style-type: none"> <li>a) Identifying essential learning and performance objectives</li> <li>b) Developing valid, reliable and meaningful common assessments where the data can be used to monitor student growth within a subject</li> <li>c) Analyzing assessment results that inform classroom instruction and help students better understand their academic strengths and areas in need of improvement</li> <li>d) Curricular development designed to ensure essential learning and performance objectives are attainable. This process will require professional development opportunities be offered in the areas of backwards lesson design, differentiating instruction to ensure academic needs are met for each student and curricular mapping</li> <li>e) Principal’s professional development will combine the leader roles in supporting standards implementation, and addressing the diverse needs of students, particularly students in the lowest performing groups in the district</li> </ul>	<p>Director of Curriculum, All Certificated teaching staff, Principals                      July 2011-June 2016</p>	<p>Trainers and presenters fees if applicable, teacher stipends, hourly salaries</p>	<p>\$6,000</p>	<p>Title II-Part A General Fund</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <p>The SDUHSD professional development team will ensure that all teachers are trained to develop technology-rich lessons and to use those activities in their classrooms. These lessons will allow students to access a variety of resources, collect and analyze data, communicate with distant peers, and make use of individual student learning styles.</p> <p>a) Teachers will increase access to technology to enhance academic programs.                      b) Create electronically published projects allowing the students to communicate ideas and opinions with creative and interactive media.                      c) Create spreadsheets in order to manipulate data, create graphs, analyze information, and explore concepts.                      d) Locate, retrieve, and evaluate information available on the Internet, and incorporate into a variety of research projects and papers.                      e) Utilize courseware specific to each content area to present and reinforce concepts.</p>	<p>Associate Superintendent of Instruction,                      Director of Curriculum, Leadership Team,                      Technology Director                      July 2011-June 2016</p>	<p>Teacher Stipends</p>	<p>\$5000</p>	<p>Title II-Part A                      Title II-Part D</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <p>At SDUHSD, all students will be able to present their work through various media. Provide access to multimedia computers, presentation software, digital cameras, web publishing software, digital video cameras, and an in-house television network in the media center, classroom, and/or computer labs. In addition:</p> <ul style="list-style-type: none"> <li>a) The district will distribute courseware and video projectors throughout classrooms for student use.</li> <li>b) The computer component lab in the media center will be equipped with Interactive White Board technology.</li> <li>c) Students will practice and demonstrate proficiency in the creation of teacher-directed, student-selected research projects and activities. Mastery of such skills will give students the option to incorporate an electronic component as part of any project.</li> <li>d) Students will be able to store and retrieve information from their classrooms and the media center on the local area campus network.</li> <li>e) Through the use of technology, students will improve their abilities to gather and present information and ideas, thereby increasing their abilities in technology and information literacy.</li> </ul>	<p>Director of Curriculum,                  Director of Technology, EL Coordinator,                  Teachers                  July 2011-June 2016</p>	<p>Substitute costs for teacher trainings, Software Licenses, Software upgrades</p>	<p>\$8000</p>	<p>Title II-Part D, General Fund, Competitive grants</p>



Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</p> <p>The SDUHSD Professional Development Committee is comprised of teachers, principals, AVID tutors, and parent representatives as well as district human resources and curriculum and instruction staff. Representatives are selected from the range of school levels and communities served by the district. The district's Leadership Team includes principals from every school in the district, as well as district-level Directors, Coordinators, Assistant Principals, Associate Superintendents, and the Superintendent. Together these two groups, under the guidance of the Associate Superintendent of Instructional Services, will conduct an annual needs assessment and establish professional development goals that are tied to improving:</p> <ul style="list-style-type: none"> <li>➤ Teachers and Principals knowledge and skills</li> <li>➤ Organizational support for improved teaching and learning</li> <li>➤ Student achievement</li> </ul> <p>The ultimate goal is to design/select professional development activities and strategies that will improve teaching, and student achievement across the district</p>	<p>Associate Superintendent of Instructional Services, Director of Curriculum, EL Coordinator, Principals, Teachers, July 2011-June 2016</p>	<p>Teacher stipends for committee participation</p>	<p>\$500/year per district committee member</p>	<p>Title II-Part A</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> <li>□ Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency;</li> <li>□ Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn;</li> <li>□ Involve parents in their child’s education; and</li> <li>□ Understand and use data and assessments to improve classroom practice and student learning.</li> </ul> <p>At SDUHSD, school sites provide collaboration time through regularly scheduled meetings. Educational Services will fund teacher release time to focus on identifying essential learning outcomes and performance objectives, developing common assessments, analyzing assessment results, and developing interventions to provide support to all students. Staff development days also includes planning for addressing diverse student needs, student behavior management, and working with families (i.e. Beyond Diversity, GATE professional development, Equity and Excellence Training, BTSA, and SDAIE strategies for English Learners).</p>	<p>Director of Curriculum, Teachers, EL Coordinator                      July 2011-June 2016</p>	<p>Substitute Costs, SDAIE training fees</p>	<p>\$12,000</p>	<p>Title II-Part A, GATE</p>

<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <p>In order to meet effectively the goals of the District's Strategic Plan and to support the District's instructional program, the associate superintendent will build the capacity of the Human Resources Division to provide the highest quality workforce district-wide. All teachers within the SDUHSD meet the criteria of "highly qualified"; therefore no funding will be used at this time under this subpar. Should the definition, which is pending federal approval, change this status, the plan will be adjusted to reflect compliance with the new definition.</p>	<p>Associate Sup. of Human Resources</p>	<p>No additional related costs.</p>	<p>N/A</p>	<p>N/A</p>
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**Performance Goal 4: *All students will be educated in learning environments that are safe, drug-free, and conducive to learning.***

**Environments Conducive to Learning (Strengths and Needs):**

Please provide a list of the LEA’s strengths and needs regarding how students are supported physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning, along with the LEA’s strengths and needs regarding student barriers to learning (e.g., attendance, mobility, and behavior).

STRENGTHS	NEEDS
<p>The district's Strategic plan clearly outlines its vision for a safe, clean environment.</p> <p>The district has in place a uniform and consistent program with all ten schools to ensure clear and consistent interpretation of our student discipline policy.</p> <p>Activities that foster a positive school climate are provided through student reward assemblies, Challenge Days and other events.</p> <p>New teachers have enhanced opportunities to develop their classroom management skills through the BTSA program.</p> <p>Parents are provided with regular information through the “Annual Notification” document, site newsletters, site and district Facebook pages and district Twitter messages.</p> <p>Student absence records and truancy is tracked though the student data system and early intervention is provided though conferences with guidance counselors/administrators, School Attendance Review Team (SART) meetings and School Attendance Review Board (SARB) meetings.</p>	<p>While the district has adopted new science-based programs dealing with violence, drugs and alcohol, these programs need to be implemented.</p> <p>Continue to implement regular communication and meetings with feeder elementary districts in the areas of achievement, school choice, safety, and placement, and help our elementary community feel safe, welcome, and informed.</p> <p>Continue the development of alternatives to suspension and incentives for students to participate in intervention programs.</p>

<p>Student Study Teams at every site provide a multidisciplinary panel to discuss students with academic, social or emotional problems.</p>	
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**Environments Conducive to Learning (Activities):**

Please list the activities or programs supported by all NCLB or state funded programs that the LEA will implement to support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning. Include programs and strategies designed to address students' barriers to learning (e.g. attendance and behavior). Include a copy of the LEA's code of conduct or policy regarding student behavior expectations.

**ACTIVITIES**

Student councils are evident on every campus. They provide meaningful experiences for student participation in the decision making at each site.

Peer counselors (PALs) provide support for students at San Dieguito Academy and Torrey Pines High School. PALs are trained to address a wide variety of student issues including preparation for entering college or work after graduation.

District-wide support for site involvement in Red Ribbon Week including a variety of activities and assemblies.

Character education programs are implemented at all middle schools.

Peer mediators are trained yearly in conflict resolution and peer mediation at all middle schools.

A broad range of before and after-school programs will operate within the district that engage students with a variety of needs and interest; these include homework center, tutoring, athletic activities, drama, music, journalism, environmental clubs, etc.

Research-validated curriculum has been purchased, and is in the process of being implemented, under the supervision of the District Well-Being Advisory Committee, into all middle and high schools; teachers will be trained in these effective practices/programs.

Sites will be supported in their efforts to implement activities/programs that build and enhance student connectedness, promote tolerance and understanding of diversity, foster compassionate, ethical, and responsible behavior, such as: Link Crew, Smaller Learning Communities, NEST, HAV, Breakfast Club, CHOICES, support groups, Human Relations Councils, PALS, Be The Change, Body Aloud, Friday Night Live, and SHO.

**Needs and Strengths Assessment (4115(a)(1)(A) ):**

Based on data regarding the incidence of violence and alcohol, tobacco, and other drug use in the schools and communities to be served, and other qualitative data or information, provide a list of the LEA’s strengths and needs related to preventing risk behaviors.

STRENGTHS	NEEDS
<p>There is ongoing data collection on ATODV through the CHKS, a district survey. Additional information is gathered on crime incidents, expulsion rates, suspensions and discipline problems.</p> <p>Safe school plans have been created and implemented at all school sites within the district.</p> <p>Project Alert, a research-validated curriculum for tobacco, marijuana and alcohol, will be implemented in 7th and 8th grades. The program Toward No Drug Abuse will be implemented in 9<sup>th</sup> grade.</p> <p>District sites that implemented Yellow Ribbon Week activities as well Gang Task Force Trainings.</p> <p>Technology Departments and media centers at each site provide instruction on appropriate use of information from the Internet.</p> <p>SDUHSD has an ongoing mentoring partnership with UCSD, as well as the integration of Project Options (an alcohol prevention program) at the four comprehensive high schools.</p> <p>SDUHSD has established strong working relationships with the following community organizations: San Dieguito Alliance for Drug-Free Youth, The Boys’ and Girls’ Clubs throughout the district, American</p>	<p>Further follow-up sessions and training of key personnel are needed to address bullying and harassment at the middle school level.</p> <p>Healthy Kids survey results indicates that in Middle School, the incidence of students using drugs and alcohol at a younger age continues to increase. Early education through connection with feeder elementary schools should be implemented. In addition, peer to peer treatment of one another and depression rates continue to rise and be a greater area of concern. There should be ongoing/increased opportunities for participation in Challenge Day.</p> <p>At the High School level, Healthy Kids Survey results illustrates that we continue to see an increase, although slight, in use of harder substances like LSD/ecstasy/heroin. Marijuana use continues to grow steadily every reporting period. Students are still reporting being able to access and use drugs on campus.</p> <p>School connectedness levels remain steady, but reports of depression and thoughts of suicide are increasing and have counseling support.</p>

<p>Cancer Society, The Lung Association, The City of Encinitas, District Level and site based Safety Committees, along with other area specific groups.</p>	
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**Performance Goal 4: *All students will be educated in learning environments that are safe, drug-free, and conducive to learning.***

**Safe and Drug Free Schools and Communities (SDFSC) and Tobacco Use Prevention Education (TUPE)**

**Prevention Program Performance Indicators (4115(a)(1)(B) ):**

The LEA is required to establish a biennial goal for all of the performance indicators listed below. List specific performance indicators for each grade level served, and for each listed measure, as well as the date of, and results from, the baseline administration of the Healthy Kids Survey:

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: <u>2 / / 11</u> Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will <b>decrease</b> biennially by:	5 <sup>th</sup> N/A % 7 <sup>th</sup> 4 %	5 <sup>th</sup> N/A % 7 <sup>th</sup> 1 %
The percentage of students that have used cigarettes within the past 30 days will <b>decrease</b> biennially by:	7 <sup>th</sup> 2 % 9 <sup>th</sup> 8 % 11 <sup>th</sup> 11.4%	7 <sup>th</sup> 1 % 9 <sup>th</sup> 1 % 11 <sup>th</sup> 1 %
The percentage of students that have used marijuana will <b>decrease</b> biennially by:	5 <sup>th</sup> N/A % 7 <sup>th</sup> 7%	5 <sup>th</sup> N/A % 7 <sup>th</sup> 1 %
The percentage of students that have used alcohol within the past 30 days will <b>decrease</b> biennially by:	7 <sup>th</sup> 4.7 % 9 <sup>th</sup> 18.8 % 11 <sup>th</sup> 33.4 %	7 <sup>th</sup> 2 % 9 <sup>th</sup> 3 % 11 <sup>th</sup> 6 %
The percentage of students that have used marijuana within the past 30 days will <b>decrease</b> biennially by:	7 <sup>th</sup> 4 % 9 <sup>th</sup> 13.2 % 11 <sup>th</sup> 22.6 %	7 <sup>th</sup> 1 % 9 <sup>th</sup> 2 % 11 <sup>th</sup> 3 %

<p>The percentage of students that feel very safe at school will <b>increase</b> biennially by:</p>	<p>5<sup>th</sup> N/A % 7<sup>th</sup> 32 % 9<sup>th</sup> 40.9 % 11<sup>th</sup> 48.2 %</p>	<p>5<sup>th</sup> N/A % 7<sup>th</sup> 2 % 9<sup>th</sup> 2 % 11<sup>th</sup> 2 %</p>
<p>The percentage of students that have been afraid of being beaten up during the past 12 months will <b>decrease</b> biennially by:</p>	<p>7<sup>th</sup> 18% 9<sup>th</sup> 13.2 % 11<sup>th</sup> 6.8 %</p>	<p>7<sup>th</sup> 1 % 9<sup>th</sup> 1 % 11<sup>th</sup> 1 %</p>
<p><b>Truancy Performance Indicator</b></p>		
<p>The percentage of students who have been truant will <b>decrease</b> annually by 3% from the current LEA rate shown here.</p> <p>NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.</p>	<p>11%</p>	<p>3%</p>
<p><b>Protective Factors Performance Measures from the California Healthy Kids Survey</b></p>	<p><b>Most recent date: 6/5/03  Baseline Data</b></p>	<p><b>Biennial Goal (Performance Indicator)</b></p>
<p>The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will <b>increase</b> biennially by:</p>	<p>5<sup>th</sup> N/A % 7<sup>th</sup> 93% 9<sup>th</sup> 61.9 % 11<sup>th</sup> 70.1 %</p>	<p>5<sup>th</sup> N/A % 7<sup>th</sup> 2 % 9<sup>th</sup> 2% 11<sup>th</sup> 2 %</p>
<p>The percentage of students that feel like a part of their school:</p>	<p>5<sup>th</sup> <u>NA</u> % 7<sup>th</sup> <u>83</u> % 9<sup>th</sup> <u>89.7</u> % 11<sup>th</sup> <u>83.5</u> %</p>	<p>5<sup>th</sup> N/A % 7<sup>th</sup> 2 % 9<sup>th</sup> 2 % 11<sup>th</sup> 2 %</p>

The percentage of students that do things that make a difference:	5 <sup>th</sup> <u>NA</u> % 7 <sup>th</sup> <u>91</u> % 9 <sup>th</sup> <u>44.8</u> % 11 <sup>th</sup> <u>42.4</u> %	5 <sup>th</sup> N/A % 7 <sup>th</sup> 2 % 9 <sup>th</sup> 2 % 11 <sup>th</sup> 2 %

**Other Performance Measures**

List below any other performance measures and performance indicators the LEA has adopted specific to its prevention programs (drug, violence, truancy, school safety, etc.). Specify the performance measure, the performance indicator goal, and baseline data for that indicator.

LEA Specified Performance Measures <hr/> (Process to Collect Data)	Performance Indicator Goal	Baseline Data

**Science Based Programs (4115 (a)(1)(C) ):**

The LEA must designate and list the science-based programs (programs proven by science to effectively prevent tobacco use, alcohol use, other drug use, and violence) selected from Appendix C. From Appendix C, list the scientifically based programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
<b>Project ALERT</b>	A, T & D	7-8		5/11	<b>Project ALERT</b>	A, T & D
<b>Project Toward No Drug Abuse (TND)</b>	A, T, D, & V	9-12, (9 <sup>th</sup> grade and booster lessons in 10-12)		5/11	<b>Project Toward No Drug Abuse (TND)</b>	A, T, D, & V

**Research-based Activities (4115 (a)(1)(C) ):**

Based on the research cited in Appendix D, check the box for each activity the LEA will implement as part of the comprehensive prevention program and provide all other requested information.

Check	Activities	Program ATODV Focus	Target Grade Levels
X	After School Programs	ATODV	Grades 7-12
X	Conflict Mediation/Resolution	V	Grades 7-12
X	Media Literacy and Advocacy	ATODV	Grades 7-8
X	Mentoring	ATODV	Grades 9-12
X	Peer-Helping and Peer Leaders		Grades 7-12
X	School Policies	ATODV	Grades 7-12
X	Student Assistance Programs	ATODV	Grades 7-12
X	Tobacco-Use Cessation	T	Grades 7-12
X	Youth Development Caring Schools Caring Classrooms	T	Grades 7-12

**Promising or Favorable Programs (4115 (a)(3) ):**

The LEA may – but is not required to – designate and list the promising or favorable programs (programs whose effectiveness is not as strongly established though scientific evidence) selected from Appendix E. From Appendix E, list the promising or favorable programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

Promising Program name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
Character Counts	V	7-8				

**Waiver to Adopt Promising or Favorable Programs not listed in Appendix E:**

Check the box below if the LEA will submit an application for waiver in order to include other promising or favorable programs not found in Appendix E. Programs not listed in Appendix E will be considered on a case-by-case basis. The LEA must demonstrate that the program for which a waiver is requested is legitimately innovative or demonstrates substantial likelihood of success. The CDE will provide under separate cover additional information and the forms for submitting a waiver request.

**Analysis of Data for Selection of Programs and Activities (4115 (a)(1)(D) ):**

For each selected Appendix C programs or Appendix D activities, provide a brief narrative rationale based on the LEA’s analysis of CSS, CHKS, and CSSA data related to why the LEA selected these programs and activities for implementation.

The district has selected Project Alert for grades 7-8. The program was selected in 1999 after an extensive review by a district TUPE committee composed of staff and parents, with input from community-based organizations, and students. This committee not only reviewed a wide array of recommended researched-based programs, but also analyzed local data from a variety of sources including CHKS, an annual UCSD Drug, Alcohol and Tobacco survey of all high school and middle school students, CSSA, and informal surveys/focus groups of student and parent groups from various school sites to determine the best programs to meet our needs.

Project Alert was selected for our four middle schools after reviewing data from the CHKS that indicated there was a need to address the ATOD use among both girls and boys in a systematic fashion. The interactive, video-enhanced program, is teacher friendly, cost effective and has been integrated into the middle school science courses. Based on survey data, suspension rates, and staff, parent and student feedback, it has proven to be a successful program at the middle school level. Middle schools have also hosted parent forums on ATODV topics, a series of four courses have been offered in both the fall and spring semester activities, based on an extensive research review, and input from all stakeholders.

**Evaluation and Continuous Improvement (4115 (a)(2)(A) ):**

Provide a description for how the LEA will conduct regular evaluations of the effectiveness of the LEA’s alcohol, tobacco, other drug use and violence prevention program. Describe how the results of the evaluation will be used to refine, improve and strengthen the program.

The district has conducted the CHKS in 2010/11 and will continue to use it every other year as required. In the CHKS survey off year, the district will continue to collaborate with UCSD in developing and implementing a more randomized student survey, based on the information on the 12 “Performance Indicators” to measure progress towards goals. Students will also complete pre/post tests after curriculum series to assess change in knowledge, attitude, and intentions to use ATOD and /or participate in violent acts. A satisfaction survey will continue to be administered each year to staff and parents regarding ATODV. We will also continue to ask our local law enforcement agencies, Boys and Girls Clubs, and community agencies to provide information they may have related to levels of ATODV. These agencies will also be asked to identify other ATODV related needs of students, parents, families, and the community in general.

The yearly information will be analyzed by the District Level Well-Being Advisory Committee looking at both district-wide trends and specific strengths and needs at each site. Trends for ATODV will be formulated into a report by the District SDFSC/TUPE coordinator with the assistance of an outside evaluator. A written report will be shared with the entire committee, the Board of Directors, the Leadership Team, parent groups, staff, and students. The Well-Being Advisory Committee will use this information to refine, improve, and strengthen the program.



**Use of Results and Public Reporting (4115 (a)(2)(B) ):**

Describe the steps and timeline the LEA will use to publicly report progress toward attaining performance measures for the SDFSC and TUPE programs. Describe how the evaluation results will be made available to the public including how the public will be provided notice of the evaluation result's availability.

**Data Collection Timeline**

Baseline CHKS data was collected in 2000/01. The district has subsequently collected CHKS data in 2003, 2005, 2007, 2009, and 2011. Progress data will be collected in 2013, 2015, and 2017.

A written report, incorporating tables of the CHKS, and other local measures, will be developed by the SDFS/TUPE Coordinator and the Well-Being Advisory Committee.

A summary of the report will be presented to the Board of Trustees.

Summary information will be made available to parents and community partners through site newsletters in June and posted on the district website.

Information will be reported by the Well-Being Advisory Committee to the Leadership Team, which in turn will share the information with all staff members.

**Mandatory Safe and Drug Free Schools and Communities (4114(d)(2)(E) ):**

Briefly describe how SDFSC funded program services will be targeted to the LEA's schools and students with the greatest need.  
(Section 4114 [d][3])

The school district defines the highest need students as students who receive Title I services, are English Learners, have emotional or mental health issues, have indicated current ATOD use, and are performing below standards.

The following services are funded for students with the greatest needs:

- 1) Intervention services with counselors.
- 2) Student Attendance Review Board (SARB) in conjunction with local law enforcement agencies.
- 3) After-school activities that focus on academic tutoring; mentoring; and opportunities to participate in non-academic, creative, and athletic activities.
- 4) Friday Night and Saturday School programs and suspension-alternative educational opportunities (READI/online cybersuspension) for students cited for ATOD use on campus, bullying, and other discipline problems.
- 5) A referral system for family counseling and support services.
- 6) Support groups addressing a variety of topics, based on site needs.
- 7) HAV (Hispanic) / Body Aloud (body image) / Challenge Day (bullying prevention/safe schools) all have TUPE funding and serve at risk populations.

**Coordination of All Programs (4114 (d)(2)(A)):**

Provide a detailed, but brief, explanation of how the LEA will coordinate SDFSC funded alcohol, tobacco, other drug and violence prevention programs with other federal state and local prevention programs.

The District Well-Being Committee is comprised of certificated and classified staff members, community members, San Dieguito Alliance for Drug Free Youth, Parents, and district administrators.

Additionally, the district has developed a Strategic Planning Committee that looks at the well-being of all students within the district.

**Parent Involvement (4115 (a)(1)(e)):**

Provide a brief, but detailed, description of the parent involvement and describe the parent notification procedures used to meet requirements under NCLB Title IV, Part A – SDFSC program.

Parents are involved in our district at many levels, such as planning and designing programs, implementing strategies as volunteers in the classroom and before and after school, and volunteering on committees such as the Strategic Planning Committee, Equity and Excellence Committee, and School-Site Council. Parents are recruited from all ethnic and socioeconomic groups in our district to be representatives on the above committees. Site PTAs and Parent Foundations sponsor Red Ribbon Week and Anti-Violence week activities. They assist with funding and planning of school-wide assemblies on prevention topics for students, as well as coordinate, publicize, and implement parent education series at both the middle and high school levels. English Language Learner parents actively participate in the site ELAC and the district DELAC program, as well as being offered a parenting series in both the fall and spring semesters, in their native language (primarily Spanish). Regular communications through the beginning of the year welcome newsletters and packets will continue to inform parents on a variety of issues and report out survey results yearly. Other notification procedures are in place to meet the required timelines indicated by NCLB. Letters will be mailed to every parent in the district yearly to notify them of their options.

**TUPE Services for Pregnant Minors and Minor Parents (H&SC 104460):**

Describe the TUPE services and referral procedures for pregnant minors and minor parents enrolled in the LEA and how they will be provided with tobacco-use prevention services. Include students participating in programs such as the California School Age Families Education (Cal-SAFE) program, the Adolescent Family Life Program (AFLP) administered through the Department of Health Services, and the Cal-Learn program administered by the Department of Social Services.

Once pregnant minor or minor parents are identified by the district they will meet with a counselor from their school. The counselor assesses what services are needed, including whether the minor uses tobacco or has a family member who uses tobacco products. These services, along with cessation services, are available on each school site. Referrals to Community-based organizations are also offered, which allow the pregnant minor to connect with a community mentor. The counselor provides further case management at the school site, assuring linkage is completed and follow up is provided.

**TUPE Funded Positions (Health & Safety Code 104420(b)(3)):**

Provide full time equivalent (FTE) staffing configuration for all TUPE funded positions. (Health and Safety Code section 104420 [b](3))

Position/Title	Full time equivalent
<b>TUPE staffing positions are currently funded out of competitive grant moneys to free up TUPE funds for site specific needs (i.e teacher extra-curricular hours, instructional materials, and TUPE related program costs)</b>	
Tiffany Findell	0.5 FTE

**Performance Goal 5: All students will graduate from high school.**

**Planned Improvements: High School Graduation Rates, Dropouts, and AP**

This section of the plan is intended to reflect the LEA’s efforts to reduce the percentage of students dropping out of school, and therefore, increase the percentage of students who graduate from high school. Also include a description below of the LEA’s efforts to ensure that all students have equal access to advanced placement (AP) opportunities.

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmark s/ Evaluation	Funding Source
<p><b>5.1</b> (High School Graduates)</p>	<p>1) All students complete four-year academic plans upon enrollment.</p> <p>2) Parents are notified of graduation requirements in English and Spanish.</p> <p>3) Counselors are assigned to all students, and schedule annual meetings to assess progress.</p> <p>4) Notices are provided to parents concerning progress, in English and Spanish formats; conferences are scheduled when needed.</p> <p>5) The District offers CAHSEE preparation courses, both in summer and throughout the year.</p>	<p>All Students</p>	<p>1) Counselors &amp; administrators at enrollment</p> <p>2) Administrators and parents /annually</p> <p>3) Counselors /annually</p> <p>4) Counselors/ ongoing basis</p> <p>5) Summer School Coordinator/Site staff/ongoing</p>	<p>For activities 1-6 District will raise graduation rate by .1% ( current dropout rate is &lt;1%</p>	<p>Activities 1-6 General Fund 10<sup>th</sup> Grade Counseling</p>

	<p>6) Sites implement specially designed programs to support at-risk students (i.e. GRAD center, PLATO labs, North Coast Alt.</p>		<p>6) Administrators Counselors, Site staff/ongoing</p>		
<p><b>5.2</b> (Dropouts)</p>	<p>1) Student Government                   2) Human Relations Council                   3) Peer Assistant Listeners (PALS)                   4) Students Helping Others (SHO)                   5) Having A Voice (HAV) Latino Leadership Program</p>	<p>1) Elected Student Leaders                   2) All Students                   3) 100 trained HS members/ all student population has access                   4) 25 Alternative Education students                   5) 75 per year</p>	<p>1) Assistant Principal or Advisor/ ongoing                   2) Assistant Principal or advisor/ongoing                   3) PAL's Advisors/ongoing                   4) SHO Advisor/ongoing                   5)El Coordinator Bilingual Counselors/ongoing</p>	<p>Activities 1-5 District will raise graduation rate by .1% (current dropout rate is &lt;1%</p>	<p>Activities 1-5 General Fund, Activity 5, Title III</p>

<b>5.3</b> (Advanced Placement)	<p>1) Open Enrollment for all AP courses</p> <p>2) AVID link to support students of diversity</p> <p>3) Equity and Excellence Training</p> <p>4) Counseling Services</p> <p>5) Collaboration with CSUSM, UCSD, and SDSU for mentoring links</p>	<p>1) All Students</p> <p>2) Students whose parents/relatives have not attended higher education</p> <p>3) All students</p> <p>4) All students</p> <p>5) All students</p>	<p>1) Counselors / ongoing</p> <p>2) AVID Coordinator/Counselors/ongoing</p> <p>3) Principals, Teachers, Classified personnel / ongoing</p> <p>4) Counselors/ongoing</p> <p>5) Principals, Teachers/ongoing</p>	<p>Activities 1-5. The number of students enrolled in AP classes will increase by 3% per year. The number of EL students in AP classes will increase by 10%</p>	<p>Activities 1-5 General Fund GATE Title II, Part A</p>

### Additional Mandatory Title I Descriptions

Please include in the space below the following descriptions mandated by NCLB legislation. If the LEA has already included any of the descriptions, they do not need to be provided again here; please indicate the page number or section of the Plan where this information is included.

Describe the measure of poverty that will be used to determine which schools are eligible for Title I funding in accordance with Section 1113, "Eligible School Attendance Areas."	
	Description of how the LEA is meeting or plans to meet this requirement:
Identify one of the following options as the low-income measure to identify schools eligible for Title I funding: <ul style="list-style-type: none"> <li>• Number of children in families receiving assistance under the CalWorks program;</li> <li>• Number of children eligible for Free/Reduced Price Lunch programs;</li> <li>• Number of children ages 5-17 in poverty counted by the most recent census data;</li> <li>• Number of children eligible to receive medical assistance under the Medicaid program;</li> <li>• Or a composite of the above.</li> </ul>	Students within the SDUHSD are identified based on 1) Free and Reduced Lunch participation and 2) parent level of education based on the California Education Code requirement (e.g. Level 1- Parent has not graduated from high school). This information is acquired at the beginning of each school year for currently enrolled students, or during the enrollment process for incoming students throughout the school year. Based on poverty ranking and highest level of student academic need, the district identified the participating schools to be at the middle school level.
Describe how the low-income measure described above is used to rank and select schools to receive Title I funds <ul style="list-style-type: none"> <li>• All schools with a 75% or above poverty level are funded</li> <li>• All other schools are funded by poverty ranking district wide or by grade span.</li> </ul>	



**Additional Mandatory Title I Descriptions  
 (continued)**

<p>Please provide a general description of the nature of the programs to be conducted by the LEA's schools under Sections 1114, "Schoolwide Programs," and/or Section 1115, "Targeted Assistance Schools." Direct-funded charters and single school districts, if conducting a schoolwide program authorized under Section 1114, may attach a copy of the Schoolwide Plan or Single Plan for Student Achievement in lieu of this description. All ten of the required components must be addressed. (For more information on Schoolwide, please go to <a href="http://www.cde.ca.gov/sp/sw/rt">http://www.cde.ca.gov/sp/sw/rt</a>; for Targeted Assistance go to <a href="http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp">http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp</a> ).</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:</p> <ul style="list-style-type: none"> <li>• A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards.</li> <li>• Effective methods and instructional strategies based on scientifically-based research.</li> <li>• Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.</li> <li>• Proven strategies that address the needs of historically underserved students, low achieving students, and those at risk of not meeting state standards.</li> <li>• Instruction by highly qualified teachers and strategies to attract and keep such teachers.</li> <li>• High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff.</li> <li>• Strategies to increase parental involvement.</li> <li>• Assistance to preschool children in transitioning from early</li> </ul>	<p>Title I funds supplement the basic educational program. For example.</p> <ul style="list-style-type: none"> <li>• Increased learning time</li> <li>• Supplemental support of core academic curriculum</li> <li>• Counseling</li> <li>• Special grouping or tutoring to assist low-performing students</li> <li>• Pupil services</li> <li>• Mentoring</li> <li>• College and Career awareness and preparation</li> <li>• Academic intervention programs</li> <li>• After school and summer school</li> <li>• Individual student academic assessment</li> <li>• Parent outreach and education ( Spanish services provided as needed)</li> <li>• Special Education services</li> </ul>

<p>childhood programs to elementary school programs.</p> <ul style="list-style-type: none"> <li>• Timely and effective additional assistance to students who experience difficulty mastering state standards.</li> </ul>	
<p>For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State’s challenging academic standards. The description should include activities such as:</p> <ul style="list-style-type: none"> <li>• Effective methods and instructional strategies based on scientifically-based research.</li> <li>• Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.</li> <li>• Strategies that minimize removing children from the regular classroom during regular school hours for instruction.</li> <li>• Instruction by highly qualified teachers.</li> <li>• Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff.</li> <li>• Strategies to increase parental involvement.</li> </ul>	

## Additional Mandatory Title I Descriptions

(continued)

<p>Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115, “Targeted Assistance Schools,” will identify the eligible children most in need of services under this part. <b>Please note that multiple, educationally related criteria must be used to identify students eligible for services.</b> Where applicable, provide a description of appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <ul style="list-style-type: none"> <li>• Identify children who are failing or most at risk of failing to meet the state academic content standards.</li> <li>• Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades.</li> <li>• Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds.</li> </ul>	<p>“Eligible children” are those in grades 7 and 8 who are identified by the tow-fold criteria: parent level of education of 1 and students receiving free and reduced lunch. Once students are identified within this category, an ongoing review of student progress (i.e. Multiple Measures- grades, Standardized test scores, teacher/parent input) is used to determine added support for student achievement. Individual student assessments are made through a collaborative effort with staff, parents, administrators and pupil services personnel. Determinations are made to ensure appropriate services are provided to best meet the academic needs of each student. A collaborative relationship with the county Migrant Education office will be ongoing to ensure appropriate services are provided for both students and parents. The SDUHSD Board of Trustees takes an active role in maintaining current information regarding Title I students’ progress</p>
<p>The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.</p>	
<p>The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.</p>	

## Additional Mandatory Title I Descriptions

(continued)

Please describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116, “Academic Assessment and Local Educational Agency and School Improvement,” as in need of improvement.

	Description of how the LEA is meeting or plans to meet this requirement:
<p>If the LEA has a PI school(s), describe technical assistance activities the LEA will provide to help the PI school, such as the following:</p> <ul style="list-style-type: none"> <li>• Assistance in developing, revising, and implementing the school plan.</li> <li>• Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas.</li> <li>• Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI.</li> <li>• Assistance in analyzing and revising the school budget so the school’s resources are used effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Assist the schools to analyze academic data and budgets</li> <li>• Provide a professional development program that directly addresses the academic achievement problem</li> <li>• Develop school plans based on scientifically based research to strengthen the core academic subjects and addresses specific academic issues</li> <li>• Establish specific annual, measurable objectives for continuous and substantial progress by each group of low-performing students.</li> <li>• Incorporate activities /programs before school, after school and during the summer</li> <li>• Incorporate a teacher-mentoring program for tenured teachers and incoming certificated staff</li> <li>• Staff development ongoing for certificated and classified staff, targeting best practices for Title I students.</li> </ul>

**Additional Mandatory Title I Descriptions**

(continued)

<p>Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, “Academic Assessment and Local Educational Agency and School Improvement.”</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe the process for parent notification of the school’s identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.</p>	<p>We have identified two middle schools as recipients of Title I funds. Currently, one of these schools has been identified as a school in Program Improvement. All parents were notified of such failure in writing (see attached Title I Parent notification letter), in a language they understand no later than 30 days after such failure occurred. The EL Coordinator, bilingual counselors and staff were available to answer any questions parents may have and to inform them of their right to choose another school within the local geographic region. At least one meeting was held for all parents to explain AYP and the lack of school progress options. Childcare and translation was provided.</p>

### Additional Mandatory Title I Descriptions

(continued)

<p>Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA-level staff in accordance with Section 1118, “Parental Involvement,” and Section 1119, “Qualifications for Teachers and Paraprofessionals.”</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe the LEA’s strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.</p>	<p>The District will offer, as an ongoing process, the following professional development for teachers, principals, pupil services personnel, other staff, and parents to coordinate Title I and Title II:</p> <ul style="list-style-type: none"> <li>• Title I parent meetings/School Site Council</li> <li>• Written Parent Involvement Policy</li> <li>• Parenting classes, Resource Centers for parents</li> <li>• Staff Development for teachers and administrators</li> <li>• Involve parents in evaluation process of programs</li> <li>• Site English Language Advisory Council (ELAC)/District English Language Advisory Council ( DELAC)</li> <li>• Align with NCLB regulations for Highly Qualified and CDE mandates</li> <li>• Systemic staff development tailored to meet identified needs of Title I students</li> <li>• Staff development targeting staff of AVID, EL and Special Ed. Students</li> </ul>

## Additional Mandatory Title I Descriptions

(continued)

<b><i>Coordination of Educational Services</i></b>	
<p>In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:</p> <ol style="list-style-type: none"> <li>a. Even Start</li> <li>b. Head Start</li> <li>c. Reading First</li> <li>d. Early Reading First</li> <li>e. Other preschool programs</li> <li>f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities.</li> </ol> <p>Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.</p>	<p><b>I. DISTRICT STUDENT ACHIEVEMENT GOAL:</b> By June 2012, 58% of all students identified as students with limited English proficiency, disabilities and underrepresented district-wide, will be at or above Proficient Level on the California Standards Test.</p> <p><b>A. Action Step #1</b> High quality English language, reading for literacy, and mathematics instruction will be provided using scientifically based research curricula, such as the following:</p> <ul style="list-style-type: none"> <li>- EDGE</li> <li>- Read 180</li> <li>- System 44</li> <li>- PLATO</li> <li>- Passing California Exit Exam in Mathematics, English Language Arts</li> <li>-</li> </ul>

	<p><b>B. <u>Timeline</u></b></p> <ul style="list-style-type: none"><li>- By June 2012, teachers will be serviced in standards-based instructional strategies in all content areas</li><li>- By June 2013, teachers will have and use adopted materials to serve identified Title I population</li><li>- By June 2012, teachers will use effective teaching strategies in content areas</li><li>- By June 2012, teachers will formatively assess students on progress towards standards</li><li>- By June 2012, teachers will use student assessment results to inform and improve their instruction</li></ul> <p><b>C. <u>Provider or Program</u></b></p> <p>2011-2016: Ongoing staff in-services/professional development will be provided by SDCOE, District Title I coordinator, District ELD Coordinator, Special Education Coordinator, and District Professional Development Steering Committee</p> <p><b>D. <u>Budget Sources</u></b></p> <p>Title III, Title I, EIA/LEP, Title II, General Fund and Competitive Grant Monies.</p>
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## **Part III**

### **Assurances and Attachments**

*Assurances*

*Signature Page*

*Appendix*

*Appendix A: Sample Letters*

## ASSURANCES

To assure the LEA's eligibility for funds included in this Plan, the Superintendent must provide an original signature below attesting to compliance with all of the following statements.

### GENERAL ASSURANCES

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.
3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non-profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.
4. The LEA will adopt and use proper methods of administering each such program, including – (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.
6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
7. The LEA will – (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.
8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.
9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.

- 9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.
10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

#### **TITLE I, PART A**

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4<sup>th</sup> and 8<sup>th</sup> grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the LEA receives more than \$500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.
13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.
15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001*.
21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.

22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).
26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.
28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).
30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

#### **TITLE I, PART D – SUBPART 2**

31. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.

32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.
33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

#### **TITLE II, PART A**

34. The LEA, hereby, assures that:

- The LEA will target funds to schools within the jurisdiction of the local educational agency that:  
**(A) have the lowest proportion of highly qualified teachers;**  
**(B) have the largest average class size; or**  
**(C) are identified for school improvement under section 1116(b).**
- The LEA will comply with section 9501 (regarding participation by private school children and teachers).
- The LEA has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.
- The LEA will assure compliance with the requirements of professional development as defined in section 9101 (34).

#### **TITLE II, PART D**

35. The LEA has an updated, local, long-range, strategic, educational technology plan in place that includes the following:
  - Strategies for using technology to improve academic achievement and teacher effectiveness.
  - Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
  - Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
  - Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
  - Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.

- A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
  - A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.
  - A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
  - Innovative delivery strategies – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
  - A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
  - Collaboration with adult literacy service providers.
  - Accountability measures – a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.
  - Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.
36. The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.
37. **Any LEA that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5) ) hereby assures the SEA** that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:
- has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and
  - is enforcing the operation of such technology protection measure during any use of such computers by minors; and
  - has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.
  - Any LEA that does receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

### **TITLE III**

38. The LEA assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education-related community groups, nonprofit organizations, and institutions of higher education in developing the LEA Plan.
39. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.
40. The LEA is complying with Section 3302 prior to, and throughout, each school year.
41. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.
42. The LEA has based its proposed plan on scientifically based research on teaching limited-English-proficient students.
43. The LEA ensures that the programs will enable to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.
44. The LEA is not in violation of any State law, including State constitutional law, regarding the education of limited-English-proficient students, consistent with Sections 3126 and 3127.

### **TITLE IV, PART A**

45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.
47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.
48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.
49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:
  - Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.

- Security procedures at school and while students are on the way to and from school.
- Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.
- A crisis management plan for responding to violent or traumatic incidents on school grounds.
- A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
  - Allows a teacher to communicate effectively with all students in the class.
  - Allows all students in the class to learn.
  - Has consequences that are fair, and developmentally appropriate.
  - Considers the student and the circumstances of the situation.
  - Is enforced accordingly.

50. The application and any waiver request under section 4115(a)(3) (to allow innovative activities or programs that demonstrate substantial likelihood of success) will be available for public review after submission of the application.

#### **TITLE IV, PART A, SUBPART 3**

51. The LEA assures that it has, in effect, a written policy providing for the suspension from school for a period of not less than one year of any student who is determined to have brought a firearm to school or who possesses a firearm at school and the referral of a student who has brought a weapon or firearm to the criminal or juvenile justice system. Such a policy may allow the Superintendent to modify such suspension requirement for a student on a case-by-case basis.

#### **TITLE V, PART A**

52. The LEA has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents of children attending elementary schools and secondary schools in the area served by the LEA, with teachers and administrative personnel in such schools, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the LEA.

53. The LEA will comply with this Part, including the provisions of section 5142 concerning the participation of children enrolled in private nonprofit schools.

54. The LEA will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.

55. The LEA will annually evaluate the programs carried out under this Part, and that evaluation:

- will be used to make decisions about appropriate changes in programs for the subsequent year;



- will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and
- will be submitted to the SEA at the time and in the manner requested by the SEA.

### **New LEAP Assurances**

56. Uniform Management Information and Reporting System: the LEA assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:
- (i) truancy rates;
  - (ii) the frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;
  - (iii) the types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and
  - (iv) the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107-110)
57. Unsafe School Choice Policy: the LEA assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The LEA will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of schools that have been designated “persistently dangerous” in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107-110.)

### **Other**

58. The LEA assures that a minimum of 95% of all students and a minimum number of students in each subgroup (at both the school and district levels) will participate in the state’s assessments program.

## SIGNATURE PAGE

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Print Name of Superintendent

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Signature of Superintendent

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Date

## APPENDIX A

### Sample Letters:

English Learner Enrollment Parent Letter (English and Spanish) (referred to on page 58)

English Learner Program Waiver Letter (English and Spanish) (referred to on page 59 )

Title I Parent Notification Letter (English and Spanish) (referred to on page 103)

# San Dieguito Union High School District

## INFORMATION REGARDING BOARD AGENDA ITEM

**TO:** BOARD OF TRUSTEES

**DATE OF REPORT:** March 7, 2012

**BOARD MEETING DATE:** March 15, 2012

**PREPARED BY:** Dr. Michael Grove, Executive Director of Curriculum and Assessment

**SUBMITTED BY:** Ken Noah, Superintendent

**SUBJECT:** TITLE I LEP ADDENDUM

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### EXECUTIVE SUMMARY

SDUHSD has been identified as a Title I Program Improvement (PI) Year 2 Local Education Agency (LEA). A Title I LEA is identified for PI if it does not make Academic Yearly Progress (AYP) in the same content area (English Language Arts or Mathematics) *and* does not meet AYP criteria in the same content area in each grade span for two consecutive years. For 2009, SDUHSD met 25 of 30 AYP criteria. For 2010, SDUHSD met 24 of 30 AYP criteria.

During 2009 and 2010, SDUHSD did not meet the percent proficient requirement in English Language Arts and Mathematics for the English Learner (EL), Students with Disabilities (SWDs) and Socioeconomically Disadvantaged subgroups. In 6 of the 30 required AYP criteria, district student subgroups failed to meet annual percent proficient targets on required statewide tests of academic knowledge and skills in English language arts (ELA) and Mathematics.

It is important to note that while SDUHSD did not meet the federal achievement targets during the last two years, there has been consistent improvement in the number of students in all 3 subgroups mentioned above who scored proficient or above on California Standards Tests over the past four years in both ELA and Math.

The SDUHSD District Level Team (DLT) which includes teachers, administrators and parents, has reviewed and analyzed a variety of both formative and summative achievement data in order to identify and prioritize areas of need. Included in the data analysis and review were: CST results, district and school level subgroup AYP and API performance data, CELDT data, English Learner Self-Assessment (ELSSA) data, the Academic Program Survey (APS) and District Assessment Survey (DAS). The analysis of achievement data indicates the challenges

SDUHSD faces in meeting AYP for the upcoming years. The Title I LEP Addendum describes the SDUHSD vision for student achievement, and the challenges and needs related to the English Learner, Socioeconomically Disadvantaged and Students with Disabilities subgroups because they represent the only subgroups that failed to achieve AYP for the last two years.

**RECOMMENDATION:**

That the board approve the Title I LEP Addendum as submitted.

**FUNDING SOURCE:**

Implementation of the plan will require use of Federal and State Categorical funds as well as General Funds allocated for staff development.



## LEA Plan Addendum

San Dieguito Union High School District

CD Code: 37-68346

Revised March 2012

## SDUHSD LOCAL EDUCATIONAL AGENCY PLAN ADDENDUM TEMPLATE

### Introduction

In April 2011, the State Board of Education (SBE) identified San Dieguito Union High School District (SDUHSD) as a Program Improvement (PI) Year 1 district. A Title I school or Local Education Agency (LEA) is identified for PI if it does not make Academic Yearly Progress (AYP) in the same content area (English Language Arts or Mathematics) *and* does not meet AYP criteria in the same content area in each grade span for two consecutive years. LEAs, schools and the state must meet all AYP criteria in order to meet federal Elementary and Secondary Education Act (ESEA) accountability requirements. For 2009, SDUHSD met 25 of 30 AYP criteria. For 2010, SDUHSD met 24 of 30 AYP criteria.

In California, LEAS and schools are required to meet or exceed requirements within each of the following areas in order to make AYP annually:

- Requirement 1: **Participation Rate**—At least 95% of the district's grades 7-8 and grade 10 students enrolled in the first day of testing must take the required tests (CST, CMA, CAPA, and CAHSEE).
- Requirement 2: **Percent Proficient**—The district and all numerically significant subgroups are required to demonstrate performance at or above the statewide annual measurable objectives (AMOs 1, 2, and 3)
- Requirement 3: **Academic Performance Index (API)**—The district must show a specific level of growth in API. For 2010, SDUHSD achieved a growth of 15 API points easily meeting the minimum score of 680 or growth of at least one point.
- Requirement 4: **Graduation Rate**—The district/schools must achieve a specific graduation rate. For 2010, the targeted graduation rate was 90%.

During the last two years, SDUHSD met 3 of the 4 requirements above but did not meet the percent proficient requirement in English Language Arts and Mathematics for the English Learners (ELs), Students with Disabilities (SWDs) and Socioeconomically Disadvantaged subgroups. In 5 of the 30 required AYP criteria, district student subgroups failed to meet annual percent proficient targets on required statewide tests of academic knowledge and skills in English language arts (ELA) and Mathematics.

For 2010 the subgroups and criteria missed were identified as follows:

- The socioeconomically disadvantaged subgroup failed to meet its percentage proficient target in both ELA and Mathematics. Of the students tested in this subgroup, 44.4% scored proficient or above in ELA. The target for the year was 56%. In mathematics, 46.1% scored proficient or above while the target was 56.4%.
- The EL subgroup failed to meet its percentage proficient target in both ELA and Mathematics. Of the students tested in this subgroup, 48.4% scored proficient or above in ELA while the target was 56%. In mathematics, 50.6% scored proficient or above missing the 56.4% target.
- The SWD subgroup failed to meet its percentage proficient target in mathematics. Of the students tested in this subgroup, 40.5% scored proficient or above in mathematics while the target was 56.4%.

The SDUHSD District Level Team (DLT) which includes teachers, administrators and parents, has reviewed and analyzed a variety of both formative and summative achievement data in order to identify and prioritize areas of need. Included in the data analysis and review were: CST results, district and school level subgroup AYP and API performance data, CELDT data, English Learner Self-Assessment (ELSSA) data, the Academic Program Survey (APS) and District Assessment Survey (DAS). The analysis of achievement data indicates the challenges SDUHSD faces in meeting AYP for the upcoming years. This addendum will describe the SDUHSD vision for student achievement, and the challenges and needs related to the English Learner, Socioeconomically Disadvantaged and Students with Disabilities subgroup because they represent the only subgroups that failed to achieve AYP for the last two years.



### **A. SDUHSD Vision for Student Achievement**

SDUHSD vision for student achievement is to develop a collaborative culture in which teachers regularly and frequently work together in a highly focused and effective manner in pursuit of continuously improving student learning. This is not a terminal vision with an end point, but rather a vision of a different and ongoing way of working together to improve student learning. Ultimately, this will result in the use of high quality, site-based common assessments for all core subjects to provide teachers with timely and meaningful data about student learning, for each student. The goal is not to assess for assessment's sake, but rather to agree upon the most important knowledge and skills our students must learn and then to work collaboratively to ensure that our students learn these important outcomes at the levels that we expect. The assessments we develop are merely the tools we will use to measure student learning and from which we will derive information about each student's learning – the assessments are the means to an end (collaborating to improve student learning), not the end itself. In our vision student learning will be assessed on three important levels:

- 1) Individual level – Teachers use assessment data to assess how well each individual student learns the identified learning outcomes and identify individual strengths and weaknesses in relation to these learning outcomes.
- 2) Classroom level - Teachers use assessment data to identify the collective strengths and weaknesses of the students in their classes.
- 3) School-wide level – Teachers use assessment data to collaboratively identify the collective strengths and weaknesses of students across the school.

With these three levels of assessment information, teachers work collaboratively to:

- Target individual students for remediation, growth targeted instruction, and support at both the classroom and school levels.
- Identify student-specific, course-specific, and/or school-wide goals relating to student learning.

- Improve individual and collective student learning by identifying, sharing, and implementing best instructional practices and effective curricular resources relating to student-specific, course-specific, and/or school-wide goals.

This is a continuous process in that we are constantly working to improve student learning – when one shared goal is achieved, we identify a new one and work collaboratively to achieve that next goal. This collaborative process respects and relies upon teacher expertise and professionalism to identify key learning outcomes, develop appropriate and effective site-based common assessments, identify appropriate individual and collective student learning goals, and to direct their own professional growth in relation to these goals. We believe that through this process we will ensure high level, continuous learning for each of our students.

**B. English Learner Subgroup Data Analysis: Challenges and Needs**

At SDUHSD English Learners at each CELDT proficiency level are exceeding state growth targets. As a district we have consistently met all targets for AMAO 1 and AMAO 2. Below is a snapshot of how English Learners have performed for the last 5 years in AMAO 1 and AMAO 2:

<b>AMAO 1</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>
Target	48.7%	50.1%	51.6%	53.1%	54.6%
SDHSD	62.9%	73.9%	69.6%	69.5%	71.9%
Target Met?	YES	YES	YES	YES	YES

**AMAO 1: Percent of English Learners Making Progress in Learning English**

<b>AMAO 2</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>
Target	27.2%	28.9%	30.6%	41.3%	43.2%
SDUHSD	38.3%	48.1%	42.1%	59.2%	64.2%
Target Met?	YES	YES	YES	YES	YES

**AMAO 2: Percent of English Learners Attaining English Proficiency (for 2009-10 and 2010-11 ELs with 5 years or more in a language instructional program).**

**Challenge 1: The SDUHSD needs to focus its attention on accelerating the academic achievement of English learners in English Language Arts to close the performance gap between English Learners and English Only students.**

Efforts to measure the success of the SDUHSD instructional program for English Learners must take into account not only EL scores on various State-mandated tests but also of the number of English Learners who are reclassified each year as fluent English proficient students (R-FEPs). At SDUHSD R-FEPs are performing at a level very similar to our English Only (EO) students. 95% of our R-FEPs have passed the ELA portion of the CAHSEE and over 75% of R-FEPs scored proficient or above in the ELA portion of the CST.

Even though English Learners are not meeting the state AYP targets for AMAO 3 in ELA, it is important to note that the EL subgroup has demonstrated consistent improvement in the number of ELs who scored proficient or above in ELA over the last four years. SDUHSD ELs have shown a 10.5% growth in ELA from 2007 to 2010 (See figure 2 below). However, even though the EL subgroup continues to show growth, ELs did not grow enough to meet the latest federal achievement targets.

District-wide results in ELA of the California Standards Tests (CST) are summarized in figure 1 below for the last four years for all the subgroups:

	2007	2008	2009	2010
<b>NCLB Target</b>	23%	34%	45%	56%
<b>All Students</b>	81.20%	82.10%	82.90%	85.20%
<b>White</b>	85.30%	85.40%	86.30%	88%
<b>Asian</b>	91.50%	93.30%	94.40%	96.10%
<b>English Learners</b>	38.30%	39.90%	42.70%	48.40%
<b>Socioeconomically Disadvantaged</b>	40%	43.30%	42.10%	44.40%
<b>Latino</b>	48%	51%	50.90%	58%
<b>Students with Disabilities</b>	39%	43.90%	42.80%	46.90%

**Figure 1: Percent Proficient or above in English Language Arts CST (AYP)**

	2007	2008	2009	2010	4 Year Change
All Students	81.20%	82.10%	82.90%	85.20%	+4.2%
English Learners	38.30%	39.90%	42.70%	48.40%	+10.5%
Socioeconomically Disadvantaged	40%	43.30%	42.10%	44.40%	+4.4%
Students with Disabilities	39%	43.90%	42.80%	46.90%	+7.9%

**Figure 2: ELA Subgroup Comparison. Percent of students at or above proficient**

**Challenge 2: The SDUHSD needs to focus its attention on accelerating the academic achievement of English Learners in Mathematics to close the performance gap between English Learners and English Only students.**

Even though English Learners are not meeting the state AYP targets for AMAO 3 in Mathematics, it is important to note that the EL subgroup has demonstrated consistent improvement in the number of ELs who scored proficient or above in Mathematics over the last four years. SDUHSD ELs have shown a 6% growth in Math during the same period of time (see figure 4 below). However, even though the EL subgroup continues to show growth, ELs did not grow enough to meet the latest federal achievement targets.

District-wide results in Mathematics of the California Standards Tests (CST) are summarized below for the last four years for all the subgroups:

	2007	2008	2009	2010
NCLB Target	24%	35%	45.50%	56.40%
All Students	76.70%	78.20%	80.40%	82%
White	79.20%	80.60%	82.60%	84%
Asian	92.10%	96.00%	95.10%	96.20%
English Learners	44.80%	44.70%	47.80%	50.60%
Socioeconomically Disadvantaged	42.70%	40.40%	43.20%	46.10%
Latino	48.40%	45.80%	52.80%	55.30%
Students with Disabilities	33.60%	39.30%	38.40%	40.50%

**Figure 3: Percent Proficient or above in Mathematics CST (AYP)**

	2007	2008	2009	2010	4 Year Change
All Students	76.70%	78.20%	80.40%	82.0%	+5.3%
English Learners	44.80%	44.70%	47.80%	50.60%	+5.8%
Socioeconomically Disadvantaged	42.70%	40.40%	43.20%	46.10%	+3.4%
Students with Disabilities	33.60%	39.30%	38.40%	40.50%	+6.9%

**Figure 4: Math Subgroup Comparison. Percent of students at or above proficient**

**C. Socioeconomically Disadvantaged Data Analysis: Challenges and Needs**

During the most recent four-year period (2007–2010), the percentage of socioeconomically disadvantaged students scoring proficient or above on the CST in English Language Arts fluctuated within a narrow range-3 to 4 point range, improving in some years and declining in others. SDUHSD socioeconomically disadvantaged students have shown a 4.4% growth in ELA from 2007 to 2010 (See figure 2 above). However, even though the socioeconomically disadvantaged subgroup continues to show growth, the subgroup did not grow enough to meet the latest federal achievement targets.

**Challenge 3: The SDUHSD needs to focus its attention on accelerating the academic achievement of the socioeconomically disadvantaged students in English Language Arts to close the performance gap between these students and students in the highest performing groups in the district.**

From 2007 to 2010, the percentage of students in the socioeconomically disadvantaged subgroup who scored proficient or above on the CST in Mathematics increased by 3.4 percent.

**Challenge 4: The SDUHSD needs to focus its attention on accelerating the academic performance growth of socioeconomically disadvantaged students in Mathematics to close the performance gap between these students and students in the highest performing groups in the district.**

**D. Students with Disabilities Data Analysis: Challenges and Needs**

As seen in Figure 2, Students with Disabilities increased from 39.00% proficient in English/Language Arts to 46.90% proficient or above in 2010. This represents a growth of 7.9% of students scoring at least Proficient over three years.

Figure 4 shows that Students with Disabilities increased from 33.60% proficient in Mathematics to 40.50% proficient in 2010. This represents an increase of 6.9% of students scoring at least Proficient over three years.

**Challenge 5: The SDUHSD needs to focus its attention on accelerating the academic achievement of the students with disabilities in English Language Arts to close the performance gap between these students and students in the highest performing groups in the district.**

Although the rate of growth for students with disabilities is considerably higher than the student body at large (+7.9% versus +4.2%), this improvement is eclipsed by the high-level of achievement of All Students in ELA (85.2% Proficient).

**Challenge 6: The SDUHSD needs to focus its attention on accelerating the academic achievement of the students with disabilities in Mathematics to close the performance gap between these students and students in the highest performing groups in the district.**

The rate of growth for students with disabilities is minimally higher than the student body at large (+6.9% versus +5.3%). This improvement is eclipsed by the high-level of achievement of All Students in ELA (82.0% Proficient).

**Previous Plan Evaluation:**

Support for students that are experiencing difficulty mastering the standards is a high priority at SDUHSD. The district has a consistent method for assessing English Learners and Students with Disabilities (SWDs) to determine the most appropriate class placement. SWDs can be mainstreamed or can spend part of their day in specialized classes, depending on their Individual Education Plan (IEP). English Language Learners are placed in the appropriate level of English Language Development or mainstream English Language Arts class according to district established assessment criteria. All schools at SDUHSD offer a variety of support classes and extended day options to provide differing levels of support to students as needed.

An evaluation of the previous LEA Plan indicates that while progress has been made in improving student performance among all the subgroups, as measured by the performance on state mandated tests, the rate of growth demonstrated by the English Learner, Socioeconomically Disadvantaged, and Students with Disabilities subgroups has consistently trailed behind that of students in the district's highest performing subgroups. Achievement data reveals that our intervention practices have not successfully provided English Learners, Student with Disabilities and Socioeconomically Disadvantaged students with the needed intervention skills to raise their academic achievement to the targets established by the No Child Left Behind Act of 2001.

To determine the changes needed to the current SDUHSD LEA Plan, the District Level Team (DLT) reviewed the results of the self-assessment tools provided by the California Department of Education (CDE). The DLT identified the following areas in which improvements should be made:

1. Provide professional development focusing on designing and implementing lessons that allow for differentiation and re-teaching to address the academic needs of each student.

2. Provide appropriate intervention materials and instructional time to all students who are scoring below proficient in the ELA and Math portion of the CST.
3. Implement additional instructional strategies to address the needs of Long Term English Learners (LTELs) who achieve below basic level in the ELA and Math portions of the CST.
4. Availability of time for staff collaboration regarding EL needs, assessment and instruction among all teachers who assist English Learners
5. Provide teachers and administrators opportunities for professional development in the use of the adopted instructional programs in ELA and Mathematics.
6. Communicate more effectively with parents of the identified struggling subgroups about the district's academic programs as well as its policies and procedures for identifying students for special instructional programs.
7. Assure that teachers have adequate time to collaborate with their peers in planning and implementing appropriately differentiated instruction.

The needs identified above represent areas in which the district level team believe the current educational plan has not been fully implemented. The plan addendum outlined below addresses each of those needs.

The pages below describe several initiatives that the SDUHSD will undertake. Some of the initiatives are targeted to specific subgroups of students and their teachers or to students at particular levels of student performance in specific content areas. The goal of all the initiatives is to improve academic achievement for all students and among those student subgroups that have failed to meet AYP. SDUHSD will build on the successes achieved under its current educational plan and address shortcomings identified by the district level team.



**1. Address the fundamental teaching and learning needs in the schools of that LEA and the specific academic problems of low-achieving students, including a determination of why the prior LEA Plan failed to bring about increased student achievement.**

Please describe how you will address student learning needs, based on an analysis of data for why the prior LEA Plan was not successful. <i>(First determine whether the LEA Plan was fully implemented as written. For assistance, please use the State Assessment Tools to help you with your analysis, review and/or revision. These tools are available on the CDE State Assessment Tools Web page at <a href="http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp">http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp</a>.)</i>	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>The sections that follow, will describe several initiatives, interventions, and strategies proposed by the SDUHSD District Level Team. Based on the analysis of the 2009-2010 Accountability Report and the results of the Academic Performance Survey (APS), District Assistance Survey (DAS), and the English Learner Sub-Group Self-Assessment (ELSSA), the following areas reflect the most need:</p> <ol style="list-style-type: none"> <li>1. EL Coordinator will meet quarterly with site EL leads to monitor and discuss grouping for ELD instruction using EL data including CELDT, district benchmarks and other formative student assessment data maintained in Data Director.</li> </ol>	<p>EL Coordinator                      EL Leads                      September 2011-                      June 2012</p>	<p>Substitute costs or hourly rate</p>	<p>\$2,000</p>	<p>Title I Funds</p>

<p>2. Principal and department chairs will schedule collaboration time for the school year by the end of the second week of school. Collaboration time will focus on developing common assessments, analyzing assessments results for each student and developing interventions to support underperforming students</p> <ul style="list-style-type: none"> <li>a. Principals and department chairs will continue to establish regular collaboration opportunities</li> <li>b. In schools where collaboration time is not embedded into the bell schedule, administration will work with department chairs to establish collaboration opportunities through release days and/or after school meetings</li> <li>c. The Educational Services department will provide funding for collaboration time not built into the existing bell schedule. Each Principal will be responsible for submitting a budget to the Executive Director of Curriculum and Assessment requesting funds to support staff collaboration</li> </ul> <p>3. The Special Education Department will review available data and self-assessment metrics to identify those programs that have yielded the most promising results for plan and program evaluation.</p>	<p>Executive Director of Curriculum and Assessment, Principals and Department Chairs                  September 2011- June 2012</p> <p>Director of Special Education                  September 2011- June 2012</p>	<p>Substitute costs</p> <p>Substitute costs and additional hours after contract</p>	<p>\$15,000</p> <p>\$6,000</p>	<p>Title I Funds</p> <p>Title II funds</p>
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**2. Include specific measurable achievement goals and targets for student groups consistent with Adequate Yearly Progress (AYP).**

The SDUHSD DLT analyzed all 2010 AYP data in light of the goals for the new growth targets for 2011 and beyond. The percentage of students performing below the proficient level in ELA or Mathematics must decrease by at least 10% of that percentage from the preceding year for each of the subgroups who have failed to reach the achievement targets in 2010. The tables below indicate the specific measurable goals of each of the subgroups performing below the proficiency level in 2010.

***SDUHSD Achievement Goals and Targets in ELA for Student Subgroups***

<b>Subgroup</b>	<b>2010 % Proficient</b>	<b>2011 Target</b>	<b>Growth Needed</b>	<b>2012 Target</b>	<b>Growth Needed</b>	<b>2013 Target</b>	<b>Growth Needed</b>
District-wide	85.20%	66.7%	-	77.8%	-	88.9%	3.7%
White	88.00%	66.7%	-	77.8%	-	88.9%	0.9%
Asian	96.10%	66.7%	-	77.8%	-	88.9%	-
English Learner	48.50%	66.7%	18.20%	77.8%	29.30%	88.9%	40.40%
Socioeconomically Disadvantaged	44.40%	66.7%	22.30%	77.8%	33.40%	88.9%	44.50%
Hispanic or Latino	58.60%	66.7%	8.10%	77.8%	19.20%	88.9%	30.30%
Students with Disabilities	46.90%	66.7%	19.80%	77.8%	30.90%	88.9%	42.00%

***SDUHSD Achievement Goals and Targets in Mathematics for Student Subgroups***

Subgroup	2010 % Proficient	2011 Target	Growth Needed	2012 Target	Growth Needed	2013 Target	Growth Needed
District-wide	82.00%	66.1%	-	77.4%	-	88.7%	6.7%
White	84.00%	66.1%	-	77.4%	-	88.7%	4.7%
Asian	96.20%	66.1%	-	77.4%	-	88.7%	-
English Learner	50.60%	66.1%	15.50%	77.4%	26.80%	88.7%	38.10%
Socioeconomically Disadvantaged	46.10%	66.1%	20.00%	77.4%	31.30%	88.7%	42.60%
Hispanic or Latino	55.30%	66.1%	10.80%	77.4%	22.10%	88.7%	33.40%
Students with Disabilities	40.50%	66.1%	25.6%	77.4%	36.90%	88.7%	48.20%

**Note:** In 2010, SDUHSD did not meet the minimum numerically significant group size requirement for the African American, American Indian and Filipino subgroups and no value was reported for these subgroups.

***Additional Indicators***

Indicator	2009 Base	2010 API	Difference (Growth)
API	862	877	15
Graduation Rate	95.82%	94.62%	-1.20%
Participation Rate	98%	98.29%	+0.29%

Note: The criteria for meeting AYP in 2010 was a minimum API score of 680 or a growth of at least one point. The 2010 target graduation rate was 90%. The target participation rate for 2010 was 95%. SDUHSD met all required criteria for API, graduation and participation rate.

**Challenge 7:** SDUHSD will maintain the high participation rates of its students in State-mandated tests and will continue to maintain or exceed the pace of growth in API and graduation rates to meet AYP in 2011 and beyond.

**3. Incorporate scientifically based research strategies that strengthen the core academic program in schools served by the LEA.**

Please describe the specific strategies that the district will use and how those strategies will be used to strengthen the core academic program.	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>District and site administrators will visit classrooms and monitor the daily schedules to ensure the full use of adopted core and intervention programs in ELA and Math and sufficient time is allotted for each core subject. In particular, administrators will monitor English Learners, SWD, and Socioeconomically Disadvantaged students who are at risk of not meeting grade level standards and to ensure these students are receiving additional time and support in order to progress. Specific research-based strategies and programs such as the following will be utilized throughout SDUHSD to improve student achievement in English-Language Arts and Mathematics:</p> <ol style="list-style-type: none"> <li>1. Ensure that universal access is provided to all students through additional time, ancillary support materials and differentiated instruction designed to support learner's acquisition of core concepts and skills.</li> <li>2. Require and monitor teacher use of SDAIE strategies to support EL students in mainstream classes in addition to instruction to build vocabulary and academic language.</li> </ol>	<p>Executive Director of Curriculum and Assessment, Site administrators, EL Coordinator            September 2011- June 2012</p> <p>Site Administrators, EL Coordinator            EL Leads            January 2012-June 2013</p>	<p>Purchase ancillary materials for all content courses</p> <p>N/A</p>	<p>\$25,000</p> <p>No additional funding</p>	<p>Title I</p> <p>N/A</p>

<p>3. Ensure that all students working below grade level are receiving additional supplemental support in reading and supplemental math intervention instruction. For students who are more than two years below grade level ensure they are receiving instruction in reading in an accelerated intensive intervention program until ready to return to the core with strategic support.</p>	<p>Executive Director of Curriculum and Assessment, Site administrators, EL Coordinator          September 2011- June 2012</p>	<p>N/A</p>	<p>No additional funding</p>	<p>N/A</p>
<p>4. Support and monitor teacher collaboration time to allow teachers to analyze data and plan instruction that will result in instructional strategies that will lead to an increase in student achievement</p>	<p>Site Administrators, EL Coordinator          November 2011- June 2012</p>	<p>Substitute costs</p>	<p>\$2,000</p>	<p>Title I, General Fund</p>
<p>5. Use data to monitor student progress in academic core and intervention programs</p> <ul style="list-style-type: none"> <li>➤ Academic performance reports from Data Director, PLATO and READ 180 will be reviewed regularly. The results will be used to assess the effectiveness of each intervention program. Additionally, the results from common formative assessments will be used as a way to measure student progress. Interventions in support programs will be implemented based on the needs of each student.</li> </ul>	<p>Site Administrators, EL Coordinator          November 2011- June 2012</p>	<p>N/A</p>	<p>No additional funding</p>	<p>N/A</p>

<p>6. The Special Education Department will study the districts utilization of mainstreaming and supports to mainstreaming to ensure the greatest number of student accessing high-level instruction in the Least Restrictive Environment as well as study those programs and services necessary to support Students with Disabilities who are unable to access adequate benefit from the progression of regular education interventions.</p>	<p>Director of Special Education September 2011- June 2012</p>	<p>N/A</p>	<p>No additional funding</p>	<p>N/A</p>
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**4. Identify actions that have the greatest likelihood of improving student achievement in meeting state standards.**

Please identify actions and how they will be supported. (See full implementation statements in the Academic Program Survey [APS] and the District Assistance Survey [DAS] on the CDE State Assessment Tools Web page at <a href="http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp">http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp</a> .)	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>SDUHSD will identify at-risk students early in the school year and continue to implement standards-based interventions to enhance their learning and increase their potential for successful performance in meeting state standards. The DLT believes that the following actions have the greatest likelihood of improving student achievement at SDUHSD:</p> <ul style="list-style-type: none"> <li>➤ Continue to develop Single Plans for Student Achievement (SPSA) at the school sites that serve as the instructional road map designed to:               <ul style="list-style-type: none"> <li>• Identify specific performance targets for all students on State and site-based assessments</li> <li>• Develop action plans to establish the types of interventions and classroom activities designed to improve student achievement</li> <li>• Identify staff responsible for ensuring that the action plan is implemented</li> <li>• Be reviewed quarterly by the school site council, department chairs, student leadership groups and parent organizations to monitor student progress in meeting performance objectives</li> </ul> </li> </ul>	<p>Executive Director of Curriculum and Assessment, Site administrators, EL Coordinator            September 2011- June 2012</p>	<p>Substitute costs</p>	<p>\$12,000</p>	<p>Title I, General Fund</p>



<ul style="list-style-type: none"> <li>➤ Continue to provide Reading and Math intervention programs at each school site using state adopted and ancillary materials for English Learners. Interventions will be provided during the school day as scheduled within each school’s master schedule, or after school.</li>   <li>➤ Provide intervention programs that will focus on developing math and literacy skills:           <ul style="list-style-type: none"> <li>• Train Pre-algebra Essentials, Algebra Readiness, and resource teachers to use PLATO math intervention by the end of June 2012</li> <li>• Train English, English Language Development and resource teachers to use READ 180 and System 44 by the end of June 2012</li> <li>• Expand the use of MyAccess writing development program in English and various support classes</li> <li>• Based on a history of grades and standardized testing results, counselors will enroll students in intervention programs</li> <li>• Executive Director of Curriculum will ensure math and English intervention programs are provided equitably across the district</li> </ul> </li> </ul>	<p>Executive Director of Curriculum and Assessment, Site administrators          September 2011- June 2012</p> <p>Executive Director of Curriculum and Assessment, EL Coordinator, Director of Technology          September 2011- June 2012</p>	<p>Site licenses for READ 180 and PLATO</p> <p>Substitute costs, training costs</p>	<p>\$28,000</p> <p>\$25,000</p>	<p>Title I, General Fund, Technology Fund</p> <p>Technology Funds, General Fund</p>
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**5. Address the professional development needs of the instructional staff that will support the strategies and recommendations described above.**

Please explain how the LEA identified professional development needs of instructional staff and LEA plans to support professional development. <i>(See full implementation statements in the APS and the DAS located on the CDE State Assessment Tools Web page at <a href="http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp">http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp</a>.)</i>	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>SDUHSD will provide professional development for administrators and teachers focusing on developing valid, reliable and useful common assessments, analyzing results and implementing interventions designed to improve student achievement. Results from 2010-2011 formative and summative assessments will be evaluated by academic departments to determine which curricular areas may need to be modified during the 2011-2012 school year</p> <p>The Executive Director of Curriculum and Assessment will work in conjunction with each site principal to determine the school site's exact professional development needs. The following activities will support the needs of the SDUHSD staff:</p> <ol style="list-style-type: none"> <li>1. Provide professional development focusing on designing and implementing lessons that allow for differentiation and re-teaching to address the academic needs of each student:           <ul style="list-style-type: none"> <li>• The Principals and Executive Director of Curriculum and Assessment will identify the type and frequency of professional development focusing on designing lessons that allow for differentiation.</li> </ul> </li> </ol>	<p>Executive Director of Curriculum and Assessment, Principals            September 2011- June 2012</p>	<p>PD and Substitute costs, training costs</p>	<p>\$35,000</p>	<p>Title I, Title II, General Fund</p>

<p>2. Provide professional development for administrators and teachers focusing on developing valid, reliable and useful common assessments, analyzing results and implementing interventions designed to improve student achievement</p>	<p>Executive Director of Curriculum and Assessment, Principals          September 2011- June 2012</p>	<p>PD costs, substitute costs</p>	<p>\$20,000</p>	<p>Title II Funds</p>
<p>3. Provide staff development time to identify best practices and develop interventions that meet the academic needs of each student</p>	<p>Executive Director of Curriculum and Assessment, Principals          September 2011- June 2012</p>	<p>Substitute costs</p>	<p>\$5,000</p>	<p>General Fund</p>

## 6. English Learners

- a. **Title III Status and Title I Program Improvement (PI) Status: An LEA that is also in Title III Year 2 should insert the Improvement Plan Addendum in the expandable space below. LEAs in Title III Year 4 are required to complete the online Action Plan and need not address Item 6.**

### **San Dieguito Union High School District Title III Year 2 LEA Improvement Plan Addendum**

San Dieguito Union High School District (SDUHSD) is a grade 7-12 district with four middle schools, two comprehensive high schools, two high school academies and one alternative high school. Over the years, a number of these schools and programs have been recognized for their academic success. SDUHSD serves a student population of approximately 12,492 students. The English Learner (EL) population of the district is about 5% of the total student population. The SDUHSD educates students from the coastal North San Diego County communities of Cardiff-by-the-Sea, Encinitas, Leucadia, and Olivenhain in the City of Encinitas; the cities of Del Mar and Solana Beach; the community of La Costa in the City of Carlsbad; the community of Carmel Valley in the City of San Diego; and the communities of Rancho Santa Fe and Fairbanks Ranch. SDUHSD serves students from five elementary school districts in North County: Encinitas, Rancho Santa Fe, Cardiff, Solana Beach, and Del Mar. Students from those districts matriculate through our middle schools and high schools.

SDUHSD receives Title III funding from the federal government to ensure that English Learners (ELs) attain English proficiency and meet the same challenging academic content and achievement standards that other students are expected to meet. As required under the 2001 NCLB Act, every district that receives Title III funding from the federal government is required to meet three Annual Measurable Achievement Objectives (AMAOs) for their English Learners. Local Educational Agencies (LEAs) that have failed to meet one or more Title III AMAOs for two consecutive years are required to develop an Improvement Plan Addendum (IPA) that will ensure that the LEA will meet AMAOs in the future. During the 09-10 academic year, SDUHSD did not meet the academic targets for English Learner students in English Language Arts and Mathematics (AMAO 3). As a result, SDUHSD developed this Title III Improvement Plan Addendum.

This Program Improvement Addendum for SDUHSD was developed based on an analysis of the English Learner Subgroup Self-Assessment (ELSSA) and the Academic Program Survey (APS). The ELSSA is a data analysis tool that identifies areas of strength and weakness related to instructional programs for English Learners in English Language Arts (ELA), English Language Development (ELD), and Mathematics. The APS is designed to help a school analyze the extent to which it is providing a coherent instructional program to support student achievement. SDUHSD assembled a team of stakeholders which included district and school site administrators, in addition to English Language Development, English, Math, Sheltered, and Special Education instructors representing each of the district middle and high schools. The team met to review and analyze district EL achievement data and make recommendations for the district Title III Year 2 IPA.

The SDUHSD Title III Year 2 IPA will address the implementation of high quality professional development, intervention programs, parent participation and collaboration among EL educators, special education teachers, and general education teachers.

**1. Conduct an analysis of data. Identify and describe the factors that prevented the local educational agency (LEA) from achieving the Title III Annual Measurable Achievement Objectives (AMAOs)**

**A. Analysis of SDUHSD data based on CELDT, CST, and CAHSEE.**

**AMAO 1 and 2**

San Dieguito Union High School District (SDUHSD) has met all State targets for AMAO 1 and AMAO 2 for the last four years. English Learner achievement has consistently exceeded the state and federal targets in both annual progress in learning English (AMAO 1) and attaining language proficiency (AMAO 2). The data reviewed to evaluate progress in the AMAOs include the results of the 2008-2009 and 2009-10 California English Language Development Test (CELDT). CELDT results were disaggregated by grade level, proficiency level, and length of time in U.S. schools. An examination of district CELDT data shows that beginning and intermediate students demonstrate the least amount of growth in the area of language acquisition. Although SDUHSD has met the state targets, CELDT data analysis indicates that students with 5 or more years in U.S. schools need more emphasis on higher level reading and writing skills in the transitional English Language Development courses. 80% of English Learners at SDUHSD are considered Long Term English Learners (have attended a U.S. school for 5 years or more).

### **AMAO 3**

SDUHSD EL students are not meeting the state Academic Yearly Progress (AYP) targets for AMAO 3. It is important to note that SDUHSD has demonstrated consistent improvement in the number of English Learners who scored proficient or above over the past four years in both ELA and Math (10.7% growth in ELA and 6% growth in Math). As the targets increased from 2008 to 2010, the EL subgroup growth did not meet the increasing federal achievement targets. As the targets increase even more for 2011 and beyond, the English Learner population will have to continue to make significant strides in mathematical concepts as well as language acquisition. California State Standards (CST)-ELA and CST-Algebra 1 results were disaggregated by grade level and CST proficiency level for students performing at the Intermediate and Early Advanced/Advanced proficiency levels on the CELDT.

### **CST English Language Arts (ELA) Data Analysis**

- The English Learner subgroup did not meet the targeted proficiency rate for AYP by 7.5% in ELA.
- CELDT intermediate students scored at basic or below in the English Language Arts portion of the CST.
- More than 75% of Reclassified-Fluent English Proficient (RFEP) scored proficient or above on the ELA portion of the CST.
- Those RFEPs that did not score proficient or above are concentrated in the basic range and are currently enrolled in 10<sup>th</sup> grade

### **CST Mathematics Data Analysis**

- The English Learner subgroup did not meet the targeted proficiency rate for AYP by 5.8% in Math
- 87% of CELDT intermediate students scored at basic or below in the Mathematics portion of the CST
- 59% of RFEPs scored proficient or above on the math portion of the CST.

### **CAHSEE Data Analysis**

- 37% of English learners passed CAHSEE in ELA, with only 7% achieving proficiency
  - A student can pass the CAHSEE with a scaled score of 350, but in order to be proficient the scaled score must be 380 or higher
- 54% of English learners not passing the CAHSEE in ELA have been in U.S schools for more than 6 years
- 95% of RFEP students passed the CAHSEE in ELA, with 71% achieving proficiency

## **B. Strengths and weaknesses of SDUHSD current plan:**

Based on the Academic Program Survey and analysis of the ELSSA tool, several areas of strengths and weaknesses were identified:

### **1. Instructional program implementation:**

**Strengths:** At SDUHSD, we have a clearly defined criterion for placing English Learners in ELD and ELA courses. EL students are grouped according to CELDT proficiency levels and placed in the appropriate ELD/ELA course. In addition, data collected from CELDT and CST is used effectively when placing students in intervention classes such as READ 180, Algebra Readiness, Academic Literacy and PLATO. SDUHSD has taken the necessary steps to give teachers and school administrators access to timely and accurate student achievement data that can be used to help them diagnose and respond to individual student needs. Middle School ELD teachers have finished developing district-wide curriculum to meet the instructional needs of English Learners. The middle school ELD curriculum will be used in conjunction with the adoption of System 44 as a district wide reading intervention program for ELD I and II students. A new 2-year RFEP monitoring progress form for middle and high school students was created last year to monitor the academic progress of RFEPs through a review of current grades, performance on California Standards Tests, and California High School Exit Exam (as appropriate).

**Weaknesses:** Areas of improvement include developing an instructional program delivery structure in ELA and math that will focus teachers' efforts in planning and delivering lessons that will provide sheltered instruction for English learners within their mainstream classes. Other areas of weakness that SDUHSD needs to address include the following:

- Develop a plan to provide all teachers of EL students with ongoing opportunities for collaboration on strategies and best practices that will benefit EL students
- Assign highly qualified, experienced, and motivated teachers to provide instruction to long-term EL students
- Provide opportunities for teachers who support EL students to meet and monitor academic progress during late start collaboration days.
- Develop district wide entry and exit criteria for our strategic and intensive intervention programs. Strategic and intensive intervention programs must have an ELD component and specific curriculum. Strategic intervention, in the form of additional classes or within-class work, is appropriate for students working below grade level but less than two years from standard. Intensive interventions are designed for those students performing more than two grades below standards
- Develop valid, reliable, and meaningful common formative assessments for EL students where the data can be used to monitor student growth within a subject and identify

## 2. Instructional strategies:

**Strengths:** All certificated teachers at SDUHSD have certification in Specially Designed Academic Instruction in English (SDAIE). However, there is no consistent district wide focus on using SDAIE instruction techniques and strategies during lesson delivery. ELD instructors at middle school sites have been trained in using the System 44 instructional model for ELD I and II students.

**Weaknesses:** Areas for improvement in instructional strategies that SDUHSD needs to address the following:

- Time for collaboration on best instructional strategies related to EL instruction
- Ensure teachers have access to all the ancillary materials designed to support EL students
- Develop strategies to help long-term English Learners progress beyond the intermediate level on the CELDT
- Provide general education teachers with information about the specific language gaps and needs of the EL students enrolled in their classes
- Long term English Learners need explicit instruction in academic English vocabulary. SDUHSD needs to create an Academic Language Development course that will focus on oral language development, high quality writing, and complex vocabulary needed for success in the grade level English classes

## 3. Professional development:

While a large percentage of SDUHSD teachers have EL authorization, some expressed a desire for more intensive professional development. SDUHSD must ensure that all teachers of English learners have access to high quality professional development that provides differentiated instructional strategies, promotes the effective use of student assessment data, and develops skills for supporting second-language acquisition across the curriculum. This professional development will be made jointly available to English Learner and general education teachers and evaluated for how well it is implemented and its effects on student achievement. SDUHSD will continue to provide English Language Development teachers training on the EDGE curriculum, the newly adopted middle school curriculum, and the new literacy component of READ 180 (System 44). In addition, the district needs to provide professional development for district administrators to equip them with an understanding of the features of quality instruction for EL students.



#### **4. Parental participation:**

SDUHSD encourages and promotes multiple opportunities for parents to become active participants in assisting their English learner students to achieve academically at the district and school site levels. District English Learner Advisory Committee and English Learner Advisory Committee parent participation has been consistent over the last two years. A consistent effort has been made to provide ELAC meetings that are not only informational but also interactive for all parents. In a timely manner, school sites disseminate district and school information to parents utilizing monthly newsletters and School Connects phone messaging. District and school site EL coordinators will continue to work together to develop strategies to maintain and increase parent involvement opportunities, and to help the parents/guardians of English Learners become better informed and able to support the education of their children.

#### **C. Factors contributing to failure to meet AMAO 3 at SDUHSD:**

English Learners who have remained at the CELDT intermediate level have not received consistent standards-based ELD instruction appropriate to their CELDT proficiency level as they move from one school site to another. While most school sites at SDUHSD have homogenously grouped EL students by CELDT level, schools with a small population of English Learners do not provide a dedicated ELD instructional period. The major factors that contributed to the district's failure to meet AMAO 3 are as follows:

1. The need for systemic professional development and school-wide implementation of effective instructional strategies to address the English language development needs of English Learners who are mainstreamed and identified as long-term EL students
2. The need for a consistent district-wide process to provide updated information to administrators, teachers and counselors related to the instructional needs, academic progress, and achievement of EL students
3. Teachers need additional supplemental ELD materials to be successful in the classroom and during interventions programs
4. The need to develop a consistent, district wide intervention program that will ensure that English Learners receive universal access and differentiated instruction. This intervention program must have specific entry and exit criteria
5. SDUHSD must develop a clear instructional vision and high expectations for English Learners by establishing clear academic goals for these students, communicating these goals emphatically to stakeholders in the district, and ensuring that EL students are held to the same high standards as other students throughout the district
6. Provide in-services before the start of school each year that will be dedicated to reviewing and analyzing EL achievement data on the California Standards Tests, California High School Exit Exam, and the California English Language Development Test. Results from state testing will be used to set achievement goals for all EL students

**D. Conclusions from analysis that inform program modifications:**

SDUHSD has identified the EL students performing at the basic or below level in the CST and those who are not passing the CAHSEE as a critical subgroup of the EL student population. The majority of students in this group have been enrolled in U.S schools for five years or more. As funding permits, professional development in effective instructional strategies for English Learners enrolled in ELD, ELA, and Mathematics will be the major focus of our work. Teachers must also be provided with opportunities for collaboration on best instructional strategies, practices and data assessment analysis. The district EL Title III team believes that SDUHSD must implement program modifications identified in this program improvement plan addendum to increase the academic achievement of all English Learners in ELD, Reading/Language Arts and Mathematics.

<i>Educational activities to improve English proficiency and academic achievement</i>	Timeline	Person Responsible	Funding Sources and Estimate	Progress Reports (Monitoring by LEA)
<p><b>2. Describe scientifically based strategies to improve English-language Development (ELD).</b> (AMAOs 1 and 2)</p> <p>1. Full and consistent implementation of standards-based ELD instruction for all EL students at all grade levels, with a particular focus on providing support services for long-term EL students in mainstream settings.</p> <p style="padding-left: 20px;">a. Standards-based ELD instruction will be provided to long-term EL students enrolled in core academic classes based on their proficiency level. AVID tutors will be assigned to support long-term ELs in mainstream settings.</p> <p>2. Teachers will plan purposeful instruction and utilize the following practices while teaching ELD. District and site administrators at the middle, and high school levels will observe and verify via walkthroughs that the following practices are in use:</p>	<p>Daily September 2011-June 2012</p> <p>Weekly September 2011-June 2012</p>	<p>Director of Curriculum and Assessment, Principals, EL Coordinator</p> <p>EL Coordinator, Site Principals, Assistant Principals</p>	<p>No Funding Required</p> <p>No Funding Required</p>	

<ul style="list-style-type: none"> <li>• ELD instruction is provided to all English Learners based on proficiency level and program design. This includes ELs with disabilities.</li> <li>• ELD instruction is differentiated to meet the needs of the newcomer as well as long-term EL students.</li> </ul> <p>3. Site administrators will provide and facilitate collaboration time for classroom teachers to develop common formative assessments and share lesson designs and teaching strategies for ELD that address all proficiency levels</p> <p>4. SDUHSD will provide in-services before the start of school each year that will be dedicated to reviewing and analyzing EL achievement data on the California English Language Development Test. CELDT results will be used to set achievement goals for all EL students</p>	<p>Monthly          Sept. 2011-          June 2012</p> <p>Monthly          Sept. 2011-          June 2012</p>	<p>Site Principals,          EL Coordinator</p> <p>Director of          Curriculum and          Assessment,          EL Coordinator,          Site EL Leads</p>	<p>EIA \$5,000          General Fund          Staff          Development          \$15,000</p> <p>Title III \$2,500          EIA \$2,500</p>	
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<p>5. SDUHSD will continue to provide CELDT administration trainings for all ELD instructors. CELDT data, CELDT blueprints and released test questions will be provided to all ELD/ELA teachers to increase awareness of and familiarity with the exam and improve their understanding of the test results. Teachers will incorporate test prep or align test items with existing lessons. Teachers and proctors will receive training in the proper administration and scoring of the exam; all ELD teachers will assist in the administration of group sections of CELDT to improve testing environment for students.</p>	<p>Yearly                  Sept. 2011-                  June 2012</p>	<p>EL Coordinator,                   ELD instructors,                  EL Leads</p>	<p>EIA \$5,000</p>	
<p><b>Monitoring by Regional COE Lead</b></p>				

<p><b>3. Describe scientifically based strategies to improve academic achievement in reading/language arts (R/LA). (AMAO 3)</b></p> <ol style="list-style-type: none"> <li>1. Identify EL students who are below basic and far below basic on the CSTs for ELA and place these students in appropriate ELA intervention program (READ 180 or System 44). Students will be identified at the beginning of the school year and when new enrollees enter the district.</li>   <li>2. A web-based writing development program will be implemented as a supplemental writing program for students in grades 7-12. This program will support the teaching of writing strategies for long-term EL students.           <ul style="list-style-type: none"> <li>• Long-term English EL students who score below the Average State Min. Proficiency in the written portion of the CST will receive support with this web-based program (My Access).</li> </ul> </li>   <li>3. Pilot an Academic Language Development (ALD) course for long-term English Learners that will focus on oral language development, high quality writing, and complex vocabulary needed for success in the grade level English classes.</li> </ol>	<p>Beg of year and Each Semester          Feb. 2011-June 2012</p> <p>Each Semester          September 2011-June 2012</p> <p>Yearly          September 2011-June 2012</p>	<p>Site Principals,          EL Coordinator,          Site EL Leads</p> <p>Director of Curriculum and Assessment,          EL Coordinator,</p> <p>EL Coordinator,          ELD instructors,          EL Site Leads</p>	<p>No Funding Required</p> <p>EIA \$5,000          General Fund          Instructional Technology          \$45,000</p> <p>EIA \$10,000          LEAP \$10,000</p>	
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<p>4. Provide opportunities for teachers during late start collaboration days so that teachers who support EL students have an opportunity to meet and monitor academic progress, and collaborate regarding effective ELA differentiation strategies and activities for EL students</p>	<p>Monthly          September          2011-June          2012</p>	<p>Director of Curriculum and Assessment, Site Principals, EL Coordinator</p>	<p>No Funding Required</p>	
<p>5. Develop a district-wide process to provide updated information to administrators, teachers and counselors related to the instructional needs, academic progress, and achievement of EL students</p>	<p>Quarterly          September          2011-June          2012</p>	<p>EL Coordinator, Director of Curriculum and Assessment</p>	<p>No Funding Required</p>	
<p>6. Develop a consistent intervention entrance/exit criteria and provide additional intervention instructional materials to address key prerequisite skills and concepts EL students need to access grade level ELA standards successfully</p>	<p>Each Semester          February          2011-June          2011</p>	<p>EL Coordinator, Site EL Leads, Site administrators</p>	<p>EIA \$10,000          LEAP \$5,000</p>	
<p>7. Verify that classroom differentiated activities are taking place to address the needs of all English Learners through district and site administrators visits to classrooms.</p>	<p>Monthly          September          2011-June          2012</p>	<p>Site Principals, EL Coordinator</p>	<p>No Funding Required</p>	

<p>8. Develop an observational tool identifying the specific differentiated activities to monitor and incorporate criteria specific to English Learners</p> <p>9. Monitor students who meet the SDUHSD reclassification criteria to RFEP status for the following two years to ensure that they sustain academic achievement. RFEP students who incur academic deficits must receive appropriate interventions.</p> <p>10. Provide CAHSEE Intervention support for EL students in grades 10-12 who have not passed the CAHSEE. Support will be provided as part of daily schedule, and after school using PLATO software. Criteria will be established to identify eligible students</p>	<p>Yearly September 2011-June 2012</p> <p>Each Semester February 2011-June 2012</p> <p>Each Semester February 2011-June 2012</p>	<p>EL Coordinator</p> <p>EL Coordinator, Site ELD Leads</p> <p>EL Coordinator, Site ELD Leads</p>	<p>No Funding Required</p> <p>Title III \$1,500</p> <p>EIA \$2,500 Title III \$2,500</p>	
<p><b>Monitoring by Regional COE Lead</b></p>				



<p><b>4. Describe scientifically based strategies to improve academic achievement in mathematics. (AMAO 3)</b></p> <ol style="list-style-type: none"> <li>1. Identify EL students who are below basic and far below basic on the CSTs for Math and place these students in appropriate Math intervention program. Students will be identified at the beginning of the school year and when new enrollees enter the district.</li> <li>2. Provide opportunities for teachers during late start collaboration days so that teachers who support EL students have an opportunity to meet and monitor academic progress, and collaborate regarding effective Math differentiation strategies and activities for EL students</li> <li>3. Develop a consistent intervention entrance/exit criteria and provide additional intervention instructional materials to address key prerequisite skills and concepts EL students need to access grade level Math standards successfully</li> </ol>	<p>Each Semester                  August                  2011-June                  2012</p> <p>Monthly                  September                  2011-June                  2012</p> <p>Yearly                  September                  2011-June                  2012</p>	<p>Site Principals,                  EL Coordinator,                  Site EL Leads</p> <p>Director of                  Curriculum and                  Assessment,                  Site Principals,                  EL Coordinator</p> <p>EL Coordinator,                  Site EL Leads,                  Site                  administrators</p>	<p>No Funding                  Required</p> <p>No Funding                  Required</p> <p>EIA \$10,000,                  LEAP \$10,000,</p>	
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<p>4. District and site administrators will visit classrooms weekly to observe mathematics instruction and to verify that all ELs are being instructed appropriately in the core mathematics curriculum utilizing universal access components as appropriate for ELs. Administrators will provide timely feedback to teachers on these observations.</p>	<p>Monthly                  September                  2011-June                  2012</p>	<p>Site Principals,                  EI Coordinator</p>	<p>No Funding                  Required</p>	
<p>5. Counselors and site administrators will ensure that English Learners have access to high level, rigorous, Mathematics courses by reviewing student schedules. English Learners will be provided linguistic support as necessary to access the course material</p>	<p>Each                  Semester                  September                  2011-June                  2012</p>	<p>Site Principals,                  Counselors, EL                  Coordinator</p>	<p>No Funding                  Required</p>	
<p><b>Monitoring by Regional COE Lead</b></p>				

<p><b>5. Describe scientifically based professional development strategies and activities, including coordination efforts with other Elementary and Secondary Education Act (ESEA) programs.</b></p> <ol style="list-style-type: none"> <li>1. Provide high quality professional development training that specifically highlights research, techniques and SDAIE instructional techniques/strategies to support English Learners access of core ELA/Math adoption. Including specific use of ancillary materials for universal access and strategic intervention</li> <li>2. Provide specific strategies for teachers to help differentiate lessons and curriculum to meet the needs of EL students in sheltered or mainstreamed content area classes. Use Trainer of Trainer (TOT) Model training provided by SDCOE. Trainer of Trainers will then train their respective departments on SDAIE strategies and cultural competencies related to English Learners and second language acquisition</li> <li>3. Provide monthly opportunity for teachers to collaborate regarding effective SDAIE strategies and activities for English Learner students</li> </ol>	<p>Quarterly September 2011-June 2012</p> <p>Quarterly September 2011-June 2012</p> <p>Monthly September 2011-June 2012</p>	<p>Director of Curriculum and Assessment, Site Principals, EL Coordinator</p> <p>Director of Curriculum and Assessment, Site Principals, EL Coordinator</p> <p>Site Principals, EL Coordinator</p>	<p>EIA \$5,000, Title III \$5,000, General Fund Staff Development \$10,000</p> <p>EIA 5,000, Title III \$5,000, General Fund Staff Development \$10,000</p> <p>EIA \$2,500, Title III \$2,500</p>	
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<p>4. Provide EL Site Leads with Data Director training and support during quarterly meetings to monitor academic progress of EL students.</p>	<p>Quarterly February 2011-June 2012</p>	<p>EL Coordinator, Site EL Leads</p>	<p>EIA \$1,000</p>	
<p>5. Assure that articulations with district feeding Elementary districts also include EL discussions for incoming long-term language learners</p>	<p>Quarterly February 2011-June 2012</p>	<p>Assistant Sup. of Educational Services, Director of Curriculum and Assessment EL Coordinator</p>	<p>No Funding Required</p>	
<p><b>Monitoring by Regional COE Lead</b></p>				
<p><b>6. Describe parental participation and outreach strategies to help parents become active participants in the education of their children, including coordination efforts with other ESEA programs.</b></p> <p>1. Continue to explore and implement effective programs that encourage the parents of EL students to be involved in their children’s education. Including Aeries parent portal trainings, monthly workshops during ELAC meetings, and the North County Latino Parent Conference</p>	<p>Monthly February 2011-June 2012</p>	<p>EL Coordinator, Site EL Leads</p>	<p>Title III \$1,000, EIA \$1,000</p>	

<p>2. Train Lead parents to conduct parent workshops for incoming middle school parents, and continue with additional workshops for all parents of ELs throughout the year on a monthly basis</p>	<p>Monthly September 2011-June 2012</p>	<p>EL Coordinator</p>	<p>Title I \$500, EIA \$500</p>	
<p>3. Through the SDCOE Parent Involvement Office, parents of English Learners will receive training on a variety of relevant topics including leadership, positive discipline, academic support, college readiness, A-G understanding, and how to access valuable community resources.</p>	<p>Quarterly September 2011-June 2012</p>	<p>EL Coordinator</p>	<p>Title I \$1,000, EIA \$1,000</p>	
<p>4. Continue to provide Community Based English Tutoring (CBET) and English classes through district Adult Education program</p>	<p>Weekly February 2011-June 2012</p>	<p>EL Coordinator, Adult Education Principal</p>	<p>No Additional Funding Required</p>	
<p>5. Conduct EL Reclassification parent informational meetings at the end of every semester</p>	<p>Each Semester September 2011-June 2012</p>	<p>Site EL Leads, EL Coordinator</p>	<p>Title I \$1,000, EIA \$1,000</p>	
<p><b>Monitoring by Regional COE Lead</b></p>				

<p><b>7. If applicable, identify any changes to the Title III Immigrant Education Program.</b></p> <ol style="list-style-type: none"> <li>1. Coordinate activities with the SDCOE migrant program to assists parents of immigrant students to understand the US educational system</li> <li>2. Provide family literacy, parent outreach, and training activities designed to assist parents of immigrant children to became active participants in the education of their children</li> <li>3. In conjunction with the SDCOE migrant education program, provide a summer CAHSEE preparation program for immigrant students in grades 10-12 who need additional support in preparing for or passing the CAHSEE in ELA and Math</li> <li>4. Support Immigrant and EL parent communication through the district's website, which provides links to each school site and resources of interest for parents, teachers and administrators.</li> </ol>	<p>Monthly February 2011-June 2012</p> <p>Quarterly September 2011-June 2012</p> <p>Yearly July 2011- June 2012</p> <p>Monthly February 2011-June 2012</p>	<p>EL Coordinator Migrant Ed Program Specialist</p> <p>EL Coordinator</p> <p>EL Coordinator Migrant Ed Program Specialist</p> <p>EL Coordinator Site administrators</p>	<p>No Additional Funding Required</p> <p>No Additional Funding Required</p> <p>Title III \$3,000</p> <p>Title III \$2,000</p>	
<p><b>Monitoring by Regional COE Lead</b></p>				

**7. Incorporate, as appropriate, activities before school, after school, during the summer, and during an extension of the school year.**

Please describe those activities and how the LEA will incorporate them.	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>SDUHSD will continue to incorporate activities before school, after school and during the summer as appropriate. Activities include:</p> <ol style="list-style-type: none"> <li>1. Provide additional support for students who are performing below the basic level in the ELA and Math portion of the CST at all grade levels.</li> <li>2. Continue to provide Having A Voice (HAV) program for Latino students during the school year (after school meetings) and during the summer session.</li> <li>3. Continue to provide summer ELD reading program for ELD students who are recent US arrivals and are struggling in State testing</li> </ol>	<p>Director of Curriculum and Assessment, EL Coordinator, Director of Special Education                      October 2011-June 2012</p> <p>Director of Curriculum and Assessment, EL Coordinator                      June 2011-July 2012</p> <p>Director of Curriculum and Assessment, EL Coordinator                      June 2012-July 2012</p>	<p>Teacher hours beyond daily contract</p> <p>Teacher and counselor salaries</p> <p>Teacher Salary</p>	<p>\$9,000</p> <p>\$23,000</p> <p>\$8,000</p>	<p>Title I, Title III, EIA</p> <p>Title I, Title II, Title III</p> <p>Title I, EIA</p>

**8. Include strategies to promote effective parental involvement in the school.**

Please describe parental involvement strategies and how the LEA will support them across the LEA.	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>SDUHSD will continue to provide effective parent meetings and trainings to ensure parents understand State assessment results and federal accountability. The parent involvement activities are described below:</p> <ol style="list-style-type: none"> <li>1. Continue to provide parents with access and training to the Aeries Parent Portal to ensure parents are actively involved in their student's academic progress.</li> <li>2. Continue to host Parent Education and Training sessions for our Language Learner families, specifically looking to help them with learning skills and strategies to be successful in and out of our classrooms.</li> <li>3. Create an opportunity for elementary parents and staff to either participate in our Strategic Planning or observe our Strategic Planning process. Also include elementary parents onto our Parent Curriculum Advisory Committee as observers. This will help inform key elementary parent leaders about our full inclusion academic and social programs.</li> <li>4. Continue to explore and implement effective programs that encourage the parents of EL students to be involved in their children's education. Including Plaza Comunitaria program, ELAC/DELAC workshops and the North County Latino Parent Conference.</li> </ol>	<p>Quarterly EL Coordinator, EL Leads, Aeries Tech October 2011-June 2012</p> <p>Director of Curriculum and Assessment, EL Coordinator Oct. 2011-June 2012</p> <p>Director of Curriculum and Assessment, EL Coordinator Oct. 2011-June 2012</p> <p>Director of Curriculum and Assessment, EL Coordinator Nov. 2011-June 2012</p>	<p>Hourly rate for Aeries Tech and EL Leads</p> <p>Training Costs</p> <p>N/A</p> <p>Teacher Hourly rates</p>	<p>\$1,500</p> <p>\$2,000</p> <p>No additional costs</p> <p>\$9,000</p>	<p>Title III</p> <p>Title III</p> <p>N/A</p> <p>Title I, Title III, EIA</p>



**LOCAL EDUCATIONAL AGENCY PROGRAM IMPROVEMENT PLAN  
ASSURANCE PAGE**

**Local Educational Agency (LEA) Plan Information:**

**Name of LEA: San Dieguito Union High School District**

**County District Code: 37-68346**

**Date of Local Governing Board Approval: October 6, 2011**

**District Superintendent: Ken Noah**

**Address: 710 Encinitas Blvd**

**City: Encinitas, CA 92024**

**Zip Code: 92024**

**Phone: 760-753-6491**

**FAX: 760-943-3501**

**E-mail:  
ken.noah@sduhsd.net**

**Signatures:**

**On behalf of LEAs, participants included in the preparation of this Program Improvement LEA Plan Addendum:**

	<b>Ken Noah</b>	
_____ Signature of Superintendent	_____ Printed Name of Superintendent	_____ Date

	<b>Joyce Dalessandro</b>	
_____ Signature of Board President	_____ Printed Name of Board President	_____ Date

Juan Manuel Zapata

_____ Signature of Title III English Learner Coordinator/Director	_____ Printed Name of Title III English Learner Coordinator/Director	_____ Date
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*Please note that the Title III English Learner Coordinator/Director will only need to sign this Assurance if the LEA is identified for Title III Year 2 or Year 4 improvement status.*

By submission of the local board approved LEA Plan Addendum (in lieu of the original signature assurance page in hard copy), the LEA certifies that the plan has been locally adopted and original signed copies of the assurances are on file in the LEA. The certification reads:

**Certification:** *I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Plan/Plan Addendum/Action Plan are on file, including signatures of any required external providers.*